



Building Comprehensive Solutions to Domestic Violence

Skills for Successful Collaborations

*A Skills Building Curriculum in
Negotiation*

Collaborative Mindset

Strategic Thinking

Meeting Facilitation

by

Day Piercy

**National Resource Center on Domestic Violence
February 2000**



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by

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Building Comprehensive Solutions to Domestic Violence

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Building Comprehensive Solutions to Domestic Violence is a multi-year initiative to help domestic violence organizations collaborate more effectively in their communities and build visions, policies, and practices that respond to the current realities facing battered women and their families, especially those living in poverty.

Beginning in the fall of 1998, the project, funded by The Ford Foundation, will produce a series of materials and launch several new initiatives. These include:

National Training Initiative to Enhance Collaboration. This initiative, designed for domestic violence advocates, will include the dissemination of training curricula on public policy skills, strategic thinking, negotiation, facilitation, and outreach to underserved communities. Materials will be distributed to statewide and local domestic violence programs in 1999.

Policy and Practice Paper Series. These new papers are designed to provide domestic violence advocates with basic, useful information about the ways that systems, such as child protection and health care, operate and offer suggestions for effective ways to initiate systemic collaborations and improve public policy.

Vision Paper Series. These new papers are created to spark dialogue in the battered women's movement about future collaborative directions for our work. The first papers in the series will explore the links among domestic violence, poverty, and economic justice, and reexamine the role of men in the work to end domestic violence.

Meeting Battered Women's Basic Human Needs. In 1999, the project will publish descriptions of innovative transitional and permanent housing programs developed and managed by domestic violence organizations around the country. A project goal is to design strategies that increase housing and economic opportunities for battered women. The project will also continue to develop papers on welfare and child support and describe emerging issues and approaches in response to welfare law changes.

The New England Network on Domestic Violence and Poverty. This project will explore a variety of approaches to multi-disciplinary policy development and advocacy for battered women and their families, especially those who are living in poverty. Coordinated by Greater Hartford Legal Assistance (CT), our collaborative partner, the Network will be a catalyst to develop comprehensive policy strategies to address domestic violence and poverty. Materials and lessons learned from the Network will be shared with domestic violence coalitions and anti-poverty advocates around the country.

FOR MORE INFORMATION: contact the NRC at 800-537-2238.

A *bout the Author...*

Day Piercy is president of CreateNet, Inc., an organization that provides training and coaching in creative leadership, management, and successful collaborations. She has 30 years of experience as a nonprofit executive director, consultant, trainer, and facilitator of organizational and public policy collaborations. Day is nationally recognized for her dynamic, practical approach to reshaping and strengthening management and leadership. She is an expert in helping individuals and groups move from barriers to breakthroughs and get results. Her education includes an MA from the University of Chicago School of Social Service Administration and a BA in political science from Duke University. She is the author of *Day's Strategic Planning Manual for Non-Profit Organizations* and *Day's Tools for Groups: 12 Tools to Build Your Team, Committee or Work Group's Effectiveness*.



The National Resource Center on Domestic Violence (NRC) was founded in 1993 as a key component in a national network of domestic violence resources. As a source of comprehensive information, training and technical assistance on community response to and prevention of domestic violence, the NRC exists to support the capacity of organizations and individuals working to end violence in the lives of women and their children. The NRC's first priority is to proactively support the work of national, state and local domestic violence programs. It has also placed an emphasis on increasing organizational responsiveness to the needs identified by communities of color and other traditionally underserved populations. The NRC exists as a project of the Pennsylvania Coalition on Domestic Violence, a pioneering leader in policy development, training and technical assistance in the movement to end domestic violence.

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This curriculum is one of three curricula, and the development of the other curricula strengthened this one. My thanks go to Sujata Warriar and Jill Davies, the authors of those curricula.

Table of Contents

| | Page |
|--|------|
| Introduction | |
| Building Comprehensive Solutions to Domestic Violence <i>By Susan Schechter</i> | 1 |
| Skills for Successful Collaborations: Introduction to the Curriculum..... | 4 |
| | |
| Guide for Trainers | |
| Module 1: Mindset for Successful Collaborations Workshop..... | 19 |
| Module 2: Practice Session on Collaborative Mindset..... | 37 |
| Module 3: Negotiation Workshop..... | 55 |
| Module 4: Strategic Thinking Workshop..... | 77 |
| Module 5: Meeting Facilitation Workshop..... | 95 |
| Module 6: Practice Session on Meeting Facilitation Skills..... | 117 |
| | |
| Appendices | |
| Appendix A: Handouts for Participants..... | A1 |
| Appendix B: Overheads for Trainers..... | B51 |

Building Comprehensive Solutions to Domestic Violence

by
Susan Schechter
Project Director

Building Comprehensive Solutions to Domestic Violence

When it began in the mid 1970s, the battered women’s movement focused on three urgent tasks: (1) securing shelter and support for abused women; (2) securing safety, often by improving laws and the police and court response to domestic violence; and (3) changing people’s consciousness about violence against women through education. To achieve this ambitious agenda, advocates for battered women had to design two new kinds of organizations—shelters and state domestic violence coalitions—and focus on legislative reforms in criminal justice and social service funding.

In the last twenty years, grassroots domestic violence organizations have mushroomed and met many of their initial institutional and legislative goals. As a result, the world has changed. Basic protections for women, although still inadequate, are in place in many locations.

The domestic violence movement has offered new and life-saving solutions to women, yet our strategies also have limitations. They primarily suggested two alternatives to abused women: either leave your partner and go to a shelter, or use the criminal justice system to stop the assaults. Unfortunately, we know that these options fail to meet the needs of many. They overlook, for example, the fact that women need economic support and housing to live independently and survive. We know that many women choose not to leave their partners and want to stay within their communities.

After twenty years of work, it is obvious that the domestic violence movement needs to create a broader and deeper set of options for abused women. This will require our working collaboratively with an ever-increasing number of agencies and communities to help women solve problems of violence, poverty, and chemical dependency. It also will require that we learn to encourage others, outside the domestic violence movement, to develop solutions to the problem.

A new vision – and set of skills and practices – needs to guide this work. This vision must view collaboration as an important strategy to improve the lives of the millions of abused women who rely on diverse community and governmental agencies for their protection, housing, job training, welfare benefits, and medical care.



Fortunately, as a result of the work of the battered women's movement, many governmental agencies, professionals and citizens group now believe that violence against women is unacceptable. Many want to be part of the solution to stop domestic violence and help abused women and their families. It is time to take further advantage of these openings and opportunities.

Until recently, domestic violence advocates played the role of critic of institutions and their response to battered women and their children. Now advocates also are asked to provide answers to the complicated policy questions of welfare administrators, mental health providers, chiefs of police, doctors and nurses, clergy, teachers, governors, and legislators. Historically, many domestic violence advocates have worked in small, relatively isolated shelter settings. Now advocates are asked to inform and organize community-wide collaborations to respond to the complicated and multiple needs of hundreds of thousands of poor women who are asking for help to end the violence.

This new role requires new skills, as well as a broader vision. In three new curricula – and in the larger Ford Foundation sponsored initiative, *Building Comprehensive Solutions to Domestic Violence*, that supports them – the National Resource Center is responding to this need. To bring additional skills to domestic violence advocates, we have designed curricula which cover public policy development, outreach to underserved communities, and skills for successful collaboration (including material on collaborative mindset, strategic thinking, negotiation, and meeting facilitation). The curriculum that follows this Introduction is “Skills for Successful Collaborations.”

How the Curricula Were Developed

In 1996, funding from the Ford Foundation offered the National Resource Center on Domestic Violence the opportunity to develop training materials to support the collaborations and public policy work emerging from the grassroots. To determine priority needs, however, we decided to conduct interviews with local domestic violence organizations, state coalition directors, women of color active in the movement, the staff of federal and state agencies, and allied professionals from health, child welfare, criminal justice, and the religious community. The key question taken up in this needs assessment was: “How prepared are local, state, and national domestic violence organizations to play a broader collaborative role in the community, and what training tools are needed to support this role?”

Although many people whom we interviewed discussed positive aspects of collaborations and public policy work, many others reiterated a set of common, troubling themes: many domestic violence organizations lacked the time, resources, and training to build and sustain effective community and institutional collaborations; many programs failed to plan for public policy discussions; and some were intimidated and frightened by these new tasks.



This is not surprising, considering that, in any given month, domestic violence advocates are negotiating for improved responses with police; judges in criminal, civil, or juvenile court; the staff of housing agencies; medical personnel; and child protection workers.

In our interviews, we also found that domestic violence agency staff and allied professionals often have little understanding of each other's roles, organizational and statutory mandates, professional limitations, and ethical obligations. As a result, misunderstandings and missed opportunities abound. In addition, while most federal grants now insist on collaboration, many communities have few – if any – mechanisms to support professionals to work collaboratively. In the interviews, doctors, social workers, and lawyers often complained as much about their peers' lack of respect toward advocates as they did about advocates' behavior. While there is lip service paid to the importance of collaboration, there seems to be little time and few training opportunities to make these complicated processes work.

These findings led us to design a plan to develop policy and collaboration skills training for domestic violence organizations. Before we actually hired writers, however, our plans and priorities were reviewed by an advisory board of advocates assisting the National Resource Center on Domestic Violence.

Once the three major training curricula – Introduction to Policy Advocacy and Analysis, Outreach to Underserved Communities, and Skills for Successful Collaborations (including material on collaborative mindset, strategic thinking, negotiation, and meeting facilitation) – were developed, each was tested. Test sites included domestic violence coalitions in Massachusetts, Rhode Island, Connecticut, Florida, Maine, Iowa, Nebraska, and West Virginia. After each test, authors substantially revised their material to incorporate feedback from the participants.

Target Audiences

Each curriculum was designed for and tested with domestic violence advocates, program directors, community educators, and state-wide trainers from domestic violence coalitions. Although domestic violence advocates and program directors may have different organizational roles, each interacts daily with other systems and can benefit from the skills taught in this curriculum. We urge those who teach this material to offer it to a wide advocacy and administrative audience.

The curricula are designed specifically for staff of grassroots domestic violence organizations. If service providers from other systems are using the material, the facilitator should adapt the content, modifying case examples and roleplays.

These curricula are written as extensive guides for facilitators, with detailed instructions provided by the authors.



Skills for Successful Collaborations: Introduction to the Curriculum

Curriculum overview

To work successfully in collaborations, domestic violence advocates must find and build common ground with other institutions, agencies, and systems. This requires not only a collaborative mindset but also skills in three fundamental areas: negotiation, strategic thinking, and meeting facilitation.

Modules in this section of the curriculum are designed to increase advocates' skills and give them tools they can apply immediately to work more effectively in collaborations. Modules are organized into 6 half-day sessions:

- #1 Mindset for Successful Collaborations Workshop
- #2 Practice Session on Collaborative Mindset
- #3 Negotiation Workshop
- #4 Strategic Thinking Workshop
- #5 Meeting Facilitation Workshop
- #6 Practice Session on Meeting Facilitation Skills

The Curriculum

The curriculum is designed so that trainers can train directly from the materials. Modules are three hours in length and are designed for maximum interaction and practice of skills that participants are learning. Each module in the curriculum includes objectives, a timed program, and preparation information and materials. Handouts and overheads are included, along with step-by-step explanations and sample points for discussions.

A key element of these modules is exploration and learning about the mindset for effective collaborations. A list of mindset characteristics was developed from discussions with domestic violence advocates who have worked successfully in collaborations.

Characteristics of a collaborative mindset include the following:

- ❖ **Vision.** Define your vision and goals – what you want to accomplish to achieve a successful outcome.
- ❖ **Positive Attitude.** Focus on possibilities – what you can do together – while understanding limitations that may exist. Avoid being cynical – don't decide in advance that nothing can work.



- ❖ **Willingness.** Be willing to create a recommendation, agreement and/or plan of action with the other parties involved.
- ❖ **Openness.** Be open to being influenced by others. There may be more than one right way. Be neither doormat nor immovable object.
- ❖ **Curiosity.** Maintain a curious/investigating attitude about others' needs, power, mandates, mission, barriers, and opportunities to move forward. Avoid blaming, "shoulding," and/or making assumptions about others' motives and meaning.
- ❖ **Connections.** Look for connections rather than differences – the "fit," meeting your needs and others' needs.
- ❖ **Confidence.** See yourself as a significant partner with confidence in your ability to "hold your own" when situations are confusing and complex.

For meeting facilitation, an additional characteristic is added: Accepting your role as facilitator and understanding that you are not the decision-maker, boss, or rescuer.

The list of mindset characteristics appears with exercises in each of the modules. This repetition is intentional and integrates mindset concepts with the fundamental skill areas of negotiation, strategic thinking, and meeting facilitation.

Modules #1 and #2 focus on the collaborative mindset. In Module #1, "Mindset for Successful Collaborations Workshop," through presentation and discussion, participants explore each of the mindset characteristics. They then apply them to mini case studies. These mini case studies are used throughout the modules to provide practice in applying concepts. Participants often suggest other situations for discussion that trainers are encouraged to explore, even if it means shortening a subsequent part of the workshop. Participants learn best from situations that are relevant to their experience.

In Module #2, "Practice Session on Collaborative Mindset," participants explore application of a collaborative mindset in specific situations. Through role play and case study discussion, they gain understanding of the mindset required for collaboration.

The "Negotiation Workshop" (Module #3) demonstrates the importance of a collaborative mindset for success in negotiations. This module provides a framework for choosing what form of action fits a specific situation and deciding when negotiation is the preferred choice. Participants use mini case studies and collaborative mindset characteristics to practice negotiation skills to maximize power and influence and achieve goals. They learn and practice a step-by-step negotiation method.



Now participants are ready to build on the collaborative mindset characteristics and negotiation skills they have learned. In the “Strategic Thinking Workshop” (Module #4), participants increase their ability to define what they want to accomplish in a collaboration, to identify common ground with others, and develop strategic thinking skills to foster positive outcomes. Participants have an opportunity to role play both domestic violence advocate roles and roles of representatives from other systems and organizations. Through this experience, advocates gain insights about, and greater understanding of, their own and others’ needs and interests and how to determine when and how collaborations can be productive.

Modules #5 and #6, “Meeting Facilitation Workshop” and “Practice Session on Meeting Facilitation,” help advocates put together the learning from previous modules to become more effective advocates and leaders in collaboration meetings. Through presentation, role play and discussion, they learn and practice agenda planning and facilitation techniques to promote participation, productive discussion, decision making, and action. Participants also apply learning from collaborative mindset, strategic thinking and negotiation workshops to better understand how to use these skills in facilitating meetings.

Selection of Trainers

These modules require one trainer highly skilled in collaboration, strategic thinking, negotiation, and meeting facilitation. The trainer must be able to model the collaborative mindset in working with participants and be confident and skillful in demonstrating solutions and techniques to help participants solve problems they are experiencing at home. The trainer also must know how to use examples from her own experience. When trainers are willing to talk about their mistakes, and lessons learned, participants feel more comfortable in asking questions and sharing their problems. This sharing is essential to the success of these modules.

Preparation

To offer high quality training, the trainer must engage in in-depth preparation. Although each module is described in detail, trainers will need to familiarize themselves with exercises, case study discussion, and role plays. With the interactive format, it is highly likely that participants will generate new examples and situations that require the trainer to think on her feet and have the capacity to respond spontaneously. With advance preparation, trainers will also be able to respond to participant needs and create shifts in the flow and pace of the training to accommodate the learning process.

Scheduling

Modules are designed in sequence from Module #1 through #6 and vary slightly in length from 3-3 1/2 hours. The ideal scheduling is a three-day program. The second choice is 3 one-day sessions. The third choice is 6 half-day sessions. Each module has been carefully timed and tested and requires the amount of time indicated on the program schedule. The design incorporates pacing that balances conceptual presentations and practice time, discus-



sion, and time for questions and reflection. If the schedule is a three-day program, the “welcome and introductions” section in the afternoon sessions (Modules #2, #4, #6) can be eliminated. This reduces the time in the afternoon session by 20 minutes. A timed program for each module is included at the end of this introduction.

Number of Participants

The curriculum is designed for a maximum of 30 participants. The optimum size is 10-20. This small group size accommodates the extensive interaction, practice, and individualized attention that individuals need in order to develop skills. For participants to return home better equipped to participate effectively in collaborations, this group size is essential.



Sample Announcement

Training Opportunity

Collaboration Skills for Domestic Violence Advocates:

Collaborative Mindset

Negotiation Skills

Strategic Thinking and

Meeting Facilitation

You will come home with practical tools you can apply immediately to

- ◆ **Maintain the mindset you need to work in collaborations**
- ◆ **Negotiate as an advocate**
- ◆ **Think strategically to maximize your influence and get results**
- ◆ **Conduct great meetings**

The program uses case studies and examples from domestic violence program and coalition experiences in collaborations. The training is highly interactive, with ample time to practice what you are learning, share experiences with other participants, and develop specific skills that will help you be a better advocate.

This training is part of the *Building Comprehensive Solutions to Domestic Violence* initiative of the National Resource Center on Domestic Violence.

(Include program information:

date
place
time, cost
sponsor, trainer biography
registration information and registration form)

Building Comprehensive Solution to Domestic Violence is funded by the Ford Foundation.









MODULE #1

Mindset for Successful Collaborations Workshop

Objectives:

- **To increase awareness about the mindset required to work collaboratively.**
- **To learn techniques to foster a collaborative mindset.**

| | Program | Time |
|---|--|-------------------|
|  | Welcome, introductions, and overview of the workshop | 20 minutes |
|  | Group brainstorm: Characteristics of successful collaborations | 10 minutes |
|  | The mindset for successful collaboration | 30 minutes |
|  | Case study discussion | 30 minutes |
| | <i>Break</i> | <i>10 minutes</i> |
|  | Techniques for maintaining a collaborative mindset | 65 minutes |
|  | Evaluation and closing Final go around – one idea you gained from this workshop and one idea you are going to use right away. | 15 minutes |

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MODULE #2

Practice Session on Collaborative Mindset

Objectives:

- **To apply collaborative mindset principles to collaboration situations.**
- **To practice techniques that foster a collaborative mindset.**

| | <u>Program</u> | <u>Time</u> |
|---|---|-------------------|
|  | Welcome, introductions, and overview of the workshop | 20 minutes |
|  | Applications of collaborative mindset principles | 25 minutes |
|  | Community coalition case study | 40 minutes |
| | <i>Break</i> | <i>10 minutes</i> |
|  | Continue case study discussion | 40 minutes |
|  | How to maintain a collaborative mindset to break through barriers in collaboration situations | 30 minutes |
|  | Evaluation and closing – one idea you gained from this workshop and one idea you are going to use right away. | 15 minutes |

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MODULE #3

Negotiation Workshop

Objectives:

- **To increase awareness about when to use negotiation, and the mindset required for successful negotiation.**
- **To learn and practice a negotiation method.**

| | <u>Program</u> | <u>Time</u> |
|---|---|-------------------|
|  | Welcome, introductions, and overview of the workshop | 20 minutes |
|  | Group brainstorm: Characteristics of successful negotiation | 10 minutes |
|  | What is negotiation, and when is it effective to choose to negotiate? | 60 minutes |
| | <i>Break</i> | <i>10 minutes</i> |
|  | Review: Characteristics of the mindset you need for successful collaboration | 5 minutes |
|  | A Step-by-Step Negotiation Method | 40 minutes |
|  | Assess a Negotiation: Case Study | 20 minutes |
|  | Evaluation and closing – one idea you gained from this workshop and one idea you are going to use right away. | 15 minutes |

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MODULE #4

Strategic Thinking Workshop

Objectives:

- **To increase skills in strategic thinking.**
- **To increase capacity to use a collaborative mindset.**

| | <u>Program</u> | <u>Time</u> |
|---|---|-------------------|
|  | Welcome, introductions, and overview of the workshop | 20 minutes |
|  | Collaborative mindset characteristics (review) | 10 minutes |
|  | Simulation: A meeting with the judge | 60 minutes |
| | <i>Break</i> | <i>10 minutes</i> |
|  | Simulation: The next coalition meeting | 65 minutes |
|  | Evaluation and closing – one idea you gained from this workshop and one idea you are going to use right away. | 15 minutes |

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MODULE #5

Meeting Facilitation Workshop

Objectives:

- **To increase knowledge about facilitation techniques for effective meetings.**
- **To practice techniques to promote participation, productive discussion, decision making, and action.**

| | <u>Program</u> | <u>Time</u> |
|---|--|-------------------|
|  | Welcome, introductions, and overview of the workshop | 20 minutes |
|  | Group brainstorm: Characteristics of effective meetings & meeting facilitation | 15 minutes |
|  | Mindset for collaboration and facilitation | 20 minutes |
|  | Facilitation techniques to foster productive discussion and decision making | 35 minutes |
| | <i>Break</i> | <i>10 minutes</i> |
|  | How to preplan a meeting to make facilitation easier, and Techniques to move the meeting forward | 65 minutes |
|  | Evaluation and wrap up Final go around – one idea you gained from this workshop, and one idea you are going to use right away. | 15 minutes |

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MODULE #6

Practice Session on Meeting Facilitation Skills

Objectives:

- **To increase meeting facilitation skills.**
- **To apply facilitation techniques to promote participation, productive discussion, decision making, and action.**

| | <u>Program</u> | <u>Time</u> |
|---|--|-------------|
|  | Welcome, introductions, and overview of the workshop | 20 minutes |
|  | Mindset for successful collaborations, and Facilitation mindset (review) | 20 minutes |
|  | Meeting simulation | 60 minutes |
|  | Simulation debriefing | 35 minutes |
|  | Evaluation and closing Final go around – one idea you learned and one idea you are going to use right away. | 15 minutes |

Note: This module is shorter in length to accommodate a three-day training program. Time is available to reflect on the entire training program and to develop an action plan for returning to everyday work.

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Guide for Trainers



Modules 1 & 2

Mindset for Successful Collaborations Workshop

&







Practice Session on Collaborative Mindset



**Mindset for Successful Collaborations
Workshop**

Objectives:

- **To increase awareness about the mindset required to work collaboratively.**
- **To learn techniques to foster a collaborative mindset.**

| | Program | Time |
|---|--|-------------------|
|  | Welcome, introductions, and overview of the workshop | 20 minutes |
|  | Group brainstorm: Characteristics of successful collaborations | 10 minutes |
|  | The mindset for successful collaboration | 30 minutes |
|  | Case study discussion | 30 minutes |
| | <i>Break</i> | <i>10 minutes</i> |
|  | Techniques for maintaining a collaborative mindset | 65 minutes |
|  | Evaluation and closing Final go around – one idea you gained from this workshop and one idea you are going to use right away. | 15 minutes |

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MODULE #1

Mindset for Successful Collaborations Workshop

Trainer Instructions

Preparation

- Prerequisite Modules:** None
- Number of participants:** 5 minimum
30 maximum
- Time requirements:** 3 hours

Room arrangements:

Fewer than 20 participants: arrange tables in a horseshoe with chairs on the outside of the horseshoe and flip chart and easel in the open space.

20-30 participants: Use separate tables – 5-6 participants per table. Arrange tables so that all participants can see the flip chart and easel in the front of the room.

Materials:

- Flip chart & easel
- Markers
- Masking tape
- Extra pens (for participants)
- Name tents (for participants)
- Registration form
- Participant packets

Participant packets:

- Handouts #1-1 through #1-6
- Workshop Evaluation form (Handout #1-7)



❖ WELCOME, INTRODUCTIONS AND WORKSHOP OVERVIEW

Time: 20 MINUTES

The 20 minutes is based on starting 10 minutes late. If you start on time, you will have some flexibility with time during the workshop.

Welcome everyone. Ask participants to introduce themselves, describe their work in domestic violence and give one word to describe a successful outcome for this workshop.

Review the objectives for the workshop and the program (Handout #1-1) and deal with any housekeeping items.

❖ GROUP BRAINSTORM: CHARACTERISTICS OF SUCCESSFUL COLLABORATIONS

Time: 10 MINUTES

Ask participants to turn to Handout #1-2. Read the definition of collaboration – pointing out that collaboration can mean many things. This will be our working definition to get started. Do not stop to engage in discussion about the definition of collaboration. Move on to the brainstorm to explore ideas about characteristics of successful collaborations.

Brainstorm instructions

“Let’s take 5-10 minutes to brainstorm ideas about what makes collaborations successful. This is a brainstorm, so all ideas are welcome.” Jokingly explain that there will be no eye rolling, boos, applause, or interruptions. Ask that each person suggest one idea at a time (not 2 or 3) and that no one speak a second time until everyone has had a chance to suggest an idea.

Groups with fewer than 20 participants: This is a large group brainstorm. Ask for a volunteer to tape flip chart sheets to the wall as you write. Record all ideas.

Groups with 20-30 participants: Brainstorm at individual tables – give them 3 minutes. Then ask for a volunteer to tape flip chart sheets to the wall as you write. Create a list on flip chart sheets by taking one different idea from each table until all ideas are recorded. This will create one list of ideas.

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Do not stop to ask for clarification or to discuss any items. This fast-paced brainstorm exercise is designed to engage participants in thinking about collaboration and to create safe space for all ideas. The list does not have to be complete. If you see that something major is missing, just say you're taking a turn during the brainstorming and add it (do not do this more than 2-3 times).

After the ideas are recorded, ask if anyone disagrees with any of the ideas. If so (including any the trainer disagrees with), bracket these ideas with red marker and ask for a brief explanation of the disagreement. Tell participants that we will address these points as we go through the workshop. Don't allow debate to sidetrack the program.

Keep moving. Later on in the workshop, participants also may want to add items to the list, so keep the lists posted throughout the workshop.

Remember to come back to any red bracketed items before the end of the workshop – ideally, with information from the workshop that clarifies whether the idea is appropriate for the successful collaboration list.

Ideas about successful collaborations

- A clear purpose for its existence.
- Agreed upon outcomes that the collaboration is working to achieve.
- Shared power.
- They accomplish work that is important to meeting battered women's needs.
- The appropriate people are at the table.
- All members of the collaboration are actively involved, follow through, and are accountable.
- Workload is shared.
- Resources are equitably distributed.
- Decision making is democratic within the constraints of legislation and regulations.
- An effective decision making process exists.
- Collaboration members enjoy working together.
- Mutual respect develops.
- Information sharing occurs.
- Effective communication takes place.
- Methods to resolve conflicts and negotiate are developed and used.
- Workplans and priorities are defined.



Definition of Collaboration

Two or more organizations working together to achieve an agreed upon goal that each cannot achieve separately.

By sharing knowledge, information, resources, power, and decision making, the organizations work together to achieve a significant, positive impact to

- Meet the needs of battered women and their children.
- Reduce/eliminate domestic violence.

Characteristics of Successful Collaborations



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❖ THE MINDSET YOU NEED FOR SUCCESSFUL COLLABORATION
Time: 30 MINUTES

Ask participants to turn to Handout #1-3 – “Characteristics of the Mindset You Need for Successful Collaboration.”

Ask participants to think about what mindset (attitudes and beliefs) they would need if they were collaborating with each other in this room to accomplish something. Explain that these characteristics (Handout #1-3) are the pre-requisites for successful collaboration with others. First, it is important to know what you want to achieve – your vision and goals. Then you need a mindset that fosters working relationships with others to achieve your goals.

Briefly explain the mindset list and then move to the case studies for participant discussion. Mindset simply means your attitude and beliefs about something.

Prior to the workshop, decide how you will explain each characteristic. Identify at least 3 examples from your own experience that you could use in explaining ideas on the mindset list. For example, you might tell an experience when you made an assumption that later turned out not to be true or a time when you were angry and blamed someone instead of looking for a win-win outcome. These kinds of examples humanize you to the group and make it safer for them to talk about their own difficulties and experiences.

You also may need to give an example of the last characteristic – what it means to see yourself as a significant partner and with the confidence to hold your own.

If one or more participants disagree with any of the mindset ideas, ask her to suggest an alternative – record that on a flipchart sheet as another idea. Ask the person to describe how this would contribute to a successful collaboration. Then go on. You don’t have to convince this person. Hopefully, the case study discussion will give you an opportunity to further explore the ideas, and everyone will learn from the issue being raised. Remember, it’s important for you, the trainer, to model the mindset.



Characteristics of the Mindset You Need for Successful Collaboration

- ◆ **Vision.** Define your vision and goals – what you want to accomplish to achieve a successful outcome.

- ◆ **Positive Attitude.** Focus on possibilities – what you can do together – while understanding limitations that may exist. Avoid being cynical – don’t decide in advance that nothing can work.

- ◆ **Willingness.** Be willing to create a recommendation, agreement, and/or plan of action with the other parties involved.

- ◆ **Openness.** Be open to being influenced by others. There may be more than one right way. Be neither doormat nor immovable object.

- ◆ **Curiosity.** Maintain a curious/investigating attitude about others’ needs, power, mandates, mission, barriers, and opportunities to move forward. Avoid blaming, “shoulding,” and/or making assumptions about others’ motives and meaning.

- ◆ **Connections.** Look for connections rather than differences – the “fit,” meeting your needs and others’ needs.

- ◆ **Confidence.** See yourself as a significant partner with confidence in your ability to “hold your own” when situations are confusing and complex.



NOTES 

Transition to case studies

The purpose of these case studies is to explore the mindset characteristics list and further understand the whole idea of a mindset and why the characteristics are important. These case studies are designed to “open the door.” They are not meant to be exhaustive discussions of the situation – although sometimes participants engage in a wonderfully productive discussion that you will want to continue even if it means shortening a subsequent part of the workshop.

Prior to the workshop, develop ideas about one or two experiences you have had that you can share with the group – instances where you needed to be in a collaborative mindset, and where others would have been willing to help out, but you closed off the possibility by your attitude. Share these ideas only if participants hesitate to share their own experiences and/or you need to make some points about the value of a collaborative mindset.

It is advisable to keep participants in a big group to discuss Case Studies #1 and #2 since this is the first opportunity to find out how they will interpret the collaborative mindset ideas. This also gives you a way to make additional points about the mindset characteristics after participants give their responses. As the trainer, you may need to balance discussion and providing input to keep everyone moving toward an understanding of the collaborative mindset ideas.

Ask participants to turn to Handout #1-4 – we’ll discuss some case studies to further explore these mindset ideas. Show the mindset characteristics on the projector screen so that they will be able to look at the mindset list while discussing the case studies. Ask for a volunteer to read Case Study #1 to the whole group.

❖ CASE STUDY DISCUSSION

Time: 30 MINUTES

Case Study #1 (5-10 minutes)

- **The objective is to get participants thinking about the mindset and the consequences of what mindset you use. Discussion question is on Handout #1-4.**
- Participants often say you don’t have enough information to really know. Agree with them and then make up something that helps to move the discussion along if it’s blocked.



- Ask participants to review the characteristics list (on the overhead projector screen) – what characteristics were used, which weren't?

NOTES 

Some points to make:

- ✍ It is important to define your vision and goals before you start or join a collaboration, and it's important to understand the needs, interests, and perspective of others in the collaboration.
- ✍ The success of our work depends on both getting the work done and the quality of the relationships. Positive relationships are a prerequisite to being able to accomplish our goals when we are working in collaborations. If someone responded to your domestic violence program as Mary responded, would you be interested in building your relationship with this person?
- ✍ Collaboration situations require relationship-building.
- ✍ If you close off discussion, cooperation becomes very difficult. Sometimes you need to close off discussion – make sure you know why you're choosing that action and what you will do next to move toward your goal.
- ✍ The challenge often is how to create some small steps when you want to build a relationship but the other organization(s) and/or agencies don't fully share your understanding of domestic violence and the needs of battered women.

Case Study #2 (5-10 minutes)

Ask someone to read the case study. Discuss Cynthia's mindset and how she could have handled this situation more effectively. Point to the collaborative mindset characteristics list (on the overhead projector screen). Ask which characteristics were used and which were not present in this case study.



Some points to make:

- ✍ Gather information first to find out what happened. Then decide how to respond.
- ✍ Blaming and complaining aren't productive to achieving your goals. Focus on what you want instead of what you are unhappy about.
- ✍ We all get "hooked" – our buttons get pushed sometimes. We



NOTES 

need options so we can choose our response – the response that will be the most effective.

-  You need to think about (a) what you want and (b) the best way to go about getting it.
-  Relationship-building is key to success in collaborations.





Case Study #3 (10-15 minutes)

Ask participants to create groups of three. Instructions: (1) One person reads the case study aloud. (2) You are staff of the local domestic violence program – decide how you would respond now. Small groups will have 5 minutes to develop their response.

Discussion (after small group work)

Ask for a volunteer to give the response her group developed. Ask for comments about this response. Then ask if any group has a different response. If the responses have not included a statement about vision and goals, ask what vision and goals the domestic violence program might have regarding transitional housing and their collaboration with the transitional housing program. Point out how the vision and goals provide direction for the strategy they choose to use.

Some points to make:

-  Your vision and goals (what you want to accomplish) have a major impact on the response you choose.
-  Think about the consequences for your relationship as you consider your response.
-  Your advocacy position is based on your vision and goals. Be open to the possibility that there may be other ways to achieve your vision and goals in addition to **your** idea.
-  When you decide to participate in a collaboration or work in partnership with others, you must shift your focus to finding common ground with others. Otherwise, you only get compli
ance, and as soon as you look the other way, your progress erodes. You are much more likely to find common ground if you decide to look for it rather than stay focused exclusively on your idea about **the one way** to achieve your vision and goals.

❖ **BREAK**

Time: 10 MINUTES



Mindset for Collaboration Case Studies

Case Study #1

The law enforcement committee of the local domestic violence coalition is discussing an idea to develop a safety brochure. The local domestic violence program already has a handout that it uses. Mary (the representative from the local domestic violence program) says in an impatient voice, “We already do that. If you want the information, just call us and ask for it.”

*What is Mary thinking/feeling? What will be the outcome of her response?
What response would work better?*

Case Study #2

The local domestic violence program finds out that at the next coalition meeting, Denise, the Victim Witness Coordinator, is going to announce that a law enforcement committee has been created just for law enforcement officials (no representation of the local domestic violence program). Cynthia (local domestic violence program) calls Denise. When Denise answers the phone, Cynthia says, “How can you be so stupid as to think it would be the right thing to do to form the committee without our participation?”

What is Cynthia’s mindset? How could she have handled this situation more effectively?

Case Study #3

The only transitional housing program in the community does not accept children. It frequently has openings due to turnover. The local domestic violence program has met with the executive director of the housing program numerous times to request a change in the policy to open the doors to battered women and their children. The executive director says that she understands the concern but they just aren’t equipped to handle children. In addition, she is very concerned about the potential for violence if a battered woman lived there and her abuser came after her. She really must think about the safety of other residents in the transitional housing program.

You are staff of the local domestic violence program. How would you respond now?



NOTES 

After the break:

❖ **TECHNIQUES FOR MAINTAINING A COLLABORATIVE MINDSET**

Time: 65 MINUTES

Tag Team Role Play: Denise and Cynthia (35 minutes)

Conduct a “tag team” role play of Case Study #2. The purpose of the role play is to see the collaborative mindset characteristics in “real life.” The trainer takes the role of Cynthia (domestic violence program). Ask someone else to volunteer to be Denise (Victim Witness Coordinator).

Begin the role play with Cynthia’s call to Denise – modeling the collaborative mindset principles. After a couple of minutes, stop and ask for help – ask someone to come up to the front with you and help out. Continue to play the role of Cynthia with your helper – there now are two Cynthias. A little later on ask for someone to come up and help Denise or an additional person to help out Cynthia. Invite others to come up if they have an input to provide and others to sit down when they’ve had a turn. Usually, two or three participants will volunteer. Sometimes others come up – especially other Denises to add a scenario they have experienced. Be sure that as the trainer, you are playing the “hard” part (the DV program) and give a lot of support to anyone willing to come help out.

During the role play, use start/stop segments to make points about using a collaborative mindset and to discuss alternative responses that might be used next or in place of what is happening. Participants also may suggest other “what ifs.” Ask participants for their suggestions and then add any additional points that are needed to clarify use of the collaborative mindset.

❖ **RATING FORM EXERCISE AND TECHNIQUES FOR MAINTAINING A COLLABORATIVE MINDSET**

Time: 30 MINUTES

The purpose of this exercise is to reflect on the use of collaborative mindset characteristics in the role play which participants have just experienced. Ask participants to turn to Handout #1-5 – “Rating Exercise.” Ask them to rate Cynthia’s use of the collaborative mindset characteristics (just Cynthia, not Denise).



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Poll the group for each characteristic, one at a time. Rating is on a scale of 0-3, where 3 represents the effective use of this characteristic. Discuss any differences of opinion. Ask participants to describe what contributed to maintaining a collaborative mindset (when that happened) and to moving away from a collaborative mindset (if/when that happened).

If you still have time, ask participants to turn to Handout #1-6. Ask them to work in pairs and brainstorm situations that are most likely to “push their button”/make it difficult to maintain a collaborative mindset. Then come up with three ideas for maintaining a collaborative mindset in these situations. Give small groups 5 minutes.

Ask groups to give one idea at a time in “round robin” – one idea from each group until all ideas are given.

❖ **EVALUATION AND CLOSING**

Time: 15 MINUTES

(Be sure that you have addressed all of the red-bracketed items on the list of successful collaborative mindset characteristics which resulted from the initial group brainstorm.)

Ask participants to complete evaluation forms and to select one idea from the workshop that was especially meaningful and one idea that they are going to use right away. Explain that after evaluations are completed, the closing will be a go-around with each person sharing these two ideas.

Closing exercise – Ask for a volunteer to go first and then go around the room. When everyone has shared ideas, add your own, and thank everyone for coming.

If you are conducting a second module in the afternoon, use the same go around and then close with information about lunch and the starting time for the afternoon session.



MINDSET WORKSHOP – HANDOUT #1-5

**Rating Exercise
Mindset Characteristics**

Rate Cynthia’s use of collaborative mindset characteristics in the role play with Cynthia and Denise. Use a scale of 0-3 (3 = effective use of this characteristic).

1. **Vision.** Define your vision and goals – what you want to accomplish to achieve a successful outcome. **Rating:** _____
2. **Positive Attitude.** Focus on possibilities – what you **can** do together – while understanding limitations that may exist. **Rating:** _____
3. **Willingness.** Be willing to create a recommendation/agreement/plan of action with the other parties involved. **Rating:** _____
4. **Openness.** Be open to being influenced by others. There may be more than one right way. Be neither doormat nor immovable object. **Rating:** _____
5. **Curiosity.** Maintain a curious/investigating attitude about others’ needs, power, mandates, mission, barriers, and opportunities to move forward. Avoid blaming, “shoulding,” and/or making assumptions about others’ motives and meaning. **Rating:** _____
6. **Connections.** Look for connections rather than differences – the “fit” which would meet your needs and others’ needs. **Rating:** _____
7. **Confidence.** See yourself as a significant partner, with confidence in your ability to “hold your own” when situations are confusing and complex. **Rating:** _____



How to Maintain a Collaborative Mindset

What are situations that “push your buttons”/make it difficult to maintain a collaborative mindset?

Use the mindset characteristics list to identify situations when it is difficult to maintain this mindset. An example might be: *“When I work with people who don’t understand domestic violence, I feel impatient and frustrated rather than open to possibilities for working together.”*

How to maintain a collaborative mindset in these situations: (List at least 3 ideas)



Evaluation Form

Mindset for Successful Collaborations Workshop

1. What was the most useful part of the workshop for your work?
2. Please rate the following using a scale of 0-5 (5 = very helpful and useful)
Presentations _____
Relevance/usefulness of case studies _____
Handouts _____
Role plays, if used _____
Other comments/ratings:
3. Please rate trainer's teaching/coaching on a scale of 0-5 (5 = excellent)
Rating: _____
Comments:
4. How can the workshop be improved?
5. What is one idea you will begin using immediately?
6. Other comments. (Please use the other side of the page for additional comments.)







Thanks!



Practice Session on Collaborative Mindset

Objectives:

- **To apply collaborative mindset principles to collaboration situations.**
- **To practice techniques that foster a collaborative mindset.**

| | Program | Time |
|---|---|-------------------|
|  | Welcome, introductions, and overview of the workshop | 20 minutes |
|  | Applications of collaborative mindset principles | 25 minutes |
|  | Community coalition case study | 40 minutes |
| | <i>Break</i> | <i>10 minutes</i> |
|  | Continue case study discussion | 40 minutes |
|  | How to maintain a collaborative mindset to break through barriers in collaboration situations | 30 minutes |
|  | Evaluation and closing – one idea you gained from this workshop and one idea you are going to use right away. | 15 minutes |

This curriculum is part of the *Building Comprehensive Solutions to Domestic Violence* initiative of the National Resource Center on Domestic Violence, funded by the Ford Foundation.



MODULE #2

Practice Session on Collaborative Mindset

Trainer Instructions

Preparation

Prerequisite Modules: Mindset for Successful Collaborations Workshop

Number of participants: 5 minimum
30 maximum

Time requirements: 3 hours

Room arrangements:

Fewer than 20 participants: arrange tables in a horseshoe with chairs on the outside of the horseshoe and flip chart and easel in the open space.

20-30 participants: Use separate tables – 5-6 participants per table. Arrange tables so that all participants can see the flip chart and easel in the front of the room.

Materials:

Flip chart & easel

Markers

Masking tape

Extra pens (for participants)

Name tents (for participants)

Registration form

Participant packets

Materials for participants to use in preparing skits

Awards for participants (see trainer instructions on how to maintain a collaborative mindset to break through barriers in collaborative situations)

Participant packets:

Handouts #2-1 through #2-4

Evaluation form (Handout #2-5)



❖ WELCOME, INTRODUCTIONS, AND WORKSHOP OVERVIEW

Time: 20 MINUTES

The 20 minutes is based on starting 10 minutes late. If you start on time, you will have some flexibility with time during the workshop.

Welcome everyone.

Ask participants to introduce themselves, describe their work, and give a symbol of a collaborative mindset (refer to Handout #2-2, “Characteristics of the Mindset You Need for Successful Collaboration”). The symbol might be an animal, image, object, poem, book, movie, or song. Give participants an example (e.g., the sun, because when you use a collaborative mindset you generate a lot of great energy!).

Review the objectives for the workshop and the program (Handout #2-1) and address any housekeeping items.

❖ APPLICATIONS OF COLLABORATIVE MINDSET PRINCIPLES

Time: 25 MINUTES

Put collaborative mindset characteristics on overhead screen and briefly review them. Ask participants to turn to Handout #2-3 (This is Case Study #1 from the collaborative mindset workshop – the first module. It is used to continue the learning from Module #1.) Explain that the purpose of the role play is to see the collaborative mindset characteristics in “real life.” Read the case study:

The law enforcement committee of the local domestic violence coalition is discussing an idea to develop a safety brochure. The local domestic violence program already has a handout that it uses. Mary (the representative from the local domestic violence program) says in an impatient voice, “We already do that. If you want the information, just call us and ask for it.”

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Frank (from the police department) ignores Mary and says, “We just got some funding to produce a brochure – we would really be the best qualified to coordinate this effort.”

Mary realizes that she allowed the situation to push her out of a collaborative mindset and now wants to get back on track in a collaborative mindset.

What can Mary do now? (*We will role play this as a group.*)

The trainer takes the role of Mary and asks for at least one other volunteer to help out. Ask for a volunteer to be Frank. Ask volunteers to come to the front of the room. Conduct this role play in the same manner as the tag team role play in Module #1.

Begin the role play with Frank saying, “We would really be the best qualified to take on this project.” Respond to Frank, modeling the collaborative mindset characteristics. Whoever volunteers to help responds, and the two of you create a dialogue with Frank. Add other members of the law enforcement committee if it seems appropriate (make them up as you go along and ask for volunteers to play the roles). If the pace drags, stop and ask for more help – what should Mary do now? If it’s going too smoothly, ask for someone to “be difficult.” If Frank needs help, ask for a volunteer to help him – give him some more “lines.”

Invite others to come up if they have an input to provide and others to sit down when they’ve had a turn. Usually, two or three people will volunteer. Sometimes others come up – especially other “Franks” to add a scenario they have experienced. Be sure that as the trainer, you are playing the “hard” part (the domestic violence program) and give a lot of support to anyone willing to help out.

Discussion: What is the potential for a successful collaboration?

Draw out ideas about how you would know if the collaboration is successful. Ask about short term and long term success. Ask whether success means we (domestic violence program) do it all/control it all. If not, how do we achieve our vision while collaborating with others who may not totally share our vision? If success means that we do it all/control it all, can we really have that much control – is it possible, given the current environment in which you work?



Some points to make:

- ✍ Your vision and goals guide your strategy. Define what you mean by success – short term and long term.
- ✍ Define your priorities. Decide what is most important to work on now and the role a collaboration can play in building comprehensive solutions to domestic violence.
- ✍ You must define the role which the domestic violence program wants/needs to play in order to achieve your vision and goals. How much do you need to do? What can others do, and how will you get them involved?
- ✍ Your strategy will change as circumstances change, as people in different positions change, as issues arise, etc.
- ✍ When you use a collaborative mindset, it is much easier to see what is really happening and whether or not others are willing to work in collaboration with you.
- ✍ Domestic violence programs can't do it all. We need others, and many already are doing a lot. We need agendas, action plans, and tools to build capacity throughout society to meet the needs of battered women and their children and to end domestic violence.
- ✍ Change takes time.

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Characteristics of the Mindset You Need For Successful Collaboration

- ◆ **Vision.** Define your vision and goals – what you want to accomplish to achieve a successful outcome.

- ◆ **Positive Attitude.** Focus on possibilities – what you can do together – while understanding limitations that may exist. Avoid being cynical – don't decide in advance that nothing can work.

- ◆ **Willingness.** Be willing to create a recommendation, agreement, and/or plan of action with the other parties involved.

- ◆ **Openness.** Be open to being influenced by others. There may be more than one right way. Be neither doormat nor immovable object.

- ◆ **Curiosity.** Maintain a curious/investigating attitude about others' needs, power, mandates, mission, barriers, and opportunities to move forward. Avoid blaming, “shoulding,” and/or making assumptions about others' motives and meaning.

- ◆ **Connections.** Look for connections rather than differences – the “fit,” meeting your needs and others' needs.

- ◆ **Confidence.** See yourself as a significant partner with confidence in your ability to “hold your own” when situations are confusing and complex.



Law Enforcement Committee Case Study

The law enforcement committee of the local domestic violence coalition is discussing an idea to develop a safety brochure. The local domestic violence program already has a handout that it uses. Mary (the representative from the local domestic violence program) says in an impatient voice, “We already do that. If you want the information, just call us and ask for it.”

Frank (from the police department) ignores Mary and says, “We just got some funding to produce a brochure – we would really be the best qualified to coordinate this effort.” Mary realizes that she allowed the situation to push her out of a collaborative mindset and now wants to get back on track in a collaborative mindset.

What can Mary do now? (We will role play this as a group.)

(Discussion question after the role play:)

What is the potential for a successful collaboration?



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❖ **COMMUNITY COALITION CASE STUDY**

Total Time: 80 MINUTES

**(first segment – 40 minutes; 10 minute break;
second segment – 40 minutes)**

Ask participants to turn to Handout #2-4 – Community Coalition Case Study. Explain the purpose of the case study:

- To apply collaborative mindset characteristics in a community coalition setting when you want to develop a strategy for the domestic violence program’s work with the community coalition.
- To provide an example of using a collaborative mindset to think strategically about and plan your role in working in a collaboration.

Trainer reads/acts out the case study, stopping periodically to ask for someone in the group to provide some “lines” for the role. For example, ask someone what the chief judge may have said to Paula. Ask someone what Paula might have said when she came to the coalition. Suggest that you are the domestic violence program – what might you have said after this occurred. And what are examples of what others might have said. This will help to set the stage for the later discussion.

Note: This case study also is used in Module #4 (Strategic Thinking). In that module, participants role play a meeting with the judge and a coalition meeting. The purpose of using the same case study is to carry through points from one module to another and to integrate them as new material is added.

Community Coalition Case Study instructions (Case Study is Handout #2-4)

In the first segment of this exercise (before the break), the goal is to produce 3 sets of flip chart sheets (each set in its own color) that show:

- Flip chart sheets set #1: Domestic violence program’s vision
- Flip chart sheets set #2: Other coalition members’ visions
- Flip chart sheets set #3: The judge’s vision.

Number the vision ideas in each set to make it easier to identify the ideas later. In the second segment (after the break), the group will explore the common ground among the visions. Encourage participants to make up any facts that they need in order to be able to develop the vision.



Read the first question on Handout #2-4:

“As the local domestic violence program, what is your vision for the coalition?”

- ✓ Define what you mean by “vision” and make a distinction between a vision (what you want) vs. a “how to.” Frequently, participants develop “how-to” ideas rather than vision ideas. For example, a vision idea might be “accessible services available to every woman who needs them.” A “how-to” might be to develop a safety brochure with information about services. A vision is the broader idea of what you want to accomplish by the services or actions the coalition undertakes. Ask for one or two suggestions of vision ideas that the local domestic violence program might have for the coalition.
- ✓ Then create small groups of 6-8. Ask each group to brainstorm more ideas about the local domestic violence program’s vision for the coalition. Explain that these are ideas to answer question #1 on Handout #2-4. We will work on the other questions later. *(10 minutes for small groups).*
- ✓ Use a round robin report back to record all the vision ideas – taking one different idea from each group until all the ideas are reported. As ideas are suggested, make sure each is a vision idea before recording it on flip chart paper. If a group suggests a “how to,” ask what they would accomplish if they were successful. This often generates a vision idea.
- ✓ Explain again that a vision is a broader idea. There often are many alternative ways (“how to’s”) to achieve a vision. Make suggestions for broadening “how to” ideas into vision ideas. However, don’t engage in a debate. Remember, you need to model the collaborative mindset in this exercise.
- ✓ Record vision ideas on flip chart sheets (number each idea) and put the sheets together in one space on the wall. *(10 minutes for the report back.)*



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Read the second question:

“What are the visions of other members of the coalition?”

As a whole group, brainstorm possible visions of other members of the coalition. Ask participants to suggest the role of a coalition member (e.g. local police) and then give a vision idea which that member might have for the coalition. As needed, suggest ways to broaden a “how to” into a vision idea. Record these ideas on flip chart sheets (number each idea) and tape them to the wall in one location. (Use a different color marker for this set of ideas).

(10 minutes)

Read the third question:

“What is the judge’s vision?”

Ask participants to brainstorm ideas about the judge’s vision. Record ideas on flip chart sheets (number each idea) and tape them to the wall in a third location. (Use a marker of a third color.) *(10 minutes)*

❖ **BREAK**

Time: 10 MINUTES

After this exercise is complete, take a break. During the break, be sure the flip chart sheets are grouped correctly, in preparation for the discussion of common ground among all these visions.



After the break:

Read the next question:

“What is the common ground among all these visions?”

Ask participants to work in small groups and develop ideas about common ground among all of the visions. Ask them to record the numbers of their proposed common ground ideas (the numbers on the flip chart sheets) to make it easier during the report back. Small groups will have 5 minutes to develop ideas. *(5 minutes)*

Ask each group to report back its ideas about common ground. Circle ideas of common ground on the flip chart sheets. *(5 minutes)*

Read the next question:

“As the local domestic violence program, what is your strategy to move toward your vision as you work with the coalition?”

In the large group, explore ideas about the domestic violence program’s strategy – what are ideas about the domestic violence program’s work with the coalition? *(15 minutes)*

Read the next question:

“What results do you anticipate from this strategy?”

Suggest some possibilities if you do not have time for discussion. *(10 minutes)*

Review the process of this exercise and emphasize the importance of this kind of planning and strategic thinking in order to maximize resources, time, and energy for successful results. *(5 minutes)*

Community Coalition Case Study

The Chief Judge decides that every judicial district should be active in local community coalitions on domestic violence. He appoints a judge in each district and gives instructions about what he wants them to do in each community.

Paula, the judge in your district, comes to a meeting of your local coalition, explains her priorities, and says that if the coalition isn't interested in incorporating her priorities, she will create a separate coalition.

The coalition wants a united way to work together, so they agree to incorporate what the judge wants to do.

The judge then proceeds to take over the coalition – developing agendas for meetings, preparing the minutes, and sending out notices.

You (local domestic violence program) are the only organization that seems to care. Everyone else is very grateful that someone is taking the initiative to hold the coalition together. But now the coalition just talks a lot and never does much.

1. *As the local domestic violence program, what is your vision for the coalition? Brainstorm ideas in small groups.*
2. *What are the visions of other members of the coalition?*
3. *What is the judge's vision? Brainstorm ideas in small groups.*
4. *What is the common ground among all these visions?*
5. *As the local domestic violence program, what is your strategy to move toward your vision as you work with the coalition?*
6. *What results do you anticipate from this strategy?*



❖ **HOW TO MAINTAIN A COLLABORATIVE MINDSET TO BREAK THROUGH BARRIERS IN COLLABORATION SITUATIONS**

Time: 30 MINUTES

Create new small groups with 7-8 participants. Ask each group to develop a skit, story, song, picture, cheer, poem – whatever they choose – to demonstrate how to maintain a collaborative mindset to break through barriers in collaboration situations. Tell participants they have 20 minutes to prepare a 2-minute presentation/performance to the whole group.

If appropriate, share these songs developed by participants in the pilot test of these modules. (The pilot was conducted with the Iowa Coalition Against Domestic Violence in June, 1998.)

Unity

To the tune of Row, Row, Row Your Boat

Bring, bring, bring your group
Gently down the path.
Unity, unity, unity, unity –
We'll make our goal at last

Collaborate

To the tune of Kum By Yah

Be willing to create.
Collaborate.
There's more than one right way.
Collaborate.
Take some time.
Investigate.
No blaming.
Collaborate

Connect to meet your needs.
Collaborate.
Don't be cynical.
Collaborate.
Have self-confidence.
Hold your own.
Successfully
Collaborate.

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After each small group has performed, hand out awards to each participant. Select an award that symbolizes the collaborative mindset in some way.

❖ **EVALUATION AND CLOSING**

Time: 15 MINUTES

Ask participants to complete evaluation forms and to select one idea from the workshop that was especially meaningful and one idea that they are going to use right away. Explain that after evaluations are completed, the closing will be a go around with each person sharing these two ideas.

Closing exercise–

Ask for a volunteer to go first and then go around the room. When everyone has shared ideas, add your own, and thank everyone for coming.



Evaluation Form Practice Session on Collaborative Mindset

1. What was the most useful part of the workshop for your work?
2. Please rate the following using a scale of 0-5 (5 = very helpful and useful)
Presentations _____
Relevance/usefulness of case studies _____
Handouts _____
Role plays, if used _____
Other comments/ratings:
3. Please rate trainer's teaching/coaching on a scale of 0-5 (5 = excellent)
Rating: _____
Comments:
4. How can the workshop be improved?
5. What is one idea you will begin using immediately?
6. Other comments. (Please use the other side of the page for additional comments.)

Thanks!



Modules 3 & 4

Negotiation Workshop

&








Strategic Thinking Workshop



Negotiation Workshop

Objectives:

- **To increase awareness about when to use negotiation, and the mindset required for successful negotiation.**
- **To learn and practice a negotiation method.**

| | <u>Program</u> | <u>Time</u> |
|---|---|-------------------|
|  | Welcome, introductions, and overview of the workshop | 20 minutes |
|  | Group brainstorm: Characteristics of successful negotiation | 10 minutes |
|  | What is negotiation, and when is it effective to choose to negotiate? | 60 minutes |
| | <i>Break</i> | <i>10 minutes</i> |
|  | Review: Characteristics of the mindset you need for successful collaboration | 5 minutes |
|  | A Step-by-Step Negotiation Method | 40 minutes |
|  | Assess a Negotiation: Case Study | 20 minutes |
|  | Evaluation and closing – one idea you gained from this workshop and one idea you are going to use right away. | 15 minutes |

This curriculum is part of the *Building Comprehensive Solutions to Domestic Violence* initiative of the National Resource Center on Domestic Violence, funded by the Ford Foundation.



MODULE #3

Negotiation Workshop

Trainer Instructions

Preparation

Prerequisite Modules: Collaborative Mindset Workshop

Number of participants: 5 minimum
30 maximum

Time requirements: 3 hours

Room arrangements:

Fewer than 20 participants: arrange tables in a horseshoe with chairs on the outside of the horseshoe and flip chart and easel in the open space.

20-30 participants: Use separate tables – 5-6 participants per table. Arrange tables so that all participants can see the flip chart and easel in the front of the room.

Materials:

- Flip chart & easel
- Markers
- Masking tape
- Extra pens (for participants)
- Name tents (for participants)
- Name tents for role-play (1 per participant)
- Registration form
- Participant packets

Participant packets:

- Handouts #3-1 through #3-7
- Workshop evaluation form (Handout #3-8)



❖ WELCOME, INTRODUCTIONS, AND WORKSHOP OVERVIEW

Time: 20 MINUTES

The 20 minutes is based on starting 10 minutes late. If you start on time, you will have some flexibility with time during the workshop.

Welcome everyone.

Ask participants to introduce themselves, describe their work in domestic violence, and note briefly an example of a successful negotiation in their personal or professional life.

Review the objectives for the workshop and the program (Handout #3-1) and deal with any housekeeping items.

❖ GROUP BRAINSTORM: CHARACTERISTICS OF SUCCESSFUL NEGOTIATION

Time: 10 MINUTES

Ask participants to turn to Handout #3-2. Let's take 5-10 minutes to brainstorm ideas about what makes negotiations successful. Negotiation is creating a mutually acceptable agreement. Thinking about the examples you gave, let's brainstorm a list of characteristics of successful negotiations.

This is a brainstorm, so all ideas are welcome. Jokingly explain that there will be no eye rolling, boos, applause, or interruptions. Ask that each person suggest one idea at a time (not 2 or 3) and that no one speak a second time until everyone has had a chance to suggest an idea.

Groups with fewer than 20 participants: This is a large group brainstorm. Ask for a volunteer to tape flip chart sheets to the wall as you write. Record all ideas.

Groups with 20-30 participants: Brainstorm at individual tables – give them 3 minutes. Then ask for a volunteer to tape flip chart sheets to the wall as you write. Create a list on flip chart sheets by taking one different idea from each table until all ideas are recorded. This will create one list of ideas.

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Do not stop to ask for clarification or to discuss any items. This fast-paced brainstorm exercise is designed to engage participants in thinking about negotiation and to create safe space for all ideas. The list does not have to be complete. If you see that something major is missing, just say you're taking a turn during the brainstorming and add it (do not do this more than 2-3 times).

After the ideas are recorded, ask if anyone disagrees with any of the ideas. If so (including any the trainer disagrees with), bracket these ideas with red marker. Tell participants that we will address these points as we go through the workshop. Don't allow debate to sidetrack the program. Keep moving. Later on in the workshop, participants also may want to add items to the list, so keep the lists posted throughout the workshop. Remember to come back to any red bracketed items before the end of the workshop – ideally, with information from the workshop that clarifies whether the idea is appropriate for the successful negotiation list.

Ideas about successful negotiations

- ✓ People know their interests and needs and what they want.
- ✓ You negotiate with the person/people who has/have the power to decide and implement what is decided.
- ✓ Openness exists to finding a solution – to coming up with an agreement.
- ✓ People engage in direct communication rather than complaining to someone else.
- ✓ People are willing to be influenced by each other.
- ✓ All parties feel heard.
- ✓ Effective listening occurs.
- ✓ Absence of blaming and personal attack.
- ✓ Civil behavior toward each other.
- ✓ Mutual respect exists.
- ✓ Win/win is the mindset.
- ✓ You come up with an agreement.
- ✓ Outcome is clear.
- ✓ Terms are specific – everyone knows what he or she agreed to.
- ✓ You have a way to follow up to see if the agreement is carried out.
- ✓ All parties are committed to implementing the agreement after you complete the negotiation.
- ✓ When you are finished, everyone is still speaking to each other and wants to work together.



Characteristics of Successful Negotiation

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❖ **WHAT IS NEGOTIATION, AND WHEN IS IT EFFECTIVE TO CHOOSE TO NEGOTIATE?**
Time: 60 MINUTES

This section includes presentation and discussion of Handout #3-3 and the case studies (Handout #3-4).

Conduct a mini-lecture about the role of negotiation. Explain points on Handout #3-3.

Points from Handout #3-3:

- ✍ When you create referral networks or work with others to coordinate services, you negotiate.
- ✍ When you work in collaboration, you negotiate.
- ✍ Alternatively, when you don't have the power to negotiate an acceptable agreement, you may choose another strategy. The strategy might be to make demands, confront someone, picket or demonstrate, or engage in community organizing.
- ✍ Sometimes, in order to gain the power to negotiate, or to make progress when negotiation fails, you may use litigation, mediation, or arbitration. This calls in another level of power – mediators, arbitrators, judges, and juries.
- ✍ It is important to know how much power you have in any situation, so that you can select the appropriate response.
- ✍ Always start with a negotiation strategy, so that you can find out what is possible as a starting point. Be sure that the people who have the power to make a decision and implement it are at the table.
- ✍ Always include a way to monitor progress and assess implementation.

Then ask them to pull out Handout #3-4 (case studies).

Ask for a volunteer to read Case Study #1. Discuss how participants would respond now if they were the local domestic violence program. There is no one right answer. The point is to think through the role of negotiation in working collaboratively with others.



NOTES 

Ask for a volunteer to read Case Study #2. In the discussion, ask participants to review their brainstorm list of successful negotiations. Ask them, “What would you need to know to determine whether negotiation is an appropriate strategy in this case study situation?”

Ask for a volunteer to read Case Study #3. Discuss what you would recommend to the local domestic violence program and why. If necessary, remind participants that the goal is to meet battered women’s needs; that means we need to work with others outside of the domestic violence arena – we can’t do it all ourselves. We have to find the bridges – others may not know, understand, or want to work with us. We need them to accomplish our goals.

❖ BREAK**Time: 10 MINUTES**

After case study discussion, take a break.



NEGOTIATION WORKSHOP – HANDOUT #3-3

The Role of Negotiation

- When you create referral networks or work with others to coordinate services, you negotiate.
- When you work in collaboration, you negotiate.
- Alternatively, when you don't have the power to negotiate an acceptable agreement, you may choose another strategy. The strategy might be to make demands, confront someone, picket or demonstrate, and/or engage in community organizing.
- Sometimes, in order to gain the power to negotiate, or to make progress when negotiation fails, you may use litigation, mediation, or arbitration. This calls in another level of power – mediators, arbitrators, judges, and juries.
- It is important to know how much power you have in any situation, so that you can select the appropriate response.
- Always start with a negotiation strategy, so that you can find out what is possible as a starting point. Be sure that the people who have the power to make a decision and implement it are at the table.
- Always include a way to monitor progress and assess implementation.



Case Studies

Case Study #1

The Victim Witness Coordinator in the County Attorney’s office is given the authority to create a law enforcement committee of the local community coalition on domestic violence. The local domestic violence program is not invited to be a member. When they ask, they are told this is just for law enforcement.

How would you respond now if you were the local domestic violence program?

Case Study #2

The Department of Children and Families comes to the local domestic violence program with a proposal that you work together to improve integration of domestic violence and child welfare services.

What information would you need in order to decide whether negotiation is an appropriate strategy?

Case Study #3

The only transitional housing program in the community does not accept children. It frequently has openings due to turnover. The local domestic violence program has met with the executive director of the housing program numerous times to request a change in the policy to open the doors to battered women and their children. The executive director says that she understands the concern but they just aren’t equipped to handle children. In addition, she is very concerned about the potential for violence if a battered woman lived there and her abuser came after her. She really must think about the safety of other residents in the transitional housing program.

What would you recommend to the local domestic violence program as a next step?



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❖ **REVIEW: CHARACTERISTICS OF THE MINDSET YOU NEED FOR SUCCESSFUL COLLABORATION**

Time: 5 MINUTES

While participants are on break, write keywords on the flipchart that refer to the seven characteristics of the collaborative mindset. Ask participants to guess the characteristic without looking at their hand-out. (Mindset characteristics is Handout #3-5)

Sample key words

- ◆ **Vision.** Define your vision and goals – what you want to accomplish to achieve a successful outcome.
- ◆ **Positive Attitude.** Focus on possibilities – what you can do together – while understanding limitations that may exist. Avoid being cynical – don’t decide in advance that nothing can work.
- ◆ **Willingness.** Be willing to create a recommendation, agreement, and/or plan of action with the other parties involved.
- ◆ **Openness.** Be open to being influenced by others. There may be more than one right way. Be neither doormat nor immovable object.
- ◆ **Curiosity.** Maintain a curious/investigating attitude about others’ needs, power, mandates, mission, barriers, and opportunities to move forward. Avoid blaming, “shoulding,” and/or making assumptions about others’ motives and meaning.
- ◆ **Connections.** Look for connections rather than differences – the “fit,” meeting your needs and others’ needs.
- ◆ **Confidence.** See yourself as a significant partner with confidence in your ability to “hold your own” when situations are confusing and complex.

Remind participants that a collaborative mindset is a prerequisite for successful negotiation.



❖ A STEP-BY-STEP NEGOTIATION METHOD

Time: 40 MINUTES

Ask participants to turn to Handout #3-6. Briefly describe the negotiation steps using this simple example. Describe the situation:

Francine and Pat are working together on a project. Francine is routinely 15-20 minutes late for their meetings. Pat wants to start the meetings on time. She has a busy schedule and feels that Francine is disrespecting her time by being late. Pat is meeting with Francine.

Ask for a volunteer to be Francine. You, the trainer, will be Pat.

Sample of the negotiation method

Ask participants to turn to Handout #3-6 and follow the steps as they watch the role play. If you feel unsure about doing this spontaneously with a participant, prepare a script, and ask a participant to read the part of Francine while you read Pat's part.

1. The question – The question focuses the discussion and is a way to create an initial agreement about what you are going to discuss.

Pat: Francine, here's my question – how can we start meetings on time?

Francine: Why is that a question? I'm never late.

2. The situation – Describe, don't judge.

Pat: (shifting to the situation) We have started the past 5 meetings at least 15 minutes late.

Francine: So what's the big deal?

3. What each wants/needs

Pat: I want to be able to start the meetings on time.

Francine: Oh, Pat, you're such a perfectionist – everything has to happen just so. We get the work done, don't we? What's the big deal?

Pat: I'm very busy right now and I want to be able to plan my time.

Francine: I am so busy. I just need flexibility here.

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Pat: I'm so busy that I don't want to waste time waiting for you.

Francine: I don't have control over my schedule like you do – I get called away and there's nothing I can do about it. (more information about the situation).

4. The answer/solution

Francine: The only thing I can suggest is that we meet in your office. Then, at least, you can keep working on other things and I won't be holding you up.

Pat: Would a different time of day be better – like first thing in the morning?

Francine: Hm, that might be worth a try – how about meeting at the coffee shop downstairs before we come into the office?

5. The action plan

Pat: I'd like to create a schedule for the next couple of weeks so that we'll both know what's coming up and when we need to meet.

Francine: Great. And then maybe we can see if we can combine some meetings or just do something via e-mail or through the computer network – for drafts.

They develop the plan.

6. How and when you will assess outcome

Pat: I'd like to assess this each time we meet to see how we're doing.

Francine: That's fine with me.

After you demonstrate the method, use Handout #3-6, p. 1, to explain each step of the process you just demonstrated. Suggest that they make notes on the handout from your explanation of the demonstration role play – to prepare for their participation in the next role play.

Ask participants to work in pairs for the role play. When everyone is seated in pairs, turn to Handout #3-4, Case Studies. Explain that we will use Case Study #3 for the role play, and review the case study.



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One person will be the executive director of the transitional housing program and one will be from the domestic violence program. Decide who will play each role. Now turn to Handout #3-6, p. 2 – the negotiation process. Put the overhead with the process on the screen for reference during the role play.

Explain that you are going to use a stilted form to demonstrate the method. You will go step by step through the process, one step at a time, and each pair of participants will make notes on page 2 of the handout. You (trainer) will use start/stop action as they role play each step using Case Study #3.

Define the question and discuss the situation.

The domestic violence program person will initiate the negotiation. Give participants some examples of questions, and point out that the way you define the question determines the direction the conversation will move. See the differences in these sample questions:

- What is needed to change your policy of excluding children?
- What would it take for you to be able to expand services to battered women?
- How can we work together to increase transitional housing for battered women and their children?

Explain that in the first part of the role play, the domestic violence person will define a question and share it with the executive director of the transitional housing program. After you have discussed the question together, proceed to explore the situation surrounding the question – describe this, don't judge/blame or criticize. Stop after you have completed the situation step. **Do not define the answer yet.**

Explain that negotiation is a process. Frequently, we move immediately from the question to the answer without allowing any time for a process that would increase the possibility of a successful negotiation. Stay with the question and the situation.

Stop the action when participants finish the question and situation.

Ask what has happened thus far. Ask participants to share the question they came up with. What was the response? Answer any



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questions about the process. Ask who already is at the solution and ask them to back up.

Explain that the next part of the process is a discussion of wants and needs.

This is NOT the solution/the answer. Focus on each organization's wants and needs in this specific situation. This is a challenging part of negotiation. By now, everyone always wants to get to the solution. However, when you use the full process, you will come up with a better solution and one that is likely to have better buy-in by all parties. Give participants some suggestions about this step:

The domestic violence program (since it is the initiator of the negotiation) describes what it wants and needs. For example, "We need housing referrals. When we don't have them, women are more likely to return to an abusive home. A majority of the women who participate in our program have children. When we can't make referrals, they have nowhere else to go."

The housing program might respond: "We need safety for our residents. We're worried that if we allow battered women to live here, even if we could figure out how to handle children, batterers will come here and attack the woman and our residents."

Ask participants to proceed with a discussion of wants and needs and to stop after completing this part.

When participants have completed the wants and needs, ask for examples.

Ask whether an answer/solution "popped out" as you explored wants and needs. Ask if anyone is stuck – no common ground has been established. Ask them to describe what is contributing to their stuck place.

Now move to the answer to your question – the solution.

Remind participants that just because it's a negotiation doesn't mean you will be successful. The question, situation, and wants and needs discussions all lay the groundwork and build a relationship with the other person(s). These steps give you a lot of information about what may be possible and whether a negotiated solution can be attained.



If you reach a solution, continue with development of at least one idea for an action plan and discuss how and when you will assess your commitments and the results.

Questions for debriefing:

- ?? If you reached a negotiated agreement, what was the agreement?
- ?? What is your action plan?
- ?? How will you assess outcome/commitments/progress?
- ?? If you didn't reach an agreement, what contributed to that?
- ?? What was the easiest part of the process? The hardest part?

Explain to participants that you (trainer) have used this stilted start-stop through the process to demonstrate the method. If you are new to negotiation, it's useful to continue using this step-by-step method until you have greater confidence. You can use this method even if those you are negotiating with are not familiar with it.

If participants have many questions, you may need to eliminate the next section – “Assess a Negotiation: Case Study.”

❖ ASSESS A NEGOTIATION: CASE STUDY (HANDOUT #3-7)

Time: 20 MINUTES

Let's examine someone else's negotiation. Ask participants to turn to Handout #3-7. Ask for a volunteer to read the case study.

Discussion:

- Refer to the list of characteristics for successful negotiations that participants brainstormed at the beginning of the workshop. Which of these characteristics apply to this case study?
- Refer to Handout #3-5. What evidence is there for using a collaborative mindset?
- Refer to Handout #3-6. What were the steps in this negotiation?



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❖ **EVALUATION AND CLOSING**

Time: 15 MINUTES

(Be sure that you have addressed all of the red-bracketed items in the list of successful negotiation characteristics which resulted from the initial group brainstorm.)

Ask participants to complete evaluation forms and to select one idea from the workshop that was especially meaningful and one idea that they are going to use right away. Explain that after evaluations are completed, the closing will be a go around with each person sharing these two ideas.

Closing exercise – Ask for a volunteer to go first and then go around the room. When everyone has shared ideas, add your own, and thank everyone for coming.

If you are conducting a second module in the afternoon, use the same go around and then close with information about lunch and the starting time for the afternoon session.



Characteristics of the Mindset You Need for Successful Collaboration

- ◆ **Vision.** Define your vision and goals – what you want to accomplish to achieve a successful outcome.

- ◆ **Positive Attitude.** Focus on possibilities – what you can do together – while understanding limitations that may exist. Avoid being cynical – don’t decide in advance that nothing can work.

- ◆ **Willingness.** Be willing to create a recommendation, agreement, and/or plan of action with the other parties involved.

- ◆ **Openness.** Be open to being influenced by others. There may be more than one right way. Be neither doormat nor immovable object.

- ◆ **Curiosity.** Maintain a curious/investigating attitude about others’ needs, power, mandates, mission, barriers, and opportunities to move forward. Avoid blaming, “shoulding,” and/or making assumptions about others’ motives and meaning.

- ◆ **Connections.** Look for connections rather than differences – the “fit,” meeting your needs and others’ needs.

- ◆ **Confidence.** See yourself as a significant partner with confidence in your ability to “hold your own” when situations are confusing and complex.



A Step-by-Step Negotiation Method

Q The question – frame the issue/problem as a question
?? *How can we.....*
?? *How do we...*
?? *What is the best way to...*

S The situation – describe, don't judge

W What each wants/needs – NOT the solution

A The answer/solution

A The action plan: What will be done, by whom, by when

A How and when you will assess outcome/commitments/progress



A Step-by-Step Negotiation Method

- Q** The question – frame the issue/problem as a question
?? How can we.....
?? How do we...
?? What is the best way to...
- S** The situation – describe, don't judge
- W** What each wants/needs – NOT the solution
- A** The answer/solution
- A** The action plan: What will be done, by whom, by when
- A** How and when you will assess outcome/commitments/progress



Negotiation Case Study

A group of attorneys has agreed to hold pre-hearing information sessions so that victims of domestic violence will know what to expect in protection order hearings. The Victim Services Committee of your local community domestic violence coalition is discussing where to hold the information sessions.

Committee members have agreed that they need a separate meeting room with babysitting available, a convenient location that is near public transportation. Someone suggests the public library as a meeting place. The domestic violence program advocate reminds the committee that the meeting rooms at the library are a public space. You can't keep anyone out. Perpetrators will be free to come in and that won't be safe for the women.

Someone else says, "You can't keep perpetrators out – an information session must be fair and impartial."

The Child Protection Services worker says, "I also feel it's a problem. We have the same issue of safety in our office. I would like to add to the list of criteria that the location must be safe for victims and that we must uphold the fairness of the judicial process in selecting the place and conducting the information session."

The discussion then focuses on criteria for the meeting place, and the group then selects a location that everyone is comfortable using.

What contributed to the successful negotiation about the meeting place?



Evaluation Form Negotiation Workshop

1. What was the most useful part of the workshop for your work?
2. Please rate the following using a scale of 0-5 (5 = very helpful and useful)
Presentations _____
Relevance/usefulness of case studies _____
Handouts _____
Role plays, if used _____
Other comments/ratings:
3. Please rate trainer's teaching/coaching on a scale of 0-5 (5 = excellent)
Rating: _____
Comments:
4. How can the workshop be improved?
5. What is one idea you will begin using immediately?
6. **Other comments.** (Please use the other side of the page for additional comments.)






Thanks!



Strategic Thinking Workshop

Objectives:

- **To increase skills in strategic thinking.**
- **To increase capacity to use a collaborative mindset.**

| | <u>Program</u> | <u>Time</u> |
|---|---|-------------------|
|  | Welcome, introductions, and overview of the workshop | 20 minutes |
|  | Collaborative mindset characteristics (review) | 10 minutes |
|  | Simulation: A meeting with the judge | 60 minutes |
| | <i>Break</i> | <i>10 minutes</i> |
|  | Simulation: The next coalition meeting | 65 minutes |
|  | Evaluation and closing – one idea you gained from this workshop and one idea you are going to use right away. | 15 minutes |

This curriculum is part of the *Building Comprehensive Solutions to Domestic Violence* initiative of the National Resource Center on Domestic Violence, funded by the Ford Foundation.



MODULE #4

Strategic Thinking Workshop

Trainer Instructions

Preparation

Pre-requisite Modules: Mindset for Successful Collaborations
Negotiation Workshop

Number of participants: 5 minimum
30 maximum

Time requirements: 3 hours

Room arrangements:

Arrange tables in a square with chairs on the outside and flip chart and easel in the front of the room.

If space permits, arrange 4-5 separate tables for break-out space.

Materials:

Flip chart & easel

Markers

Masking tape

Banner paper – (paper for pairs of participants to create banners)

Extra pens (for participants)

Name tents (for participants)

Name tents (for role plays – 1 per participant)

Registration form

Participant packets

Participant packets:

Handouts #4-1 through #4-6

Evaluation form (Handout #4-7)



❖ **WELCOME, INTRODUCTIONS AND WORKSHOP OVERVIEW**

Time: 20 MINUTES

The 20 minutes is based on starting 10 minutes late. If you start on time, you will have some flexibility with time during the workshop.

Welcome everyone.

Ask participants to introduce themselves and, describe their work in domestic violence, and note briefly one idea which, if they could wave a magic wand, they would like to have their local domestic violence coalition explore or implement.

Review the objectives for the workshop and the program (Handout #4-1) and deal with any housekeeping items.

❖ **COLLABORATIVE MINDSET CHARACTERISTICS (REVIEW)**

Time: 10 MINUTES

Ask participants to work in pairs and create a slogan or jingle to help you stay in a collaborative mindset. (See Handout #4-2). An example: “Just do it...with respect!” Write it on banner paper. Share slogans with the whole group and put them up around the room.



Characteristics of the Mindset You Need for Successful Collaboration

- ◆ **Vision.** Define your vision and goals – what you want to accomplish to achieve a successful outcome.

- ◆ **Positive Attitude.** Focus on possibilities – what you can do together – while understanding limitations that may exist. Avoid being cynical – don’t decide in advance that nothing can work.

- ◆ **Willingness.** Be willing to create a recommendation, agreement, and/or plan of action with the other parties involved.

- ◆ **Openness.** Be open to being influenced by others. There may be more than one right way. Be neither doormat nor immovable object.

- ◆ **Curiosity.** Maintain a curious/investigating attitude about others’ needs, power, mandates, mission, barriers, and opportunities to move forward. Avoid blaming, “shoulding,” and/or making assumptions about others’ motives and meaning.

- ◆ **Connections.** Look for connections rather than differences – the “fit,” meeting your needs and others’ needs.

- ◆ **Confidence.** See yourself as a significant partner with confidence in your ability to “hold your own” when situations are confusing and complex.



❖ NEGOTIATION SIMULATION: A MEETING WITH THE JUDGE

Time: 60 MINUTES

Ask participants to turn to Handout #4-3 – the Community Coalition Case Study. Ask for a volunteer to read the case study. Explain that the simulation will be first with the judge alone and then you will simulate the next meeting of the coalition.

Now turn to Handout #4-4 for a description of roles. If you have a smaller group, you may need to adapt the number of participants in various roles.

Ask four volunteers to be the judge.

Instructions for judges:

You will play the role of the judge, so you need to define the judge's needs and interests in the coalition and how you will respond initially to the domestic violence program that has scheduled a meeting with you to discuss the coalition. You also need to set up the physical arrangements for your meeting with the domestic violence program.

Ask four volunteers to be from the local domestic violence program.

Instructions for representatives of the local domestic violence program:

You will play the role of the domestic violence program that wants to activate the coalition. In the first simulation, you have decided to meet with the judge to see if you can negotiate a more active role for the coalition. You need to decide how to handle this meeting. Use the negotiation method (Handout #4-6).

The other participants will be members of the coalition.

Instructions for observers from coalition member organizations:

Your task is to decide your roles – whom you represent on the coalition, and your needs and interests. You will be observers of the meeting with the judge. Write your name and organization on a name tent.



NOTES 







Other instructions:

- Provide a brief review of the steps in the negotiation method (Handout #4-6).
- Remind everyone of the collaborative mindset characteristics (Handout #4-2). The slogans on the wall also are reminders.
- Everyone will have 10-15 minutes to get organized.

The simulation: meeting with the judge

Ask the “judges” to create the “meeting space.” Announce when it is time to begin the simulation. Explain that you may use stop/start action during the role play to talk about what is going on. Remind everyone that we need to be supportive of the people who have agreed to play the domestic violence program and use a collaborative mindset in working with each other and giving feedback during this activity.

Some points to make at appropriate stop/start points during the simulation or in the discussion after the simulation.

-  Know your vision for the coalition and what you want from the judge.
-  Be clear about your vision and goals *and* avoid deciding in advance what *must* happen (the “how to’s”). Have some ideas and then use your collaborative mindset to find common ground (or determine that no common ground exists). (See pre-planning points below.)
-  Know what motivates this person(s) to change in this specific situation.
-  Don’t define your priorities solely in terms of “what you think you can get” or solely in terms of what the judge needs.
-  Be credible – know what you need to be respected.
-  Be careful in the use of questions. Use questions to gain additional information and to better understand another’s point of view. Avoid asking a question that in fact is a statement of your point of view. Instead of introducing an idea with a question – such as, “Would it be possible for you to do ‘x’?” – begin with a statement that incorporates your vision. For example, “We want to find ways to increase active participation in the coalition,” rather than “Do you



think it would be possible to increase active participation in the coalition?” A statement communicates confidence and “holding your own.” A question may come across as lack of certainty. In a situation when you are sure about a vision of what you want to achieve, use a statement (not a demand) and then follow up with an exploration of other points of view and ideas.

- ✍ Foster communication by speaking the language others use.
- ✍ Assess how you can build allies and roles they/you will play.
- ✍ Pre-plan the meeting. During your pre-planning, go through the negotiation steps, such as the following:
 - What is your question in meeting with the judge?
(An example might be, “How can we build an effective coalition?”)
 - What is the situation? (Reviewing this also will help you figure out information you need to gather before the meeting.)
 - What do you want/need? What does the judge want/need?
 - Prior to the meeting, brainstorm the other parts of the process so that you have given some prior thought to possible answers/solutions, action plans, and ideas about assessing progress/commitments.
- ✍ Do your homework.
- ✍ Dress to fit the situation.

Discussion after the simulation

End simulation after 30 minutes whether or not it is completed. Use the last 15 minutes of this segment for debriefing.

- What happened that helped/hindered negotiation?
- Are there similar/different views from judge, domestic violence program, and other coalition members?
- How did you feel about your role – judge? domestic violence program? other coalition members?



NOTES 

- What are key negotiation points from this experience – what advice would you give to someone else about negotiation in this kind of situation?

❖ **BREAK**

Time: 10 MINUTES

After the debriefing of the simulation, take a break.

❖ **NEGOTIATION SIMULATION: THE NEXT COALITION MEETING**

Time: 65 MINUTES

Now it's time to prepare for the next coalition meeting. The judge is the chair of the coalition meetings, so participants in the judge role need to decide what to do in the coalition meeting. The domestic violence program's goal is a more active role for the coalition. The domestic violence program needs to decide what to do next based on what was learned in the meeting with the judge. You are free to advocate with other members of the coalition both prior to and during the meeting.

- ✗ You have 15 minutes to prepare for the meeting.
- ✗ The meeting will be 35 minutes.
- ✗ We will debrief after the simulation. (*15 minutes*)

Debriefing:

- ✗ What are perspectives about each other's roles in the meeting?
- ✗ What factors influenced the outcome?

Points to make:

- ✍ Use the points list from the meeting with the judge and the points below.
- ✍ Know what you want to get out of the meeting before you attend.



- ✍ Decide how to use the meeting to build relationships.
- ✍ Organizing with people who will attend a meeting is not manipulation. It is a strategy to achieve something.
- ✍ Decide what structure and process will work best to promote your vision, and advocate for that.
- ✍ Consider the consequences of your actions in a meeting.

❖ **EVALUATION AND CLOSING**

Time: 15 MINUTES

Ask participants to complete evaluation forms and to select one idea from the workshop that was especially meaningful and one idea that they are going to use right away. Explain that after evaluations are completed, the closing will be a go around with each person sharing these two ideas.

Closing exercise –

Ask for a volunteer to go first and then go around the room. When everyone has shared ideas, add your own, and thank everyone for coming.

NOTES 



Community Coalition Case Study – for Simulation

The Chief Judge decides that every judicial district should be active in local community coalitions on domestic violence. He appoints a judge in each district and gives instructions about what he wants them to do in each community.

Paula, the judge in your district, comes to a meeting of your local coalition, explains her priorities, and says that if the coalition isn't interested in incorporating her priorities, she will create a separate coalition. The coalition wants a united way to work together so they agree to incorporate what the judge wants to do.

The judge then proceeds to take over the coalition – developing agendas for meetings, preparing the minutes, and sending out notices. You (local domestic violence program) are the only organization that seems to care. Everyone else is very grateful that someone is taking the initiative to hold the coalition together. But now the coalition just talks a lot and never does much.

- *Negotiation #1: A meeting with the judge*
- *Negotiation #2: The next meeting of the coalition*



Simulation: A Meeting with the Judge

Roles

- **The judge (played by 4 participants)**

Instructions:

You will play the role of the judge, so you need to define the judge's needs and interests in the coalition and how you will respond to the domestic violence program that has scheduled a meeting with you to discuss the coalition. You also need to set up the physical arrangements for the meeting.

- **The local domestic violence program (played by 4 participants)**

Instructions:

You will play the role of the domestic violence program that wants to activate the coalition. You have decided to meet with the judge to see if you can negotiate a more active role for the coalition. You need to decide how to handle this meeting. Use the negotiation method (Handout #4-6).

- **Other members of the coalition**

Instructions:

Decide your roles as members of the coalition – what is your organization/affiliation, your vision for the coalition, and your interests and needs in participating. You will be observers of the meeting with the judge. Consider how you would respond to what you are hearing in the role you have selected for yourself.



Simulation: The Next Meeting of the Coalition

Now it's time to prepare for the next coalition meeting. The judge is the chair of the coalition meetings, so participants in the judge role need to decide what to do in the coalition meeting. The domestic violence program's goal is a more active role for the coalition. The domestic violence program needs to decide what to do next based on what was learned in the meeting with the judge. You are free to advocate with other members of the coalition both prior to and during the meeting. Other members of the coalition need to decide how they will participate in the coalition meeting.

- X** You have 15 minutes to prepare for the meeting.
- X** The meeting will be 35 minutes.
- X** We will debrief after the simulation. (*15 minutes*)



Negotiation Steps

- Q** The question – frame the issue/problem as a question
?? *How can we.....*
?? *How do we...*
?? *What is the best way to...*
- S** The situation – describe, don't judge
- W** What each wants/needs – your vision, NOT the solution
- A** The answer/solution
- A** The action plan: What will be done, by whom, by when
- A** How and when you will assess outcome/commitments/progress



Evaluation Form Strategic Thinking Workshop

- 1. What was the most useful part of the workshop for your work?**

- 2. Please rate the following using a scale of 0-5 (5 = very helpful and useful)**
Presentations _____
Relevance/usefulness of case studies _____
Handouts _____
Role plays, if used _____
Other comments/ratings:

- 3. Please rate trainer's teaching/coaching on a scale of 0-5 (5 = excellent)**
Rating: _____
Comments:

- 4. How can the workshop be improved?**

- 5. What is one idea you will begin using immediately?**

- 6. Other comments.** (Please use the other side of the page for additional comments.)

Thanks!



Modules 5 & 6

Meeting Facilitation Workshop







Practice Session on Meeting Facilitation Skills



**Meeting Facilitation
Workshop**

Objectives:

- **To increase knowledge about facilitation techniques for effective meetings.**
- **To practice techniques to promote participation, productive discussion, decision making, and action.**

| Program | Time |
|---|-------------------|
|  Welcome, introductions, and overview of the workshop | 20 minutes |
|  Group brainstorm: Characteristics of effective meetings & meeting facilitation | 15 minutes |
|  Mindset for collaboration and facilitation | 20 minutes |
|  Facilitation techniques to foster productive discussion and decision making | 35 minutes |
| <i>Break</i> | <i>10 minutes</i> |
|  How to preplan a meeting to make facilitation easier, and techniques to move the meeting forward | 65 minutes |
|  Evaluation and wrap up Final go around – one idea you gained from this workshop, and one idea you are going to use right away. | 15 minutes |

This curriculum is part of the *Building Comprehensive Solutions to Domestic Violence* initiative of the National Resource Center on Domestic Violence, funded by the Ford Foundation.



MODULE #5

Meeting Facilitation Workshop

Trainer Instructions

Preparation

Pre-requisite Modules: Collaborative Mindset Workshop
Negotiation Workshop

Number of participants: 5 minimum
30 maximum

Time requirements: 3 hours

Room arrangements:

Fewer than 20 participants: arrange tables in a horseshoe with chairs on the outside of the horseshoe and flip chart and easel in the open space.

20-30 participants: Use separate tables – 5-6 participants per table. Arrange tables so that all participants can see the flip chart and easel in the front of the room.

Materials:

Flip chart & easel
Markers
Masking tape
Colored round stationery labels (dots) cut into strips of 3 and 5
(one strip of each per participant)
5-6 prizes – for participants in the group whose agenda is voted most likely to succeed (one bag with several items is ideal)
Extra pens (for participants)
Name tents (for participants)
Registration form
Participant handout packets

Participant packets:

Handouts #5-1 through #5-11
Workshop Evaluation form (Handout #5-12)



❖ WELCOME, INTRODUCTIONS, AND WORKSHOP OVERVIEW

Time: 20 MINUTES

The 20 minutes is based on starting 10 minutes late. If you start on time, you will have some flexibility with time during the workshop.

Welcome everyone.

Ask participants to introduce themselves, describe their work in domestic violence, and note briefly one thing that they like the most about meetings.

Review the objectives for the workshop and the program (Handout #5-1) and deal with any housekeeping items.

❖ GROUP BRAINSTORM: CHARACTERISTICS OF EFFECTIVE MEETINGS AND EFFECTIVE MEETING FACILITATORS

Time: 15 MINUTES

Ask participants to turn to Handout #5-2. Let's take 10-15 minutes to brainstorm ideas about what makes meetings and meeting facilitators successful.

This is a brainstorm, so all ideas are welcome. Jokingly explain that there will be no eye rolling, boos, applause, or interruptions. And each person suggests one idea at a time (not 2 or 3).

Groups with fewer than 20 participants: This is a large group brainstorm. Ask that no one speak twice until everyone has had a chance to suggest one idea. Ask for a volunteer to tape flip chart sheets to the wall as you write. Record all ideas.

Groups with 20-30 participants: Brainstorm at individual tables – give them 3 minutes. Then ask for a volunteer to tape flip chart sheets to the wall as you write. Create a list on flip chart sheets by taking one different idea from each table until all ideas are recorded. This will create one list of ideas.



NOTES 

Do not stop to ask for clarification or to discuss any items. This fast-paced brainstorm exercise is designed to engage participants in thinking about characteristics of effective meetings and meeting facilitators and to create safe space for all ideas. The list does not have to be complete. If you see that something major is missing, just say you're taking a turn during the brainstorming and add it (do not do this more than 2-3 times).

After the ideas are recorded, ask if anyone disagrees with any of the ideas. If so (including any the trainer disagrees with), bracket these ideas with red marker and ask for a brief statement about the disagreement. Tell participants that we will address these points as we go through the workshop.

Don't allow debate to sidetrack the program. Keep moving. Later on in the workshop, participants also may want to add items to the list, so keep the lists posted throughout the workshop. Remember to come back to any red bracketed items before the end of the workshop – ideally, with information from the workshop that clarifies whether the idea is appropriate for the effective meetings and facilitation list.

Ideas about effective meetings

- Everyone understands the purpose of the meeting.
- Active participation.
- A great facilitator.
- Well-organized.
- Written and timed agenda.
- Stays on subject.
- Stays on time.
- Doesn't get bogged down in unnecessary discussion.
- Open discussion.
- Clear decision making process.
- Items that need more discussion are delegated to a smaller group for discussion.
- Work gets accomplished.
- A sense of completion and meeting sets the stage for what comes next.
- People are informed about the content to be covered.
- People have the information they need to participate effectively – in advance.
- People read their packets.



- People respect each other.
- Comfortable physical environment.
- Breaks.

Ideas about characteristics of effective facilitators

- Keeps group on time and on task.
- Doesn't allow unproductive discussion.
- Keeps the meeting moving.
- Follows a structured process – doesn't make it up as she goes along.
- Is firm and kind in handling disruptions.
- Group-centered rather than self-centered.
- Enjoys facilitating and is fun to be around.
- Fosters participation and discussion.
- Fosters decision making when the group needs to decide something.
- Uses effective techniques to help the group engage in productive discussion and decision making.

NOTES 



Characteristics of Effective Meetings and Meeting Facilitators

EFFECTIVE MEETINGS

EFFECTIVE MEETING FACILITATORS



❖ **MINDSET FOR COLLABORATION AND FACILITATION**

Time: 20 MINUTES

Ask participants to turn to Handout #5-3 and review with them the characteristics of the mindset for collaboration, pointing out the one addition for facilitation. Explain this facilitation role.

Ask participants to turn to Handout #5-4 (Facilitation Mindset Case Studies). These case studies are designed to stimulate participants to think about their mindset when they facilitate a meeting and to apply the mindset characteristics to facilitation. For each case study, ask someone to volunteer to read it. Then encourage participant ideas in answer to the question for each case study.

NOTES 



Characteristics of the Mindset You Need for Successful Collaboration

- ◆ **Proper Facilitation.** Accept your role as facilitator and understand that you are not the decision-maker, boss, or resuer.
- ◆ **Vision.** Define your vision and goals – what you want to accomplish to achieve a successful outcome.
- ◆ **Positive Attitude.** Focus on possibilities – what you can do together – while understanding limitations that may exist. Avoid being cynical – don’t decide in advance that nothing can work.
- ◆ **Willingness.** Be willing to create a recommendation, agreement, and/or plan of action with the other parties involved.
- ◆ **Openness.** Be open to being influenced by others. There may be more than one right way. Be neither doormat nor immovable object.
- ◆ **Curiosity.** Maintain a curious/investigating attitude about others’ needs, power, mandates, mission, barriers, and opportunities to move forward. Avoid blaming, “shoulding,” and/or making assumptions about others’ motives and meaning.
- ◆ **Connections.** Look for connections rather than differences – the “fit,” meeting your needs and others’ needs.
- ◆ **Confidence.** See yourself as a significant partner with confidence in your ability to “hold your own” when situations are confusing and complex.



Facilitation Mindset Case Studies

Case Study #1

After a lot of discussion, the work group has decided to proceed with four projects. Everyone agrees except Rose, who thinks this is too much to undertake effectively. The group has tried to convince Rose that this is the best way to proceed, and now they are growing impatient with her opposition. Nancy, the facilitator, values Rose’s opinion more than that of anyone else in the group, so she suggests to the group that Rose is probably right. It really is too much work. Then she asks the group, “How do you want to proceed?” No one speaks.

What is Nancy’s mindset as a facilitator? How could she have handled this situation more effectively?

Case Study #2

Brenda is facilitating a meeting, putting ideas on flip chart pages. Julie makes a suggestion, and Brenda says, “Let me summarize what you are saying.” She writes down an idea. Julie says, “That’s not at all what I meant.”

What is Brenda’s mindset? How could she have handled this situation more effectively?

Case Study #3

The community coalition meeting is going around and around, getting nowhere. The county attorney has suggested that they go to the legislature to advocate for funds for drop-in day care so that women will have a place for their children to stay when they come to court. The local domestic violence program responded that this funding had been available, but the state legislature eliminated it 6 years ago. Various coalition members have made comments about the problems with the state legislature, the need for day care, and have described the problems women are facing. No one agrees about what to do. Mindy, the facilitator, grows more and more frustrated. Finally, in desperation, she says, “Okay, there’s no point in discussing this any longer. The state legislature already has taken away this money.”

What caused Mindy’s reaction? How could she have handled this situation more effectively?



NOTES 

❖ **FACILITATION TECHNIQUES TO FOSTER PRODUCTIVE DISCUSSION AND DECISION MAKING**
Time: 35 MINUTES

Ask participants to turn to Handout #5-5 (case study). Read/act out the case study.

Refer participants to Handout #5-6 for a list of participation techniques.

Ask participants how they could use the discussion questions technique to have a more productive discussion of the education initiative issue in the case study.

Skip the brainstorming and dots exercise and the right brain activity – explain to participants that they will do these in a few minutes.

Then discuss other participation techniques that could be used (Handout #5-6).

Next ask participants to turn to Handout #5-7, a second case study of the education committee. Conduct a brainstorm and dots exercise to create ideas about options for the local domestic violence program in responding to the education initiative situation. (Explanation of this exercise is Handout #5-8. Conduct the exercise first and then go over the instructions – it’s easier after experiencing it.) The exercise will take approximately 10-15 minutes.

Then ask participants to select an animal, image, or object that symbolizes a successful resolution. Ask participants to share their ideas. Explain that this kind of exercise (and work with arts and crafts for groups that are open to such activities) taps another perspective, involves people who enjoy this form of expression, and often provides ideas about common ground and new possibilities. If you run out of time, ask participants to think of something during the break and take time to share ideas after the break.

❖ **BREAK**
Time: 10 MINUTES

After the brainstorm and dots exercise and the symbol exercise, take a break.

Case Study for Participation/Discussion Techniques

In a meeting of the education committee of the local domestic violence coalition, representatives of the police, county attorney's office and judges suggest that they launch a community education initiative on domestic violence.

The representative of the local domestic violence program explains that they (domestic violence program) already are engaged in community education and this would be duplicative. Other committee members respond that there never can be too much community education.

The domestic violence program representative then suggests that training be conducted for those who will be doing community education. The others reply that they don't need any training.

The domestic violence program representative responds that she can't put her stamp of approval on the education program because she doesn't trust what people will say about domestic violence unless they are trained.

The education committee decides to launch the education initiative.

What meeting facilitation techniques could have made this a more productive discussion?



Techniques To Promote Productive Discussion

Discussion questions

- ??? *What is our vision for (e.g., services, for this coalition, for this initiative)?*
- ??? *What are criteria for a good decision?*
- ??? *What are options for?*

Brainstorming and “Dots” Exercise

For agenda items requiring an initial list of ideas, options, recommendations.

Use Right Brain Activity To Tap Creativity

During the meeting, create some activity that engages participants’ “right brain” in order to tap creativity. For example, ask participants to select a symbol of your goal (e.g., an animal, image, or object). Or give participants materials to create some thing to symbolize a positive outcome or your problem solved.

Participation Techniques

- No one speaks a second time until everyone has a chance to speak once.
- In meetings of fewer than 15 participants, go around the table and ask each person to suggest one idea (or pass if they choose to) or to state an opinion on a subject under discussion.
- Work in small groups for a short period of time – give groups a specific task.
- Use a round robin report back – one idea from each group until all ideas are presented.

To Debate Options and Build Consensus

- One-minute promotion – one option at a time (all who want to promote the option get 1 minute each to promote it; then move to the next option).
- Alternate pro and con 1-minute statements for each option – one option at a time.
- If most are in agreement and a few disagree, ask those who disagree to suggest another option.
- If one or two participants continue to disagree, ask, “Can you go along with the consensus? I’m not asking you to change your position. I’m asking if you are willing to go along with the consensus?”
- Vote by super majority, if it becomes necessary to vote (for groups that do not have consensus decision making).



Case Study for Brainstorm & Dots Exercise

Tomorrow is the next meeting of the education committee described in Handout #5-5. The agenda is to plan the education initiative. You (the local domestic violence program) are strategizing about what to do in the meeting.

Select an animal, image, or object that symbolizes a successful resolution of the situation with the education committee. (Example of right brain creativity exercise.)



Instructions for Brainstorm and Dots Exercise

This exercise is useful when you want to:

- Encourage participation by everyone and better understand everyone’s opinions about ideas or actions being discussed,
- Test one or more ideas to see if others will select your ideas as priorities,
- Find out what ideas or actions have the greatest support in the group,
- Build consensus, or
- Generate an initial list of ideas that will then be referred to a subcommittee for more discussion and to define options for consideration by the whole group

The group brainstorm is limited to 15-20 minutes. All ideas are recorded on flip chart paper and there is no discussion of any idea during the brainstorming. (REMEMBER, there is NO discussion of any idea during the brainstorming.)

Following the brainstorm exercise, give each participant 5 “dots” (stationery stores carry these colored “dot labels.”). Participants select their top 5 priorities on the list of items generated in the group brainstorm. (Put one dot next to each of the 5 priorities selected.)

If there are fewer than 15 items on the brainstorm list, use 3 dots instead of 5. Then select the 3 top priorities. Yes, there will be duplicates or similar items on the list. Proceed with the “voting” first. Combine ideas later.

After the “dots” exercise, ask for proposals to combine items. The “rule of combining”: items are combined only if everyone agrees. This rule avoids arguing and discussion during this sorting process. Do not discuss proposals. This is meant to be a fast exercise to determine if there is immediate consensus to combine any items. It’s also a great reminder about respecting differences of opinion.

When the combining exercise is completed, usually 3-5 priorities emerge. You then can refine the priorities and, if there is time, develop a work plan or refer them to committee for further work and move on to the next agenda item.

This brainstorm and dots exercise is an excerpt from *Day’s Tools for Groups*, by Day Piercy, A CreateNet® publication, Copyright 1996. All rights reserved. The publication is available from CreateNet, Inc. 1417 Sadler Road #378 Fernandina Beach, FL 32034.



❖ **HOW TO PRE-PLAN A MEETING TO MAKE FACILITATION EASIER, AND TECHNIQUES TO MOVE A MEETING FORWARD**
Time: 65 MINUTES

Divide participants into small groups of 6-8, with each group comprised of both more and less experienced meeting planners. Ask participants to turn to Handout #5-9 (Exercise on Planning a Meeting). Each small group is now a planning group for the next education committee meeting. Explain that each small group will now plan the agenda for the next meeting and select facilitation techniques.

Now ask participants to turn to Handout #5-10. Explain that you will move step by step through the meeting planning process. During each activity, walk around the room, offering assistance as needed.

First, ask each small group to define the outcome it wants to achieve by the end of the meeting. Allow 3-5 minutes for small groups to discuss this and then ask for ideas from groups. Then ask each group to put agenda items into the categories listed in Handout #5-10. Allow 5-10 minutes for this activity. Then ask small groups to decide what items they want to cover in the meeting and create a timed agenda. Use a couple of examples and then give participants 10 minutes to complete this.

In the whole group ask for examples (and provide them as needed) for meeting roles, information people need in advance, meeting logistics, and next steps. (5 minutes)

Now give participants 10 minutes to decide facilitation techniques and to write their agenda on flip chart paper. Each group will have 2-3 minutes for its presentation. Remind them that there will be a prize for the agenda voted most likely to succeed. While groups are working on the agenda, continue to walk around the room and provide assistance as needed.



Exercise on Planning a Meeting

You are a planning committee that has been asked to plan and facilitate the meeting of the education committee (the meeting you have just strategized about as the domestic violence program – the dots exercise).

- Use Handout #5-10 to plan the agenda. (We will walk through this together.)
- Use Handouts #5-6 and #5-8 to help you develop the facilitation techniques you will use.
- Write your agenda on flip chart paper.
- Report back: Each group will have 5 minutes to answer these questions:

?? What is your agenda for the meeting?

?? What techniques will you use? Why? (See Handouts #5-6 and #5-8.)

?? How will you move the meeting along? (See Handout #5-11)

There will be a prize for the agenda voted most likely to succeed.



Planning a Meeting

Define the desired outcome of the meeting – keep this in focus as you plan the agenda. If, right now, you were at the end of the meeting you are planning, what would have made the meeting a productive use of people’s time and energy?

- List all agenda items in these categories:
 - ✓ Information items:
 - ✓ Brainstorm items (brainstorm only and refer to committee/individual for more work):
 - ✓ Discussion items (refer to committee/individual for more work):
 - ✓ Decision items:
 - ✓ Next steps:
- Decide what items must be covered. Create a time allocation for each item to ensure that you have time for all items. Develop a written agenda with the items and time allocations.
- Define meeting roles and who will fill them.
- Decide what information people need in advance to make this a productive meeting.
- Define meeting logistics and who will handle them (e.g., place/equipment, refreshments, and meeting notice & agenda/materials to participants).
- Next steps: Define tasks you know in advance will need to be assigned. (Add others at the meeting as you proceed, and summarize at the end of the meeting.)



NOTES 

Agenda Presentations (10 of the 65 minutes)

Each group presents a proposed agenda. Vote for the agenda most likely to succeed. This will be the agenda used for the simulation in the afternoon workshop (for workshops that include Modules 5&6).

Techniques to move the meeting forward (15 of the 65 minutes)

Ask participants to turn to Handout #5-11. Review techniques to move a meeting forward. Ask participants to suggest “what if” situations and show how these techniques can be used to move meetings forward.

❖ EVALUATION AND CLOSING

Time: 15 MINUTES

(Be sure that you have addressed all of the red-bracketed items in the list of characteristics of effective meetings and meeting facilitation – the list which resulted from the initial group brainstorm.)

Ask participants to complete evaluation forms and to select one idea from the workshop that was especially meaningful and one idea that they are going to use right away. Explain that after evaluations are completed, the closing will be a go around with each person sharing these two ideas.

Closing exercise –

Ask for a volunteer to go first and then go around the room.

When everyone has shared ideas, add your own, and thank everyone for coming.

If you are conducting a second module in the afternoon, use the same go around and then close with information about lunch and the starting time for the afternoon session.



Techniques To Move a Meeting Forward

- Written, timed agenda – keep referring to it and proposing to move along as the time limit nears.
- Introduce agenda items by defining the desired outcomes (e.g. provide information, brainstorm ideas and refer to committee, discuss committee work/ send back to committee, make a decision.)
- Send to committee/small group for further development.
- If the group gets stuck on one item, proceed to the next item and come back to the stuck place later in the meeting. Make sure you return to the item later.
- Pay attention to the group's energy - you will see when the group is ready to move ahead.
- Respond firmly to any disruptions. Avoid blaming or personal attacks.
- If someone persists in disrupting the meeting, ask the group to decide - to move on or deal with the issue being raised.



Evaluation Form Meeting Facilitation Workshop

- 1. What was the most useful part of the workshop for your work?**

- 2. Please rate the following using a scale of 0-5 (5 = very helpful and useful)**
Presentations _____
Relevance/usefulness of case studies _____
Handouts _____
Role plays, if used _____
Other comments/ratings:

- 3. Please rate trainer's teaching/coaching on a scale of 0-5 (5 = excellent)**
Rating: _____
Comments:

- 4. How can the workshop be improved?**

- 5. What is one idea you will begin using immediately?**

- 6. Other comments.** (Please use the other side of the page for additional comments.)

Thanks!









MODULE #6 – HANDOUT #6-1

**Practice Session on
Meeting Facilitation Skills**

Objectives:

- **To increase meeting facilitation skills.**
- **To apply facilitation techniques to promote participation, productive discussion, decision making, and action.**

| | Program | Time |
|---|--|-------------|
|  | Welcome, introductions, and overview of the workshop | 20 minutes |
|  | Mindset for successful collaborations, and facilitation mindset (review) | 20 minutes |
|  | Meeting simulation | 60 minutes |
|  | Simulation debriefing | 35 minutes |
|  | Evaluation and closing Final go around – one idea you learned and one idea you are going to use right away. | 15 minutes |

 *Note:* This module is shorter in length to accommodate a three-day training program. Time is available to reflect on the entire training program and to develop an action plan for returning to everyday work.

This curriculum is part of the *Building Comprehensive Solutions to Domestic Violence* initiative of the National Resource Center on Domestic Violence, funded by the Ford Foundation.



MODULE #6

Practice Session on Meeting Facilitation Skills

Trainer Instructions

Preparation

Prerequisite Modules: Collaborative Mindset Workshop
Negotiation Workshop
Meeting Facilitation Workshop

Number of participants: 5 minimum
30 maximum

Time requirements: 3 hours

Room arrangements:

Arrange tables for 5-6 participants per table.

Materials:

Flip charts & easels for each table, if available
Markers
Masking tape
Colored round stationery labels (dots) cut into strips of 3 and 5
(one strip of each per participant)
Various colored pipe cleaners or other arts and crafts materials
(see collaborative mindset review)
Extra pens (for participants)
Name tents (for participants)
Name tents for role-play (1 per participant)
Registration form
Participant handout packets

Participant packets:

Handouts #6-1 through #6-6
Workshop evaluation form (Handout #6-7)



❖ **WELCOME, INTRODUCTIONS, AND WORKSHOP OVERVIEW**

Time: 20 MINUTES

The 20 minutes is based on starting 10 minutes late. If you start on time, you will have some flexibility with time during the workshop.

Welcome everyone.

Ask participants to introduce themselves, describe their work in domestic violence, and note briefly one favorite meeting facilitation technique.

Review the objectives for the workshop and the program (Handout #6-1), and deal with any housekeeping items.

❖ **MINDSETS FOR SUCCESSFUL COLLABORATION AND FACILITATION**

Time: 20 MINUTES

Ask participants to create something that symbolizes the mindset you need for successful collaboration and facilitation (Handout #6-2). Provide various colored pipe cleaners or other arts and crafts materials.

❖ **MEETING SIMULATION**

Time: 60 MINUTES

Use the meeting agenda voted most likely to succeed in the Meeting Facilitation Workshop. The group that developed the agenda will facilitate the meeting. [Note: If this is a stand-alone workshop, use the Case Study (Handout #6-6). Explain that you (the trainer) will be one of the facilitators, and ask for a volunteer to co-facilitate.]

Ask for six volunteers to simulate the meeting. Other participants will be observers. Their role is to observe the process – what helps make the meeting productive and what hinders it (facilitation and meeting participant action/inaction). They will be asked to report their observations at “stop-the-action intervals” and after the simulation.



NOTES 

Use a fish bowl arrangement, with those participating in the simulation seated together, and observers sitting away from the table.

Briefly review Handout #6-3 (Planning a Meeting) – what is needed for an effective meeting. Emphasize the importance of pre-planning. The observers are asked to consider how agenda planning helps the meeting and what other planning would have been helpful.

Next review Handouts #6-4 (Techniques To Promote Productive Discussion) and #6-5 (Techniques To Move a Meeting Forward). The observers are asked to observe the impact of use of these techniques.

Remind participants that we are supporting each other in this exercise and using the collaborative mindset characteristics in our work with each other and in our feedback.

During the simulation, interrupt the process a few times to bring attention to the facilitation process – particularly if you, the trainer, see something especially productive or unproductive occurring. Make notes about ideas that you want to emphasize during the debriefing.

❖ **SIMULATION DEBRIEFING**

Time: 35 MINUTES

Ask facilitators for their comments about the meeting. Then ask other meeting participants. Then ask observers. Ask for observations about how the agenda worked, the facilitation techniques, and the facilitator’s role. Ask what contributed to being able to maintain a collaborative/facilitative mindset and what, if anything, “hooked” you and pulled you out of this mindset?

Review the handouts again, noting the techniques used to promote discussion and move the meeting along. Emphasize again the importance of pre-planning.

Ask participants to develop three ideas – words of wisdom about facilitation which they feel are important to remember. Put these ideas on 3x5 cards. Conduct a round robin, with each person suggesting one idea until all the different ideas are given.



❖ **EVALUATION AND CLOSING**

Time: 15 MINUTES

Ask participants to complete evaluation forms and to select one idea from the workshop that was especially meaningful and one idea that they are going to use right away. Explain that after evaluations are completed, the closing will be a go around with each person sharing these two ideas.

Closing exercise –

Ask for a volunteer to go first and then go around the room. When everyone has shared ideas, add your own, and thank everyone for coming.

If this is the end of a 3-day program, allow additional time for reflections about the meaning of these three days – reflecting about collaborative mindset, negotiation, strategic thinking, and meeting facilitation. Go around the room and ask each participant to share what she/he has learned and how she/he will apply these ideas at home. Then ask participants to join in a circle, and ask each to share a symbol (an animal, image, object) of successful collaboration. As the trainer, share your appreciations, your symbol, and closing remarks.

Early in the 3-day program, emphasize the importance of everyone's staying for this closing time together. Emphasize it again in the morning session of the 3rd day.

NOTES 



Characteristics of the Mindset You Need for Successful Collaboration

- ◆ **Proper Facilitation.** Accept your role as facilitator and understand that you are not the decision-maker, boss, or rescuer.
- ◆ **Vision.** Define your vision and goals – what you want to accomplish to achieve a successful outcome.
- ◆ **Positive Attitude.** Focus on possibilities – what you can do together – while understanding limitations that may exist. Avoid being cynical – don’t decide in advance that nothing can work.
- ◆ **Willingness.** Be willing to create a recommendation, agreement, and/or plan of action with the other parties involved.
- ◆ **Openness.** Be open to being influenced by others. There may be more than one right way. Be neither doormat nor immovable object.
- ◆ **Curiosity.** Maintain a curious/investigating attitude about others’ needs, power, mandates, mission, barriers, and opportunities to move forward. Avoid blaming, “shoulding,” and/or making assumptions about others’ motives and meaning.
- ◆ **Connections.** Look for connections rather than differences – the “fit,” meeting your needs and others’ needs.
- ◆ **Confidence.** See yourself as a significant partner with confidence in your ability to “hold your own” when situations are confusing and complex.



Planning a Meeting

Define the desired outcome of the meeting – keep this in focus as you plan the agenda. If, right now, you were at the end of the meeting you are planning, what would have made the meeting a productive use of people’s time and energy?

- List all agenda items in these categories:
 - ✓ Information items:
 - ✓ Brainstorm items (brainstorm only and refer to committee/individual for more work):
 - ✓ Discussion items (refer to committee/individual for more work):
 - ✓ Decision items:
 - ✓ Next steps:
- Decide what items must be covered. Create a time allocation for each item to ensure that you have time for all items. Develop a written agenda with the items and time allocations.
- Define meeting roles and who will fill them.
- Decide what information people need in advance to make this a productive meeting.
- Define meeting logistics and who will handle them (e.g., place/equipment, refreshments, and meeting notice & agenda/materials to participants).
- Next steps: Define tasks you know in advance will need to be assigned. (Add others at the meeting as you proceed, and summarize at the end of the meeting.)



Techniques To Promote Productive Discussion

Discussion questions

- ?? *What is our vision for (e.g., services, for this coalition, for this initiative)?*
- ?? *What are criteria for a good decision?*
- ?? *What are options for?*

Brainstorming and “Dots” Exercise

For agenda items requiring an initial list of ideas, options, recommendations.

Use Right Brain Activity To Tap Creativity

During the meeting, create some activity that engages participants’ “right brain” in order to tap creativity. For example, ask participants to select a symbol of your goal (e.g., an animal, image, or object). Or give participants materials to create something to symbolize a positive outcome or your problem solved.

Participation Techniques

- No one speaks a second time until everyone has a chance to speak once.
- In meetings of fewer than 15 participants, go around the table and ask each person to suggest one idea (or pass if they choose to) or to state an opinion on a subject under discussion.
- Work in small groups for a short period of time – give groups a specific task.
- Use a round robin report back – one idea from each group until all ideas are presented.

To Debate Options and Build Consensus

- One-minute promotion – one option at a time (all who want to promote the option get 1 minute each to promote it; then move to the next option).
- Alternate pro and con 1-minute statements for each option – one option at a time.
- If most are in agreement and a few disagree, ask those who disagree to suggest another option.
- If one or two participants continue to disagree, ask, “Can you go along with the consensus? I’m not asking you to change your position. I’m asking if you are willing to go along with the consensus?”
- Vote by super majority, if it becomes necessary to vote (for groups that do not have consensus decision making).



Techniques To Move a Meeting Forward

- Written, timed agenda – keep referring to it and proposing to move along as the time limit nears.
- Introduce agenda items by defining the desired outcomes (e.g., provide information, brainstorm ideas and refer to committee, discuss committee work/send back to committee, make a decision.)
- Send to committee/small group for further development.
- If the group gets stuck on one item, proceed to the next item and come back to the stuck place later in the meeting. Make sure you return to the item later.
- Pay attention to the group's energy - you will see when the group is ready to move ahead.
- Respond firmly to any disruptions. Avoid blaming or personal attacks.
- If someone persists in disrupting the meeting, ask the group to decide - to move on or deal with the issue being raised.



Case Study

In a meeting of the education committee of the local domestic violence coalition, representatives of the police, county attorney's office, and judges suggest that they launch a community education initiative on domestic violence.

The representative of the local domestic violence program explains that they (domestic violence program) already are engaged in community education and this would be duplicative. Other committee members respond that there never can be too much community education.

The domestic violence program representative then suggests that training be conducted for those who will be doing community education. The others reply that they don't need any training.

The domestic violence program representative responds that she can't put her stamp of approval on the education program because she doesn't trust what people will say about domestic violence unless they are trained.

The education committee decides to launch the education initiative. At the next meeting they will discuss ideas about what should be included in the initiative.

The agenda for the meeting includes these items:

- Introductions and announcements
- Suggestions for the education initiative
- Next Steps

We will simulate this meeting with co-facilitators. Three participants will be from the domestic violence program. Other participants will decide their roles.



Evaluation Form
Practice Session on Meeting Facilitation Skills

1. **What was the most useful part of the workshop for your work?**

2. **Please rate the following using a scale of 0-5 (5 = very helpful and useful)**
Presentations _____
Relevance/usefulness of case studies _____
Handouts _____
Role plays, if used _____
Other comments/ratings:

3. **Please rate trainer's teaching/coaching on a scale of 0-5 (5 = excellent)**
Rating: _____
Comments:

4. **How can the workshop be improved?**

5. **What is one idea you will begin using immediately?**

6. **Other comments.** (Please use the other side of the page for additional comments.)

Thanks!



Appendix A







Handouts for Participants

Skills for Successful Collaborations, by Day Piercy

Mindset for Successful Collaborations Workshop

Objectives:

- **To increase awareness about the mindset required to work collaboratively.**
- **To learn techniques to foster a collaborative mindset.**

| | <u>Program</u> | <u>Time</u> |
|---|--|-------------------|
|  | Welcome, introductions, and overview of the workshop | 20 minutes |
|  | Group brainstorm: Characteristics of successful collaborations | 10 minutes |
|  | The mindset for successful collaboration | 30 minutes |
|  | Case study discussion | 30 minutes |
| | <i>Break</i> | <i>10 minutes</i> |
|  | Techniques for maintaining a collaborative mindset | 65 minutes |
|  | Evaluation and closing Final go around – one idea you gained from this workshop and one idea you are going to use right away. | 15 minutes |

Skills for Successful Collaborations, by Day Piercy

Definition of Collaboration

Two or more organizations working together to achieve an agreed upon goal that each cannot achieve separately.

By sharing knowledge, information, resources, power, and decision making, the organizations work together to achieve a significant, positive impact to:

- Meet the needs of battered women and their children.
- Reduce/eliminate domestic violence.

Characteristics of Successful Collaborations

Skills for Successful Collaborations, by Day Piercy

Characteristics of the Mindset You Need for Successful Collaboration

- ◆ **Vision.** Define your vision and goals – what you want to accomplish to achieve a successful outcome.

- ◆ **Positive Attitude.** Focus on possibilities – what you can do together – while understanding limitations that may exist. Avoid being cynical – don’t decide in advance that nothing can work.

- ◆ **Willingness.** Be willing to create a recommendation, agreement, and/or plan of action with the other parties involved.

- ◆ **Openness.** Be open to being influenced by others. There may be more than one right way. Be neither doormat nor immovable object.

- ◆ **Curiosity.** Maintain a curious/investigating attitude about others’ needs, power, mandates, mission, barriers, and opportunities to move forward. Avoid blaming, “shoulding,” and/or making assumptions about others’ motives and meaning.

- ◆ **Connections.** Look for connections rather than differences – the “fit,” meeting your needs and others’ needs.

- ◆ **Confidence.** See yourself as a significant partner with confidence in your ability to “hold your own” when situations are confusing and complex.

Skills for Successful Collaborations, by Day Piercy

Mindset for Collaboration Case Studies

Case Study #1

The law enforcement committee of the local domestic violence coalition is discussing an idea to develop a safety brochure. The local domestic violence program already has a handout that it uses. Mary (the representative from the local domestic violence program) says in an impatient voice, “We already do that. If you want the information, just call us and ask for it.”

*What is Mary thinking/feeling? What will be the outcome of her response?
What response would work better?*

Case Study #2

The local domestic violence program finds out that at the next coalition meeting, Denise, the Victim Witness Coordinator, is going to announce that a law enforcement committee has been created just for law enforcement officials (no representation of the local domestic violence program). Cynthia (local domestic violence program) calls Denise. When Denise answers the phone, Cynthia says, “How can you be so stupid as to think it would be the right thing to do to form the committee without our participation?”

What is Cynthia’s mindset? How could she have handled this situation more effectively?

Case Study #3

The only transitional housing program in the community does not accept children. It frequently has openings due to turnover. The local domestic violence program has met with the executive director of the housing program numerous times to request a change in the policy to open the doors to battered women and their children. The executive director says that she understands the concern but they just aren’t equipped to handle children. In addition, she is very concerned about the potential for violence if a battered woman lived there and her abuser came after her. She really must think about the safety of other residents in the transitional housing program.

You are staff of the local domestic violence program. How would you respond now?

MINDSET WORKSHOP – HANDOUT #1-5

**Rating Exercise
Mindset Characteristics**

Rate Cynthia’s use of collaborative mindset characteristics in the role play with Cynthia and Denise. Use a scale of 0-3 (3 = effective use of this characteristic).

1. **Vision.** Define your vision and goals – what you want to accomplish to achieve a successful outcome. **Rating:** _____
2. **Positive Attitude.** Focus on possibilities – what you can do together – while understanding limitations that may exist. **Rating:** _____
3. **Willingness.** Be willing to create a recommendation/agreement/plan of action with the other parties involved. **Rating:** _____
4. **Openness.** Be open to being influenced by others. There may be more than one right way. Be neither doormat nor immovable object. **Rating:** _____
5. **Curiosity.** Maintain a curious/investigating attitude about others’ needs, power, mandates, mission, barriers, and opportunities to move forward. Avoid blaming, “shoulding,” and/or making assumptions about others’ motives and meaning. **Rating:** _____
6. **Connections.** Look for connections rather than differences – the “fit” which would meet your needs and others’ needs. **Rating:** _____
7. **Confidence.** See yourself as a significant partner, with confidence in your ability to “hold your own” when situations are confusing and complex.
Rating: _____

Skills for Successful Collaborations, by Day Piercy

How to Maintain a Collaborative Mindset

What are situations that “push your buttons”/make it difficult to maintain a collaborative mindset?







Use the mindset characteristics list to identify situations when it is difficult to maintain this mindset. An example might be: *“When I work with people who don’t understand domestic violence, I feel impatient and frustrated rather than open to possibilities for working together.”*

**How to maintain a collaborative mindset in these situations:
(List at least 3 ideas)**

**Practice Session on
Collaborative Mindset**

Objectives:

- **To apply collaborative mindset principles to collaboration situations.**
- **To practice techniques that foster a collaborative mindset.**

| | Program | Time |
|---|---|-------------------|
|  | Welcome, introductions, and overview of the workshop | 20 minutes |
|  | Applications of collaborative mindset principles | 25 minutes |
|  | Community coalition case study | 40 minutes |
| | <i>Break</i> | <i>10 minutes</i> |
|  | Continue case study discussion | 40 minutes |
|  | How to maintain a collaborative mindset to break through barriers in collaboration situations | 30 minutes |
|  | Evaluation and closing – one idea you gained from this workshop and one idea you are going to use right away. | 15 minutes |

Skills for Successful Collaborations, by Day Piercy

Characteristics of the Mindset You Need for Successful Collaboration

- ◆ **Vision.** Define your vision and goals – what you want to accomplish to achieve a successful outcome.

- ◆ **Positive Attitude.** Focus on possibilities – what you can do together – while understanding limitations that may exist. Avoid being cynical – don’t decide in advance that nothing can work.

- ◆ **Willingness.** Be willing to create a recommendation, agreement, and/or plan of action with the other parties involved.

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- ◆ **Connections.** Look for connections rather than differences – the “fit,” meeting your needs and others’ needs.

- ◆ **Confidence.** See yourself as a significant partner with confidence in your ability to “hold your own” when situations are confusing and complex.

Skills for Successful Collaborations, by Day Piercy

Law Enforcement Committee Case Study

The law enforcement committee of the local domestic violence coalition is discussing an idea to develop a safety brochure. The local domestic violence program already has a handout that it uses. Mary (the representative from the local domestic violence program) says in an impatient voice, “We already do that. If you want the information, just call us and ask for it.”

Frank (from the police department) ignores Mary and says, “We just got some funding to produce a brochure – we would really be the best qualified to coordinate this effort.” Mary realizes that she allowed the situation to push her out of a collaborative mindset and now wants to get back on track in a collaborative mindset.

What can Mary do now? (We will role play this as a group.)

(Discussion question after the role play:)

What is the potential for a successful collaboration?

Community Coalition Case Study

The Chief Judge decides that every judicial district should be active in local community coalitions on domestic violence. He appoints a judge in each district and gives instructions about what he wants them to do in each community.

Paula, the judge in your district, comes to a meeting of your local coalition, explains her priorities, and says that if the coalition isn't interested in incorporating her priorities, she will create a separate coalition.

The coalition wants a united way to work together, so they agree to incorporate what the judge wants to do.

The judge then proceeds to take over the coalition – developing agendas for meetings, preparing the minutes, and sending out notices.

You (local domestic violence program) are the only organization that seems to care. Everyone else is very grateful that someone is taking the initiative to hold the coalition together. But now the coalition just talks a lot and never does much.








1. *As the local domestic violence program, what is your vision for the coalition? Brainstorm ideas in small groups.*
2. *What are the visions of other members of the coalition?*
3. *What is the judge's vision? Brainstorm ideas in small groups.*
4. *What is the common ground among all these visions?*
5. *As the local domestic violence program, what is your strategy to move toward your vision as you work with the coalition?*
6. *What results do you anticipate from this strategy?*

Skills for Successful Collaborations, by Day Piercy

Negotiation Workshop

Objectives:

- **To increase awareness about when to use negotiation, and the mindset required for successful negotiation**
- **To learn and practice a negotiation method**

| | <u>Program</u> | <u>Time</u> |
|---|---|-------------------|
|  | Welcome, introductions, and overview of the workshop | 20 minutes |
|  | Group brainstorm: Characteristics of successful negotiation | 10 minutes |
|  | What is negotiation, and when is it effective to choose to negotiate? | 60 minutes |
| | <i>Break</i> | <i>10 minutes</i> |
|  | Review: Characteristics of the Mindset you need for successful collaboration | 5 minutes |
|  | A Step-by-Step Negotiation Method | 40 minutes |
|  | Assess a Negotiation: Case Study | 20 minutes |
|  | Evaluation and closing – one idea you gained from this workshop and one idea you are going to use right away. | 15 minutes |

Skills for Successful Collaborations, by Day Piercy

Characteristics of Successful Negotiation

NEGOTIATION WORKSHOP – HANDOUT #3-3

The Role of Negotiation

- When you create referral networks or work with others to coordinate services, you negotiate.
- When you work in collaboration, you negotiate.
- Alternatively, when you don't have the power to negotiate an acceptable agreement, you may choose another strategy. The strategy might be to make demands, confront someone, picket or demonstrate, and/or engage in community organizing.
- Sometimes, in order to gain the power to negotiate, or to make progress when negotiation fails, you may use litigation, mediation, or arbitration. This calls in another level of power – mediators, arbitrators, judges, and juries.
- It is important to know how much power you have in any situation, so that you can select the appropriate response.
- Always start with a negotiation strategy, so that you can find out what is possible as a starting point. Be sure that the people who have the power to make a decision and implement it are at the table.
- Always include a way to monitor progress and assess implementation.

Skills for Successful Collaborations, by Day Piercy

NEGOTIATION WORKSHOP – HANDOUT #3-4

Case Studies

Case Study #1

The Victim Witness Coordinator in the County Attorney's office is given the authority to create a law enforcement committee of the local community coalition on domestic violence. The local domestic violence program is not invited to be a member. When they ask, they are told this is just for law enforcement.

How would you respond now if you were the local domestic violence program?

Case Study #2

The Department of Children and Families comes to the local domestic violence program with a proposal that you work together to improve integration of domestic violence and child welfare services.

What information would you need in order to decide whether negotiation is an appropriate strategy?

Case Study #3

The only transitional housing program in the community does not accept children. It frequently has openings due to turnover. The local domestic violence program has met with the executive director of the housing program numerous times to request a change in the policy to open the doors to battered women and their children. The executive director says that she understands the concern but they just aren't equipped to handle children. In addition, she is very concerned about the potential for violence if a battered woman lived there and her abuser came after her. She really must think about the safety of other residents in the transitional housing program.

What would you recommend to the local domestic violence program as a next step?

Skills for Successful Collaborations, by Day Piercy

Characteristics of the Mindset You Need for Successful Collaboration

- ◆ **Vision.** Define your vision and goals – what you want to accomplish to achieve a successful outcome.

- ◆ **Positive Attitude.** Focus on possibilities – what you can do together – while understanding limitations that may exist. Avoid being cynical – don’t decide in advance that nothing can work.

- ◆ **Willingness.** Be willing to create a recommendation, agreement, and/or plan of action with the other parties involved.

- ◆ **Openness.** Be open to being influenced by others. There may be more than one right way. Be neither doormat nor immovable object.

- ◆ **Curiosity.** Maintain a curious/investigating attitude about others’ needs, power, mandates, mission, barriers, and opportunities to move forward. Avoid blaming, “shoulding,” and/or making assumptions about others’ motives and meaning.

- ◆ **Connections.** Look for connections rather than differences – the “fit,” meeting your needs and others’ needs.

- ◆ **Confidence.** See yourself as a significant partner with confidence in your ability to “hold your own” when situations are confusing and complex.

Skills for Successful Collaborations, by Day Piercy

A Step-by-Step Negotiation Method

Q The question – frame the issue/problem as a question
??? How can we.....
??? How do we...
??? What is the best way to...

S The situation – describe, don't judge

W What each wants/needs – NOT the solution

A The answer/solution

A The action plan: What will be done, by whom, by when

A How and when you will assess outcome/commitments/progress

A Step-by-Step Negotiation Method

- Q** The question – frame the issue/problem as a question
??? How can we.....
??? How do we...
??? What is the best way to...
- S** The situation – describe, don't judge
- W** What each wants/needs – NOT the solution
- A** The answer/solution
- A** The action plan: What will be done, by whom, by when
- A** How and when you will assess outcome/commitments/progress

Skills for Successful Collaborations, by Day Piercy

Negotiation Case Study

A group of attorneys has agreed to hold pre-hearing information sessions so that victims of domestic violence will know what to expect in protection order hearings. The Victim Services Committee of your local community domestic violence coalition is discussing where to hold the information sessions.

Committee members have agreed that they need a separate meeting room with babysitting available, a convenient location that is near public transportation. Someone suggests the public library as a meeting place. The domestic violence program advocate reminds the committee that the meeting rooms at the library are a public space. You can't keep anyone out. Perpetrators will be free to come in and that won't be safe for the women.

Someone else says, "You can't keep perpetrators out – an information session must be fair and impartial."

The Child Protection Services worker says, "I also feel it's a problem. We have the same issue of safety in our office. I would like to add to the list of criteria that the location must be safe for victims and that we must uphold the fairness of the judicial process in selecting the place and conducting the information session."

The discussion then focuses on criteria for the meeting place, and the group then selects a location that everyone is comfortable using.

What contributed to the successful negotiation about the meeting place?

Evaluation Form Negotiation Workshop

1. What was the most useful part of the workshop for your work?
2. Please rate the following using a scale of 0-5 (5 = very helpful and useful)
Presentations _____
Relevance/usefulness of case studies _____
Handouts _____
Role plays, if used _____
Other comments/ratings:
3. Please rate trainer's teaching/coaching on a scale of 0-5 (5 = excellent)
Rating: _____
Comments:
4. How can the workshop be improved?
5. What is one idea you will begin using immediately?
6. **Other comments.** (Please use the other side of the page for additional comments.)






Thanks!

Skills for Successful Collaborations, by Day Piercy

**Strategic Thinking
Workshop**

Objectives:

- **To increase skills in strategic thinking.**
- **To increase capacity to use a collaborative mindset.**

| <u>Program</u> | <u>Time</u> |
|---|-------------------|
|  Welcome, introductions, and overview of the workshop | 20 minutes |
|  Collaborative mindset characteristics (review) | 10 minutes |
|  Simulation: A meeting with the judge | 60 minutes |
| <i>Break</i> | <i>10 minutes</i> |
|  Simulation: The next coalition meeting | 65 minutes |
|  Evaluation and closing – one idea you gained from this workshop and one idea you are going to use right away. | 15 minutes |

Characteristics of the Mindset You Need for Successful Collaboration

- ◆ **Vision.** Define your vision and goals – what you want to accomplish to achieve a successful outcome.

- ◆ **Positive Attitude.** Focus on possibilities – what you can do together – while understanding limitations that may exist. Avoid being cynical – don’t decide in advance that nothing can work.

- ◆ **Willingness.** Be willing to create a recommendation, agreement, and/or plan of action with the other parties involved.

- ◆ **Openness.** Be open to being influenced by others. There may be more than one right way. Be neither doormat nor immovable object.

- ◆ **Curiosity.** Maintain a curious/investigating attitude about others’ needs, power, mandates, mission, barriers, and opportunities to move forward. Avoid blaming, “shoulding,” and/or making assumptions about others’ motives and meaning.

- ◆ **Connections.** Look for connections rather than differences – the “fit,” meeting your needs and others’ needs.

- ◆ **Confidence.** See yourself as a significant partner with confidence in your ability to “hold your own” when situations are confusing and complex.

Skills for Successful Collaborations, by Day Piercy

Community Coalition Case Study – for Simulation

The Chief Judge decides that every judicial district should be active in local community coalitions on domestic violence. He appoints a judge in each district and gives instructions about what he wants them to do in each community.

Paula, the judge in your district, comes to a meeting of your local coalition, explains her priorities, and says that if the coalition isn't interested in incorporating her priorities, she will create a separate coalition. The coalition wants a united way to work together so they agree to incorporate what the judge wants to do.

The judge then proceeds to take over the coalition – developing agendas for meetings, preparing the minutes, and sending out notices. You (local domestic violence program) are the only organization that seems to care. Everyone else is very grateful that someone is taking the initiative to hold the coalition together. But now the coalition just talks a lot and never does much.

- *Negotiation #1: A meeting with the judge*
- *Negotiation #2: The next meeting of the coalition*

Simulation: A Meeting with the Judge

Roles

- **The judge (played by 4 participants)**

Instructions:

You will play the role of the judge, so you need to define the judge's needs and interests in the coalition and how you will respond to the domestic violence program that has scheduled a meeting with you to discuss the coalition. You also need to set up the physical arrangements for the meeting.

- **The local domestic violence program (played by 4 participants)**

Instructions:

You will play the role of the domestic violence program that wants to activate the coalition. You have decided to meet with the judge to see if you can negotiate a more active role for the coalition. You need to decide how to handle this meeting. Use the negotiation method (Handout #4-6).

- **Other members of the coalition**

Instructions:

Decide your roles as members of the coalition – what is your organization/affiliation, your vision for the coalition, and your interests and needs in participating. You will be observers of the meeting with the judge. Consider how you would respond to what you are hearing in the role you have selected for yourself.

Skills for Successful Collaborations, by Day Piercy

Simulation: The Next Meeting of the Coalition

Now it's time to prepare for the next coalition meeting. The judge is the chair of the coalition meetings, so participants in the judge role need to decide what to do in the coalition meeting. The domestic violence program's goal is a more active role for the coalition. The domestic violence program needs to decide what to do next based on what was learned in the meeting with the judge. You are free to advocate with other members of the coalition both prior to and during the meeting. Other members of the coalition need to decide how they will participate in the coalition meeting.

- X** You have 15 minutes to prepare for the meeting.
- X** The meeting will be 35 minutes.
- X** We will debrief after the simulation. (*15 minutes*)

Negotiation Steps

- Q** The question – frame the issue/problem as a question
??? *How can we.....*
??? *How do we...*
??? *What is the best way to...*
- S** The situation – describe, don't judge
- W** What each wants/needs – your vision, NOT the solution
- A** The answer/solution
- A** The action plan: What will be done, by whom, by when
- A** How and when you will assess outcome/commitments/progress

Skills for Successful Collaborations, by Day Piercy

Evaluation Form Strategic Thinking Workshop

1. What was the most useful part of the workshop for your work?
2. Please rate the following using a scale of 0-5 (5 = very helpful and useful)
Presentations _____
Relevance/usefulness of case studies _____
Handouts _____
Role plays, if used _____
Other comments/ratings:
3. Please rate trainer's teaching/coaching on a scale of 0-5 (5 = excellent)
Rating: _____
Comments:
4. How can the workshop be improved?
5. What is one idea you will begin using immediately?
6. Other comments. (Please use the other side of the page for additional comments.)







Thanks!

Skills for Successful Collaborations, by Day Piercy

**Meeting Facilitation
Workshop**

Objectives:

- **To increase knowledge about facilitation techniques for effective meetings.**
- **To practice techniques to promote participation, productive discussion, decision making, and action.**

| <u>Program</u> | <u>Time</u> |
|---|-------------------|
|  Welcome, introductions, and overview of the workshop | 20 minutes |
|  Group brainstorm: Characteristics of effective meetings & meeting facilitation | 15 minutes |
|  Mindset for collaboration and facilitation | 20 minutes |
|  Facilitation techniques to foster productive discussion and decision making | 35 minutes |
| <i>Break</i> | <i>10 minutes</i> |
|  How to preplan a meeting to make facilitation easier, and Techniques to move the meeting forward | 65 minutes |
|  Evaluation and wrap up Final go around – one idea you gained from this workshop, and one idea you are going to use right away. | 15 minutes |

Skills for Successful Collaborations, by Day Piercy

Characteristics of Effective Meetings and Meeting Facilitators

EFFECTIVE MEETINGS

EFFECTIVE MEETING FACILITATORS

Characteristics of the Mindset You Need for Successful Collaboration

- ◆ **Proper Facilitation.** Accept your role as facilitator and understand that you are not the decision-maker, boss or rescuer.
- ◆ **Vision.** Define your vision and goals – what you want to accomplish to achieve a successful outcome.
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- ◆ **Willingness.** Be willing to create a recommendation, agreement, and/or plan of action with the other parties involved.
- ◆ **Openness.** Be open to being influenced by others. There may be more than one right way. Be neither doormat nor immovable object.
- ◆ **Curiosity.** Maintain a curious/investigating attitude about others’ needs, power, mandates, mission, barriers, and opportunities to move forward. Avoid blaming, “shoulding,” and/or making assumptions about others’ motives and meaning.
- ◆ **Connections.** Look for connections rather than differences – the “fit,” meeting your needs and others’ needs.
- ◆ **Confidence.** See yourself as a significant partner with confidence in your ability to “hold your own” when situations are confusing and complex.

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Facilitation Mindset Case Studies

Case Study #1

After a lot of discussion, the work group has decided to proceed with four projects. Everyone agrees except Rose, who thinks this is too much to undertake effectively. The group has tried to convince Rose that this is the best way to proceed, and now they are growing impatient with her opposition. Nancy, the facilitator, values Rose’s opinion more than that of anyone else in the group, so she suggests to the group that Rose is probably right. It really is too much work. Then she asks the group, “How do you want to proceed?” No one speaks.

What is Nancy’s mindset as a facilitator? How could she have handled this situation more effectively?

Case Study #2

Brenda is facilitating a meeting, putting ideas on flip chart pages. Julie makes a suggestion, and Brenda says, “Let me summarize what you are saying.” She writes down an idea. Julie says, “That’s not at all what I meant.”

What is Brenda’s mindset? How could she have handled this situation more effectively?

Case Study #3

The community coalition meeting is going around and around, getting nowhere. The county attorney has suggested that they go to the legislature to advocate for funds for drop-in day care so that women will have a place for their children to stay when they come to court. The local domestic violence program responded that this funding had been available, but the state legislature eliminated it 6 years ago. Various coalition members have made comments about the problems with the state legislature, the need for day care, and have described the problems women are facing. No one agrees about what to do. Mindy, the facilitator, grows more and more frustrated. Finally, in desperation, she says, “Okay, there’s no point in discussing this any longer. The state legislature already has taken away this money.”

What caused Mindy’s reaction? How could she have handled this situation more effectively?

Case Study for Participation/Discussion Techniques

In a meeting of the education committee of the local domestic violence coalition, representatives of the police, county attorney's office and judges suggest that they launch a community education initiative on domestic violence.

The representative of the local domestic violence program explains that they (domestic violence program) already are engaged in community education and this would be duplicative. Other committee members respond that there never can be too much community education.

The domestic violence program representative then suggests that training be conducted for those who will be doing community education. The others reply that they don't need any training.

The domestic violence program representative responds that she can't put her stamp of approval on the education program because she doesn't trust what people will say about domestic violence unless they are trained.

The education committee decides to launch the education initiative.

What meeting facilitation techniques could have made this a more productive discussion?

Techniques To Promote Productive Discussion

Discussion questions:

??? *What is our vision for (e.g., services, for this coalition, for this initiative)?*

??? *What are criteria for a good decision?*

??? *What are options for?*

Brainstorming and “Dots” Exercise

For agenda items requiring an initial list of ideas, options, recommendations.

Use Right Brain Activity To Tap Creativity

During the meeting, create some activity that engages participants’ “right brain” in order to tap creativity. For example, ask participants to select a symbol of your goal (e.g., an animal, image, or object). Or give participants materials to create some thing to symbolize a positive outcome or your problem solved.

Participation Techniques

- No one speaks a second time until everyone has a chance to speak once.
- In meetings of fewer than 15 participants, go around the table and ask each person to suggest one idea (or pass if they choose to) or to state an opinion on a subject under discussion.
- Work in small groups for a short period of time – give groups a specific task.
- Use a round robin report back – one idea from each group until all ideas are presented.

To Debate Options and Build Consensus

- One-minute promotion – one option at a time (all who want to promote the option get 1 minute each to promote it; then move to the next option).
- Alternate pro and con 1-minute statements for each option – one option at a time.
- If most are in agreement and a few disagree, ask those who disagree to suggest another option.
- If one or two participants continue to disagree, ask, “Can you go along with the consensus? I’m not asking you to change your position. I’m asking if you are willing to go along with the consensus?”
- Vote by super majority, if it becomes necessary to vote (for groups that do not have consensus decision making).

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Case Study for Brainstorm & Dots Exercise

Tomorrow is the next meeting of the education committee described in Handout #5-5. The agenda is to plan the education initiative. You (the local domestic violence program) are strategizing about what to do in the meeting.

Select an animal, image, or object that symbolizes a successful resolution of the situation with the education committee. (Example of right brain creativity exercise.)

Instructions for Brainstorm and Dots Exercise

This exercise is useful when you want to:

- Encourage participation by everyone and better understand everyone’s opinions about ideas or actions being discussed,
- Test one or more ideas to see if others will select your ideas as priorities,
- Find out what ideas or actions have the greatest support in the group,
- Build consensus, or
- Generate an initial list of ideas that will then be referred to a subcommittee for more discussion and to define options for consideration by the whole group.

The group brainstorm is limited to 15-20 minutes. All ideas are recorded on flip chart paper and there is no discussion of any idea during the brainstorming. (REMEMBER, there is NO discussion of any idea during the brainstorming.)

Following the brainstorm exercise, give each participant 5 “dots” (stationery stores carry these colored “dot labels.”). Participants select their top 5 priorities on the list of items generated in the group brainstorm. (Put one dot next to each of the 5 priorities selected.)

If there are fewer than 15 items on the brainstorm list, use 3 dots instead of 5. Then select the 3 top priorities. Yes, there will be duplicates or similar items on the list. Proceed with the “voting” first. Combine ideas later.

After the “dots” exercise, ask for proposals to combine items. The “rule of combining”: items are combined only if everyone agrees. This rule avoids arguing and discussion during this sorting process. Do not discuss proposals. This is meant to be a fast exercise to determine if there is immediate consensus to combine any items. It’s also a great reminder about respecting differences of opinion.

When the combining exercise is completed, usually 3-5 priorities emerge. You then can refine the priorities and, if there is time, develop a work plan or refer them to committee for further work and move on to the next agenda item.

This brainstorm and dots exercise is an excerpt from *Day’s Tools for Groups*, by Day Piercy, A CreateNet® publication, Copyright 1996. All rights reserved. The publication is available from CreateNet, Inc. 1417 Sadler Road #378 Fernandina Beach, FL 32034.

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MEETING FACILITATION WORKSHOP – HANDOUT #5-9

Exercise on Planning a Meeting

You are a planning committee that has been asked to plan and facilitate the meeting of the education committee (the meeting you have just strategized about as the domestic violence program – the dots exercise).

- Use Handout #5-10 to plan the agenda. (We will walk through this together.)
- Use Handouts #5-6 and #5-8 to help you develop the facilitation techniques you will use.
- Write your agenda on flip chart paper.
- Report back: Each group will have 5 minutes to answer these questions:

?? *What is your agenda for the meeting?*

?? *What techniques will you use? Why? (See Handouts #5-6 and #5-8.)*

?? *How will you move the meeting along? (See Handout #5-11.)*

There will be a prize for the agenda voted most likely to succeed.

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MEETING FACILITATION WORKSHOP – HANDOUT #5-10

Planning a Meeting

Define the desired outcome of the meeting – keep this in focus as you plan the agenda. If, right now, you were at the end of the meeting you are planning, what would have made the meeting a productive use of people’s time and energy?

- List all agenda items in these categories:
 - ✓ Information items:
 - ✓ Brainstorm items (brainstorm only and refer to committee/individual for more work):
 - ✓ Discussion items (refer to committee/individual for more work):
 - ✓ Decision items:
 - ✓ Next steps:
- Decide what items must be covered. Create a time allocation for each item to ensure that you have time for all items. Develop a written agenda with the items and time allocations.
- Define meeting roles and who will fill them.
- Decide what information people need in advance to make this a productive meeting.
- Define meeting logistics and who will handle them (e.g., place/equipment, refreshments, and meeting notice & agenda/materials to participants).
- Next steps: Define tasks you know in advance will need to be assigned. (Add others at the meeting as you proceed, and summarize at the end of the meeting.)

Techniques To Move a Meeting Forward

- Written, timed agenda – keep referring to it and proposing to move along as the time limit nears.
- Introduce agenda items by defining the desired outcomes (e.g., provide information, brainstorm ideas and refer to committee, discuss committee work/send back to committee, make a decision.)
- Send to committee/small group for further development.
- If the group gets stuck on one item, proceed to the next item and come back to the stuck place later in the meeting. Make sure you return to the item later.
- Pay attention to the group's energy - you will see when the group is ready to move ahead.
- Respond firmly to any disruptions. Avoid blaming or personal attacks.
- If someone persists in disrupting the meeting, ask the group to decide - to move on or deal with the issue being raised.

Evaluation Form Meeting Facilitation Workshop

1. What was the most useful part of the workshop for your work?
2. Please rate the following using a scale of 0-5 (5 = very helpful and useful)
Presentations _____
Relevance/usefulness of case studies _____
Handouts _____
Role plays, if used _____
Other comments/ratings:
3. Please rate trainer's teaching/coaching on a scale of 0-5 (5 = excellent)
Rating: _____
Comments:
4. How can the workshop be improved?
5. What is one idea you will begin using immediately?
6. Other comments. (Please use the other side of the page for additional comments.)

Thanks!






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MODULE #6 - HANDOUT #6-1

**Practice Session on
Meeting Facilitation Skills**

Objectives:

- **To increase meeting facilitation skills.**
- **To apply facilitation techniques to promote participation, productive discussion, decision making, and action.**

| | Program | Time |
|---|--|-------------|
|  | Welcome, introductions, and overview of the workshop | 20 minutes |
|  | Mindset for successful collaborations, and Facilitation mindset (review) | 20 minutes |
|  | Meeting simulation | 60 minutes |
|  | Simulation debriefing | 35 minutes |
|  | Evaluation and closing Final go around – one idea you learned and one idea you are going to use right away. | 15 minutes |

 *Note:* This module is shorter in length to accommodate a three-day training program. Time is available to reflect on the entire training program and to develop an action plan for returning to everyday work.

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PRACTICE SESSION ON MEETING FACILITATION SKILLS – HANDOUT #6-3

Planning a Meeting

Define the desired outcome of the meeting – keep this in focus as you plan the agenda. If, right now, you were at the end of the meeting you are planning, what would have made the meeting a productive use of people’s time and energy?

- List all agenda items in these categories:
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The domestic violence program representative responds that she can’t put her stamp of approval on the education program because she doesn’t trust what people will say about domestic violence unless they are trained.

The education committee decides to launch the education initiative. At the next meeting they will discuss ideas about what should be included in the initiative.

The agenda for the meeting includes these items:

- Introductions and announcements
- Suggestions for the education initiative
- Next Steps

We will simulate this meeting with co-facilitators. Three participants will be from the domestic violence program. Other participants will decide their roles.

Appendix B

Overheads for Trainers

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A Step-by-Step Negotiation Method

- Q** The question – frame the issue/problem as a question:
How can we.....?
How do we...?
What is the best way to...?

- S** The situation – describe, don't judge

- W** What each wants/needs – NOT the solution

- A** The answer/solution

- A** The action plan: What will be done, by whom, by when

- A** How and when you will assess outcome/commitments/progress

ORDER FORM

Building Comprehensive Solutions to Domestic Violence TRAINING CURRICULA

In an effort to enable domestic violence organizations to play a broader collaborative effort in the community, the Building Comprehensive Solutions to Domestic Violence initiative of the National Resource Center on Domestic Violence has developed three training curricula for the staff of grassroots domestic violence organizations. The three curricula are interrelated and build on each other, although each can stand alone as a teaching unit. Each curriculum contains an introductory discussion of the material, a suggested schedule, material to be copied as transparencies for overhead projectors, handouts to be duplicated for participants, and substantive discussion of each section for the trainer.

_____ **Copies of Introduction to Policy Advocacy and Analysis by Jill Davies.** x \$20.00 = \$ _____

This curriculum provides both a theoretical approach to systemic advocacy and basic hands-on tools to help advocates better prepare for their work with systems.

_____ **Copies of Outreach to Underserved Communities by Sujata Warriar.** x \$20.00 = \$ _____

This curriculum addresses the issue of diversity and offers a planning process to create quality responses for battered women from diverse communities.

_____ **Copies of Skills for Successful Collaborations by Day Piercy.** x \$20.00 = \$ _____

This is a skills-building curriculum in negotiation, collaborative mindset, strategic thinking, and meeting facilitation.

TOTAL \$ _____

NAME _____

ORGANIZATION _____

MAILING ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

PHONE _____ EMAIL _____

PAYMENT METHOD:

Check or Money Order

Please make payable to: National Resource Center on Domestic Violence

VISA or **MASTERCARD**

Account Number _____ Exp. Date _____

Authorized Signature _____



MAIL THIS FORM ALONG WITH YOUR PAYMENT TO:

National Resource Center on Domestic Violence
6400 Flank Drive, Suite 1300
Harrisburg, Pennsylvania 17112-2791