

# Learning Module (Workshop)

Venue

Duration - Date

## Collaborative Working to Improve Population Health & Wellbeing

### Workbook

NAME: .....

ORGANISATION: .....

**This Workbook is Personal & Confidential to the Programme Participant.**

It has been designed in modular fashion to accommodate Pre-Workshop Activity, materials provided in the Workshop and also to facilitate optional Post-Workshop further learning and development. The Work-Book content will be delivered in sections/segments.

**WE HAVE PROVIDED A PERSONAL ASSESSMENT FROM PAGE 44, FOLLOWED BY BLANK PAGES FOR ANY NOTES**



Health  
Development  
Consulting



## **Module Developed By:**

**SALLY MARKWELL**

### **Consultant in Public Health Training and Partnership Development**

- Consultant Trainer, Author, Researcher, Practitioner
- District, regional, national consultancies within the NHS and Local Government
- International Specialist for Health Development
- Bespoke Training, Tools and Techniques
- Public Health Policy
- Organisational and System Change
- Health Strategy Development
- Boundary Spanning
- Lean Partnership Thinking

**e-mail:** [sally@partnerwell.com](mailto:sally@partnerwell.com) **web:** [www.partnerwell.com](http://www.partnerwell.com)

**VIV SPELLER**

### **Independent Public Health Development Consultant**

- Academic Research and Management in Health Promotion
- District, regional, national roles within the NHS
- International Health Promotion Public Health Consultancies
- Co-ordinator of the South East Teaching Public Health Network
- Service Reviews
- Workforce Development
- Teaching and Technical Advice

**e-mail:** [viv.speller@healthdevelopment.co.uk](mailto:viv.speller@healthdevelopment.co.uk)

## WORKBOOK: COLLABORATIVE WORKING

In this Workshop, part of a series of five for Information and Intelligence personnel, participants are encouraged to explore and better understand the principles and methods of partnership working and the benefits which collaboration can bring, with a particular focus on the influence of organizational cultures and personal behaviour in creating a climate for change as well as the importance of personal roles, skills and negotiation required in bringing about change, particularly in a multi-agency environment.

Whilst, as required, workshops will provide insights into some of the basic and underpinning theories of collaborative working, our accent throughout will be on inter-activity via individual and team practical exercises encouraging participants to develop their knowledge and understanding and using the Workshop as a springboard for further development.

The use of a Learning Log provided to all those who attend Workshops in this series is intended to support this 'continuous learning' approach; additional Learning Log pages are included at the end of this Workbook.

**Linked website:** [www.healthknowledge.org.uk](http://www.healthknowledge.org.uk)

## Sample programme

### 09.30 Registration and Refreshment

### 10.00 Introductions, agenda, resources and partnership scenarios

### 10.10 Concepts and Contexts of Collaboration

- Collaborative Experience
- Understanding Collaboration
- Partnership Development and Lifecycles
- Partnership Programmes and Challenges

### 11.20 Refreshment

### 11.30 Creating a Climate for Change

- Reviewing Stakeholder Involvement
- Understanding Culture
- Conflict, Change and Motivation

### 12.30 Lunch

### 13.30 Influencing and Negotiation

- Developing and Managing Relationships
- Partnership Perspectives
- Key Skills to Partnership Development

### 15.00 Refreshment

### Session Feedback and Reflection

### 16.00 Close

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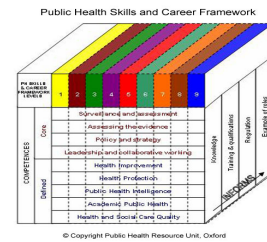
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## Workshop Objectives

### COLLABORATIVE WORKING

The following workshop objectives are built upon the core area of knowledge required for *collaborative working* to improve population health and wellbeing within the Public Health Skills and Career Framework



([www.phru.nhs.uk/Pages/PHD/public\\_health\\_career\\_framework.htm](http://www.phru.nhs.uk/Pages/PHD/public_health_career_framework.htm))

## Learning outcomes:

### Concepts and Contexts of Collaboration

- Understand the principles and methods of partnership working and the benefits which collaboration can bring

### Creating a Climate for Change

- Understand how different organisational cultures can influence the outcomes of collaborative work
- Have a clear understanding of how your interactions and behaviour impact on others

### Influencing and Negotiation

- Understand the roles that different organisations, agencies, individuals and professionals play and the influence they may have on health and health inequalities
- Understand the importance of negotiation and influencing skills and their application in bringing about change, particularly in a multi-agency environment

## Key Literature/Sources

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## **Development of Partnership Scenario**

### **Developing the Partnership Scenario Framework**

The approaches used within each session will enable the creation of a learning environment in which each participant is able to consider and share their experiences in relation to the topic area. The use of partnership scenarios provide an interactive learning environment, offering participants the opportunity to become involved and engaged with the session content, encourage thinking and relevance to local situations.

In order to achieve this learning, each participant will be required to build a short partnership scenario from their own experiences of collaborative working using a similar framework\*

These will be completed prior to the first session, drawing from participants own experience, anonymised, and shared amongst the group. By sharing authentic problems encountered in the field, each participant will draw on their own and others experience, applying the information and resources encountered during the sessions and building a portfolio of scenario based learning for future reference.

**\*Please collaborate with others from your organisation attending these sessions if you wish to produce only one or two scenarios between you.**

**Please follow the 10 steps to forming your partnership scenario overleaf**

**Thank you!**

## 10 Steps to Building your Partnership Scenario

*You are not required to complete all the steps if you do not hold sufficient information. This may be obtained or built during your modules. However, please identify as much as much information as possible in order that others can understand the focus which underpins partnership working, the activities underway and the potential concerns envisaged.*

**Step 1: Naming your Partnership:** *Your partnership can be fictional or factual but will hold relevance for your role and organisational environment. Think about your current work and the specific areas of collaboration you are involved with.*

**Step 2: Partnership background:** *You'll need to provide some factual background information concerning the development of the partnership. This could be the vision or mission statement.*

**Step 3: Organisations, professionals involved?** *Please identify the members of your partnership by either, their professional roles or their organisations.*

**Step 4: Activities to be undertaken:** *Your partnership will be involved in a number of activities. What do you want to change? How is this or will this be undertaken?*

**Step 5: Problems and Dilemmas:** *Consider the emerging problems or dilemmas that the partnership may face. How are these concerns impacting upon the development of the partnership?*

**Step 6: Current Communication:** *How does the partnership communicate its decisions and activities both between its membership and externally?*

**Step 7: Community Participation:** *Please think about the community of interest which is affected by the partnership's activities. How are they involved? What has been their reaction? Are there any concerns at this stage?*

**Step 8: Current Approaches to Evaluation:** *Please consider, how the partnership proposes to monitor and evaluate its work. Whether there are monitoring arrangements in place? What specific tools are being used for this? How does the work link to a local evidence base for addressing this concern? What are the achievements documented so far?*

**Step 9: Skill Mix:** *Please consider the current skills of all those involved in the partnership. Do you think there is the right mix of skills and abilities? Is anything missing? What is still required?*

**Step 10: Ideas for the future:** *Please now consider the future direction for the partnership. Are the planned activities short or long term? How are resources to be made sustainable for ongoing work? Are there commitments in place for developing this work further?*

## Concepts and Contexts of Collaboration

### LEARNING OUTCOMES:

Understand the principles and methods of partnership working and the benefits which collaboration can bring

### Collaborative Experience

## ACTIVITY 1

**This activity will help you to describe your positive collaborative and effective team working experiences**

Consider the different contexts of relationships within your life and identify examples of positive collaborative experiences within each context by reflecting on the following:

**Step 1: Please describe the following examples within table overleaf:**

- 1) **Personal:** Describe an episode when you felt at your best
- 2) **Professional:** Think of a time when you were using all your resources and were fully engaged
- 3) **Organisational:** Think of a time when you've worked with someone from another discipline and it worked really well
- 4) **Team:** Think of a time when you felt part of a team
- 5) **Service User and Carer:** Think of a time when you felt acknowledged in these roles and were able to make a difference

**Step 2: Using the list of skills below, write under each example on the table overleaf, the skills that you feel you used that contributed to your positive experience**

Initiating, consulting, revising, expressing, describing, clarifying, requesting, linking, seeking alternative views, suggesting, solution finding, questioning, providing feedback, evaluating differing viewpoints, informing, presenting, supporting, developing, planning, delegating, evaluating outcomes, promoting, listening, openness, non-abrasiveness, non-judgemental, tolerance, genuineness, consistency, objective, self-reflection, respect, trust, honesty, humility, fairness, justice, empathy, liking of people (*McNamara 2005*).

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**Table of collaborative experiences and skills**

	<b>Personal</b>	<b>Professional</b>	<b>Organisational</b>	<b>Team</b>	<b>Service User or Carer</b>
<b>Example of positive experience</b>					
<b>Skills</b>					



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### Please share one or two of your examples with your neighbour:

- What occurs to you about the skills within your examples?
- Is there any overlap?
- Is there a skill you would have valued in the situation you described?
- Are there skills listed that you feel you have any difficulties with?

### Differences between Collaborative and Hierarchical Teams

#### **Collaborative Team**

Members given equal value / status  
Members have equal say  
Informal  
Task-centred objectives  
Conflict of ideas  
Comfortable, relaxed  
Clarity of purpose  
Enjoyable  
Enthusiasm  
Pleasant  
Cooperative  
Harmonious  
Supportive  
Group commitment, loyalty

#### **Hierarchical team**

Members not given equal value  
Dominated by minority / team leader  
Formal  
Personal objectives  
Personal conflict  
Stiff, hostile  
Confusion  
Tense, fearful  
Resentment, boredom  
Nasty, aggressive  
Competitive  
Adversarial, confrontational  
Individualistic  
Self-interest

## **Feedback Activity 1**

**Groups doing this activity fed back the following points:**

**Positive experiences included:**

- setting up a domestic violence forum
- participating in an intermediate care team where despite very different skills the team worked well together
- working in a locality-based Healthy Schools team

**Skills used included:**

- listening
- questioning
- being focussed
- planning
- finding solutions
- informing and supporting

**Difficulties with skills included:**

- empathy and understanding the other's viewpoint
- sharing vision
- openness and honesty
- leadership
- evaluating outcomes
- delegating when not in a hierarchical relationship
- getting buy-in

## Collaboration - Definitions

### **Collaboration:**

A complex process along a development continuum that includes networking, co-ordination, co-operation and collaboration (*Himmelman 1992*).

### **Organisational Collaboration:**

A process in which organisations exchange information, alter activities, share resources and enhance each other's capacity for mutual benefit and a common purpose by sharing risks, responsibilities and rewards.

"Doing more with less" the drive towards collaborative philosophy adapted by US and Western European Institutions (*Huxham and Vangen 1996*)

### **Understanding collaboration is important for a number of reasons:**

(*Huxham and Vangen 1996*)

- **Collaboration is happening**

Right across the world, people are doing it, or rather, people are trying to, often unsuccessfully, people are being required (e.g. by government mandate) to do it, also often unsuccessfully.

- **Collaboration is valuable**

It can be a good way of achieving things that would be difficult or impossible for an organisation to do on its own (the self-interest motivation), it is the only way to tackle major societal problems (the moral imperative).

- **Collaboration is difficult**

It is non-trivial in practice because of a number of hazards.

### **Working Across Sectors**

Working across sectors is crucial to effective public health practice. In the health sector, it is important to gather evidence to support decision making, to justify selected interventions and to contribute to knowledge (*Armstrong et al 2006*).

## Benefits of Collaboration

<http://www.lgpartnerships.com/resources/lead-benpart.asp>

The benefits of collaboration are widely acknowledged and have been recognised in order to achieve more than individual partners can achieve on their own providing:



Achieving more than individual partners can achieve on their own...

### Greater Impact

- increased benefits for people, businesses or communities served
- increased reach to disadvantaged populations
- greater critical mass: ability to reach and deliver beyond the capabilities of any one partner

### More Resources

- attract public funding where policy requires partnership bids and evidence of partner ability to deliver joint projects
- strengthened negotiating power

### New and Better Ways

- innovation: new, more effective ways of doing things
- new perspectives and challenging views within the partnership
- improved intelligence about needs and opportunities

### Spread Risks

- complementary strengths, resources, perspectives
- greater flexibility within a team

### Reduce/ Share Costs

- pool resources
- share costs of common functions (in promoting and delivering services, in common systems, e.g. for quality, use of the Internet)

### Shifts in Policy towards Collaborative Working

- The emerging changes in healthcare and health promotion following the Ottawa Charter (see Policy & Strategy Workbook) provided a shift in emphasis from 'problem based' to 'settings based' approaches. By the late 1990's, the emphasis upon collaboration and partnership were identified within policy initiatives linked to health promotion, public health, economic regeneration, and social inclusion.
- The evidence base for these policy options has been influenced by a general awareness in the number of changes in demography (people living longer) and expectations (developments in medical treatment and technology) affecting the organisation of health and welfare that have risen rapidly since the 1970s (Loxley 1997:5-6). This awareness was accompanied by a recognition of the differences in values and the ways in which different agencies and professionals can work together.
- This change in approach reflects a developing philosophy of new public health which embraces an evolving paradigm shift from, scientific approaches for problem management (Rittel and Weber 1973), to alternative approaches in solution finding.
- In particular, those issues which have multiple causes and effects concerning, health inequalities, social exclusion, homelessness and unemployment were recognised as requiring services to be integrated in order to address such cross-cutting issues and regenerating particular areas (Vilaplana 1998).

### Inter-sectoral Action for Health

The use of this term denotes a recognised relationship between different parts of the health sector and other sectors in order to achieve health outcomes in a more efficient and effective way than could be achieved by the health sector working alone (Harris et al 1995).

**Macro-level:** The importance of inter-sectoral action in achieving healthy public policy is recognised through the development of coalitions of powerful individuals and agencies acting to produce change on behalf of those lacking such power, by addressing conflicts of interest (*Tones 2001*)

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**Micro-level:** A critical dimension of inter-sectoral action is based on, organisations, sectors and individuals with a stake in the problem or its solution and recognises their interdependence in achieving a common end (*CoA 1995:27*)

Although, the idea of inter-agency collaboration is being, ‘...elevated to the status of a desirable – even essential – activity’, it has also, ‘...remained conceptually elusive and perennially difficult to achieve’ (*Hudson et al 1999:236*).

### Changing Philosophy (*After Jupp, B 2000:15*)

	<b>Business Philosophy</b>	<b>Social Sector Philosophy</b>
<b>1970s</b>	<b>Conglomerates:</b> Large firms acquire and increasing number of interests e.g. BP buys cattle feed business for using waste products from oil business	<b>Central Planning:</b> Public sector expands and brings more services within central planning e.g. last parts of the pre-war local health system (managed by local authorities) brought into the NHS
<b>1980s</b>	<b>Single focused organisations:</b> Firms encouraged to ‘search for excellence’ in a core specialism and get out of other activities e.g. IBM held up as exemplar	<b>Contracting Out:</b> Delivery and sometimes strategy parcelled out to different organisations and sectors encouraging competition e.g. Urban Development Corporations, compulsory competitive tendering, Next Steps agencies, internal markets
<b>1990s</b>	<b>Networks:</b> Businesses keep focused but develop increasing numbers of networks and alliances e.g. small high tech firms cluster in Silicon Valley	<b>Partnerships:</b> Community groups and businesses invited to share ideas. Consortium establishes joint projects. Government sets up ‘challenge funds’ for joint bids. Reflected with the public sector as a desire to ‘join-up’ government
<b>2000s</b>	<b>Value Creation:</b> Private sector support for public service excellence, building and developing innovative partnerships to transform public services, placing people’s needs at the heart	<b>Strategic Partnering:</b> Engendering constructive collaborative relationships between local authorities and service delivery partners, addressing wider community objectives through step changes in efficiency and the removal of cultural and organisational barriers for improvement

### The Language and Development of Partnerships

A range of concepts have been used in relation to collaboration and partnership working within public sector discussions, although there can be differences in aims highlighted through language, procedures, culture and perceived power (Huxham and Vangen 1996).

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**Partner:** One who has a share or part with others. The meaning implies the existence of a 'whole' of which the partner must be aware (*Pratt et al 1998*)

**Partnership:** An agreement between two or more independent bodies to work collectively to achieve an objective (*Audit Commission 2005*)

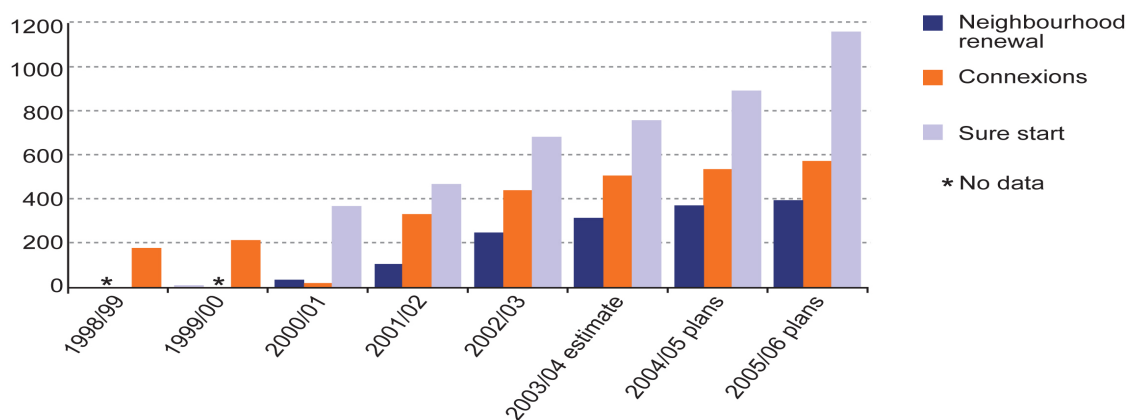
**Multi-sectoral Partnership:** Three or more organisations – representing the public, private and voluntary sectors – acting together by contributing their diverse resources in the furtherance of a common vision that has clearly defined goals and objectives (*Wilson and Charlton 1997:10*)

**Alliance:** A partnership of organisations and/or individuals to enable people to increase control over and improve health and well-being, emotionally, physically, mentally, socially and environmentally (*Elliott and Jackson 1998:61*)

### Growth in Partnership Working

The impetus for a focus of partnerships in national policy has emerged from the perceived failure of separately defined services to meet user and public expectations with the need to base planning and provision upon holistic themes and enhance community engagement and civic renewal. Partnerships are a significant feature of public service delivery, with more than 5500 partnerships in the UK responsible for an expenditure of £4bn. Partnerships often attract additional resources and this has been a strong incentive for collaborative working. Legislative changes, notably Section 2 of the Local Government Health Act 2000 and Section 31 of the Health Act 1999 (see Policy & Strategy Workbook), have enabled public bodies to work together to pool resources or purchasing power to increase efficiency and effectiveness (Audit Commission 2005). However, partnerships also bring risks as well as opportunities and governance can be problematic.

### Partnership Funding



## WORKBOOK: COLLABORATIVE WORKING

### Typologies of Partnership Working

The concept of partnership has important impacts in working practices across many public and private sectors including nursing, health promotion, local government community development and business. Whilst some people actually use the term collaboration interchangeably with partnership, others may mean cooperation when they say partnerships.

Partnering Form	Aim	Working processes
<p><b>Intersectoral action (ISA):</b> A coalition of two or more parties <i>(Fortin et al's 1994:15)</i></p>	<p>Agree on common objectives and the allocation of expected advantages</p>	<p>Co-operation</p>
<p><b>Cooperation:</b> Different organisations and public sectors <i>(Hutchinson and Campbell 1998:14)</i></p>	<p>Exist without any commonly defined mission, structure or planning effort;</p>	<p>Informal relationships - information is shared and authority retained by each organisation, with separate resources and rewards</p>
<p><b>Coordination</b> <i>(Hutchinson and Campbell 1998:14)</i></p>	<p>Understanding of compatible missions</p>	<p>Formal relationship – some planning &amp; division of roles &amp; established communication channels, authority rests with organisations, resources available to participants and rewards mutually acknowledged</p>
<p><b>Collaboration:</b> Group of autonomous stakeholders <i>(Wood and Gray 1991:146)</i></p>	<p>Sharing of a specific problem domain</p>	<p>Engage in interactive processes, using shared rules, norms and structures, to act or decide on issues related to that domain</p>
<p><b>Joint Working:</b> Different organisations and public sectors <i>(Costongs and Springett 1997:10)</i></p>	<p>To achieve a common goal</p>	<p>Process of working together irrespective of the boundaries</p>
<p><b>Cross-sectoral partnership:</b> Three or more organisations <i>(Wilson and Charlton 1997:10)</i></p>	<p>Furtherance of a common vision that has clearly defined goals and objectives</p>	<p>Acting together by contributing their diverse resources</p>
<p><b>Local Strategic Partnership</b> <i>(DETR2000b/c)</i></p>	<p>To improve performance in individual areas by identifying ways in which services can achieve more by working together</p>	<p>Local authorities qualified &amp; required to carry out regeneration schemes in partnership with local residents, organisations and businesses in an officially recognised Local Strategic Partnership.</p>



### Local Strategic Partnerships

([http://www.urbanforum.org.uk/pdf\\_files/LSP\\_Guide\\_2006.pdf](http://www.urbanforum.org.uk/pdf_files/LSP_Guide_2006.pdf))

In England, Local Strategic Partnerships (LSPs) are a way of bringing together people, public sector organisations, and businesses to work to improve the local quality of life. This includes major public services like education, health, housing, police and social services. It also includes services provided by community and voluntary groups, and regeneration schemes such as Neighbourhood Renewal that aim to improve local areas.

One of the main aims of LSPs is for local people to enjoy better services by getting more involved in their design and delivery. Local people have the advantage of understanding the area, they can help develop ideas for action and if communities are involved and feel in control of the process, there is a better chance that the changes made will be long-lasting.

Local Strategic Partnerships now exist in all areas. Most cover a district, some a county. They are generally known as LSPs or a named area partnership. The partnership brings together plans from local agencies, and in agreement, develops this into a larger plan which is called a Sustainable Community Strategy. LSPs should include people that represent public services, local businesses, community and voluntary groups and residents. An LSP can be structured as a 'network of networks with views and information sent from a wide range of community groups and partnerships to a smaller set of groups until they reach a central LSP group. The LSP aims to do two things:

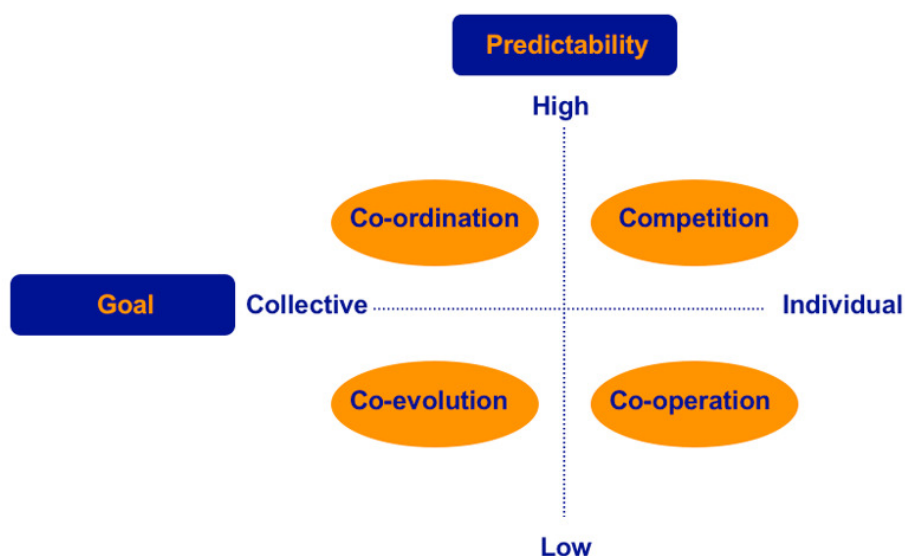
- Improve the delivery of services
- Raise the local quality of life through a vision that is shared with partners and the wider community.

Local authorities often provide most or all of the administration and co-ordination for the LSP. This is partly due to local authorities having initial responsibility for ensuring LSPs were set up and for delivering the Sustainable Community Strategy. The sub-groups of LSPs often focus on particular sections of the community and issues like disability, older people or unemployment. They are usually called theme groups. Groups can also be focused on geographical area like a few streets or part of a town.

### Characteristics of Partnership

Although the incremental levels of trust and agreement are visible within these partnering forms, Pratt et al (1998), drawing lessons from the 1960's urban programmes, suggest that different forms of partnerships can display different characteristics and fit different circumstances. They have suggested that the purpose of a partnership can be displayed as a quadrant whereby, the horizontal axis represents the different types of goals being sought which can be both individual and collective; and the vertical axis represents how predictable objectives and solutions are, and the extent to which the behaviour needed to achieve them is understood. The distinctions between each characteristic are not watertight and real partnerships may include elements from several characteristics at any one time.

### Purpose of Partnership (Pratt et al 1998)



**Competition** – the “action of endeavouring to gain what another endeavours to gain at the same time; rivalry”. Competitors may be aware of a ‘whole’ for which they are competing, or they may simply be aware of what is within their reach. Competitors seek to improve their individual performance. There is no sense of responsibility for the whole.

**Co-operation** – is derive from co- (‘jointly, reciprocally, mutually’) + opera (‘work, exertion, service’). In its strong sense, co-operation is used to mean ‘working with others to the same end’, with an underlying sense of the ‘whole’. But it can also mean ‘working together or joint-operation’.

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**Co-ordination** – means to bring (various parts etc.) into a proper or required relation to ensure harmony or effective outcome

**Co-evolution** – a process by which an environment and a species evolve together. Contemporary evolutionary theory stresses not the survival of the ‘fittest’ but of the ‘fit’. We use the metaphor of an ecology or living system to think of organisations, departments, teams individuals as independent, purposeful organisms linked in a network of interdependence.

Within each of these descriptions the importance is the recognition that due to a range of complex interpersonal, environmental and cultural contexts the partnership / collaboration will move through different stages of development and performance.

### **Necessary conditions for co-evolving partnerships (Pratt et al 1998)**

Partnership is an essential characteristic of sustainable communities and one of the hallmarks of life. In human communities, partnership means democracy and personal empowerment, because each member of the community plays an important role. Combining the principle of partnership with the dynamic of change and development, we may also use the term co-evolution. As a partnership proceeds, each partner better understands the needs of the other. In a true, committed partnership both partners learn and change – they co-evolve.

<b>Building relationships:</b> people need time to explore purpose. Sufficient people need to understand why they are building a partnership
<b>Changing mental maps:</b> so that people see themselves as part of a “whole” and reject the shifting of blame from one part of the system to the other
<b>Diversity:</b> sufficient mix of people from different organisations and different levels within organisations to enable new possibilities to emerge
<b>Expectation:</b> that change can be fuelled by energy and passion, not just money, and that common purpose is the source of coherence
<b>Iteration:</b> people need to be able to try and try again. One-off activity is not enough
<b>Responsibility:</b> the leadership task is to create conditions so that people can take responsibility for the behaviour of the ‘whole’ as well as their individual behaviour
<b>Future:</b> incentives which enlarge the shadow of the future and enable people to see their futures as linked

## Characteristics of Successful Partnerships

The following comparisons demonstrate the range of agreements of characteristics which can contribute to successful partnerships and have been developed from over a decade of research and experience within the field.

<b>Powell 1992</b> <i>(Health &amp; Local Government)</i>	<b>DoH 1993</b> <i>(Health Sector)</i>	<b>Taylor 1997</b> <i>(Voluntary Sector &amp; Local Government)</i>	<b>Wilcox 1998 &amp; adapted by partnership.org.uk (2008)</b> <i>(Development Trusts for urban &amp; regeneration programmes)</i>	<a href="http://www.crimereduction.homeoffice.gov.uk/partnerships50.htm">http://www.crimereduction.homeoffice.gov.uk/partnerships50.htm</a> (2008) <i>(Crime Reduction Partnerships)</i>
<b>Active core of individuals</b> with mutually respectful relationships with common agenda, shared vision and goals	Ensure that partners remain accountable, and that those who stand to benefit for the alliance are able to make comments or suggestions	Mechanisms for involvement which recognise the many demands on organisations with limited resources and use their time effectively.	Agreement that a partnership is necessary and the development of a shared vision of what might be achieved	Commitments to take account of all members of the community, respecting diversity;
<b>Shared understanding</b> of health		Clear targets for the involvement of voluntary and community organisations in policy and service planning - which go beyond numbers to the depth and quality of involvement.	Commitment of key interests developed through a clear and open process.	A clear vision and a shared commitment to improve community safety through the concerted actions of a wide range of agencies and close links to related strategy areas including drugs and neighbourhood renewal
<b>Informal networks and links</b> with other groups	Meet regularly to review progress	A willingness to understand and accommodate the different cultures, values and resource capacities of voluntary organisations.	Respect and trust between different interests, with shared mandates or agendas	Effective and ongoing engagement with the community, including socially excluded groups.

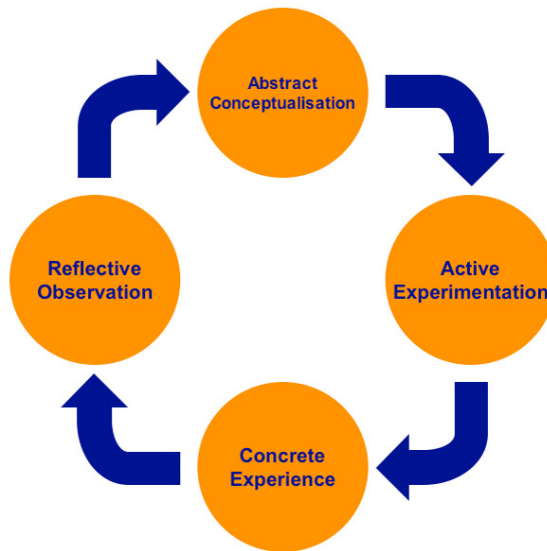
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<b>Powell 1992</b> <i>(Health &amp; Local Government)</i>	<b>DoH 1993</b> <i>(Health Sector)</i>	<b>Taylor 1997</b> <i>(Voluntary Sector &amp; Local Government)</i>	<b>Wilcox 1998</b> <i>(Development Trusts for urban &amp; regeneration programmes)</i>	<a href="http://www.crimereduction.homeoffice.gov.uk/partnerships50.htm">http://www.crimereduction.homeoffice.gov.uk/partnerships50.htm</a> (2008) <i>(Crime Reduction Partnerships)</i>
<b>Provision of shared resources</b> and shared ownership	Find a means by which differences of opinion can be raised easily and without conflict, and encourage partners to be committed joint problem solving to resolving those differences	Resources for voluntary sector partners and time to allow them to get up to speed before all the key decisions are taken.	Collaborative decision-making, with a commitment to achieving consensus. Time to build the partnership.	Effective performance and project management skills and, in particular, an adequately resourced and skilled Community Safety team, with top level support and access;
<b>Continuing dialogue</b> providing legitimacy momentum and motivation about health	Communicate effectively between the partners about progress and problems	Commitment throughout authorities: front-line staff need to know they will be backed up if they are expected to adopt new ways of working.	Effective organisational management and good communication, perhaps aided by a facilitator	Good communication, perhaps aided by a facilitator
<b>Dedicated support</b> and skill mix with individual or shared co-ordination	Review progress by each partner on their particular tasks – nominate a co-ordinator	Clear allocation of responsibilities within authorities, with dedicated time and resources, to develop and service partnerships.	Leadership of a respected individual or individuals	Leadership in the form of the effective personal engagement of Chief Executives, elected members and other senior partners;
<b>Ability to learn</b> with a spirit of experimentation through evidence-based practice	Ensure that training and education of partners, their employers and volunteers is continuing, and is available for those who get involved after the alliance is established	Monitoring, benchmarking and review mechanisms which provide incentives for and reward partnership.	The development of compatible ways of working, and flexibility	Openness to good practice and awareness of shifting demands, with effective feedback

## Reflective Practice

### Learning and Doing

Working through the processes involved in conceptualising, developing, implementing and evaluating partnership progress can be analogous to the kind of processes involved within the basic cycle of experiential learning e.g.



This understanding of learning adapted from Kolb's cycle (Kolb 1984), can help us to consider the wider implications and processes involved within the lifecycle of a partnership. As the basic cycle follows stages of formulating abstract concepts and generalisations, testing these implications in new situations, getting involved in the concrete experience and then taking time to observe and reflect upon our experiences and ideas, so too we may move through a cycle or stages within a partnership context.

### Partnership Stages and Lifecycles

Building continuum through which an alliance may progress from the initial stages of sharing on Himmelman's (1992) definitions, descriptions by Powell (1992) identify a in co-operation, and progressing through agreed aims of co-ordination, collaborating within shared processes towards true joint-working and integration. Nocon (Hudson et al 1999) also describes collaboration as a continuum with separate ways of working for each stage encompassing, (i) networking - as a loose system of contacts, (ii) coalitional – through a sharing of information and matching of service plans leading to the production of a joint strategic plan and (iii) merging – engaging in a total pooling of resources to service a single set of objectives.

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The following three examples highlight the range of alternative perspectives that are used in understanding the process of partnership development. All these processes can be used to guide you through the development stages of a partnership.

### Example (1):

(<http://www.bridge-central.co.uk/demo/introduction353.html>)

Partnerships are generally long term arrangements and move through discrete phases as illustrated in the diagram.



The key to ensuring that partnerships maintain momentum and continue to add value is to ensure that they have been established, and are operating, in a way that is consistent with best practice.

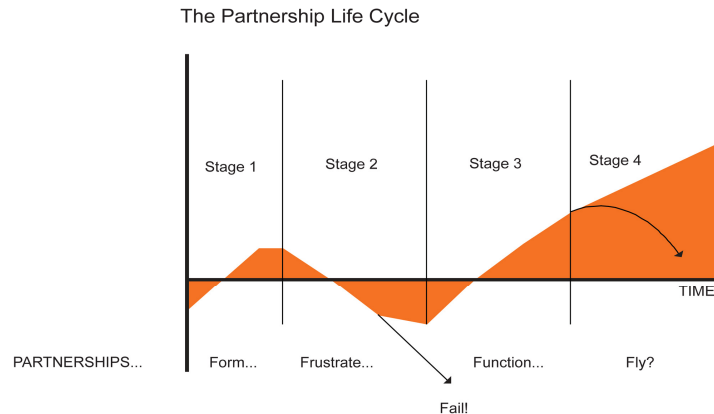
Lifecycle	Summary
<b>Preparation</b>	Developing a clear picture of what partnerships your organisation needs, what they will deliver and who you will work with
<b>Development</b>	The process of finding and engaging with potential partners, sharing ideas and reaching a joint agreement
<b>Implementation</b>	Building on the agreement reached and putting in place the structures and process to make the partnership work, building towards the launch
<b>Fulfilment &amp; measurement</b>	Delivering the promise. Working together to achieve the benefits agreed in the Development phase and taking opportunities to achieve more

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### Example (2)

(<http://fivevital.educe.co.uk/images/Partnership%20Life%20Cycle%20rtf.rtf>)

It can be helpful to think of partnerships going through a series of stages, during which particular tactics are most appropriate to ensuring partnership progress and success. These are similar to the stages that any team is likely to go through, as people come together to achieve common goals.



### Typical characteristics of each stage:

#### Forming

- common cause, arising from shared interests, opportunities, threats
- early enthusiasm: new challenge, new relationships
- exploring what's needed, what's possible
- nature of commitments unclear

#### Frustration

- partners feel "in a fog"
- disputes or tension over priorities and methods
- individuals questioning purpose of the partnership and reasons for being there
- hidden agendas influencing what partners do
- doubts about what each other brings to the party
- partners competing for credit and control

#### Functioning

- renewed vision and focus
- progress through joint project teams
- partners talk in terms of "we" not "you"
- clear roles and responsibilities
- full accountability to each other for actions

#### Flying

- successful achievement of partnership goals
- shared leadership
- partners changing what they do and how they do it to achieve partnership objectives
- trust and mutual respect
- partnership priorities are central to partner activities

#### Failing

- disengagement
- lack of commitment
- recurrent tensions
- breakdown or frittering away of relationships



### Example (3):

**The Ourpartnership includes a longer discussion of partnership lifecycle:**

<http://www.ourpartnership.org.uk/anncmnt/anlist.cfm?ANID=28>

**<sup>2</sup> The Guide to Development Trusts and Partnerships.**

<http://www.partnerships.org.uk/part>

Partnerships can be seen as processes to build relationships and get things done – not just formal structures. There will be different challenges at different times in the life of a partnership, whether you are starting or involved in the partnership, or getting engaged from outside.

At the outset, it is important to reflect on the benefits and some of the barriers

Here are four key stages in the life of a partnership. There is a longer discussion on the Ourpartnership web site<sup>1</sup> based on phases of connecting, contracting, conflict, collaborating, and closing. See also The Guide to Development Trusts and Partnerships<sup>2</sup> for the process of setting up a formal partnership.

#### Initiating

- Recognise that who started the partnership will influence its initial style of operation.... and this may need to change.
- The spark for starting may be, for example, funding... but may not be enough in itself to keep the partnership together in the longer term. See 'visioning' below.
- Reflect from the outset on whether you need a substantial partnership, or a 'lighter' or shorter-term arrangement.

#### Starting

- Review what is already happening in the field, and who's who.
- Look at other partnership projects and programmes for ideas
- Get to know your partners, their styles of working and preferred means of communicating.
- Run a 'visioning' workshop to share understanding of problems, projects and activities to meet your goals.
- Set up interim arrangement for making decisions, staffing, administration, project management.
- Develop a business plan that includes training and support for partners as well as project development, funding, staffing, constitution or partnership agreement.

#### Doing

- Develop and start projects.
- Pay attention to partners and the people involved as well as the projects, with training, support and socialising.
- Involve others outside the core partnership where they have a stake in projects and/or your overall programme.

#### Following through – or finishing

- Reflect on what's working and what isn't.
-

## **WORKBOOK: COLLABORATIVE WORKING**

- Plan for the longer-term – or finishing. Is your partnership still really needed – is it adding any value?

## Partnership Programmes / Agreements

Programme ( <i>source</i> )	Aim	Target	Levels of participation / funding	Timing
<b>Health Action Zones</b> ( <i>DoH 1997b; DoH 1998</i> )	Develop and implement joint strategies which delivered measurable improvements in public health by reducing health inequalities	Vulnerable groups and deprived communities	Funding Twenty-six zones targeted over 13 million people in England: 34 health authorities and 73 local authorities	First wave in 1998: Seven-year programme
<b>Healthy Living Centres</b> ( <i>New Opportunities Fund 1999; DH1999b</i> )	To design & improve access to mainstream services which mobilise community activity, bringing together health promotion to address the wider determinants of health, in particular social exclusion and socio-economic disadvantage	Most deprived local communities and those who do not usually use mainstream services	£200 million of National Lottery money made available  NHS bodies and local communities across the UK	Started bids in 1999 to establish or develop healthy living centres
<b>Community Safety Partnerships</b> ( <i>Cabinet Office 1999:48</i> )	Partnerships must determine the nature and scope of local crime and disorder by conducting an audit of crime in their area.	Involvement of a wide range of key agencies, from the health, education, business and voluntary sectors as well as consulting widely with the community	Funding: All local authorities in England involving partners with the police and other agencies	The first strategies had to be in place by April 1999 with the process repeated every three years.
<b>New Deal for Communities</b> ( <i>DETR 1998; DETR 1999</i> )	Development of community-led partnerships addressing core themes of, worklessness, health, crime, under-achievement, poor health	Most deprived communities	£2bn committed to 39 partnerships	17 pathfinder partnerships announced in 1998, and 2 <sup>nd</sup> round of 22 in 1999

## WORKBOOK: COLLABORATIVE WORKING

Programme ( <i>source</i> )	Aim	Target	Levels of participation / funding	Timing
<p><b>Sure Start Children Centre Partnership Boards</b> (<i>NAO 2006</i>)</p>	<p>The purpose of the Partnership Board is to ensure that the aims and objectives of Sure Start are met in line with government policy, legal duties, obligations and service objectives</p>	<p>Children’s Centres ]work In accordance with the views and aspirations of local families within the designated catchment area</p>	<p>Partnerships involve parents/carers and local agencies within the voluntary, private and statutory sectors, including Health, Education and Social Services. Between 2004/08 £3.2million planned for children’s centres and Sure Start Local programmes</p>	<p>In September 2006 there were 1000 centres, nearly all in deprived areas and the goct. Aims to provide one for every community – 3,500 centres by 2010</p>
<p><b>Partnerships for Older People Projects (POPP)</b>  <a href="http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_079422">http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_079422</a> (<i>Oct 2008</i>)</p>	<p>POPP partnerships across health &amp; social care economy strengthen and accelerate developments around joint commissioning, in particular the recognition of the value of involving voluntary &amp; community organisations in service planning &amp; delivery</p>	<p>The inclusion of voluntary and community organisations</p>	<p>522 organisations involved across 29 local authority-led POPP sites with the greatest number of partners drawn from voluntary &amp; community organisations.</p>	<p>POPP programmes and their partnerships have been running since April 2006 with only 4% to date of total POPP sites not intending to sustain their service delivery at the end of the DH funding</p>
<p><b>The Compact</b>  <a href="http://www.communities.gov.uk/documents/communities/pdf/923277.pdf">http://www.communities.gov.uk/documents/communities/pdf/923277.pdf</a></p>	<p>The Compact is a national agreement between Government and the voluntary and community sector in England</p>	<p>The Compact recognises shared values &amp; principles on how parties work together.</p>	<p>Each of the three partner organisations (Office of the Third Sector, Commission for the Compact, Compact Voice) have complementary roles. There are 400 Local Compact Champions</p>	<p>2008 marks the 10th anniversary of the Compact. All but 11 local authority areas are now covered by a Local Compact, typically linked to Local Strategic Partnerships with all public bodies signed up</p>

## ACTIVITY 2

**This activity aims to help you to understand the opportunities and challenges of collaborative working**

Participants divide into three groups.

**Step 1:** Please read the short partnership scenario PS 1a,1b or 1c describing the development of a multi-sectoral partnerships; or members agree to draw on their own experiences of multi-sectoral partnership working.

**Step 2:** Please then consider the opportunities and challenges posed by partnership working, by either reflecting on the partnership scenario or from your own experience. The discussion / feedback can be tabulated below:

	Case Study group	Own Experience group
Recognising Opportunities		
	Case Study group	Own Experience group
Encountering Challenges		

## Feedback Activity 2

**Groups doing this exercise reported the following opportunities and challenges.**

<b>Opportunities</b>	<b>Challenges</b>
Access to more resources through the LSP	Lack of transparency Power struggle Feeling threatened Lack of clarity & agreement over priorities
Economy of scale Building relationships More publicity & awareness Local and national connections Building on existing partnership	Ability to combine initiatives to meet overall aims Dovetailing national objectives into local priorities Finding resources, moving existing funds Understanding motivation of individual leader
Recognition of others' needs and views Press release on successes Strategic partnership enabled pilot for county-wide work Local and national targets coming together	Differing objectives Lack of shared vision Bringing in new people Lack of leadership
Clear terms of reference Using skills of sub-groups Sharing ideas Reviewing action plans Networking	Different priorities Lack of governance, accountability Finding the right people Agreeing outcomes Decision-making processes Leadership and capacity Budgets and finance

## Creating a Climate for Change

### Learning Outcomes

Understand how different organisational cultures can influence the outcomes of collaborative work

Have a clear understanding of how your interactions and behaviour impact on others

### Reviewing Stakeholder Involvement

<http://www.cphp.uk.com/downloads/GN%20Stakeholder%20Analysis%20Form.pdf>

**Stakeholders** are people or organisations who either **a)** stand to be affected by the project or **b)** could 'make' or 'break' the project's success. They may be winners or losers, included or excluded from decision-making, users of results, participants in the process.

**Stakeholder analysis** is the identification of a project's key stakeholders, an assessment of their interests in the project and the ways in which these interests may affect a project

The reason for doing a stakeholder analysis is to help you identify:

- **which individuals or organisations to include in your programme / project**
- **what roles they should play and at which stage**
- **who to build and nurture relationships with**
- **who to inform and consult about the project**

Using a matrix as part of a group's exercise, prioritise which stakeholders are the most important to consider.

## ACTIVITY 3

**This activity will help you to apply a stakeholder analysis to your partnership scenario**

**Step 1:** Please re-read your partnership scenario (PS 1a, 1b, or 1c) and consider the potential list of participants and others that may be affected by the issue or decisions within the partnership.

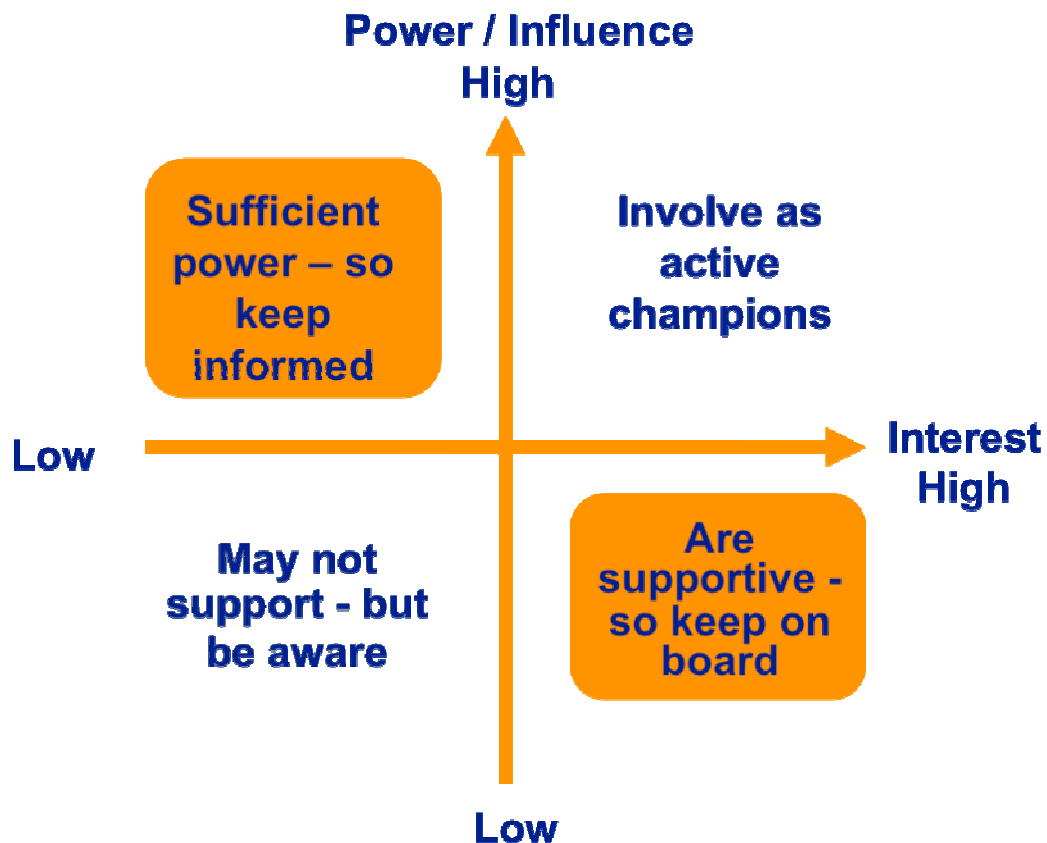
## WORKBOOK: COLLABORATIVE WORKING

Please list all these stakeholders below identifying their organisation and possible role:

Organisation

Role

**Step 2:** Using the matrix below, consider where these stakeholders are best placed within the quadrants:



after [http://www.sdo.nihr.ac.uk/files/adhoc/change-management-developing -skills.pdf](http://www.sdo.nihr.ac.uk/files/adhoc/change-management-developing-skills.pdf)

**Step 3:** Following your allocation, discuss within your group:

- How useful you have found this tool
- Consider a time when it would be appropriate to use it
- At which point within the partnership cycle do you think it would be most useful to use the stakeholder analysis



### Feedback Activity 3

Four groups using case study examples of different types of partnerships analysed the stakeholders as follows:

Community Safety Partnership		Local Strategic Partnership	
INFORM	INVOLVE	INFORM	INVOLVE
Police information team Licensing team Fire info team Health promotion	Police Fire Public health practitioners Education Local authority	PCT CSP Environment Agency	Local businesses RDA New Deal for Community Council
BE AWARE	KEEP ON BOARD	BE AWARE	KEEP ON BOARD
Residents Legal services	Directors of Public Health Councillors	School rep Media	Local residents Housing association
Drug & Alcohol Partnership		Teenage Pregnancy Priority Action Team	
INFORM	INVOLVE	INFORM	INVOLVE
Secondary care - clinical lead	Police City council lead GP PBC Youth offending teams Inclusion teams Group Public health Service users	Teenagers Young people LSP TP Strategy local health services	Looked After Children PCT - Family planning, School nurses, Health promotion, Sexual health co-ordinators, HV, MW Connexions, Youth Workers, Children Ctr Mgr. Voluntary groups
BE AWARE	KEEP ON BOARD	BE AWARE	KEEP ON BOARD
Health Trainers EMAS Fire & Rescue services	Safeguarding teams Health promotion Homeless teams	LSP Extended schools Education Impt. Programmes Local schools	Wider community in city Teenagers

# Understanding Culture

## Organisational Culture

Highlights 'the way we do things', perceived as a set of tacit behaviours and routines and is described by others as '*organisational culture*' (Huczynski and Buchanan 1991; Moss Kanter et al 1992; Handy 1995). The organisational context also defines roles and staff behaviour and the ability to demonstrate self-confidence within the setting which emerges from positive performance in their own organisations. Within organisational development literature 'culture' has been described as the taken-for-granted, seldom articulated patterns of everyday action and belief (*Dubinskas 1992*). Dubinskas offered a simple analogy with fish, which:

**may be keenly aware of sharks, competitors and food, but don't talk about water, they just swim in it (*Dubinskas 1992:187-8*)**

Beaumont (1993) notes several key characteristics of organizational culture including shared values, norms and an understanding of events and procedures. Mullins (1993) identifies how these cultural variations within organisations may have a pervasive influence over individual's behaviour and actions where differences in perception result in different people attaching different meanings to the same stimuli.

Douglas also describes how organisations can perceive themselves as 'people-change focused', changing behaviour or beliefs, providing opportunities for learning, *i.e.* parts of social services, health services, mental health or health promotion and can have a strong attention to outcomes rather than services. Alternatively, those that perceive themselves as 'people processes systems', *i.e.* social security, housing, police, often recognise their interdependence with others to achieve goals and are less concerned about specific outcomes for users (Douglas 1998). Douglas argues that those organisations with strong outcome orientation values may find it difficult to listen to service users.

## Partnership Culture

Partnership culture requires new ways of working and new perceptions on roles and responsibility (IDeA, 2000). The difficulties identified within the policy expectations of collaborative processes and, the many assumptions of common interests between different players and the challenges in bringing together different interests and different cultures remain underplayed (Balloch and Taylor 2001).

## WORKBOOK: COLLABORATIVE WORKING

The use of experiences within group dynamics helps to understand the breadth of approaches that need to be considered within the partnership development process.

**Group level phenomena** that include groups' moods and atmospheres, shared themes, norms and belief systems and the development of a group over time

*(Whitaker 1985)*

**Group development** has been recognised as proceeding through as many as five stages of development: forming, storming, norming, performing and adjourning

*(Ivancevich and Matteson 1993)*

**Group performance** is most likely to be negatively affected if there is conflict within the group, such as communication breakdowns, insufficient interaction, political manoeuvres, lack of role clarity, poor decision-making or inept leadership

*(Ivancevich and Matteson 1993)*

Particular differences which participants may bring to a partnership may well stem, therefore, from their own experiences and expectations of organisational life. These can be a major source of conflict within the alliance and highlight the importance of organisational culture and its ability to provide a rubric for understanding persistent differences between groups. Difficulties can be associated with, the application of procedures not commensurate with the culture or agreement of other partners, a lack of understanding or visibility of accepted roles and lack of self-confidence of partners.

Doz and Hamel (1998) are quite clear about the need for partners not only to create links and shared ways of operating so they can work together smoothly but also so they can create connections between many people at many organisational levels. Ashton's (1998) experience of alliance building within the voluntary sector appears to support this view as she emphasises the need for recognition that:

**the voluntary sectors have different cultures and different styles of working, but this does not preclude them from the collaborative partnerships involved in Ageing Well... it is important to challenge the various agencies' views of each other. (Ashton 1998:116)**

Douglas's (1998) work concerning the developing frameworks of healthy alliances also reinforces these views,

**an understanding of the underlying values that drive the partner organisations can be very important in judging how to plan and manage relationships (Douglas, 1998:14).**

## Conflict, Change and Motivation

### Conflict

Conflict is neither positive nor negative in and of itself. Conflict is an outgrowth of the diversity that characterises our thoughts, our attitudes, our beliefs, our perceptions, and our social systems and structures. It is as much a part of our existence as is evolution. Each of us has influence and power over whether or not conflict becomes negative, and that influence and power is found in the way we handle it (*Weeks 1992*).

#### Conflict in collaborative action:

**The problem with inter-sectoral action in health is that everybody agrees to it, but no-one seems to be doing it!!...Why aren't we doing it? Because organisations and sectors are like human beings, they like to dominate their relationships with others, and if they cannot they prefer to erect a high fence and say: This is my territory! (*Asvall in Taket 1988:11*)**

Common underlying issues identified through reviews of locality partnerships and alliances reveal a variety of conflicts that can be divided into four broad categories:

- 1. lack or misunderstanding of policies, objectives and priorities**
- 2. inadequate resources to meet needs or demands**
- 3. incompatible structures and procedures, roles**
- 4. personal, historical and hidden issues.**

As the partnership itself becomes the agent for change it is clearly important to recognise the need for both a personal understanding of one's own potential for conflict and the potential brought to the partnership from the organisations represented. Clear links have been identified between conflict, change and organisational development. Brown (1993) discusses how effective conflict management is often critical to constructive change processes:

**change is often closely tied to conflict. Sometimes change breeds conflict; sometimes conflict breeds change" (*Brown 1993:167*)**

**THINK ABOUT:** The collaborative challenges discussed at the beginning of the session – which of these challenges were related to change?

### Change

“To most people change is disruptive because it involves the unknown”.

*(Brenner 2008)*

Belasco (1990:28) claimed that ‘*change is a process and not a destination*’ and quite possibly will not be an easy task. A number of obstacles need to be considered in any event or attempt to make changes; it always takes longer, it provides exaggerated expectations, carping critics, procrastination, and imperfections *(Belasco 1990: 31)*.

Any successful change campaign has to be built and launched from the organisation’s strategic platform – its mission, its vision and core values.

The ultimate key to the change process is to take a sober look at the organisation and dispassionately identify its strengths and its development gaps between ‘where we are at the moment’ vs ‘where we need to be to achieve our vision’ *(Brenner 2008)*.

Change, leading change and change management are at the heart of partnership working. By default the partners are entering into a changing environment through their participation, the role of the partnership will encompass the principles of leading change by embracing the new concepts and ideas emerging from the group and then participating in leading with that vision in their programmes. Participant organisations will be required to adapt to these ideas and recommendations of the partnership which may or may not fit with their current approaches and attitudes. Four basic definitions of change management begin to place the issues of change in organisations and potentially partnerships into perspective:

<http://home.att.net/~nickols/change.htm>

- 1. The *task of managing change* (from a reactive or a proactive posture)**
- 2. An *area of professional practice* (with considerable variation in competency and skill levels among practitioners)**
- 3. A *body of knowledge* (consisting of models, methods, techniques, and other tools)**
- 4. A *control mechanism* (consisting of requirements, standards, processes and procedures).**

### Organisational Change

Langley *et al.* (1996:76) offer a distinction between changes that are required to maintain the system or in this case the alliance/partnership at its current level of performance (**first order change**), and the changes that are needed to create a new system (**second order change**).

In clarifying the forces and impacts on change process, there is a need to distinguish between **organisational climate** and **organisational culture**.

Changing **culture** is more difficult than changing **climate**. Interventions affecting '**climate**' are directed towards **structure, management practices and systems** and result in **first-order change**;

Interventions directed towards '**culture**' impact upon **mission and strategy**, and result in **second order change**

Key elements and activities that will affect the resources required for managing successful change efforts:

- **motivating change:** creating readiness for change and overcoming resistance
- **creating a vision:** mission, valued outcomes and conditions, midpoint goals
- **developing political support:** assessing change agent power, identifying key stakeholders, influencing stakeholders
- **managing the transition:** activity planning, commitment planning, management structures
- **sustaining momentum:** providing resources, building support system for change agents, developing new competencies and skills, reinforcing new behaviours (*French & Bell 1999*).

## ACTIVITY 4

**This activity will help you to think about your own experiences of organisational change**

**THINK ABOUT:** Change management programmes you have been involved with in the past:

- What areas involved first order change?
- What areas involved second order change?
- What went well?
- What was difficult?
- What skills did you require?

## WORKBOOK: COLLABORATIVE WORKING

### **Motivation (McNamara 2005)**

Taking an organisation through a change process requires both a process of understanding and then capitalizing on various sources of organisation leverage. Methods for motivating change are concerned with the value of developing and creating an environment that understands the need for change and is also ready to support change through the encouragement and participation of members in planning and executing change. Critical to successful change efforts has been the recognition of developing political support: persuasion supports part of this tactic. The key, however, is to be convincing about the benefits of change for those who are to be affected and getting them involved.

### **Here are some critical ingredients to maintain successful change:**

#### **Maintain Motivation**

1. Test for readiness before people undertake new activities
2. Deal with resistance as it arises, whether from individuals or group
3. Keep people enlightened about the need for change, describing the issues that the organisations face and what will happen if nothing is done
4. Stay realistic – there is already too much cynicism in our organisations today
5. Keep giving people opportunities to provide input to the project

#### **Focus on vision and action plans**

1. Keep the vision and action plans in front of people at all times
2. Be sure that people continue to have input to the vision and plans, and modify them, if needed, in order for them to remain relevant and realistic
3. Remind people of how the vision and plans will successfully address the issues
4. Keep managing people's expectations by ensuring vision and plans are realistic and by sharing the successes and failures of project activities

#### **Ensure Political Support**

1. Be sure that top leaders authorise sufficient resources to support and sustain project activities
2. Be sure that people see that leaders are actively involved in all project activities
3. Be sure that top leaders' suggestions and concerns are addressed in a timely manner

#### **Managing Transition**

1. Engage in ongoing coaching, facilitation and training where needed, to ensure people are fully resources and guided to implement plans
2. Ensure plans and actions are focused on changing systems
3. Ensure that implementation of the Change Management Plan is monitored on a regular basis

#### **Sustain Momentum**

1. Ensure clear and specific accountabilities to achieve plans and actions
2. Ensure that top leaders are aware of those accountabilities. Reward strong performance and address poor performance
3. Ensure supervisors delegate.



## Influencing and Negotiation

### LEARNING OUTCOMES

**Understand the roles that different organisations, agencies, individuals and professionals play and the influence they may have on health and health inequalities**

**Understand the importance of negotiation and influencing skills and their application in bringing about change, particularly in a multi-agency environment**

### Developing and Managing Relationships

#### **Mobius** (*Demerest et al 2004*)

Mobius is about the development of human relationships and focuses on the kinds of conversations people have, recognising that conversations are the main vehicle for developing relationships or impeding their development. Although, it is in the context of a particular relationship that individual development comes into play.

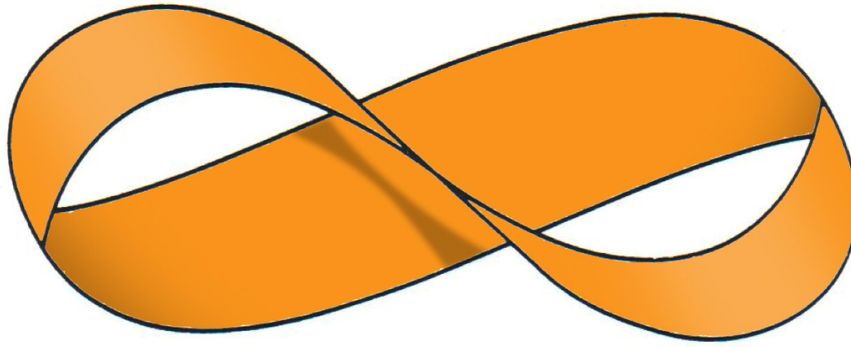
Development is part of human growth and change, but is distinguished by a qualitative change in capacity. Individuals may develop capacities that they use in some relationships but not in others e.g. Fred may be skilled at handling conflicts with his wife but avoids conflict at the office. If Fred and his team-mates became capable of handling their conflicts, that new capability would be an example of relationship development. Developing a relationship means discovering new ways to think, communicate and interact together.

**The Mobius Model** provides a road map for working through relationship conversations so that new capacities are developed by guiding creative conversations. Whereby, something that participants want - such as a shared vision, a new product, an improved sense of morale and teamwork, or increased collaboration-is created.

The Mobius Model reminds us that every conversation contains at least two different, but connected perspectives. Acknowledging that apparently conflicting viewpoints are in fact complementary, and that each contains part of the 'truth' is problematic for many people, particularly when one point of view is seen as 'right' and the other 'wrong'. However, relationship development hinges on being able to see the common ground that emerges when opposing views are fully explored, truly understood, and brought together to form a more complete representation.

#### **The Mobius Strip** (*Demerest et al 2004*)

This is used as a metaphor for these intentional conversations to remind us that there are always two aspects of every conversation-an outer conversation and an inner one.



### Effective Communication

**“... the more people participate in dialogue and the decision-making process, the more effectively they work and learn” (Jones 1996:39).**

#### Monologues

The research behind the Mobius Model reveals that our interactions often involve conversations that take two characteristic forms – monologue or dialogue. These patterns of communication express the Mobius qualities differently, and they have different effects on the development of relationships. Conversations driven by monologues tend to limit development by distracting our attention from the present moment and concentrating it on past events or future concerns.

Monologues are stories based on judgements that someone is ‘wrong’ and should change, or judgements that someone is ‘right’ and others should change to be more like him or her. Monologues are natural human reactions to differences, and our monologues call attention to what makes life vibrant and interesting, however, we must bring our monologues – ‘our personal truths’ –into dialogue with others to reap the contributions that they can make. Monologues are gifts to us if we bring them into dialogue and learn from them. I few believe our monologues are the whole truth, we don’t learn, we stay stuck, and so do our relationships.

#### Dialogues

Our monologues can be shared in dialogue in ways that create partnership and collaboration with those with whom we differ. In dialogue there is a respectful sharing of different viewpoints that leads to Mutual Understanding. Such understanding forms the basis for a shared vision, commitment to goals and values, and collaborative action.

Dialogue requires the willingness to listen to understand others who see situations differently than we do and to share our points of view honestly until each feels understood. Listening to understand means putting aside the temptation to agree, disagree, commiserate, or fix the situation and, instead, to listen respectfully in order to understand and learn. When we feel strongly about our own position, listening for understanding can be very challenging.

## WORKBOOK: COLLABORATIVE WORKING

### The Mobius Model (Demerest et al 2004)



These patterns of communication are shown on the Mobius Model where the outer circles depict the flow and unfolding of the four monologue conversations. Blame and Praise monologues flow anti-clockwise, and Worry and Claim monologues flow clockwise. The monologues are described as being 'outside' the circle, where the focus is on the qualities of individuals, either self or others. The process of dialogue is shown on the inside of the Mobius Model diagram, where the focus is on the qualities of the relationship between self and others. The arrow at the top of the circle represents the choice we have when confronting differences.

The six essential qualities of relationships identified within the Mobius Model can be recognised as present or absent in a particular relationship or interaction.

**Mutual understanding** exists when each person feels understood and also understands the other(s). It is important to note that mutual understanding is not the same as agreement. We can understand others without necessarily agreeing with them.

## WORKBOOK: COLLABORATIVE WORKING

**Possibility exists** when everyone recognises something new that is desirable and seems realistic to create.

**Commitment** exists when there is agreement to priorities among the goals and values that will direct action.

**Capability** exists when there is agreement to a way to fulfil the commitments to which everyone has agreed.

**Responsibility** exists when there is agreement to expectations about what each person will do to carry out the commitments.

**Acknowledgement** exists when there is mutual recognition of what has been accomplished and what is still missing for the commitments to be fully realised.

Using the model as a guide, we can,

- **Identify which qualities are already present in a particular relationship**
- **Recognise those qualities that are not yet developed and hence missing**
- **Facilitate conversations to develop the missing qualities.**

**THINK ABOUT:** How you may use this model in the next activity

## ACTIVITY 5

**During this activity you will understand others perspectives in participating in a partnership**

**Using the Partnership Scenario consider the participants likely to be involved in this partnership.**

**Step 1:** Please allocate a role to each member of your group, this role needs to be different from your normal role e.g. choose a different sector and/or different area of responsibility). The following types of roles can be adopted by members of each group and will represent the participants identified within the Partnership Scenario:

- **Partnership facilitator i.e.** the person who is co-ordinating the work of the partnership
- **Individual member i.e.** someone who represents the issue or target group
- **Organisational representative i.e.** someone with a key interest in ensuring their own organisational agenda is met
- **Community representative i.e.** someone providing a focus on issues concerning the partnership from the local community
- **An academic i.e.** someone who has been seconded for support, information and monitoring of the partnership

**Make sure you are all able to identify each others roles within the group.**

**Step 2:** Your partnership is about to hold a meeting. Please follow the agenda provided for the meeting, ensuring someone acts as scribe taking note of key decisions and discussions held at the meeting. Please ask your partnership co-ordinator to facilitate this meeting

## Reflection

**Step 1:** The following questions are discussed by each participant:

- How do you think someone in this role would feel?
- What do you think someone in this role may need from the others?
- Is there a clear direction for this person to participate?
- Did you know others?
- What skills / resources do you think they would require?
- What barriers may they encounter?
- What opportunities could there be?

**Step 2:** At the end of this activity each group provides feedback of their experiences by sharing answers to the following questions:

What encouraged /discouraged you in reviewing this scenario?

What would you do differently?

## Feedback Activity 5

**How do you think someone in this role would feel?**

*Isolated  
Reserved  
Challenged  
Defensive  
Intimidated  
Vulnerable  
Anxious  
Concerned  
Unsure of role  
Involved in control Machiavellian  
Disempowered  
Not listened to Misunderstood  
Under pressure  
Nervous  
Responsible  
Keen to support  
Positive*

**Did you know others?**

*Statutory bodies knew each other  
Only partially  
Some existing networks Difficult for new members*

**What opportunities could there be?**

*Find imaginative ways to involve more of the public  
Set up service user focus group  
Pooling of resources  
Service that meets many agendas  
Opportunity to network  
Empowerment  
Social inclusion / justice  
Sharing good practice  
Meeting targets*

**What encouraged /discouraged you in reviewing this scenario?**

*Encouraged by working on social inclusion in whole community.  
Discouraged by: own use of jargon lack of clarity of current agenda – how to communicate this to others  
Difficulty of getting to agreement/action  
Service user tokenism  
Recognition that community members are in 'own time'  
Need support to engage community properly*

**What do you think someone in this role may need from the others?**

*Clarity of role  
Affirmation  
Assurance  
Information  
Context  
Constructive participation  
Clear aims and objectives  
Suggestions from others  
Support  
Introductions  
Respect  
Understanding  
To be valued  
Knowledge of partner  
Organisations*

**What skills / resources do you think they would require?**

*Funding  
Negotiation skills needs assessment  
Mapping of current services  
Evidence based work  
Patience  
Conflict resolution  
Note taking  
Good chairing*

**Is there a clear direction for this person to participate?**

*Need to devote time to external / ad hoc members  
Terms of reference  
Shared vision*

**What barriers may they encounter?**

*Lack of information  
Cash  
Emotional support  
Communication  
Jargon  
Lack of authority  
Lack of vision/focus  
Lack of community engagement  
Lack of clarity of role  
Lack of evidence  
Lack of support from line manager*

**What would you do differently?**

*Evaluate own role in partnership use stakeholder analysis  
Ask what members are bringing/taking away at START  
More confidence to speak up  
Reaching understanding without agreement is OK  
Clarifying objectives of partnership and roles of partners*

## Key Skills for Partnership Development

### Partnership Skills

**“It is one thing to set up a partnership. It is another to develop the mix of skills, energy and commitment, to make the partnership effective”.** (*Markwell et al 2003*)

Across the many sources drawn upon for this workbook there is no doubt that, the people in organisations who establish groups must operate differently than in the past. Although individuals need the skills and knowledge that will help them join groups quickly, contribute productively and then leave smoothly, they also have to learn how to work more collaboratively. Key areas of development required within the arena of alliance / partnership working have been identified within recent policy developments and include:

- **Improving understanding** about how to manage partnership working. Critical factors include clear objectives; trust between partners; highly developed informal networks; and use of shared data to facilitate information exchange
- **New skills and competencies** for public sector staff. These might include the ability to “see the big picture”, and skills in consensus building
- **Breaking down barriers** between different professions, and between professions, ‘front-line’ community workers and residents (*DETR 2000*).

### Group Roles

The roles that an individual plays within the group are influenced by a combination of:

- **situational factors such as: the requirements of the task; the style of leadership; position in the communication network;**
- **personal factors such as values, attitudes, motivation, ability and personality** (*Mullins 1993: 186*).

We also need to be aware that people who act in the **facilitator** role have a very different function from those in the traditional **manager** or **leader** roles (*Weaver and Farrell 1999*).



## WORKBOOK: COLLABORATIVE WORKING

<b>Management</b> is concerned with coping with complexity where good management brings a degree of order and consistency	<b>Leadership</b> by contrast is about coping with change through setting the direction for change
<b>Managers</b> do the right things - efficiency	<b>Leaders</b> do things right - effectiveness

### Whereas a Facilitator,

“...is concerned with helping a group of people to decide what results they want to achieve together, how they want to achieve them and then helping the group to achieve them” (*McNamara 2005*).

### Roles supporting change and capacity building

It is also worth noting that there are also a variety of roles which can support change and capacity building and it may be helpful to give some thought to allocating these roles within your partnership. Developers of the principle-based approach of Real Time Strategic Change, recognise key issues concerning sustainability in change management which they describe as being:

“...about organisations and their members developing competencies needed to identify and implement future changes while they navigate their way through current changes” (*Jacobs and McKeown 1999:310*)

**Change Initiator:** Often the person who initiates change is not the person who becomes the primary change agent

**Change Agent:** This is the person responsible for organising and coordinating the overall change effort and the role can be filled by different people at different times during the process.

**Champion for Change:** A person is often required who continues to build and sustain strong enthusiasm about the change. The champion might be the same person as the change agent at various times.

**Sponsor of Change:** This can be an organisational department or a team of senior leaders who are responsible for ensuring that the change effort stays on schedule and is sustained by ongoing provision of resources and training.

### Principles of Representation

The recent White Paper: Communities in control: real people, real power (CLG 2008a) aims to pass power into the hands of local communities and provides a clear focus for areas where participation and representation of local communities can be fostered by local agencies and organisations. In direct response to this call for community engagement, “principles” for voluntary and community sector participation in Local Strategic Partnerships have been developed. These principles, summarised below, provide a focus, which could be adapted by many organisations seeking to participate and engage more effectively within their local LSP (CLG 2008b).

**Accountability** – clearly defined responsibilities for all decisions and actions

**Equality** – place equality diversity and inclusiveness at the core of what you do

**Leadership** – the sector’s representatives will need to think and act strategically

**Openness** – be as open as possible in all your dealings and relationships

**Purpose** – be clear about the local sector’s objectives and support them with a strong evidence base

**Sustainability** – ensuring the continuation of the collective voice

**Values** – identify and build on the values of the local sector.

### Performance Management and Evaluation

The process of assessing the partnership also enables a consensus view on the partnership’s strengths and areas for development and offers the opportunity to develop an action plan to improve effectiveness with regular feedback and progress reviews (Markwell et al 2003).

The benefits of assessing partnership performance can be summarised as follows:

**Opportunity** – the process will identify/confirm areas of opportunity, helping to identify baselines, agree priorities and set realistic targets

**Good practice** – assessment will show you what you do well, allowing you to share these practices across partner organisations

**Ownership** – the process is designed to build ownership of the results across the partnership and among partner organisations

**Vision** – by helping you identify your partnership’s strengths, weaknesses and priorities for change, the assessment can reinforce your partnership’s vision and values.

## Partnership Resources

The following examples of resources supporting the development and evaluation of partnerships can be accessed through the web.

### A Consumer Guide to Resources (Markwell 2003)

[http://www.nice.org.uk/niceMedia/documents/partnership\\_working.pdf](http://www.nice.org.uk/niceMedia/documents/partnership_working.pdf)

This guide will help those planning or engaging in partnership working to select the most appropriate resources. The guide is the result of research into a wide range of publications and interviews with their authors. Collectively, these printed and web-based resources support partnership working across organisations within the public, private and community sectors. The information provides a range of guidance offering instruction or direction in the process of partnership working, a plethora of checklists for successful partnership working, as well as a variety of toolkits for developing & sustaining partnerships.

### Digging Deeper – Finding Answers: reviewing your partnerships and making them work better

<http://www.lqpartnerships.com/digging.asp>

This interactive tool will help to analyse your partnership and how to improve it.

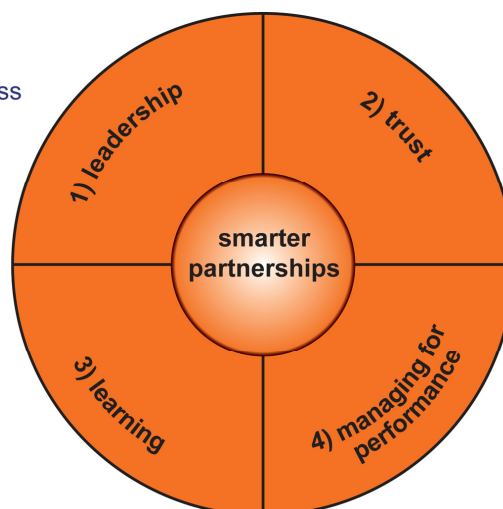
#### For partnerships that work, there needs to be:

##### 1) Leadership

where partners share a common vision and harness their energies to achieve more than they could on their own

##### 3) Learning

where partners continuously seek to improve what they do in partnership



##### 2) Trust

where partners are mutually accountable share risks and rewards fairly, and support each other

##### 4) Managing for performance

where partners put in place necessary practices and resources, and manage change effectively

## **APPENDIX 1**

### **Session Evaluation**

- What worked well for you today? (PINK)
- What key learning points will you take away and put into practice? (YELLOW)
- What are your Future Learning Needs? (GREEN)
- What could be improved – and how? (BLUE)

**Please place your completed Post-Its on the relevant parts of the Wall**

***Thank You***

# Collaborative Working Learning Log

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## PERSONAL LEARNING LOG

NAME:

DATE:

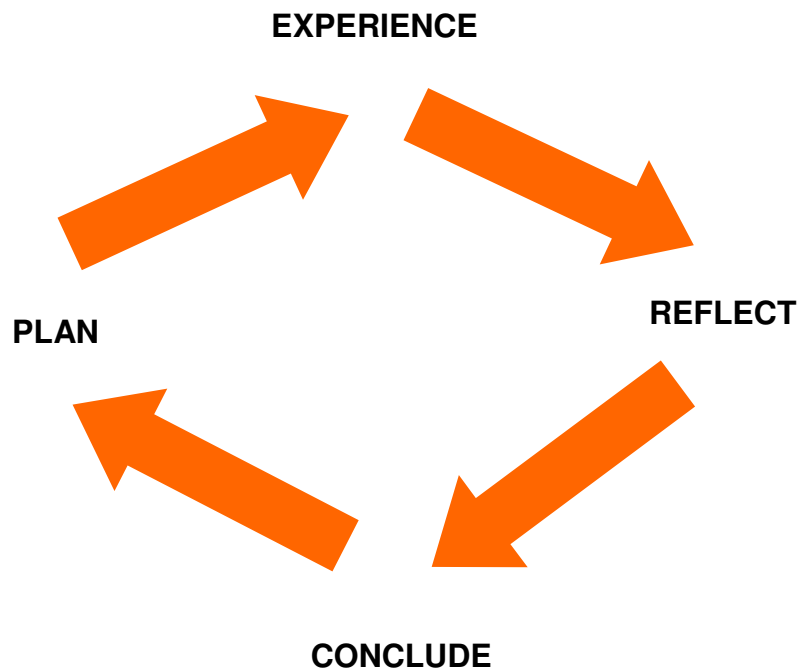
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*THIS DOCUMENT IS DESIGNED TO HELP YOU BUILD ON THE LEARNING AND ACTIVITIES FLOWING FROM YOUR INVOLVEMENT IN THE 'I & I' PILOT WORKSHOPS. THE LEARNING LOG AND ITS CONTENTS ARE CONFIDENTIAL TO YOU*

## WORKBOOK: COLLABORATIVE WORKING

The Personal Learning Log is intended as a record of all the learning points that you gain during the training programme. The Learning log is a way of capturing the key points that you want to remember.

The Learning Log is made up of a series of blank pages - one for each workshop in which you have participated. These pages are based on the learning cycle shown below.



- You have a learning experience, be it a training session, workshop, a group discussion or syndicate exercise
- You reflect on the experience
- You come to various conclusions, identify some further activities and/or learning you would find useful
- You plan to incorporate your conclusions in your working and/or personal life

***Please complete this Learning Log at the end of each Workshop that you attend.***

## **COLLABORATIVE WORKING**

### **EXPERIENCE**

What main areas of Content were covered and how?

### **REFLECT**

What are the main learning points for you?

### **CONCLUDE**

What conclusions have you reached about the knowledge/skills/processes you have gained and need to develop further?

### **PLAN**

How will you use these new skills/knowledge/processes in your work? How will you build on them? What actions do you plan to take? And when?

**WORKBOOK: COLLABORATIVE WORKING**

**ADDITIONAL PAGES FOR YOUR NOTES**



**WORKBOOK: COLLABORATIVE WORKING**

**ADDITIONAL PAGES FOR YOUR NOTES**