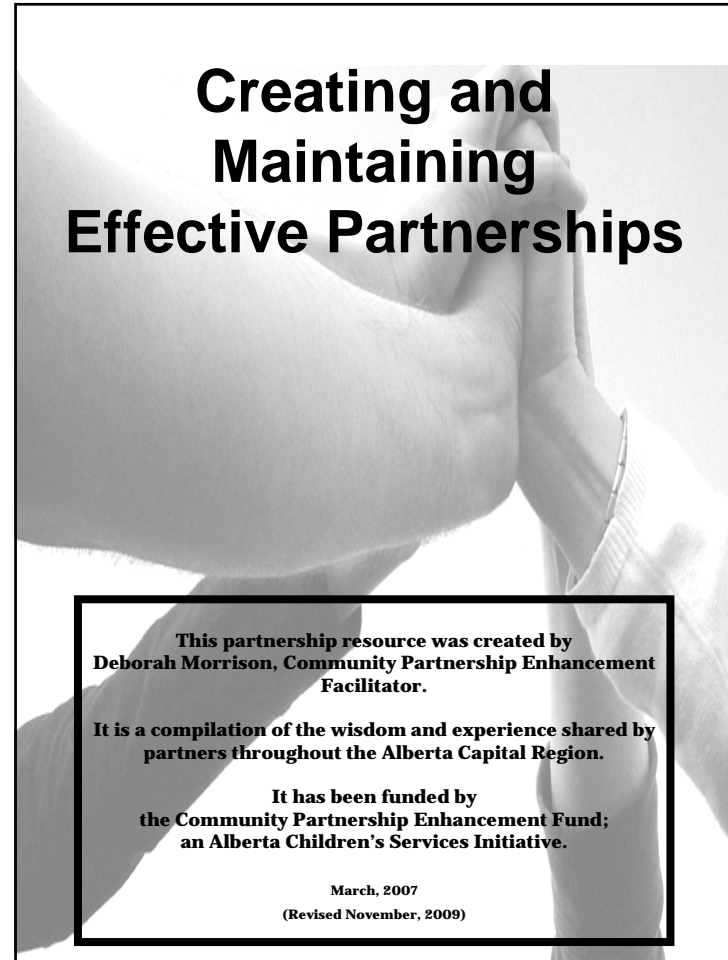


# Creating and Maintaining Effective Partnerships

**Deborah Morrison, Regional Facilitator**

**Community Partnership Enhancement Forum  
Alberta Capital Region**



# Creating and Maintaining Effective Partnerships

**This partnership resource was created by Deborah Morrison, Community Partnership Enhancement Facilitator.**

**It is a compilation of the wisdom and experience shared by partners throughout the Alberta Capital Region.**

**It has been funded by the Community Partnership Enhancement Fund; an Alberta Children's Services Initiative.**

March, 2007  
(Revised November, 2009)

# Creating and Maintaining Effective Partnerships

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# Creating and Maintaining Effective Partnerships

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# COMMUNITY PARTNERSHIP ENHANCEMENT FORUM

An Initiative of Alberta Children's Services

## Background

Alberta Children's Services recognized:

- Community engagement in the provision of community based supports as a significant factor in helping children, youth, families and communities to grow strong, healthy and resilient.
- Coordinated and collaborative partnerships between Child and Family Services Authorities (CFSA), and Family and Community Support Services (FCSS) are essential to strengthening the community.

The Community Partnership Enhancement Forum (CPEF) was established in 2003 to assist regions with community engagement and strengthening community based strategies.

In Region 6, the CPEF committee has determined the funds will be used for developing sustainable community based strategies that will increase the degree and depth of partnership work and common understanding among FCSS and CFSA staff and partner organizations.



COMMUNITY PARTNERSHIP ENHANCEMENT FORUM  
An Initiative of Alberta Children's Services

## Structure

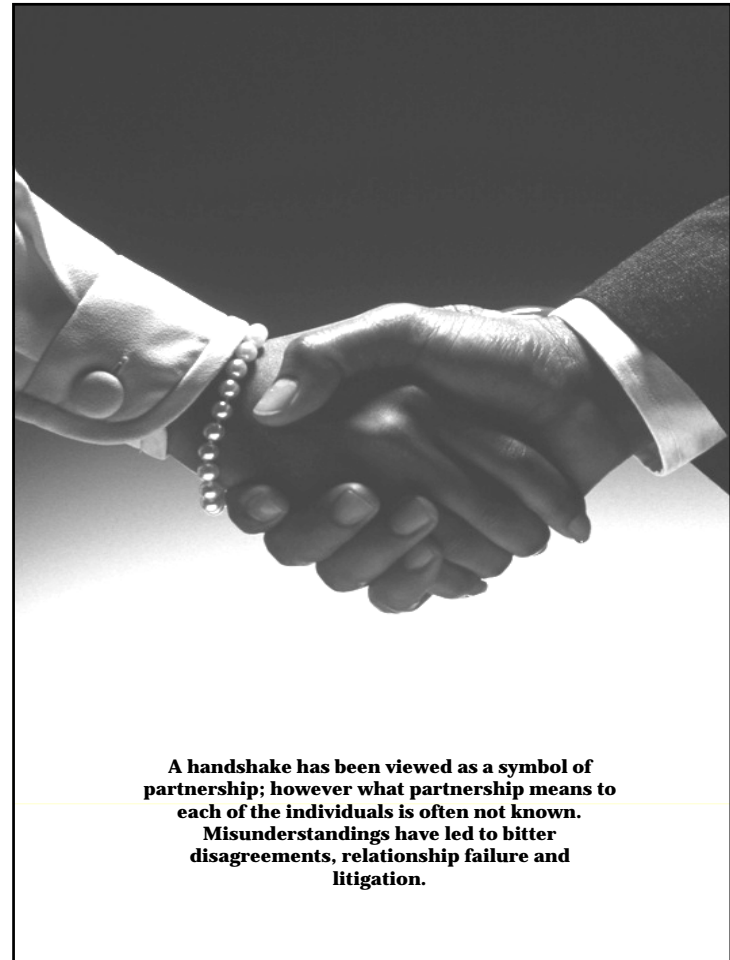
- A regional committee made up of Edmonton Evergreen FCSS (Family and Community Support Services) programs and Region 6 CFSA (Child and Family Services Authority) representatives was established.
- It's vision is to create a sustainable partnering relationship – the intent is to build long term relationships, which will result in improved service delivery to children and families.
- The regional committee is responsible for the fund allocation process and for reporting to the province.
- Local area networks are the vehicle for groups to come together to strengthen relationships . Proposals for enhancing partnerships towards the improvement of services to children and families are funded. All are collaboratives which include FCSS and the CFSA as partners.
- Community mapping is being supported as a vehicle to assist local area networks in planning together more effectively. There are 16 local planning tables.
- A regional Facilitator was hired to support local area networks in their work to strengthen partnerships.



## “PARTNERSHIP”

### Definitions

- **The relationship between two or more people or organizations that are involved in or share the same activity.**
- **Cooperation between people or groups working together.**
- **An organization formed by two or more people or groups to work together for some purpose.**



**A handshake has been viewed as a symbol of partnership; however what partnership means to each of the individuals is often not known. Misunderstandings have led to bitter disagreements, relationship failure and litigation.**

**"PARTNERSHIP"**

**An orchestra is an example of a multi member partnership within which each member has a distinct role and set of skills and abilities. Each can instantly see how they are contributing to the success of the work. Their unique roles, skills and abilities are all valued by the entire membership and seen as essential to their success.**



**"PARTNERSHIP"**

**A team is an example of a partnership where, depending on the philosophy utilized by the coach, players may or may not get equal playing time; the best skilled players may or may not be on the field together; etc. If the coach does not articulate his strategy and get buy-in from the players, dissension could occur among the members.**



### Kinds and degrees of partnerships

▪ **Communication**

Two or more groups/agencies share interagency information about their services, trends and mandates.

An example of a communication partnership is a regular interagency meeting.

▪ **Cooperation**

Two or more groups/agencies with common interests share expertise and resources to achieve joint goals.

For example, a Family Resource Centre may partner with an Aboriginal agency to deliver a culturally appropriate program.



### Kinds and degrees of partnerships

(cont'd)

▪ **Coordination**

Two or more groups/agencies coordinate their resources and activities to reduce duplication, maximize their resources and achieve more effective results.

For example: One agency is viewed as having specific expertise such as "mentoring". Others who wish to have a mentoring component to their program would partner to some degree sharing staff, training and meet regularly resulting in a coordinated service.

▪ **Collaboration**

Two or more groups/agencies develop a shared vision and are equally responsible for all aspects of planning, program implementation and evaluation. There are very few "true" collaborations.

For example: Partners for Kids and Youth; Mental Health, the CFSA, FCSS and Capital Health are working together to plan and implement a program. They hired a coordinator and one staff from each of the partners has been seconded.



**Regarding Equality and Equity**

**Sometimes we believe partnership connotes equality; not so. People have different roles, authority and levels of accountability within their own systems as well as in partnerships. The Municipal Government and the Provincial Government have institutional practices and legislative requirements which govern their participation. Non-profit organizations must respect their bylaws. What is important to partnerships is that we know what these practices, legislative and policy requirements are.**



**When community leaders got together to discuss partnership they concluded that partnerships can be likened to primary relationships**

**"Getting to know each other" is like "dating":**

- **We ask few questions.**
- **Use intuition.**
- **Often wish to demonstrate respect and trust by not interrogating the other but by observing him/her.**
- **We focus on what we have in common; not our differences.**



Then comes "marriage":

Many times we get to the altar not having discussed the important issues. We are surprised to learn that our partner expected some changes once we had signed on the dotted line, such as we'd go to both families together during holidays rather than each of us going to our own as had been the practice previously.

OR

When the first child is born, suddenly we are learning fascinating things about each other such as he expected she would go back to work a year after the baby was born and she had always known she wanted a second child within 2 years and would stay home full time until the second child was school aged.



***Being in partnership is all about relationship***

### **Most important aspects of partnerships / relationships**

- **State your expectations clearly; just as there are many types of primary relationships, there are many types of partnerships.**
- **All types of relationships can be healthy as long as each partner understands what is expected and agrees to meet the expectations.**
- **Unlike marriage it is permissible to have many different kinds of partnerships on the go at once.**
- **Document a plan for success and revisit it regularly to ensure you are on track and that expectations are being met.**
- **It is possible that partnerships can begin one way and grow into another type.**
- **Keep communication open.**



## IDENTIFYING THE PURPOSE OF THE PARTNERSHIP

- What is the reason for the partnership?
- Be assured that this partnership will enhance the mutual goals of the partners
- Shared vision
- Common goals
- Desire to work together
- To know this we must review the needs and strengths of each partner as well as the target population



## PARTNERSHIP REPRESENTATION

### **Personal attributes of an effective partnership representative**

- Patience
- Unconditional regard for others
- Confident in one's abilities
- Comfortable with one's role as a representative of your organization
- Value group process



**Skills required to be  
an effective member of a partnership**

- **Good communicator**
- **Ability to motivate others**
- **Planning knowledge and skills**
- **Decision making skills**
- **Knowledge about group process**
- **Conflict resolution skills**
- **Good knowledge of your organization and the population served**



See Appendix "E"

Worksheet: Partnership Membership and Representation

**What employers can do to  
support partnership work**

- **Identify partnership work as a legitimate part of a job description and provide the time to do it.**
- **Hire people skilled at working in partnership.**
- **Ensure the person you choose to represent the organization has the skills and knowledge to do so.**
- **Clarify the level of decision-making authority the representative has while at the partnership table.**
- **Demonstrate support for the partnership work among the staff team.**



## PLANNING TOGETHER

- **Planning together demonstrates commitment.**
- **Develop a set of shared principles, partnership agreement, logic model, strategic plan and/or action plan together.**
- **Minimally, include roles, responsibilities, expected outcomes and indicators of success.**
- **Create communication plan – indicate how you will communicate with each other on a regular basis throughout the initiative.**



## PLANNING TOGETHER

### Components of an effective partnership agreement

(from this list choose the items you agree need to be included in your agreement)

- **Background/Statement of Need**
- **Goals**
- **Shared principles and values**
- **Strategy**
- **Rationale**
- **Expected Outcomes**
- **Commitment of each Partner**
  - **Including role of banker/host, financial management procedures, legal liability, staff, space, representation**
- **Structure of Partnering Organizations**
- **Decision Making Procedure**
- **Communication Plan**
- **Conflict Resolution Plan**
- **Activities**
- **Timeline**
- **Evaluation**
- **Reporting Accomplishments**



### Components of the agreement between Braemar School (EPSB) and Terra Centre

- **Statement of Need**
- **Strategy**
- **Rationale**
- **Partnership Goals**
- **Commitment of each Partner**
  - **Braemar School, Terra Association and Joint Commitments**
- **Structure of Partners**
- **Decision Making**
- **Communication Plan**
- **Conflict Resolution Plan**
- **Keeping Track of the Progress**
- **Reporting Accomplishments**

(See Appendix "A": Partnership Agreement Between Braemar School & Terra Centre)



### A Logic Model

Shared Vision

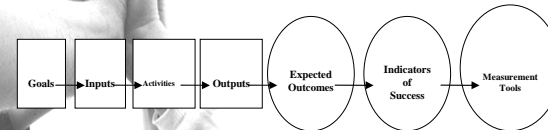
Shared Mission

Program Name

Statement of Need

Strategy

Rationale



### Logic Model definitions

Agency Vision	Desired social condition
Agency Mission	Your unique role in working towards the desired social condition
Statement of Need	Problem statement, description of the situation you wish to change
Strategy	The approach(es) you will use to meet this need/change this problem
Rationale	An explanation of why you believe this approach will work
Goals	A general statement of what you are attempting to achieve
Inputs	Resources dedicated to the program
Activities	Specific ways/actions you will use to work towards your goals
Outputs	The direct product of your activities, usually measured by volume of work accomplished
Expected Outcomes	Statements which describe the difference your intervention will make in the short term, intermediate and long term
Indicators of Success	Concrete things you can see or hear, which provide evidence that you are achieving your outcomes – often referred to as performance measures
Measurement Tools	Means by which you collect information to measure your success

## IMPLEMENTATION OF THE PROJECT / STRATEGY

- Hold regular meetings as per communication plan.
- Review progress of program and partnership.
- Identify issues arising, potential challenges, successes.
- Resolve issues, challenges, celebrate successes.



### Tips for maintaining a healthy partnership

- Ensure every meeting agenda includes 2 sections: 1 for project progress and one for partnership progress.
- Chose a consistent chairperson and minute taker.
- Practice your conflict resolution strategy before a conflict occurs.
- When a member is leaving the partnership and being replaced, take the time to honor the person leaving by marking their departure; identify their strengths they brought to the table that will be missed. When the new person joins; welcome them, ensure they get an orientation and ask them to identify the strengths and interests they bring to the table.
- Ensure an agenda is sent out prior to the meeting and notes/minutes are taken at every meeting. Highlight actions agreed to and name the person responsible for each.
- Set partnership meeting dates well in advance.
- Twice a year insert a team building activity into the agenda or hold a separate event.
- Review the plan each quarter to ensure you are on track.



### ONGOING EVALUATION OF THE PARTNERSHIP AND THE PROJECT

- Regular assessment of program success as well as partnership success is essential.
- Demonstrate accountability to one and other.
- Ensure evaluation considers both outcomes and process.
- Evaluation questions should be based on indicators of success included in the plan.



### Outcome evaluation considerations

**Benefits for partners, ie:**

- improved knowledge
- changes in behaviour
- improved skills
- increased access
- increased ability to meet organizational goals

(See Appendix "C": Community Partnership  
Outcome Evaluation)

**Benefits for children, youth and families, ie:**

- improved access
- improved knowledge
- improved skills
- improved behaviour
- increased ability to meet needs



### Process evaluation considerations

- Pooling of resources – how is it going?
- Changes in communication strategies.
- Power differentials; have they changed?
- Leadership.
- Change in Representation.
- Conflict management. (See Appendix "I": Worksheet:  
Conflict Resolution)
- External factors that have influenced the partnership.
- Evaluation will vary depending on what the  
partnership is interested in measuring.



## PARTNERSHIP CHALLENGES

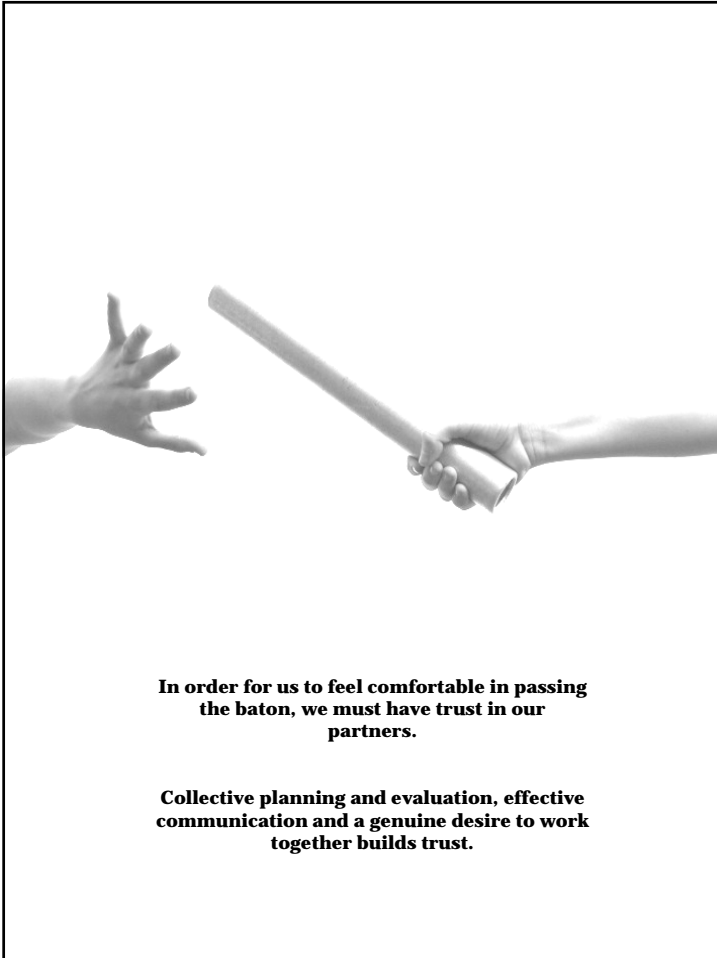
- **Funder requirements.** Sometimes organizations are partnering because they have been told to, not because they see the benefit.
- **Ethical dilemma.** Sometimes staff are required to partner and they don't have the skills, abilities or interest in doing so.
- **The "cost" of partnering.** Staff often complain that the time and resources required for partnering are not recognized by the organization or the funder.
- **Sustaining commitment at every level of the organization.** Occasionally the commitment of an organization to a partnership is based on the strong interest of a specific representative. If he or she leaves the commitment is reduced.
- **Power inequality.** This is often related to the fact that one partner must be the "banker" which requires more liability and risk than the other partners.
- **Conflict is tough.** We often want to avoid it.
- **Staff turnover.** Changes in partnership membership usually cause a set back.



## BENEFITS OF PARTNERING

- Resources go further
- Less duplication
- Children, youth and families get services they need through a coordinated and integrated community based approach
- Members benefit from skills and abilities of other members







**In order for us to feel comfortable in passing the baton, we must have trust in our partners.**

**Collective planning and evaluation, effective communication and a genuine desire to work together builds trust.**


**Deborah Morrison**  
Regional Facilitator, Community Partnership  
Enhancement Forum

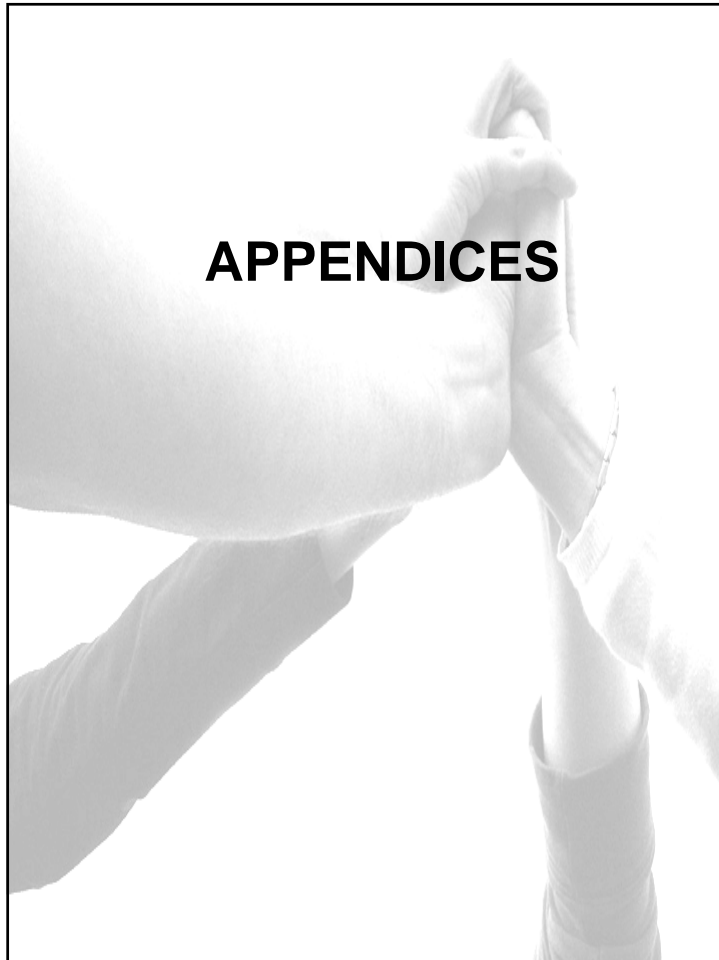
**Edmonton Evergreen FCSS**  
&  
**Region 6 CFSA**

 Family & Community Support Services  
Edmonton - Evergreen FCSS

 Edmonton & Area  
Child & Family Services Region 6

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## Appendix "A"

### Partnership Agreement Braemar School (EPSB) and Terra Centre December 19, 2006

- **Statement of Need**
  - Pregnant and parenting teens face challenges in completing their education
  - 60% live independently, they do not have family support
  - 80% have identified educational needs
  - All students have interrupted education
  - 40% of student population are aboriginal
  - The majority live in poverty, which contributes to instability
  - Pregnant and parenting teens are socially stigmatized and isolated.
  - Lack life skills and social skills
  - Do not have access to safe, consistent, affordable, quality childcare
  - Generational poverty and generational teen parenting is common with this population
  - Children born to teen parents are at higher risk for abuse and neglect due to lack of parenting skills
  - Children born to teen parents and their mothers are at higher risk for health issues, addictions
  - Often children born to teen parents are delayed in meeting developmental milestones
  - Teen parents face challenges in accessing funds to go to attend school.
- **Strategy**
  - Braemar School (EPSB) and Terra Centre work together to provide an opportunity for pregnant and parenting teens to work toward completing their high school education in a supportive environment.
  - Individual wrap around services are provided to students and their children to meet academic, health, social, emotional and physical needs
  - Onsite consistent affordable quality child care is available
- **Rationale**
  1. In order for pregnant and parenting teens to meet their goals they need access to the resources of each partner (Terra and Braemar)
  2. The partners have a 35 year history of meeting the needs of pregnant and parenting teens in Edmonton
  3. Each partner respects the expertise of the other partner and draws upon it to the benefit of the students.
  4. Research has demonstrated that a trusting relationship is an essential component to students wanting to stay in school. Braemar and Terra staff work intentionally to build such relationships with students.
  5. The program at Braemar School has been recognized nationally.
  6. Education is as a primary goal for Terra which is congruent with Braemar.
- **Partnership Goals**
  - Pregnant and parenting teens will achieve their academic goals
  - Pregnant and parenting teens will be more effective parents
  - Improved family functioning
  - Children feel safe, happy and healthy
  - Children experience optional development

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## Partnership Agreement Braemar School (EPSB) and Terra Centre

### • Commitment of Each Partner

#### ➤ Terra

- Childcare services
- Individual counseling, Prenatal and postnatal support
- Parent info and support
- Home visitation
- Housing support (referrals and access to Hope Terrace)
- Support to secure funding
- Community referrals
- Collective Kitchen
- Parent support group
- Early childhood literacy program
- Distribution of food: donated food made available to students
- Provision of nutritious meals
- Parenting classes/team teaching with Braemar staff
- Monthly Well Child Clinic
- Clothes closet (access to donations of clothing for children and students)
- Volunteer services
- Scholarship

#### ➤ Braemar School (EPSB)

- Classroom instruction
- Full compliment of high school curriculum
- Career counseling
- Free breakfast program
- Funding support
- Free onsite tutoring
- Coordinate prenatal program
- Coordinate medical team (onsite space/facility)
- Individual advocacy
- Small classes
- Differentiated instruction
- Monthly progress reporting

#### ➤ Joint Commitment

- Weekly advocate meetings
- Moving Forward (delivery of smoking cessation program)
- Joint Parenting class
- Student Orientation
- Extracurricular activities
- Build/maintain trusting relationships with each other
- Commitment to Best Practices
- Dedicated advocacy for pregnant and parenting teens

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## Partnership Agreement Braemar School (EPSB) and Terra Centre

### Expected Outcomes

Students achieve academic goals

Students achieve personal goals

Children achieve developmental milestones

Parenting skills have improved

### Indicators

Students report that they have achieved academic goals

Students report that they have achieved academic goals

Course completion  
Diploma completion rates  
Nippising results demonstrate developmental milestones are achieved

CDI and Nippising results demonstrated

### Structure of Partners

#### Braemar School

Board  
Superintendent  
Principal Braemar  
Advocates  
Coordinator  
Teachers  
Closest  
Academic Support Staff

#### Terra

Board  
Executive Director Terra  
Management. ECS Senior Management  
CFSC Volunteer Co-

(Staff) (Volunteers) (Volunteers + Clothes)

#### ➤ Decision making:

- Advocate group (both Terra and School staff) make decisions re: students and processes.
- Decisions related to policy issues within systems are made by E.D. or Principal and their respective boards.
- Childcare Centre decisions are made by Childcare Centre staff
- Decisions are trusted
- The Terra ED and Principal of Braemar meet regularly to identify trends, issues and update each other

#### ➤ Communication Plan

- Annual meeting of all staff at school start up in September
- Photo directory at start up
- Conduct tour of Terra for school staff
- Share Terra Talk (internal newsletter) with school staff, add Braemar update column
- ED reports to Terra board on monthly basis on strategic plan progress and other items of interest
- Principal provides results review to Board annually and annual Budget review
- Summarized results will be shared with Terra staff as well Board
- Monthly meetings with teaching staff and 5 day PD staff meetings
- Terra has monthly all staff meetings
- Principal will attend Terra staff meeting annually and Childcare Centre unit meetings annually
- Terra programs host unit meetings on monthly basis
- Communication occurs informally as needed
- Weekly Advocate meetings between school staff and Terra counseling staff

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## Community Partnership Committee Outcome Evaluation

### Partnership Assessment

This assessment tool has been designed to measure the success of the Community Partnership Enhancement work we are undertaking. All committee members will be asked to complete this assessment annually so we can track improvement. This first assessment will be used to provide a base line from which to assess change.

Name \_\_\_\_\_ Organization \_\_\_\_\_ Date: \_\_\_\_\_

Please assess yourself on the following items by indicating 1 – 10, 1 being poor and 10 being excellent	1	2	3	4	5	6	7	8	9	10	Don't know
Knowledge of human services available to children, youth and families in our region/community											
Communication with other service providers within our region/community											
Cooperation with other service providers within our region/community											
Collaborative approach to service delivery within our region/community											
Planned approach to service delivery with other service providers											
Ability to rely on other service providers to follow through											

Please explain what you believe to be the most valuable aspect of meeting regularly with other service providers in your community.

\_\_\_\_\_

\_\_\_\_\_

Thank you for participating in the evaluation of the Community Partnership Committees' work.

## Magic Carpet Ride Community Partnership Survey

Calgary Learning Centre  
3930 – 20 Street S.W.  
Phone: (403) 686-9300  
Fax: (403) 686-0627  
Toll free: 1 800 686-9300

Date: \_\_\_\_\_

Name of School / Agency / Organization: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

**1. Please check the appropriate answer:**

	Yes	Somewhat	No
Has our partnership facilitated access to services for the families MCR is intended to serve?			
Has our partnership increased awareness of literacy services in the community available to the families MCR is intended to serve?			
Were your roles and responsibilities clearly defined?			
Were the Calgary Learning Centre's MCR roles and responsibilities clearly defined?			
Did all partners fulfill their responsibilities and obligations?			
Was the communication between partners clear and effective?			



## Brief Partnership Assessment

Using the kinds/degrees of partnerships presented decide which one describes the partnership

Yes	No	Ask yourself...
		Was any thought given to identifying required skills and personal attributes of members
		Is there a strategic/program plan in place?  If "no", check off the components you believe you need in your plan. (See: "A Logic Model", page 24)
		Is there a partnership agreement in place?  If "no" check off the components you believe you need in your agreement. (See "Components of an effective partnership agreement", page 22)



If you answered "no" to any of the three questions, it would be a good idea to start there.

## Ingredients for a Healthy Partnership

- Know yourself
- Desire to work together
- Shared vision and
- Common expected outcomes
- Cooperation
- Accountability
- Commitment
- Leadership
- Flexibility
- Shared decision making
  
- Practice
- Constructive means of resolving conflict practice
- Low stakeholder turnover
- Trust



## Appendix "H"

### EVOLVING LIST OF RESOURCES ON PARTNERSHIP

#### Resources available online

- Alberta Community Development and Wild Rose Foundation (2001). *Working in partnership, Recipes for success*. [http://www.cd.gov.ab.ca/building\\_communities/volunteer\\_community/resources/partnership\\_kit/index.asp](http://www.cd.gov.ab.ca/building_communities/volunteer_community/resources/partnership_kit/index.asp)
- Canadian Institute for Environmental Law and Policy (2005). *Partnerships for sustainability, how to make a partnership work*. <http://cieiap.org/pdf/shortchecklist.pdf>
- Centre for the Advancement of Collaborative Strategies in Health, New York Academy of Medicine. *Pathways to Collaboration*. <http://www.pathwaystocollaboration.net/>
- Partnership self-assessment tool. <http://www.cacsh.org/psat.html>
- Coming together: Building collaboration and consensus* <http://www.communitycollaboration.net/index.htm>
- Department of Justice Canada (2002). *Partnership Study, National Strategy on Community Safety and Crime Prevention, Phase II* <http://canada.justice.gc.ca/en/ps/eval/reports/02/cppartner/toc.html>.
- Frank, F. & Smith, A. (2000). Human Resources Development Canada, *The Partnership Handbook* <http://www.hrsdc.gc.ca/asp/gateway.asp?hr=en/epb/sid/cia/partnership/handbook.shtml&hs=cyd>  
This document outlines what community-based partnerships are and how to make them effective. Includes tools and tips to enhance and advance partnerships.
- Health Canada (1998). *Building Partnerships for Health: Lessons learned*. [http://www.hc-sc.gc.ca/fn-an/nutrition/pol/building\\_partnerships-creation\\_partenariats\\_e.html](http://www.hc-sc.gc.ca/fn-an/nutrition/pol/building_partnerships-creation_partenariats_e.html)  
Intersectoral partnerships to develop nutrition policy
- Health Canada (1994). *Intersectoral Action Toolkit, The cloverleaf model for success*, <http://www.dietitians.ca/resources/ISA-TOOLKIT-eng.pdf>
- Laker, R. (1997). *Medicine and Public Health: The power of collaboration* (Monograph prepared for the Centre for the Advancement of Collaborative Strategies in Health). <http://www.cacsh.org/pdf/MPH.pdf>

Reprinted With Permission from: "Should We Dance", a resource for effective partnering; Prepared by Ann Goldblatt, based on discussions from the Partnership Dialogue, Edmonton, 2007

## Appendix "H" (cont'd) Evolving List of Resources on Partnership

- Nuffield Institute for Health (2003). *Assessing strategic partnership, The partnership assessment tool*. [www.nuffield.leeds.ac.uk/downloads/pat.pdf](http://www.nuffield.leeds.ac.uk/downloads/pat.pdf).
- Ontario Prevention Clearinghouse, *Dynamic partnerships* (Revised 2003). <http://www.opc.on.ca/english/index.htm>  
This document provides reflections, references and resources about partnerships.
- And
- Factors influencing the success of collaborations*, from Amherst H. Wilder Foundation, *Collaboration: What makes it work?* by Paul Mattessich and Barbara Monsey (1992) [http://www.opc.on.ca/english/our\\_programs/hlth\\_promo/resources/collaboration/factors.htm](http://www.opc.on.ca/english/our_programs/hlth_promo/resources/collaboration/factors.htm)
- Prince's Trust (2005). *Making partnerships work*.  
Access report through <http://www.princes-trust.org.uk/Main%20Site%20v2/common%20cause.asp>
- Skage, Sharon, *Building strong and effective community partnerships, A manual for family literacy workers*. Edmonton: Family Literacy Action Group of Alberta, 1996. <http://www.nald.ca/CLR/partner/cover.htm>
- Tamarack – An institute for community engagement, *Learning Centre -- Communities collaborating* <http://tamarackcommunity.ca/g3s8.html>
- Taylor-Powell, E., Rossing, B., & Geran, J. (1998), University of Wisconsin-Extension, *Evaluating collaboratives, reaching the potential*, <http://learningstore.uwex.edu/Evaluating-Collaboratives-Reaching-the-Potential-P1032C238.aspx> [This is a 190 page document]
- The Sustainability Network, *Planning guide – Developing partnerships*,  
This step-by-step site will assist you to identify the benefits and the possible disadvantages of partnerships, decide whether or not to develop partnerships with others, and identify organizations to consider. Includes examples and links. <http://www.toolsofchange.com/English/PlanningGuide/default.asp?Section=Partners>

Reprinted With Permission from: "Should We Dance", a resource for effective partnering; Prepared by Ann Goldblatt, based on discussions from the Partnership Dialogue, Edmonton, 2007

**Worksheet:**  
**Conflict Resolution**

A record of conflict is valuable to demonstrate progress in solving them and for a historical record.

Date	Type of Conflict	Process used to Address Conflict	Resolution