



Human Resources Development Canada
Développement des ressources humaines Canada

THE

PARTNERSHIP

FACILITATOR'S GUIDE

*Written by
Ken King,
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and Flo Frank
for Human
Resources
Development
Canada*

Canada

THE PARTNERSHIP FACILITATOR'S GUIDE

Written by Ken King, Anne Smith and Flo Frank

This project was sponsored by Human Resources Development Canada (HRDC).

Copies of this document plus the related Partnership Handbook, in both French and English, are available from the Internet website of HRDC at <http://www.hrdc-drhc.gc.ca/common/partnr.shtml>.

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I - FACILITATOR INFORMATION

1. Objectives of a Partnership Workshop

This facilitator's guide is intended to assist you in facilitating a discussion about partnerships with people who have read through *The Partnership Handbook*. The *Handbook* was created by the Labour Market Learning and Development Unit of Human Resources Development Canada. It was designed to support the understanding and effective implementation of community partnerships.

The objective of the partnership workshop is to provide an opportunity to explore in greater detail issues and ideas raised in *The Partnership Handbook*. In addition, for those participants in an existing partnership, the objectives of the workshop are:

- to assist the participants in evaluating their own partnership activity;
- to identify the issues and challenges within the partnership;
- to prioritize the identified issues and challenges; and
- to assist the group to develop strategies for responding to as many of these issues and challenges as possible.

2. What is Required

In order to effectively facilitate this workshop:

- You must have a thorough knowledge of the material contained in *The Partnership Handbook*, and be prepared to answer any questions about it. You may also wish to read other material on partnerships to enhance your knowledge of the subject.
- You must be highly skilled in group facilitation and have a variety of facilitation tools at hand. This is the most important of the trainer prerequisites as you will have to develop and adapt most of the agenda, based on the needs of the participants, which often emerge only during the course of the workshop.
- You must have a very clear understanding of what the participants want to accomplish by the end of the workshop and the means to guide the group to this end.

3. Workshop Participants

Participants will come from a wide range of experiences and organizations. They may be:

- a group of individuals who are not connected in any way other than a desire to learn about partnerships;
 - individuals who, while having experience with partnerships, have not partnered with each other;
 - a group which has a particular partnership in mind or is in the early stages of forming a partnership; or
-

- a group of individuals who have a common partnership experience. These individuals may be motivated to undertake a facilitated session on partnership because they:
 - a) want to take stock of their current partnership activity; and/or
 - b) have completed the original purpose of their partnership and want to determine if it has a future; and/or
 - c) have a sense that there are problems and issues within the partnership that need to be resolved.

4. Responding to the Priorities of Workshop Participants

It is important that you understand the nature of the group you are facilitating. This will impact upon both the design of the workshop and the issues and concerns that arise during the workshop. You will need to adapt the material in both the Handbook and this Guide to match the specific needs of your participants.

The Partnership Handbook identifies a wide range of ideas, and the interests and needs of participants may be quite diverse. It is vital, therefore, that you obtain as much information as possible about the participants ahead of time. You need to know about them as individuals and about their partnership experience.

If you are facilitating a partnership group with common experience, ask them to provide you with background information on the purpose and activities of their partnership. This information will provide a context for you and may be useful to refer to or draw upon as issues or questions arise during the workshop.

You also need to know the topic areas participants would like to see addressed in the workshop. Obtaining this information can be done in a variety of ways:

- a) You can arrange a meeting with a representative or representatives of the group ahead of time and discuss the needs, interests and expectations of the group. This is certainly the best way to obtain information.
- b) You can design and have participants complete a "pre-workshop questionnaire" that identifies their interest and expectations about the workshop. A sample questionnaire is provided in Appendix A.
- c) You can send a fax or letter to the participants outlining your planned approach to the workshop. A sample of such a letter is provided in Appendix B. Other information that you may need to send out to participants could be easily integrated into the text of this letter.

By determining the interests, priorities and expectations of participants, you will be in a better position to design an effective workshop and choose the most appropriate exercises for use during the session.

Regardless of the advance work done, it is important to review the objectives and the process with participants at the beginning of the workshop. Ask participants to identify their expectations for the workshop and record these. This will allow you to refer back to these expectations during the session and can be a very useful tool in summarizing the results of the workshop.

No matter how much consultation takes place prior to the workshop, issues and ideas will be sparked during the workshop itself. You should keep a running list of issues for discussion, as they come up during the exercises. Simply write the issues on a sheet of paper and address them at an appropriate time during the workshop or as part of your wrap-up.

There may be issues raised with which you are not able to deal, either because of a lack of time or knowledge. You can either state that you will obtain answers and get back to the participants with the information, or suggest that participants work on the issues and share their findings post-workshop.

5. Workshop Options

Several suggested agendas for a one-day and a two-day workshop are provided below. Refreshment breaks can be scheduled when the natural breaks in the workshop occur. An exercise and time frame for each agenda item is provided in Section II of this *Guide*, "Workshop Exercises".

Every session should consist of five parts: an introduction, a series of exercises appropriate for the group, identification of issues, discussion of those issues, and a closing consisting of the development of an action plan and the completion of a session evaluation. A range of exercises is provided in Section II to enable you to tailor your workshop to the needs and interests of participants.

Facilitators need to be aware that some exercises are appropriate for participants new to partnering, while others are designed for those already involved in a partnership. As well, some exercises are linked so that, if you decide to do one, you should also consider doing the linked exercise, although this is not always necessary.

Please note that every workshop will be different in terms of the time it takes to complete the activities listed below.

AGENDA 1 - One-Day Workshop for Participants New to Partnering

- | | | |
|-------|---------|---|
| 9:00 | - 9:15 | Introductions |
| 9:15 | - 9:35 | Review of Workshop Purpose |
| 9:35 | - 9:55 | What is a Partnership? |
| 9:55 | - 10:25 | Key Factors that will Make or Break a Partnership |
| 10:25 | - 10:40 | Break |
| 10:40 | - 12:30 | Experiencing a Partnership-Role Play |
| 12:30 | - 1:30 | Lunch |
| 1:30 | - 2:00 | Debriefing from Role Play and Identifying Issues for Discussion |
| 2:00 | - 3:50 | Issue Discussion |
| 3:50 | - 4:10 | Action Planning |
| 4:10 | - 4:30 | Wrap-Up and Workshop Evaluation |
-

AGENDA 2 - Two-Day Workshop for Participants New to Partnering

Day One

- 9:00 - 9:15 Introductions
- 9:15 - 9:35 Review of Workshop Purpose
- 9:35 - 10:05 Understanding Partnerships - Building on Experience
- 10:05 - 10:25 What is a Partnership?
- 10:25 - 10:45 Break
- 10:45 - 11:15 Key Factors that will Make or Break a Partnership
- 11:15 - 12:00 Building on Success
- 12:00 - 1:00 Lunch
- 1:00 - 1:30 Are You Ready to Partner?
- 1:30 - 2:30 The Partnership Process
- 2:30 - 2:50 Break
- 2:50 - 3:45 Attitude, Knowledge and Skills
- 3:45 - 4:00 Wrap-up for the day

Day Two

9:00 - 9:15	Review of Day 1
9:15 - 11:30	Experiencing a Partnership-Role Play
11:30 - 12:00	Debriefing from Role Play and Identifying Issues for Discussion
12:00 - 1:00	Lunch
1:00 - 2:40	Issue Discussion
2:40 - 3:00	Break
3:00 - 3:30	Action Planning
3:30 - 4:00	Wrap-Up and Workshop Evaluation

AGENDA 3 - One-Day Workshop for Participants Experienced in Partnering

9:00	-	9:15	Introductions
9:15	-	9:35	Review of Workshop Purpose
9:35	-	9: 55	What is a Partnership?
9:55	-	10:25	Key Factors that will Make or Break a Partnership
10:25	-	10:40	Break
10:40	-	11:25	Assessing Our Partnership
11:25	-	12:00	Identifying Issues for Discussion
12:00	-	1:00	Lunch
1:00	-	3:50	Issue Discussion
3:50	-	4:10	Action Planning
4:10	-	4:30	Wrap-Up and Workshop Evaluation

Although a two-day workshop agenda is not provided for participants experienced in partnering, adapting Agenda 3 can be easily done by extending the time for the discussion of issues and adding exercises.

There are sufficient exercises and, from the experience of piloting this material, sufficient interest on the part of most potential participants to enable you to fill a two-day period, if such time is available to you.

6. Workshop Logistics

As the facilitator it is your responsibility to make sure that all logistical arrangements are made for the workshop. This may involve doing it yourself or confirming that someone else has made all necessary arrangements associated with the workshop. Assume nothing!

An ideal group would probably be 12 to 16 participants. The role play available as an exercise has 38 roles. Although the facilitator notes explain how additional participants can be accommodated if necessary, it is strongly recommended that (a) you try not to have a group as large as this but, if this is not under your control, (b) you attempt, by having a co-facilitator, to split the group in two and run two concurrent role plays.

You will need as large a room as you can locate or afford. Preparation for the role play involves those playing the members of the various partnering organizations meeting on their own for 10 minutes. They should have at least some degree of privacy. If sufficient space is not available in the main room, access to additional space(s) should be located.

You should either arrange for refreshments to be brought in during the morning or afternoon, or ensure that participants understand that they should go out to get coffee and then return right away to the room. The schedule is tight and extended breaks will seriously compromise your delivery.

7. Delivery Methodology

As you read through the exercises outlined in this Guide, you will see that many of them suggest that you use small group discussion followed by reporting back to the plenary group as the methodology. The reason this has been suggested is to promote discussion and the sharing of ideas.

Small groups should ideally consist of 5 to 8 participants but this will depend upon the total number of participants. There should be at least 5 participants in each group to permit some diversity of opinion but no more than 8, at which point discussion can become unwieldy. It is recommended that you switch the membership of small groups to further stimulate discussion.

If you have a small group of participants to begin with, you may want to go solely with plenary discussions. You may also want to consider having discussion in the plenary session followed by individual reflection and comments. Determine for yourself which method of delivery is best for your own situation and for your own comfort. The key, regardless of methodology, is to use the questions provided in each exercise to promote discussion and learning.

8. Resources and Supplies

The Partnership Handbook is prerequisite reading for all workshop participants so a copy should be sent to them as far in advance of the workshop as possible.

The following supplies will be required during the workshop:

- flip chart stand(s) and paper,
- marking pens,
- masking tape,
- pens and paper for the participants,
- Post-it™ notes or stickers for exercises, and
- copies of any handouts to be used.

9. Tips for Facilitators

- Gain as much understanding about the group you are facilitating in advance of the session as is possible (numbers, work done to date, issues and concerns).
 - As a facilitator you must have a very clear understanding of what needs to be accomplished by the end of the session and the means you will use to guide the group to this end.
 - Be flexible. Plan your process in advance, but be ready to change or adapt to meet the needs of the group.
 - Don't make the process too complex. You do not want the process to get in the way of learning and discussion. The larger the group, the simpler the process should be.
 - Don't try to cram too much activity into the time you have. Allow time for meaningful discussion. Often, the sharing of ideas and discussion has the most value for participants.
 - There is a balance to strike between giving people time to express themselves and keeping the process on track.
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- Think through the issues or problems that may arise in the workshop and know how you will respond to them.
 - Ensure that all participants have a common understanding of the purpose and intended results of the session.
 - An introductory exercise is always advisable as it breaks the ice and allows you to develop rapport with the group.
 - For effective facilitation the group must trust you. For trust to develop you must be genuine in your interest and desire to make the workshop beneficial for participants.
 - Humour is important. It is a non-threatening way for participants in a group to see issues or acknowledge problems.
 - Remember that your job is to keep the process on track, and not to make decisions for the group.
 - Remember that your role is not that of expert. You do not have all the answers; the group you are facilitating does. The group is a resource, which should be used.
 - Ask questions. As a neutral party you can help a group think through issues by simply asking questions.
 - You must trust that the group you are facilitating will take responsibility for their own learning and problem solving. Your role is to provide a structure or support for doing this.
 - The key skills for facilitation are listening, synthesizing discussion and identifying ways to move the discussion or learning forward.
 - If conflict emerges, identify the issue that is at the centre of the conflict. Acknowledge that there is conflict and emotion.
 - If conflict is occurring and/or discussion is getting bogged down or unproductive, take a time out.
-

- Particularly for participants in an existing partnership, the notes made during the session may be useful for further work and discussion. Before destroying any flip charts ask the group whether they wish to have them retained.
- Ask for evaluative feedback. Learn from your experience.

10. Revisions to this Facilitator's Guide

Learning is ongoing, and this publication is designed to incorporate new learning and experience. This Guide was prepared to allow for revisions based on your feedback. For this reason, you are asked to contact HRDC (at the address listed below) and provide answers to the following questions:

- What worked for you?
- What didn't work?
- What was useful in this Facilitator's Guide?
- What was missing?

Do feel free, as well, to provide comments about *The Partnership Handbook*.

Mail your comments and suggestions to:

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II - WORKSHOP EXERCISES

Exercise 1: Introductions

Time Frame:

15 minutes

Objective:

To introduce yourself and to have the participants introduce themselves to each other.

Exercise:

Introduce yourself to the workshop participants. Highlight your experience with partnerships and in facilitating group discussion.

Have the participants introduce themselves to you and to one another.

If participants are new to partnering, ask each individual to tell the group why they are interested in partnerships as they introduce themselves. Ask them in what partnership activity they anticipate becoming involved.

If participants are NOT new to partnering, ask them to explain their experience with partnering to date. Don't assume that everyone knows each other well. There may be individuals in attendance who are new to the partnership. Ask each individual to tell the group something about their involvement in the partnership as they introduce themselves. This will provide you with some understanding of the dynamics of the group.

Notes to Facilitator:

You may choose to use an icebreaker if you wish but, ideally, this should reflect some of the principles or concepts of partnering.

Exercise 2: Review of Workshop Purpose

Time Frame:

20 minutes

Objective:

To review the purpose of the workshop and the role of the facilitator.

Advance Preparation:

You should write the workshop objectives on a flip chart or poster. You may also wish to prepare a handout of the objectives.

Exercise:

Review the workshop objectives. Ensure that all participants understand the workshop will do one or more of the following:

- provide an opportunity for individuals to explore in greater detail issues and ideas raised in *The Partnership Handbook*;
- assist the participants to evaluate their own partnership activity;
- identify the issues and challenges within the partnership; and
- prioritize the identified issues and challenges, and assist the group to develop strategies for responding to as many of these as possible.

Ask participants to express any expectations that are not covered by the workshop objectives. Be sure to record participants' comments and refer to them as needed.

Review the agenda for the workshop. Ask if there are any questions.

Explain your role as facilitator. Confirm that participants understand that your role is to assist the group to explore the partnership concept and process. As the facilitator you will keep them on track and provide a process to support their learning.

Notes to Facilitator:

It is very important to confirm that all participants understand the objectives of the workshops as well as have an opportunity to express their expectations for the workshop. Post the workshop objectives and expectations where everyone can see them. Use this information at the end of the workshop to ensure that participants' expectations have been met and to summarize the results of the workshop.

Exercise 3: Understanding Partnerships - Building on Experience

Timeframe:

30 minutes (5 minutes to introduce the exercise, 15 minutes for small group discussion and 10 minutes for discussion in the group as a whole).

Objective:

To identify the strengths, benefits and challenges of partnerships based on participants' experience of partnership activity.

Advance Preparation:

Read Section 1 of the *Handbook*, "What is a Partnership?".

You may wish to write the questions on a flip chart and/or provide them to the participants as a handout.

Exercise:

Ask participants to think of partnerships with which they are or have been involved. Remind participants that most of us through our work, personal or volunteer activities have partnership experience. For example, marriage or its equivalent is a partnership that many participants will have experienced.

Divide the participants into small groups of from 5 to 8 participants. Give them 15 minutes, in their groups, to answer the following questions:

As you reflect upon your own partnership experience:

- What did you like about your partnership activity?
- What did you not like about your partnership experience?
- What do you believe are the benefits of partnership?

Ask each group to nominate a recorder who will record their ideas on flip chart paper. After 15 minutes ask each small group to share ideas that were raised during their discussions. Conclude the exercise by making a summary comment about the benefits and challenges of partnerships.

Notes to Facilitator:

Encourage participants to draw upon their experience. The benefits and challenges of partnerships become more tangible when they are tied to personal experience and stories.

Exercise 4: What Is A Partnership?

All participants, no matter what their experience in partnering, should do this exercise.

Time Frame:

20 minutes (10 minutes to come up with a definition and, then, up to 10 minutes for discussion)

Objective:

To briefly review the definition of a partnership.

Advance Preparation:

Read Section 1 of the *Handbook*, "What is a Partnership?".

Exercise:

Divide the participants into small groups of from 5 to 8 participants. Give them ten minutes, in their groups, to answer the following question:

How do you define the word "partnership"?

Encourage participants to go beyond a simple one-sentence definition to describe the defining characteristics of a partnership. They do not have to take the definition from the *Handbook* into account.

Participants should write down their definition on a piece of paper. Use of a flip chart is not required. Each group should select a spokesperson.

Have each group read out their definition.

Notes to Facilitator:

The precise wording of the definition each group develops is less important than that it reflects the substance of the message contained in *The Partnership Handbook*. What is important is that each group can answer "yes" to the following questions:

- Does each member of the group agree with this definition?
- Was everyone included in the discussion?

Partnerships will not all be the same. In summarizing the learning from this exercise, stress the importance of common understanding, agreement and involvement in the discussion. It does not really matter if outsiders say that a group is not a partnership so long as all the members within the group believe that they ARE a partnership. Stress the key elements of the partnership definition in the *Handbook*.

Exercise 5: Key Factors That Will Make or Break A Partnership

This exercise can be delivered in conjunction with Exercise 4 if desired and if time is available. If workshop participants have little to no partnership experience, it is recommended that you undertake this exercise.

Time Frame:

30 minutes

Objective:

To define what contributes to both the success and failure of partnerships by having participants discuss the questions listed below.

Advance Preparation:

Read Section 2 of the *Handbook*, "Preparing for a Partnership".

You may wish to write the questions on a flip chart and/or provide them to the participants as a handout.

Exercise:

Divide participants into small groups of 5 to 8 individuals. Have the participants discuss the following questions:

- What are the key factors that you believe will make a partnership successful?
- What are the key factors that you believe might break a partnership?

They should spend 15 minutes preparing their answers. These should be written on two flip charts headed "Make" and "Break".

Each group should select a spokesperson.

Each group should report out, highlighting what they believe to be the key points.

Notes to Facilitator:

To bring the discussion to an end, provide a summary of the key points that were raised during the discussion. Provide an overview of the conditions that support partnerships outlined in Section 2 of the *Handbook*:

- having common interests or concerns,
- understanding your partnership environment,
- understanding of what a partnership involves, and
- being open to doing things differently.

If using the role play exercise (Exercise # 10), indicate that the group has just discussed the theory behind partnerships, and that they will now have an opportunity to put this theory into practice later in the workshop.

Exercise 6: An Alternate Approach to Exercises 4 and 5

This is another way to approach the questions asked in Exercises 4 and 5.

Time Frame:

25 to 35 minutes

Objective:

To briefly review the definition of a partnership and discuss what contributes to both the success and failure of partnerships.

Advance Preparation:

Read Sections 1 and 2 of the *Handbook*.

Write each of the following questions on the top of three pieces of flip chart paper:

- How do you define the word "partnership"?
- What are the key factors that you believe will make a partnership successful?
- What are the key factors that you believe might break a partnership?

Post these around the room in three spots, each spot containing one question.

Exercise:

Divide the participants into three groups. Each group is given a different colour marker and is asked to start with one question. On the flip charts relating to that question, they are to put down all of the points that come to them.

The groups are then rotated. The next group would add, in their pen colour, additional points not covered, and put check marks beside the ones already there with which they agree. If they disagree with any point or don't understand it, they should put a question mark.

Each rotation should take 5 minutes, for a total of 15 minutes. There should then be a 10- to 20-minute reporting out and discussion.

Notes to Facilitator:

Markers in three different colours will be required.

See comments made with respect to Exercises 3 and 4.

Exercise 7: Building On Success

This exercise can only be done if Exercises 5 or 6 has been completed, as it builds upon the information provided by participants in these exercises. As your time will likely be limited, you may wish to concentrate on the key items that participants have identified which can "make" or "break" a partnership.

Time Frame:

40 minutes (10 minutes for setting up the exercise and 30 for discussion and reporting out)

Objective:

To provide participants with an opportunity to discuss, in greater detail, those things which will "make" or "break" partnerships.

Advance Preparation:

Read Section 2 of the *Handbook*, "Preparing for a Partnership".

You may wish to write the questions on a flip chart and/or provide them to the participants as a handout. Keep in mind that all participants need to be able to see the question so, if you choose to go only with a flip chart, you may need more than one copy.

Exercise:

Again in small groups, work with the complete list of factors for success. Answer the following questions:

- How do you promote the factors that "make" a partnership (i.e. contribute to success)?
- How do you build on success?

Then, still within your small groups, work with the complete list of factors which can hinder effective partnering. Answer the following questions:

- How do you prevent the factors that can "break" a partnership?
- How do you address these issues if they arise?

Each group should select a spokesperson. The group has approximately 20 minutes to complete the exercise.

You should facilitate the reporting out, having each group report their discussion about success. Each group should then report their discussion on factors that can break a partnership.

Notes to Facilitator:

Reinforce the fact that partnerships are an intentional choice about how individuals/organizations want to work together. Signal that, as individuals and organizations, we have the ability to make or break partnerships.

If time does not permit you to undertake Exercise 7 draw the participants' attention to the self-assessment and the organizational assessment tools that can be found towards the end of Section 2 of the *Handbook*.

Exercise 8: Are You Ready to Partner?

NOTE: This exercise can be delivered in conjunction with Exercise 6 if desired.

Time Frame:

45 minutes

Advance Preparation:

Read Section 2 of the *Handbook*, "Preparing for a Partnership".

Make copies of the self-assessment and the organizational assessments found in Appendix C.

Objective:

To allow participants to determine whether they are individually and/or organizationally ready to partner with others, and to determine what they bring to a partnership.

Exercise:

Give participants 15 minutes to complete the two assessments. Acknowledge that some participants may not represent an organization and, in that case, they should just fill in the self-assessment.

Discuss participants' responses to the assessments as a group. Focus your discussion on the following questions:

- Are you and/or your organization ready to partner?

-
- What strengths do you and/or your organization bring to the partnership?
 - Do the assessments indicate you have personal or organizational limitations that suggest you are not ready to be part of a partnership? How might these limitations be overcome?

Notes to Facilitator:

After the discussion is concluded, emphasize once again that partnerships are not for everybody and assessing your personal and organizational readiness is a critical step that should be undertaken before you make a partnership commitment.

Exercise 9: The Partnership Process

Overview Exercise

Timeframe: 60 minutes

Purpose: To provide an overview to the partnership process.

Advance Preparation:

Thoroughly read Section 3 of the *Handbook*, "The Partnership Process".

Prepare a flip chart and/or handout that lists the three stages of the partnership process.

Exercise:

You may decide that a short overview on the partnership process would ensure common understanding for the discussion. If so, you can either provide a "short presentation" based on material from the Handbook or write the stages of the process on a flip chart and ask participants to explain what is involved in each stage.

Divide the participants into small groups. Give each small group 25 minutes to:

- create a one-sentence description of the results that are expected from each stage in the partnership process;
- for each stage of the partnership process, identify three factors that will help a partnership to successfully undertake the stage in the process; and

-
- identify three pitfalls or mistakes that a partnership might make, that would jeopardize the successful development and implementation of the partnership process.

Have each group present their one-sentence descriptions of the results that are expected from each stage in the partnership process. Then have a general discussion on the factors that tend to support success and the factors that can undermine partnership efforts. Ask participants if they have examples from their own experience to contribute to the discussion. If the group is very experienced, have them discuss the questions based on their knowledge.

Notes to Facilitator:

Section 3 of the *Handbook* provides a very comprehensive description of the partnership process. You must have a good working knowledge of all the information in Section 3 so that, as ideas are presented, you can add and elaborate upon them.

Exercise 10: Experiencing A Partnership

This exercise is particularly good for participants new to partnering. It can, however, be used for more experienced participants, including those situations where the participants are all from the same existing partnership. In this case, the role play will allow participants to look at partnering issues one step removed from their own situation.

Time Frame:

120 minutes (approximately)

Objective:

To allow participants to experience partnership activity in the protected environment of a workshop, permitting them to see theory in practice. The results of this exercise can be used to facilitate further discussion, linking this practice with theory, particularly that of the three stages to effective partnership outlined in Section 3 of the *Handbook*.

Advance Preparation:

Make copies of all sheets related to the role play. These are located in Appendix D.

There are 38 roles available. Should you have additional participants, you have a couple of options:

- You could develop additional roles on your own, either adding new organizations to the partnership or new positions with the existing organizations.

-
- In some of the cases (City Hall "Councillor", Human Resources Centre "Employment Officer" or Youth "Street Kid"), you could simply have more than one person playing the same role. Indeed, as you will see, some of the roles included are simply copies of other roles (i.e. the Youth "Street Kid").
 - If you have a co-facilitator, you could divide the participants into two groups and run two concurrent role plays. This is the recommended option in this situation but would, of course, require additional space.

You may wish to have name cards prepared, giving the name of the organization and of the person representing that organization.

There are two ways in which role allocation can be determined:

- The easiest way, for you, is to simply fold the pages with the roles on them and distribute them as cards (i.e. "Pick a card. This is the role you will play"). If you choose this method, you will then go around the table and ask participants to state which role they are playing. All participants should write the name of the participant against the role on the "Role Assignment" sheet.
- The other method is for you to choose which role each participant will play. Determine which participant will play which role and write the name on the top of the appropriate role sheet. Write or type the names on the "Role Assignment" sheet and make sufficient copies so that each participant can be given one.

The most difficult role is that of the Mayor who, at least initially, should chair the meeting. If you have chosen the second method for role allocation, you will hopefully know your participants well enough so that the strongest -- in terms of facilitation skills and willingness to undertake this role -- can play the Mayor.

If, however, role allocation has been done on a "by chance" basis, you may have to work with the participant who will serve as the Mayor. If this person is very uncomfortable in this role, you may have to try to arrange a swap. The other option is to have the Mayor welcome the participants and then pass the chairing of the meeting on to another participant, ideally through an "election".

Those who will be playing the street kids need to understand that, having accepted the invitation to attend the meeting, they should not totally disrupt the proceedings.

You may question why certain organizations are not represented by roles (especially Provincial or Municipal Social Service Departments). While there is nothing stopping you from creating additional roles, one of the lessons to be learned from this role play is that not all the relevant players may be present at the first meeting of a partnership. This "lack" needs to be recognized by those present and a decision made as to how this will be remedied.

Prioritization of Role Distribution:

It is recommended that you use the roles in the following priority order. For example, if you have 10 participants, you would end up with three representatives from City Hall, two from the Centreville Youth Association, two from the College, the Manager of the Human Resources Centre and two Youth representatives.

- 1 City Hall, Mayor
- 2 City Hall, Parks and Recreation Commissioner
- 3 Centreville Youth Association, Executive Director
- 4 Centreville Youth Association, Program Director
- 5 College, Program Coordinator
- 6 College, Community Liaison Officer
- 7 Youth, High School Student Council President
- 8 Youth, Street Kid

- 9 City Hall, Councillor
- 10 Human Resources Centre, Manager
- 11 Human Resources Centre, Employment Officer
- 12 Centreville Business Association, President
- 13 Centreville Business Association, Community Liaison Officer
- 14 Youth, President of the Youth Sports Club
- 15 Centreville Youth Association, Inner City Liaison Officer
- 16 Centreville School Board, Chair of the Board
- 17 Centreville School Board, Member of the School Board
- 18 Programming for Youth (Centreville), Executive Director
- 19 Programming for Youth (Centreville), Program Director
- 20 Youth, Street Kid
- 21 Centretown Service Club, President
- 22 Centretown Service Club, Vice-President
- 23 Human Resources Centre, Employment Officer
- 24 Programming for Youth (Centreville), Inner City Liaison Officer
- 25 Centreville School Board, Member of the School Board
- 26 Centreville Youth Association, Program Director
- 27 Programming for Youth (Centreville), Program Director
- 28 City Hall, Councillor
- 29 College, Staff Coordinator
- 30 Youth, Street Kid
- 31 Centretown Journal, City Hall Reporter
- 32 Centretown Journal, Features Reporter
- 33 Provincial Government, Premier's Office Representative
- 34 Centretown Journal, Publisher
- 35 Centretown Journal, Community Affairs Reporter
- 36 Centretown Journal, Freelance Reporter
- 37 Provincial Government, Member of the Provincial Legislature
- 38 Provincial Government, Member of the Provincial Legislature

Exercise:

Take a couple of minutes to set up the exercise. Explain that it is a role play and that each participant will be assigned a role within a particular organization.

Distribute the handout setting up the role play. This handout includes the sections titled "Situation", "Your Preparation for the Meeting" and "The End Result". Participants should be informed that this page has been written as if it had come from the Premier's Office. The partnership itself may wish to determine what it wishes to be the end results of this first meeting. It may take participants 5 to 10 minutes to read this document. Ensure that all participants understand the situation.

NOTE: You may want to revise the "End Result" page to reflect particular concerns of the group. For example, if participants have talked about how one would cope with conflict within a partnership, one of the end results of the role play could be that the role players should come out of the meeting with a conflict resolution process in place.

Then distribute the individual role play sheets. It is recommended that you write the roles you have distributed on flip charts with the name of the person playing each role written next to the name of the organization and the title of the position.

Each person should take 5 to 10 minutes to read their own sheet and undertake their own PERSONAL preparation. Participants must realize that, within a group (such as the City or the Centreville Youth Association), they will all have some common information on their sheets but will also have information that is personal to them. The facilitator must be prepared to assist individual players should this be required.

Then the members of each organization should meet and spend some time (approximately 15 minutes, depending upon the number of participants forming any one group) preparing for the

partnership meeting. They may need to reconcile conflicting viewpoints and will want to determine their approach to the meeting. The facilitator must be prepared to assist groups should this be required.

Finally, all participants should be gathered at a table for the meeting called by the Mayor.

The group will determine the need for any breaks (though it must be included within total time) and can decide to extend the meeting if they wish. The only guideline you need to place on the discussion is that participants must be prepared to debrief from the role play at, say, 1:00, which means that they will have to determine any breaks they wish to take, including lunch. Be warned, though, that you may have to step in and facilitate closure, as participants can get so involved in the role play that time considerations go out the window.

Notes to Facilitator on Debriefing from the Role Play:

A lot of valuable insight will be gained from the role play; however, to structure a meaningful discussion around all that was learned can be a challenge. Therefore, after asking for general impressions and feedback on the role play, it is suggested that you structure the feedback from the role play in terms of the three stages of a partnership development process (see Section 3 of the *Handbook*, "The Partnership Process").

Stage 1: Initial Development

- **VISION** - creating a common picture for the future.
- **GOALS** - identifying desired outcomes for the partnership.
- **ASSESSMENT** - assessing the current situation.
- **COMMITMENT** - confirming the desire to work together and understanding what is involved.
- **IMPLICATIONS** - considering the impact of the partnership and possible legal issues or questions.

Stage 2: Making It Happen

- **ACTION PLANS** - identifying the specific steps that are required to reach the goals of the partnership.
- **RESOURCES** - identifying the resources that are required and how they will be obtained.
- **ROLES and RESPONSIBILITIES** - identifying who will do what.
- **CAPACITY BUILDING** - building upon the partnership's strengths and addressing areas of weakness.

Stage 3: Accountability and Future Directions

- **EVALUATION** - determining the success of partnership activities.
- **FUTURE DIRECTIONS** - maintaining momentum and determining what needs to happen next.
- **REVISION, RENEWAL and CLOSURE** - identifying how to adjust and move on or end the partnership.

For ease of discussion you may want to create a visual of the three stages and their component steps.

Go through the stages of the partnership process one by one. For each stage ask if the role play raised issues of concern, interest or comment.

Some of the questions which you may wish to consider asking are indicated below in italics.

- *Did you have to do any work to get your "internal partnership" in order BEFORE attending this meeting?*
- *Were all the right players at the table? If it was recognized that some key players were missing, what was going to be done to ensure they were included in future meetings?*
- *Did all of the players have authority to speak and make decisions on behalf of their organization?*

-
- *Could this particular group have been able to come up with a vision statement?*
 - *What was done to ensure that the meeting worked from a logistics point of view (chairing the meeting, taking notes)?*
 - *Was any assessment of the current situation undertaken?*

As a result of this process you will have a list of issues of interest or concern by each partnership stage. This list will be needed if you are going to undertake Exercise 12 "Identification of Partnership Issues for Discussion".

Ask participants if the role play experience has changed their perceptions about what makes or breaks a partnership and, if so, why.

Exercise 11: Assessing Our Partnership Activity

This exercise can only be used where all participants are involved in the same ongoing partnership.

Time Frame:

45 minutes

Objective:

To have the experienced partnership group assess their own partnership activities in relationship to the three stages of the partnership process as outlined in Section 3 of the *Handbook*, "The Partnership Process".

Advance Preparation:

Two contrasting colours of Post-it™ notes (for example, red and green) or small Post-it™ flags or stickers. You will need eleven of each colour for each participant.

Write the following eleven partnership statements on flip chart paper, leaving enough room after each so that participants can attach their Post-it™ notes or stickers:

Stage 1: Initial Development

- Our partnership has a clear vision that we all understand and support.
- Our partnership has clear goals that we all understand and support.

-
- Our partnership has or is able to assess the current situation.
 - The members of our partnership bring together the people and interests that are needed to reach our vision and goals.
 - We are all strongly committed to working together and achieving a common purpose.

Stage 2: Making it Happen

- We have developed action plans for each of our goals to make sure we get things done.
- We have the resources we need to get the job done.
- We understand the roles and responsibilities within our partnership, and have the structures and processes in place to make our partnership work.
- We appreciate the skills and abilities that each partner brings to the partnership and are committed to building the capacity of our partnership.

Stage 3: Accountability and Future Directions

- We are committed to evaluation, as well as building on success and learning from our failures.
- We know how to adapt our partnership or bring it to closure when we have achieved our purpose.

These statements are based upon the stages and steps that are identified in Section 3 of the *Handbook*, "The Partnership Process".

You may wish to create a handout of the eleven partnership statements listed above, so those individuals can have these statements in front of them.

Exercise:

Tape the flip charts containing the eleven partnership statements to the walls in the workshop room.

Review each of these partnership statements to ensure that all participants understand their meaning. In doing this you are providing a brief overview from Section 3 of *The Partnership Handbook*.

Tell participants that you now want them to decide, AS INDIVIDUALS, whether they agree or disagree with each of these statements when they think about their own partnership.

There is no middle ground; they must either agree or disagree with these statements. If they have some level of doubt, this will require that they disagree with the statement.

Place the Post-it™ notes on a table, or give each participant eleven of each colour. Indicate that one colour represents "agree" and the other colour "disagree" (for example, green is "agree" and red is "disagree").

Ask each individual to take sufficient numbers of Post-it™ notes of each colour to allow them to vote on each statement. They vote "agree" or "disagree" by placing the appropriate coloured Post-it™ note under the statement on the flip chart paper. For example, if an individual agrees with all eleven statements, she or he would take eleven green Post-it™ notes and place one under each statement. However, if she or he agrees with three statements and disagrees with eight, she or he would take three green Post-it™ notes to place under the three statements with which they agree and eight red Post-it™ notes to place under the eight statements with which they disagree.

You may want to give a demonstration by taking Post-it™ notes and placing them under each statement so that participants can see how it is done. Be sure to remove these before the participants start the process.

After each participant has placed their agree or disagree votes under each statement, you will have a very clear picture of how the group feels about their partnership.

Ask participants what this picture tells them generally about their partnership. For example, if under the first statement "our partnership has a clear vision that we all understand and support", there are nine agree (green) and one disagree (red) Post-it™ notes, you will know that the vision is understood and supported by the majority of participants.

After this general discussion, you want to move to a more detailed discussion of why people voted the way they did and an identification of the issues and challenges that exist for the partnership (this is the next agenda item).

Notes to Facilitator:

Tie your summary comments back to the three stages of the partnership process. Emphasize that, although there is flexibility, building a strong foundation for the partnership (Stage 1) should precede implementation activities (Stage 2) if the partnership is to remain strong over the long term. In addition, emphasize that day-to-day activity must be balanced with evaluating progress and planning future directions (Stage 3).

The above method is the one recommended by the developers of this *Facilitator's Guide* and is based on experience gained during piloting and subsequent use. One could use other methods, however, if one wished:

- One could use three colours, with one representing "maybe" or "can't say yes or no with clarity". The advantage is that participants have more flexibility in their answers. The disadvantage is that you could end up with a majority -- perhaps a vast majority -- of the responses being in the middle ground, which makes discussion difficult.
- Participants could also use a numerical scale (1-5 or 1-10).

The more latitude you give the participants, the more difficult will be your job as a facilitator.

Exercise 12: Identification of Partnership Issues for Discussion

Time Frame:

30 minutes

Objective:

To review the issues identified as a result of the participants having:

- read *The Partnership Handbook*; and
- participated in Exercise 10 "Experiencing A Partnership"; and/or
- participated in Exercise 11 "Assessing Our Partnership Activity".

To rank the issues identified so that they can be discussed in order of importance.

Advance Preparation:

Review the pre-workshop information you have gathered from participants about their interests and expectations and try to anticipate the issues that may arise.

Prepare a handout of the eleven partnership statements referenced in Exercise 9 if participants have not already been given these.

A box of stickers or Post-it™ notes or Post-it™ flags. You will require three of these for each participant.

Activity:

The identification of partnership issues flows directly out of the exercises the participants have completed and/or from their reading of *The Partnership Handbook*.

There are several ways a list of issues for discussion can be compiled:

- During the exercises, you may have been making a list of issues which you felt might warrant further discussion. You can explain that you were doing this and that you felt, from the way the earlier discussion had gone, that these issues might be of further interest. Ask participants to confirm and add to this list.
- Bring forward the issue lists developed as a result of having undertaken either Exercise 10 or Exercise 11.
- Develop a list of partnership issues as a group. You can hand out or refer to the eleven partnership statements to assist individuals to think of the breadth of partnership activity if you wish. Add any items that you believe should be added as a result of your pre-workshop work on the participants' interests and expectations.

No matter which method you use, the result you want is a list of all the issues that participants believe desire further investigation.

During this discussion you may find that the perceptions of participants are quite diverse. You may need to remind participants that all perspectives are valid. A priority-setting process will be the next step in the exercise but, first, a master list is required.

What do you now do with this master list? The task now is to have the group develop strategies for responding to these issues. The workshop is the beginning of a development process so it may not be possible to develop strategies for all the issues that have been identified. The role of the facilitator is to assist the group to identify the issues they want to work on in the workshop time available (i.e. determine priorities). Exercise 13 "Issue Discussion" provides a process for how to work through the priority issues.

Ask the participants what issues they would like to work on in the time available. A consensus will likely emerge. If there is no consensus, give each participant three stickers and ask participants to place one sticker beside each of the three issues that they believe are the most critical for either their understanding of partnerships or the continued effectiveness of their partnership. They must not place more than one sticker next to an issue, as this will skew the results. Tell participants that this will create a ranking of the issues. The issue with the most stickers will be discussed first, and then the issue with the second highest number of stickers and so on until the time available runs out.

Notes to Facilitator:

The purpose of this activity is to create an agenda of key issues for discussion during the remainder of the workshop.

You absolutely must ensure that all participants understand the issues as written. You may need to ask those supplying the issue to clarify precisely what they mean. If this is not done, the response from the participants will be unclear.

Before you identify priorities, see if some of the issues raised by participants can be clustered or are a sub-element of a broader issue.

Exercise 13: Issue Discussion

This exercise can only be undertaken if Exercise 12 "Identification of Partnership Issues for Discussion" has been completed.

Time Frame:

120 minutes, but this will vary with the time available. As you will need approximately 40 minutes to address the last two items on the agenda ("Action Planning: Determining Where We Go From Here" and "Wrap-up and Workshop Evaluation"), you must keep track of the time and bring this part of the agenda to a close at the appropriate time.

Objective:

To respond to as many of the priority partnership issues participants have identified as part of Exercise 12.

Advance Preparation:

Read Section 5 of the *Handbook*, "Troubleshooting Guide and Help".

Exercise:

For each issue/challenge participants have identified in Exercise 12 ask them to define the nature of the problem/issue and identify what can be done to respond to it. It is suggested that, for each issue or challenge, you start with a brainstorming session of possible actions or solutions.

After developing a brainstormed list of possible options, ask participants to identify the best option and why. If consensus is hard to reach or the list is quite long you may want to use the three-vote/sticker method (outlined in Exercise 12) to make the discussion manageable. It is possible that participants agree that several of the options identified should be pursued in order to respond to the issue or challenge.

Wherever possible reach consensus and identify the action needed and whom will take lead responsibility for making sure it happens. If no agreement can be reached, identify why and have the group identify how they can work through the problem.

Ensure that your flip chart notes are clear so that a formal record of discussion can be made for future reference.

In this discussion participants may decide that further information is needed before some decisions can be taken. If this is the case, have the group identify what information is needed, where it can be located, and who will take lead responsibility for finding it. Remember that your job is to assist the group to move past simply identifying the challenge or issue to identifying the steps that can be taken to respond to the challenge or issue.

Notes to Facilitator:

Essentially, participants are being asked to answer three questions:

- What is the REAL issue?
- What causes it to occur?
- What are the solutions?

Keep confirming with the participants that they are finding the process and the discussion useful. Make adaptations as required.

This agenda item raises the biggest challenge for the facilitator. The nature of the issues the group will want to explore in detail will not be known until the debriefing of the various exercises and the issue identification is completed. The areas of interest participants identified in advance of the workshop will, however, give you some guidance on where you may need to focus.

How you work through the issues is up to you. You may want to do everything in plenary session. Some items may most appropriately be addressed through small group work. You may also be able to run concurrent "sessions", with half the group looking at one issue and half looking at another.

As *The Partnership Handbook* is obviously a key resource for this agenda item, ensure that you are familiar with the contents of the *Handbook*.

Remember that the participants themselves are a valuable resource. When issues or questions arise, ask participants what they think. Use your problem-solving and planning skills to help participants explore the partnership issues that are of concern to them.

Exercise 14: Developing/Reaffirming the Vision for the Partnership

Pilot experience, and the experience of the *Handbook* developers, suggests that an issue which will very likely arise as part of Exercise 12 is that of a vision. Participants may feel that their partnership does not have a clear vision or may wish to review their vision in light of having read the *Handbook*.

Time Frame:

35 minutes

Objective:

To develop or affirm the key concepts that form the vision for the partnership.

Advance Preparation:

Read Section 3 of the *Handbook*, "The Partnership Process". Be sure that you can define the terms "vision", "goals" and "action plans".

The development of a vision is part of a strategic planning process. Facilitators may want to read or study this area to be better prepared to deal with this issue should it arise.

Exercise:

Undertake the following steps:

1. Remind participants that a vision is a picture of the future based on the partnership being successful. It is the desired end result of all the actions undertaken by the partnership.

2. Ask participants to take a moment to imagine the ideal or future for their partnership. If the partnership achieves all that participants want it to achieve, what will the partnership have accomplished and what activities will the partnership have undertaken? Have participants take five minutes, on their own, to write down their vision for the partnership.
3. Ask participants to share their individual ideas on a vision and record these on the flip chart. Keep creating a verbal picture for participants by linking the ideas they have raised.
4. If you feel consensus on the key elements of the vision is not apparent, use the three-sticker method (referenced in Exercise 12) to have participants identify the concepts that are most important to them.

Notes to Facilitator:

The purpose of this exercise is to identify or reaffirm key vision concepts. Indicate to participants that the focus of the exercise is to identify the concepts. Refining these concepts and drafting wording that links the concepts and creates a vision statement can be done at a later date as follow-up to the workshop.

Remember that the next step in the process is to develop goals to fill the gaps between the current situation and the vision. If participants want to develop goals, then it is suggested that you recommend to participants that they commit to a partnership-planning workshop.

Time simply does not permit the assessment of the current situation and the development of goals as part of this partnership workshop.

Exercise 15: What Have We Accomplished?

This exercise is designed for individuals with a common partnering experience.

Time Frame:

45 minutes

Objective:

To create an opportunity for individuals who are part of an existing partnership to identify their accomplishments.

Exercise:

Take 5 minutes to introduce the exercise. Ensure that participants understand the questions.

In small groups, take 15 minutes to answer these two questions:

- What has the partnership accomplished?
- What do you personally value about the partnership and its accomplishments?

Take 10 minutes to report out from the small groups. Then identify the strengths of the partnership, on which you can build, which can be used as stepping stones to future action.

Notes to Facilitator:

All too often partners are very aware of the challenges facing their partnership, but they can lose sight of those things which initially brought them together and, more importantly, of their very real accomplishments.

Remind participants of the importance of evaluating their activity on a regular basis so that they have a process for identifying their success over time.

Exercise 16: Attitude, Knowledge and Skills

Time Frame:

60 minutes

Objective:

To develop an understanding of the attitudes, knowledge and skills required to undertake a partnership and to explore strategies for strengthening and/or developing them.

Advance Preparation:

Carefully review Section 4 of the *Handbook*, "Attitudes, Skills and Knowledge".

Be sure that you are able to define the terms "attitude", "knowledge" and "skills".

Exercise:

Provide a brief overview that defines the terms "attitudes", "skills" and "knowledge". In the group as a whole, brainstorm the following:

- the attitudes needed for effective partnerships,
- the knowledge areas needed for effective partnerships, and
- the skills needed for effective partnerships.

After a brainstormed list has been created, provide participants with three small stickers. Ask participants to place a sticker on the attitude, the knowledge area and the skill area that they believe are most essential for effective partnerships. This will create a listing of the key attitude, knowledge and skill areas that participants believe are most essential for partnering.

Focus on the attitudes, knowledge areas and skills with the most stickers and brainstorm strategies for how these can each be acquired.

Notes to Facilitator:

Key points you may wish to emphasize are:

- Stress that no one individual has to have, or will have all the attitudes, knowledge and skills that are needed to undertake partnerships.
- Learning and developing attitudes, knowledge and skill can take place in a variety of ways. The trick is knowing what you want to learn and then what learning approach works best for all involved.
- Set realistic learning expectations for yourself and/or your group -- don't set yourself up to fail.

Exercise 17: Action Planning - Determining Where We Go From Here

This step of the agenda flows naturally from issue discussion and, indeed, participants should be encouraged to fill in the action planning worksheet at relevant points during the issue discussion.

Time Frame:

20 minutes

Objective:

To assist participants to identify key learning needs and resources.

Advance Preparation:

Make copies of the two-page "Action Planning Worksheet", located in Appendix E.

Exercise:

For individuals new to partnering

Participant learning about partnerships is just beginning with this workshop. As the facilitator you must help participants identify where they can go from here and how to build upon the work they have started in the workshop.

Ask the group to identify the skill or learning gaps they would like to fill as individuals, and as a group if this is relevant. After they have generated this list, go through it item by item and ask the group to identify strategies for responding to these gaps.

This exercise will assist individuals, and possibly the group as a whole, to identify what learning steps they can take next.

For individuals involved in partnering

If participants are members of an existing partnership, all of the development work that needs to be undertaken by workshop participants most likely will not be completed in the workshop. Therefore, as the facilitator, you must help the participants to identify where they go from here and how the group can continue to build upon the work they have started in the workshop.

The process that is developed will depend upon the group. Ask the group for their ideas as to how they want to continue the process that they have started as a result of the workshop.

If the group has trouble identifying their own process, you can suggest one of the following options:

- 1 Identify a specific time when the group will meet to continue to develop strategies for the issues and challenges they have identified.
- 2 Identify someone to create a summary of the workshop notes for review and discussion at the next meeting of the partnership group.
- 3 Identify individuals who will form a working group, which will continue to develop strategies for the issues and challenges. The whole partnership group can then be sent these strategies for approval.
- 4 Establish a mechanism for bringing the issues and challenges forward at regular partnership meetings.

Notes to Facilitator:

The key here is to identify next steps. You want the participants to see the workshop as a beginning for learning and development rather than as an end point. The group must agree to a next step so that the work undertaken during the workshop is not lost.

If participants have undertaken Exercise 16 "Attitude, Skills and Knowledge" you are now shifting from the theoretical to the personal. Be sure that you think through how you will link these exercises so that they are related but not duplicative.

Exercise 18: Wrap-Up and Workshop Evaluation

Time Frame:

20 minutes

Objectives:

To obtain evaluative feedback from participants on the workshop.

To bring the workshop to conclusion.

Advance Preparation:

Make copies of the evaluation form, located in Appendix F.

Exercise:

It is important to stress that, for most participants, this workshop will be but one step in their progress to become experienced and effective partners. They may wish to read *The Partnership Handbook* again, considering the content in light of what happened during this workshop. They might want to acquire other knowledge or skills. And they will certainly want to apply their learning in their future partnership activities.

At the end of the workshop it is important to get feedback from the participants, as this will assist you in your next facilitation. Participants should be asked to complete the evaluation form.

Upon completion of the evaluation process, bring the workshop to a close by thanking everyone for his or her participation.

Notes to Facilitator:

Use this as an opportunity to provide a brief summary of what has been accomplished during the workshop and the challenges that lay ahead for workshop participants.

III - APPENDICES

Appendix A: Example of Pre-Workshop Questionnaire

Appendix B: Sample Pre-Session Letter

Appendix C: Self-Assessment and Organizational Assessment Tools

Appendix D: Role Play

Appendix E: Action Planning Worksheet

Appendix F: Partnership Workshop Evaluation Form

Appendix A

Example of a Pre-Workshop Questionnaire

PRE-WORKSHOP QUESTIONNAIRE

In order to meet your specific learning needs, please take a few minutes to complete this questionnaire. The feedback received from participants will be used to develop the workshop to meet your particular needs.

1. Have you been or are you currently involved in a partnership? If so, please provide a brief overview of the nature of this activity.

2. Please rank, in order of preference, the following list of possible workshop topics. Start with "1" as the topic of greatest interest to you and "8" as the topic of least interest to you:
 - _____ What is a partnership?
 - _____ The factors that make or break a partnership
 - _____ How to build a strong and successful partnership
 - _____ Partnership readiness (individual and organizational assessments of partnership readiness)
 - _____ The partnership process
 - _____ Assessing your current partnership
 - _____ Attitude, knowledge and skills needed for partnering
 - _____ Common partnership issues and solutions

3. Are there particular questions or concerns that you would like to see addressed in the workshop?
If so, please list these questions/concerns below:

4. Please attach any background information about partnership activities you are, or plan to be, involved in over the next six months.

Appendix B

Pre-Workshop Letter

Dear

I look forward to meeting you at our upcoming Partnership Workshop on (date). My role at the workshop will be to act as a facilitator. As you are aware, the purpose of the workshop is to build upon and explore the ideas presented in *The Partnership Handbook*.

As knowledge of the *Handbook* is essential, you must read the *Handbook* before attending the workshop. To ensure that we discuss topics most relevant to your situation, I ask that you review the list of workshop topics provided below and identify the three topics of greatest interest to you. Please call, e-mail or fax this information to me no later than (date).

Workshop Topics

- _____ What is a partnership?
- _____ The factors that make or break a partnership
- _____ How to build a strong and successful partnership
- _____ Partnership readiness (individual and organizational assessments of partnership readiness)
- _____ The partnership process
- _____ Assessing your current partnership
- _____ Attitude, knowledge and skills needed for partnering
- _____ Common partnership issues and solutions

If there are specific issues or questions that you have with respect to these topic areas, please include this information in your response. Your feedback will assist me to design a workshop that is responsive to your particular interests and learning needs.

Thank you for taking the time to do this. I look forward to seeing you on the (date).

Sincerely,

Phone:

Fax:

E-mail:

Appendix C

Self-Assessment and Organizational Assessment Tools

Partnership Readiness: Self-Assessment

Everyone has a past, a present and a future. Experiences from our past affect our present and our present has an impact on our future. In partnerships this can be applicable in both positive and negative terms. The following self-assessment offers some questions to consider about personal involvement in the partnership.

- What is my motivation for partnership involvement?
- Do I have the time it will take to be a productive partnership member?
- Do I value teamwork and have a good attitude about shared responsibility?
- What skills and resources do I bring to the group?
- Are there any work or personal issues that might affect my partnership involvement (e.g. conflicts of interest, time constraints)?
- What (if any) unresolved conflicts, past history or baggage related to the partnership do I need to sort out?
- What personal and professional opportunities and advantages do I see?

-
- What fears or insecurities (if any) do I have about working with others in general?
 - What fears or insecurities (if any) do I have about working with this particular group of organizations and individuals?
 - Can I communicate and express my ideas, concerns and feelings in a group?
 - Who or what am I representing? With what authority? Do others agree that I can represent them well?

Use the answers to the questions above to decide if there is a good fit between your goals, interests and values and the commitments and requirements of a partnership. It is better to assess these issues honestly in the exploratory stage of the partnership rather than after the partnership has been established. If you do not know the answers to some of these questions, take the time to develop answers to them prior to making a partnership commitment.

Appendix C

Partnership Readiness: Organizational Assessment

Many organizations think that partnerships may be the route to success and, given some of the changes taking place, they may even be seen as a necessity. Before entering into a partnership, it is important to ensure that the organization you represent is ready, willing and able to be a partner.

As an organization, these things should be considered before entering a partnership:

- Does the organization's mandate fit with the primary interest of the proposed partnership?
- Are the organization's values compatible with the work that will be undertaken?
- What resources from the organization (e.g. time, money, materials, space, equipment) might be available for the partnership?
- Is there someone who can represent the organization in a responsible way, and can that person be spared at this time? How will the organization support their representative in the partnership?
- How will the partnership benefit the organization? How will the organization benefit the partnership?
- How much time will it take and how will that time connect to the other activities of the organization?
- Is there any reason why the organization would not wish to be involved?

Use the answers to the questions above to decide if there is a good fit between the goals, interests and values of your organization and the commitments and requirements of a partnership. Again, it is better to assess these issues honestly in the exploratory stage of the partnership rather than after the partnership has been established. If you do not know the answers to some of these questions, take the time to develop answers to them prior to making a partnership commitment.

Appendix D Total of 46 pages

Role Play

Centreville Youth Partnership - Role Play

Situation
Your Preparation for the Meeting
The End Result

Roles:

City Hall

Mayor
Parks and Recreation Commissioner
Councillor 1
Councillor 2

Human Resources Centre

Manager
Employment Officer 1
Employment Officer 2

Centreville Youth Association

Executive Director
Program Director 1
Program Director 2
Inner City Liaison Officer

Programming for Youth (Centreville)

Executive Director
Program Director 1
Program Director 2
Inner City Liaison Officer

College

Program Coordinator
Community Liaison Officer
Staff Coordinator

Youth

High School Student Council President
Street Kid 1
Street Kid 2
Street Kid 3
President, Youth Sports Club

Centreville Business Association

President
Community Liaison Officer

Centreville Service Club

President
Vice-President

Centreville School Board

Chair of the Board

Member of the School Board 1

Member of the School Board 2

Centretown Journal

Publisher

City Hall Reporter

Community Affairs Reporter

Features Reporter

Freelance Reporter

Provincial Government

Premier's Office Representative

Member of the Provincial Legislature 1

Member of the Provincial Legislature 2

SITUATION

Youth unemployment rates in the province have been on the increase over the past couple of years. The more conservative papers report that vandalism caused by youth and youth unrest in general is also on the increase. There was some "rioting" after the cancellation of a recent rock concert by the promoters, resulting in a couple of dozen arrests and some looting.

The Premier, up for re-election in the near future, has called for action by the Province's mayors to tackle the "youth problem" in their communities. In the speech, the Premier made specific reference to the youth unemployment rates.

He/she has given the mayors six months to show that effective action has been taken to at least begin tackling the problem. The Premier has stated that the first initiative must be taken at the local level. If the municipality feels that Provincial assistance is required, this should be requested as part of the community's action plan.

The Mayor of Centreville has just called for a first meeting to discuss the situation in Centreville, also emphasizing youth unemployment. Centreville has a population of 200,000 with a relatively healthy economy.

All organizations invited have accepted the invitation. Individuals from those organizations have agreed to attend because of their own and their organization's interest in the subject.

Although individuals or organizations may feel that they are not being listened to or that their views are not being given enough credence, they should not completely disrupt the meeting. In a worst case scenario, they could decide to withdraw from the proceedings, although the implications of so doing, from the point of view of their organization, would need to be seriously considered.

YOUR PREPARATION FOR THE MEETING

Your role play consists of two parts: the first provides information available to all members of your organization; and the second provides information which only you possess. You need to keep in mind that other members of your organization may have different personal agendas from that of either the organization or yourself, and that these need to be sorted out prior to attending the Mayor's meeting.

It is possible that you would like to have more information about your role, or about the organization which you will be representing. Feel free to invent the necessary details to make you feel comfortable, but keep within the character of your role.

NOTE: Don't get too carried away with your role playing. Remember that you are a part of a bigger group and have agreed to attend this meeting, showing a certain level of commitment to working in some sort of partnership with others on the problems facing youth in your community.

Questions to be considered:

What do you think about the Premier's "call for action"? Does your organization have a stand in this regard? Do these differ? If so, how will you handle this?

How will you ensure that your organization is speaking with a united voice? This may require some investigation on your behalf and some negotiation with other members of your team.

Who will speak on behalf of your organization? Will there be only one speaker, or will different members speak with respect to different aspects of the topic?

What resources do you personally bring to the table? What resources does your organization bring to the table? What contacts do you have that might be useful?

What role do you want to play with respect to this initiative? What role might your organization play?

THE END RESULT

At the end of this first meeting, you will be expected to present the following:

- a) clear vision and goals;
- b) a six-month action plan, showing expected activities and outcomes;
- c) a list of other potential partners to this initiative;
- d) a communication strategy to inform the community, and particularly the youth, about this initiative; and
- e) a list of what is available in terms of resources and skills to tackle this problem, and a matching list of what might be missing.

You should be able to go back to your organization and explain what happened at the meeting, what has come out of the meeting, and what role you will be playing in future work of the partnership.

CITY HALL

There have been complaints in the press about the City's perceived lack of action with respect to youth problems; indeed, graffiti, which has recently appeared on the City walls, would indicate that others share the concern of the press.

Role - THE MAYOR

You've called the meeting but don't necessarily want to get stuck with any of the detail work.

Like the Premier, you are facing re-election, but about eight months from now. Not only do you want to be re-elected, but you are also interested in moving on to provincial or even federal politics. This is your chance to make your name provincially.

You are concerned that the Premier, in making his/her politically motivated call, didn't talk about putting in Provincial money if additional funding is needed. You expect that, as usual, the Province will expect local taxpayers to shoulder the full load.

CITY HALL

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Role - PARKS AND RECREATION COMMISSIONER

You have been the Parks and Recreation Commissioner for about 10 years, having worked as a staff person for eight years prior to your appointment.

You suspect that the REAL reason the Mayor has asked you to attend this meeting is so that you can do the "dog's work" and she/he will get all the glory.

The budget of your department has been continuously cut over the past few years, and the future does not look much brighter. Oddly, though, the Mayor seems to find the money to fund her/his own pet projects.

As far as you are concerned, unless new money is found, any funding for new youth programming will have to come from cuts to existing programs. If the Mayor wants anything from you, she/he better come up with new money!

CITY HALL

There have been complaints in the press about the City's perceived lack of action with respect to youth problems; indeed, graffiti, which has recently appeared on the City walls, would indicate that others share the concern of the press.

Role - CITY COUNCILLOR 1

You are not a supporter of the Mayor and, indeed, have had many disputes with her/him over the years. You are, however, very concerned about the youth in Centreville, being the parent of three young teens. You believe that absolutely everything possible must be done to ensure the quality of their lives, both in work and outside of work.

CITY HALL

There have been complaints in the press about the City's perceived lack of action with respect to youth problems; indeed, graffiti, which has recently appeared on the City walls, would indicate that others share the concern of the press.

Role - CITY COUNCILLOR 2

You are not a supporter of the Mayor and, indeed, have had many disputes with her/him over the years. You are, however, concerned about the youth in Centreville but believe that, while the City may have to take on some kind of role, the youth themselves should be taking charge of the problem. You would be particularly concerned about the City having to make a financial commitment at this time, just when the budget deficit is finally getting under control.

CENTREVILLE YOUTH ASSOCIATION

The Centreville Youth Association's mandate is to provide social services (such as counselling) and recreation programs for youth aged 12 to 20.

You have had difficulty making contacts beyond the suburbs (i.e. in the inner city). You've essentially had no luck attracting street kids to your programs.

The Centreville Youth Association, though, is the best group in Centreville to take a lead role in this area. You have run a wide variety of programming, including some related to youth employment, over the years, having received funding from all levels of government and from the private sector.

Thanks to a big construction push over the past couple of years, the Association has a lot of underutilized space, which could be used for any programming.

Role - EXECUTIVE DIRECTOR

You are newly appointed to this position, having come in from a similar position with a similar, but smaller, organization in another province. You are not yet up to speed on the local situation.

This is your first chance to prove yourself and exert some authority, both in the community and within your own organization.

You know that your Program Director was the other applicant for your job and is upset about losing what was felt to be "due".

From your time on the job, you are not convinced that the Association's existing staff really want to help street kids or, if they do, know anything about them.

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Role - PROGRAM DIRECTOR 1

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Responsibility for coordinating this whole initiative for Centreville would be a real feather in your cap.

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Role - INNER CITY LIAISON OFFICER

You have been working in this position for a year. You have made a lot of contacts with youth living in the inner neighbourhoods of Centreville, including a lot of the street kids. You understand the image of the Association is not great and would like to do something to improve this, to reach out to the community, attracting kids who really need a place like the Association.

In any "fight" you would come down on the side of the kids rather than any bureaucrats, including those in your own organization.

COMMUNITY COLLEGE

The College, like others in the Province, is facing a severe budget crunch.

You are rethinking your mandate vis-à-vis the community, and examining the nature of education in tomorrow's environment.

Role - PROGRAM COORDINATOR

Government cutbacks, and a drop in enrolment, means that it is vital for other funding to be sought. You are quite aggressive in seeking such funding, although concerned about maintaining educational standards in the institution.

You believe that the College is ideally placed to take a lead role when it comes to training and employment issues. You can provide youth with certified training which will assist them in obtaining employment.

You also have qualified instructors on staff capable of delivering any training needed. You don't believe that other organizations (and you are specifically thinking about the Centreville Youth Association here) have this capacity. You've personally had real concerns about the qualifications of people they've hired to run training-type programs in the past. Only the College can offer everything.

COMMUNITY COLLEGE

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Role - COMMUNITY LIAISON OFFICER

Government cutbacks could mean an end to your job. You want to expand the College's programming into the community, no matter what the official mandate may now be.

You're with the Premier and the press on this issue: it's war and every resource available to the College should be brought to bear.

COMMUNITY COLLEGE

The College, like others in the Province, is facing a severe budget crunch.

You are rethinking your mandate vis-à-vis the community, and examining the nature of education in tomorrow's environment.

Role - STAFF COORDINATOR

You are responsible for ensuring that all positions are staffed at the College and coordinating the staffing of any extra-curricular activities. As such, you are very interested in this meeting as you want the College to take a lead role. If this is accepted by the others present at this meeting, it will mean much work by you and your staff to ensure that all professional staff at the College contribute where needed.

AD HOC YOUTH COMMITTEE

The Committee was formed by the youth themselves as a result of personal relationships and concerns that the adults in the community didn't understand the problems facing youth and/or weren't willing or able to do anything about them. You all recognize that you are still a rather disparate group. This is a VERY informal group.

You are the conscience of the meeting! You need to ensure that the needs of the youth are kept to the fore, and that there is recognition that there are a multitude of problems and concerns beyond employment. Indeed, tackling only employment and ignoring everything else will not solve anything.

The issue of the "riot" may be raised. You should state that the press has blown the situation all out of proportion. Thankfully, there was little actual damage. Few youth were involved, and fewer still were responsible for instigating the trouble. There are always troublemakers within ANY group of people. The situation is, however, a reflection of the frustration being felt by kids in this province and should not, therefore, be ignored.

Role - HIGH SCHOOL STUDENT COUNCIL PRESIDENT

You have a scholarship to university. Upon graduation, there is a VERY high likelihood of then going into a good job. You are serious about school and work.
Talk, talk, talk! That's all adults seem to do.

Why don't adults put their money where their mouth is and let the youth design the programs which will help them?

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Role - STREET KID 1

You are a high school drop out and, because of family problems, living on the streets.

NOTE: You may wish to make up additional history for yourself, taking into consideration age, family situation in more detail, and any support systems which you may have in place.

You can't stand big government, business, education or bureaucracy and are somewhat concerned about the motives behind the Premier's statement and the Mayor's call for this meeting.

Organizations in Centreville don't accept you or your friends. They seem to want you to meet their middle-class, middle-aged standards. For example, some organizations, like the Centreville Youth Association, do offer programs which would be of interest to some street kids but you're screened out if you don't have a permanent address or you're on drugs.

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Role - STREET KID 2

You are a high school drop out and, because of family problems, living on the streets.

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Role - STREET KID 3

You are a high school drop out and, because of family problems, living on the streets.

NOTE: You may wish to make up additional history for yourself, taking into consideration age, family situation in more detail, and any support systems which you may have in place.

You can't stand big government, business, education or bureaucracy and are somewhat concerned about the motives behind the Premier's statement and the Mayor's call for this meeting.

Organizations in Centreville don't accept you or your friends. They seem to want you to meet their middle-class, middle-aged standards. For example, some organizations, like the Centreville Youth Association, do offer programs which would be of interest to some street kids but you're screened out if you don't have a permanent address or you're on drugs.

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Role - PRESIDENT, CENTREVILLE EAST YOUTH SPORTS CLUB

You are concerned about what is happening in Centreville. The Club has been asked by some of its members to open its facility during the day Monday through Friday (right now, it only opens in the evenings and on weekends) because of a large number of kids not in school and without work who would like to use the facility.

CENTREVILLE BUSINESS ASSOCIATION

The Association is perceived to be an organization for big business, so membership has not kept up with economic growth in Centreville. Most new small- and medium-sized businesses are not joining the Association. This is obviously a concern to the organization.

Role - PRESIDENT

If young people stayed in school until they graduate and then get a job, there would be no problem. All this whining about their upbringing and what society owes them is a load of bunk. Get over that and concentrate on getting them jobs. If you look in the paper, it's obvious there are lots of jobs available. Maybe they don't pay \$40,000 a year and involve a bit of hard work, but that's life.

The Premier is right on in recognizing that immediate action is needed. Get them on the job and the problems would go away!

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Role - COMMUNITY LIAISON OFFICER

You know that many businesses in Centreville, working through various government programs, have helped provide youth with training and work experience. There are many success stories in the community. We need to take full advantage of such programs, demanding additional government funding for these if that is a problem. The Province has such programs; why aren't they at the table?

HUMAN RESOURCES CENTRE

New youth programming will be announced shortly.

Although not fussy about the spin that the Premier has put on this (very political and far too moral), the Human Resources Centre is glad that there seems to be a chance to move in the area of youth employment. The statistics prove that a problem exists.

You've had experience delivering youth programming, as well as non-youth interventions with which youth were involved, in the past.

Role - MANAGER

You have been Manager of the local Human Resources Centre for six years.

You know the programs/interventions available but also know that funding will not be great. Given the present budget concerns of the Government, the likelihood of obtaining increased funds is slight so the community is going to have to work with what is available.

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Role - EMPLOYMENT OFFICER 1

You know the programs/interventions available. As an Employment Officer for the past fifteen years, you have worked extensively with the community, though your experience delivering youth programs is somewhat limited.

Businesses in town have not, unfortunately, been the best of sponsors, refusing to recognize any social issues affecting young trainees and employees, although you would like to work with them.

HUMAN RESOURCES CENTRE

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Although not fussy about the spin that the Premier has put on this (very political and far too moral), the Human Resources Centre is glad that there seems to be a chance to move in the area of youth employment. The statistics prove that a problem exists.

You've had experience delivering youth programming, as well as non-youth interventions with which youth were involved, in the past.

Role - EMPLOYMENT OFFICER 2

You have just begun as an Employment Officer, having worked as a Counsellor for many years. While you don't know much about the programs/interventions available, you do understand the needs of the youth. You know that a holistic approach is the only solution. Too often, community groups and business have only been concerned with one aspect of the problems facing youth.

PROGRAMMING FOR YOUTH (CENTREVILLE)

This organization provides services (such as counselling and the provision of information) and programs (a drop-in centre and games) for people aged 16 to 25.

You have had difficulty making contacts beyond the suburbs (i.e. in the inner city). You have essentially had no luck attracting street kids to your programs.

The Programming for Youth (Centreville), though, is the best group in Centreville to take a lead role in this area. You have run a wide variety of programming, including some related to youth employment, over the years, having received funding from all levels of government and from the private sector.

Thanks to a big construction push over the past couple of years, the Programming for Youth has a lot of under-utilized space, which could be used for any programming.

Role - EXECUTIVE DIRECTOR

You are newly appointed to this position, having come in from a similar position with a similar, but smaller, organization in another province. You are not yet up to speed on the local situation.

This is your first chance to prove yourself and exert some authority, both in the community and within your own organization.

You know that both of your Program Directors were the other applicants for your job and are upset about losing what was felt to be "due" (to at least one of them).

From your time on the job, you are not convinced that the organization's existing staff really want to help street kids or, if they do, know anything about them.

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Role - PROGRAM DIRECTOR 1

The Executive Director's job should have been yours.

You are anxious to greatly expand the organization's programming into new areas (and build your power base in the process).

Responsibility for coordinating this whole initiative for Centreville would be a real feather in your cap.

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Role - PROGRAM DIRECTOR 2

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Role - INNER CITY LIAISON OFFICER

You have been working in this position for a year. You have made a lot of contacts with youth living in the inner neighbourhoods of Centreville, including a lot of the street kids. You understand the image of the organization is not great and would like to do something to improve this, to reach out to the community, attracting kids who really need a place like Programming for Youth.

In any "fight" you would come down on the side of the kids rather than any bureaucrats, including those in your own organization.

CENTREVILLE SERVICE CLUB

The mandate of the Centreville Service Club is to provide a meeting place for people interested in providing support services (funding for children's programming, environmental improvement activities, and information-provision services) in the community.

Role - PRESIDENT

The Service Club, over the years, has been involved in a wide variety of community programs. You are not quite sure, though, whether the entire membership will support the Rotarians becoming heavily involved, as an organization, in any new initiative. You have some ongoing projects. You are also very concerned about how political a spin any initiatives might take, given that both the Premier and the Mayor are facing re-election. You plan to make every effort to at least ensure that politics are separated from this issue, as far as is possible.

If asked for Service support, make sure that everyone knows you'll have to talk to the membership.

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The mandate of the Centreville Service Club is to provide a meeting place for people interested in providing support services (funding for children's programming, environmental improvement activities, and information-provision services) in the community.

Role - VICE-PRESIDENT

The Service Club, over the years, has been involved in a wide variety of community programs. You are not quite sure, though, whether the entire membership will support the Rotarians becoming heavily involved, as an organization, in any new initiative. You have some ongoing projects but, really, the problem facing our youth is far more serious than anything else on which we are working. You are concerned about how political a spin any initiatives might take, given that both the Premier and the Mayor are facing re-election. You believe that the Rotarians should try to take a high road. Maybe the Rotarians could chair this meeting and any future meetings, to ensure that politics are separated from this vital issue.

If asked for Service support, make sure that everyone knows you will have to talk to the membership.

CENTREVILLE SCHOOL BOARD

Like most school boards, up until this past year, you had been expanding your programming, reaching out to more people in the community. Unfortunately, budget cuts by the Province have meant that many nice-to-have but not essential programs have had to be cut. The Board, however, is committed to help all school-age youth and is very anxious to ensure (a) that kids do stay in school and receive a good education and (b) that those kids who have dropped out are encouraged to return to school.

Role - CHAIR OF THE SCHOOL BOARD

You are prepared to do everything possible to help with this situation. However, you can do nothing without additional funding. You believe that the Mayor is only calling this meeting because of the public call by the Premier to do so. The Mayor has not supported your calls for additional funding so that more programming aimed particularly at school drop-outs and street kids could be initiated. How serious is the Mayor on this?

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Role - SCHOOL BOARD MEMBER 1

You believe that the School Board should do everything possible to help with this situation. Money is tight but, with better financial management and a recognition of where priorities should be placed (i.e. in programming to help school-aged kids rather than administration and Board costs), money could be found within the existing budget. You would like to see the school system placed on a "war footing" to help tackle the problems facing youth in Centreville, working with others where possible but going it alone if necessary.

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Role - SCHOOL BOARD MEMBER 2

You believe that the School Board should do everything possible to help with this situation. The School Board budget has been cut as far as possible so others are going to have to come up with the "bucks". Certainly school facilities could be made available, both within regular operating hours and outside. School Board staff, including teachers, could be encouraged to donate their time if this would help.

CENTRETOWN JOURNAL

The Journal is the city's only major paper. It plays a major role in most of the city's activities and has run many articles on the problems facing youth over the past few years. It has also begun to run a series on local organizations and their ability to use communication (and similar) skills to work effectively.

Role - PUBLISHER

As publisher, you will commit the paper do everything possible to publicize the work of this group. You will, however, also let the public know about its failings.

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Role - CITY HALL REPORTER

You are the City Hall reporter for the Journal. Your editor has asked you to attend this meeting because it has been called by the Mayor. You will be interested in seeing whether the Mayor is able to keep politics out of the discussion, both because she/he is facing re-election this fall and because of her/his known dislike of the way the Premier has thrust responsibility for dealing with this issue onto the cities.

You will be expected to report on your observations.

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Role - COMMUNITY AFFAIRS REPORTER

You have been covering community affairs for many years and know most of those attending this meeting. Normally you only see them in their own milieu, not having to communicate with other organizations. You will be interested in seeing (a) whether each individual organization is able to come to the meeting with a united front and (b) whether they are able to put their own concerns to the side for the "greater good".

You will be expected to report on your observations.

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Role - FEATURES REPORTER

You have been writing a series of articles on the importance of communication skills in today's society. Your articles are based on observations from real life in Centreville. You have attended other meetings and, in effect, provided a written report card on how well, or badly, people communicate. You are interested in seeing how the people attending this meeting use their skills. Do they actually listen to each other? Are they able to express their ideas logically and clearly? Is there evidence that someone is able to actually run an effective meeting?

You will be expected to report on your observations.

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Role - FREELANCE REPORTER

You are on contract with the Journal, assisting the Features Reporter in writing a series of articles on the importance of communication skills in today's society. Your articles are based on observations from real life in Centreville. You have attended other meetings and, in effect, provided a written report card on how well, or badly, people communicate. You are interested in seeing how the people attending this meeting use their skills. Do they actually listen to each other? Are they able to express their ideas logically and clearly? Is there evidence that someone is able to actually run an effective meeting?

You will be expected to report on your observations.

THE PROVINCIAL GOVERNMENT

Although the Premier has called upon the mayors to take action, the Provincial Government is concerned enough to want at least an observer status at this meeting. The leaders of all of the provincial political parties have publicly agreed to let the civic leaders take the first steps.

Role - PREMIER'S OFFICE REPRESENTATIVE

You are a politically appointed assistant to the Premier.

You have been sent by the Premier to observe this meeting. (You will, in fact, be attending similar meetings in other cities within the province.)

You know that the Mayor of Centreville has political aspirations beyond the Mayor's chair, and want to see how she/he copes in this situation.

You also, however, want to ensure that, by the end of the meeting, clear action is being proposed.

Questions may be raised as to why Provincial departments are not represented at the meeting. You should reiterate the Premier's statement that, if Provincial assistance is required, this should be noted in the community's action plan. You will, however, take any messages back to the Premier and relevant Provincial departments, letting them know that their assistance may be sought.

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Role - MEMBER OF THE PROVINCIAL LEGISLATURE 1

You are a Government member of the Legislature, representing one of the two constituencies in Centreville. You are strongly supportive of your leader's (the Premier) call to action on the youth front. Although you do agree that the civic leaders have prime responsibility, you don't entirely trust them not to try to throw the problem back at the Province. You will want to ensure that, before an action plan calls for Provincial assistance, all civic alternatives have been considered.

THE PROVINCIAL GOVERNMENT

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Role - MEMBER OF THE PROVINCIAL LEGISLATURE 2

You are one of two members of the Provincial Legislature representing Centreville. You are from the opposition party and strongly oppose the way the Premier is dealing with this so-called "problem". Although there is no question but that the youth in this province, like elsewhere in the country, are facing a serious difficulty in terms of employment, most youth are committed to working within the system, serious about gaining all of the education and work experience they can, and not willing to put up with any "trouble makers" from within. The "riot" which supposedly brought everything to the fore was largely media-created. Although you would not condone the minor looting which took place, you know that the vast majority of the youth did not take part.

You accept your own leader's agreement to let civic leaders take the lead role in coming up with solutions to the challenges facing youth but want to ensure that there is no over-reaction, that the youth themselves are allowed to play a major role and that political interference--from all levels--is kept to a minimum.

Appendix E

ACTION PLANNING WORKSHEET

As an individual:

What have I learned that will help me in partnering?

What more do I want to learn?

Appendix E

ACTION PLANNING WORKSHEET

As a partnership (if applicable):

What steps must now be taken?

If action is required, who will assume responsibility?

PARTNERSHIP WORKSHOP EVALUATION FORM

Please take a few minutes to answer the following questions. Your response will assist us in improving the package for future delivery.

Was the workshop of benefit to you? Why?

What aspect of the workshop did you find the most useful?

What improvements would you suggest?

