

Are We Ready?

A Toolkit for Academic-Community Partnerships
in preparation for Community-Based
Participatory Research

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Chapter 1: Overview

“Do not follow where the path may lead. Go instead where there is no path and leave a trail.”

- Ralph Waldo Emerson

Background

The South Carolina Clinical and Translational Research Center for Community Health Partnerships (SCTR/CCHP) exists to lead an innovative, system-wide effort to strengthen capacity for collaborative research relationships among academic investigators and community members, community-based clinicians, and local health care organizations at the Medical University of South Carolina. SCTR/CCHP represents a diverse group of researchers, clinicians, and educators whose mission is to engage and partner with communities in research and initiatives that promote health, reduce the risk of illness and disease, and build community resilience. We now have experiences with over 200 academic-community partnerships that are leading the way to transform healthcare among our diverse and vulnerable populations.

Several years ago, we began a journey to identify why some partnerships between academic and community organizations are successful in community-based participatory research and achieving their desired outcomes, while others are not. This led us to consider the concept of “readiness” of the partners and the partnership. We received funding by the National Institutes of Health (NIH) to explore key dimensions and indicators of readiness with both academic and community investigators who had experiences with partnerships and community-based participatory research. The results of this study have informed this toolkit.

Introduction

Community-based participatory research (CBPR) is increasingly viewed as a promising approach to reduce health disparities and improve health in our communities. CBPR is a collaborative approach to research that equitably involves all partners in the research process and aims to combine knowledge with action to achieve sustainable, social change[1,2.] CBPR methods seek to identify and build on existing strengths, resources,

and relationships, and to support structures and processes for academic-community partnerships to improve health [3].

Clearly, CBPR depends on partnerships, yet the strategies and best practices to develop and maintain partnerships are not taught in academic or community settings. Our experiences [4-10] and that of others [1,11-13] indicate that many challenges exist for partners to conduct CBPR. While some partnerships are successful in implementing CBPR projects and promoting sustainability, others are not. Sustainable social change can be more fully realized by taking into account the readiness of the collaborating partners and the newly formed partnership dyad with all phases of the CBPR process [14]. In the defining text on community-based participatory research, Israel et al [1] outline nine guiding principles, stating that CBPR:

1. Acknowledges community as a unit of identity
2. Builds on strengths and resources within the community
3. Facilitates a collaborative, equitable partnership in all phases of research, involving an empowering and power-sharing process that attends to social inequalities
4. Fosters co-learning and capacity building among all partners
5. Integrates and achieves a balance between knowledge generation and intervention for the mutual benefit of all partners
6. Focuses on the local relevance of public health problems and on ecological perspectives that attend to the multiple determinants of health
7. Involves systems development using a cyclical and iterative process
8. Disseminates results to all partners and involves them in the wider dissemination of results
9. Involves a long-term process and commitment to sustainability

Partnership Readiness Model

The CBPR Partnership Readiness Model is shown in Figure 1. A full description of the methods and procedures to develop this model has been published elsewhere [15]. CBPR Partnership Readiness is defined as the degree to which academic/community partners “fit” and have the “capacity” and “operations” necessary to plan, implement, evaluate, and disseminate CBPR projects that will facilitate mutual growth of the partnership and positively influence targeted social and health needs in the community.

Readiness is an iterative and dynamic process. Preceded by a readiness antecedent (catalyst and mutual interest), academic and community partners need to assess their “goodness of fit”. If there is not a good fit, then the other dimensions of readiness and the desired outcomes are in jeopardy. If the partnership is considered a good fit, the capacity and operations of the partnership should be considered. The capacity and operations of the partnership can be viewed concomitantly, and are equally vital to the success of the partnership and intended outcomes. After the initial assessment of partnership readiness, an ongoing assessment continues in a bi-directional flow. Each dimension is interdependent on the other, and a change in one dimension could impact the other dimensions and indicators.

The assumptions of the model are:

1. the dimensions (goodness of fit, capacity, and operations) need to be viewed within the community, organizational, partnership, and partner contexts
2. readiness is issue specific
3. readiness is partnership specific
4. varying levels of readiness exists and are influenced by a range of factors
5. readiness is both a state and a process and is amendable to change; and,
6. readiness is essential for long-term sustainability of the partnership and community outcomes

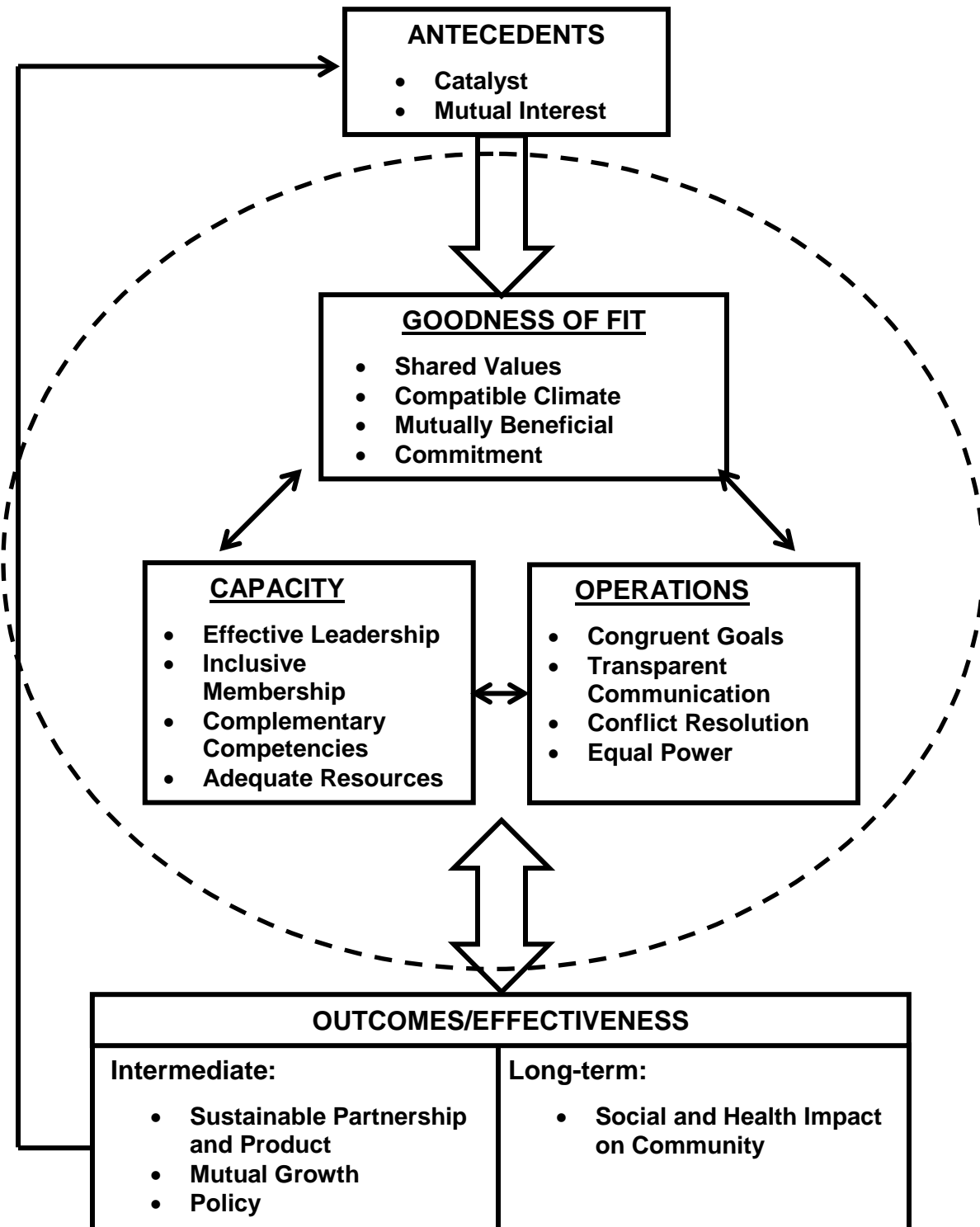


Figure 1. CBPR Partnership Readiness Model

How to Use this Toolkit

We recommend that this toolkit be used with a trained facilitator to guide this process.

Suggestions for toolkit use include:

1. Schedule a retreat in which all partners can participate (1-2 days): or
2. Plan 5-6 two-hour sessions in which each section can be reviewed and discussed by all partners
3. Each partner should have his/her own workbook
4. Before the retreat or scheduled sessions, each partner should review and complete the reading materials for the planned session
5. When the partners meet to discuss the assigned sections, individual responses are shared, discussed as a team, and tentative action plans are made. A trained facilitator will help guide this process. At the end all of the sessions, the team will derive a final comprehensive action plan to guide next steps.
6. Prior to starting the first session, the partnership may want to decide on principles or ground rules to guide this process. For example, honest and transparent communications are vital for the team to make accurate assessments of the partnership readiness and growth opportunities to leverage the partnership for future success.

Toolkit Language:



INDIVIDUAL ASSESMENT: This symbol represents a section of the guide to be completed separately by each partner.



TEAM DISCUSSION: This symbol represents a point at which the team should gather to discuss the section together. Typically, the team discussion follows an individual assessment.



ACTION NOTES: This symbol appears at the end of each subdivision within the chapters. At this point, the team should jot down notes from the discussions generated in that section. At the end of each chapter, a summary action plan will be compiled

Chapter 1: References

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Notes

Chapter 2: Basic Tenets of the Partnership

To ensure a successful future partnership you must lay the foundation from the very beginning. There are many important questions to answer as a team before moving forward. This guide will direct you through the process of answering these questions. The partners must outline the long-term vision of the partnership to guide the team with future project endeavors. In addition to laying the groundwork for the partnership, the team must also define the community for which the work will focus. This chapter will help you to set a direction for your partnership and understand your community.

Who are the partners/organizations represented in your partnership?

Partner Name	Partner Organization
A.	A.
B.	B.
C.	C.
D.	D.
E.	E.

Priority Health Issue

What health issue do you plan to address? There should be mutual interest and investment in this area by all partners.

In the space below, briefly describe the priority health issue. What is the concern? Why is the issue significant? Who is affected by the health problem?

Community of Interest

The community is the individuals, groups and organizations on which the research or initiative will focus. Defining the community is an integral step unique to each CBPR partnership. Members of the partnership must answer several critical questions to arrive at a definition of the community of interest for their project: Who represents the community? Who has influence in the community? What are the shared values of the community members? Is the community comprised of individuals, groups or both? What level of leadership exists in the community? Is there a subset of the community representing the wider community? Who is defined as being 'outside' the community?

In the box below, describe your community of interest:

What evidence do you have that the health issue is a significant problem in the community of interest? This evidence may be from the literature, a community assessment or other sources. *Describe this evidence in the space below:*



INDIVIDUAL ASSESSMENT:

Have you conducted a community assessment? Yes No Not Sure

Each team member separately answers the following questions:

1. I believe the community perceives the addressed health need is a priority for them.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

2. I believe our team has a good understanding of what the community's needs/concerns are about this health issue.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

3. The community's preferences have been (will be) incorporated into the project.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10



TEAM DISCUSSION:

Review each team member's response to the previous questions and discuss.

Consider the following:

1. If you have not conducted a community assessment, or if you are not confident (<6) about any of the statements above, identifying the community's interest and preferences for this project will be a priority for your team in the early stages of your project implementation.

2. What else should be done by our team to ensure the health priority issue is relevant to our community of interest?

Vision Statements

A vision statement represents the 'big picture' for your partnership. A vision statement concentrates on the future, serves as inspiration and provides a framework for your strategic goals.

Working as a team, write a vision statement for your partnership:

Examples of Vision Statements

South Carolina Clinical & Translational Research Center for Community Health Partnerships (SCTR/CCHP), MUSC: to transform health care and eliminate health disparities by engaging community-academic partnerships in South Carolina and beyond. Website: <https://sctr.musc.edu/index.php/community>.

Center for Health Disparities Research, MUSC: to develop into a nationally and internationally recognized collaborative center of research excellence in understanding and eliminating disparities in healthcare. Website: <http://healthdisparities.musc.edu/>.

Goals and Objectives

It is important to establish goals and objectives for your partnership from the very beginning. These goals and objectives serve as the backbone of your partnership, guiding your progress and development over time. As you develop your plans further through this workbook, there will be opportunities to revisit these goals and objectives to make changes.

As a team, use the table below to outline your preliminary thoughts regarding the goals and objectives of your partnership. Goals A and B are meant for Year 1 while Goal C reflects the team's long-term goal over the course of several years:

Goal A (Year 1):

Objective A1:

Objective A2:

Goal B (Year 1):

Objective B1:

Objective B2:

Goal C (Long-term):

Objective C1:

Objective C2:

Example of Goals/Objectives

Detroit Academic-Community Urban Research Center:

Goal: to establish and maintain an effective partnership to conduct community-based participatory research.

Objective 1: to conduct CBPR projects as identified by the partner organizations

Objective 2: to increase knowledge about the principles and conduct of CBPR

Objective 3: to educate policymakers and funders on the public health policy implications of the knowledge gained through CBPR projects.

Source: Israel B, Schulz A, Parker E, Becker A. Review of community-based research: Addressing partnership approaches to improve public health. *Ann Rev Public Health* 1998;19:173-202.

Notes

Chapter 3: Goodness of Fit

Goodness of fit is defined as the compatibility and suitability of the partners for conducting a CBPR project together. Many people often compare the assessment of partners' goodness of fit as the "dating phase" of the partnership relationship. During this time the partners learn whether they share many of the same values, are compatible, find the relationship mutually beneficial, and share a commitment to the success of the partnership. If the partners find that they "fit" well, they may move into a more formalized partnership or decide to "go steady". The fit of a partnership considers important building blocks for a successful partnership and the intended products.

Key indicators of "goodness of fit" are:

- Shared Values
- Compatible Climate
- Mutual Benefit
- Commitment

This section of the workbook provides exercises that will help you determine the goodness of fit between you and your partner as well as your partnership and the community.

Shared Values

Vision and Goals

For a CBPR partnership to be successful, partners need a sense of shared values and mutually desirable guiding principles. People tend to seek partnership with others with whom they are comfortable and perceive similarity in values and styles of working together. An important first step is learning whether or not these similarities truly exist. The following exercises will help you determine if you share a common vision, goals, and values.



INDIVIDUAL ASSESSMENT:

In review of your goals and objectives from Chapter 2, each team member separately answers the following questions (circle best response):

1. I am confident our organizations share similar vision, goals, and objectives.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

2. I am confident the community of interest shares similar vision, goals, and objectives with our organizations.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10



TEAM DISCUSSION:

Review each team member’s response to the previous questions and discuss. Consider the following:

1. If you are not confident (< 6) that the vision, goals, and objectives are compatible with *the respective organizations* that you represent, how will this affect the partnership/project?

2. If you are not confident (< 6) that the vision, goals, and objectives are compatible with *the community of interest*, how will this affect the partnership/project?



ACTION NOTES:

Keep in mind, one action may be that you decide that now is not the best time to proceed. Now is the time to critically evaluate the compatibility of the partnership and determine whether the partners are ready to address the needs of the community effectively.

1. What are your next steps for proceeding with your proposed partnership/project?
2. If the vision, goals, and objectives are not compatible, what are your next steps to increase the readiness of your proposed partnership/project?

Values

Values are a collection of guiding principles that generally reflect an individual or group's perspective of what is correct and desirable. Organizations often identify a set of core values, which are those vital few values that all members of the organization are expected to demonstrate on a daily basis while operating within the organization. Having an identified set of core values is an important component to partnership success as it provides clear guidelines for decision-making as well as expectations of conduct of all partners within the partnership.

One exercise to determine the values of the partners is to have each partner identify ten values that he or she considers essential for a successful partnership:

First, each person, working independently, should think about values that he or she is looking for in a partner, (for example, honest, trust-worthy, creative, risk-taker, etc). Depending on where this exercise is conducted, you may find it helpful to have each partner write each value on a piece of paper and then post on the wall or bulletin board. Each partner can then begin to compare one set of posted values to the other to assess for similarities or differences in values between each partner.



TEAM DISCUSSION:

Review each team member's response to the values exercise and discuss. Consider the following:

1. Are your partner's values compatible with *the respective organizations* that you represent? If not, how will this affect the partnership/project?

2. Are your partner's values compatible with *the community of interest*? If not, how will this affect the partnership/project?



ACTION NOTES:

If the values are not compatible, what are your next steps to increase the readiness of your proposed partnership/project?

Compatible Climate

Climate refers to the political and social environments in which the partners operate. Elements of the environment include people, processes, or structures that may potentially help or hinder the success of the partnership and project, as well as any historical experiences between the partners that may influence any of these elements.

Past History

Historical experiences are important to acknowledge and address before entering a partnership. Negative histories should be discussed and mediated, with the goal of establishing, or re-establishing trust and credibility. For example, academic and community organizations having a history of institutional racism or being exploited in the past often have a significant amount of mistrust because of this history. This exercise is intended to stimulate an open discussion between partners about positive and negative aspects of past history between the partners, their organizations, and the community.

In the table below, list positive histories AND any historical challenges between the partners, organizations, and community that may facilitate or impede the partnership/project.

	Between Partners	Between Organizations	Within Community
Positive History			
Challenges			

Credibility Issues

Credibility is the quality of being believable or trustworthy. Past history can greatly influence the credibility of and trust between partners in ways that may be either good or bad. This exercise is intended to stimulate an open discussion about positive and negative aspects of credibility and trust between the partners, their organizations, and the community based on the historical experiences described above.

In the table below, list any credibility issues (both positive and challenging) between the partners, organizations and community that may facilitate or impede the partnership/project.

	Between Partners	Between Organizations	Within Community
Positive Credibility Issues			
Challenging Credibility Issues			



TEAM DISCUSSION:

Review your responses regarding past history and credibility, and discuss the following:

1. How may any positive history and credibility factors be used to facilitate the partnership/project?
2. What challenging histories and credibility issues may impact the project/partnership's readiness to work together and future success?



ACTION NOTES:

Now is the time to address any issues of diminished trust or credibility to determine whether the partners are ready to work together effectively to address the needs of the community.

1. What steps will you take to address any challenges you have identified?
2. What steps will you take to continue to build and maintain existing trust and credibility within the partnership and community?

"Those who cannot remember the past are condemned to repeat it."

- George Santayana

Learning from the past

Are you aware of a project, similar to the one that your team is proposing, that has been attempted or implemented in your community of interest in the past? For example, if your team is proposing a community-wide pregnancy prevention program, has this been attempted in the past? Often these past projects provide a rich resource for "lessons learned" regarding the conduct of this type of project. Learning from the past experiences of others may help facilitate your project and assist you in avoiding the pitfalls encountered by those who have previously conducted work in your community of interest. This exercise is intended to stimulate consideration of and open discussion about any past community-based projects that have sought to address an issue similar to the one identified by your partnership.

Lessons Learned

Key lessons to learn from the past include:

1. Who led the initiative? Are you able to meet with them to discuss their project?
2. What worked well?
3. What didn't work?
4. What were the positive outcomes of the project?
5. Were there any challenges and/or barriers to the project?

Organizational and Community Environment

“Climate” also refers to the environments in which each of the respective partners operates, as well as the environment of the community. Each of these environments has characteristics or “factors” that may affect a partnership’s readiness to engage in a project. Understanding of environmental factors includes an awareness of “how things get done” in each partner’s settings as well as the community. Important environmental factors that exist in each partner’s organization and community, and can affect the partnership’s readiness include:

- **People** - Who are the key players or stakeholders?
 - **Leadership and “gatekeepers”** - Who are key people that will help or hinder getting things done?
- **Processes** - How things are done?
 - **Communication** - What are the preferred methods, frequency, and styles?
 - **Decision-making** - Who makes the decisions? What is the process?
 - **Pace and timelines** - How long does it take to _____?
- **Structures** - How do all the pieces fit together?
 - **Systems** - How do the partners interact with each other and the community?
 - **Policies** - What are the rules?

Open discussion of the infrastructures and climate in the respective environments is vital for new partners. A lack of communication and understanding of each other’s organizational climate may cause conflict between the partners and ultimately affect the progress and success of the partnership and project. This exercise is intended to stimulate consideration of and open discussion about the organizational climate of each partner as well as the climate of the community of interest.

The partners should use the following table to guide discussion of each of the following for his/her respective organization and the community.

	Academic Organization	Community Organization	Community of Interest
People			
Processes			
Structures			



TEAM DISCUSSION:

Discuss issues from the completed table that may challenge your partnership and project success:



ACTION NOTES:

What steps will you take to address the identified challenges?

Timing

Opportunities for partnership, such as a funder's request for proposals, do not always occur at a time that is mutually beneficial or convenient for all members of the partnership team, thus the readiness of a partnership to move forward with a CBPR project may be greatly affected by timing. The following exercise is intended to guide your consideration of the following issues or activities that may affect the timing of the partnership/project implementation.



INDIVIDUAL ASSESSMENT:

Each team member separately answers the following questions:

1. Considering the other workload and activities that you participate in or are responsible for, how confident are you this is the right time for you to engage in this partnership/project?

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

2. Considering the other activities, events, climate, etc that currently exist in your organization, how confident are you this is the right time for your organization to engage and support this partnership/project?

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

3. Considering the other activities, events, climate, etc that currently exist in the community of interest, how confident are you this the right time for the community to engage and support this partnership/project?

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

4. Considering the commitment by the partners, organizations, and community, how confident are you this is the right time for the partnership and proposed project?

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

5. Considering the competencies possessed by your partnership and community (further explored in next chapter), how confident are you this is the right time for the partnership/project?

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

6. Considering the resources you have, how confident are you this is the right time for the partnership project?

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

7. Considering the other challenges that you may face (history, climate, social forces), how confident are you this is the right time for the partnership/project?

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10



TEAM DISCUSSION:

If your answers to the previous questions indicate that you are not confident (< 6) about issues related to the timing of the partnership formation, discuss how these issues may challenge your partnership and/or project:



ACTION NOTES:

What steps will you take to address these timing issues? Keep in mind, one action may be that you decide now is not the best time to proceed.

Mutual Benefit

Partnerships should be beneficial to each partner as well as the community being served. Essential benefits of participation include not only improved health and social status, but also empowerment of the community. This is often the key question that community organizations and partners consider before engaging in the partnership.

Agendas/Perceived Benefits

Why are you participating in this partnership/project? What do you hope to achieve?

Often, partners have motivational factors or agendas that drive their participation. Transparent discussion of anticipated mutual benefit to each partner and their respective organizations helps to build the relationship and contribute to shared understanding and growth. The following exercise is intended to stimulate an open discussion about the benefits of participation expected by each partner.

Place an X in the box that describes a benefit to you for being involved in this partnership or project. This table should first be completed independently by each partner and then discussed jointly.

Benefit	X	Benefit	X
Promotion/Advancement in Current Job		Publication	
Keeping/Maintaining Current Position		New Grant	
Personal Satisfaction		Need for Additional Resources	
Networking Opportunity		Matches Mission	
Leadership Opportunity		Need for Policy Change	
New Knowledge		Social Justice	
Community Need		Recognition in Community	

Other Benefits:



INDIVIDUAL ASSESSMENT:

Review the responses in the previous section for each team member and discuss your perceptions and reactions to each. Also, consider the following questions:

1. I am confident this partnership is mutually beneficial for the partners?

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

2. I am confident this partnership is mutually beneficial for the representative organizations?

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

3. I am confident this partnership is mutually beneficial for the community of interest?

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10



ACTION NOTES:

If any team member has a concern about a partner's agenda that may impact the project/partnership OR responds with little confidence (<6), what are the next steps:

Commitment

Commitment describes the act of devoting yourself to a course of action, in this case, becoming a committed member of a partnership and a project. Commitment may encompass availability of time and resources of the partners, their organizations, and the community. CBPR partnerships usually require demanding time commitments with frequent meetings and project planning, implementation, and evaluation expectations. Transparency of the partners', organizations', and community's commitment to the partnership/project is important. The following exercise is intended to stimulate an open discussion about ability and willingness of each partner to commit time and resources to the partnership and the project.

In the table below, briefly list the proposed commitment for each partner or partnering organization.

How many hours per week (or days per month) does each partner plan to commit to the partnership/project?

Partner A/Name: _____ Time Commitment: _____

Partner B/Name: _____ Time Commitment: _____

Partner C/Name: _____ Time Commitment: _____

Partner D/Name: _____ Time Commitment: _____

What resources (people/staff, money, space, IT, other) will each organization commit to the partnership/project?

1. Academic Organization's Committed Resources: *List*

2. Community Organization's Committed Resources: *List*

3. What has the community committed to the partnership/project? *List*

Formalizing Commitment

Often, partnerships begin with a memorandum of understanding (MOU) or contract to have written documentation of the commitment. This has been shown in the past to be particularly useful for community partners participating in CBPR.

Does your partnership have a MOU or contract? Yes No Not Sure

Is it important for you to have one at this point? Yes No Not Sure



TEAM DISCUSSION:

As a team, review the commitment by each partner, the representing organizations, and community leaders.

1. Do these commitments meet expectations for the partnership? For the project?
2. If the commitments are not formalized, discuss the implications.



ACTION NOTES:

1. What steps will you take to formalize the commitment of each partner?
2. How will the partnership address the development of a Memorandum of Understanding or similar contract?

Chapter Summary

“Goodness of fit” is the priority starting point to assess partnership readiness. Engaging in conversation about values, climate, benefits, and commitment is imperative for developing the trust and credibility between partners and the community to move the CBPR project forward. Past research has shown that if a partnership does not meet these “goodness of fit” criteria, the partners must consider tough questions - “Can the issues be resolved?” and “Should we proceed?” Carefully consider the discussions that you have had with your partner as you have worked through the exercises in this chapter as you answer the following set of questions. These questions are intended to stimulate a summary discussion about the goodness of fit of the partnership, project, and community to guide decisions regarding the next steps in determining the readiness of the partnership to move forward.



INDIVIDUAL ASSESSMENT:

Review your responses to the items in this chapter. Answer the following independently and then discuss together as a team:

1. I am confident the proposed partnership/project is compatible for me at this time?

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

2. I am confident the proposed project is compatible with the partnership at this time?

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

3. I am confident the proposed partnership/project is compatible with our organizations at this time?

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

4. I am confident the proposed partnership/project is compatible with the community at this time?

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10



ACTION NOTES:

If your responses above indicate that you or your partners are not confident in the partnership's goodness of fit, what next steps will you take? Will you dissolve the partnership completely? Or will you take steps to increase the goodness of fit of the partners?

Goodness of Fit Plan Action Summary:

Review the action notes that you developed as you worked through this chapter.

What are the key actions that your partnership determined are necessary to ensure the goodness of fit of the partnership?

1. Shared Values

Key Actions:

2. Compatible Climate

Key Actions:

3. Mutual Benefit

Key Actions:

4. Commitment

Key Actions:

Notes

Chapter 4: Capacity of Partnership/Project

Capacity is defined as the ability and capability of the partners, their organizations, and the community to conduct community based participatory research (CBPR), as well as the capacity for sustainability and change. Capacity will need to be assessed when a new partnership is formed, as well as when new projects are defined for the partnership to ensure the capabilities of the partners to achieve desired goals.

Key indicators of capacity are:

- Effective Leadership
- Inclusive Membership
- Complementary Competencies
- Adequate Resources

This section of the workbook will help you determine the capacity of your partnership to carry out projects to meet the needs of the community.

Effective Leadership

“As a leader you should always start with where people are before you try to take them to where you want them to go.”

- Jim Rohn

Effective leadership is considered an important determinant of the partnership and projects' success. An assessment of the leadership is needed, considering the complexity and skills required, his/her experience and expertise, and his/her credibility with the community and other stakeholders. The following exercises will help you determine if the leadership of the partnership is effective to meet your goals that you defined earlier in this process.



INDIVIDUAL ASSESSMENT:

Each partner should separately answer the following questions:

1. What leadership qualities do you perceive are important for this partnership to be successful? List below:

2. I am confident that the defined leaders of this partnership have the qualities needed to successfully lead the partnership. (Circle best answer)

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

3. What are the expected roles/responsibilities of the leaders? List below:

4. I am confident the partnership has defined key roles and responsibilities of the leaders involved with the partnership and that they meet my expectations.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

How effective are the leaders? Consider effectiveness with: inspiring or motivating others involved in the partnership; communicating the vision & goals of the partnership; combining the perspectives, resources, and skills of partners; building consensus; working collaboratively with all stakeholders; fostering respect, trust, inclusiveness and openness; making connections with the community and others. List other benchmarks for effectiveness that are important to you:

1. I am confident the partnership leaders are effective.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

2. I am confident there are guidelines in place to ensure the leaders are accountable to the partnership and community of interest.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

3. Do you have any expectations for the leadership of this partnership that are not being addressed? If so, list below:



TEAM DISCUSSION:

Review each team member's response to the previous questions and discuss. Consider the following:

1. What are the leadership qualities that the partners expect from the leadership team?
2. If you are not confident (<6) that the defined leadership has the qualities to lead the partnership, how will this affect the partnership and planned projects?
3. What are the key roles and functions that the partners expect the leaders to perform?
4. If you are not confident (<6) that the roles and functions of the leaders are defined, what clarifications are needed and how will this be determined?
5. If you are not confident (<6) that the leaders are effective, how will this affect the partnership? What steps do you need to take to remedy this issue?
6. If you are not confident (<6) that there are guidelines in place to insure the leaders are accountable to the partnership and targeted community, how will this affect the partnership. How will you address this?
7. Are all expectations for the leadership being met by all partners?



ACTION NOTES:

1. What are your next steps with your leadership plans for the partnership?

2. How will you accomplish this?

Inclusive Membership

Membership in the partnership encompasses consideration of inclusion of appropriate influential members from the community, organizations, and potential partners that are needed for the partnership, to carry out the CBPR project, AND for the sustainability and promotion of social change. The mix of age, gender, race/ethnicity, and differing viewpoints needs to be determined. Additional membership considerations are expertise, knowledge, cultural competence, credibility, and experience.



INDIVIDUAL ASSESSMENT:

Each partner should separately answer the following questions:

- 1. I am confident that our partnership has the appropriate membership in our organizations to conduct our planned project.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

- 2. I am confident that our partnership has the appropriate membership in the community to conduct our planned project.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

- 3. I am confident that we have the appropriate membership to sustain the partnership and planned projects over time. Consider gender, ethnicity, diverse viewpoints, expertise, knowledge, cultural competence, credibility and experience.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10



TEAM DISCUSSION:

Review each team member’s response to the previous questions and discuss. Consider the following:

- 1. Who are the members and key stakeholders that your partnership needs to maintain viability of the partnership, to carry out the proposed CBPR project, and to sustain the partnership and project outcomes over time?

2. If you are not confident (<6) that the membership is inclusive to carry out and sustain the partnership and project, how will this impact the partnership?
3. Are there other members that are needed to meet the partnership and project goals?
Yes No
4. If Yes:
 - a. Who are they?
 - b. Why is their involvement needed?
 - c. Who has access to them?
 - d. Who will contact?
 - e. Expectations of these members?
 - f. Timeline to recruit?



ACTION NOTES:

1. What are your next steps with membership of your partnership?
2. How will you accomplish this?

Compatible Competencies

Competencies are defined as skills or abilities, behaviors, and knowledge. The table below CBPR partnership competencies identified by interview and focus group participants. Often the academic partner brings certain competencies to the partnership (i.e., grant writing, research design and methods) and the community partner brings in a different set of competencies (i.e., navigating the community, knowledge of community context). It is generally agreed upon that not all members have each competency, but that the team review competencies needed for their particular partnership and planned

CBPR partnership, and that the competencies are complementary and as a whole meet the needs identified.

In the table below is a list of competencies that may be needed for your partnership and projects. Place an X in the column titled ‘Needed?’ if the competency is important to your work together. For those competencies with an X, list the initials of partners who have that competency in the third column.

Competencies	Needed?	Who?
Skills or Abilities:		
Navigating the community		
Navigating the organizations		
Issue selection/needs identification		
Conducting community assessments		
Literature searches/evidence based data		
Grant writing state/foundation level		
Grant writing federal/NIH level		
Obtaining Institutional Review Board (IRB) approval		
Obtaining community consent		
Technical/IT skills		
Organization skills		
Political skills		
Theoretical frameworks		
Project planning and design		
Research methods		
Project implementation		
Data analyses		
Project Evaluation:		
Dissemination (Media/Local)		
Dissemination (Scientific Journals)		

Competencies	Needed?	Who?
Experience databases		
Recruitment and retention of participants into research		
Instrumentation/measures		
Managing budgets		
Managing personnel		
Federal grant management and operations		
Training others		
Networking		
Translating findings to action		
Affecting policy change		
Working with advisory boards and/or steering committees		
Personal Behaviors:		
Flexible		
Culturally competent		
Willing to share power		
Self-reflective		
Humble		
Collaborative		
Good communicator		
Good negotiator		
Transparent		
Honest		
Good listener		
Knowledge of:		
Community stakeholders		
Community preferences		
Community culture/context		
Organizational culture/context		
CBPR principles/processes		



TEAM DISCUSSION:

Review each team member's response to the previous questions and discuss.

Consider the following:

1. Discuss perceptions of team members' perceived competencies needed for the project. Is there consensus?
2. Is there consensus and confidence that needed competencies are met by the representative partners?
3. If not, how will this impact the partnership, project, and sustainability of both?



ACTION NOTES:

1. If competencies are not present with the current partners, what are the next steps?
Training, new membership, consultation?
2. How will you accomplish this?
3. Expected timeline:

Adequate Resources

Resources include finances, people, equipment, and space. An assessment of adequate resources to support all phases of the proposed CBPR project is essential. This also includes the availability of current resources, as well as the availability of resources over time, especially when grant funding or other revenue sources end. The tables below will help you to determine the needed resources for your partnership and project.

In the table below list the resources that you currently have available for the partnership, project and for sustainability over time.

Resource	Description
Staff	
Supplies	
Equipment	
IT/Technical Support	
Funds	

In the table below, list the resources you need for the partnership, project and sustainability over time.

Resource	Description	How will You Obtain and When?
Staff		
Supplies		
Equipment		
IT/Technical Support		
Funds		
Other		



INDIVIDUAL ASSESSMENT:

1. I am confident that we currently have the resources needed for our partnership/project and for sustainability.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

2. I am confident we have the capacity to obtain adequate resources to maintain our partnership, projects and sustainability.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10



TEAM DISCUSSION:

Review each team member’s response to the previous questions and discuss. Consider the following:

1. Are there consensus and confidence that the partnership has adequate resources?

2. If not, how will this impact the partnership, projects, and sustainability?

3. What are the plans for obtaining and sustaining resources over time?

List:



ACTION NOTES:

- 1. If resources are not adequate, how will the partners address this?

- 2. Expected timeline:

Chapter Summary

An assessment of the capacity is needed for each partnership and each CBPR project. Capacity encompasses leadership, membership, competencies, and resources. Carefully consider and listen to the discussions about the partnership’s capacity to determine if further action plans are needed.



INDIVIDUAL ASSESSMENT:

Review your responses to the items in this chapter. Answer the following independently and then discuss together as a team:

- 1. I am confident that we have effective leadership to guide this partnership, CBPR projects, and to sustain the partnership and project efforts.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

- 2. I am confident that we have the diverse membership needed for the partnership and CBPR projects.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

3. I am confident we have compatible competencies needed for the partnership and CBPR project.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

4. I am confident we have adequate resources for the partnership, CBPR project, and for sustainability of the partnership and project outcomes.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

Capacity Action Plan Summary

Review the action notes that you developed as you worked through this chapter.

What are the key actions that your partnership determined are necessary to ensure the capacity of the partnership?

1. Effective Leadership

Key Actions:

2. Inclusive Membership

Key Actions:

3. Complementary Competencies

Key Actions:

4. Adequate Resources

Key Actions:

Notes

Chapter 5: Partnership Operations

Operations are defined as the operating structures and processes associated with the partnership. These operations typically have a defined structure including leadership and documented processes. Examples of operations include meeting times, agendas, structure (such as Roberts Rules of Order), along with additional structures such as steering committees, task forces and advisory boards. Establishing these operations is critical for effective and successful partnerships.

Key indicators of operations are:

- Transparent Communication and Structures
- Conflict Resolution
- Equal Power

This chapter will guide your team through the necessary components of defining partnership operations.

Transparent Communication & Structures

Communication Preferences/Methods

There are many methods of communication, and different people prefer different styles. To be effective, a group must understand communication styles and reach an agreement on the method of communication for the group. *In the table below, each partner should list their preferred style(s) of communication. At the end of the section, the group will come to a consensus on the best method of communication to ensure productivity of the partnership and project.*

	Partner A	Partner B	Partner C	Partner D
Email				
Phone				
Face to Face				
Social Media				
Mail				

Preferred communication method for group:

Communication Plans

How will communication exchange occur? Decisions regarding what/how/when communication with all partners and the wider community is an important step in establishing operations.

As a team, discuss answers to the following questions in the table below:

	With Other Partners?	With Representing Organizations?	With Community?	With Others? (e.g. Media, Policymakers)
What to Communicate?				
How Will Communication Occur?				
Frequency of Communication?				
Other Communication Needs?				

Structures for Partnership

Establishing a structure for the partnership is critical to ensuring accountability, productivity and sustainability.

As a team, respond to the following questions below regarding the infrastructure and processes needed for communication:

<p>Partner Meetings: Who will attend/frequency of meetings?</p>	
<p>Community Meetings: Who will be invited, frequency of meetings?</p>	
<p>Leadership Roles for Partnership: What roles? How are they selected?</p>	
<p>Meeting Agendas: How made? Who will disseminate? What time frame?</p>	
<p>Meeting Structure: Robert Rules of Order, informal structure, other?</p>	
<p>Meeting Minutes: Will minutes be taken? For what meetings? Who/how disseminated?</p>	
<p>Reaching Consensus: How will consensus be reached? (Voting, majority rules, etc)</p>	
<p>Task Forces/Committees: Needed? Who will lead?</p>	

Other Structures

Does your team need more people involved for guidance and direction? For decision-making? Steering committees and advisory boards are examples of other structures that may be necessary to support your work. See Appendix C for resources on advisory boards and steering committees.

As a team, discuss other structures that may be needed to guide your partnership and projects using the table below:

Structure	Why is this Important to our Partnership?	What will the Membership be?	What will be their Role?	What Resources are Needed? (Financial, Technical, People, Space)
(e.g. Steering Committee, Community Advisory Board)				



INDIVIDUAL ASSESSMENT:

1. I am confident our team understands the preferred methods of communication for each team member.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

2. I am confident our team has a communication plan that will ensure necessary information is distributed on a timely basis to all members.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

3. I am confident our team has defined the basic structures needed for communication and decision-making.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

4. I am confident our team has agreed on the necessary outside structures (i.e. steering committee, advisory board) to carry out the work of our partnership.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10



TEAM DISCUSSION:

Review each team member's response to the previous questions and discuss. Consider the following:

1. If you are not confident (<6) that the communication plans are effective for the success of the partnership, how will you address this?
2. If you are not confident (<6) that the necessary structures are defined for successful operations of the partnership, how will you address this?



ACTION NOTES:

What are the next steps for the partnership to put the agreed upon communication plans and structures in place:

Conflict Resolution

Decision Making

Establishing processes for how decisions will be made related to the partnership and project is a necessary for all partnerships, regardless of how long the team has worked together. There will be many decisions to be made, differing in level of impact. Establishing guidelines for how these decisions will be made will decrease the likelihood of conflict in the future.

As a team, discuss the following the questions in the table below:

What Level of Decisions can be Made Face to Face (vs. Email or Phone)?	
What Level of Decisions Need to be Made with Consensus of All Partners?	
How will you Reach Consensus on Decisions?	

<p>What Level of Decisions Require the Input of the Representing Organizations?</p>	
<p>What Level of Decisions Require the Input of the Community?</p>	
<p>Other Aspects of How Decisions are Made that are Important to You?</p>	

Workload Allocation

What are your expectations of how the work of the project will be distributed/allocated? Reflecting on the goals and objectives from Chapter 2, discuss as a team the major duties that will be necessary for the partnership and projects. Equal distribution of the work is essential to avoiding conflict and ensuring mutual ownership of the processes by all team members.

In the table below, list the major duties necessary to carry out the goals and objectives for your partnership. In addition, decide which partner will perform which duty and how they will be held accountable for completing the task.

Major Duties/Tasks	Who Will Perform?	Accountability Measures?



INDIVIDUAL ASSESSMENT:

1. I am confident our team has established a plan for how decisions will be made.
Not confident (1).....Extremely Confident (10)
 1 2 3 4 5 6 7 8 9 10

2. I am confident our team has equally distributed the major duties and tasks necessary to carry out the goals and objectives of our partnership.
Not confident (1).....Extremely Confident (10)
 1 2 3 4 5 6 7 8 9 10



TEAM DISCUSSION:

Review each team member's response to the previous questions and discuss. Consider the following:

1. If you are not confident (<6) that the team has an adequate plan for how decisions will be made in the partnership, how will you address this?

2. If you are not confident (<6) that the workload for the partnership has been equitably distributed among partners, how will you address this?



ACTION NOTES:

What steps will be taken if the plans for decision making or workload allocation are not followed:

Equal Power

Power Distribution

At the core of community-based participatory research is equitable ownership of the processes and products of a partnership. This results in an equal distribution of power amongst team members.

As a team, use the following questions to discuss power distribution:

Questions to consider related to power distribution:

1. What are your expectations of how the voice of each team member will be heard and their input incorporated into the project?
2. How can the partnership equalize power between the partners?
3. How can the partnership ensure equitable contribution among members?
4. What strategies does the group have to balance power? (i.e. small group work, discussion hypothetical situations, subcommittees)

Ownership

There will be many 'items' bought, collected or designed by projects undertaken through the partnership. It is important to discuss how these 'items' will be distributed or held at the end of each project.

As a team, list potential products of the partnership and the expectation of how each product will be handled at the conclusion of a project:

Product	Expectation
Data/Information	
Supplies	
Equipment	
Intellectual Property	
Publications	
Other	

Dissemination

A critical step for all partnerships is to disseminate the findings of the project to multiple audiences such as partner organizations, key stakeholders, executive leadership, the literature, and the wider community.

As a team, complete the table below to create an effective dissemination plan:

	The Community?	Scientific Journals?	Media?	Policy Makers?	Others? (List)
What Information Should be Disseminated?					
When Should Information be Disseminated?					
How Should Information be Disseminated?					
Who is Responsible for Information Dissemination?					



INDIVIDUAL ASSESSMENT:

1. I am confident our partnership has an adequate plan for equalizing power among all partners.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

2. I am confident our partnership has a plan to equally distribute the products of the partnership and projects.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

3. I am confident our partnership has created a plan for disseminating information regarding the partnership and products to multiple audiences.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10



TEAM DISCUSSION:

Review each team member's response to the previous questions and discuss.

Consider the following:

1. How can the partnership ensure equitable contribution among members?
2. If you are not confident (<6) that an adequate plan for how power will be distributed amongst partners has been established, how will you address this?
3. If you are not confident (<6) that an adequate plan has been established for the ownership of products resulting from the partnership, how will you address this?



ACTION NOTES:

What steps will be taken if the plans for decision making or workload allocation are not followed:

Chapter Summary

The operations for a partnership, including the structures and processes, is a very important dimension of the partnership. Included in operations are defined communication plans, methods to resolve conflict and ways to equalize power amongst partners. These operations are necessary to continually achieve progress over time.

Operations Action Plan Summary:

Review the action notes that you developed as you worked through this chapter.

What are the key actions that your partnership determined are necessary to ensure the operations for the partnership are in place?

1. Transparent Communication and Structures

Key Actions:

2. Conflict Resolution

Key Actions:

3. Equal Power

Key Actions:

Notes

Chapter 6: Summary & Implications

“If we are together, nothing is impossible.”

-Winston Churchill

As you probably now recognize, after completing the exercises in this workbook, determining the readiness of a partnership to conduct a successful CBPR project is not a simple task. There are many components of readiness that must be addressed. Previous research has shown that members of successful partnerships define readiness as the “fit” of the academic and community partners, and whether they have the “capacity” and “operations” necessary to plan, implement, evaluate, and share CBPR projects with the community. The ultimate goal is to make sure all of the essential components of readiness are addressed so that there is support for the mutual growth of the partnership and the potential to positively influence the identified social and health needs of the community. Through this workbook you have engaged in exercises to assess each component of partnership readiness. The following exercise provides the opportunity for the team to reflect upon and summarize the partnership’s goodness of fit, capacity, and operations.



TEAM DISCUSSION:

Summary team discussion of Goodness of Fit (Chapter 3) of the Partnership:

1. We are confident the proposed partnership is a good fit for us at this time?

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

2. We are confident the proposed partnership is a good fit with our organizations at this time?

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

3. We are confident the proposed partnership is a good fit with the community at this time?

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

Summary team discussion of the Capacity (Chapter 4) of the Partnership:

1. We are confident our partnership has the capacity to support the proposed partnership.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

2. We are confident our organizations have the capacity to support the proposed partnership.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

3. We are confident our community has the capacity to support the proposed partnership.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

Summary team discussion of the Operations (Chapter 5) of the Partnership:

1. We are confident our partnership has the necessary operation structures and processes in place to sustain the partnership over time.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

2. We are confident the defined operations of the partnership are equitable among all partners.

Not confident (1).....Extremely Confident (10)

1 2 3 4 5 6 7 8 9 10

Where did your partnership fall on the confidence scale? Are you a 10 for every component or do some components fall a little lower than you hoped? An assessment of readiness is not intended to discourage partnerships from moving ahead, but rather is intended to help partnerships engage in an in-depth self-assessment to set realistic goals. Perhaps your partnership needs more training, or needs to expand its membership. Perhaps your partnership needs to rethink and adjust the goals that were originally set. Perhaps you have found that your partnership is ready to move ahead to meet these goals.

Readiness is an ongoing characteristic of the partnership that must be flexible to accommodate the realities of working in a dynamic community setting. Assessing partnership readiness is not a simple, one time process, thus reassessment should occur over the duration of the project as circumstances change. Each component of readiness (fit, capacity, operations) is interdependent on the other, and a change in one component could potentially affect any of the others. Therefore, it becomes important that the partnership periodically reviews the goals and objectives of the partnership and project to make sure that all of the components of readiness are adequate to support achievement of the original goals. Does anything you learned about your readiness affect the goals and objectives you originally set in Chapter 2?

The following exercise is intended to help you revisit the goals that you originally set in Chapter 2. Now that you have completed an assessment of the partnership's readiness, it is time to reassess these original goals and possibly make some revisions based on your assessment of your partnership's level of readiness. Use the table below:



TEAM DISCUSSION:

Original Goal(s):

Original Objective(s):

Revised Goal(s):

Revised Objective(s):

Moving Forward

Now what actions are needed to move forward? At the conclusion of Chapters 3, 4, and 5 your team created an action plan to address each component of readiness. What

were the key actions that you identified for each component of readiness as you completed the exercises in each chapter?



TEAM DISCUSSION:

This exercise is intended to help you take a collective look at the key actions you identified and answer the following questions:

1. What actions are needed to move forward?

2. Is it a reasonable expectation that the partnership can accomplish the identified actions?

3. What is a realistic timeframe for completing the action plans?

Actions			Evaluation	
What Needs to be Done?	By Whom and When?	What Resources are Needed?	What Evidence Indicates Progress?	How and When will Evidence be Gathered?

Bringing It All Together: Developing a Logic Model

A logic model provides a visual representation or a picture of how you think your partnership and project will work, and helps to assure that all members of the partnership have a common understanding about the project, how it will proceed, and the intended outcomes. A logic model also enhances the partnership's ability to explain a project clearly to key stakeholders outside of the partnership. The model provides a diagram of the essential components of a project or partnership, how these components fit together in order to achieve the desired outcomes, and thus, provides a framework to evaluate the partnership. There are many different approaches to illustrating a logic model, but regardless of the approach, there are key components that are consistent across varying logic model designs.

- **Rationales** are the reasons the partnership is coming together or undertaking a project.
- **Assumptions** are beliefs about the project or intervention and the resources involved. Assumptions include the way we think the program will work. Inaccurate or overlooked assumptions could be a reason that your partnership did not achieve the expected level of success.
- **Inputs** include the resources a partnership has available to contribute to the work.
- **Activities** describe what the partnership does with the resources to implement the project. These are intentional processes, events, and actions that are used to bring about the desired project outcomes.
- **Outputs** are the direct, tangible results of activities, such as completion of staff training or number of advisory board meetings. These early work products often serve as documentation of progress.
- **Outcomes** are the desired results of the partnership. Describing outcomes as short, intermediate, or long term depends on the objectives, the length of the program, and expectations. Short-term outcomes should be attainable within 1 to 3 years, while longer-term outcomes should be achievable within a 4 to 6 year timeframe.
- **External Factors** describe the environment in which the partnership and project exists and include factors that may influence implementation, participation, and/or

the achievement of outcomes. External factors are the conditions, which can affect success of a project, over which we have little or no control.

The exercises that you have completed throughout this workbook provide the information necessary to complete your logic model. As you consider your rationale and assumptions about the project, reflect upon the components of goodness of fit, such as shared values and mutual benefit. Your assessment of the partnership's capacity and operations will help you identify inputs, activities, and outputs. The goal and vision of the partnership will direct identification of outcomes. Consider your discussions of history and climate as you identify external factors. Below are several resources available that provide in-depth guidance on logic model development.

W.K. Kellogg Foundation (2004). *Logic Model Development Guide: Using Logic Models to Bring Together Planning, Evaluation, and Action*. Available at: <http://www.wkcf.org/knowledge-center/resources/2006/02/WK-Kellogg-Foundation-Logic-Model-Development-Guide.aspx>

CDC Division for Heart Disease and Stroke Prevention. (2030). *Evaluation Guide: Developing and Using a Logic Model*. Available at: http://www.cdc.gov/dhdsp/cdcynergy_training/content/activeinformation/resources/Evaluation-Guide-Developing-and-Using-a-Logic-Model.pdf

University of Wisconsin – Extension. (2005). Program Development and Evaluation: Logic Model. Available at: <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

Conclusion

Congratulations! You have completed your first assessment of your partnership's readiness to conduct community-based participatory research. (Remember, readiness assessment is an ongoing process!) Your investment of time and effort in a comprehensive assessment of partnership readiness will provide a strong foundation upon which your partnership can grow and flourish to not only achieve desirable outcomes, but also to sustain the partnership and its products over time. Working in community-academic partnerships takes a considerable commitment of time and energy from all partners, but the rewards to individuals, organizations, and communities, provided by participation in a cohesive, capable, "ready" partnership, are endless.

Notes