ALL-AROUND CULTURE
ثقافة دايرما يدور

Building Partnerships Toolbox

Tools for developing authentic and sustainable partnerships

Co-funded by the European Union

This toolbox has been produced with the financial support of the European Union under the All-Around Culture Programme (2023). The contents of this document are the sole responsibility of MitOst and can under no circumstances be regarded as reflecting the position of the European Union.

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On the Toolbox

What is the purpose of this toolbox?

This Toolbox aims to provide various tools to help different organisations and initiatives willing to develop authentic and sustainable partnerships.

Since the journey of building partnerships varies based on partners and the type of partnership they seek, this toolbox offers separate tools that can be used at different phases of the partnership journey. The toolbox includes 20 tools: they can be used individually or with your team or your partners from other organisations.

We want to highlight that **each tool has its own life journey, meaning that a single tool can have multiple uses**; be it in the partnerships building process or other aspects. So, do not hesitate to adapt these tools and use them based on your different needs without any restrictions.

However, in an attempt to organise these tools into easily accessible order, they are categorised under four sections, where each section addresses a particular phase of the partnership process according to the following:

Part One: Introduction and Networking

This part includes tools to help you get to know your partners through learning about their diverse experiences and perspectives. They aim to provide an open space to discuss different topics so you get to know each other and your working environment. Tools in this part can help you find common ground to work together better.

Part Two: Building and Developing the partnership idea

This part includes tools to help you test and enhance your partnership/ collaboration idea by learning about other people's feedback, feelings, and insights. It can also help you identify your objectives, expectations, and own resources as partners in the collaboration journey.

Part Three: Building mutual understanding of Partners' Organisations/Teamwork

This part includes a set of tools to help you in the process of team building in each organisation or team to reach a fruitful collaboration at the internal level among partners. The tools here allow you to develop your understanding, as partners, of your position and role in the organisation (or team) you work in to obtain a clearer picture of the expectations during the collaboration journey. These tools help you also think about your way of interacting in your teams and get some ideas about the different roles of the team to form a balanced team.

Part Four: Reflections on the partnership journey

This part includes tools to help you exchange your reflections on the partnership journey. These tools help draw reflections, personal stories and lessons learned from the collaboration journey. These tools can be used towards the end of the collaboration journey. Still, they can also be used in the middle to allow you to enhance and develop the collaboration project and the working environment of the partners.

Additional Tools: Collaboration Placement

This additional part includes seven tools that will assist you in preparing and implementing visiting periods at your partners' organisations if you have the time and resources for those visits in your partnership project.

Intellectual Property Rights and Toolbox Team

The Tandem programme, which was developed and implemented by the Cultural Exchange department of MitOst in 2011 (which is now a part of the newly established entity zusa), collected these tools from various sources, which were adapted according to the program's needs. So, do not hesitate to adapt these tools based on your team's needs as well. These tools were published under the Creative Commons license (CC BY 4.0). So, do not forget to mention zusa and other primary sources when reusing any of these tools.

The Collective Routes team worked on reformulating the English tools and then translated them into Arabic through cooperation with the All-Around Culture project.

All-Around Culture

It is a 4-year regional programme co-funded by the European Union that aims to foster a vital cultural ecosystem as an enabling environment for the social and economic inclusion of young people in seven countries across the Arab region, including Algeria, Egypt, Jordan, Lebanon, Morocco, Palestine, Tunisia, and Libyan and Syrian communities in those countries.

This publication is part of the Ecosystem Academy component of the programme. The Ecosystem Academy is a cross-cutting resource centre that connects all the learning needs and knowledge resources of the All-Around Culture.

https://allaroundculture.com

Collective Routes

An enquiry-driven collective committed to researching existing approaches, experimenting with new practices, and producing grounded knowledge in social change. As a collective, we bring together socially engaged practitioners in participatory research and collaborative learning across the fields of Youth Development, Social Entrepreneurship, Organisational Culture, Culture for development, and Social Policies.

www.collectiveroutes.org

All-Around Culture Project Partners

Culture Resource (Al-Mawred Al-Thaqafy)

It is a regional, non-profit organisation founded in 2003 that seeks to support artistic creativity in the Arab region and to encourage cultural exchange within the region and beyond. It aims to support artists, cultural actors and cultural institutions through grants, capacity building, publications and networking, to promote independent creative works outside the commercial mainstream on a regional and international level, and to improve the environment for cultural work through policy research and action.

The work of the organisation is predicated on the belief in the critical role of culture in the development of civil society, the importance of access to culture for all, and the rights of artists to freedom of expression. Culture Resource has been able to support the work of over one thousand artists and cultural actors and to reach thousands of audience members and communities through its activities and services, and it continues to serve as a positive model of a credible and transparent independent organisation.

www.mawred.org

L'ART RUE

Founded in 2006 in Tunis, aims to democratise contemporary art by bringing artistic creations close to the population. L'ART RUE designs contextual artistic projects with the direct involvement of the population of the territory. They consider that Art is a vector of educational, social and economic development. It encourages collective work in order to promote social development through art and to develop artistic proposals on the relationship between art, society, memory, territory, citizenship and public space.

www.lartrue.com

MitOst e.V

It is a Berlin-based non-profit and non-governmental organisation carrying out international projects focusing on citizenship education and cultural exchange in Europe and its neighbouring regions. The organisation was founded in 1996 and has 1,400 members in 40 countries. International understanding and civic engagement are the basic principles for all MitOst programmes as well as for the manifold voluntary projects of its members.

www.mitost.org

The MMAG Foundation

The foundation was founded in 2017, and it strives to contribute to the future of art practice and pedagogy by drawing on historical encounters and contemporary issues alike. Through art, it works to facilitate opportunities to shape responsive approaches to learning, knowledge-making and modes of dialogue. The foundation provides a space for artistic research, production and critical discourse through its exhibition program, educational projects and residency spaces.

www.mmagfoundation.org

zusa

zusa is a brand of Tandem gGmbH, which is a spin-off of MitOst e.V. working for and with cultural and civil society actors that create and urge/advocate/promote changes in their contexts. The team of zusa practices and promotes the art of collaboration as a force for systemic change. It creates, opens and gives space to process playfulness and experimentation. In zusa, all is done with people for and organisations from different geographies, sectors and disciplines.

www.zusaculture.org

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Introduction and Networking

Part One

Introduction and Networking

This part includes tools to help you get to know your partners through learning about their diverse experiences and perspectives. They aim to provide an open space to discuss different topics so you get to know each other and your working environment. Tools in this part can help you find common ground to work together better.

Tool 1: World Cafe
Tool 2: Karma Kitchen
Tool 3: Future Backwards

Tool 1

World Café

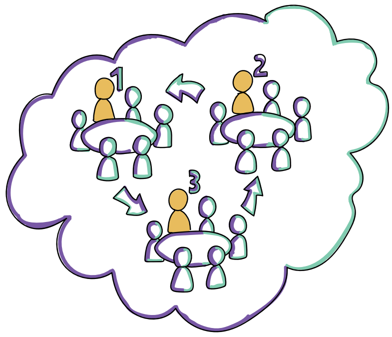
Tool Objective

World Café aims to collect and identify participants' thoughts and feelings about a specific topic and enable them to think about how to dig deep into it. The World Café is a classic method that many people are familiar with. Therefore, you can find more information about the background, method description, and downloadable toolkits on the Internet.

Powerful questions, deep listening, and intimate conversations form the heart of the World Café. This is because the knowledge and wisdom we require are already present and can be made accessible. Collective intelligence emerges when different system elements connect with themselves in creative ways.

Tool Description

World Café consists of at least three rounds of approximately 20 minutes each. Each table designates a host who will stay all rounds at the same table. At the start of each round, the question(s) are introduced and put on the flip chart. The host ensures that everyone at the table has the chance to contribute, that people listen to each other, and that as many stories as possible are shared. After each round, participants can decide to change tables or stay. After all the rounds are finished, the host collects 1 to 2 stories and/or conclusions that exemplify the conversation on the table across all rounds to be presented to all participants. Each table has a maximum of one minute to present.



The core principle of World Café is attentive listening. Aim for a constructive conversation, not a discussion. So please refrain from judgement, associations, advice, or a ping-pong conversation. Forbidden words are 'no' and 'but'.

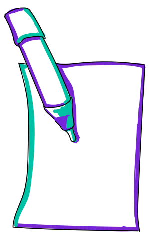
Time and Material Required

World Café implementation takes **120 minutes** (to implement three rounds) and requires the following:

- Some tables and chairs, with 4 or 5 participants on each table.
- A bell.
- Flipchart (A1).
- Markers with different colours.

Preparation

- Prepare questions relevant to the group, the context, and the aim of the exercise. Make sure to consider wording and have open-ended questions.
- Prepare the room, tables, and chairs according to the participants' number. Ensure there is enough space for everyone and that groups can talk in parallel without disturbing the others.
- Make sure to provide each table with enough paper and markers.
- The success of World Café is dependent on attentive listening. So, using the "talking stick" is recommended. Pass it around from person to person at the table. Only the person holding the stick may speak; everyone else listens.



Implementation Steps

Introduction 15 minutes

- The facilitator presents the goal behind World Café, the different questions that will be discussed during the exercise, and the allocated time for each question.
- The group then split into smaller groups at several tables, with 4-5 participants at each table.
- Each table designates a host that will stay all rounds at the same table. Hosts can be a team member or a participant with World Café experience. Other participants can move around different tables and try to sit with people they don't know.

First Round 20 minutes

- In each round, the group discusses the presented question on the table while the host takes notes from the discussion.
- The host ensures that everyone at the table has an opportunity to share their story with the others.

> The facilitator rings a small bell indicating the end of the round. At this moment, the discussions on tables should be finalised.

First Round Harvesting and Break 10 minutes

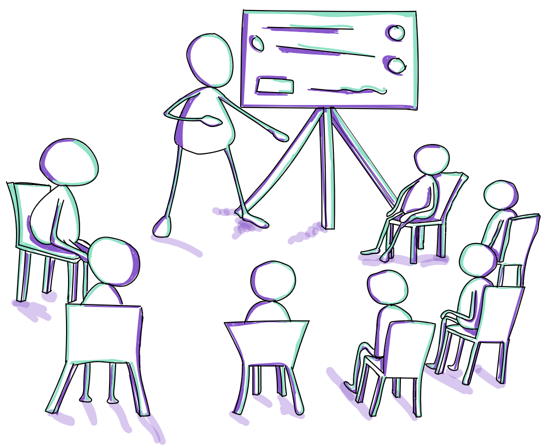
- The hosts take the lead in summarising discussions of the round to present a summary to the participants at the table in the following round.

> The same steps should be repeated to implement the second and third rounds, along with their harvesting.

Conclusion 15 minutes

- The facilitator organises the stories and connects the dots between tables and rounds. What are the main topics participants seem to want to work on? Which challenges do they want to commit themselves to? What resources can they bring to the programme?

  Eventually, you know a World Café is going well when everyone senses that a few strong ideas are being picked up, copied, expanded, elaborated, refined, and retold as participants move between tables.



Example of a World Café

A World Café activity:

What brings us together and our common grounds to establish partnerships.

Step/Round	Main Question	Time needed
Round One	• What story brought you here today?	10 minutes
Harvesting of round one and changing tables		10 minutes
Round Two	• What is your best collaborative experience and why?	20 minutes
Harvesting of round two and changing tables		10 minutes
Round Three	• What does the Common good mean to you?	20 minutes
Harvesting of round three and changing tables		10 minutes
Round Four	• What does the Common good mean to your everyday life?	20 minutes
Harvesting of round four and changing tables		10 minutes
Round Five	• As societies and communities, what could help you balance individual and common interests?	20 minutes
Harvesting of round five and changing tables		10 minutes
Activity Conclusion		20 minutes

Resources (further reading on the tool)

World Café: https://www.theworldcafe.com

Tool 2

Karma Kitchen

Tool Objective

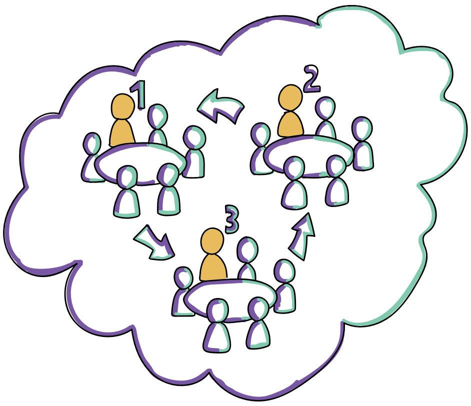
Karma Kitchen tool aims to help participants reach potential answers to issues, difficulties, or quests they face at the moment by providing a space to discuss with their colleagues and benefit from their diverse experiences.

This tool helps participants tap into the group's collective brain, experience a variety of know-how, and network beyond the collaboration projects. It combines World café, Open Space, and Case Clinic methodologies.

Tool Description

Karma Kitchen tool provides participants with a space to reflect in silence on the quest they face at the moment and would like to share with the group members to benefit from their experiences. It consists of at least three rounds of 30 - 35 minutes each. Some participants volunteer to present their quests to the whole group. The number of participants who can present quests is determined according to the number of group members (so that there are 3-5 consultants on each table along with the quest giver).

Participants who did not present a quest can join any table for the first round. For the second and third rounds, they will rotate to a new quest, and the quest giver will stay at the same table. It will be helpful to have flipchart paper on the table will be helpful so participants can make notes and doodle.



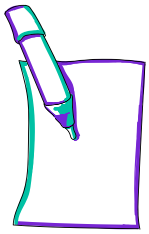
Encourage participants not to be strategic about where they want to join. It is about trusting that whoever is there is the right person.

Time and Material Required

Karma Kitchen implementation takes 130 minutes (to implement three rounds) and requires the following:

- Some tables and chairs, with 4 to 6 participants on each table.
- A bell.
- Flipchart paper (size A1).
- Markers with different colours.

Preparation

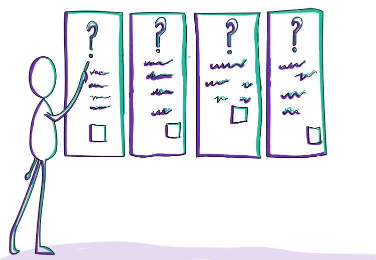


- Prepare the room, tables, and chairs according to the participants' number, with precise number sitting arrangements, so the quest hosts can find a table after figuring out their quest.
- Ensure there is enough space for everyone and that groups can talk in parallel without disturbing the others.
- Make sure to provide each table with enough paper and markers.

Implementation Steps

Introduction and Quest collection 15 minutes

- The aim and the flow of the tool are introduced to the participants. Then they are asked to reflect in silence on what quest they face at the moment and where they need to go into action. Clarify to the participants that the number of quest givers is determined based on the number of the group as we need to have one quest giver on each table with 3 to 5 consultants. The principle of quest givers is first come – first serve. Quest givers write down the quest independently, and later the team can help them formulate and make the quest very clear and actionable.



First round: What is the quest behind the quest/ call/ project? 30 minutes

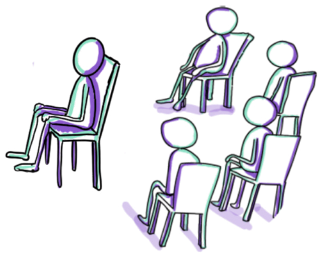
- To deepen the understanding of the issue at stake, one should not give direct solutions but deepen the insight of the quest giver (the table host). Ask questions –dig deeper. This is the first step of the activity: clarifying the quest. Encourage the quest giver to reformulate their case at the end of this round.

After the round ends, the facilitator announces the end of the first round, and the consultants rotate **individually and not collectively** to discuss another quest at another table. The quest giver (the host) stays at the same table.

Second round: What is missing? 35 minutes

5 Minutes (Individual work): The quest giver rephrases their quest based on the first round. The quest is presented to the second round's consultants with its new phrasing.

30 Minutes (group work): Now, broaden the picture and brainstorm. This is the brainstorming phase of this tool. Meaning that the quest giver steps back and listens to the rest of the group brainstorming about the quest to be deepened and more comprehensive. It might be helpful for the quest giver to have support from another participant for note-taking.



After the round ends, the facilitator announces the end of the second round, and the consultants rotate **individually and not collectively** to discuss another quest at another table. The quest giver (the host) stays at the same table.

Third round: What are the next steps? 35 minutes

5 Minutes (Individual work): The quest giver rephrases their quest based on the second round. The quest is presented to the third round's consultants with its new phrasing.

30 Minutes (group work): This step helps bring all thoughts together and make them concrete and tangible for the host to take it home. This tool's last step aims at clustering and filtering possibilities from all three rounds and helping the quest-giver move forward.

After the round ends, the facilitator announces the end of the third and last round. Participants from all tables come together again to the main group.

Reflection: What am I grateful for? What did I learn? 15 minutes

Make a quick round for everyone (at least for the hosts) in the room. It is not about sharing the quest's outcome but what was helpful in the last hour and a half.

Resources (further reading on the tool)

The Tandem Programme team, MitOst e.V, developed this tool.

Tool 3

Future Backwards

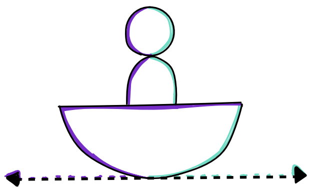
Tool Objective

The Future Backwards tool was developed by Cognitive Edge to draw lessons learnt, do historical analysis, and context setting. It has also been effective in project planning and a range of other uses.

The tool's core is to expose the large number of perspectives that a group can take on any given issue or theme at a single point in time.

Tool Description

Future Backwards takes us on a journey through time to build and imagine different scenarios regarding the current state (CS) we are working in, be it reflecting the context of the countries we live in or the institutional environment we work in.



Hence, the activity is implemented through three different phases, as follows:

Phase one: Implemented collectively with all participants and includes two steps:

- **Step 1:** Describing the current state (CS)
- **Step 2:** Defining turning points backwards from CS.

Phase two: Participants are split into two groups working in parallel so that group A works on imagining a Utopia through two steps:

- **Step 3:** Imagine a utopian state.
- **Step 4:** Linking Utopia to the Past.

While group B works on imagining a Dystopia through two other steps:

- **Step 5:** Imagine a dystopian state.
- **Step 6:** Linking Dystopia to the Past.

Phase three: All participants return to the main group to implement the last step together.

Step 7: Sharing accidents/magic moments on the dystopian or utopian pathway.

The size of the groups depends on the overall number of participants (20 participants maximum). Each group will have 4 - 10 people so that every person can participate in the discussion.

If the overall number of participants was over 20, the activity should be implemented in parallel with two or more groups. In that case, by the end of the activity, there will be step 8, where the participants from various groups share insights and outputs.

Time and Material Required

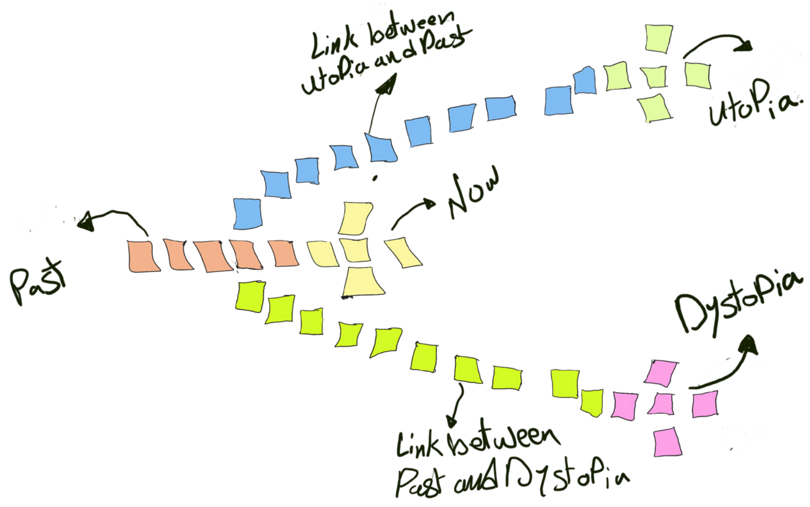
190 minutes

Future Backwards implementation takes 190 minutes (depending on the number of groups) and requires the following:

- Different coloured Post-it notes to write the instructions for all the activity steps.
- Markers.

Preparation

- The facilitator prepares a wall where the activity outputs will be presented. It should be divided as shown in the following chart.



- Ensure there's enough wall or table space available for the number of groups and size of post-it notes you'll be working with.
- Provide groups with coloured post-its for each stage separately. This way, you can control using the same colour coding across all groups, making it easier to read and compare all "Future-Backwards."
- Ensure there is enough space for everyone and that groups can talk in parallel without disturbing the others.

Implementation Steps

Phase one:

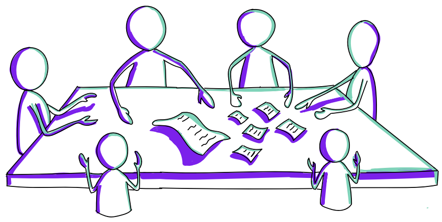
This phase is implemented collectively with all the participants.

Intro to the tool 10 minutes

The facilitator introduces the activity and its goal to all participants.

Describing the Current State - the main group 20 minutes

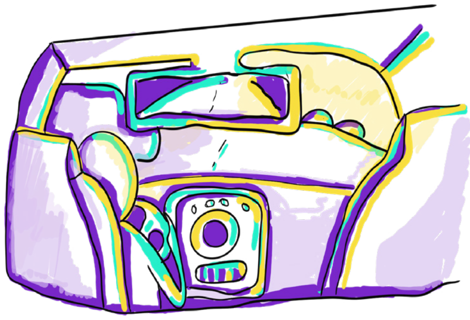
Participants discuss and identify descriptions summarising their current state of affairs (CS). Each description should be written on a single Post-it. The focus is not on individual contributions but on group descriptions. Using up to 8 -12 post-its to describe the CS is preferred. Place clustered results in the centre vertically. Check that the post-its are placed in the correct area!



Identify Key Events working backwards - the main group 20 minutes

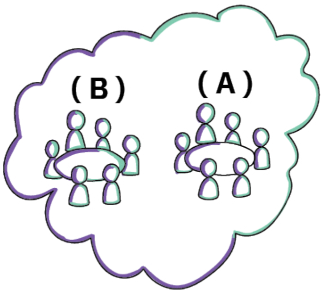
Participants discuss and identify the most significant events in the immediate past which shaped the CS and describe them on a single post-it to be placed to the left of the CS cluster. Please keep working backwards in time and organise the post-its related to these events together. Events backwards don't have to have a causal connection: one event can be caused by the other, but also they might have nothing in common. Events must be added chronologically, working back in time!

Maybe this metaphor can help you: “When you are looking at the car’s windscreen, you can see the current state in front of you, and you can see only the most recent key event in the rearview mirror. Once you’ve agreed on that most recent key event, you can reverse the car to that event. Now you can see only the key event before that in the rearview mirror”.



Phase Two:

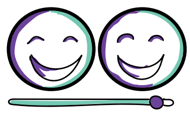
Participants in this phase are split into two parallel working groups, which work on different steps. Group A works on describing a Utopia and connecting it to the past (steps 3 and 4), while Group B works on describing a Dystopia and connecting it to the past (steps 5 and 6).



The small group (A)

Describe Utopia 15 minutes

The working group (A) is to imagine an impossibly good future (Utopia) and describe the conditions/ experience of this Utopia with post-its discussed and agreed upon by the group. Using up to 8-12 post-its to describe Utopia is preferred. The results are then placed in the upper right-hand corner of the work area.



Connect Utopia to a past 15 minutes

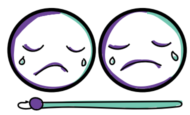
In the same way, they reconstructed the immediate past connected to the CS, group A works on finding the connection between that past and the described Utopia. They write about the best possible event that would have led to Utopia on one post-it at a time.

- If helpful, you are invited to add one “magic card,” imagining a completely unexpected circumstance/situation, making your path towards Utopia.
- The group must not trace the Utopia back to the current state. It must be linked to an event in the past.

The small group (B)

Describe Dystopia 15 minutes

The working group (B) imagine an impossibly bad future (Dystopia)



and describe the conditions/ experience of this Dystopia with post-its discussed and agreed upon by the group. Using up to 8-12 post-its to describe Dystopia is also preferred. The results are placed in the bottom right-hand area of the work area.

Connect Dystopia to a past 15 minutes

Following the same process as they reconstructed the immediate past connected to the CS, group B works on finding the connection between that past and the described Dystopia. The path may lead to a different event than the Utopia path.

Phase Three:

In this phase, all participants return to the main group to implement the final step together.

Sharing narratives - the main group 20 minutes

Once all the steps are finished, each group (both Utopia and Dystopia) chooses someone from their groups who will present their timeline to all participants. There will be time to check all "Future Backward" creations. Presenters from each group can explain their group's perspective to the participants.

When checking the groups' timelines, remember these questions:

- What is surprising or interesting?
- What are your insights and feedback on these timelines?

In case of implementing the activity in parallel with larger groups, step 8 can be added to share results and feedback of the participants from the different groups regarding the multiple timelines. Participants can also think about the following questions:

- What is different?
- What is the same?
- What is surprising or interesting?

Resources (further reading on the tool)

This tool was designed by Dave Snowden (Cognitive Edge): Future backwards - Cynefin.io

The author's blog on the tool: https://thecynefin.co/the-future-backwards

2

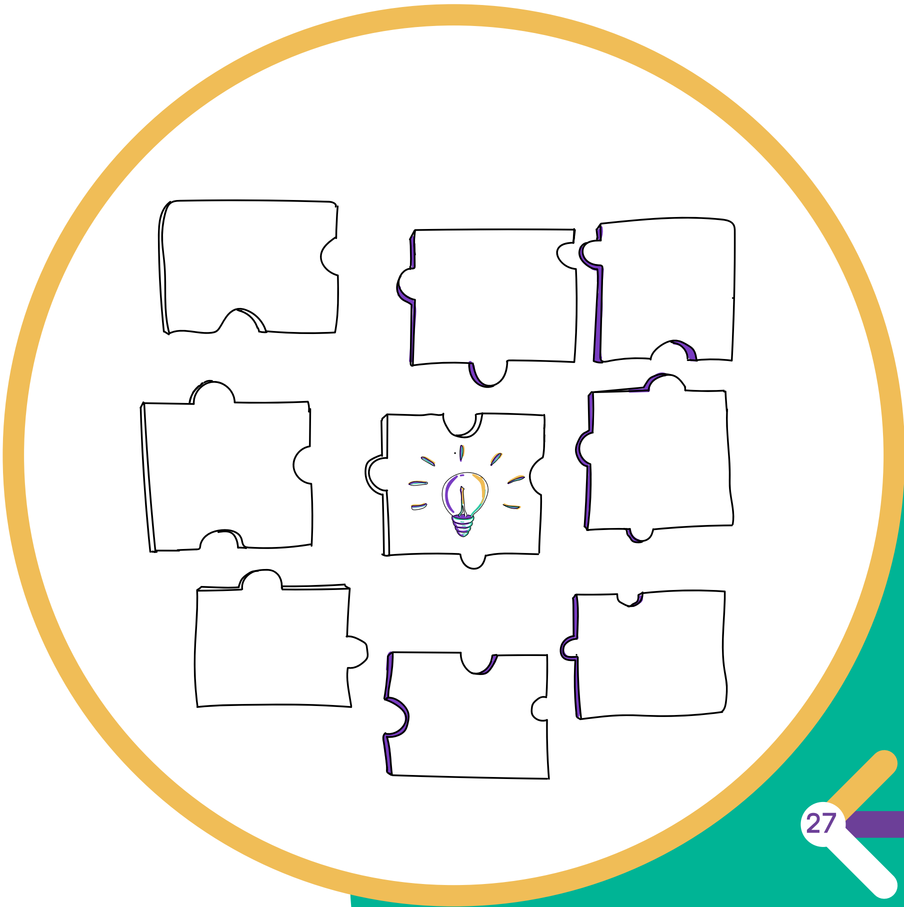
Building and Developing the partnership idea

Part Two

Building and Developing the partnership idea

This part includes tools to help you test and enhance your partnership/ collaboration idea by learning about other people's feedback, feelings, and insights. It can also help you identify your objectives, expectations, and own resources as partners in the collaboration journey.

Tool 4: Collaboration Canvas
Tool 5: Ritual Dissent
Tool 6: Case Clinics



Tool 4

Collaboration Canvas

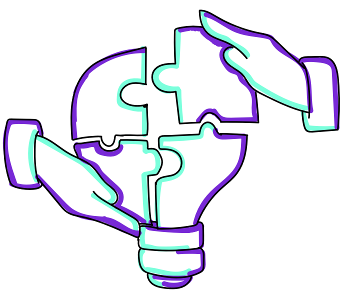
Tool Objective

When you start project cooperation, usually you have one partner organisation taking the lead – maybe because they had the project idea in the first place. They sit in the driving seat, and the other partners follow, finding that the project aligns with their mission at best or, in the worst-case scenario, feeling instrumental and even used. And after the project is finished, the partnership also ends, and you move on to the next project.

But what if there was a way to shape the project as a vehicle or space where you can design a real co-creation, benefitting both organisations equally and organically, looking at long-term collaboration? The Collaboration Canvas can help you do that.

Tool Description

Similar to the Business Model Canvas, the collaboration canvas shows the full project details on one big piece of paper. As a collaboration canvas, it includes the main pillars for the project; these are each partner's expectations ('What will we take from the partnership?') and their contributions ('What can we bring to the partnership?'). The core of the collaboration canvas is the core of the collaboration project itself – capturing the value proposition or project concept. The base of the canvas answers the questions about how the project will be organised: resources, activities, and outputs.



Once finished, the canvas allows you to tell the story of your collaboration project and check with your partner if you are still on the same page.

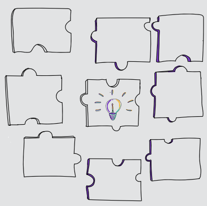
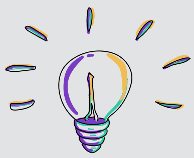
Time and Material Required

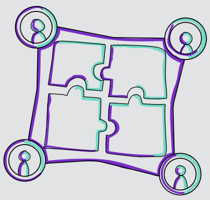
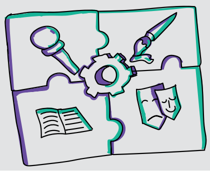
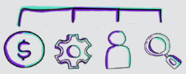
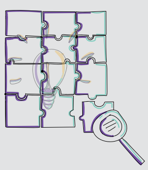
Collaboration Canvas implementation takes around 120 to 180 minutes (this is an indicative estimate only, it varies according to different types of collaboration projects and the available time for partners) and requires the following:

- Different coloured Post-it notes.
- Markers.
- Print the following table and the canvas template (if possible) and hand them to the participants.

Preparation

- The following table shows some guiding questions that can be shared with participants to think about them individually before starting the collaboration canvas tool.

Why? (Goals and expectations) 	• What is the main goal of your collaboration? • What motivates each partner to engage in the collaboration? • Which values do partners have in common? • Which objectives do partners have in common? • What are each organisation's needs, challenges and/or weaknesses addressed through this collaboration project? • What would partners like to learn from each other? • What would partners like to learn together? • What is the urgency of your collaboration? Why now? • When is your collaboration successful?
How? (Concept of the pilot project) 	• What is your idea about? • How will it work? • When is your collaboration project a success? • How did you come to this proposal? • How is it innovative? Why is it new for you? • Why is it relevant for others working in this field? How can they benefit? • How will your project change your future? How will it change other partners' futures?
Who?	• Who is involved in the collaboration project, and what can they offer? • What will each partner contribute to the collaboration? • Are these contributions financial, technical, knowledge-based, human resources etc.?

(Partners, roles and contributions) 	• How can these resources support your collaboration and benefit both organisations and communities? • Who in your teams and organisations do you plan to involve? • How can they benefit from this project? • Who else do you want to work with? Which organisations are from your cities? Which artists? How do you involve them? What is in it for them? • How do you want to work? What kind of partnerships do you need? What is the role of each partner in the project? • How does the distribution of responsibilities relate to each partners' capacities? • Do you have all the resources (incl. skills and knowledge), or do you need to find external support? • What is missing? How can you deal with that?
What? (Placements and project activities) 	• What do you plan to do during the placements at the partners' institution? • How can the placements support your collaboration? • What kind of activities are you planning for your project? Workshops/ meetings/ productions/ performances/ exhibitions/ etc. • What about distribution/ dissemination/ communications?
What? (Costs and resources) 	• What are the main costs of the project? • What are the main sources of income? (incl. own contributions) • What happens if you cannot secure all the necessary resources?
What? (Outputs and follow-up) 	• What are the collaboration project's expected outputs (tangible/ quantitative)? • What are the expected outcomes (intangible/ qualitative)? • How do you know it worked? What are the indicators for success? • How will you evaluate the project? • How do you share your learning? In your team, your community and with partners? • How can the project become sustainable? By scaling up? Multiplication?

Implementation Steps

Please note that the proposed time for each step is indicative and differs according to different collaboration projects and the available time for partners.

Individual brainstorming 30 - 45 minutes

- Without looking at the canvas, each partner drafts as many Post-it notes as possible with ideas, elements, questions, keywords, etc., that come up when thinking of the project. Use different colours for each partner.

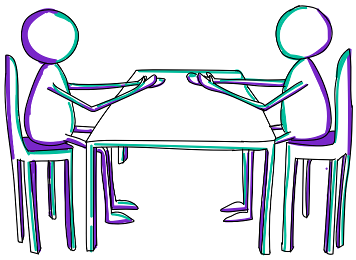
  the team can help them formulate and make the quest very clear and actionable.

Organising and sharing 30 - 45 minutes

- Partners organise their post-it notes on the canvas while explaining their meaning. Take time to understand each post-it note and take turns to give all partners a chance to bring original ideas to the canvas.

Filtering and completing 30 - 45 minutes

- Once all the Post-it notes are on the canvas, identify which areas are underdeveloped and try to add Post-it notes there – and see which Post-it notes are double, unclear, etc. A quick check at this stage can be to try and tell the canvas story together: see which elements don't fit in or need extra attention.



Resources (further reading on the tool)

MitOst e. V. developed the Collaboration Canvas tool for the Tandem program. It is inspired by the Business Model Canvas: https://www.businessmodelsinc.com/about-bmi/tools/business-model-canvas/

1 Who do you work for?
(Communities/ target groups/ final beneficiaries)

Our most important target groups in the communities are ...
We are creating the project for ...
Make it specific and self-referencing!

2 What do they bring in (partners, stakeholder, and beneficiaries?
(Key resources 1#)

The resources in the community are ...
Opportunities can be ...
Think outside the box!

RESOURCE TYPES
People, buildings, activities
Hard and soft skills
Experience and stories
Etc.

3 How do they want to be involved (partners and stakeholders)?
(Roles distribution & communication channels)

Which values play an important role in your relationships?
We are now involving them by ...
The tools that work best are ...
Make sure target groups are involved in the project from conception to evaluation (ownership, impact and sustainability)

4 What problem do you solve?
(The value proposition)

The target group's problem we are helping to solve is ...
To our final beneficiaries, we deliver this value:
We offer each of our community target groups the following productions or tools: ...
With our project, we satisfy the following of our collaboration communities' needs: ...

5 Who are you working with?
(Key partners/stakeholders)

Our key partners and stakeholders right now are ...
We also want to involve ...

PARTNER EXAMPLES
Artists/collectives
Community Centre
Cultural venues
City administration
Local business
Schools
Etc.

MOTIVATION FOR PARTNERSHIPS
Matching strategies
Acquisition of resources
Reduction of risk
Etc.

6 What can your partners do ?
(Key resources 2#)

For developing our collaboration project, we need these resources: ...
For our community activities, we need these resources: ...

RESOURCE TYPES
Human resources
Human resources

7 What things do you want to do?
(Key activities)

We organise these activities to implement our project: ...
To integrate our communities into our collaboration, we organise these activities: ...
For our communications, we organise these activities:

ACTIVITY TYPES
Workshops, seminars
Production
Events and networking
Tool(kit) and manuals Etc.

8 How do you know it worked?
(Impact evaluation)

Our collaboration project is a success if or when ...
The effect we aim to have in our community is ...
The milestones of our collaboration project are ...
Our target group is happy because ...

9 What is it going to cost?
(Cost structure)

The most important costs for our project are ...

COSTS TYPE
Travel, accommodation & subsistence.
Production costs.
Equipment rent.
Fees.

10 How are you going to pay for it?
(Income /revenue streams)

Our main sources of income for the collaboration project are: ...
We can continue the project because ...

INCOME TYPES
Funding
In-kind contribution
Ticket sales

Tool 5

Ritual Dissent

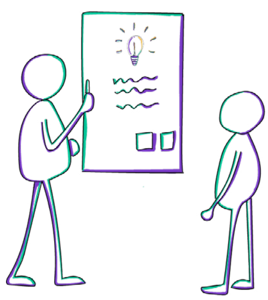
This tool is named “Ritual Dissent”. Linguistically, the word ritual means a particular state or a specific system and way of doing things. The term is used here to indicate that participants are doing particular actions to set a proper atmosphere for testing and deepening the presented ideas. This does not mean that the process includes neither criticising nor praising the participants to themselves.

Tool Objective

The Ritual Dissent tool was designed to be used in workshops to test and enhance ideas, proposals, stories or whatever by subjecting them to ritualised dissent (challenge) or assent (positive alternatives). In all cases, it is a forced listening technique, not a dialogue or discourse. It is used to have peers’ support in improving project ideas or specific phases of the project. It also helps in the iteration and presentation of ideas and enhances the diversity of opinions.

Tool Description

The basic approach involves a case-giver presenting a series of ideas to a group that receives them in silence. The case-giver then turns their chair so that their back is to the audience to de-personalise the process and listens in silence while the group either attack (dissent) or provide alternative proposals (assent).



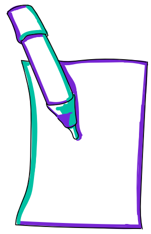
The ritualisation of sitting in a group (others will be subject to the same process) means that the attack or providing alternatives is not personal but supportive. In this sense, listening in silence without eye contact increases listening. Overall, plans that emerge from the process are more resilient than consensus-based techniques.

Time and Material Required

Ritual Dissent implementation takes around 95 minutes and requires the following:

- Enough space.
- Tables and chairs.
- Pen and paper for case-givers.
- A bell to bring attention.

Preparation



- The facilitator clarifies that the activity is mainly based on respecting others and criticising the idea, not a person.
- The facilitator asks participants to avoid defending their ideas as case-giver: the idea is to present ideas to develop them, not to defend them.
- The facilitator ensures there is enough space for everyone and that groups can talk in parallel without disturbing the others.

Implementation Steps

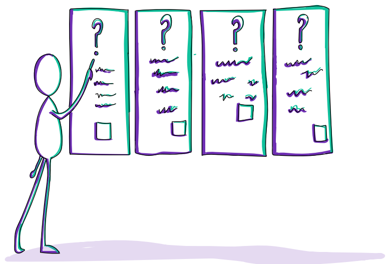
Preparation:

- The groups are divided according to the participants' and case-givers' numbers. Some participants volunteer to present their ideas (for example: in case the overall participants are 15, where 3 participants volunteered to present their ideas, then there will be three groups, each has a case-giver and 4 participants).

    - This technique is generally used in a workshop with a minimum of three groups with at least three participants in each. Ideally, the number of participants should be higher, but no higher than 10. Each group should be seated at a round table (or a circle of chairs). The tables should be distributed in the work area to allow plenty of space between them. If the tables are very close, there will be too much noise which will restrict the ability of the case-giver to listen to the dissent and the assent. The tables should be set up so it is easy (and very self-evident) to instruct to move to the following table in a clockwise or anti-clockwise fashion.

    - You may organise the group to include participants with diverse backgrounds to maximise the diversity of response in criticism or have like-minded people sitting together, which allows the opportunity to focus on specific aspects to deepen the idea.

- Some time is given to the case-givers to prepare their presentations. Case-givers present a verbal presentation and can use simple tools like coloured papers or other materials if needed.

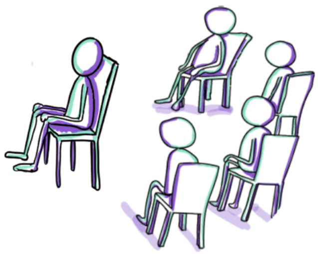


Starting the Rituals 5 minutes

- The ritual dissent starts with a collective action, which the facilitator asks participants to do (for example, participants stand in a circle, and each one shakes hands with the participant next to them).

Round 1: DISSENT! 15 - 20 minutes

- Once participants return to the mini-groups, case-givers can start by presenting the case. They will have 3 minutes for it. **The group is not allowed to comment or ask clarifying questions but listens in silence.** This is deliberate so that the idea is discussed as the case-giver formulated and presented it. This will help case-givers assess the clarity of presenting the idea later and identify aspects that need assuring and highlighting. (3 minutes)
- At the end of the presentation, the case-giver remains seated. At the same time, **the rest of the group start discussing and strongly criticising ideas presented by the case-giver, looking for all potential risks and holes.** Meanwhile, Case-giver is seated with their back and is taking notes without interacting with the group. (10-15 minutes)



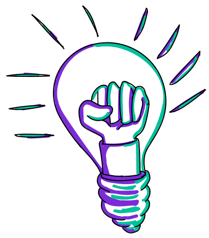
- By the end of round 1, all case-givers stay in their seats while the rest of the participants are asked to stand up. Following the facilitator's instructions, groups move clockwise to the next case-giver. (2 minutes)
- The case-giver has 2 minutes in silence to review their notes, **refine the presentation based on the feedback** received from the first round (step 5), and decide how to update the case. (2 minutes)

Round 2: DISSENT! 15 - 20 minutes

- Following the facilitator's signal, the case-giver has 3 minutes to present an updated version of their case. At the same time, the group actively listens without interacting with the case-giver in any way.

- The process repeats the same steps as in round 1.

Round 3: ASSENT! 15 - 20 minutes



- While the case-giver is presenting **an updated version** for the 3rd time, the group is paying attention to the strength of the presented case and/or ways to improve it. (3 minutes)
- At the end of the presentation, the case-giver remains seated while **the rest of the group starts discussing strong and solid elements of the presented case** and/or what is still missing to improve it. As in the previous rounds, the case-giver is seated with their back to the group and taking notes without interacting with the group. (10-15 minutes)
- Once the round is over, participants celebrate the Ritual Dissent with a big round of applause or any other collective action they or the facilitator choose!

Resources (further reading on the tool)

This is an adjusted version of the Ritual Dissent tool, designed by Dave Snowden (Cognitive Edge). https://cynefin.io/wiki/Ritual_dissent. The original version of the tool is only three rounds of dissent, but here we made only two rounds of dissent along with one round of assent.

Tool 6

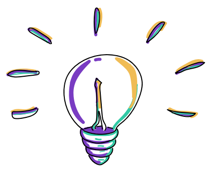
Case Clinics

Tool Objective

Case clinics are a specific method to agree with your partners on the project's general setup or challenging aspect of the project. It allows you to generate ways of re-framing the general issues of the project (goals, methods etc.) through activating and implementing the knowledge of colleagues/stakeholders. In addition, it helps you develop new ideas and approaches for responding to the issue.

Tool Description

The case clinics tool allows involving a group of colleagues/stakeholders in the process of project development, where a group of 3-5 peers or team members take up a consultant role; they can be colleagues, artists, friends, team members or other stakeholders. They are named consultants.



By implementing this tool, you can have concrete and innovative ideas for your project or your challenges; build a high level of trust, involvement, and positive energy within the team and among the peer group.

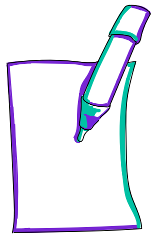
Though this tool can generate many ideas, it is important to realise that you do not have to consider any suggested solutions. The exercise is successful just by exchanging perspectives and creating a space for out-of-the-box thinking.

Time and Material Required

Case Clinics implementation takes around 95 minutes and requires the following:

- Blank cards
- Flipchart (A1)
- Markers

Preparation



- Prepare the room, tables, and chairs according to the participants' numbers.
- Ensure there is enough space for everyone and that groups can talk in parallel quietly.
- Make sure there are enough paper and markers.

Implementation Steps

Step 1: Preparing the presentation 30 minutes

The partners prepare a visual presentation of their case on a big paper (e.g., A2), and they take enough time to identify all the different processes of their project. They then agree on a challenging question within the project's framework, which should be:

- Current, concrete, and important.
- It can be presented in ca. 5 minutes.
- It could make a big difference moving forward.

One of you (let's say the visiting partner) is the presenter, and the other adopts the role of the timekeeper and ensures that participants move through the outlined process. The participants in the case clinics are peers, so there is no hierarchical relationship among them.

STEP 2: Presentation 15 minutes

Present your case and the question you've prepared and focus in the 5 minutes on the following;

- **Your intention:** What do you want to create?
- **Your edge:** What do you need to let go of and learn?
- **Help:** Where do you need input and help?

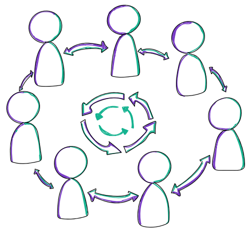
> After the presentation, the other partner/ consultants can ask clarifying ("what") questions if necessary (i.e., "What do you mean by ...?")

STEP 3: Reflection time – in silence 2 minutes

The consultants draw or write down the following:

- What images and feelings come up?
- What critical (but constructive) questions come to mind? («Why ...?»)

STEP 4: Creative dialogue and solution brainstorming by all 20 minutes

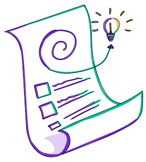


- Consultants ask questions to deepen their understanding.
- Consultants share images and feelings evoked by the project presentation.
- Creative dialogue: brainstorm and co-create ideas for solutions. Think out-of-the-box.

Participants should build on each other's ideas. There is no bad idea! Try to change your perspective on the project. Write all ideas down on cards and pin them to the board.

The presenter does not participate in this brainstorming. And the timekeeper only keeps time!

Tips for brainstorming:



- **Don't judge:** There are no bad ideas at this point. There will be plenty of time to evaluate ideas later.
- **Encourage wild ideas:** wild ideas often create real innovation. It is always possible to bring ideas down to earth later!
- **Build on the ideas of others:** think in terms of 'and' instead of 'but.' If you dislike someone's idea, challenge yourself to build on it and make it better.
- **Stay focused on the topic:** you will get better output if everyone is disciplined.
- **Be visual:** try to engage the brain's logical and creative sides.
- **Keep one conversation at a time among the group:** allow ideas to be heard and built upon.
- **Go for quantity:** set a big goal for the number of ideas and surpass it! Remember, there is no need to make a lengthy case for your idea since no one is judging. Ideas should flow quickly.

STEP 5: Organising and rating the solutions 15 minutes

Together with the timekeeper, organise the ideas:

- Categorise the cards according to theme, method, or character.
- Try to bring ideas together that can form a coherent solution.
- Do not throw any ideas away but keep a ‘rest’ category!
- Try to filter and describe 1-2 solutions (drawing or keywords) from the categories.
- Finally, consultants vote on which idea or solution they think is best for your challenging question. It is also still possible to add new ideas!

STEP 6: Concluding remarks 5 minutes

The presenter (and timekeeper) reflects on the ideas and solutions proposed by the consultant:

- What new insight do the solutions offer to me/us?
- How could I/we use/combine these ideas to go forward?
- Thank you!

> You are in no way obliged to take any ideas for your project. However, think about using (elements of) the most popular solution and the least popular solution. The least popular idea is possibly the most innovative (the so-called ‘Dark Horse’ method).

Finally, **capture the key learnings** from the case clinic: what was new, how did it make you feel, and what will you take from this experience?

Resources (further reading on the tool)

This tool is developed based on the Art of Hosting philosophy. You can learn more through this website: https://artofhosting.org/

3

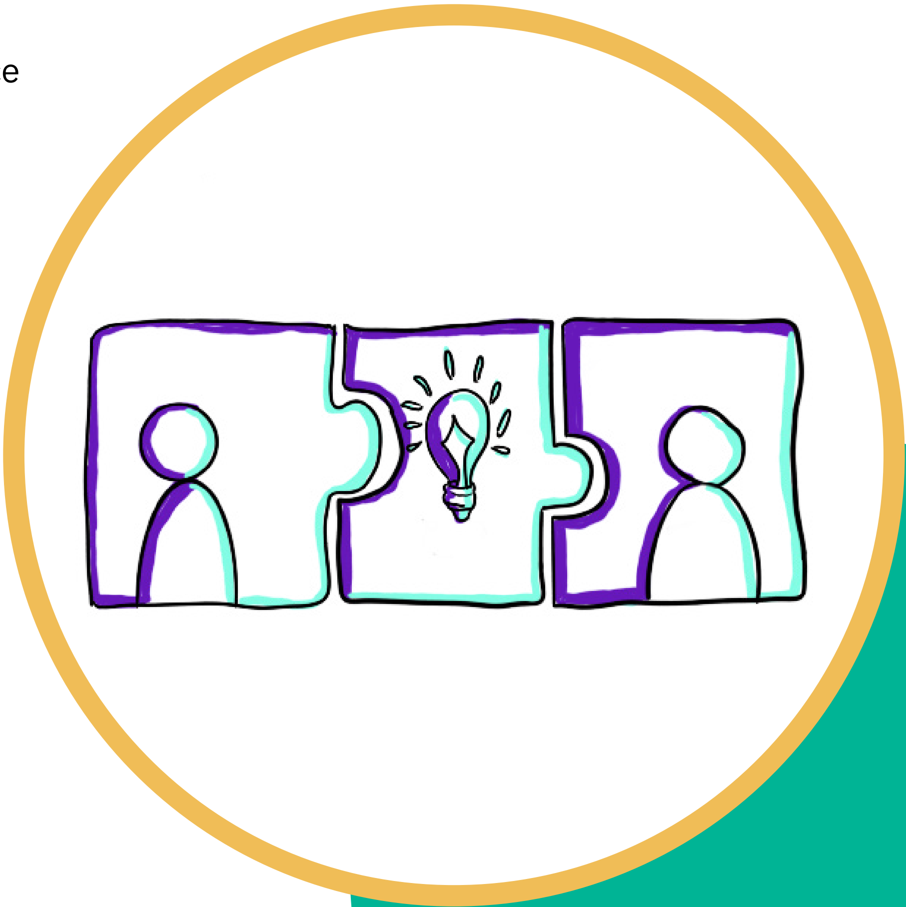
Building mutual understanding of Partners' Organisations/Teamwork

Part Three

Building mutual understanding of Partners' Organisations/Teamwork

This part includes a set of tools to help you in the process of team building in each organisation or team to reach a fruitful collaboration at the internal level among partners. The tools here allow you to develop your understanding, as partners, of your position and role in the organisation (or team) you work in to obtain a clearer picture of the expectations during the collaboration journey. These tools help you also think about your way of interacting in your teams and get some ideas about the different roles of the team to form a balanced team.

Tool 7: Actors Mapping
Tool 8: The Project as Interface
Tool 9: Dugnad



Tool 7

Actors Mapping

Tool Objective

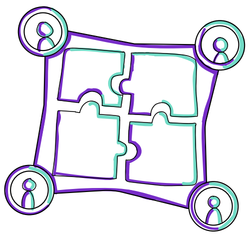
The Actors Mapping tool prepares the ground for a fruitful collaboration by providing partners with a space to explain to each other their place within the organisation (or team) they are working in. That gives the partner a better picture of what to expect during the cooperation journey.

This tool is also helpful for the mapping partner to understand their own organisation and to identify the relevant stakeholders to be involved in the cooperation. Stakeholders here may include individuals, groups, or institutions whose interests may be affected negatively or positively due to the implementation of the cooperation project.

Tool Description

This tool allows all partners to identify the stakeholders they work with. This is done by each partner drawing themself in the middle of a blank sheet of paper and grouping their colleagues around them. The closer you position them to yourself, the closer they are working with you.

Each partner then underlines these connections with lines (strong lines or thin lines) according to the strength of the relation. For each person you draw, you should add their function and explain why you put them there. If you are also working closely with other persons outside your organisation (e.g., artists, funders), you should also add them to your map but use a different colour. Try to identify the relevant people for your collaboration.

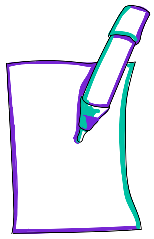


Time and Material Required

Actors Mapping implementation takes around 60 minutes (at least) and requires the following:

- A big paper (e.g., half a flipchart) for each participant.
- Some pens.
- Markers with different colours.

Preparation



- Make sure that all partners understand the tool's objective and how it is implemented.
- Make sure there is enough space for everyone and for the partners' ability to work quietly individually.
- Make sure of the availability of all the materials needed for the exercise.

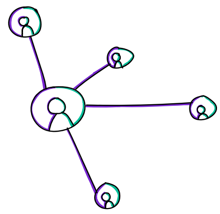
Implementation Steps

Step 1: Introduction 5 minutes

The facilitator explains the idea of the tool. Maybe show an example.

(Me – my team/ my organisation – community/ target group).

Step 2: Work on their maps - partners work individually 30 minutes



- Each partner draws the actors' map of their organisation from their own perspective, not the map like it should be (organigram).
- Partners should add the actors from the communities they work with to the map.

These questions may help you identify the actors:

- Who is a **"key"** (e.g., someone you must involve, because otherwise, the collaboration won't happen)?
- Who is a **"door"** (e.g., someone with important contacts, knowledge, resources etc.)
- Who is a **"window"** (e.g., someone who might take the energy out of your collaboration)?

Step 3: Sharing 15 minutes/ Partner

Each partner shares their own mapping with the collaboration partners and explains the mapping to each other.

Resources (further reading on the tool)

This tool is also called Organisational Mapping (Sociogram).

Tool 8

The Project as Interface

Tool Objective

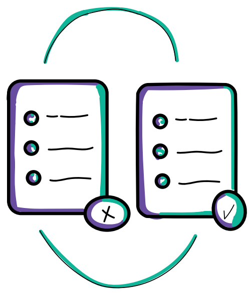
The Project as Interface tool aims at developing a deep understanding of the current state of organisations or workgroups by sketching a comparison between the formal, state organisational structure, objectives and strategies of the organisation or workgroup on one side and the informal, unstated practices that represent the reality of the organisation or the workgroup. This comparison helps to revisit the gap between what is stated and what is practised to work on developing and defining the work priorities in the near future.

This tool can be used among an organisation's members or one working group. In addition, it can be used at the beginning of new partnerships or projects between organisations or different working groups. It allows them to start from the current state of each organisation or working group and build common priorities among themselves as potential partners.

Tool Description

This tool offers partners a space to understand the reality of their organisations or working groups through drawing objectives and strategies of their organisations, their organisational structure and active actors, in addition to comparing the formal (stated) and informal realities of the organisation.

Based on this chart of the organisations' reality, partners can understand the reality of each other's organisations or working groups. This enables them to design the cooperation project as a joint venture, an interface between the two organisations and their logic.

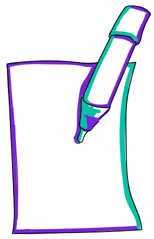


Time and Material Required

The Project as Interface implementation takes around 130 minutes and requires the following:

- A big piece of paper (e.g., half a flipchart) for each participant.
- Some pens.
- Some markers with different colours.

Preparation



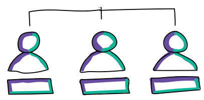
- Make sure that all partners understand the tool's objective and how it is implemented.
- Make sure there is enough space for everyone and for the partners' ability to work quietly individually.
- Make sure of the availability of all the materials needed for the exercise.

Implementation Steps

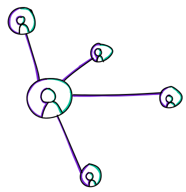
Step 1: Mapping of Organisations - Each partner works on their own 30 minutes

Start with your own A2 paper. Divide it into a top and a bottom part. The top represents the formal reality of your organisation, and the bottom represents its informal reality.

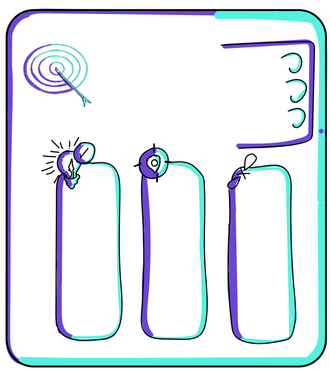
a) Structure & Actors



- **On top:** Sketch an organisational chart showing the **formal functions** of your organisation (director/programme and project staff / administrative and support functions, etc.).
- **On the bottom:** Visualize the **Social Network of your organisation**. Write the names of all relevant persons inside and around your organisation on small Post-it notes. Then arrange them around a power centre as a cloud of relationships. Mark your own position in this network.



b) Aims & Strategies



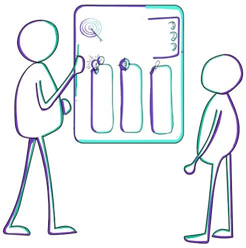
On top: Summarise your organisation's mission statement and current strategic objectives in 3 bullet points.

On the bottom: List your associations with the following questions:

- Around which **polarities** do you experience (positive or negative) tension in your organisation (e.g., local vs global approach, cultural vs political agenda, high-end vs off-culture commitment, etc.)?
- What is your team's current **internal development objective?** (e.g., take on new tasks, reduce stress, stabilise the workflow, expand the network, find new leadership balance, etc.)?
- What makes a project a **"good project"** in your organisation? (e.g., high visibility of our name, contribution to overhead costs, social innovation, involve everyone, do it alone and bother no one, etc.)?

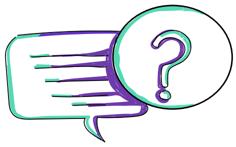
Step 2: Presentation to the collaboration partner 2 times 15 minutes/ partner

Present your organisational map to your partner. Illustrate it with stories to relay a rich impression of your organisation. As the listening partner, identify the "strange points" of the presentation and stories: Ask questions to drill into these points for a deeper understanding of your partner's working context.



Short Break 10 minutes

Step 3: Project Frame Development - partners work together 60 minutes



Take up the third A2 paper and position it between your two organisational maps. Think of the cooperation project as a joint venture, an interface between the two organisations and their logic. Start discussing the following questions:

- What points of interest could your organisations have in the cooperation project? Which open and hidden agendas do you need to consider?
- Who are the most important internal project stakeholders in/around each organisation? Who do you need to involve in your project for optimal support? Who should be consulted in the development process?
- How can you connect the project with the organisational "thinking"? (How can we adapt to our organisations?)
- How can you make the project a laboratory for new approaches for your organisations? (How can we change and challenge our organisations?)
- Where do we need more information and research to answer these questions? Where can we use an outside perspective from our colleagues?

Note the important points in the central paper. Sketch the outlines of your project's formal and informal reality in its best case.

Resources (further reading on the tool)

This tool is also called Organisational Mapping (Sociogram).

Tool 9

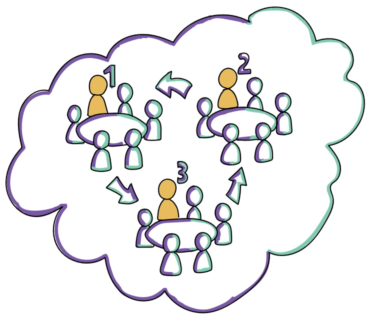
Dugnad

Tool Objective

Dugnad is a Norwegian word that indicates collaborative and voluntary work to benefit the community or individuals. Therefore, Dugnad is a (design thinking) exercise that allows participants to reflect on how they act in teams and gain insight into different team roles. Ideally, that experience helps them later in their collaboration projects, as they become aware of which roles they can take in their collaboration teams and which tasks they may need to outsource. It is one step towards the "perfect team mixture".

Tool Description

This tool allows partners to reflect on how they usually work in teams. The tool is implemented by dividing participants into small groups, keeping partners (and their colleagues) together in the same group. Each group then conceptualises a site-specific intervention (or a change) for their assigned site that addresses the needs, lacks or potentials the group will identify from within. This intervention may change or add a new element to the site or any other ideas. Each group will do a short presentation on the concept and intervention for the other groups.



By the end of the exercise, each group can analyse their performance and rate the different roles among the group, which helps partners identify the roles they can take during the partnership journey. In addition, they identify other roles no one can take, which indicates the need to involve other people in the collaboration project to lead in these roles.

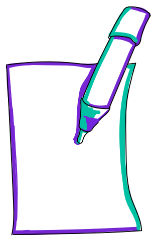
Time and Material Required

Dugnad implementation takes 135 minutes and requires printing the following material:

- **Annex 1 - Dugnad Document (Design Thinking):** This file includes a set of guidelines for participating groups in this exercise. (It should be distributed to each participating group at the beginning of the exercise).

- **Annex 2 - Fever Curve:** Print out a copy of the Fever Curve for each participant. It is preferred to print it out on transparent paper if possible. (To be distributed at the third phase of the exercise).
- **Annex 3 - Dugnad Role Matrix:** It shows the different roles in the team. Print a copy of the matrix for each participant. (To be distributed at the third phase of the exercise).
- **Annex 4 - Coloured Cards:** Print out or bring some small cards in red, yellow, green, and blue. Make sure that you have two cards of each colour for each participant. (To be distributed at the third phase of the exercise).
- **Tool File and all annexes:** Distribute this briefing document and all annexes to participating group members at the exercise's end so they can reapply it later in their organisations.

Preparation



- Make sure to block enough time in the day before the exercise implementation to brief all team members facilitating the tool.
- It's best to assign one leading facilitator for the exercise, besides assigning two facilitators for each group of participants, if possible. At least one facilitator should be assigned for each group of participants.
- The leading facilitators play different roles throughout the exercise; they are responsible for introducing the exercise and supporting the participating groups in implementation while keeping an eye on the allocated time for each exercise step. While group facilitators play the role of observers in their groups during the exercise. They share their observations with the participants at the end of the exercise, as explained below.
- Divide the group into smaller groups. It makes sense to keep partners (and their colleagues) together. Groups can be 4-8 persons. If working in other contexts, keep in mind that if you are working with a team that has been working together for some time, this can be a heavy reflection exercise. So, it is better to have this exercise in the morning sessions.
- The facilitator identifies the physical site for each group, either inside or outside the room. It is a nice tool to do outside, even in a public space. If implementing it inside – check with the host if there are any limitations on how to manipulate the space. And if there are, make sure to pass them on to the group working at that space.

Implementation Steps

Phase One: Groups division and explaining the tool 5 minutes

Announce groups and dedicate the spaces for them. Share the hand-out and let them know the facilitators' team is invisible for the next 60 minutes. Don't inform participants about your task and the aim of the exercise. Share with groups the Dugnad file - Design Thinking exercise (Annex 1).

Phase Two: Exercise implementation in small groups 60 minutes

The group follows the four phases detailed in the exercise sheet: Dugnad file - Design Thinking exercise (Annex 1). The facilitators do not interfere in the process. In this phase, the facilitators' role is only observation.

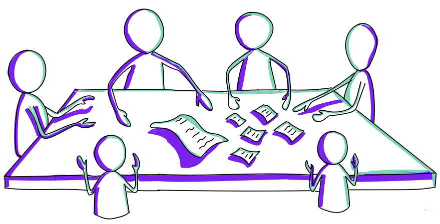
The group facilitator's task is to create a timeline of activities of the 60 minutes exercise. Markdown crucial moments and keep an eye on the whole group. Who was doing what and when? What leads to the next action? Who is taking the lead? Who starts getting into action? Who is talking? What are the milestones? What are the conflicts? How are they solved? Etc. If there is a second facilitator/ observer, they can focus on making a list of who spoke how many times.

This phase ends with the presentation of each group's outcome to the other groups. This is still part of the group exercise. You will need to arrange who goes first.

> Facilitators should not share their observations with participants at this step.

Phase Three: Analysing the exercise collectively in small groups 60 minutes

- Participants return to their smaller groups to analyse the process collectively. Each facilitator takes the lead in their small groups following the steps below:

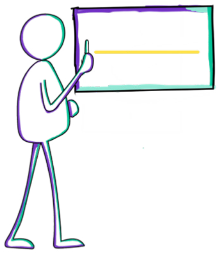


1) Individual Evaluation

Quick Individual Evaluation indicated by thumbs (up, middle, or down) to answer the following question asked by the facilitator:

- How happy are you with the outcome of your group project?
- How satisfied were you with the process?

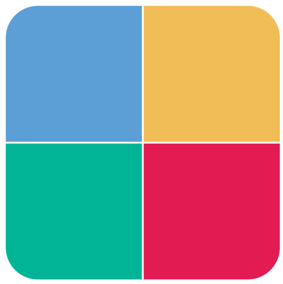
2) Process Recap



- The group facilitator creates a timeline of 60 minutes and anchors milestones and phases of the group process. They should also share the Fever Curve (Annex 2) with participants and then asks them to do the following individually:
  - **Mark your personal fever curves on this timeline.** These questions may help participants to draw their fever curves. When were you enthusiastic about the process? When were you down? When were you interacting with the activity? And when were you detached from it and the group?
  - **Each participant shares their fever curve with the group.** The facilitator collects all transparent curves of the participants and adds them to the timeline. Evaluate how synchronised or counterbalanced the curves are and what is behind this.

3) Roles Analysis and sharing feedback

- The group facilitator shares their observations on crucial moments in the whole group. Who was doing what and when? What leads to the next action? Who is taking the lead? Who starts getting into action? Who is talking? What are the milestones? What are the conflicts? How are they solved? Etc. If there is a second group facilitator/ observer, they can share the list recording of who spoke how many times.
- The group facilitator shares with all participants the Dugnad Role Matrix (Annex 3), which explains the different roles among the group, as well as the Coloured Cards (Annex 4). Each group member gets eight coloured cards, two of each colour, while the facilitator explains their meaning as follows:



  - **Blue:** An expert - gives input and helps in thinking.
  - **Green:** A manager – takes decisions.
  - **Red:** A facilitator - keeps the team together.
  - **Yellow:** An ambassador - reaches out to the audience, partners, and stakeholders.
- The group facilitator asks each group member to give the four-coloured feedback cards to their team members. Each participant distributes as many as they like. It is not necessary that all participants distribute all cards to all members if a specific role is not performed from their point of view. The facilitator should assert that participants keep the cards they receive separately from their own leftover ones.

These questions may help participants to distribute coloured cards amongthemselves:

1. How did you experience the roles of the team members?
2. Was there leadership, and how did it come about?
3. Was someone dominant? Was someone silent? Did it feel right?

Take enough time for the reflecting and evaluation phase. It is important to stress that the evaluation is based on this one experience and doesn't necessarily mean that a person is always and only like they performed in the task this time. This exercise is supposed to allow reflection on how everyone usually works, which roles are easy for them to take and for which tasks they might need to involve another person in the collaboration project. This can be relevant not only for their daily work but also for their collaboration project. Ensure everybody can have the word during the reflecting part and problems/conflicts are solved and debriefed before wrapping up the exercise.

4) (Optional): Conception Process Review

The group facilitator may discuss with the participants the group process, in general, using the following questions:

- How was the concept the group adopted born? Is it additive, selective, or multiplicative regarding the initial individual contributions/ideas?
- What were the critical moments in this process?
- When did you experience turns or breakthroughs?
- How were clashes handled?
- What does the intercultural situation have to do with these issues?

Phase Four: Conclusion and feedback with groups or individually

10 minutes

The facilitator does a simple round of group wrap-up and reflection (e.g.How was that for you? – With Pop-up answers) or allows participants to reflect for themselves or with their partners to wrap up the exercise and maybe write down some thoughts or lessons learned. You can decide based on group energy. These are helpful questions:

- What does this mean for your future collaboration?
- How do you divide roles?
- Do you need support from other people?

- You can share this briefing document with participants afterwards if they want to redo the tool back home with their team.
- The exercise reflection can be pretty intense; it usually is better for the morning sessions.
- It's also valuable to share insights within the team afterwards.

Resources (further reading on the tool)

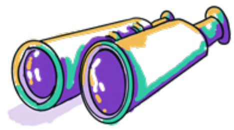
KAOS Piloten & SOCIUS

Annex 1: Dugnad Document (Design Thinking)

You have 60 minutes to finish steps 1 to 4.

Step one:

Visit and explore the site designated for your group in order to;



1. **Explore the space by using it:** How does this space affect you? What does it inspire you to do? How does it feel? (individual)
2. **Explore the space by observing it**: Which interaction patterns can you observe or deduct from traces in this space? What does the space have to do with the nature of these patterns? (individual/team)
3. **Focus:** What does this space need? What is missing here? What is its hidden potential? Which issue wants to be addressed here? (team)

Step Two:

The group conceptualises a site-specific intervention (or a change) for this place that addresses the needs, lacks or potentials the group identified in step one. This intervention may change or add a new element to the space or any other ideas. The group starts with brainstorming ideas, then synthesises, selects, and assembles ideas to develop a proper intervention.

Step Three:

The group create a prototype (minimalistic, small-scale model) of the intervention(s) and installs/performs it at the site. Document the prototype.

Step Four:

The group makes a short presentation of the concept and prototype in the plenary (5 minutes per group). If possible, present the intervention output on-site.

Annex 2: Fever Curve

Annex 3: Dugnad Role Matrix (Role division in groups)

Ambassador (Yellow Card)

Outward-oriented, people-focused.

- Gets in contact quickly and can make positive connections among and for the team.
- Shows/has self-confidence and is competitive.
- Strong in assessing situations, wins trust and can convince.

Mobility, flexibility, enthusiasm, empathy, positive charisma, good listening, and good presentation skills.

Manager (Green Card)

Outward-oriented, task-focused.

- Sets goals, creates or triggers changes.
- Connects the dots and motivates.
- Fast in understanding complex situations.
- Shows self-confidence, anticipatory planning and thinking.

Assertive, benefit-oriented, strategic thinking, willingness to take risks, decision readiness, good with people, competitive.

Facilitator (Red Card)

Inward-oriented, people-focused.

- Can create positive bonds, reflective and integrative.
- Steers process without leading and adapts to teams.
- Puts back own agenda in favour of others. Motivates and moderates the team.

Finds it easy to gain trust, shows appreciation and recognition, development-oriented.

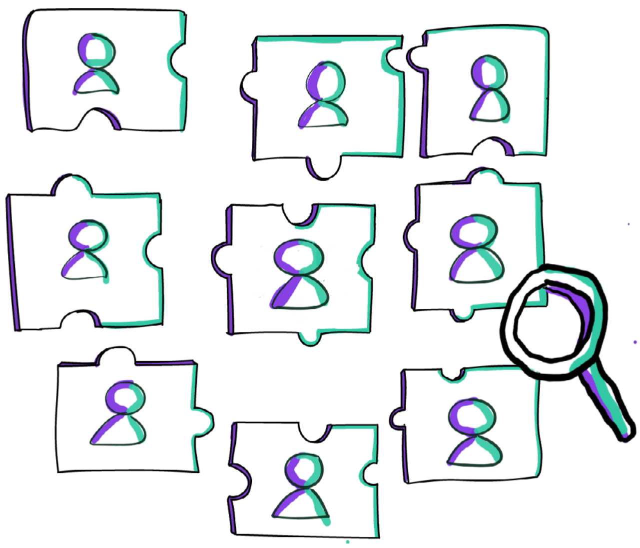
Manager (Green Card)

Outward-oriented, task-focused.

- Competent specialist, solution, result, and performance-oriented.
- Logical-analytical thinking, long breath, has innovative ideas, works out goals and finds ways, understands roots of issues.

Project-oriented cooperation, convincing, deals with details, Questions critically, strong presentation skills, performance orientation.

The right team mix



When building a team, it is essential that we try to understand each other›s perceptions and interpretations to a certain degree and that we find a common understanding of people and their actions. The previous typology of personality traits and behaviour patterns is supposed to help you in doing so. At first glance, it may seem that ‹facilitators› and ‹experts› represent the ideal cast for a team. But beware: Every team also needs members who inspire and strategically influence the group, as well as team members who can ‹sell› the team and its results. In other words: All types of personalities are needed to have a good balance. In the typology, every role is systematically separated from each other, which in reality is not the case. In fact, each type will also have features of the other three types. Depending on the situation, the roles can be exchanged: the manager moderates a group, the expert represents a team, the ambassador solves a problem, etc. However, everyone generally has a particular personality, behaviour and skills that set them apart for us.

Annex 4: Coloured Cards

4

Reflections on the partnership journey

Part Four

Reflections on the partnership journey

This part includes tools to help you exchange your reflections on the partnership journey. These tools help draw reflections, personal stories and lessons learned from the collaboration journey. These tools can be used towards the end of the collaboration journey. Still, they can also be used in the middle to allow you to enhance and develop the collaboration project and the working environment of the partners.

Tool 10: Most Significant Change

Tool 11: Appreciative Inquiry

Tool 12: The Work Wheel

Tool 10

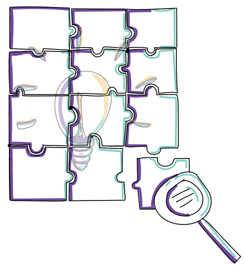
Most Significant Change

Tool Objective

The Most Significant Change (MSC) is a qualitative assessment tool based on individuals' subjective storytelling and clustering their feedback in different 'change domains'. The tool helps conduct a mini-evaluation session for mid and long-term projects and programs. These change stories of participants can be compared with the original project or Programmeobjectives defined at the outset of the process.

Tool Description

This tool allows participants to reflect on what (in general!) has been the most significant or meaningful 'change' they have experienced while passing through the collaboration Programmeprocess. Aiming to identify in which areas they have experienced change or developments. The tool is implemented through different stages. The first phase is where each partner works first on their own to identify the change stories resulting from the collaboration experience. The following phase is a group discussion on the change stories to understand them clearly and deeply. Hence, this tool helps in categorising the change stories and puts them in order of impact based on the group participation, which will ultimately determine whether the projects' objectives qualitatively have been met or not.



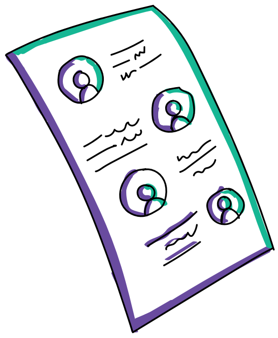
Time and Material Required

MSC implementation takes around 180 minutes, including 20 minutes break, and requires the following:

- A5 papers.
- Some pens.
- Post-it notes.
- Sticky coloured dots.

Implementation Steps

Phase One: Reflection on individual Change Stories around 60 minutes

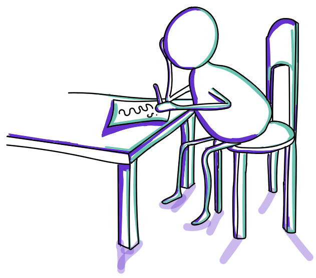


Participants are asked to reflect on what (in general!) has been the most significant or meaningful 'change' they have experienced while passing through the collaboration process. The goal of this phase is to identify in which areas they have experienced change or developments (or not) without thematically framing their answers on behalf of the moderator. In doing so, they are invited to reflect on positive, negative or neutral (or no) developments of any kind on personal, professional, organisational or external/contextual levels (e.g., across the local cultural scene, local community, politics, society, media, etc.).

There might be some resistance to the term 'change' for various reasons. You can then use alternative formulations as 'most important meaning' or 'most meaningful development'. Participants also might experience difficulties with the open-ended question – guide them to reflect on personal, organisational, and external change or developments experienced and explain the purpose behind keeping the question deliberately open.

1. Change stories - Working individually 20 minutes

- Each participant should reflect on the following question: "Looking back over the collaboration period, what do you think were the most significant changes for you?"
- Participants should brainstorm as many stories as they can (from 3 to 5 stories or more) within the following domains.
    - Individual: personal and professional.
    - Organisation and team.
    - Community and stakeholders.
    - (Artistic) practice and methods.
    - Local, regional, or transnational links.
    - Other.

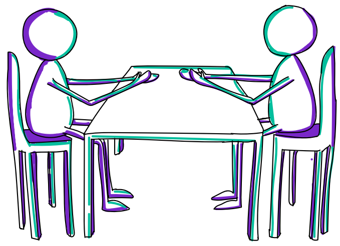


- The stories don't have to be mature yet. They can be ideas, thoughts, directions or keywords.

optional step

2. Sharing stories with partners - partners work together 20 minutes

- This step gives participants some time to share their change stories in the following way:
    - Partner A shares their stories. Partner B adds any stories they would have said for Partner A.

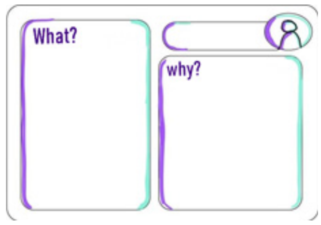


- Questions for clarification are allowed, but there is no need to agree/disagree because it is just data, and you have the final choice.
- Switch roles.

- With some partners, please be aware of the 'guiding' factor that one partner can have over the other.

3. Headlines of the change stories - Working individually again 20 minutes

- In this step, each participant works individually on the following:



- Decide your top 3 stories from your list.
  On A5 paper, divide it into two with a WHAT and WHY section, and add your name.
- Write WHAT the change story is and WHY you choose this one.
- Write one story per A5 and a maximum of 3 stories.
  Leave one side of the A5 blank.

- The stories don't have to be mature yet. They can be ideas, thoughts, directions or keywords.

Phase Two: Discussion in small groups 60 minutes

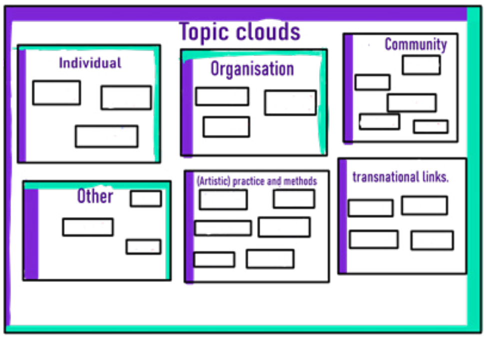
In this phase, the moderator must be very familiar with all details and steps of the programme process that participants present. They should be a trustworthy person who participants feel at ease with and who they are ready to share experiences with openly! The role of the moderator is also to assist in summarising with a short headline/title for each change story in collaboration. The moderator should note down the name/ headline of each change story and put it on a flipchart/paper wall.

1. Sharing change stories 50 minutes

- Participants are divided into small working groups of 5 people maximum. The group must not have partners from the same collaboration project in it.
- A moderator is assigned to each working group.
- Presenting goes back and forth among the group. Each participant shares one story until everyone has shared one story and then moves to the second story, etc. A maximum of 3 minutes per story!
- Participants can ask questions to each other to clarify, if needed, to ensure full clarity and shared understanding about what change or area of meaningful development is addressed in each particular story.

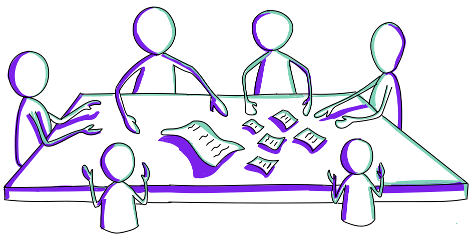
Role of the group moderator:

As participants present their individual (or collectively organisational) change stories one after another, the moderator, together with the process assistant in group discussion/ feedback with participants, starts building the change map through clustering thematically similar or related stories in different **'topic clouds'**.



2. Vote on stories - the same group of 5 participants 10 minutes

- Everyone places their stories in front of them.
- The group's moderator quickly presents the change map and the topics' clouds.
- Each participant receives 3-5 sticky colour dots to place 3-5 votes on the most important change stories for them among those on the change map.
- Participants on the table decide which are the top 2-3 stories representing their collaboration journey to be shared in the plenary session.

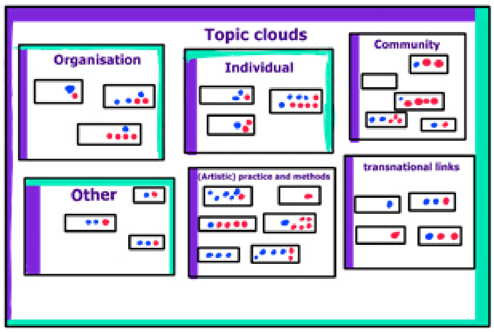


Depending on the evaluation time available, participants at this point can even be asked to try to deepen and fine-tune the description of their change/development experiences by repeating the same process by starting with step 1 again, but this time focusing only on identifying and sharing their most meaningful insights in that particular change domain, which participants voted to be most important to them.

Break 20 minutes

During the break, the group moderator brings all stories to the leading facilitator of the activity to be organised on the Most Significant Change board.

The leading facilitator of the activity categorises each story according to the domain' topic cloud' suitable to it and gives a title to each cloud. Accordingly, many clouds or topical change clusters (3-5 or more depending on actual changes participants experienced) appear as a change map/landscape.



Ensure the Most Significant Change board includes all change stories shared in the small groups according to its domain or topic cloud

Phase Three: Organising and rating the results 40 minutes

This final step will ultimately determine whether objectives qualitatively have been met (or not), whether assumptions were correct (or not) and whether project outcomes have delivered the expected, positive, surprising or unfavourable/negative results. The results and insights should be shared as feedback with participants afterwards.

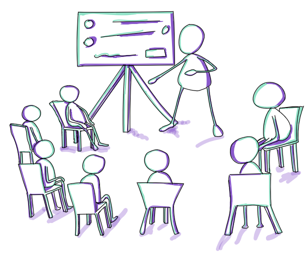
1. Group presentation and discussion - whole group 20 minutes

- Gather all participants at the board. The leading facilitator of the session quickly presents the overall **Most Significant Change board** that was prepared during the break.
- From each group, one person presents the 2-3 top stories: preferably not the story's protagonist. After each story, check if the story is clear to everyone.
- Give three red dots to each participant and ask them to **stick their dots on the stories** they think are the most significant to them in their context. **(FOCUS ON THE PAST)**
- Give two blue dots to each participant and ask them to **stick their dots on the most significant domains** of the next five years and the changes needed in the world. **(FOCUS ON THE FUTURE)**

In the end, the session's leading facilitator counts votes per' change domain' (topic cloud) and announces the top 3 'change domains' identified during the group evaluation process.

2. Final presentation - the leading facilitator 20 minutes

- The leading facilitator of the activity summarises and extracts the main findings (e.g., comparison with original programme objectives) to be reported to the group. You can give the group another break or report later in the program.



Remember to photograph the map/landscape of change domain clouds on the flipchart and transcribe/summarise it as a harvest text. In your harvest, you should include the identified change domains (programme or project results) shared and prioritised by participants and were thoroughly checked against the original assumptions and objectives as they were set at the outset of the programme process.

Resources (further reading on the tool)

1. Rick Davies and Jess Dart, The 'Most Significant Change' (MSC) Technique A Guide to Its Use (2005) | www.mande.co.uk/docs/MSCGuide.pdf
2. This process has been re-worked by Jotham Sietsma based on reviews of:
    - The 'Most Significant Change' (MSC) Technique Guide by Rick Davies and Jess Dart
    - MSC Domains Collection Proceedings Mini Session by Philipp Dietachmair (2013)
    - MSC Process document by Bhavesh Patel (2017)

Tool 11

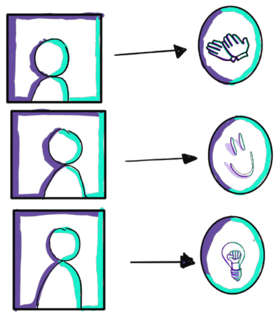
Appreciative Inquiry

Tool Objective

In this tool, we get inspired by success stories and share challenges. We do this through several coaching techniques: appreciative questioning and witnessing. The questioning in the appreciative inquiry tool is full of appreciation and gratitude. It focuses on the positive aspects of different experiences and the best of people's experiences, stories, and situations they have faced. Thus, this tool helps participants build up on what they have learnt to deal with similar experiences in the future.

Tool Description

This tool allows participants to think of and share their success stories or the challenges they faced earlier or still facing in their current work. The tool is implemented through interviews using the appreciative inquiry tool among participants. These interviews help participants reflect on these experiences and their impact on them as individuals, while it also helps them find out the skills they acquired from these experiences.



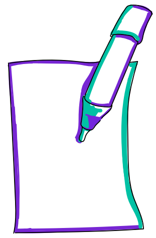
It is important to remember that success stories and challenges are rich and inspiring experiences that can be shared and learned from during this exercise.

Time and Material Required

Appreciative inquiry implementation takes 45 to 75 minutes (depending on the number of participants in each group and the available time) and does not require any material.

Preparation

- Small working groups include 3 to 5 participants maximum.



- This handout can be printed for every participant.
- Ensure there is enough space for everyone and that groups can talk and discuss in parallel without interrupting others.
- Facilitation is only needed for the introduction and wrap-up of the exercise. Groups work on their own.

Implementation Steps

Step one

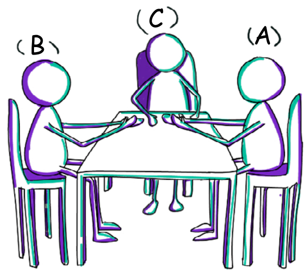
Form small groups of 3 people (preferably not from the same organisation).

Step two: Divide roles

- Person (A) is an interviewer.
- Person (B) is an interviewee.
- Person (C) is a witness.

Step three: Person A interviews Person B about a success story

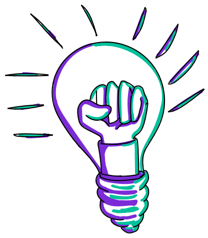
It is important that person (B) thinks of a concrete situation (keep it small). After this, (B) helps (A) explore the resources, competencies and other factors that made this experience successful. You must formulate your questions appreciatively. Use the (sample) questions below and add your own if needed. Person (A) can take a time-out to discuss the best questions to be asked to (B). Please do not ping-pong questions; there is only one interviewer per round!



Person (C), the witness, listens to the story of (B) and notes down the aspects that catch their attention on:

- What is your story about?
- Who was involved, and what did they do? What happened next? What else?
- What was particularly exciting about this situation? What makes you proud of it?
- Which challenges did you overcome?
- How did you manage to overcome these difficulties?
- How did you know what to do?
- What would you call the resources or competencies that you could draw upon?
- What did you learn from this story? What would you call this experience?
- What effect did this experience have on your work?
- How can you use these resources and competencies in other situations?

Instead of a success story, person (B) can share a challenge:



a previous or current problem they face in their work or organisation. You can use similar questions as with appreciative inquiry. Still, it is important to explore the examples of coping (How did you manage so far?) with the same depth as you would generally analyse the problem. Listen ‘unevenly’: focus on the coping and the exceptions (When was the problem there to a lesser extent? What was different then?). Make the focus person aware of their own agency (What did you do to achieve this? How did you know it was the right thing to do?). Ask about both internal factors (knowledge, competencies, faith, values, experiences, feelings etc.) as well as external factors (colleagues, friends, family).

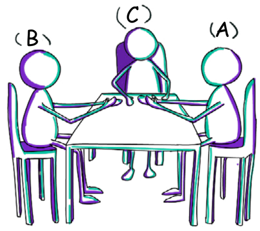
If you get stuck, try to use circular questions: you can start to ask about actions (What did you do concretely? What did you say? How did it show that etc.? When XX said ..., what did you then do? How did she say it?). Ask about emotions (How did it make you feel? Which emotions went through you in the situation?). Then ask about thoughts (What did you think in this situation? What went through your head? What were you trying to achieve?).

Sample questions:

- What is your story about?
- Who was involved, and what did they do? What happened next? What else?
- What was particularly problematic or challenging about this situation? Why was it difficult for you?
- When the situation is so difficult, how have you managed to get through it (so far)?
- What did you do to achieve this?
- How did you know it was the right thing to do?
- How did you get the idea?
- What would you call the resources or competencies that you could draw upon? Internal or external?
- What do you think others appreciated most about what you did in that situation?
- What would XX say is your most vital resource?
- What did you learn from this story? What would you call this experience?
- What effect did this experience have on your work?
- How can you use these resources and competencies in other situations?

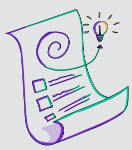
Step four: Person (A) interviews person (C) about the success story shared by person (B), using the following (sample) questions:

- What has caught your attention?
- What does it tell you about B’s strengths, resources, and competencies (how did they show in the story)?
- What does it tell you about what is valuable for B (how did these values come through in the story)?
- How come these things caught your attention – what does this say about your own experiences, values, and competencies?
- Which considerations have this witnessing given you? How can you see yourself applying these experiences, abilities and values in your work or organisation?



In case person (B) shared a challenge rather than a success story, person (A) interviews person (C) using the following (sample) questions:

1. What has caught your attention?
2. What does it tell you about B’s strengths, resources, and competencies (how did they show in the story)?
3. What does it tell you about what is valuable for B (how did these values come through in the story)?
4. How come these things caught your attention – what does this say about your own experiences, values, and competencies?
5. Which considerations have this witnessing given you? How can you see yourself applying these experiences, abilities and values in your work or organisation?



Further optional idea:

The facilitator can wrap up the exercise with the whole group after the small groups finish all interviews to share and list some of the main resources and competencies that surfaced in the stories.

Tool 12

The Work Wheel

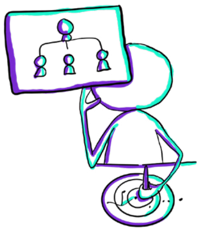
Tool Objective

The Work Wheel can be used holistically to examine the coach's team/organisational situation. Ideally, such mapping is used as a first step in the longer coaching process. Still, it can also be done as a one-time exercise to have a "screenshot" of the organisational situation at one moment and assess possible next steps.

It supports the coachee in choosing where they would like to start and which areas and goals they would like to work on first. It can also be used to review the coachee's situation by checking whether the initial assessment of the work situation in each area has changed or other aspects have changed. It allows the coach to see how the coachee sees their obstacles and motivations.

Tool Description

This tool can be used in the format of one-on-one coaching. It can also be done with a group of people/team working on the same Work Wheel or work on "Wheels of Work" individually and then compare similarities/differences in their mapping. It's important to keep the attitude of the coaching person as someone who is not an expert in the specific organisational setting but someone who is supportive with good questions. Coachee decides on their own what is emerging from the mapping.



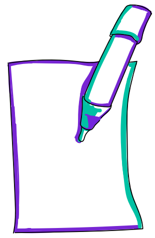
This tool is specifically helpful as a needs assessment and planning tool in situations where organisations need to change and adapt due to a complex environment.

Time and Material Required

The Work Wheel takes 90 to 180 minutes (depending on the number of participants in each group and the available time). And requires the following:

- Printed template with three circles (or)
- 1-2 pages of flip-chart paper will be helpful.

Preparation



- The facilitator prints the template provided or draws it again on A3 or flip-chart paper for more space.
- The facilitator brings A4 paper or notebooks.

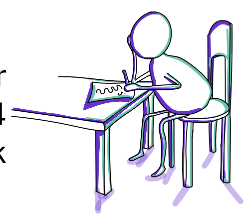
Implementation Steps

Step one: Framing

Before starting the session, the facilitator shares and explains (if needed) the following principles:

- Guide the coachee through a step-by-step process by asking them specific questions and asking them to write in particular areas in the template.
- Encourage the coachee to respond using their gut reaction without overthinking anywhere.
- Remind them if they get stuck, move on and return to it later.
- Remind them also that their work will only be seen by them and that when you ask them to share, they choose what they want to share.
- Remember that the exercise is primarily for the coachee's benefit.

Step two 5 minutes



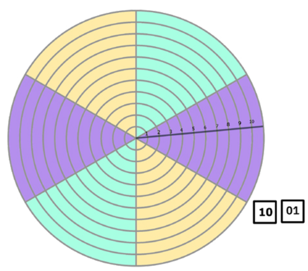
- The coachee brainstorms the main areas of their work and aims for about 6-8 areas, then they write down in their notebook (or on an A4 paper). In other words, if the coach asked them to divide their work into 6 or 8 main areas, what would they be? Coachees make a list.

For the rest of the process, let's assume that the coachee chooses six areas.

Step three 5 minutes

On the printed template (flip-chart or A3):

- Coachees put a dot in the middle of the inner circle.
- They split the inner circle into six segments.
- They write one area of their work in each segment. They may use a word or letter to save space.



Step four 5 minutes

- For each area, the coachee thinks about where they are now out of 10.
- 01 out of 10 = need to make a lot of changes.
- 10 out of 10 = exactly how they want it now. It is not perfect or ideal; it is precisely how they want it now.
- For each area, the coachee puts a line and indicates the number as well.

Step five 10 minutes

- The coachee extends the lines of the segments out to the next circle.
- For each area, they answer this question, “What would make you say YES this area is a 10?”
- What would that look, sound, and feel like now? What would be happening? Be specific.

Step six 10 minutes

- The coachee extends the lines of the segments out to the next circle.
- They split each segment into two with a vertical line, creating two columns.
- In the left column, they answer the question, “Why do you want it? What makes it important?”

Step seven 10 minutes

- In the right column, the coachee answers the question, “What stops you? What are the obstacles?”

Step eight 10 minutes

- The coachee extends the lines of the segments out to the edge of the page. They split each segment into two with a vertical line, creating two columns.
- In the left column, they answer the question, “What could you do? What are the options?”
- Go for quantity, not quality, no editing. Just brainstorm a minimum of 3-5 options, please.

Step nine 10 minutes

- In the right column, the coachee answers the question, “What will you do? What small specific steps can you take to move forward in this area? In the next seven days.”
- Be S M A R T (Specific, Measurable, Achievable, Realistic, and Timely).

Step ten: Reflections

The coach has several options now.

- You can ask the coachee to share each area, going through it step by step.
- You can ask the coachee to share what they found insightful or validating.
- You can focus on obstacles or importance or goals and look for patterns.
- You can focus on the connections between the areas.
- What you focus on really depends on the larger context and what could be useful for the coachee.

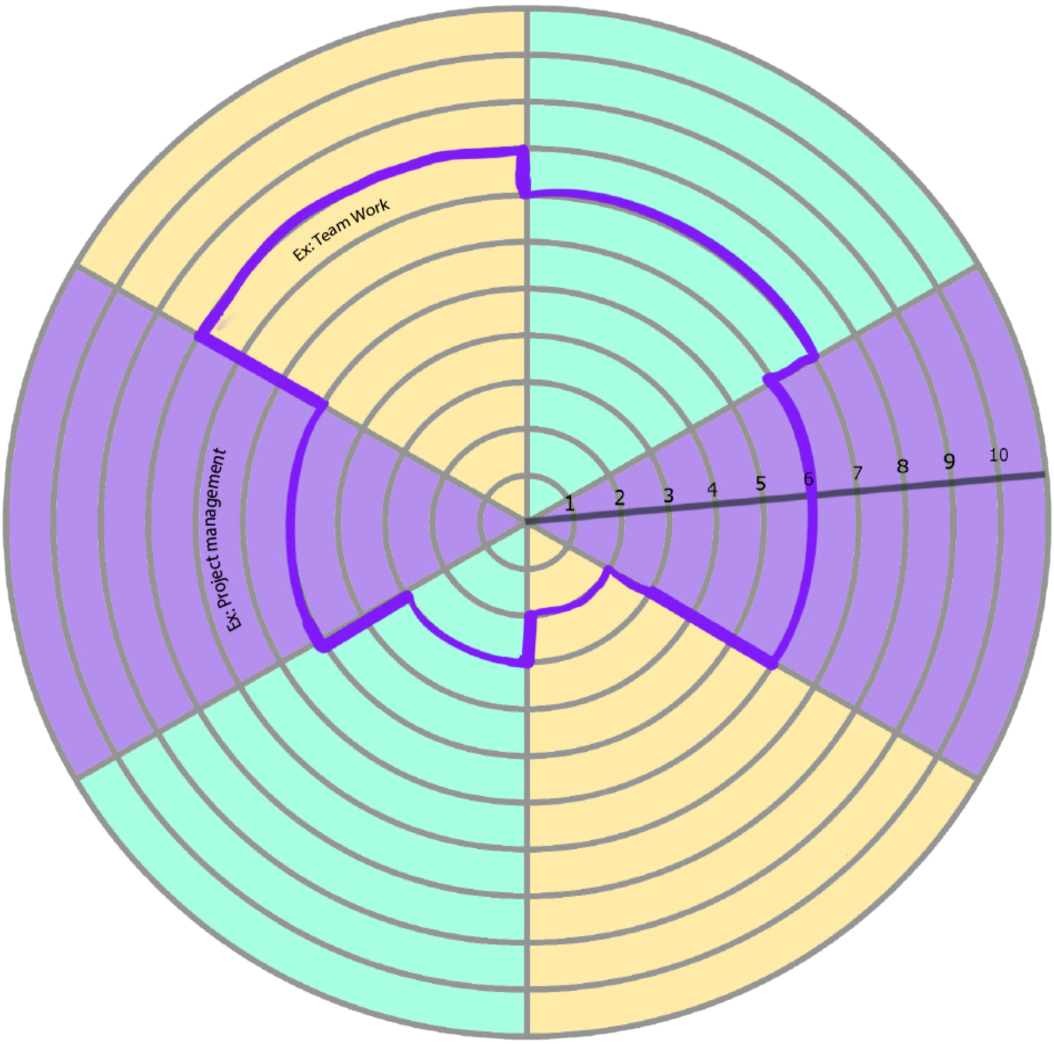
Step eleven: Final step

- Ask the coachee where they would like to start coaching in the next session and in which area. Maybe even which goal?

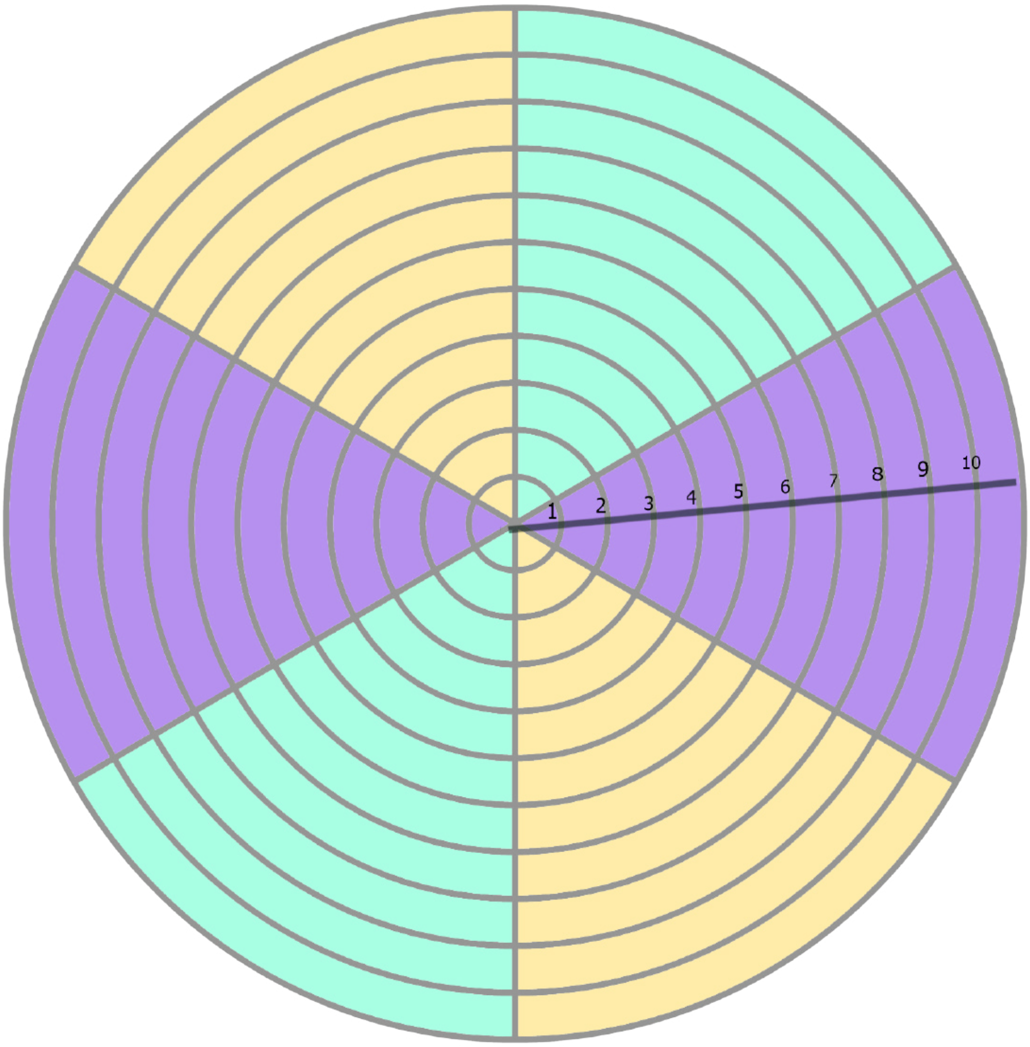
Resources (further reading on the tool)

- The Work Wheel is an adapted version of the Wheel of Life (a trademark of the Meyer Resource Group Inc.)

Example of the Work Wheel (Completed)



Template of the Work Wheel



Collaboration Placement Tools

Collaboration Placement Tools

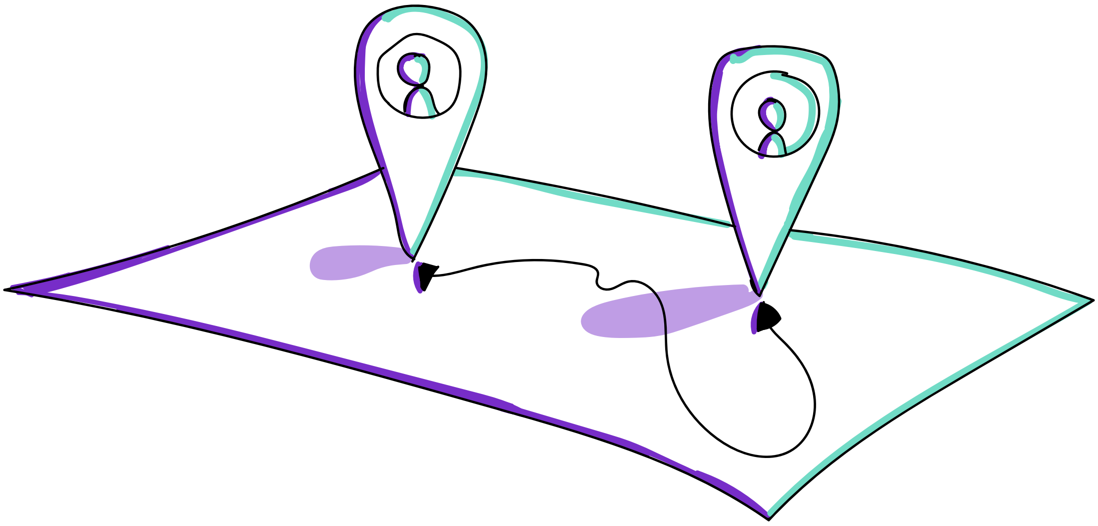
Those tools will help you prepare and guide you before and during your placements. It offers tools that will support your placement experience.

On collaboration placement

The placements are crucial to the collaboration journey and programme. A minimum of 7 days and up to 12 - days of reciprocal visits to each collaboration partner. The placement aims to gain direct experience in each other's localities and help the participants to get to know the partners' organisation, their work and context before finalising and diving immediately into the collaboration's project plan.

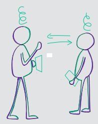
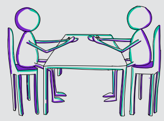
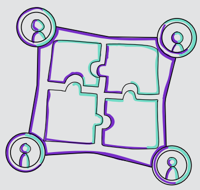
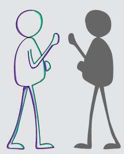
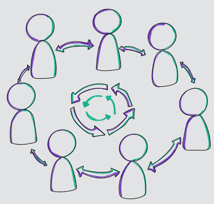
It is recommended to stay up to 12 days at your partner organisation, this can be quite a long time to visit and host, so it is helpful to plan together in advance. Make sure to talk and exchange expectations. In this toolkit, you can find tools and methods to help you and your partner plan a good placement.

In the case of having a mentorship program, your mentor and/or the collaboration team can help you get ready for the placement and maybe support you through your visits. Make sure to check in with them before or during the placement. Also, there is a possibility that your mentor will join you for a bit during one of your placements – check in with them to see if and how this could make sense.



Overview of tools

On the following pages, you can find various tools that might be helpful in planning and during your placement. Have a look together with your collaboration partners and see which ones will fit best for you for which placement.

Method		Aim
Placement Agenda		This is a helpful way to plan the agenda of your placement. It supports several guiding questions that you can answer together.
Exchange on Expectations		A helpful tool for exchange to prepare placement agendas and discuss them with your collaboration partners.
Dialogue Interview		Getting to know each other better and sharing your story of a cultural manager.
Actors Mapping		Gain a better understanding of you and your partner’s role within their organisation and working context.
Shadowing		A way to dig deeper into the realities of the organisation by observing and afterwards reflecting together with your partner.
Tea Talk / Stakeholder Interviews		A list of sample questions – that might help you reach and extract relevant information when meeting stakeholders, partners, and colleagues during the placement.
Case Clinics		A good way of involving team members or externals in the process of your collaboration is by getting support on dealing with a challenge in your project plan.

Method		Aim
The Project Check		An easy tool to check if you are on track with your project and collaboration planning.
Presenting Work in Progress		A straightforward way to introduce your collaboration and ideas to the team and colleagues to receive impressions and feedback for your collaboration and project idea.

Placement Agenda

When? ____________________

Where? ____________________

Days / Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
MORNING										
AFTERNOON										
EVENING										

- Where are you staying?
- Where are you working?

- Who are you meeting?
- What are you going to visit?
- What do you want to explore together?

- When are you speaking with the collaboration team?
- Which methods from the toolkit are you using?
- Who is another contact person during the placement?

- What do you need to get done for the collaboration?

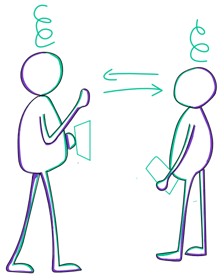
- When are your times off? Is it enough?
- What are you doing for fun?

Guest: What do you need to know before arriving?

Host: What do you want to say before arriving?

- When are you meeting with the team to discuss the project?
- What are you looking forward to?
- What worries you?
- What are important work meetings?
- What can you easily join? What are the commitments (personal & private) of the host?
- What are the commitments (personal & private) of the guest during placement time?
- What are fixed things on the agenda
- Will language be an issue? How can we deal with it? Where can they work?
- Which aspects might change? Why?

Exchange on Expectations



Experience shows what might seem obvious: expectations depend on the perspective. For example, the receiving project manager might prepare an agenda packed with meetings and visits to all relevant cultural institutions in the city to provide the visiting partner with a real inside view of the cultural scene. After the placement, the visiting partner might complain that they had to meet so many people that they could, in the end, not even remember any one of them. The situation will conclude in disappointment on both sides, which might have been avoided with clarifying expectations beforehand.

Or the visiting project manager might expect to get their own key to the office of the host organisation to be free to choose their working hours. The host project manager might not think about it at all or consider that their own key would not be necessary because they will spend the whole time together anyway. As such, it's not a drama, but imagine that the visiting project manager believes that they aren't allowed their own key because their host doesn't trust them. One small expectation can grow into a bigger problem which might also influence further cooperation.

The tricky thing about expectations is that we are often unaware of our own expectations until we realise they are not fulfilled. But at this point, in most cases, it is too late to change or reorganise.

The below points should help you make a first step to becoming aware of your expectations of the placement and understand your partner(s) 's expectations of the visit and stay:

Visiting partner/ Guest:

- What do you want to do and see? What is ok and what is not ok for you?
- My expectations towards the hosting organisation are: ...
- My expectations towards my collaboration partner(s) during the placement are: ...
- I can contribute to the hosting organisation by: ...
- My expectations towards the work on the collaboration project are: ...
- My expectations towards my own organisation/my colleagues are: ...

Receiving partner/ Host:

- What do you want to do and show? What is ok and what is not ok for you?
- My organisation will offer the visiting collaboration partner the following: ...
- As a collaboration partner and host/ guide during the placement, I will offer my partner the following: ...
- As a hosting organisation, we expect from the visiting partner(s), the following:
- My expectations towards the work on the collaboration project are: ...
- My expectations towards my own organisation/my colleagues are: ...

Finally, please check and agree on your agenda for the placement.

Dialogue Interview

Dialogue interviews are intended to engage you and your collaboration partner(s) in a reflective and constructive conversation. Dialogue interviews:

- provide you with insights into questions and challenges that your partner faces;
- may help you to understand your partner better;
- may help you to prepare the placement and your collaboration;
- may give you more common ground for the project you want to co-create.

Some principles

- Use the questionnaire, but feel free to deviate when necessary (it's like improvisation jazz, not a classical symphony!)
- Go with the flow: ask questions spontaneously, and let the conversation take its course.
- Don't interrupt brief moments of silence. Take your time.
- Look at the situation through your partner's eyes, don't judge.

Sample questionnaire

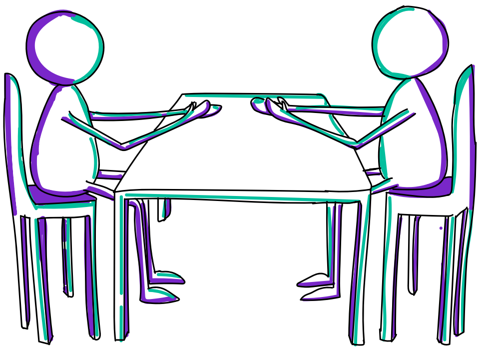
- Describe the journey that brought you here as a cultural manager.
- Describe your best team experience. How do they differ from your other team experiences?
- When did you face significant challenges, and what helped you to cope with them?
- To be successful in your current role as a cultural manager, what do you need to let go of, and what do you need to learn? What skills do you need to develop?
- What is your role in the team? What do you need from your team, and what does your team need from you?
- What important question comes to you now, taken from this conversation?

Additional questions (if you have time)

- Who are your most important stakeholders? What do they think about our cooperation? Whom should I meet during my stay in your city? Why?
- based on what outcomes will our common project be considered a success or a failure? And by whom?
- Approx. What criteria will you use one year from now to assess whether our project and cooperation were successful?

Preparation 5-10 minutes

- **For some preparation:** to anticipate the conversation; check the questionnaire; add your questions; and then conduct the interview.
- **Reflection on the interview:** What struck me most? What surprised me? What touched me? Is there anything I need to follow up on?



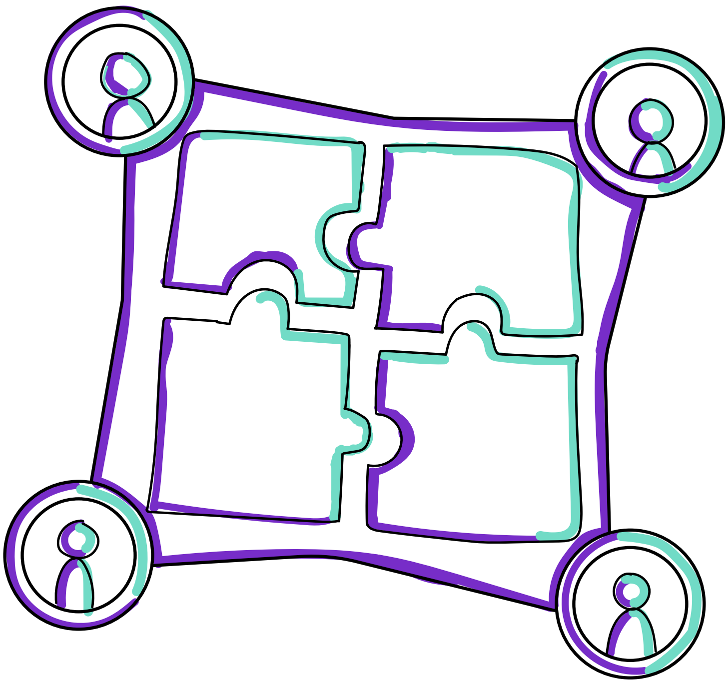
Tips for interviewing:

- Ask open-ended questions or questions that require a longer explanation than one word.
- Listen and be attentive, even if taking notes simultaneously.
- Have a dynamic conversation. Don't interview from the script.
- Allow long pauses.
- Ask naive questions to hear the explanation in your own words.
- Don't correct or criticise; understand the perspective and why they might differ from yours.

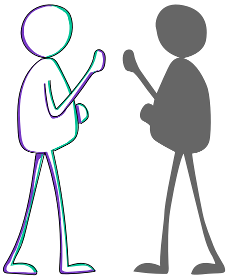
Actors Mapping

To prepare for the placements but also to prepare the ground for a fruitful collaboration, you and your collaboration partner should explain to each other what your place is within the organisation (or team) that you are working in. It gives your partners a better picture of what to expect during the placement and also during the cooperation. It is also helpful for the mapping partner to understand their own organisation and to identify the relevant persons (key persons) for the cooperation to be involved. Ideally, those are the persons your partner should meet during the placement.

To access the full version of the Actors Mapping, check "Tool no. 7, Part 3".



Shadowing



Having a cultural manager from abroad in your organisation for up to 12 days gives you a unique opportunity to get qualified feedback on your organisation's work and daily practice. Throughout the stay, the visiting cultural manager will see a lot of interesting goings-on at the host organisation and might sometimes wonder: why do they do things the way they do? Might it not be easier/ better/ more efficient/ more fun to do it like this or that?

Shadowing means that you will accompany your host, or another person in the hosting organisation, for a period of time during their everyday work activities. Together you identify which activities could be most interesting (e.g. staff meetings, or meetings with other departments/ colleagues about financial administration, communications or human resources, partner meetings or even just lunch). The idea is to observe them during work and absorb practical and intuitive knowledge from your host or an otherwise interesting person.

Shadowing gives the host organisation

- Valuable feedback from a relative outsider.
- Opportunity to reflect on daily practices.
- New ideas for changing those practices.

Shadowing provides the person who shadows

- A deeper understanding of the host's work.
  Clarity about challenges in your cooperation and your own work.
- New ideas for your own practices.

Preparation

Make an appointment with the person you will follow around. Agree on the activities you would like to shadow and inform the others. When you're ready to start, take 5 minutes to:

- Focus on the purpose of the shadowing: what do you want to learn?
- Imagine the best possible outcome of the activity for you and your partner.

Confidentiality:

clarify that anything you observe or hear will be handled with confidentiality.

Shadowing:

the idea of shadowing is exactly that you're a shadow – you're an observer of whatever activity you're joining, not a participant! Inform the participants of the meeting you're shadowing about your role. Maybe check with them if they can do (part of) the meeting in English or another common language. If that's impossible, you can also learn much from body language! Take notes during the meetings (of what you see and hear, but also of what you think, question or inspire you). And as with the dialogue interview: try to look at the situation through your partner's eyes, don't judge. If needed, you can ask your partner to clarify certain behaviour or exchange right after the meeting you've observed. This can help avoid a misunderstanding or something that upsets you and interferes with the rest of your shadowing activities.

Debriefing interview: Conduct a brief interview with your partner (or the person you shadowed) after the shadowed activities. Bring up any questions that the observations brought to your mind.

Use questions from the dialogue interview or one of the following:

- Looking back, what would you do differently and why?
- Which activities brought you appreciation or irritation and why?
- What key challenges are you (or your team) currently dealing with?
- What in your organisation would be missing without you? What value do you add?
- What barriers exist in the current situation that prevents you /your team from realising its full potential?

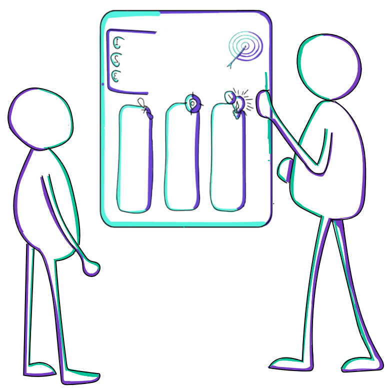
Your reflections: Crystallize your impressions immediately and capture observations and insights in a short report right after the debriefing interview. These questions might help you to find a structure:

- What are your 2-3 key observations?
- What was an intervention your partner made that changed the course of a meeting or activity?
- Reflect on interventions that have failed.
- Were there moments you felt uncomfortable with how things went? Why?
- Were there moments you felt inspired during the day? Why?
- What are the implications for your own work and cooperation?

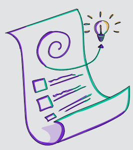
Sharing the reflections: close the feedback loop by sharing your observations and reflections with your partner and the host organisation (during your placement). Try to use 'dialogic or non-violent' ways of communication:

- Use "I" statements. Do not use "we" – you only represent yourself.
- Be honest and selective about what you communicate. Don't lie, but you don't have to say everything. Choose what is helpful and useful to the other person.
- Express your personal reactions. If you don't know what other people are trying to say, ask directly for clarification rather than guessing or assuming.
- Talk specifically and resist using generalisations. When you say something about another person, focus on how their behaviour/action strikes you and how it makes you feel.

And remember to thank each other for the experience and insights!



Tips for shadowing



During shadowing/observations, look for:

- Things that prompt shifts in behaviour workarounds and adaptations
- Body language
- Things people care about
- Anything that surprises you
- Anything that questions your assumptions about how the world works
- Anything that you find "irrational"

Tea talk (or 'stakeholder interviews')

During your stay at your host organisation, you will meet a lot of interesting people: colleagues, local artists, partner organisations etc. And you will have a lot of conversations with them, over tea, at lunch, during dinner, at parties.

We have listed example questions that might help you extract the most interesting information so you can better understand the role of your host, your cooperation and your common project. Your partner's stakeholders know more about them than they might think!

Preparation

Identify the stakeholders who are

- Relevant to your partner and their current situation or challenge/opportunity.
- Relevant for your joint project.
- Relevant to your own current situation or challenge/opportunity.

Visualise them by making a map with you and your partner in the centre.

Sample questionnaire

About the collaboration project

- What do you think about the cooperation between our organisations?
- On the basis of what outcomes will you consider our joint project to be a success?
- Whom should I talk to during my visit during the placement? Who should be informed about our cooperation and our project?

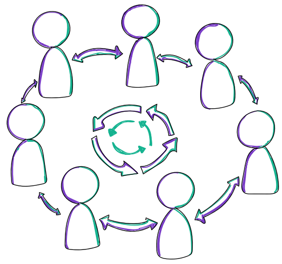
About the organisation

- What is, in your eyes, the most important objective of the organisation, and which strategy do you use to realise it?
- If you could change two things in your work, what would they be, and how would they help your organisation?
- What obstacles do you currently face that make it difficult to meet your expectations and those around you?

Your reflections:

Try to capture some of your impressions, observations a0nd insights as soon as possible (while they're still fresh). Share them with your partner (see also Shadowing) and introduce them in your mapping.

Case Clinics



If you have time, it is well worth investing some more energy in presenting your project as a case clinic. You will zoom in on a particular phase or aspect of the project and collect a whole set of relevant and qualified feedback.

Case clinic is a specific method to:

- Agree with your collaboration partners on the project's general setup or/and a specific and challenging aspect of the project.
- Involve a group of colleagues/ stakeholders in the process of project development. In the case clinic, a group of 2-4 peers or team members take up a consultant role.

To access the full version of the Case Clinics, check "Tool no. 6, Part 2".

The Collaboration Project Check

During the placement, you will, of course, spend a lot of time working on your project's concept and its agenda. The following points could help you ensure that the project will succeed as a process and as a result.

1) Check the motivation of the team members

You can clarify the relevance of the aims of the project and the motivation of the core team by using the following questions:

- Write the 3-5 specific objectives of your project on a paper or flipchart and ask all members of the team to answer the question: "How relevant is this aim for you on a scale from 10 (very relevant) to 0?"
- Please answer the following questions: The project is important for me because .... /The project would be not interesting for me without ....
- How much time will you spend on the project until it is finalised?

2) Check the project criteria

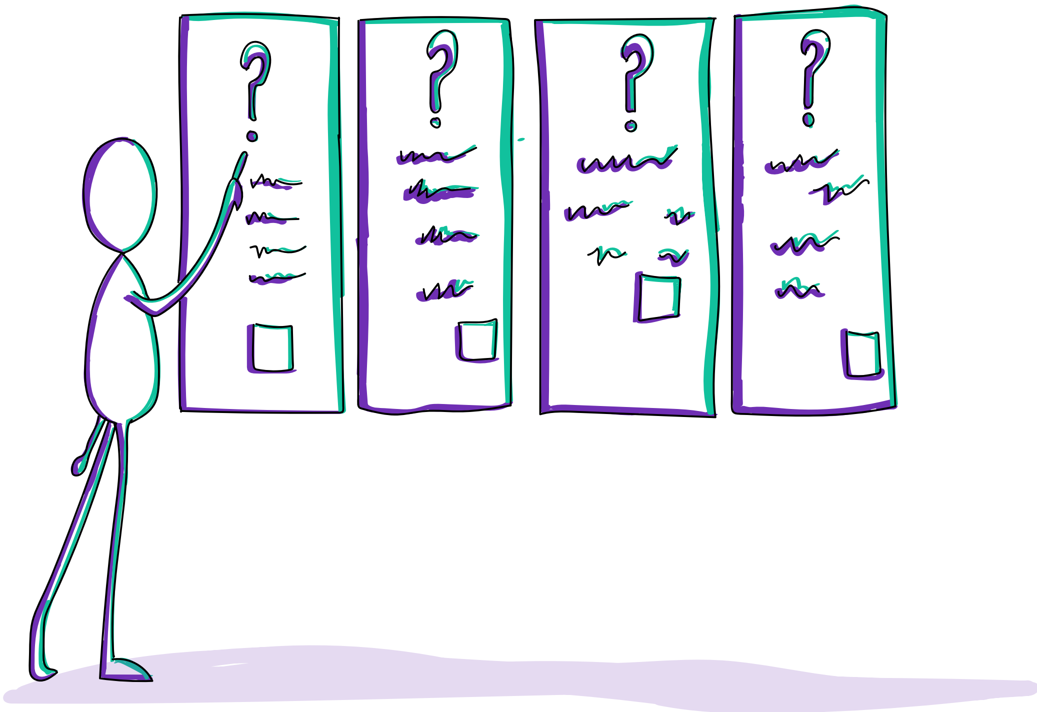
Check your project according to (a selection of) these questions:

1. **Is it relevant** – does it matter to all the key stakeholders involved on all levels: individually (for the person involved), institutionally (for the organisations involved), and socially (for the communities involved).
2. **Is it right** – getting your project definition right. Are you using the correct methods for the chosen objectives?
3. **Is it innovative** – is it new? Could it change the game? Could it change (some of) the main issues in the system?
4. **Is it quick** – can you do it quickly? You must be able to develop your project in a short period of time and parallel to all your other work.
5. **Is it local** – what does the local context tell you? Does your project idea fit with the local context?
6. **Is it effective** – are you using the strengths, competencies and possibilities of the existing team, networks and communities at hand?
7. **Is it replicable** – can you scale it? Any innovation in society depends upon whether or not it can grow bigger. Does it activate local participation and a sense of ownership? Can you reach the critical mass?

Presenting work-in-progress & Feedback

If you have less time, you can also organise a presentation of your project for your colleagues or friends, members of the target group or/and stakeholders during the placement. This presentation gives you:

- Valuable feedback from colleagues or stakeholders that will help you to fine-tune the concept and its underlying assumptions.
- You will involve important stakeholders at an early stage of the project's development.
- The preparation of this presentation will lead you to many questions and insights into the project that you hadn't come up with before.
- To present together is a good check for you as a team.



References

Tool 1: World Cafe	https://www.theworldcafe.com
Tool 2: Karma Kitchen	The Tandem Program team, MitOst e.V, developed this tool.
Tool 3: Future Backwards	This tool was designed by Dave Snowden (Cognitive Edge):https://cynefin.io/wiki/Future_backwards The author's blog on the tool: https://thecynefin.co/the-future-backwards
Tool 4: Collaboration Canvas	MitOst e. V. developed the Collaboration Canvas tool for the Tandem program. It is inspired by the Business Model Canvas: https://www.business-modelsinc.com/about-bmi/tools/business-model-canvas/
Tool 5: Ritual Dissent	This is an adjusted version of the Ritual Dissent tool, designed by Dave Snowden (Cognitive Edge). https://cynefin.io/wiki/Ritual_dissent
Tool 6: Case Clinics	This tool is developed based on the Art of Hosting philosophy. You can learn more through this website: https://artofhosting.org/
Tool 7: Actors Mapping	This tool is also called Organisational Mapping (Sociogram).
Tool 8: The Project as Interface	This tool was developed by MitOst and Socius company.
Tool 9: Dugnad	KAOS Piloten & SOCIUS
Tool 10: Most Significant Change	Rick Davies and Jess Dart, The 'Most Significant Change' (MSC) Technique A Guide to Its Use (2005)|www.mande.co.uk/docs/MSCGuide.pdf This process has been re-worked by Jotham Sietsma based on reviews of: • The 'Most Significant Change' (MSC) Technique Guide by Rick Davies and Jess Dart • MSC Domains Collection Proceedings Mini Session by Philipp Dietachmair (2013) • MSC Process document by Bhavesh Patel (2017)

Tool 11: Appreciative Questioning	The Tandem Program team, MitOst e.V, developed this tool.
Tool 12: The Work Wheel	The Work Wheel is an adopted version of the Wheel of Life (a trademark of the Meyer Resource Group Inc.)

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