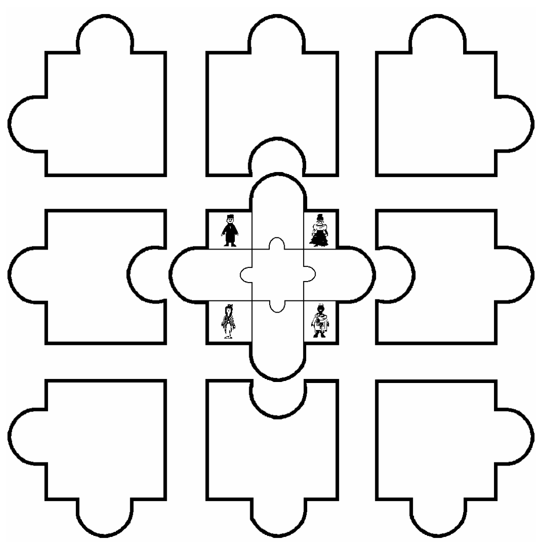
BUILDING NGO/CBO CAPACITY

For

ORGANIZATIONAL OUTREACH



MANAGEMENT AND TRAINING DESIGN TOOLS

FOREWORD

This series of training manuals, designed to enhance the overall management and operational effectiveness of non-governmental and community-based organisations, coincides with the launch of the United Nations Centre for Human Settlements (UNCHS) Global Campaign on Urban Governance. The theme of "inclusiveness," reflecting the Campaign's vision and strategy, is deeply embedded in the concepts and learning strategies covered by these manuals. While they have been planned and written to serve the developmental needs of non-governmental and community-based organisations, their leadership, and staff, they can easily be adapted to serve the needs of smaller local governments as well.

There is growing evidence and increased recognition of several values that define and frame the urban governance agenda for the new century and millennium. The first, inclusion, has already been introduced but bears repeating. Those local governments and communities that want to be on the leading edge of social and economic change must recognise the importance of including everyone, regardless of wealth, gender, age, race or religion, in the process of forging decisions that affect their collective quality of life. This commitment must then be infused into the very heart of their operating culture.

The second recognition involves shared leadership that cuts across the spectrum of institutional and community fabric. This means, among other things, that non-governmental and community-based organisations (NGOs/CBOs) must be seen as competent and worthy partners in the sharing of leadership and responsibilities. The *Building Bridges* manuals in this series are designed to address the management of joint planning ventures as well as the management of conflicts and disagreements that cut across the spectrum of public and not-for-profit community organisations.

The final recognition is the need for organisational competencies within the NGO/CBO community-a combination of knowledge, skills, experience, and commitment that will strengthen their resolve to manage their financial and human resources and their outreach endeavours more effectively and efficiently. In order to be strong and effective partners, NGOs and CBOs must be able to demonstrate that their internal houses are also in order.

As described in the Prologue, this series of learning implementation tools has been a collaborative venture between the Open Society Institute and the Government of the Netherlands (the principal funding institutions), Partners Romania Foundation for Local Development, and UNCHS (Habitat). In addition, many others have been involved in the development of this series. They include:

1. a committed group of Non-Governmental Organisation (NGO), Community Based Organisation (CBO) and local government leaders from Sub-Saharan Africa, who came together to define their learning needs during the UNCHS Capacity Building Strategy Workshop held in Nakuru, Kenya in November 998 and who took an active part in reviewing the drafts, culminating in a validation workshop in Nyeri, Kenya, 2001, and

2. a network of institutions and trainers representing the Regional Program for Capacity Building in Governance and Local Leadership for East and Central European Countries who participated in field testing the initial drafts of the materials.

Finally, I want to thank Fred Fisher the author of this manual and principal author of the series and the superb team of writing collaborators he brought together to craft these materials. The team of UNCHS staff professionals, headed by Tomasz Sudra, brought their considerable experience and expertise to polishing the final products.

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INTRODUCTION

The following tools are designed to provide ideas for two different audiences. The first are individuals who would like to conduct various kinds of training experiences to help others learn about building Organisational Outreach capacity (OO). NGO and CBO managers and supervisors who want to improve their organisation's outreach systems and practices are the second intended audience. This second group has at least two options. They may want to work through some of the exercises alone to enhance their knowledge and skills in a particular area of interest and concern. Or they might use them as a management team exercise to stimulate thinking and action about how they currently manage important relationships beyond their organisation's boundaries.

We encourage you to use these tools in whatever way might be most effective in meeting your individual needs, those of your trainees, or those of your organisation. Don't hesitate to be creative in your application. If it's a role-play, you might want to rewrite the roles to better reflect the reality of your own situation. If it's an action-planning process, change it to meet the specific needs of your participants. If the instructions are too complicated, an inherent weakness of those who write these manuals, make them simpler or redesign them so they work for you and your audience.

Tool templates

It will be helpful for you to know a bit about the format we've used to construct these tools. We assume that most of those who will be using them have experience as a trainer. Consequently, the instructions are less detailed than you might find in similar manuals. The training objectives have been dubbed as *learning objectives*, obviously a personal choice of words. In addition, they may be written somewhat differently from what you may have been taught about writing *objectives*, or how you actually write them when designing a training event. From our perspective, we urge you to write objective statements in whatever way works best for you and your participants. The approach we use is based on what we think can reasonably be done in a training session. In other words, to increase knowledge, to improve skills, to change attitudes, or to result in an action of some kind, i.e., development of an action plan.

The time requirements we give are "guess-timates" at best. Alter them to fit your needs and experience in conducting experiential learning events. Finally, the *Process* components describe how you might use the tool to achieve your learning objective(s).

One more directional note as you delve into this toolbox. The order in which the tools are presented is probably not the sequence you will want to use when designing a training workshop. Nor are they designed to all be used in the same workshop. That would be cruel and unwarranted punishment!

As we mentioned in the very beginning of this manual, we like to think of your engagement with these materials as a *voyage of discovery*. Among other things, this means getting off the main path we have created to explore by-ways. And on occasion you may want to use the tools to build your own path. Whatever you do, take time so that you and your travelling companions can enjoy your voyage of discovery.

TOOL 1

INTRODUCTION TO NGO/CBO INSTITUTIONS AND CAPACITY BUILDING

Travel Advisory This exercise is designed to introduce the many variations of non-governmental organisations that have sprung up over the past century and the myriad of ways people like us have devised to develop their capacity. Like all of these tools, you will need to decide whether or not it makes sense to use it, based on your learning objectives. It might work effectively when introducing a series of training programs for NGO and CBO leaders, or as an ice breaker for a larger conference of similar organisations that are trying to grapple with their roles in addressing a major problem like the spread of AIDS. Use your imagination to build on the ideas suggested.

Learning objective
To increase understanding about the rich mix of NGO/CBO institutions that exist and opportunities for their development.

Time required
The exercise as presented should take about two to three hours depending on the number of participants you are working with and whether you include the final step.

Materials needed
You will need a lot of large index cards with NGO type nomenclatures on them, i.e., GRSO, VSO, BINGO, and PVDO. If you need more ideas about the various types of NGO/CBOs, or what these acronyms actually mean, see Attachment #2. In addition, create other cards to represent other types of organisations, i.e., local government, national ministries or other public bodies, major international donor organisations, even private corporations operating in your area. Make up enough cards so everyone attending your session will get one. Don't worry about duplication.

Process
This exercise is presented in two parts. Both can be used independently or combined depending on what you want to accomplish. The first part deals with the types of NGO and CBO institutions that exist worldwide. The rationale for using this exercise is to increase awareness about the variety of organisation types and to introduce some of the concepts covered in this manual, i.e., developing strategic alliances and networking. The second part, *Step 7,* deals with the issues of capacity building as related to developing skills for working in an alliance of organisations.

1. Introduce the exercise by stating what you want to accomplish. We suggest you select an issue or problem that is particularly difficult to address alone as an organisation and requires the involvement of many different types of organisations. Ideally, this is a problem that is currently a challenge to all your participants. A possible scenario is presented in Attachment A but we urge you to create your own based on the experience of the participants.

2. Distribute large index cards with the acronyms of different types of NGOs and CBOs as well as other types of organisations represented in your area, one per participant. A suggested list of types of institutions is listed in Attachment 2.

3. Ask participants to write on the back of the card the name of an organisation that matches the type listed on the front. Be clear that you are not asking them to write the name of the organisation they actually work for but the name of a real or fictitious one that matches the type listed on the card. If their actual work organisation fits the scenario, it would be okay to use it.

4. Based on the scenario you have presented in Step 1, ask them to create an alliance of several organisations they would like to work with to address the problem. ***Trainer alert!*** **You will need to determine the number of separate alliances you want the participants to form during this exercise. Otherwise, they will all end up in one large group. Use your judgement but think about at least four different alliances.** Ask them to circulate within the total group until they have found partners they want to form an alliance with. This is when the exercise either gets interesting or degenerates into chaos. Each initial alliance may realise that they need other types of organisations represented in their alliance if they are to be successful in addressing the problem given to them in Step 1. They

will need to negotiate with other sub-groups and exchange members of their initial alliances. This part of the exercise should take about 20 minutes.

1. After they have formed their alliances, ask each alliance group to outline a broad strategy describing how they plan to work together to address the assigned problem. Allow about 20-30 minutes.

2. Reconvene the sub-groups and ask them to introduce the members of their alliance, describe how they linked up, and present their strategy for working together. Allow 30 or so minutes for this.

3. The next task is optional and involves each group developing a capacity-building workshop or series of workshop sessions to address their learning needs based on working effectively as an alliance. If you decide to include this step, ask them to return to their alliance groups and outline a training program that would address their skill needs for working as an effective alliance. With work sessions and reports, this step would add another 60-75 minutes to your program.

ATTACHMENT 1
A PROPOSED SCENARIO

(but don't hesitate to create your own)

The setting is a metropolitan area of about 250,000 people. The size of the urban community may be larger than you currently work in but has been selected to provide a rich mix of organisational types from which to create a number of functioning alliances.

There has been a major influx of rural families into the urban area in recent years, and they have created serious social and economic problems. While there had been many smaller meetings of community leaders to discuss the problems associated with this immigration to the city, everyone seemed to have their own agenda about what to do. The mayor of the major city that has borne the brunt of the immigration has just returned from a national conference of mayors. In one of the conference sessions, there was a discussion about the importance of developing alliances of different types of NGOs, CBOs, and organisations from the public and private sectors to work together to address complex problems like the influx of rural families into urban areas. The mayor came back enthusiastic about the possibility of forming some local alliances to address the rural immigration problem.

He hired some local trainers to organise a one-day workshop to form these alliances and they came up with an opening exercise very much like one they found in a recent UNCHS (Habitat) manual for NGOs and CBOs on Building Organisational Outreach Capacity. You are about to experience their use of this exercise to form alliances based on the mayor's interest in finding new ways to mobilise various local organisations to address the immigration challenge.

ATTACHMENT 2
A SUGGESTED LIST OF TYPES OF ORGANISATIONS TO INCLUDE IN THE EXERCISE ON ALLIANCE BUILDING

- GRO: Grass Roots Organisation
- GRSO: Grass Roots Support Organisation
- LNGO: Local Non-governmental Organisation
- CBO: Community-based Organisation
- PVDO: Private Voluntary Development Organisation
- INGO: International Non-governmental Organisation
- NNGO (or BINGO) meaning either a National or Big Non-governmental Organisation
- UNGO: Umbrella Non-governmental Organisation
- RNGO or ENGO: either a religious NGO or ethnic NGO, depending on what is more germane to the participants
- VSO: Voluntary Support Organisation
- IPA: Institute of Public Administration
- And any other types that may be known to your workshop participants.

Add cards for:

- LCB: Local Commercial Business
- BIC: Big International Corporation
- BDA: Bilateral Development Agency, i.e. DANIDA
- LCC: Local Chamber of Commerce
- MDA: Multi-lateral Development Agency such as UNCHS (Habitat) or the World Bank.
- LICO: Local International Service Organisation such as Rotary or Lions International

Don't hesitate to tailor this list to your local situation and to add others that might be missing. You will also want to make duplicate cards based on the number of participants and your knowledge of the organisations represented in the workshop.

TOOL 2
DEVELOPING A STRATEGIC COMMUNICATION OUTREACH PLAN

Learning objectives
This exercise has two learning objectives:

- To increase knowledge and skills in developing strategic outreach communication plans, and

- To provide each participant with an opportunity to develop the basics of a strategic outreach communication plan for their organisation.

Travel Advisory! This exercise is more suited for individual or management team efforts since its primary focus on the writing of a communication plan. Nevertheless, it can be adapted for use in a workshop setting. If you decide to include this task in a workshop, it would help the learning process to have participants bring to the workshop some examples of things they now do to communicate beyond their organisation borders, i.e., press releases, annual report, mission statement. Another way to enrich this particular learning experience is to use Tool # 3 on Active Listening as part of the process of having each participant or management team share their plan with a small number of other participants. The instructions that follow are based on the use of this tool in a workshop setting.

Time required
You should plan on about one-half day for this exercise since it involves considerable individual work and opportunities to discus the plans with other participants. If you decide to also use the Active Listening exercise (Tool # 3), adjust your time needs accordingly.

Materials needed
Use the forms that are provided and any materials you ask participants to bring that provide examples of their outreach communication initiatives.

Process
1. Start the session with a brainstorming exercise or other data gathering approach to stimulate thinking about what should be included in an organisation outreach communication plan and why such a plan is important for NGOs and CBOs to develop and implement on an on-going basis.

2. Conduct a short guided discussion on this process based on the ideas expressed in Chapter One: Part I on Concepts and Strategies, the handout for the exercise, and your experience and knowledge about the topic.

3. Ask participants to work alone for about 30-45 minutes to complete the questionnaire on communication outreach planning. If you have more than one person from the same organisation in the group, you might want to give them a chance to work together as a team. Hand out the planning format, go over the questions they will be answering, and answer any questions they might have about the questionnaire or the task.

4. While the participants are working on their plans, prepare a flipchart or white board replica of the needs assessment task questions in Step B of the planning worksheet. Use this to have each participant mark their own assessment of each of the six needs for outreach communications when you reconvene them (next step).

5. Reconvene the participants and ask them to record their scores from Task B of the assessment of outreach communication needs. Hold a short discussion of the results, calling attention to some of the differences and similarities in the scores.

6. Inform them about Task 7, the opportunity to describe their plan to another participant with a third person performing the role of observer. The intent in the next task is to get feedback on the individual plans and to highlight the need and skills involved in *active listening*. Before dividing the group into smaller task teams of three, hold a guided discussion of the importance and skills involved in active listening. (If you have decided to use Tool 3 that follows this one, now is the time to introduce it.)

7. Divide participants into teams of three and ask them to find a quiet place to carry out the next task. Each person in the three person team is to present his or her communication plan while the other two members of the team perform the role of active listener and observer of the two-person dialogue. Each presentation and feedback session should take about 15 minutes or 45 minutes for the three. Allow another 15 minutes for the teams to discuss the experience and prepare their remarks about the experience for sharing in plenary session including what the most important learning was for the team.

8. Reconvene the teams for a wrap-up discussion about the experience. Ask each team to relate their most important learning from the exercise.

ATTACHMENT 1

A strategic plan for communication beyond the borders of:

____

[Name of our Organisation]

Prepared by: ____

Date: ____

A. Organisation Mission: (Our primary reason for existing)

____

____

____

B. An assessment of our needs for outreach communications: [1 = no need; 3 = moderate need; 5 = high need]

1. To enhance our visibility in the community.

1	2	3	4	5

2. To generate more positive attitudes and impressions about our organisation and its mission throughout the community.

1	2	3	4	5

3. To increase awareness about our programs and services within specific user groups.

1	2	3	4	5

4. To promote a change of attitude among certain members of the community about our organisation and its programs.

1	2	3	4	5

5. To generate financial support and contributions from outside sources.

1	2	3	4	5

6. To generate public support for our programs and services among key community leaders and other influential citizens.

1	2	3	4	5

- Out of a maximum of 30 points, which indicates a dire need to communicate on all fonts at once, our communication quotient is: ______________. *(A sum total of the six scores)*

C. Based on the above assessment, our three highest priority needs to communicate with others outside the organisation are: *(write in the spaces below your three highest priorities, based on the highest scores.)*

1. ____

2. ____

3. ____

D. Access to Media Resources

Recognising the need to use the public media whenever possible to get our messages out to the community, our assessment of being successful with these media options is as follows:

(1 = not at all successful; 3 = somewhat successful; 5 = very successful).

Record actual names of newspapers, etc. on the lines provided.

Newspaper (s)					
➢	1	2	3	4	5
➢	1	2	3	4	5
Other print media, i.e. neighbourhood announcements, church bulletins, etc.					
➢	1	2	3	4	5
➢	1	2	3	4	5
Radio stations					
➢	1	2	3	4	5
➢	1	2	3	4	5
Television stations					
➢	1	2	3	4	5
➢	1	2	3	4	5
Web sites and e-mail					
➢	1	2	3	4	5
➢	1	2	3	4	5
Other possibilities to communicate with key stakeholder groups					
➢	1	2	3	4	5

➢	1	2	3	4	5

[Add any additional information or ideas you might have about how to use external media and communication resources before developing your action plans.]

E. Based on our assessment of needs and access to various mass media resources, our three highest priorities and action plans for implementing them are the following:

Priority 1: _____________. Why this is our No. 1 priority: Provide as much detail as possible to understand the WHY behind the need; use additional paper, if needed.

____

____

____

- Those we need to communicate with are: Be as specific as possible-very specific- about individuals, groups or organisations.

  ____

  ____

  ____

- The specific message we need to convey is:

  ____

  ____

  ____

- Our best strategy and tactics for getting these messages delivered as clearly and as quickly as possible are: Strategy is the big picture approach; tactics are the specific steps to carry out the strategy. Use additional space if necessary.

  ____

  ____

  ____

  Overall strategy:

  ____

  ____

  ____

  Steps to implement the strategy: *Don't forget to review your assessment of media and other communication options as you develop this action plan and others based on your priorities.*

  ____

- We plan to take the following steps to assure that our messages have been received as intended: *This is the evaluation plan to determine success.*

- The resources we will need to implement this plan are: Be as specific as possible including human resources, media contacts, outside consulting support, financial costs, etc.

- How will we know our strategy has been effective?

Priority 2: _____________. Why this is our second highest priority: Provide as much detail as possible to understand the WHY behind the need and use additional paper, if needed.

- Those we need to communicate with are: Be as specific as possible-very specific - about individuals, groups, or organisations.

- The specific message we need to convey is:

- Our best strategy and tactics for getting these messages delivered as clearly and as quickly as possible are: Strategy is the big picture approach; tactics are the specific steps to carry out the strategy. Use additional space if necessary.

  ____

  ____

  ____

  Overall strategy:

  ____

  ____

  ____

  Steps to implement the strategy:

  ____

  ____

  ____

- We plan to take the following steps to assure that our messages have been received as intended: *This is the evaluation plan to determine success.*

  ____

  ____

  ____

- The resources we will need to implement this plan are: Be as specific as possible including human resources, media contacts, outside consulting support, financial costs, etc.

  ____

  ____

  ____

- How will we know our strategy has been effective?

  ____

  ____

  ____

Priority 3: _____________. Why this is our third highest priority: Provide as much detail as possible to understand the WHY behind the need and use additional paper, if needed.

____

____

____

- Those we need to communicate with are: Be as specific as possible-very specific- about individuals, groups, or organisations.
____
____
____

- The specific message we need to convey is:
____
____
____

- Our best strategy and tactics for getting these messages delivered as clearly and as quickly as possible are: Strategy is the big picture approach; tactics are the specific steps to carry out the strategy. Use additional space if necessary.
____
____
____

Overall strategy:
____
____
____

Steps to implement the strategy:
____
____
____

- We plan to take the following steps to assure that our messages have been received as intended: *This is the evaluation plan to determine success.*
____
____
____

- The resources we will need to implement this plan are: Be as specific as possible including human resources, media contacts, outside consulting support, financial costs, etc.
____
____

- How will we know our strategy has been effective?

TOOL 3
SKILL DEVELOPMENT IN EFFECTIVE ACTIVE LISTENING

Learning objective

To introduce new ideas about active listening skills and to enhance participant understanding and skills in the art of listening

Time required

About three hours.

Materials needed

Copies for each participant of the one page description of the CARESS model and each of the three worksheets.

Process

1. Introduce the exercise by asking each person to think about an experience that has had a profound influence on his or her life. It could be a good experience, bad, traumatic, happy, sad, whatever. Let them know that they will be asked to tell another person about this experience, a person whose task is to be an active listener, and that the third person in their conversation will be an observer and will not participate actively in the conversation. The conversation should take no less than 10 minutes nor more than fifteen. Give them a few moments to think about what they will be telling the other person. They can make a few notes if they want to.

2. Hold a guided discussion about the importance of active listening as an outreach strategy within NGOs and CBOs, referring to the materials in Chapter One of Part 1 of the Organisation Outreach manual. As a part of this guided discussion, introduce the CARESS model. Provide each person with a copy of the handout so they can refer to it during the discussion.

3. After the guided discussion has been successfully concluded, ask participants to break into small groups of three and to find a quiet place where they can hold a conversation. Inform them that they each will be playing three roles during the next two hours: 1) the story teller who will relate her or his important life experience; 2) the *active listener* who will model the CARESS qualities of being an effective listener; and 3) the observer who will quietly observe the conversation and assess the quality of the listener's behaviour during the conversation based on the CARESS criteria.

4. Further instruct them before they depart for their small groups that they are each expected to perform each of these roles and that they have about two hours to complete the three conversations and debriefings on the use of listening skills based on the assessment questionnaire. Encourage them to compare their individual scorings of the CARESS criteria and to talk about what these mean in terms of becoming a better listener. ***Don't forget to pass out the three assessment worksheets to each participant before they seek their respective quiet places.***

5. Monitor their progress and reconvene the triads when they complete their tasks. Ask for observations about how effective the listeners were in their role, what was most difficult about their role, and other pertinent questions designed to enhance the understanding of this communication skill and its importance in building their organisation's outreach capacity. Suggest, if they haven't already done so, to give the active listener in each small group the other two worksheets assessing their performance.

ATTACHMENT 1
CARESS-ING YOUR WAY TO EFFECTIVE ACTIVE LISTENING

Tony Alessandra and Phil Hunsaker in their book *Communicating at Work* say we need to develop six separate skills to achieve the highest level of listening proficiency. They organise them in such a way that they spell CARESS.

- **Concentrate:** Focus your attention on the speaker and only the speaker. Eliminate the environmental noise.

- **Acknowledge:** Let the speaker know you are listening through positive eye contact - glaring and staring not included - verbal responses such as asking questions for clarification and lesser profound utterances like, “hmmm”, “really” and “yes, please go on.” A little positive body language will also acknowledge your mental presence, i.e., smiling, leaning forward in a show of interest, nodding your head in agreement and other culturally appropriate gestures. Paraphrasing is also a way of acknowledging that you are listening actively.

- Research: This is not research in the usual sense but rather research to clarify a message, help the speaker enlarge on a point just made, or to dig a bit deeper. Active listening, contrary to popular belief, involves a bit of judicious speaking as well. You may want to help the speaker turn the conversation a few degrees one way or another to foster mutual understanding. Researching as an active listener is like borrowing the library keys from the librarian so you can see what’s inside with her help.

- Exercise emotional control: This doesn’t necessarily mean restraining yourself from becoming violent. It has more to do with those little things that sometimes either turn us off as listeners or cause us to distort the message negatively, i. e., the speaker’s voice or way of speaking; his use of loaded words such as those associated with ethnic, gender, or racial insensitively; or even the speaker’s physical appearance based on our own stereotypes of what it means.

- Sensing the non-verbal message: Communicating is often more a function of how we say something rather than what we say. The fine art of reading non-verbal communication is often very culture specific but always important. Try to read the vocal and visual messages as well as the actual words being spoken.

- Structure: Try to organise the information as you receive it. This challenge includes three listening sub-skills: *indexing* what you hear; *sequencing* or listening for order or priority in what is being said; and *comparing* what is being said such as facts from assumptions, pros from cons, or even consistency in the messages.

Author’s note: We have borrowed heavily from Chapter Five of Communicating at Work by Tony Alessandra and Phil Hunsaker. Thanks. Simon and Schuster, New York and other global places published their book in 1993.

Assessing caressing

On the following pages are assessment questionnaires based on the CARESS model of active listening. The assessment is designed for use by all three parties to the exercise on developing and discussing strategic plans for outreach communications. One form is for the listener, another for the observer, and the final one for the person presenting the communication plan.

It will help be helpful to those using these forms to read the short write-up of the model that precedes this page. The three forms are presented separately to aid in their duplication for use in the workshop.

ATTACHMENT 2A
FOR THE PERSON OBSERVING THE CONVERSATION DURING THE ACTIVE LISTENING EXERCISE

The following are the six key listening skills in the CARESS model. You have three responsibilities:

1. to observe how well the listening partner in the conversation listened based on these six criteria

2. to record incidents of the use or misuse of these skills by the listener, and

3. to assess the quality of the use of these skills on a scale of one to five.

A record of incidents of use and misuse of the following active listening skills. Make notes of specific ways the listener either used the skill or misused it.

1. Concentration

2. Acknowledgement

3. Research

4. Exercising emotional control

5. Sensing the non-verbal messages

6. Structuring the messages

Based on my observations, I rate the quality of the listener's performance in each of the six active listening skill areas as follows using a One to Five scale: 1 = Terrible; 3 = Trying, and 5 = Terrific.

1. Concentration

1	2	3	4	5

2. Acknowledgement

1	2	3	4	5

3. Research

1	2	3	4	5

4. Exercising emotional control

1	2	3	4	5

5. Sensing the non-verbal messages

1	2	3	4	5

6. Structuring the messages

1	2	3	4	5

Be prepared to share these observations with the active listener and the talker.

ATTACHMENT 2B
FOR THE PERSON HAVING THE CONVERSATION WHO WILL ASSESS THE EFFECTIVENESS OF THE LISTENER

The following are my observations as the person who was making the presentation about the quality of the listening skills of the person to whom I was talking. My ratings are based on performance in each of the six active listening skill areas as follows using a One to Five scale

1 = Terrible, 3 = Trying, and 5 = Terrific.

1. Concentration

1	2	3	4	5

2. Acknowledgement

1	2	3	4	5

3. Research

1	2	3	4	5

4. Exercising emotional control

1	2	3	4	5

5. Sensing the non-verbal messages

1	2	3	4	5

6. Structuring the messages

1	2	3	4	5

Be prepared to share these observations with the active listener and the observer.

ATTACHMENT 2C
FOR THE PERSON PERFORMING THE ROLE OF THE ACTIVE LISTENER TO ASSESS HIS OR HER PERFORMANCE IN THAT ROLE

The following are my own observations about how well I performed as an active listener in this exercise. My ratings are based on performance in each of the six active listening skill areas as follows using a One to Five scale

1 = Terrible, 3 = Trying, and 5 = Terrific.

1. Concentration

1	2	3	4	5

2. Acknowledgement

1	2	3	4	5

3. Research

1	2	3	4	5

4. Exercising emotional control

1	2	3	4	5

5. Sensing the non-verbal messages

1	2	3	4	5

6. Structuring the messages

1	2	3	4	5

Be prepared to share these observations with the person who made the presentation and the observer.

TOOL 4
SELF-ASSESSMENT OF NETWORKING BEHAVIOUR

Learning objectives

To further develop participant understanding about the networking process and provide a self-assessment experience in some of the aspects of successful networking.

Time required

The self-assessment and follow-up discussion should take about 60-90 minutes. This exercise would benefit from additional opportunities to explore this topic in more depth, either using your own designs or those that follow this one in the manual.

Materials required

Copies of the self-assessment questionnaire.

Process

Travel Advisory Since networking is such a free-spirited type of behaviour, it is always risky to prescribe a structured process for providing others with an opportunity to learn about it. On the other hand, networking is an important skill for NGO and CBO leaders and staff to know more about. Certainly, the participants in the needs assessment workshop that led to the development of these materials felt strongly that they needed to understand what networking is and how to do it. With this in mind, here are some thoughts about how to use these materials.

1. Introduce the self-assessment exercise and ask each workshop participant to complete it. This part of the session should take about 20-30 minutes.

2. Reconvene participants and create a group profile of the individual scores from the self-assessment. Create a chart on newsprint to display the data using a bit of creativity. This should take 15 minutes or so.

3. Ask the participants to form small groups of 3-5 persons. Their tasks are to agree on a definition of networking and generate a list of strategies for using networking as an operational tool within the NGO/CBO network they represent. Allow about 30 minutes.

4. Reconvene the task groups and ask them to report their lists of strategies. Follow up with a discussion to bring closure to the session. (About 30 minutes)

ATTACHMENT 1: NETWORKING
AN ASSESSMENT OF INDIVIDUAL AND ORGANISATION STYLES

The self-assessment you are about to engage in is totally unscientific, untested, and unusual. The statements are based on personal observations by individuals who were identified by others as being effective “networkers.” It is designed to provide you with an opportunity to explore your own perceptions and behaviours about networking based on the perception of others. Upon completion of the questionnaire you will be asked to calculate a score representing the sum total of your answers to the individual questions.

The scoring process is based on the following seven point scale: 1 = totally unlikely and unrealistic; 4 = while there is some validity in this statement, I wouldn’t bet my next pay cheque on it; and 7 = YES, YES, this is me and my organisation! (Or some other positive affirmation about the observation.) Feel free to use the other numerical options, the 2, 3, 5, and 6, to further define and refine your answers. By the way, the statements are written in the first person to make the experience a bit more personal.

AN ASSESSMENT OF INDIVIDUAL AND ORGANISATION NETWORKING STYLES

Observations that Define Networking		Relativity in Action						
1	Networking could help my organisation be more effective and efficient in achieving its mission	1	2	3	4	5	6	7
2	I believe there is a solution to every problem	1	2	3	4	5	6	7
3	I'm always available when people need me	1	2	3	4	5	6	7
4	You can't be a nine-to-five person and be an effective net-worker	1	2	3	4	5	6	7
5	In networking, you're only as good as what you contribute to the know-how and development of others	1	2	3	4	5	6	7
6	I'm willing to work around the formal system to get things done	1	2	3	4	5	6	7
7	I try to develop at least one personal relationship in those agencies with which I want to work	1	2	3	4	5	6	7
8	Networking involves the sharing of power and resources	1	2	3	4	5	6	7
9	I see every situation as an opportunity to learn	1	2	3	4	5	6	7
10	I'm not concerned about the authority or status of those with whom I work	1	2	3	4	5	6	7
11	An intervention in one part of the community will ultimately involve an ever-widening circle of interactions	1	2	3	4	5	6	7
12	Networking is a person-to-person and not an organisation-to- organisation process	1	2	3	4	5	6	7
13	I always try to figure out what's in it for the other person to get involved	1	2	3	4	5	6	7
14	I'm not discouraged by failures but try to learn from them and move on	1	2	3	4	5	6	7
15	The main challenge of networking is to understand the needs of others so I can respond to them	1	2	3	4	5	6	7
16	It is important to have the freedom to fail when engaging in network activities	1	2	3	4	5	6	7
17	Sharing my own knowledge and experience has opened the door to the experience and	1	2	3	4	5	6	7

	knowledge of others							
18	It is important to empower others with whom we network	1	2	3	4	5	6	7
19	I look for people with whom to network who have a sense of power and influence over things	1	2	3	4	5	6	7
20	Networking is not a process that can be directed and controlled from above	1	2	3	4	5	6	7

Scoring Ideas

The twenty statements in the assessment questionnaire are divided roughly into personal statements about your own operating philosophy and style of networking, and more general statements about the process that apply to organisations and communities. Take a few moments and add up your scores as follows:

Questions 2, 3, 6, 7, 9, 10, 13, 14, 17, 19.
[ ] *My personal networking effectiveness* score

Questions 1, 4, 5, 8, 11, 12, 15, 16, 18, 20.
[ ] *My understanding of the process as an organisational operating strategy*

Personal Score ________ plus Organisational Score ________ = Total Score: ___________.

In each of the two categories, the total score is 70 points (7 X10). If your cumulative score in the personal category is 50 or more, the chances are that you are an effective networker. If the cumulative score of the more general statements is 50 points or more, it would indicate that you understand many of the characteristics that are important for networking to be an effective operating strategy within an organised setting.

Suggested developmental task: If any of your individual scores in the *Personal* category were 4 or below, you might want to think about them and devise an action plan that would help you improve this aspect of your networking philosophy and skills.

A planning worksheet is provided on the following page for your convenience. Make extra copies for each additional skill improvement plan.

MY PERSONAL NETWORKING ACTION PLAN

(Complete one of these forms for each skill improvement step in your plan)

Name: __________

Date: __________

E-mail address: __________

The networking skill I plan to work on immediately is:

____

____

____

Specific actions I will take to improve this skill are:

The resources I will need to achieve and sustain this new level of networking competency are: *(This can include a supportive friend, a mentor, additional training, etc.)*

My plan to assess the success of these actions is:

TOOL 5
REVISITING YOUR BEST AND WORST NETWORKING MOMENTS

Learning Objective

To provide participants with an opportunity to assess specific experiences in their lives where they were involved in successful and unsuccessful efforts that involved networking strategies and skills.

Time required

One to two hours depending on how much time you spend on processing individual experiences.

Process

1. Conduct a short guided discussion about networking so all participants are clear about the process. There are lots of examples in the front part of the manual in case you need additional resource materials to conduct the discussion.

2. Ask participants to break into small groups of three or four persons and give them the following assignment: Your task is to come back in about an hour with examples of successful and not so successful efforts at networking and why they were either successful or unsuccessful.

3. After reconvening the task teams, have them report out the most interesting situations from each group and the reasons why they were either successful or not successful.

4. End the session by generating a list of propositions about networking, i.e., networkers are happiest when they are helping others. As with all brainstorming sessions, there is no evaluation of ideas, regardless of their absurdity. Expect some absurd comments. After all, networking is a fairly informal personal and managerial process.

TOOL 6
BUILDING STRATEGIC ALLIANCES

Learning objective
This session is designed to increase participant understanding and skills in identifying and building strategic alliances.

Time required
About two hours.

Process
1. Open the session with a short guided discussion about strategic alliances based on the ideas in Chapter Two: Part I of the manual.

2. Using the four types of alliances discussed in the section of Chapter Two entitled *Categories of Alliances*, ask the participants to identify from their experience or knowledge examples of each. List them on newsprint so there is a written summary of the examples. The four categories are: ***mandated collaborations, self-initiated collaborations, collaborations based on a common concern, and serendipitous collaborations.*** The last type includes those that evolve more from chance than a deliberate plan. If the term *collaboration* is one with negative connotations in your part of the world, call them formal relationships or whatever is more acceptable.

3. Based on the examples, have participants develop a list of reasons why these alliances were developed and what made them successful.

4. End the session with a short lecture-discussion based on the Eight I's by Kanter and the Seven C's by Austin that are discussed at the end of Chapter Two: Part I of the manual. Link these criteria to the participant's examples.

Here are a couple of other options to consider in achieving the learning objective stated above.

TOOL 6A

If the participants are willing to share their organisation's alliances, ask each participant to create a map of their alliances on a piece of newsprint. Suggest they draw a circle in the middle of the newsprint to signify their organisation and smaller circles in the spaces surrounding it to write in the other organisations. Encourage them to link these organisations to each other as well as to their own if other linkages are significant and have an effect on the primary linkage they have developed. Another task to add to the simple mapping exercise, if there is time, would be to ask each participant to list the reason(s) why the alliance exists and to express the reasons in exchange terms. In other words, what does each side of the alliance get from the relationship that allows it to continue?

Have each participant talk about his or her organisation's network or map of alliances and the significance of the linkages. End the session by asking participants if they have thought about any new alliances they might initiate based on the discussion.

TOOL 6B

This option involves a short case study about street children.

1. Introduce the short case study that follows along with some principles of forming alliances, if this is the first exercise you plan to use on the process of forming strategic alliances.

2. Form task teams of 4-7 persons each depending on the number of participants in your workshop. Ask them to read the case study, to develop a list of potential organisations, agencies, groups, or individuals they believe would be beneficial and realistic to achieve the goal outlined in the case study, and to state their rationale for each.

3. Give the teams about 45 minutes to develop their list of potential allies and their rationale for each. Indicate that they may not have all the information they need and that they will need to make certain assumptions about their proposed collaborations based on their own experiences in working at the community level.

4. Reconvene the teams and ask them to report out. End the session by developing a list of principles that need to be considered if alliances are to be successful and sustained.

ATTACHMENT 1
CASE STUDY: BUILDING ALLIANCES TO SAVE THE GARBAGE HEAP GANG

Each of you, as a member of this team, has just graduated from the local university with either a degree in child development or elementary education. You first became acquainted with each other on a field assignment at the local city refuse facility. You were appalled at what you experienced during that assignment. You never realised there were young children who worked at the dump picking through the garbage to find anything of any value that they might sell to make a living. You were impressed with these children, recognising that they were bright, very industrious but obviously travelling down a dead end street with no opportunity to get an education or to escape the cycle of dire poverty in which they found themselves enmeshed.

During the field assignment, you each decided you wanted to do something to help these children rather than pursue traditional paths to employment. You decided to start a small CBO to work with these children and to focus on setting up a non-traditional education program. You currently have no resources except your own enthusiasm, commitment, and knowledge of child development and education. After getting registered as a Community Based Organisation, *Up with the Garbage Gang*, your CBO contacted and became affiliated with Save the Children (STC), an international NGO. STC is willing to help with technical assistance, but not before you develop an alliance of local and other organisations that can help your CBO achieve the goal of opening and operating a non-traditional school for these children.

Here’s what you know about the situation. There are twenty three children between the ages of nine and fifteen that you have targeted for schooling under a non-traditional plan that you hope to put together. The operation of the city dump is leased to a local firm that operates refuse facilities in most of the large cities in the country. They have political connections but have come “under fire” recently for allowing street children to work at the dump to collect recyclable materials. These materials are sold to several firms including one international corporation that recycles aluminium cans and other metal products. These children live at a city-owned shelter near the dump and pay a modest sum for a cot in a large dormitory. The children are responsible for all of their other needs.

The local television station has just interviewed your group about your plans, and the first call you had was from the city education department complaining that you have no right to interfere in educational matters. That’s their department! They also admitted that they aren’t doing anything to help these kids since the department is having a difficult time serving the needs of “responsible children,” as the department representative stated.

Your group is determined to start the program but needs partners. Your task is to develop a list of those organisations, groups, or individuals with whom you believe you will need to form a strategic alliance to open and operate your new non-traditional education program for these children. State why you need them and what’s in it for them to get involved. This last criterion is critical. Exchange theory says that you don’t get something for nothing in this world.

TOOL 7
EVALUATING CURRENT PARTNERSHIPS

Travel Advisory! This tool is designed to help NGO and CBO managers evaluate current partnerships and to learn more about how to form new alliances. It can be used as a self-help type learning experience, meaning the manager and/or her team goes through the process without the assistance of a facilitator, or it can be used as a tool in a team-building or organisation-development consultation or as part of a hands-on management workshop. The choice is yours.

Learning objective

To evaluate one or more of your strategic partnerships and to develop a plan for either strengthening or dissolving them based on their level of importance and service to your organisation and primary constituents or beneficiaries.

Process

If you are a manager of an NGO or CBO and have decided to undertake this evaluation, we recommend that you think about doing it with some of your key staff or perhaps your board members. The format is designed to help you evaluate more than one partnership or alliance at a time using criteria taken selectively from the Kanter and Austin lists at the end of Chapter Two: Part One of the OO manual. Other criteria have been added based on the author's experience in this important institution-building arena.

Following the assessment of each important partnering alliance your organisation is currently involved in is a set of planning questions. They are designed to help you think through potential changes in your current strategic alliances, and efforts to forge new ones.

A *strategic alliance* is defined as one where there is a level of interdependence and commitment to conduct joint ventures that serve clients or constituents that are important to both parties. (While it is recognised that many alliances include more than two parties, it is not advisable to clump organisations together as one for evaluation purposes. If you have multi-party alliances, evaluate your relationship with each of the parties separately before you assess the bigger picture.

On the following assessment instrument are two sets of data. On the vertical column on the left are criteria statements defining specific characteristics of an effective alliance. Across the top of the instrument are spaces to record the names of your most important partners or strategic alliances. In the intersecting boxes we suggest that you insert a number between 0 and 10 representing your best estimate of the quality of this aspect of the partnership.

- A **score of 0** would indicate that there is *no evidence that this quality exists* in the partnership and it should be terminated.

- A **score of 10** would indicate that this quality in the partnership *couldn't be better.*

- A **score of 5** would indicate that this quality in the partnership is *tolerable but not healthy* and needs to be monitored.

- A **score between 1 and 4** would indicate that this quality of the partnership *needs attention* by both parties. The lower the score the more immediate is the need.

- A **score between 6 and 9** would indicate that this quality of the partnership is *making positive contributions* toward the mutually defined need for working together. The higher the score the greater the contribution and the lower the need to spend time worrying about it.

Use your best judgment in scoring each of these qualities of the partnership using any number between 0 and 10. Add your scores at the bottom of each column to obtain a total score to describe the overall quality of the partnership. This total score will help you see how each of your partnerships ranks in relationship to the others being assessed. It will also give you an overall impression of the relative health of the partnership. But the individual scores you and others ascribe to each of the partnership qualities are the ones that provide valuable clues for improving the overall alliance relationship before it becomes problematic.

One final point about the assessment process: While your individual assessment is useful in determining the general state of the partnership, we encourage you to consider having key members of each partner organisation complete the questionnaire as well as other key stakeholders who know the organisations and the partnership relationship well enough to make sound judgements.

After the assessments have been completed, have someone summarise the collective data and present it in a joint working session of the two management teams. Consider this information sharing session as the basis for putting together an action plan if there are quality issues that need attention. If the data is all positive, celebrate your partnering success.

Regarding the following worksheet, if there are more than four organisations that you have strategic alliances with, just use another form.

ATTACHMENT 1: PARTNERSHIP QUALITY ASSESSMENT TOOL

Criteria that define partnership quality/names of strategic partners

	1	2	3	4
1. Clarity of purpose about why the partnership exists				
2. Congruency of partners' missions, strategies, and values				
3. Both partners are strong and bring something of value to the alliance				
4. The relationship is important to both partners				
5. The partners need each other knowing that they couldn't do singly what they can do through the partnership				
6. The partnership adds value to the larger community that wouldn't accrue if they were acting alone				
7. Information and ideas are shared widely between the organisations, managers and staff				
8. There is a commitment to continual learning at all levels of their respective organisations				
9. Both partners are committed to sustaining the partnership over time				
10. There is a high level of trust between the organisations, their leaders and staff				
Total points for each partner				

The most points that any partnership can receive using this scoring system is 100. If any of your total scores are 90 or above, it indicates that both of your organisations have a commitment to the alliance and that the commitment is being maintained through various actions. Hopefully, you have asked your partnering organisation to do this assessment as well. If their evaluation is very different from yours, i.e., a score of 60 or below, then it's time to do a reality check to see why the perceptions are so far apart. In cases like this, it is important to compare scores of individual qualities that define effective relationships.

ATTACHMENT 2: PLANNING FOR PRODUCTIVE PARTNERING PROGRESS

Assuming the scores are somewhat less than the hypothetical 90 we just discussed, here are some things you can do to improve the partnering relationship. If you have either completed this assessment by yourself as the manager of one of the partnering NGOs or CBOs or just as an effort to determine how you view the relationship, it is now time to invite others to join you in this process. Here are some thoughts on follow-up.

1. Discuss this assessment opportunity with the leadership in your partnering organisation and ask them to join your management team in a day long assessment and review work session.

2. Assuming they agree and you are now settled into a local hotel or conference centre for you session, start by explaining why you think this review of the partnership is important and what you hope to achieve. Set some mutually agreed upon and realistic goals and expectations for the day's activities and then begin the planning.

3. Have each participant score the assessment questionnaire and post all of the individual scores for each criteria statement on a large whiteboard or flipchart. Also include a compilation of the total scores. Calculate the mean average of all the scores for each quality statement and the totals by adding up the individual scores and dividing the total by the number of individual scores.

4. For all the qualities that receive a mean average of more than 70 points, write these qualities on a newsprint entitled *Cause for Celebration* or something much more creative to highlight your successes.

5. For all the mean scores of individual partnership qualities that fall below 50 points, rank order them from the lowest scoring quality on another list entitled something like *Cause for Concern*. This is the list you will return to later for some serious planning and decision making. But before you do, there might be another potential concern you will need to address.

6. This is the potential of substantial differences of perception about the health of the partnership by individuals who participated in the assessment process. If in fact there are significant differences on any of the scores, it is important to address these differences before you move to problem solving. For example, the team from one organisation has a mean average score of 43 on the level of communication between the two organisations (Quality # 7) and the other team's mean score is 89. When these kinds of divergent perceptions exist, it's time to have an open dialogue about the partnership in general before moving into problem solving. Take some time just to talk about why the perceptions of each team are so different.

7. After this discussion, if it is necessary, return to the *Cause for Concern* list and engage in some serious problem finding, analysis, and option-generating activities. Start with the lowest scoring criteria and work through the list until both teams are satisfied with the resulting decisions for action.*

Close the work session with a commitment to continue the partnership dialogue and relationship.

* For detailed help on engaging in these kinds of participatory planning and decision- making venture, we refer you to the many Tools that are available in the *Building Bridges through Participatory Planning* manual. Also look at the discussion about, and tools on, the dialogue process that can be found in *Building Bridges through Managing Conflict and Differences.* Both are part of this NGO/CBO capacity- building series.

TOOL 8
WORKING THE POWER SIDE OF INFLUENCE

Learning objective
To increase participant knowledge about the various kinds of power sources available for increasing one's influence.

Time required
60-75 minutes

Process
1. Distribute to the participants five large index cards each and ask them to write on each card one word or short phrase that comes to mind immediately when they hear the word POWER! Remind them to write only one thought per card. To get the most from this exercise, you will want to have the cards and marking pens available so there is no lag-time between the tasks you give them and their writing assignment. This helps assure more spontaneity in their answers. As soon as they are finished, have them post their cards on a wall of the training room, placing those messages that are the same or similar in the same general space.

2. Conduct a guided discussion based on the card messages, their personal experiences with power sources, and the conceptual ideas from Part One. If you haven't mentioned the eight power options on the second and third page of Chapter Four, this would be a good time to discuss these categories of power sources and compare them with the words and phrases on the cards.

3. This step involves a self-assessment questionnaire based on the eight power sources so it's important to ask if anyone needs clarification about them. Distribute the assessment questionnaires and one-page descriptions of the power sources and ask them to complete the questionnaire. Upon completing this task, ask participants to join one or two other persons for a discussion of the assessment results. Give these smaller groups 20-30 minutes to discuss their responses to the worksheet entitled *What's My Power Quotient?*

4. Reconvene the small groups for a short wrap-up discussion of the exercise and its effectiveness.

Arthur Ashe, the professional tennis player who died not too many years ago, said:
To achieve greatness:
start where you are,
use what you have,
do what you can.

It's a simple statement that has much to do with personal power. We suggest you post it on the wall before beginning this session.

ATTACHMENT 1: ASSESSMENT OF PERSONAL INFLUENCING STRATEGIES

The following questionnaire is designed to help you assess your perceptions about your current and potential use of the eight power sources to increase influence in working beyond the borders of your organisation.

> ***Travel advisory!*** You may need to refer to the short descriptive statements about each of these power sources in order to do this assessment justice. It follows the assessment tool and is called: *A Short User's Guide to Sources of Power and Influence.*

The questionnaire has two columns for recording your use of the eight power sources to increase the outreach influence of your organisation. Each column includes a scale of 0 to 100 % for indicating your level of perceived current and potential use. A score of 0% means you never use this power source; 50%, you use it but not effectively; and 100% couldn't use it any more effectively. Use the intervening percentages between the polar positions to further refine your answers.

The first column asks you to rate your **current** use of this source of power to increase your organisation's influence and outreach beyond its borders. The second column of numbers asks you to rate your **potential** optimum use of this power source. In assessing your potential use, take into account the unused portion of this power source you know can be tapped if you managed it more effectively.

The far right column is to be checked if the power source is not applicable (NA) to your organisation role and responsibilities. For example, you may not have any means available to either reward or coerce those who are outside the boundaries of your organisation.

Source of Power and Influence	**Current Use From 0% to 100%**	**Potential Use From 0% to 100%**	**NA**
1. Reward	0% | | | | 50% | | | | 100%	0% | | | | 50% | | | | 100%	
2. Coercive	0% | | | | 50% | | | | 100%	0% | | | | 50% | | | | 100%	
3. Legitimate	0% | | | | 50% | | | | 100%	0% | | | | 50% | | | | 100%	
4. Referent	0% | | | | 50% | | | | 100%	0% | | | | 50% | | | | 100%	
5. Expert	0% | | | | 50% | | | | 100%	0% | | | | 50% | | | | 100%	
6. Information	0% | | | | 50% | | | | 100%	0% | | | | 50% | | | | 100%	
7. Connection	0% | | | | 50% | | | | 100%	0% | | | | 50% | | | | 100%	
8. Catalytic	0% | | | | 50% | | | | 100%	0% | | | | 50% | | | | 100%	

Scoring Instructions

If all power sources are available for your use and you are currently using them to their maximum, your score would be 100% in each category. For most of us, a score of 100% in any of these categories is probably unrealistic. Nevertheless, we believe that most of us greatly under-use many of our power sources when working outside our organisations.

Add up your individual percentage scores in each column and divide them by eight to get the average of all eight scores. If you didn't score all eight because one or two might not have been relevant to your roles and responsibilities, divide by the number of sources scored.

Based on all the power sources assessed, my **current** power use average is __________%.

Based on this assessment, my **potential** for using these sources is an average of ______%.

The difference between my **current** and **potential** power use is __________________ %.

My POWER Enhancement Challenge: Set a goal for increasing your current use of power in those categories where there is an appreciable difference between current use and potential use.

Based on my best judgment, I believe I can increase my overall use of these power sources by _________ percentage points within six months.

Review your current and potential power use scores in each category. Decide on the sources you want to concentrate on that will increase your influence with individuals and organisations beyond the borders of your organisation.

For each power source I have decided to concentrate on, here are all the reasons why I'm not using it to the potential I believe is possible.

____

____

____

- Based on the reasons listed above, my six month plan for increasing my various power sources by an average of ___% is the following:

Be very specific about what you plan to do in each of the sources you identified for improvement. For example: I will make an appointment with the mayor to brief her on our programs and to volunteer to serve on any citizen committees where my expertise in child abuse is needed. (These are referent and expertise power sources which, when combined, represent a type of catalytic power.)

____

____

____

To assure that I do not renege on this plan, I will do the following in three months to assess the impact of my *Power Enhancement* implementation plan until that time. Just to remind myself of how important this mid-implementation review is, I have just marked my calendar as a reminder.

____

____

____

ATTACHMENT 2
A SHORT USER'S GUIDE TO SOURCES OF POWER AND INFLUENCE

The following is a short summary of each of the power and influence sources listed on the assessment instrument. It may be helpful as you consider each of the sources for self-assessment.

- **Reward power:** As a manager of an NGO or CBO, you can provide rewards for your employees or constituents, i.e., promotions, favours, recognition, or access to materials or opportunities.

- **Coercive power:** In that same position, you have the ability to punish, i.e., to inflict pain, to demote employees, even to fire them, and, in the case of your constituents, to take away privileges or access to goods and services.

- **Legitimate power:** This is based on your position as a leader in an organisation that gives you the right to exert power over others, either employees or constituents.

- **Referent power:** These are the personal and institutional traits that one associates with respect and allegiance. NGOs and CBOs acquire referent power because of their earned reputation as valuable community resources as well as the arena of endeavours they represent.

- **Expert power:** This is one of the major sources of influence for NGOs and CBOs represented by your special knowledge, skills, and experience.

- **Information power:** You often have information or access to information about the community and specific groups within the community that is important to others.

- **Connection power:** Influence is often about whom you know as much as what you know. NGOs and CBOs are often in a position to be connected to influential and important individuals and organisations.

- **Catalytic power**: This is the talent for combining two or more sources of influence, each of which may not have the clout to be influential on its own. Building strategic alliances is one way to increase your catalytic power.

TOOL 9
NAVIGATING THE POLICY ARENA

Travel Advisory The policy process seems to be an area of concern to many NGO and CBO leaders and staff. Who really makes these policies that we find so difficult to work within? How does the policy-making process work in my community? Is there any way to have any influence to change policies or to contribute to proposed policies? Given, these types of concerns, this training tool is designed to provide more knowledge than hands-on skills.

Learning objective
To further participant knowledge about how policies are formulated, adopted, and implemented.

Time required
A minimum of two hours.

Process
1. When planning your workshop, talk to a number of your potential participants to learn more about their concerns about the policy process. Based on what you learned, contact the mayor's office or clerk of council or equally key policy-related official and recruit that person or some other knowledgeable staff member to help you with this session. Brief them on the specifics you want them to cover and alert them about having an inquisitive audience.

2. Open the session with introductions and use the nominal group process or brainstorming to generate a list of questions the participants have about the policy process. Organise the information into logical categories. This is something your guest might want to do to facilitate the session.

3. Follow this by a guided discussion of the policy-making and implementing process conducted by your guest speaker-facilitator.

4. Based on the flow and content of the session, you might ask the participants to identify three or four policy issues that are particularly troublesome to them and the operation of their programmes. Pick two or three of the most interesting and form small task groups to develop a clearer and more comprehensive statement of the problems associated with the policy they are examining. For example: What is the real problem with the policy? Whom does it affect? How does it affect them? What are the consequences of the policy's implementation that we want altered? What are some viable alternatives to the policy? How could we help to make it more acceptable to our constituents and organisations?

5. Reconvene the task groups for reports and feedback from the guest speaker and other members of the total group. If it seems appropriate, based on the level of engagement and interest, you might want to have the group come up with one or two action steps that would improve the policy climate between the local government and NGOs and CBOs.

TOOL 10
LOBBYING AS AN INFLUENCING SKILL

Learning objective
To increase participant knowledge about the lobbying process.

Time required
At least two hours

Process
1. The use of this tool may require an outside lobbying expert to explain the process as it is practiced in your country since lobbying tends to be more of a location specific practice. Start the session with a guided discussion about lobbying as a strategy for NGOs and CBOs to influence the legislative process. This discussion should cover: the legal framework within which the lobbying process is conducted, how lobbying is usually conducted by other sectors of the society, and how NGOs and CBOs can participate in the process.

2. Based on the discussion, ask the participants to identify several legislative issues they are concerned about that could benefit from an effective lobbying effort. List them on newsprint and ask the group to decide on the three that are most important for NGOs and CBOs in the community or region.

3. Break the group into small task teams of 5-7 participants and ask each team to take one of the top priority issues and organise a lobbying initiative that they think would be effective in getting legislation adopted to address the issue. Each group should: (1) define in precise language the outcome they want from any legislative action on this issue; (2) develop a strategy for mobilising support for their position; and (3) determine the resources required to conduct an effective lobbying campaign.

4. Reconvene the task groups to report out on the tasks outlined in Step #3 and ask your lobbying expert to comment on the action plans. If it seems appropriate, discuss any actions the participants would like to take as a group to follow up on the session. Remembering that lobbying is best conducted as a collaborative effort with like-minded institutions.

TOOL 11
MONITORING AND EVALUATING ORGANISATION OUTREACH

Learning objective
To further your understanding of your organisation's outreach efforts.

Time required
About one hour.

Process
The short exercise you are about to encounter is designed to help managers or board members of NGOs and CBOs to take a systematic look at their efforts to extend their influence beyond the borders of the institution. As such, it may be less interesting to trainers.

If your organisation is large enough to have a staff with supervisors or professionals, consider having them join you in this short evaluation and planning venture. The assessment tool starts on a separate page in case you want to photocopy it for distribution and use.

ATTACHMENT 1
GIVING YOUR ORGANISATION'S OUTREACH EFFORTS A MAINTENANCE CHECK-UP

The following questions are based mainly on the contents of Parts One and Two of this manual. If for whatever reason any of the queries aren't clear, you might want to re-visit what has gone before this closing event.

In most of the questions we use a five-point scale to help you assess the level of success or achievement. A score of one (1) means *not at all effective* in furthering our organisation's outreach goals; a score of three (3) means *somewhat effective*; and a five (5) means *very effective*. Don't ignore the two's and fours in efforts to sharpen your assessments. Shall we begin?

1. Does your organisation have a written communication plan: Yes ( ); No ( )

   If *Yes*, How effective is it in helping further your organisation's outreach in the community and beyond?

1	2	3	4	5

Not at all effective — very effective

2. How effective do you think you are personally in listening to the needs, wants, and ideas of your constituents, colleagues, and significant others?

1	2	3	4	5

Not at all effective — very effective

3. How effective are your organisation's outreach activities in reflecting the needs, wants, and ideas of your principal beneficiaries or constituents? In other words, how effective is your organisation in *listening* to those you serve?

1	2	3	4	5

Not at all effective — very effective

4. Do you have a *public relations* packet of information about your organisation that you can provide others when it seems appropriate to introduce or promote *who you are?* Yes ( ); No ( ) If *Yes*, how effective is it?

1	2	3	4	5

Not at all effective — very effective

5. Overall, how effective do you believe your organisation's efforts are in working with the local media, i.e. newspapers, radio, and TV stations?

1	2	3	4	5

Not at all effective very effective

6. How effective are you personally in *networking* with others in the community and beyond to share and exchange information and ideas that will in one way or another increase your personal effectiveness or the effectiveness of others with whom you share common values and goals?

1	2	3	4	5

Not at all effective very effective

7. How free are the members of your organisation to exchange ideas and information with others outside the organisation?

1	2	3	4	5

Not at all effective very effective

8. Does your organisation have formal operating partnerships with other organisations? Yes ( ); No ( ) If *Yes*, how effective, in general terms, are they?

1	2	3	4	5

Not at all effective very effective

(To undertake a more thorough assessment of specific organisation partnerships, we invite you to use Tool 7 in this part of the manual.)

9. How effective are you personally in using your power and influence (knowledge, skills and experience) in furthering your organisation's outreach activities? (See Tool # 8 if you haven't already done so to help you answer this query.)

1	2	3	4	5

Not at all effective very effective

10. How effective is your organisation in using its collective power and influence resources to get things done in the community and beyond?

1	2	3	4	5

Not at all effective very effective

11. How effective is your organisation in working with local governments in achieving your program goals and objectives?

1	2	3	4	5

Not at all effective very effective

12. How effective are you and your organisation in influencing policies that have a direct effect on your organisation, constituents, and beneficiaries?

1	2	3	4	5

Not at all effective very effective

13. How effective are you and your organisation in working with like-minded institutions to influence legislation that will have or currently has an impact on the way you and others operate to serve your constituents?

1	2	3	4	5

Not at all effective very effective

14. Does you organisation engage in lobbying efforts with your local or national legislature? If so, how effective do you think these efforts are to achieve your goals?

1	2	3	4	5

Not at all effective very effective

15. Based on this informal assessment, how effective do you really think your organisation's outreach efforts are?

1	2	3	4	5

Not at all effective very effective

To determine whether or not your overall assessment in the last inquiry is on-target, we suggest you calculate a mean average score for all those questions you assessed on the 1 to 5 scales. Just add up all the individual scores and divide by the number of times you used this scoring mechanism.

My mean average score is __________.

From assessment to plans and accomplishments in reaching out!

Not to waste this good data, we suggest you engage in a bit of forward planning.

Review each of your low scores, and in those cases where you think it is in your best interest to improve your organisation's use of any specific outreach strategy, put together an action plan to address them. For each specific proposed action, we suggest you use the following outline.

The first step in the process is to ask yourselves ***why*** you haven't been effective in using this specific outreach strategy. The more specific you can be about *why*, the easier your planning task will be. Take some time thinking about the all important "why" questions and record below a summary of your conclusions.

1. The outreach strategy we want to undertake or improve is:

2. Our reasons for doing this are:

3. Our overall goal is to:

4. Within this overall goal, we want to achieve the following specific objectives:

____

____

____

For each operational objective, put together an action plan. Include:

1. Objective to be achieved

____

____

____

2. The person with primary authority and responsibility for seeing that the objective is achieved is:

____

____

____

3. Others who will need to be involved are:

____

____

____

4. To achieve this objective, the following tasks will need to be accomplished:

____

____

____

5. For each task, determine the time frame within which it needs to be accomplished and how long it is estimated it will take to do. Accomplish by: _______________. Involving no more than ____________ person days. (You will need additional task planning forms for each task.)

6. Other resources needed to accomplish this task include:

____

____

____

7. Our strategy for monitoring progress toward achieving the objective and measuring the impact of its implementation will include the following:

____

Congratulations! You have taken a major step towards extending your organisation’s outreach and influence. We wish you much success in your ventures beyond the boundaries of your organisation.