

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 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.

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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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