

Acknowledgement

The intent of this training guide is to serve as a tool to assist anyone interested in conducting a partnering session in support of the Mutual Self Help Housing Program.

Through the hard work and contributions of several individuals involved with the partnering process, this training guide was developed. We refer to this guide as a living document, meaning that is continually being reviewed and changed to ensure that the partnering process remains current and on target with our program goals and objectives.

Getting Started...

1. Facilitators role in partnering process:

- Initiate and focus discussion, be careful not to guide or control the conversation
- Be cognizant and adaptable to each persons individual learning styles, be able to catch and correct your approach throughout the session
- Asks the participants, rather than tells. Help participants learn something, not teach them.
- The partnering session is highly interactive and therefore it is important that facilitators are well rested and able to fully engage for the full five hours.
- Maintain seamless transitions throughout all phases of the partnering session and keep the session in accordance with time allotted.

2. General facilitation principles:

- **Don't underestimate participants abilities or skill level.**
- Each section presented should have an open/middle/close. Participants need to know where they are going to be headed and what the road ahead has in store for them.
- Ask for volunteers, don't force anyone to participate, participation does not always require speaking
- No answer is ever wrong.
- Be cognizant of participant's personal space limitations, a two foot boundary is generally considered the norm, two feet is considered inviting but not threatening.
- Be confident/proficient/conversant/knowledgeable with the material you are presenting or don't do it. People know when you are faking or are not familiar with the information.
- Prevention: facilitative behaviors used before or during the meeting to prevent the meeting from getting off track with respect to either content or process. Source: Interaction Associates, LLC.
- Interventions: facilitative behaviors used during the meeting to help people get back on track with respect to either content or process. Source: Interaction Associates, LLC.

3. Be sure to get housekeeping items out of the way up front, such as:

- location of restrooms and water fountain
- request cell phones/beepers be turned off

4. Information presented throughout this training guide has been color coded to help the facilitator.

RED = Key concept

BLUE = Training instructions, exercises, etc.

GREEN = Transitions

MAGENTA = Materials needed for section and/or exercise

TEAL = Denotes corresponding page number in Homeowners Manual

INTRODUCTION

History of Partnering in General and Colorado's Mutual Self Help Program

Partnering was a management concept that was developed by the construction industry throughout the United States over the last 10 – 15 years. Many organizations fed up with the conflict orientation of the industry are now turning to this innovative approach to the construction process.

In Colorado we were experiencing similar problems with conflict orientation between Rural Development and the sponsors in the early 1990s. Families were also having trouble with our sponsors, as well as our field offices. Colorado decided to do an assessment of a particularly troubled project and decided to pursue the partnering concept. In 1994, we began the Partnering Process by first using consultants and then making this management concept integral to our own staff's expertise.

Colorado has developed a Partnering Process that emphasizes four cornerstones: Teambuilding, Communication, Conflict Resolution, and Commitment between all the parties involved. Those parties are Rural Development (the Single Family Housing Director, the Mutual Self Help Coordinator, and field office staff), the sponsor, families, and our Technical Assistance Consultant (RCAC). If you would like to develop different materials addressing these cornerstone areas, this process more than allows for that.

A key factor in our success has been the full participation, support, and enthusiasm of the Rural Development Staff, particularly the State Director, Single Family Housing Director, and field office staff. Also our sponsors have really bought into our partnerships and the program itself. This strong foundation has been critical in making Mutual Self Help a showcase in the state.

What Do Partnering Sessions Accomplish?

- Begin to build trust, communication, and ways to engage between all of the partners.
- Families see the level of commitment by the sponsor and Rural Development.
- Identifies the purpose as building homes and enhancing communication, i.e., not just “my house”.
- The purpose then focuses the team on the joint project.
- Creates momentum and enthusiasm in the families.
- Families involvement is facilitated to ensure full participation in the session. However, no person should be pressured to contribute in the process. All participants are treated with respect and regard.

Why have the Partnering Sessions been effective?

- ◆ Participants have a common purpose, share a common focus, i.e. to build a home.
- ◆ Testimonials provided by individuals and families that have built their homes, help inform the new group about what to expect.
- ◆ Provide great advice and encouragement.
- ◆ Get everyone on the same track.
- ◆ Resolved conflicts in a timely manner by developing a process and listing who is accountable for what.
- ◆ Contributed to building quality homes on time and within budget.
- ◆ All participants formally commit to the Mutual Self Help Housing Program by signing a partnering charter.

- ◆ Rural Development hasn't had any construction claims since 1994.
- ◆ Rural Development Employees have more ownership in the Mutual Self Help Program and work even better with our sponsors.
- ◆ Sponsors have an outlet to get conflicts resolved in a timely way thus saving them money and time. It also builds a better working relationship between the construction supervisor and the families.

Purpose, Why Partnering?

- ◆ Builds communities, establishes a sense of mutuality among participants.
- ◆ Likelihood of project's success is higher through this process
- ◆ Establishment of effective lines of communication.
- ◆ Establishment of trust between all the individuals on the project.
- ◆ Personal acquaintance of the key individuals on the project.
- ◆ Addresses issues up front that may lead to disagreements, disputes, claims and litigation if they are left unaddressed.
- ◆ Establishment of a process for resolution of disagreements.
- ◆ Commitment by all major project participants to a charter, which establish each individual's intent to work in good faith within the content of the partnering approach.

Spirit

The spirit of a partnering session is magnetic. The session is an intensive five hour session that brings all the parties together who are involved in the Mutual Self Help Program. The timing of the partnering sessions builds on the excitement and enthusiasm to build family teams and partnerships with Rural Development

and sponsors. Everyone brings their talent, enthusiasm, imagination, and capacity for collaboration to the effort.

Logistics:

A partnering session must run like clockwork with no interruptions or inconveniences that distract the partners from their work. **LOGISTICS MUST BE CAREFULLY ORGANIZED.** The importance of this planning to the overall effectiveness of the session cannot be overstated. All partners, except for families, must meet one hour prior to the partnering session to ensure the room is set up correctly and go through session agenda to ensure that there are no surprises.

Selecting a date:

It's important that three or four detailed pre-construction meetings be held with the sponsor and the families prior to the partnering session. This will enhance the work that is done in the session.

Media and Visitors

- ◆ Through past experiences, we have found that it is critical that “outside” participants be limited.
- ◆ Media opportunities should be scheduled either before/after the session or at breaks.
- ◆ We really try hard not to have many distractions in the session.

Measuring Success

- ◆ Partnering evaluation for all participants to complete
- ◆ Debrief the partnering session within one week with all presenters. Debriefing includes asking what worked; what didn't work; and how to improve for the next session
- ◆ Annual State Mutual Self Help Meeting with sponsors
- ◆ Quality homes completed on time and within budget
- ◆ Impact on the homeowners
- ◆ Feedback from monthly Mutual Self Help Teleconferences with sponsor, RD Staff, and Rural Community Assistance Corp.

◆ Letters and testimonials from previous homeowners

Avoiding pitfalls

- ◆ Schedule session during the week, i.e. 12:30 PM to 5:30 PM
- ◆ Make session mandatory for all homeowners; sponsor needs to send letter prior to session to all families with logistics.
- ◆ All partners, except for families, must meet one hour prior to the partnering session to ensure the room is set up correctly and go thru session agenda to ensure that there are no surprises.
- ◆ Partnering session is for the families, very few, if any, “outside” visitors should be invited
- ◆ Conduct a pre-partnering teleconference with all partners, except families, three weeks prior to session
- ◆ Avoid using red, orange, or yellow markers as they are hard to read
- ◆ Write large and legible so all participants can read the flip charts
- ◆ No need to schedule a lunch or dinner for session. Snacks (pop, tea, cookies, fruit, vegetables, etc.) are sufficient
- ◆ The room set up and size is crucial to the success of the session
- ◆ The room should have ample wall space to post the flip charts
- ◆ Arrange to have someone who knows the families greet them at the door as they arrive
- ◆ Encourage the families to bring all volunteers/family supporters to the partnering session
- ◆ Be cognizant of need for bilingual facilitators
- ◆ Be aware of any disabilities or special needs a family might have at the session
- ◆ The Public Declaration and Commitment at the end of the session by everyone is really a critical piece for teambuilding. This is a very powerful time for every one concerned. It really helps end the session plus provides a boost for the families to work together collaboratively.

Post Partnering Session

- ◆ Burn out will happen during the construction phase, so it is critical to develop ways to deal with it. We have had suggestions like giving everyone a weekend off to rest; bring in volunteers; or other suggestions from the families themselves.
- ◆ Keep the communication process going during construction with monthly meetings or teleconferences among the sponsor, Rural Development, and Rural Community Assistance Corporation.

Partnering Session Sample Agenda

12:30 PM	Registration
12:35 PM	Welcome Agenda Value of Notebook What Is Partnering
12:45 PM	Group Discussion On: Who we are Roles Goals Concerns
1:15 PM	Meet your Neighbors/Partners
1:45 PM	Break
1:55 PM	Team Building Principles Highly Effective Partnerships Partnership Breakdown Assumptions Accountability Communication Broken Squares
3:10 PM	Break
3:20 PM	Issue/Dispute Resolution
3:50 PM	Homebuilding Process - Discuss any questions concerning the 27 steps in building your home, moving in, childcare, work hours, go through “Concerns” list, change orders, pictures, map of lots, testimonies from new homeowners
4:30 PM	Break
4:35 PM	Formalizing the Partnership Partnering Charter
4:55 PM	The Commitment - Public Declaration
5:15 PM	Thunderstorm poem & presentation, group photo
5:30 PM	Close

Section 1 – Introduction

Purpose: The purpose of section one is for participants to become familiar with the Partnering Process, its conception and objectives. Additionally, participants should be informed of the layout/logistics of the session and what they can expect to gain from this meeting.

Objectives:

- Familiarize participants with purpose of their attendance at session and the importance of partnering process in the Mutual Self Help Housing (MSH) Program.
- Informed of what participants can expect to gain from this session.
- Colorado Rural Development’s partnering concept process.
- Introduction, awareness of the **four cornerstones of partnering:**
 - Teambuilding
 - Communication
 - Conflict Resolution
 - Commitment

Materials: Section one of workbook.

Timeline: 10 to 15 minutes

Note: The timeline is provided as a reference point to help ensure that there is ample time to cover all the sections in the partnering process and to complete the session within the allotted time (six hours). Use the timeline as a guide to work off of, please do not view it as a constraint. It is important to be flexible and be able to adapt to changing conditions throughout the session.

Section Presenter: It is suggested that the Single Family Housing Director present this section. No facilitator is needed for section one.

Key Concept: The importance of the partnering process to the Mutual Self Help Housing Program.

Reading: Briefly summarize the points listed under “Why Partnering”. Try not to read the bulleted information verbatim, once again do not underestimate the skill level of the participants. Suggest that you emphasize key words in each line.

Exercise: Ask the question of why have a partnering session. Briefly discuss the underlined words:

Homeowners Book Page 1

WHY PARTNERING?

- ◇ **Establishment of effective lines of communication.**
- ◇ **Establishment of trust between the individuals on the project.**
- ◇ **Personal acquaintance of the key individuals on the project.**
- ◇ **Addressing issues up front that may lead to disagreements, disputes, claims and litigation if they are left unaddressed.**
- ◇ **Establishment of a process for resolution of disagreements.**
- ◇ **Commitment by all major project participants to a charter establishing each individual’s intent to work in good faith**

Homeowners Book Page 1

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- ◇ **Commitment by all major project participants to a charter establishing each individual's intent to work in good faith within the content of the partnering approach.**

Transition: We in Colorado believe that partnering is crucial to the success of the Mutual Self Help Housing Program.

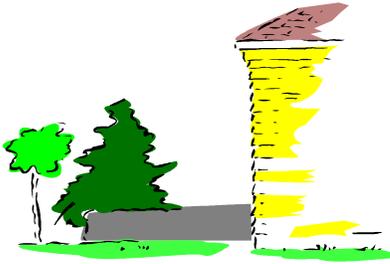
Key Concept: Colorado Rural Development's view of the partnering process in Mutual Self Help Housing and its importance.

Reading: Briefly summarize key points in the reading regarding the Colorado Partnering Model. Refer participants to this page and suggest that they read the text, in its entirety, at a later time. The following are suggestions of the key points you may want to highlight or briefly touch on:

- Concept of honor, integrity and working together
- Fundamental element of process is a charter, its more powerful than any legal document
- Emphasize the four cornerstones: Communication, Teamwork, Conflict Resolution, and Commitment.
- Partnering is recognizing that each person in the process plays a role and has a goal that they want to achieve
- Reference the last line of the reading, "...the Partnering Process teaches us how to work together towards achieving common goals". Everyone in this process shares the goal of having the families become successful homeowners.

Homeowners Book Page 2 and 3

History of Partnering and it's use in Colorado's Mutual Self Help Program



Partnering was a management concept that was developed by the construction industry throughout the United States over the last 10 – 15 years. Many organizations fed up with the conflict orientation of the industry are now turning to this innovative approach to the construction process.

Referred to as a return to the “old way” of doing business - of putting the “handshake” back into the process, partnering promises to dramatically change the course of how people do business now and into the next century. It embraces the concept of honor, integrity and working together in ways which allow more to be accomplished by two or more individuals working together than each person or group of people working separately in order to complete difficult and challenging projects.

In Colorado we were experiencing similar problems with conflict orientation between Rural Development and the sponsors in the early 1990s. Families were also having trouble with our sponsors, as well as our field offices. Colorado decided to do an assessment of a particularly troubled project and decided to pursue the partnering concept. In 1994, we began the Partnering Process by first using consultants and then making this management concept integral to our own staff's expertise.

Colorado has developed a Partnering Process that emphasizes four cornerstones: **Teamwork, Communication, Conflict Resolution, and Commitment** between all the parties involved. Those parties are Rural Development (the State Director, the Single Family Housing Director, the Mutual Self Help Coordinator, and field office staff), the sponsor, families, and our Technical Assistance Consultant (RCAC). These Partnering Cornerstones have been critical in making Mutual Self Help a showcase in our state.

We invite you to get actively involved as we explore each one of these cornerstones today and throughout the construction process. We believe you

will find that the Partnering Process teaches us how to work together towards achieving common goals.

Section 2- Meet Your Neighbors

Purpose: The purpose of this section is to become acquainted with everyone involved in the homebuilding process and their roles, goals, and concerns in the partnering process.

Objectives:

- Become acquainted with everyone involved in process and their roles, goals, and concerns.
- Recognition that “neighbor” does not strictly mean a person who lives near another, but involves much more.
- Familiar with concept of “community” and awareness of humanistic quality in the partnering process.

Materials: Four flip chart pages, per group, marked: who we are, roles, goals, concerns. Markers and tape are also needed. Section two of workbook.

Timeline: 60 minutes

Note: The timeline is provided as a reference point to help ensure that there is ample time to cover all the sections in the partnering process and to complete the session within the allotted time (five hours). Use the timeline as a guide to work off of, please do not view it as a constraint. It is important to be flexible and be able to adapt to changing conditions throughout the session.

Section Presenter(s): It is suggested that the Mutual Self Help Housing Coordinator present this section. Three individuals are needed to act as recorders for the groups identified in the exercise, “Meet your neighbors”.

Key Concept: Participants become acquainted with all the partners involved in Mutual Self Help Housing Program. Additionally, their roles, goals, and concerns are presented.

Getting Started: Explain to participants that they are going to be broken down into three groups (homeowners, sponsor(s), and Rural Development) to perform an exercise. This exercise is used as an icebreaker to start off the section. *Planning Note: Before this section, three individuals (one for each group) should be identified to serve as recorders for this exercise.* Additionally, each group should select one individual as the spokesperson for their group. We also recommend that someone from either Rural Development or the Sponsor be part of the family group to help them complete all the pages and offer suggestions if they become bogged down with this exercise. This person could also serve as the recorder for the group.

Materials: Prior to beginning, four flip chart pages, per group, should be marked with “who we are, roles, goals, concerns” across the top.

Exercise: Refer to the workbook page titled “Meet Your Neighbors” for this exercise.

1. Divide participants into appropriate groups (i.e. homeowners, sponsor, Rural Development). The spokesperson should provide an overview of the exercise and refer participants to the appropriate page in the partnering notebook.

Overview: Each person will answer the “who we are” question and then as a group they will answer the questions listed under “roles”, “goals”, and “concerns”. At the end of the exercise the information will be presented to the entire group.

Step One:

- Each person in the group answers the question, “who we are”. Some examples of answers are: job title, parent

(number of children, name(s), age(s)), organizations/clubs belong to, hobbies, going to school, etc..

- In addition it is suggested that each person in the group include either something that they are passionate about or something that no one else knows about them. By adding this into this section, the participant's individuality and uniqueness is portrayed.
- The recorder is responsible for listing each person in the group's information on a flip chart.

Step Two:

- The group, as a whole, answers "what they perceive their contribution or part is in the homebuilding process".
- Suggestions for homeowner group: showing up on time to the site, work hours, ensuring safety on the site, builders, learners, quality control checkers, etc..
- Suggestions for sponsor group: provide construction training, act as General Contractor, counselor, check processor, budget trainers, order materials, recruiters, problem solvers, etc..
- Suggestions for Rural Development group: loan processors, loan funders, loan closers and servicers, credit counselors, inspectors, review budgets, countersign checks, budget reviewers, oversee grant, etc..
- The recorder is responsible for listing the group's responses on a flip chart.

Step Three:

- The group, as a whole, answers "what they want to accomplish".
- Suggestions of roles for homeowner group: finish homes on time, keep to budget, have zero accidents, remain friends, learn new skills, keep communications open, quality homes, attractive landscaping, everyone put in their hours, have fun, etc..
- Suggestions of roles for sponsor group: build quality homes, attractive landscaping, have homes under budget, no injuries, have happy homeowners, etc..
- Suggestions of roles for Rural Development group: make the dream of homeownership a reality for group, quality homes, attractive landscaping, under budget, on time, safety, build skills in homeowners, community support, build more homes, etc..

- The recorder is responsible for listing the group's responses on a flip chart.

Step Four:

- The group, as a whole, answers “what concerns they might have”.
 - The recorder should be prepared to lead off this discussion, if necessary. Convey to the group that this is a proper forum to get the issues on the table. The odds are that what is a concern to one person in the group is a concern to another.
 - Again, the recorder is responsible for listing the group's responses on a flip chart.
 - Suggested concerns for homeowners group: weather, babysitting, poor quality materials, poor workmanship, subcontractors being on time and quality of work, work schedule, sickness, etc..
 - Suggested concerns for Sponsor group: families not getting along, timing of subcontractors, signing checks in a timely manner, recruiting new applicants, not communicating, no changes, families showing up, etc..
 - Suggested concerns for Rural Development group: going over budget, poor communication, quality construction, safety on site, homeowners making payments on time after completion, landscaping being completed, etc..
 - NOTE: The concerns from the family group will be used in the homebuilding process part of the partnering session. The sponsor should address each of the concerns at that time.
2. After the groups have completed this section, the spokesperson selected for each group presents their specific group's responses for each question (who we are, roles, goals, and concerns) to the entire group. It is suggested that each person read their own answers to the “who we are” section. Encourage each member of a couple (married or otherwise) to speak for themselves; this is mentioned because typically one of the partners will speak for the other.

Homeowners Book Page 4

Meet Your Neighbors

Who we are

- * Name
- * Occupations
- * Interests

Roles

- * What do we see as our part or contribution to the home-building process?

Goals

- * What are the goals we want to accomplish?

Concerns

- * What concerns do we have?

Homeowners Book Page 4

Meet Your Neighbors

Who we are

- * Names
- * Occupations
- * Interests

Roles

- * What do we see as our part or contribution to the home-building process?

Goals

- * What are the goals we want to accomplish?

Concerns

- * What concerns do we have?

Transition: This page bring this section of the partnering section to a close by restating and formalizing the roles/responsibilities of the groups involved in Mutual Self Help.

Key Concept: Identification of partners involved in Mutual Self Help Process and their roles.

Getting Started: Refer to “The Stakeholders” page in the partnering notebook. The partners involved in the process and a brief summary of their roles/responsibilities are listed. Briefly highlight the roles listed below. This page closes this section of the process.

Homeowners Book Page 5

THE STAKEHOLDERS

“THE PARTNERS OF THE *(group name)* MUTUAL SELF-HELP HOME OWNERSHIP PROGRAM”

⇒ HOMEOWNERS

- * Home-builders
- * Skill Learners
- * Community Builders
- * Neighbors

⇒ SPONSOR

- * Provide Technical Assistance
- * Financial Advisors
- * Construction Supervisor
- * Counselors

⇒ USDA/RURAL DEVELOPMENT

- * Underwrites, approves, closes, and services loans
- * Inspects sites and homes under construction
- * Credit counselor
- * Partner with the Mutual Self Help Sponsor

⇒ RURAL COMMUNITY ASSISTANCE CORPORATION

- * Provides technical assistance to RD and Mutual Self-Help Sponsor

Homeowners Book Page 5

THE STAKEHOLDERS

“THE PARTNERS OF THE _____ MUTUAL SELF-HELP HOME OWNERSHIP PROGRAM”

⇒HOMEOWNERS

- * Home-builders
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Section 3- Team Building

Purpose: Introduction of one of the cornerstones of the partnering process, team building.

Objective: At the end of this section participants should be familiar with:

- Concept of partnerships and the interactions that occur within these partnerships
- Principle of assumptions, be able to distinguish between an assumption and a fact
- Concept of accountability
- Impact of a message - components of communication (verbal and non-verbal), listening skills

Materials: Section three of workbook. Four flip charts should be made with T-squares on them and labeled as follows:

- Highly effective partnerships and partnership breakdown and Playing for myself and playing for the team
- Accountable language and unaccountable language
- Verbal Language: What works and what doesn't
- Non-Verbal: What works and what doesn't

Additionally, a flip chart should be constructed to represent the exercise entitled Communication. Be sure to leave two blanks for each topic listed, one blank for participant's guesses and one for the actual answer.

For the broken square exercise at the end of this section, you will need a set of broken square pieces. The templates for the pieces are included in the training guide.

Time Allotment: One and a quarter hour should be spent on section three.

Section Presenter: A facilitator presents this section. Additionally, there should be a second facilitator to record the section.

Homeowners Book Page 6

TEAM BUILDING PRINCIPLES

Key Concept: Introduction of one cornerstone of partnering process, **Team Building**.

Getting Started: Section three of the notebook introduces Team Building. Depending on the level of interaction from participants, the facilitator should either ask for volunteers to read each quote aloud or the facilitator may choose to read them aloud. Discussion should focus on what the quotes mean to participants. If the families are not participating right away, the facilitator should offer their opinion and then ask for others to volunteer. Some points you may want to focus on are listed below each of the quotes.

Homeowners Book Page 7

People live up to the level they are trusted and down to the level they are distrusted.”

Unknown Author

Concept: Peoples’ actions reflect the situation, they fit whatever perception you have.

“Sharing responsibility does not mean abandoning responsibility.”

Empowerment, Scott & Jaffe

Concept: Sharing takes two, not just one person is responsible, everyone plays a part.

“We all see the world, not as it is, but as we are.”

Steven Covey

Concept: We all have blinders on to ourselves, our personal preferences influence us much more than we may be aware of.

Homeowners Book Page 7

“People live up to the level they are trusted and down to the level they are distrusted.”

Unknown Author

“Sharing responsibility does not mean abandoning responsibility.”

Empowerment, Scott & Jaffe

“We all see the world, not as it is, but as we are.”

Steven Covey

Transition: The “Framework for extraordinary partnering” page allows an opportunity for the facilitator to provide participants with a sort of “road map” or overview of topics to be discussed in the session. Quickly read the following “from” and “to” columns aloud. Discuss or reiterate how the concepts identified in the “from” and “to” columns will be tied into the specific portions of the partnering session. The tie-in topics are listed for referral for facilitators.

Key Concept: Framework for extraordinary partnering

Homeowners Book Page 8

FRAMEWORK FOR EXTRAORDINARY PARTNERING

FROM:

- Assumptions

TO:

- Facts

TIE-INS:

- Teambuilding

TIE-IN: Later on in the partnering session, the difference between an assumption and a fact will be identified. Additionally, there will an opportunity to test this through the use of several scenarios in an exercise.

- Opposing
- Working Together
- Teambuilding

TIE-IN: In the Mutual Self Help Program, mutual is key. If a group doesn't work together the completion of all of their homes could be in jeopardy. While working together forms an effective partnership, working on your own or in opposition can lead to partnership breakdown.

Homeowners Book Page 8 continued

- **Win-Lose**

- **Win-Win**

- **Conflict Resolution**

TIE-IN: Later on in the partnering session, there will be a section on conflict resolution. We will try to give you some skills to approach and deal with a situation to obtain a positive outcome. Changing your mindset from being one of win-lose to win-win is the ultimate outcome. In conflict resolution the skills provided will form a basis in which to have the group's effort be an effective partnership.

- **Self**

- **Team**

- **Teambuilding**

TIE-IN: The team building section of the session will emphasize that in order to have highly effective partnerships you must be willing to focus on the overall good of the team. To be successful, homeowners in the Mutual Self Help Program should approach building their homes from a team perspective versus self.

- **Talking to make a point and being right**

- **Speaking up to help make things work better**

- **Listening/Communication**

TIE-IN: Later on in the partnering session, you will be asked to identify what you listen for and how you go about doing this. Additionally, the ways in which individuals communicate with one another has a direct link to whether a partnership is effective or stalls in breakdown.

- **Trying**

- **Committing**

- **Commitment/Declaration**

TIE-IN: At the end of the session each participant will be asked to commit to something in regards to the Mutual Self Help program. This statement will involve a commitment on your behalf. Ultimately this commitment will have a direct impact on the success or failure of the team.

Homeowners Book Page 8

FRAMEWORK FOR EXTRAORDINARY PARTNERING

FROM:

- Assumptions
- Opposing
- Win-Lose
- Self
- Talking to make a point and being right
- Trying

TO:

- Facts
- Working Together
- Win-Win
- Team
- Speaking up to help make things work better
- Committing

Transition: Before we can discuss and work on partnerships in terms of Mutual Self Help Housing, we should be certain that everyone understands partnerships in a general sense.

Key Concept: Participants build partnership skills.

Getting Started: One approach to this concept is to begin the section by reading the Webster's definition of "partnership". A partnership is "a relationship ... usually involving a close cooperation between parties having specified and joint rights and responsibilities". Stress that this concept is not limited to that definition, but has much more meaning. Ask participants to answer the three questions listed below. *NOTE: The answers are not written down.*

Homeowners Book Page 9

PARTNERSHIPS IN A MUTUAL SELF HELP PROGRAM

Exercise: Read the first question below and ask participants for examples. Repeat with the remaining questions.

The times I have experienced full partnership with other people was: Ask who the players were. Some suggestions of partnerships to bring up are partnerships with their spouse/significant other, their little league team, when they built a tree house or ran a lemonade stand as a child, etc.

The way I would describe or characterize those interactions are: *Suggestions to explore are how roles were defined in group, how they accomplished tasks, how they knew to attempt these tasks, the cooperation between everyone involved, giving/sharing in process, formation of plan, etc.. A key point to make at this time in the section is that our approach to partnerships is basic and human nature. Each partnership is different and unique because of the attitudes and behavior patterns of the people involved.*

Transition: At this point, the participants should feel somewhat comfortable and have a feeling for the concept of “partnerships”. The facilitator should transition into this section by stating that in the previous exercise they identified partnerships that they had been involved with. This next exercise will help to identify characteristics when those partnerships worked and when they did not.

Key Concept: Continuation of building partnership skills.

Materials: Prior to beginning, a T-square with highly effective partnerships and partnership breakdown should be drawn on the top of a flip chart.

Exercise: Ask participants to identify specific characteristics associated with highly effective partnerships (when things are going good) and those associated with partnership breakdown. (when things go wrong/bad) Responses are written on flip charts by a facilitator. Some examples are provided if needed to get the discussion started.

Homeowners Book Page 9

HIGHLY EFFECTIVE PARTNERSHIPS	PARTNERSHIP BREAKDOWN
<p>Examples:</p> <ul style="list-style-type: none"> Success sense of appreciation happy content teamwork satisfaction respect honesty support leadership 	<p>Examples:</p> <ul style="list-style-type: none"> don't meet deadline tension, anger fatigue ugly no support lack of cooperation disrespect criticism/dishonest/lying gossip/rumors selfishness

Materials: Prior to beginning, a T-square with playing for myself and playing for the team should be drawn on a flip chart.

Exercise: This next chart builds on the partnership concepts previously introduced (highly effective partnerships vs. partnership breakdown). The definitions of “playing for the team” and “playing for myself” are provided. Read the definitions to the group and briefly cover the examples of characteristics listed below each. Ask participants for additional examples.

Homeowners Book Page 9

PLAYING FOR THE TEAM

*Utilizing everything you have
and going as far as you
possibly can with it.*

- how can we all get done on time
- who can I help
- growing
- cooperate
- create what can be
- accountable
- working together

PLAYING FOR MYSELF

*Avoiding risk and discomfort
Much energy is spent on covering
and protecting one's territory.
Emphasis is on how not to fail
instead of how to win.*

- get my house done first
- who is going to work on my house
- surviving
- compete
- preserve what we have
- victim
- opposing

Homeowners Book Page 9

PARTNERSHIPS IN A MUTUAL SELF HELP PROGRAM

The times I have experienced full partnership with other people were:

The way I would describe or characterize those interactions are:

HIGHLY EFFECTIVE PARTNERSHIPS

PARTNERSHIP BREAKDOWN

PLAYING FOR THE TEAM

PLAYING FOR MYSELF

Utilizing everything you have and going as far as you can possibly can with it.

Avoiding risk and discomfort. Much energy is spent on covering and protecting one's territory. Emphasis is on how not to fail instead of how to win.

- how can we all get done on time
- who can I help

- get my house done first
- who is going to work on my house



Transition: Building on the previous discussion of partnerships and teambuilding, we're now going to further explore the concepts by comparing partnerships and a team.

Key Concept: Similarities between a partnership and a team, teambuilding.

Getting Started: The facilitator should introduce and discuss the relationship between a partnership and a team. Note that there definitely are similarities between the two, in essence every partnership is a team on some level. The following is one example to possibly present.

Example: Almost everyone has been to some type of sporting event (a hockey game, little league, etc.). Ask participants to identify individuals who attend a football game. Examples could be cheerleaders, players, spectators, coaches, and referees. Each of these individuals plays a role at the game. Ask participants to identify the roles they play. Some examples for each are:

- Cheerleader - Supports the team, pumps up the crowd
- Players - Do best at game, show up for practices, support other members of team, receive direction from coaches/other team members, etc.
- Spectators - Analyze and criticize performance of team/player, cheer on the team, show up at games, etc.
- Coaches - Offer guidance, give support, give framework or layout for game, want success of team
- Referees - Ensure safety of everyone involved on field, set standards/rules for game

Once participants have identified the roles, now contrast the Attendees at a football game and their roles to those individuals involved in the Mutual Self Help Program. For example:

Football Game: **Mutual Self Help Program:**

Cheerleaders	Family and friends Rural Development Sponsors
--------------	---

Homeowners

Football Game:

Mutual Self Help Program:

Players

Homeowners

Spectators

Construction Supervisor(s)

Coaches

Community

Sponsor

Referees

Construction Supervisor(s)

Rural Development

Rural Development

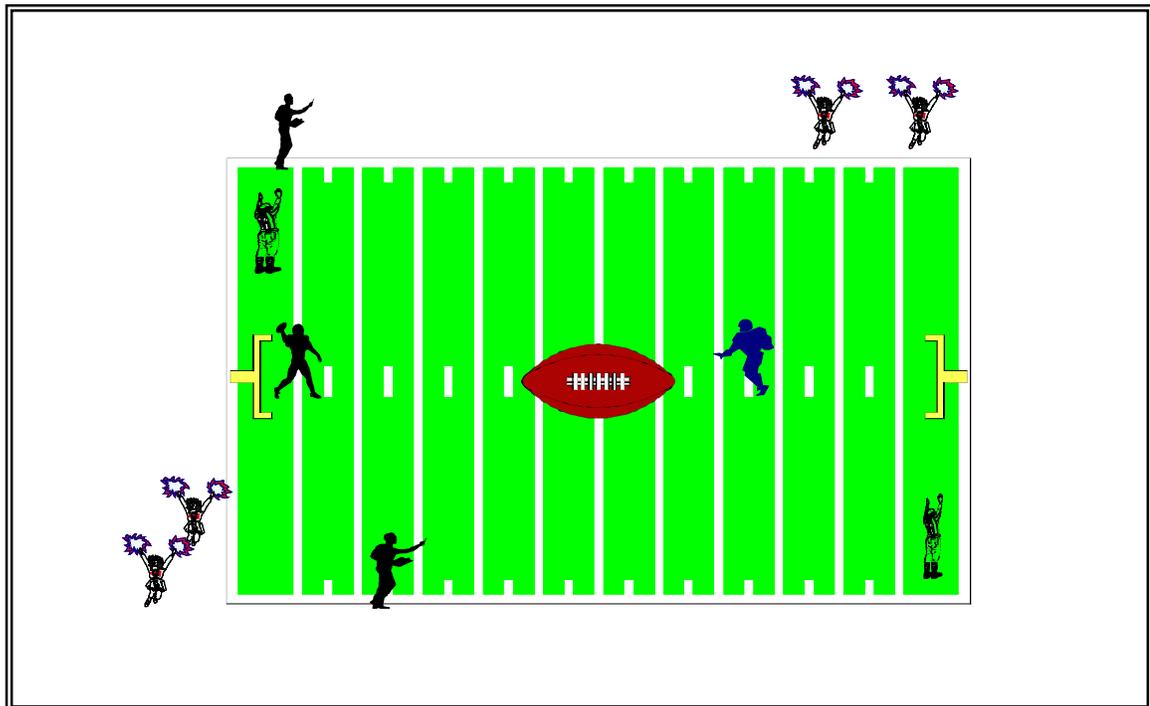
Sponsor

Homeowner

Discuss the similarities between the roles of those in Mutual Self Help and those at a football game. Emphasize that no one person can do it alone. Everyone in a football game and in the Mutual Self Help Program has a function or role to play. Everyone wants a successful outcome or a win.

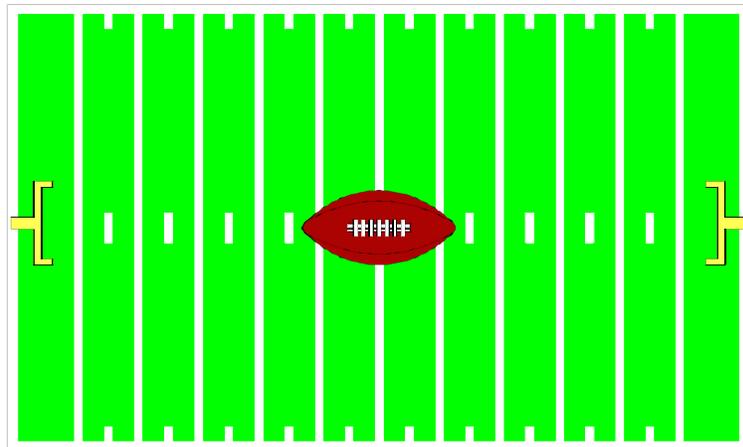
To help facilitate this section, it is suggested that a diagram be drawn on a flip chart, similar to below.

Homeowners Book Page 10



Homeowners Book Page 10

CONTRIBUTIONS TO THE GAME



Transition: This quote from George Bernanos is included to help reinforce the previous discussion of partnerships and teambuilding.

Reading: The facilitator should read the quote to the group and ask for their opinion of what the quote means to them. At this time in the session participants are usually comfortable with participating and have a sense of accomplishment from their responses to the previous section. One suggestion that the quote implies is to think before you leap. Another suggestion is that what you put into something has a direct impact on what you get out.

Homeowners Book Page 11

A thought which does not result in an action is nothing much, and an action which does not proceed from thought is nothing at all.

George Bernanos

Homeowners Book Page 11

A thought which does not result in an action is nothing much, and an action which does not proceed from thought is nothing at all.

George Bernanos

Transition: Previously we discussed and identified what it means to play for a team and to play for yourself. This next exercise presents several questions for participants to answer to help emphasize and understand the team concept.

Key Concept: Identification of team characteristics.

Getting Started: Refer participants to the page titled “Teams” in their notebooks.

Exercise: This exercise focuses on the concept of the team. Ask participants to take 5 minutes or so to answer all the questions. After they have completed the exercise, either ask for volunteers to give the answer or just let them call out the answer. The answers are either TRUE or FALSE. However, as a facilitator you should realize that a participant may give an answer different from what is listed below and it is important to allow that individual the opportunity to explain their position. Some answers may not always appear to be one way or the other.

Homeowners Book Page 12

TEAMS (answer key)

Answer the following true/false questions.

- | | <u>F</u> | <u>T</u> |
|---|----------|----------|
| 1. Team leaders emphasize each member's involvement and expect that person to take responsibility for his/her contributions. | <u>X</u> | ___ |
| 2. People are more productive when they feel a sense of ownership of the task or of the organization. | <u>X</u> | ___ |
| 3. Construction supervisor's teach skills for homebuilders and coach them to apply what has been learned. | <u>X</u> | ___ |
| 4. Teams are more concerned with getting positive results than they are with "turf" considerations. | <u>X</u> | ___ |
| 5. Trust is a minor factor in most team situations. | ___ | <u>X</u> |
| 6. Competition and conflict in a team is healthy if it is properly controlled and quickly resolved. | <u>X</u> | ___ |
| 7. Open communication in a team will promote understanding, a recognition of individual differences and encourage mutual support. | <u>X</u> | ___ |
| 8. Teams participate in decision making but recognize their construction supervisor must act on his or her own if a consensus cannot be reached or there is a crisis. | <u>X</u> | ___ |
| 9. Successful teams have little need for recognition, acknowledgment or praise. | ___ | <u>X</u> |

Homeowners Book Page 12

TEAMS

Answer the following true/false questions.

- | | <u>T</u> | <u>F</u> |
|---|----------|----------|
| 1. Team leaders emphasize each member's involvement and expect that person to take responsibility for his/her contributions. | _____ | _____ |
| 2. People are more productive when they feel a sense of ownership of the task or of the organization. | _____ | _____ |
| 3. Construction supervisor's teach skills for homebuilders and coach them to apply what has been learned. | _____ | _____ |
| 4. Teams are more concerned with getting positive results than they are with "turf" considerations. | _____ | _____ |
| 5. Trust is a minor factor in most team situations. | _____ | _____ |
| 6. Competition and conflict in a team is healthy if it is properly controlled and quickly resolved. | _____ | _____ |
| 7. Open communication in a team will promote understanding, a recognition of individual differences and encourage mutual support. | _____ | _____ |
| 8. Teams participate in decision making but recognize their construction supervisor must act on his or her own if a consensus cannot be reached or there is a crisis. | _____ | _____ |
| 9. Successful teams have little need for recognition, acknowledgment or praise. | _____ | _____ |

Transition: Assumptions, is one concept which can lead to a team's success or demolition. The next portion of this section will introduce the concept of assumptions and allow participants an opportunity to practice identifying them.

Key Concept: Assumptions and their affects on a team.

Getting Started: The previous exercise identified concepts associated with teams. However, the question remains “what affects how we act as a team”. Assumptions, either true or false, can make or break a team. Webster's definition of an assumption is the act of laying claim or taking possession of something, the supposition that something is true, a fact or statement taken for granted.

The next exercise tries to get participants to recognize the potential problems which can occur with making assumptions. It is important to mention that making an assumption is part of being human, however it's the action taken regarding the assumption which have the potential to become obstacles to a team's purpose or goal being met.

Everyone needs to be aware and recognize that they make assumptions each and every day. There isn't anything wrong with assumptions, in fact they are part of our natural order. Emphasize that just because someone makes an assumption does not mean that they are a bad person. The trick is to recognize when you make an assumption and be willing to find out the facts and then either justify or reject the assumption. Becoming more aware when you're making assumptions is crucial to obtaining a successful outcome in any situation. It is also important to remind participants that assumptions can and most likely will become more common the further along you get in the construction process and to not judge that someone for making them.

Exercise: There are two stories or scenarios addressing the concept of assumptions in the notebook. The facilitator can choose to have participants read and answer the questions to both stories at one time or to do them one at a time.

Regardless of which approach you choose, ask participants to take 5 minutes to read the brief story and answer the questions. After they have completed the exercise, ask for volunteers to answer or let the group just call out an answer. The answers are either TRUE, FALSE, or an assumption, which is denoted as the (?). Additionally, a brief justification is provided as to why the answer is either true, false, or an assumption.

Homeowners Book Page 13

ASSUMPTIONS

Please read the following stories and decide if the statements made about the stories are true (T), or false (F) or an assumption (?). Circle your answer in the margin.

Story 1 You are late one evening and see that the lights are on in your living room. There is only one car parked in front of your house and the words “Harold R. Jones, MD” are spelled in small gold letters across one of the car’s doors.

1. The car parked in front of your house has lettering on one of it’s doors. **True**
In the story it does state that small gold letters are printed across one of the car’s doors.

2. Someone in your family is sick. **Assumption**
Just because the car has the word doctor on it does not mean someone is sick. The doctor could just be visiting the family. Or perhaps the individual visiting just bought the car from Dr. Jones and hasn’t had time or money to get the car painted.

3. No car is parked in front of your house. **False**
The story states that there is one car parked in front of your house.

4. The car parked in front of your house belongs to a man named Jones. **Assumption**
Just because the word Jones is listed on the car door does not mean that Mr. Jones still owns the car, perhaps the car was sold and the new owner has not taken the time or money to repaint the door.

Story 2 A businessman has just turned off the lights in the store when a man appeared and demanded money. The owner opened the cash register. The contents of the cash register were scooped up and the man dashed away. A member of the police force was promptly notified.

1. A man appeared after the owner had turned off the lights in the store. **Assumption**
The story states that a man did appear after a business man turned off the lights. The statement assumes that the businessman was the owner.

2. The robber was a man. **Assumption**
Who else besides a robber might demand money? The IRS, your kids. The word robber makes it an assumption.

3. The man did not demand money. **False**
The story states that a man did demand money.

4. The man who owned the store opened the cash register. **Assumption**
Where does it say that the owner is a man? Why couldn't the owner be a woman?

5. Someone opened the cash register. **True**
Someone did open the cash register, the story states that it was the owner.

6. While the cash register contained money, the story doesn't say how much. **Assumption**
The story only states that the contents were scooped up, it does not imply that the contents were money. The contents could have been lottery tickets.

Exercise: Continuing on with another exercise, the facilitator Refers to the following questions regarding possible situations Which could occur during your home building process in the homeowner's notebook.

As in the previous exercise ask participants to take five minutes and read and answer them. After they have completed the exercise, either ask for volunteers to give answer or just let them call out the answer. The answers are either TRUE, FALSE, or an assumption (?).

This is also a good time for discussion or questions to be addressed regarding policies mentioned in the questions. Be sure to allow for and encourage participants to do this. Some questions may not be applicable at all sessions due to differences which may exist between sponsors and participants.

Homeowners Book Page 14

SITUATIONS WHICH MAY OCCUR DURING YOUR HOME-BUILDING PROCESS

1. The plumbers were working on the house. The tub has a hole in it. The plumbers broke the tub. **Assumption**

There is no proof that the tub was broken by the plumbers. It is possible that someone came in after the plumbers and broke the tub.

2. My house was the first one started. It will be the first one finished. **Assumption**
This is not true, the first house started could be the last one finished due to a variety of things such as the delivery of materials ordered, work schedules, etc..

3. The Construction Supervisor will always be on site when the families are present.

Assumption/False

It's an assumption and the key word to refer to is always. Most likely the construction supervisor will be there, but there could be times when they are not. An example when they may not be on the site is if they had to go to pick up some supplies that were needed.

4. I can contact the sub-contractor to make changes to my home. (i.e., additional outlets, speaker wire, additional lighting, outlets moved to accommodate my TV shelf). **False**

Borrowers should not make direct contact with sub-contractors. All contact should be made thru the Construction Supervisor. No changes are allowed after plans have been approved by all

parties. Changes can be made after homeowners move in.

5. The bills for materials and work are reviewed by the Construction Supervisor, the bookkeeper and the RD staff before I sign, therefore, I don't have to check the bills to make sure they are right.

False

It is very important the homeowner review all the bills before signing them. There is always the possibility that a mistake could be made. Therefore, it is better to be safe, than sorry.

6. My volunteers must be willing to work on all homes, however, their hours will be credited to me.

True

Our program is entitled Mutual Self Help Housing and all volunteers must be willing to help work on anyone's house in the group. However, their hours will be credited to the the homeowners hours who recruited them as a volunteer.

7. I'll be working only on my house when I'm on the site.

False

At times you may only be working on your house but the purpose of Mutual Self Help Housing is to help your fellow homeowners attain the common goal of each person completing a home.

8. If I don't put in my hours, the rest of the families will finish the house.

False

This is the Mutual Self Help Housing Program, therefore, every homeowner must put in their personal hours. If a homeowner does not put in their hours other homeowners are not responsible for the finishing of their home.

9. I have to put in at least 50% of the required hours each week. I can not use all volunteer hours.

True

Each sponsor establishes their own policy on required hours. Generally the rule is 50% of the hours must be completed by the homeowner.

10. Two Homeowners put up siding on one house, so they will be putting up the siding on all the houses.

Assumption

Ideally every participant in the Mutual Self Help Housing Process should develop and/or build skills in all areas of construction. Therefore, this might happen on some cases, however, Rural Development would prefer everyone get experience if possible.

11. I can't see anyone so I will go home. No one must be working today.

Assumption

Situations may arise which do not allow all participants to be at the site at the set time, however, each homeowner is responsible for the work hour contribution and should do so

accordingly.

12. Our group will always be working on the homes at the same time. **False**
Everyone will be working different hours because every homeowner has a different schedule. However, Rural Development's expectation of Mutual Self Help Housing is that homeowners will work most evenings and weekends. Therefore, all homeowners in a group may not be on site at the same time all the time.

13. I can move my stuff into my garage before my home is finished. **False**
Rural Development has not made final inspections and the City/County has not issued a Certification of Occupancy, therefore, you are not allowed to move items into the garage before this certificate is received. Also there is the risk of potential loss of items to consider.

14. The Construction Supervisor inspects all the delivered materials for damage, therefore, I don't have to. **False**
Even though Construction Supervisors review the materials, it is still the responsibility of the homeowner to inspect the materials.

15. No one can move into their homes until the entire group is finished with their homes. **True**

An agreement upon electing to participate in the Mutual Self Help Housing Program is that everyone agrees to move into their homes at the same time. If someone were to move in earlier than the rest of the group there is the possibility that conflict and partnership breakdown could occur.

16. If I don't get it done, the construction supervisor will finish it for me. **False**
The construction supervisor's role while on the site is as a resource and technical advisor. They are not on the site to finish work for any homeowner.

17. I can stay in the program no matter what I do, since I took out the loan. **False**
The Sponsor and Rural Development are here to work with the homeowner, however, if a homeowner falls behind on productive hours, that homeowner will receive a series of letters and/or production may be halted. If a homeowner becomes seriously in default (either in hours, attitude, uncooperative, etc.), the homeowner may be asked to transfer the loan to another applicant or to liquidate their loan.

Homeowners Book Page 14

SITUATIONS WHICH MAY OCCUR DURING YOUR HOME-BUILDING PROCESS

1. The plumbers were working on the house. The tub has a hole in it. T F ?
The plumbers broke the tub.
2. My house was the first one started. It will be the first one finished. T F ?
3. The Construction Supervisor will always be on site when the families T F ?
are present.
4. I can contact the sub-contractor to make changes to my home. (i.e. T F ?
additional outlets, speaker wire, additional lighting, outlets to accommodate my TV Shelf).
5. The bills for materials and work are reviewed by the Construction T F ?
Supervisor, the bookkeeper and the RD staff, before I sign, therefore, I don't have to check
them to make sure they are right.
6. My volunteers must be willing to work on all homes, however, T F ?
their hours will be credited to me.
7. I'll be working only on my house when I'm on the site. T F ?
8. If I don't put in my hours, the rest of the families will finish the house. T F ?
9. I have to put in at least 50% of the required hours each week. I can T F ?
not use all volunteer hours.
10. Two Homeowners put up siding on one house; so they will be putting T F ?
up the siding on all the houses.
11. I can't see anyone on site so I will go home. No one must be working T F ?
today.
12. Our group will always be working on the homes at the same time. T F ?
13. I can move my stuff into my garage before my home is finished. T F ?
14. The Construction Supervisor inspects all the delivered materials for T F ?
damage therefore, I don't have to.
15. No one can move into the homes until the entire group is finished on T F ?
their homes.
16. If I don't get it done, the construction supervisor will finish it for me. T F ?

17. I can stay in the program no matter what I do, since I took out the loan. T F ?

Close: To conclude this section on Assumptions, one suggestion is to reinforce the concept by providing an example which should demonstrate Assumptions. The facilitator should use one example to close this section. However, several are provided to allow facilitators an opportunity to choose the example which they are more comfortable with. These examples are included as a starting point for facilitators, other examples or stories may be included or substituted.

The first example often used to emphasize this is the Lighthouse Joke:

Believe it or not...this is the transcript of an actual radio conversation between a US naval ship and Canadian authorities off the coast of Newfoundland.

US Ship: Please divert your course 0.5 degrees to the south to avoid collision.

CND reply: Recommend you divert *your* course 15 degrees to the South to avoid a collision.

US Ship: This is the Captain of a US Navy Ship. I say again, divert **your** course.

CND reply: No. I say again, you divert **YOUR** course!

US Ship: THIS IS THE AIRCRAFT CARRIER USS CORAL SEA*, WE ARE A LARGE WARSHIP OF THE US NAVY, DIVERT YOUR COURSE NOW!

CND reply: This is a lighthouse. Your call.

NOTE: The previous example was transmitted around the internet as an event that really took place, but it never happened.

Another example, which could be used to illustrate the concept of assumptions, is as follows.

A sister and her husband come to stay with her sister, her husband, and their three year old daughter for an overnight visit. The sister and her husband give up their room to their guests to stay in. In the morning the little girl comes into the bedroom and goes over to the woman, her aunt, and says mommy I'm hungry. The aunt replies that her mommy isn't in the room. The little girl then goes to the other side of the bed and says "daddy". The morale is that just because mommy isn't in the room, the little girl assumes that her father is.

Another example which could be read to participants is:

A tough store manager was walking through the packing room one day when he saw a young man lounging on a shipping crate, whistling, and relaxing. He asked how much he was paid. The young man answered, "\$120 a week." At that, the manager paid the man \$120 and said, "Here's a week's pay. Get out!" The manager immediately found the department head and demanded to know who had hired this sloth. He replied, "We didn't hire him. He was just picking up a package."

Additionally, we suggest that the facilitator ask the sponsor to provide any examples of assumptions which might have come into play on the construction site.

Transition: Having just completed some exercises to help introduce and/or familiarize participants with assumptions and how they can affect a team's success or its demolition we are now ready to introduce another team building skill, accountability.

Getting Started: One way to initiate the discussion of accountability is to have the facilitator read Webster's definition of "accountable" to the group. The definition is obliged to account for one's acts, responsible.

Another approach is to write the word "Accountability" on a flip chart and underline count.

ACCOUNTABILITY

Begin discussion, approach this concept by saying
Accountability means that you or I can count on something.

Materials: Prior to beginning a T-square with accountable language and unaccountable language should be drawn on a flip chart.

Exercise: This exercise introduces the concept of accountability by defining accountability and unaccountable. The facilitator reads the definitions provided. Once the definitions are introduced, ask the group for examples of both. The facilitator should record answers on the flip chart. Some suggestions to get participants started are listed below.

Homeowners Book Page 15

ACCOUNTABILITY IS A CHOICE

Accountability

The willingness to be in ownership of all your experiences, which also include the ones you do not like.

Accountable Language:

I can
I will
I am
Able to
Did
Trust me
Commit

Unaccountable

A perspective where someone perceives others or circumstances as limiting them.

Unaccountable Language:

I can't
I won't
I'll try
Possibly
I might
I'll think about it
Maybe
No one told me

NOTE: Participants may suggest that “NO” is both accountable and unaccountable. “No” without any explanation or supporting information is unaccountable. However, if “no, but you can expect ... from me” is used, it is considered accountable language.

Homeowners Book Page 15

ACCOUNTABILITY IS A CHOICE

Accountability

The willingness to be in ownership of all your experiences, which also include the ones you do not like.

Accountable Language:

Unaccountable

A perspective where someone perceives others or circumstances as limiting them.

Unaccountable Language:

Transition: This is a quote which attempts to clarify the discussion on accountability.

Key Concept: Team building skill - Accountability

Getting Started: The facilitator either reads the passage or asks for a volunteer.

Homeowners Book Page 16

ACCOUNTABILITY

Accountability is taking responsibility before the fact, rather than after the fact.

It is taking a stand, and standing by it.

When those who are accountable are right, they take the credit. When they're wrong, they take the heat.

It's a fair exchange.

Accountability is a way of working.

Those who practice it have an unspoken respect for each other.

And a visible disdain for the absentminded apologizers, mumbling excuse-makers, and trembling fence-sitters who run from integrity as if it were the plague.

McCann/Erickson, 1987

Close and Tie-back: To close “accountability”, ask participants:

- ◆ In order for a team to be successful, what side of the chart previously discussed would you have to or want to be on and why? Refer back to the T-squares from the partnering section (i.e. the highly effective partnerships vs. partnership breakdown and the playing for the team vs. playing for myself).
- ◆ If you were on the unaccountable side of the chart what would most likely happen to your team and why? Most likely your

team would be in partnership breakdown. Refer to the T-squares from the partnership section.



Homeowners Book Page 16

ACCOUNTABILITY

Accountability is taking responsibility before the fact, rather than after the fact.

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McCann/Erickson, 1987

Transition: We have discussed the aspects of a partnership, the roles of teams, assumptions, and finally accountability. This next section will tie those concepts into the topic of communication. Throughout this process you will be communicating with your fellow homeowners, sponsor, construction supervisor, Rural Development Staff, etc. This next section will identify the different components involved in communication.

Key Concept: How we communicate?

Materials: Prior to beginning the facilitator should construct on a flip chart the page entitled “Communication” and the following words: body language, voice tones, and words. Be sure to leave two blanks, one for participant’s guess and one for the correct answer.

Exercise: This exercise ask participants to speculate on the percentage that body language, voice tones, and words play when we communicate with each other. Ask participants to turn this page in their notebooks and guess the percentages of each category. Ask participants the question, how do they communicate? Remind participants that the percentages need to add to 100. Discuss why they feel the percentages are what they answered. Write the groups guesses on a flip chart. After some discussion, the facilitator should write the correct percentages next to the group’s guess. Discuss the differences between the two sets of numbers, if needed.

Homeowners Book Page 17

COMMUNICATION

“How do we communicate?”

Guess 55% **Body Language**



Guess 38% **Voice Tones**



Guess 7% **Words**

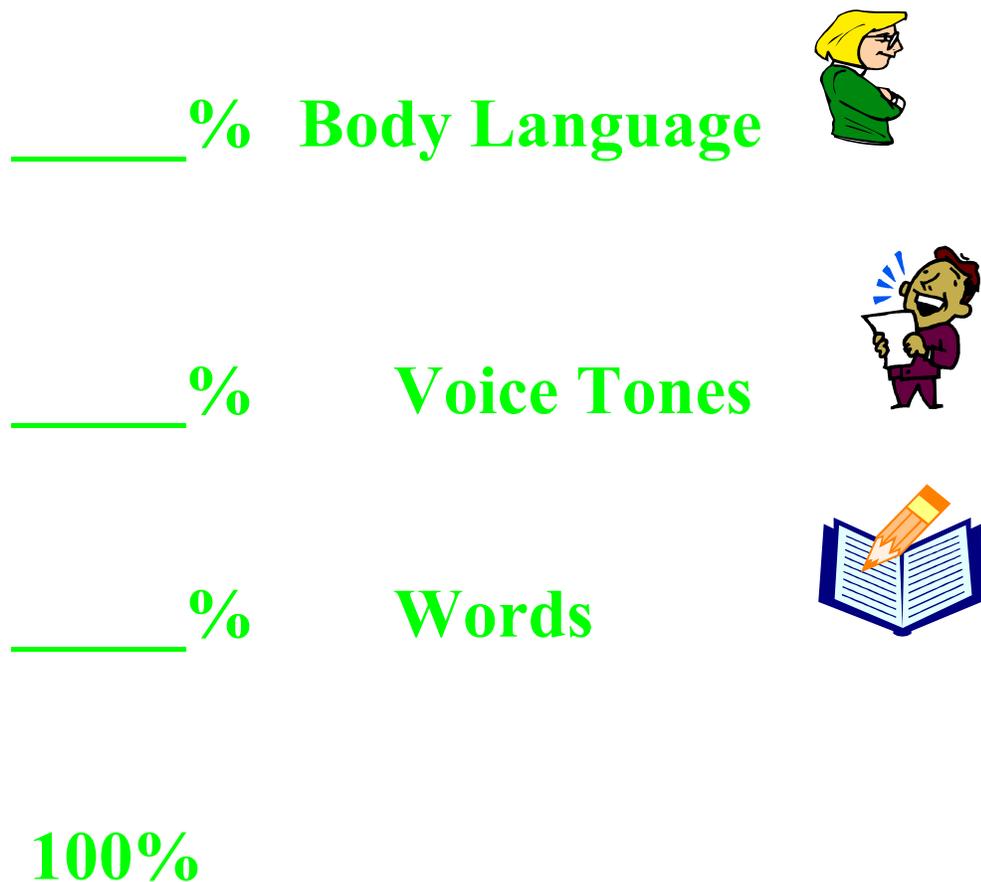


Total 100%

Homeowners Book Page 17

COMMUNICATION

“How do we communicate?”



Source: Extraordinary Customer Service from Rural Development Training

Transition: Now that you've identified the correct percentages for how we communicate, let's examine what impacts communication.

Key Concept: The impact of a communication

Getting Started: This page addresses the impact of a communication. The concept to master is that communication has several components. Communication is both verbal and non-verbal, involves listening, and is essential to the success of the team and the partnering process.

Homeowners Book Page 18

THE IMPACT OF COMMUNICATION

Verbal

- Listening
- Communication Exercise

Non-Verbal

Homeowners Book Page 18

THE IMPACT OF COMMUNICATION

Verbal

- **Listening**
- **Communication Exercise**

Non Verbal

Transition: One impact on communication is verbal language. Let's examine that impact a little closer.

Key Concept: Examples of verbal communication, in particular what works and what doesn't.

Materials: Prior to beginning a T-square entitled Verbal Language with what works and what doesn't should be constructed on a flip chart.

Getting Started: This page allows participants to recognize types of verbal communication and identify examples which work and those that don't in numerous settings.

Exercise: Refer participants to this page in their notebooks. Ask participants for examples of what type of words or voice tones they feel would work or help if they were trying to solve a dispute or problem and then list those that wouldn't. The facilitator should record the answers on the flip chart.

Homeowners Book Page 19

VERBAL LANGUAGE	
VERBAL (WORDS/VOICE TONES)	
<i>"How do you emphasize or distinguish meaning?"</i>	
WHAT WORKS	WHAT DOESN'T WORK
<i>e.g. if you are trying to solve a dispute or problem...</i>	
calm monotone politeness clarity explanation please & thank you	loud yelling aggressive confrontational blaming antagonistic foul language

Homeowners Book Page 19

VERBAL LANGUAGE

WORDS/VOICE TONES

How do you emphasize or distinguish meaning?

WHAT WORKS

WHAT DOESN'T WORK

WHAT WORKS	WHAT DOESN'T WORK



Transition: Now that we've briefly discussed that what you say is as important as the way you say it, its time to find out just how strong your listening skills are and what you listen for.

Key Concept: Importance of listening.

Getting Started: The facilitator should either ask for a volunteer to read the quote aloud or the facilitator may choose to read it aloud. Discussion should focus on what the quotes mean to participants. . Have participants ask themselves the two questions: how do I listen and what I listen for. Some suggestions on topics to briefly discuss are listed below,

Homeowners Book Page 20

LISTENING

Listening is a rare happening among human beings. You can not listen to the word another is speaking if you are preoccupied with your appearance or with impressing the other, or are trying to decide what you are going to say when the other stops talking, or are debating about whether what is being said is true or relevant or agreeable. Such matters have their place, but only after listening to the word as the word is being uttered.

Homeowners Book Page 20

Listening is a primitive art of love in which a person gives him or herself to another's word, making him or herself accessible and vulnerable to that word.

William Stringfellow
On Listening

Ask yourself:

- * **How do I listen?**
- * **What do I listen for?**

The following are some suggestions to discuss when answering the questions "What do I listen for?"

1. **Mutuality** - What common ground exists with each other?
2. **New ideas**- What does the other person have to contribute, their viewpoint?
3. **Accountability** - What needs to be done to make an idea happen? Who is taking ownership?
4. **Appreciation** – Informing other of outcome, celebration?

Homeowners Book Page 20

LISTENING

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Listening is a primitive art of love in which a person gives him or herself to another's word, making him or herself accessible and vulnerable to that word.

William Stringfellow
On Listening

Ask yourself:

- * **How do I listen?**
- * **What do I listen for?**

Transition: Not only can your attitude affect the success or demolition of your team or partnership, but your listening skills or lack of can also have an affect. In the next section we will do an exercise which provides some examples of the difference in meaning that could occur depending on what portion of the sentence the speaker chooses to place emphasis on and the interpretation that the listener could receive.

Key Concept: Importance of listening.

Exercise: Refer to the page entitled “Communication Exercise” in their notebooks. Have the facilitator reads the following:

Homeowners Book Page 21

COMMUNICATION EXERCISE

I think this program is exciting.

What are the different meanings of this sentence when you change the emphasis that is placed on each of the different words?

Exercise: Ask for volunteers to read two or three of the phrases, emphasizing the highlighted word. The objective is to get participants to notice the difference in meaning when one word is emphasized over another. If no one volunteers, have either the sponsor or someone from Rural Development read then.

I think this program is exciting.

Meaning: Though others disagree

I **think** this program is exciting.

Meaning: Though I’m not sure

I think **this** program is exciting.

Meaning: Though other programs are dull

I think this program **is** exciting.

Meaning: I agree, it is

Homeowners Book Page 21

I think this program is **exciting**.

Meaning: It's not at all what I expected

Conclusion: The facilitator should read the phrase below:

**How we say something is just as important
as what we say.**

Homeowners Book Page 21

COMMUNICATION EXERCISE

I think this program is exciting.

What are the different meanings of this sentence when you change the emphasis that is placed on each of the different words?

I think this program is exciting.

I **think** this program is exciting.

I think **this** program is exciting.

I think this program **is** exciting.

I think this program is **exciting**.

**How we say something is just as important
as what we say.**

Transition: Another impact on communication is non verbal language. Let's examine that impact a little closer.

Key Concept: Examples of non verbal communication, in particular what works and what doesn't.

Materials: Prior to beginning a T-square entitled Non Verbal Language with what works and what doesn't should be constructed on a flip chart.

Getting Started: This page allows participants to recognize types of non verbal communication and identify examples which work and those that don't in numerous settings.

Exercise: Refer participants to this page in their notebooks. Ask participants for examples of body language they feel would work or help if they were trying to solve a dispute or problem and then list those that wouldn't. The facilitator should record the answers on the flip chart. Again, record answers on a flip chart.

Homeowners Book Page 22

NON VERBAL LANGUAGE	
BODY LANGUAGE	
<i>“What signs, symbols, or gestures are you demonstrating?”</i>	
WHAT WORKS	WHAT DOESN'T WORK
<i>e.g. if you are trying to solve a dispute or problem...</i>	
<ul style="list-style-type: none"> eye contact handshake active listening/attentive head nodding pat on the back smiling 	<ul style="list-style-type: none"> turning away crossing arms hands on hips frowning ignoring yawning

Homeowners Book Page 22

NON VERBAL LANGUAGE

BODY LANGUAGE

What signs, symbols, or gestures are you demonstrating?

WHAT WORKS

WHAT DOESN'T WORK

Transition: The important thing is to be aware and keep in mind the affect or impact your actions, both verbal and non-verbal can have on a situation. (Refer back to both flip charts) Remember to think before you communicate. It's human for someone when they are tired to be cranky, however, you have the control to modify your behavior and help maintain a highly effective partnership. You alone can alter your behavior and your attitude.

Key Concept: Attitude

Reading: The facilitator reads this passage to the group. Remind participants that have complete and total control of their attitude. For example if they have had a bad day before coming to the site, their actions and attitude could and most likely will reflect it. They may be short and abrupt with others, slam things, etc. That is one way to approach their attitude, however, an alternate is to admit upfront that they are upset, take ownership of their attitude.

Homeowners Book Page 23

ATTITUDE

“The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company ... a church ... a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past ... we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude ... I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you ... we are in charge of our attitudes.” by Charles Swindoll

Homeowners Book Page 23

ATTITUDE

“The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company ... a church ... a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past ... we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude ... I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you ... we are in charge of our attitudes.”

by Charles Swindoll

Close: One suggestion on how to close this section is to give the following example: when a parent comes home from work and their child wants to tell them something, often the parent will say “give me five minutes and then I’ll be ready”.

The example helps to illustrate that if you are going to take the time to listen to someone it is very important that you give the speaker your complete attention. This type of situation will often come up throughout the homebuilding process and the approach taken in listening to that person can lead to either a successful partnership or its demolition

The following are other examples of questions you may choose to read aloud to participants. However, the amount of examples used should depend on the dynamics of the group at the partnering session.

Is there any federal law against a man’s marrying his widow’s sister?

There is no law against a man’s marrying his widow’s sister, but it would be the neatest trick of the week. To have a widow, he would have to be dead.

How many animals of each species did Moses take aboard the Ark with him during the great flood?

Moses took no animals at all. It was Noah who took two of each.

The Yankees and the Tigers play 5 baseball games. They each win 3 games. No ties or disputed games are involved. How come?

Who said the Yankees and the Tigers were playing against each other in those games.

How many birthdays does the average man have? The average women?

The average man has one birthday. So does the average woman. The rest are birthday anniversaries.

According to International Law, if an airplane should crash on the exact border between two countries, would unidentified survivors be buried in the country they were traveling to or the country they were traveling from?

You can’t bury survivors under any law – especially if they still have enough strength to object!

A man builds an ordinary house with 4 sides, except that each side has a southern exposure. A bear comes to the door and rings the doorbell. What color is the bear?

The bear who rang the doorbell would have to be a white bear. The only place you could build a house with four southern exposures is at the North Pole, where every direction is South.

Broken Squares

Transition: At this point several concepts have been presented and discussed (partnerships, teams, assumptions, accountability, listening, and verbal/non verbal language). Now it is time to put those skills to a fun test.

Key Concept: Participants are given the opportunity to experience how to accomplish a goal without the use of verbal and non-verbal communication. This is a great exercise in cooperation.

Materials: A set of broken square pieces is needed for this exercise. The templates for the pieces required for this exercise are provided in this manual. One set of pieces is needed for every four participants. It is suggested that the pieces are made with heavy cardstock paper and should be laminated to avoid wear and tear

Getting Started: Have all participants number off from one to four, etc. Break participants into groups (ones, twos, etc.) and have them meet in separate areas in room. Ask the members of the groups to sit across from each other and clear off a space.

Exercise: Distribute to each group one set of pieces needed for this exercise. Divvy out to each participant three pieces.. Describe to participants that they need to construct four squares with the pieces in front of them. Each participant needs to make their own square. The facilitator should read the ground rules aloud: no talking, no body language, non pointing/winking, can give but can't take, and all squares must be the same size. Once the rules are explained, the participants may begin. Allow participants between 10 to 15 minutes to perform this exercise.

At the end of the exercise, have the groups discuss what they learned.

Did all the groups get all of the squares made?

Some of the lessons from this exercise are:

- ◆ The difficulty in communicating with each other without speaking or using body language. Ask participants how they started the process.
- ◆ This exercise reinforces the previous discussion that 55% of communication is body language. Past participants have admitted that even though they may have tried not to use body language, it was inevitable and that they did, it was just natural.
- ◆ Concept of cooperation was used. Was it hard for participants to give and not just take, did they try to help someone else make their square before they completed their own. This could, and often does, come up on the site, one homeowner may help another homeowner finish a portion of their house before their own.
- ◆ The principle of trust was introduced. Participants believed that there were enough pieces provided to complete the project. Homeowners will have to trust construction supervisors, the sponsor, Rural Development, and each other in the home building process that they will have the tools and supplies needed to complete their homes.
- ◆ When you give, it benefits everyone in the group.
- ◆ The exercise taught you how to work together.
- ◆ The process was fun and challenging, just like the home building process will be.

Conclusion: The home building process will be a challenge and can be frustrating at times. However, if we can build squares together, we can build our homes and our community together.

Homeowners Book Page 24

Broken Squares

“SKILLS IN COOPERATION”

Ground Rules:

- NO TALKING
- NO BODY LANGUAGE
- NO POINTING, WINKING
- CAN GIVE, NOT TAKE
- ALL SQUARES MUST BE THE SAME SIZE

WHAT DID EVERYONE LEARN?

When we work together, we can build our homes and our community together.

Broken Squares

“SKILLS IN COOPERATION”

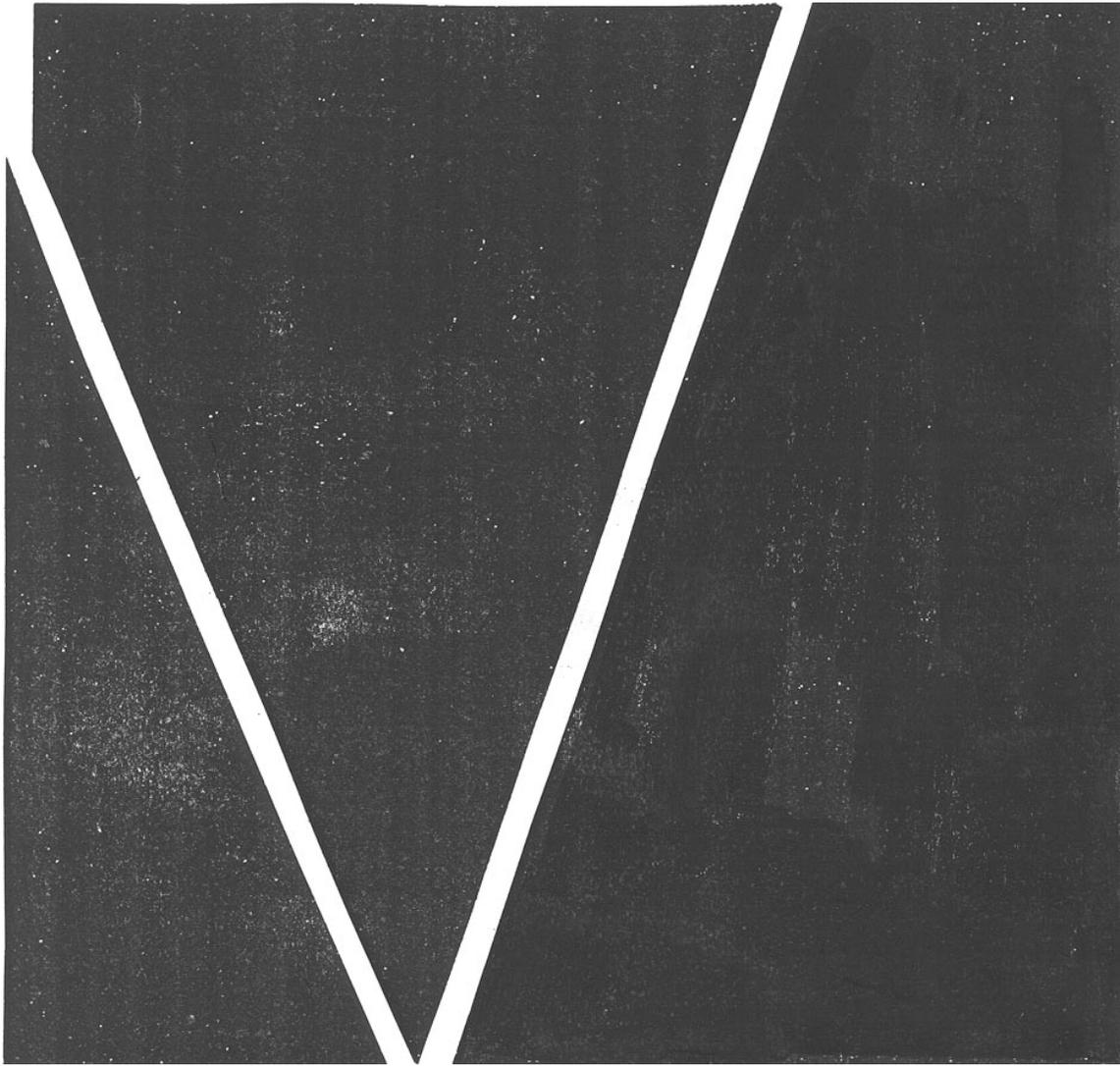
Ground Rules:

- NO TALKING
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 - CAN GIVE, NOT TAKE
 - ALL SQUARES MUST BE THE SAME SIZE
-

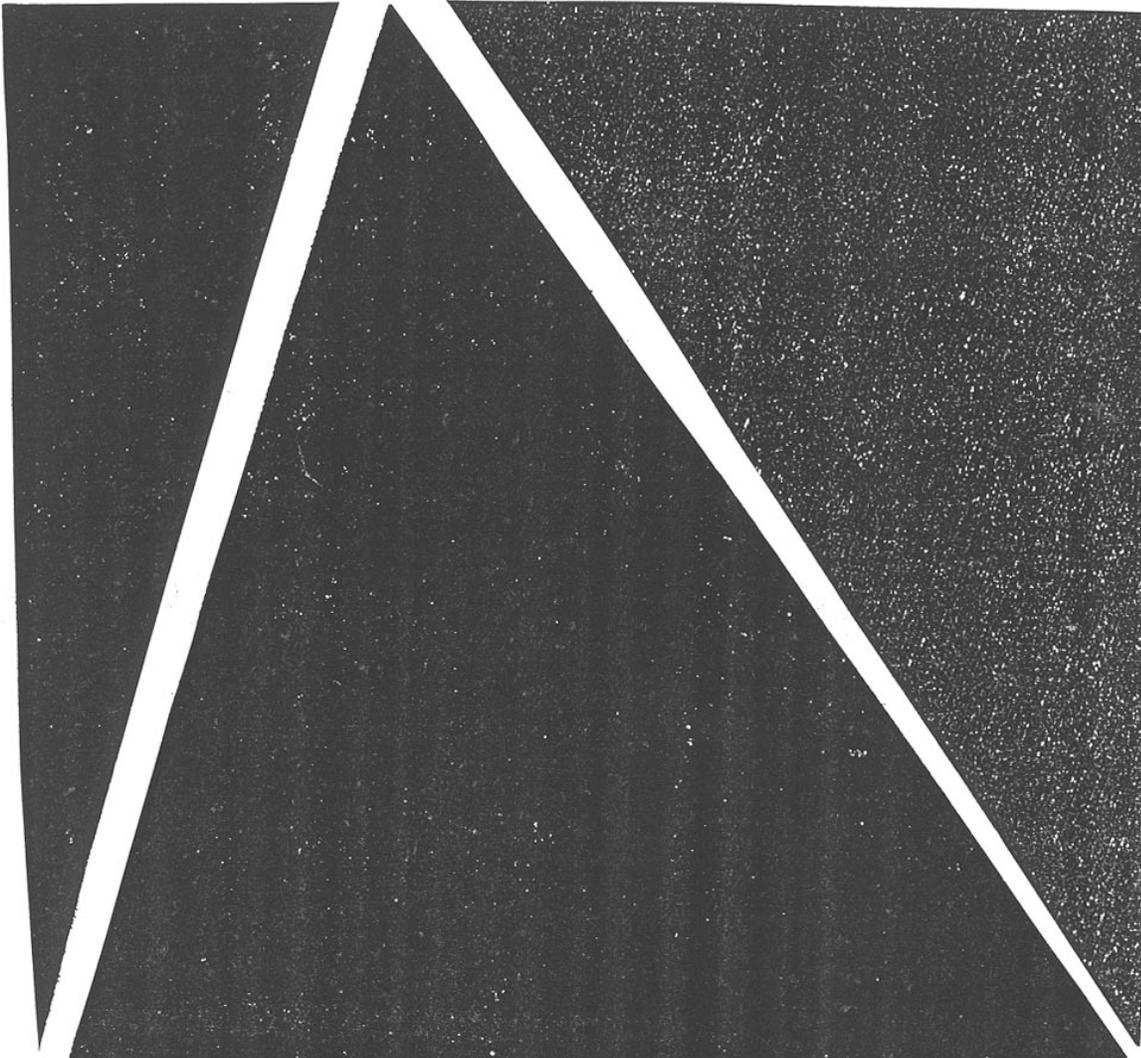
WHAT DID EVERYONE LEARN?

When we work together, we can build our homes and our community together.

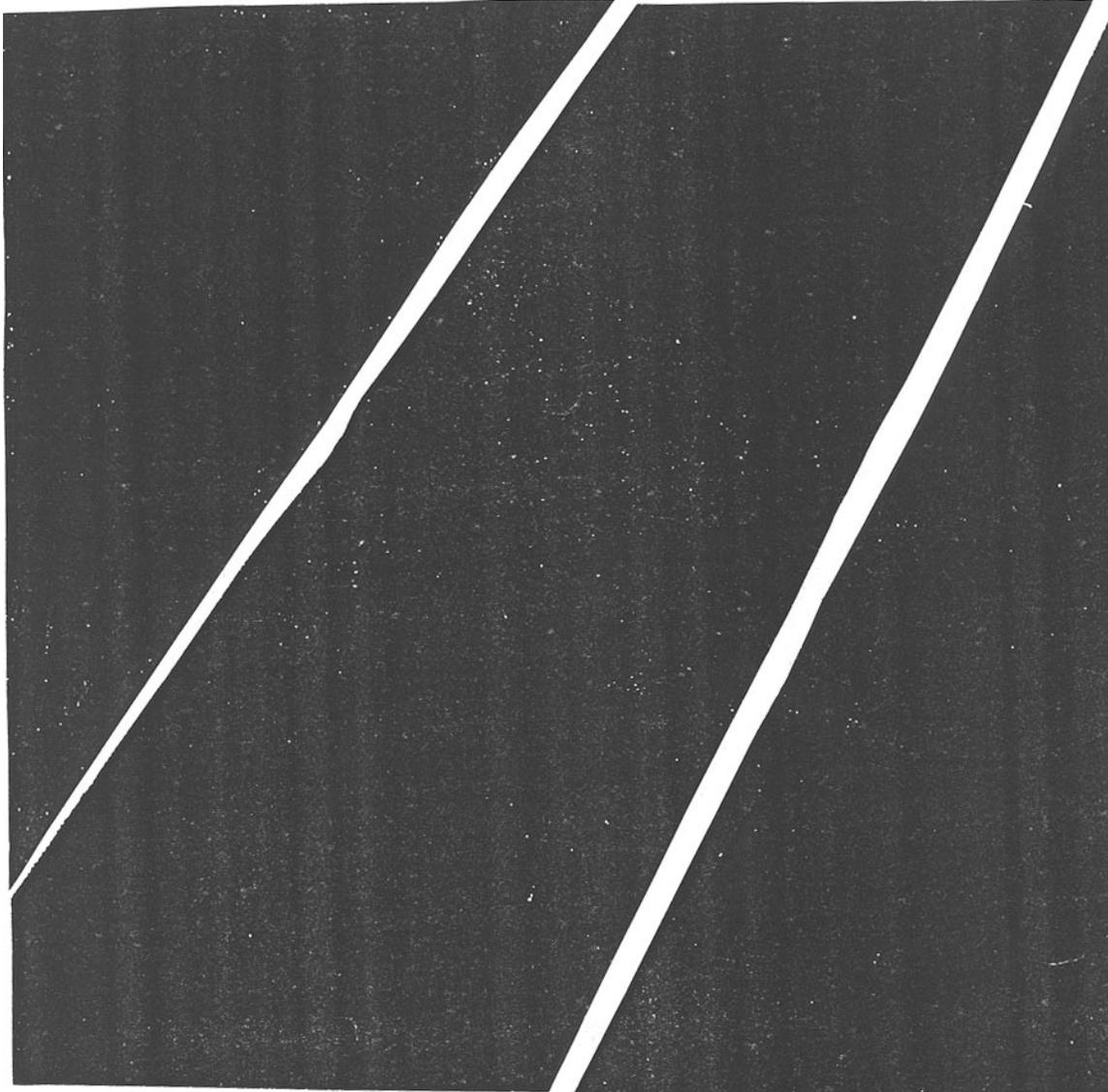
Broken Square Template - One



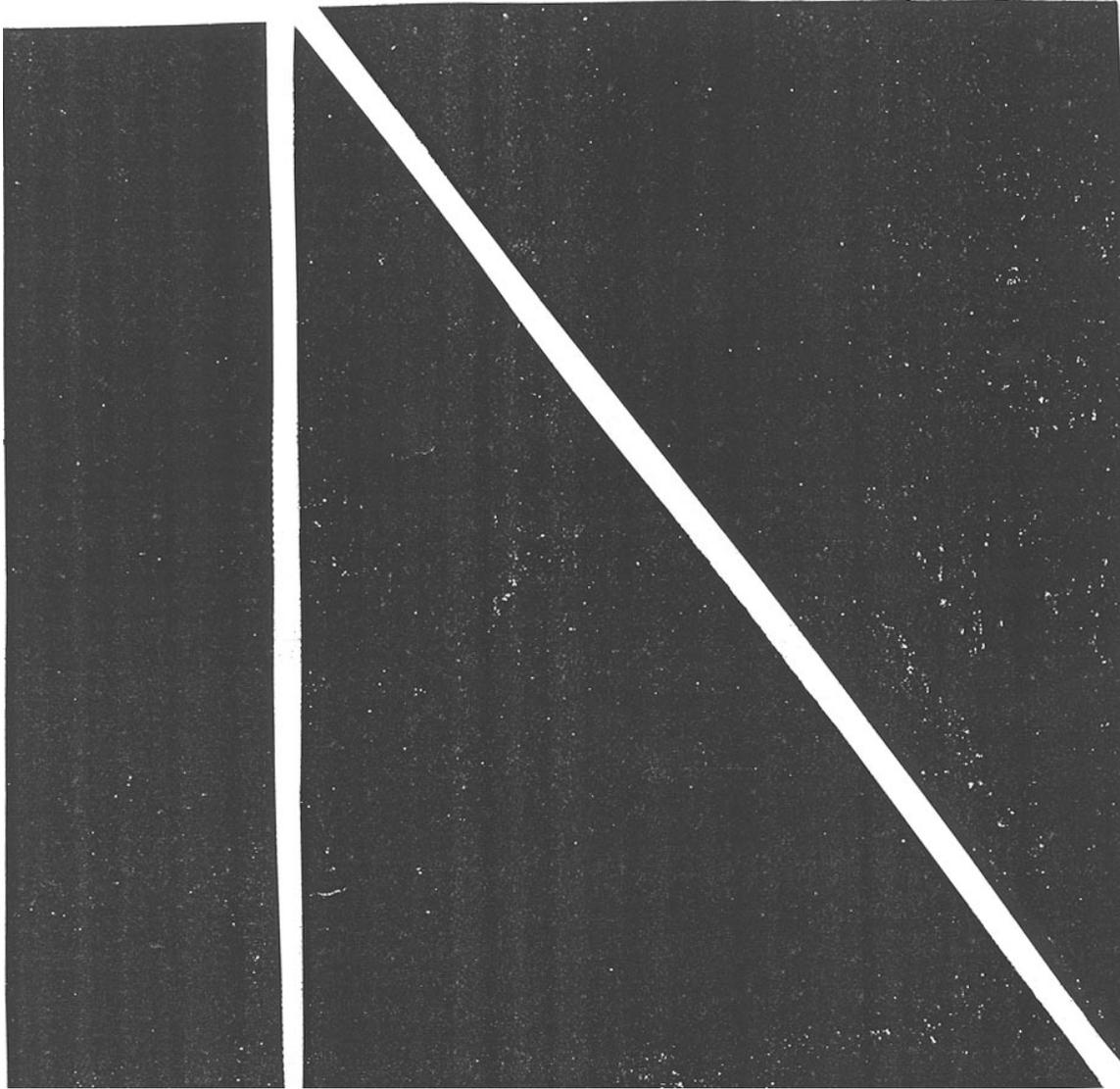
Broken Square Template – Two



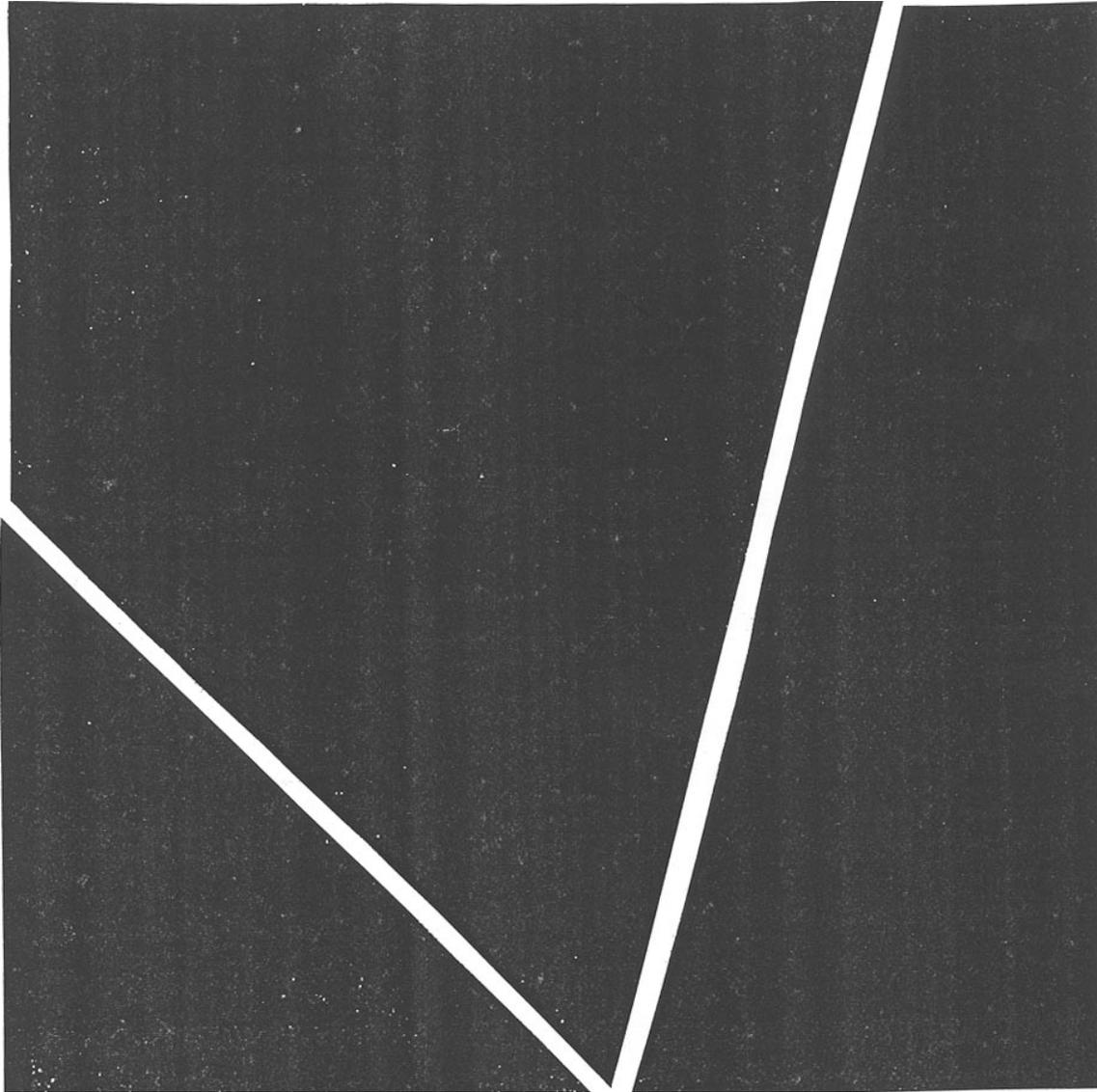
Broken Square Template – Three



Broken Square Template – Four



Broken Square Template – Five



Close: Since participants are still separated into their groups from the broken squares exercise, the facilitator should read the passage to the group.

Homeowners Book Page 25

STRUGGLE

A man found a cocoon of the emperor moth and took it home to watch it emerge. One day a small opening appeared, and for several hours the moth struggled but couldn't seem to force its body past a certain point.

Deciding something was wrong, the man took scissors and snipped the remaining bit of cocoon. The moth emerged easily, its body large and swollen, the wings small and shriveled.

He expected that in a few hours the wings would spread out in their natural beauty, but they did not, instead of developing into a creature free to fly, the moth spent its life dragging around a swollen body and shriveled wings.

The constricting cocoon and the struggle necessary to pass through the tiny opening are God's way of forcing fluid from the body into the wings. The "merciful" snip was, in reality, cruel.

Sometimes the struggle is exactly what we need.

Source: Leadership, shared by "Quote" Magazine

Conclusion: The facilitator should emphasize that building a home will sometimes be a struggle, however, the partnering process will provide you with some structure which may help make that struggle more manageable. Reinforce to participants that they are never alone in their struggle, the home building process is made up of several partners, who are there to provide help and support as needed. Note that conflicts may and will arise, however, the next section of the process will give participants tools to deal with those and reach a successful outcome.

Homeowners Book Page 25

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Source: Leadership, shared by "Quote" Magazine

Section 4 - Issue/Dispute Resolution Process

Purpose: To introduce another cornerstone of the partnering process, Conflict Resolution.

Objective: At the end of this section participants should be familiar with:

- A mutually agreed upon process for dealing with conflict while building houses
- Principle of conflict resolution
- How they can have a difficult conversation with a successful outcome
- The “I” message approach to diffusing anger

Materials: Section four of workbook. Additionally, to help facilitate the issue/dispute resolution exercise the ladder should be constructed on a flip chart.

Time Allotment: 30 minutes is suggested for this section.

Section Presenter: A facilitator normally presents this section. Additionally, there should be a second facilitator to record the section.

Key Concept: Introduction of the third cornerstone of the partnering process, Conflict Resolution.

Getting Started: Suggest the facilitator read the passage to the group. Additionally, inform participants of the upcoming section. This section's focus is on the families taking ownership in the process. This section offers a system for their issues/concerns to be worked through and for the families to make choices. Reiterate that when people are upset they say things that they don't mean and the damage that words can do. This section will offer a format for which to deal with those issues when they arise in building their houses.

Homeowners Book Page 26

ISSUE/DISPUTE RESOLUTION PROCESS

“All of the stakeholders in Mutual Self-Help should recognize that honest differences will arise during construction and that this issue dispute resolution process will provide a satisfying way to address these differences without destroying the relationship.”

**Donald E. Pierce
Director, Single Family Housing
USDA/Rural Development**

Homeowners Book Page 26

ISSUE/DISPUTE RESOLUTION PROCESS

“All of the stakeholders in Mutual Self-Help should recognize that honest differences will arise during construction and that this issue dispute resolution process will provide a satisfying way to address these differences without destroying the relationship.”

**Donald E. Pierce
Director, Single Family Housing
USDA/Rural Development**

Transition: This exercise will provide participants with formal guidance or a chain of command through specifying timelines for conflict resolution.

Key Concept: Process which allows families to take ownership of feelings and gives accountability in solving issues/disputes which may occur in home building phase.

Materials: The issue/dispute resolution ladder used in this exercise should be drawn on a flipchart prior to beginning discussion.

Getting Started: Refer participants to the ladder page entitled Issue/Dispute Resolution Process in their notebooks.

The facilitator should inform families that this ladder and the timeframe decisions mutually agreed upon is their opportunity to take ownership and be accountable for their actions. Everyone should agree on this process and make their decisions realistic. Stress that in the past Rural Development has found that 98% of all problems which arise during the home building phase are resolved at the homeowners & construction supervisors level. Don't be intimidated by this process, its designed to work for you.

The next exercise will entail participants reaching agreement on the method and timeframe for dealing with issues/disputes.

Exercise: The facilitator should start this exercise by asking homeowners, if there were an issue/dispute between them how much time, usually a specific number of hours/days, would the group agree is acceptable to allow for resolving the issue. The facilitator then repeats this process with each step on the ladder. Again stress that 98% of problems are resolved at the homeowners and construction supervisor level. It is important for participants to realize that there may be times when an answer is not available or cannot be found within the specified time. However, it is the responsibility of the individual responsible to inform the others of the predicament and the actions they are going to take.

This process is very difficult for participants. It requires participants to come out of their "comfort zone", yet once completed it should alleviate some concerns. This process is a guide or plan for issue/dispute resolution. The agreement reached is a formal commitment between all participants that this

is the format through which all issues/conflicts will be handled or dealt with.

Once participants finish this section they should be congratulated. Upon completion, all participants sign they agreement. The Mutual Self Help Coordinator also provides each participant with a printed 8 ½ x 11 copy of this process with the timeframe mutually agreed upon filled in.

Homeowners Book Page 27

ISSUE\DISPUTE RESOLUTION PROCESS

HOMEOWNERS
Fill in the number of hours/days

Suggest that the facilitator use the following example and carry it through each step on the ladder.

NOTE: A group may have a group leader, which may impact in between these two steps.

Example: A homeowner is not showing up on time to the site. A homeowner is not putting in the required number of hours.

HOMEOWNERS & CONSTRUCTION SUPERVISOR
Fill in the number of hours/days

98% OF PROBLEMS RESOLVED ABOVE THIS LEVEL

CONSTRUCTION SUPERVISOR & SPONSOR STAFF
Fill in the number of hours/days

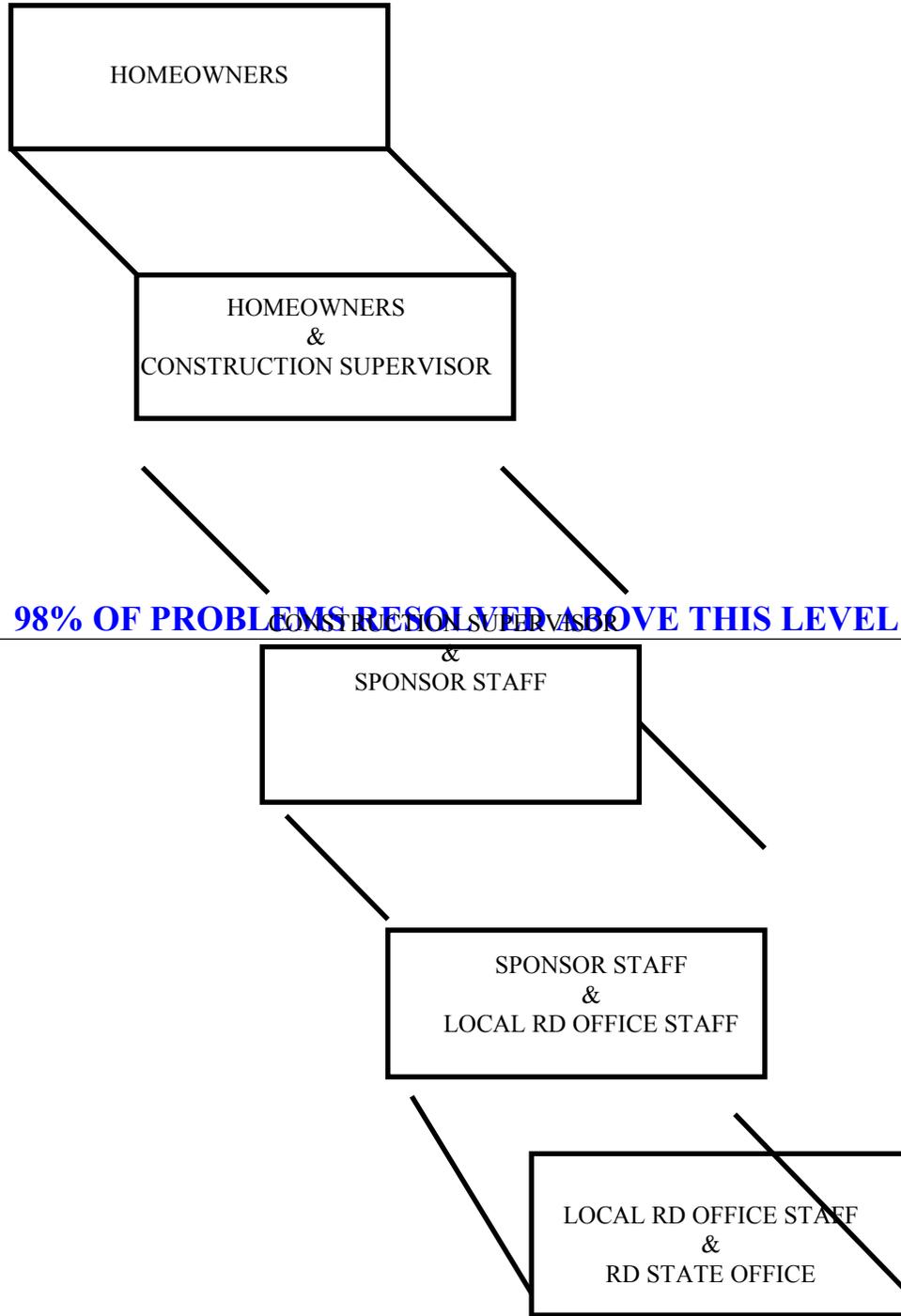
SPONSOR STAFF & LOCAL RD OFFICE STAFF
Fill in the number of hours/days

LOCAL RD OFFICE STAFF & RD STATE OFFICE
Fill in the number of hours/days



Homeowners Book Page 27

ISSUE\DISPUTE RESOLUTION PROCESS



Key Concept: To provide participants with the addresses and phone numbers of all attendees. Additionally participants should be provided with an emergency phone number list. This is information is usually provided by the sponsor.

Getting Started: The following is an example of an emergency roster and the participant roster.

Emergency Telephone Numbers

Mesa County Government

Emergencies	911
Emergency Management Office	(970) 244-1763

Mesa County Sheriff

Emergencies	911
Sheriff's Office Information	(970) 244-3500
Sheriff's Office Administration	(970) 244-3900
Sheriff's Office Clifton Sub-Station	(970) 434-2001

Clifton Fire Protection District

Clifton Fire Protection District Office	(970) 434-5448
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Ambulance Services

St. Mary's Air Life	(800) 332-4923
American Medical Response	(970) 245-5358
Life Care Ambulance	(970) 241-4222

Hospitals

St. Mary's Hospital	(970) 244-2273
Community Hospital	(970) 242-0920

Mutual Self-Help Home Ownership Participant Roster

Group Name:

List all Participants Names	Address	Phone Number
-----------------------------	---------	--------------

Sponsor Name:

List all Staff Names	Address	Phone Number (home & office)
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USDA Rural Development



List all Staff Names

Address

Phone Number
(home & office)



Transition: Realizing that you just completed the difficult task of outlining the dispute process the group will take, we are now going to provide some pointers on how to have that difficult conversation with a successful outcome.

Key Concept: How to achieve a successful outcome to a difficult situation.

Getting Started: The facilitator reads the following to the group. Briefly discuss each point and encourage feedback from group.

Homeowners Book Page 28

HOW TO HAVE DIFFICULT CONVERSATIONS & CREATE WIN-WIN SOLUTIONS!

Stay focused on the problem. NOT the person.

Own your part of the conflict. Do not blame the other person.

Clearly state what you want/need from the other person.

Ask what the other person wants/needs from you.

Seek options. Put away your first choice if necessary and look for new ideas. Brainstorm, writing down all ideas.

Ask clarifying questions. Try to really hear the other's point of view, not "sell" yours.

Evaluate all options with a plus or minus. Discuss only those options you both agree would be acceptable.

Choose an option and put a new agreement in place. ACT as though you trust the other person.

Set a date to check with the other person to see if the agreed upon solution is working.

Homeowners Book Page 28

HOW TO HAVE DIFFICULT CONVERSATIONS & CREATE WIN-WIN SOLUTIONS!

Stay focused on the problem. NOT the person.

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Ask what the other person wants/needs from you.

Seek options. Put away your first choice if necessary and look for new ideas. Brainstorm, writing down all ideas.

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Evaluate all options with a plus or minus. Discuss only those options you both agree would be acceptable.

Choose an option and put a new agreement in place. ACT as though you trust the other person.

Set a date to check with the other person to see if the agreed upon solution is working.

Transition: We are going to continue with this section of the partnering process which deals with conflict resolution and issue dispute resolution. The purpose of this section is to provide participants with techniques to defuse anger, which can come into play during the building process.

Key Concept: How to defuse anger.

Getting Started: Begin this section by asking the group what happens when they get angry. Try to tie in concepts discussed in the previous section. Ask participant to notice that some of the concepts that were mentioned on the previous page get overlooked when someone gets angry. Some suggestions of what happens when we get angry are partnership breakdown, people make assumptions, you stop listening, using unaccountable language, your actions are characterized by non-verbal communication, etc.. Reinforce this by drawing on examples participants offered.

Once these characteristics have been identified, the facilitator reads the following to the group.

Homeowners Book Page 29

Using “I” Messages

This is a good technique for defusing anger. By expressing your concerns in terms of how they affect you

I feel . . .

Explain how it makes you feel.

When . . .

Describe what offending behavior makes you feel this way.

when offending behavior makes you feel this way

where offending behavior makes you feel this way

Because . . .

Explain why the offending behavior makes you feel this way.

Exercise: Read each example aloud. Discuss with group. Ask participants to provide other examples of how they would approach the specific examples listed.

Close: Taking ownership of your feelings can help change a negative into a positive. Eliminating anger in a situation can help those involved get to the specifics of the problem and thus reach a positive outcome faster.

Homeowners Book Page 29

By using the following steps, you invite the other party to help you problem solve:

1. Ask the person for their time.

Ex. “Do you have a few minutes so that we can talk? Thanks, I appreciate that.”

Don’t make assumptions, gather the facts,

2. Describe the offending behavior to them.

Ex. “You seem to be arriving often at the job site late.”

Again don’t make assumptions,

3. Tell them how it makes you feel.

Ex. “When you are late to the job site it makes me feel that you aren’t concerned about the rest of us and it makes me angry.”

Use accountable language, take ownership

4. Ask for a change and brainstorm ideas.

Ex. “I think it would be better for all of us if you were to arrive at the agreed upon time. Is there anything I can do to help you make it here

on time? What changes could you make in your schedule to make that happen?”

Homeowners Book Page 29

Using “I” Messages

This is a good technique for defusing anger. By expressing your concerns in terms of how they affect you

I feel . . .

Explain how it makes you feel.

When . . .

*Describe what offending behavior makes you feel this way.
when offending behavior makes you feel this way
where offending behavior makes you feel this way*

Because . . .

Explain why the offending behavior makes you feel this way.

By using the following steps, you invite the other party to help you problem solve:

1. Ask the person for their time.

Ex. “Do you have a few minutes so that we can talk? Thanks, I appreciate that.”

2. Describe the offending behavior to them.

Ex. “You seem to be arriving often at the job site late.”

3. Tell them how it makes you feel.

Ex. “When you are late to the job site it makes me feel that you aren’t concerned about the rest of us and it makes me angry.”

4. Ask for a change and brainstorm ideas.

Ex. “I think it would be better for all of us if you were to arrive at the agreed upon time. Is there anything I can do to help you make it here on time? What changes could you make in your schedule to make that happen?”

Section 5 – Home-building Process

Purpose: To re-introduce participants to the home-building process involved in Mutual Self Help Housing.

Objective: At the end of this section participants will:

- ◆ Be familiar with the home-building process
- ◆ Be aware of the 27 phases of construction
- ◆ Have any of their concerns addressed by the Sponsor, in particular any homeowner’s concerns identified in Section two.

In this portion of the partnering session, the sponsor may elect to have past program participants attend to offer testimonials on their home-building experience. This is a very crucial piece to include in the session. Testimonials can be very powerful, enthusiastic, and passionate. They are an excellent motivational tool for those participants just beginning the home-building process.

Materials: Section five of workbook.

Time Allotment: 40 minutes is suggested for this section.

Section Presenter: The Sponsor and their construction supervisor(s) usually present this section. It is also suggested that the technical assistance grantee, Rural Community Assistance Corporation, be invited to participate in this section if they want.

Key Concept: Awareness of home-building process.

Getting Started: This section is usually presented by the sponsor and their construction supervisor(s). The following pages, the Home Building Process and the 27 Phases of Construction, are a great opportunity to further discuss some topics which might have previously been covered at pre-construction meetings. Additionally, this section allows the sponsor to address any concerns identified in the first section of the partnering session. This portion of the session also allows the sponsor to highlight or reiterate the importance of certain phases, topics, etc.

NOTE: The length of this section varies from sponsor to sponsor, partnering session to partnering session, primarily due to the number of pre-construction meetings held prior to the partnering session. Our recommendation is that a minimum of three to four pre-construction meetings be held prior to holding a partnering session. For planning purposes, it is suggested that one hour be allotted for this section.

Homeowners Book Page 30

THE HOME-BUILDING PROCESS

➤ **Safety**

- Be careful on site and be aware of others
- Keep the site clean
- Proper use of tools
- Wear proper clothing

➤ **Address homeowner concerns**

- Childcare

➤ **Work hours, scheduling, and tracking hours worked**

- Volunteers
- Family members, ages

➤ **Protect and return unused materials for credit**

➤ **Bill paying process**

- Inspect all materials for damage
- Review bills for accuracy
- Schedule time with Sponsor to sign checks
- Don't sign checks without agreement for purchase

➤ **No changes to plans and specs**

- Not custom homes

➤ **Choices we have to individualize**

- Floor plan
- Floor covering
- Light fixtures
- Landscaping
- Paint colors
- Cabinets
- Siding

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➤ **Role of the Construction Supervisor**

- Teacher
- Counselor
- Problem solver
- Mentor
- Scheduler
- Advisor to contain costs

➤ **Subcontractors/Suppliers**

- Construction supervisor deals with subcontractors, not the homeowners
- Family labor must be accomplished timely so subcontractors are not delayed, this costs you money

➤ **Contingency Fund**

- When and how many dollars can be used to pay towards loan extras, such as decks, storage sheds, etc.
- What if we are over budget?

➤ **Non-Performance of Mutual Self Help Contract**

- Loss of contingency money, flexibility
- Asked to leave the program
- Foreclosure on loan and sell to someone else

➤ **Moving In**

- All families move in together, NO exceptions.

➤ **Rural Development's role in the homebuilding process**

- Review budgets
- Co-sign checks
- Inspections
- Dispute resolution
- Loan issues, other than construction

➤ **Testimonies of previous Mutual Self- Help Homeowners**

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27 PHASES OF CONSTRUCTION

1. EXCAVATION
2. FOOTER AND STEMWALL
3. FLOOR SLAB OR FRAMING
4. SUBFLOORING
5. WALL FRAMING SHEATHING
6. ROOF AND CEILING FRAMING, SHEATHING
7. ROOFING
8. SIDING, EXTERIOR TRIM, PORCHES
9. WINDOWS AND EXTERIOR DOORS
10. PLUMBING ROUGH-IN
11. SEWAGE DISPOSAL
12. HEATING ROUGH-IN
13. ELECTRICAL ROUGH-IN
14. INSULATION, WALLS, CRAWL SPACE, ATTIC
15. DRY WALL
16. BASEMENT OR PORCH FLOOR, STEPS
17. HEATING - FINISHED
18. FLOOR COVERING
19. INTERIOR CARPENTRY, TRIM, DOORS
20. CABINETS AND COUNTERTOPS
21. INTERIOR PAINTING
22. EXTERIOR PAINTING
23. PLUMBING COMPLETE FIXTURES ETC.
24. ELECTRICAL COMPLETE FIXTURES
25. FINISH HARDWARE
26. GUTTERS AND DOWNSPOUTS
27. GRADING, PAVING, LANDSCAPING

Section 6 – Commitment/Formalizing the Partnership

Purpose: To introduce the final cornerstone of the partnering process, Commitment.

Objective: At the end of this section participants should be familiar with:

- Principle of a partnering charter
- What all the participants agree to or commit to throughout the process of building homes

Materials: Section six of workbook. A flip chart is needed to record the Partnering Charter. Additionally the flip charts from the first section that have the responses to GOALS from all three groups (families, sponsors, Rural Development) will be needed.

Time Allotment: 20 to 25 minutes is allotted for this section.

Section Presenter: The Single Family Housing Director usually will present this section. Additionally, there should be a facilitator to record the section.

Key Concept: Introduction of final cornerstone of partnering process, Commitment.

Getting Started: This next section will address one of the fundamental elements of partnering, the development of a charter. Although this document is not legally binding, it still is one of the most powerful documents used in the program.

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FORMALIZING THE PARTNERSHIP

Homeowners Book Page 33

FORMALIZING THE PARTNERSHIP

Key Concept: Defining what the partnering charter entails, its purpose.

Getting Started: The Single Family Housing Director should read the following passage aloud to the group. Discussing that this is a cornerstone of the partnering process. This is the most crucial portion of the process.

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PARTNERING CHARTER

The creation of a charter is a fundamental element of partnering. The charter is nothing more than a mission statement, a collaborative formation of mutual goals and objectives created by all stakeholders in a project.

The charter includes a commitment statement for the team to cooperate in all matters affecting the project. This statement is supported by a series of measurable milestones for success that speak to communication, conflict resolution, performance and results. In essence, the partnering charter becomes the guiding document for the team and outlines the process they will undertake to accomplish building their homes.

Although the charter is not a legally binding document, it perhaps has more power and influence in the process than any of the other contract documents associated with the home-building process. The charter's power stems from the fact that all the stakeholders have signed it as a demonstration of their commitment to the common goals of the partnering team and that they have **GIVEN THEIR WORD** that they are committed to those goals.

Homeowners Book Page 34

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Key Concept: Background information regarding the production of the charter.

Getting Started: This section is included only in the instructional guide to help provide topics to include: communication objectives, conflict resolution systems, and performance objectives. These suggestions help tie in all the sections of the partnering process. This information is not included in the homeowners guide.

Production of Charter

The charter for each project will be unique to that team and to that project. Listed below are suggestions for some of the subjects that might be considered when drafting your own charter.

Communication Objectives:

- Communication qualities required
- Treatment of other partners
- Timely notice for meetings
- Attendance at meetings
- Professionalism
- Other key qualities, values, and principles

Conflict Resolution System:

- Good faith and fair dealing
- Commitment to a group process

Performance Objectives:

- Skill Building
- Quality construction
- Project timeliness
- Cost effectiveness
- Schedule
- Safety
- Public relations
- Sharing of successes

- Sharing of risks
- Other desired specific measurable results

Transition: Now knowing what the partnering charter's purpose is, it's now time to develop one for this specific group.

Key Concept: Formal commitment by all participants in the program to specific objectives.

Materials: The facilitator should move the flip charts from the first section that have the responses to GOALS from all three groups (families, sponsors, Rural Development). The responses should be recorded on a flip chart.

Getting Started: Ask all participants which goals listed they are willing to commit to. This portion allows participants the opportunity to take ownership in the process.

It is important for the facilitator to start this exercise by identifying the commonalties that exist between the three. Identify goals and ask participants if everyone can agree. There should be total agreement among everyone before including it in the charter. This is a serious process and the commitment needs to be present from everyone.

The Mutual Self Help Coordinator records responses and prints out copy for all participants. To reinforce the importance of the charter, all participants are asked to sign the charter in support of the commitments listed. The flip chart page, with all participants signatures, should be given to the sponsor at the end of the partnering session and hung in their office as a reminder to everyone involved of their ongoing commitment to the Mutual Self Help Housing Program.

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PARTNERING CHARTER

We the partners of the _____
Mutual Self Help Housing Program commit to:

Exercise: Some suggestions are:

- * Great Communication
- * Quality Homes
- * Safety on Site, good quality homes
- * Have fun
- * Homes Completed on Time & Within Budget

Homeowners Book Page 35

PARTNERING CHARTER

We the partners of the _____
Mutual Self Help Housing Program commit to:

- *
- *
- *
- *

Section 7– The Commitment/Public Declaration

Purpose: To formalize participants commitment to the program.

Objective: At the end of this section participants will:

- Publicly declare what they are willing to commit to throughout the home-building process.

Materials: Section seven of workbook.

Time Allotment: 20 minutes is suggested for this section.

Section Presenter: A facilitator and/or the sponsor should present this section. Additionally, there should be a second facilitator to record the section.

Key Concept: This is a critical point in the partnering process. The concept of commitment is brought to a close in this exercise.

Getting Started: Everyone present at the session, answers the following three questions (listed below). Allow a few moments for participants to answer the questions.

Exercise: Once finished, either a representative from Rural Development or the Sponsor should begin by sharing their answers with the group. Then ask for volunteers to share their responses aloud. This usually is not a problem, participants just volunteer naturally. This is a very powerful part of the session, therefore it is recommended that when participants share their answers they stand up. Each member of a family should share their answers.

It is important to offer positive reinforcement, such as applause for every person after they have shared their responses. *NOTE: No answer is ever wrong.* The Mutual Self Help Program Coordinator records the responses of all participants to question number three, “What you can count on from me is” and should print out a copy of the responses for each participant. It is important that participants receive their copy at the session, so the document can be used as a reminder throughout the process.

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COMMITMENTS AND DECLARATIONS ARE PROMISES THAT

1. You intend to keep
 2. Are publicly presented
 3. Can be stated in specifics (what, where, when, how)
-

What I Learned Today

What I Appreciate About My New Neighbors

I Commit To

The following is a sample of the document that should be distributed to all participants at the session:

The XYZ Self-Help Housing Program

What you can count on me for:

- Melinda – to be there to answer questions or just to listen
- Scott – teach as much as possible and to solve problems
- Tina – committed to be available and to find answers
- Cliff – be there every moment I can, to do all I can
- Annette – dedication, respect, teamwork, support and fun
- Tanya – to be understanding and supportive
- Joyce – 100% effort in what I can do
- Wayne – patience to teach, listen, answer questions, be a leader
- Yolanda – to be as responsible and to be there, to work hard
- Rita – to be there for everyone
- Aaron – hard work and dedication, to be there or have someone else there
- Felicia – to work hard and learn
- Trina – to be at the job site and work hard
- Gregg – do my best and give 100%
- Jason – to give everything I have and to spend as much time as I can
- Don – continue to be the best in the nation in Mutual Self-Help housing
- Tracy – to continue to support the program and to spread the word, support
- Daphne – try to do as much as I can now and more after the baby is born
- Rebecca – work hard and give everything I have on the site
- Yolanda – always support the program
- Jaymie – anything, help, commitment, support
- Fran – support program anyway I can
- Roylynn – to support this program
- Joe – support and answers

Homeowners Book Page 36

COMMITMENTS AND DECLARATIONS ARE PROMISES THAT

1. You intend to keep
 2. Are publicly presented
 3. Can be stated in specifics (what, where, when, how)
-

What I Learned Today

What I Appreciate About My New Neighbors

I Commit To

Key Concept: Winding up of session.

Reading: The facilitator reads the following passage aloud. Thanks all participants for the hard work and dedication that they have shown in this session. The presenter should offer a show of support for the process they are about to undertake and assure them that they can and will be successful. Reiterate that they are not alone in process and the sense of partnership explored here today will continue throughout the process of building and thereafter in their community.

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COMMITMENT

“Commitment is what transforms a promise into reality. It is the words that speak boldly of your intention and the actions which speak louder than the words. It is making time when there is none. Commitment is the stuff character is made of. The power to change the face of things. It is the daily triumph of integrity over skepticism. Coming through time after time. Year after year after year. Home after home”

Homeowners Book Page 37

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Section 8 – Presentation of Certificate

Purpose: Present participants with Thunderstorm Certificates.

Materials: Section eight of workbook. One Thunderstorm Certificate for each participant.

Time Allotment: 15 minutes is suggested for this section.

Presentation:

The following Thunderstorm certificate is presented to each participant at the end of the partnering session. The presentation should be made by both a representative from Rural Development and the Sponsor. Each participant should be called to the front of the room and acknowledged for their participation in the partnering session.

NOTE: The certificate should be signed before the section is presented. Both the sponsor and a member of the Rural Development Office sign the certificate.

Key Concept: Presentation of Thunderstorm Certificate

Materials: Prior to the session, a Thunderstorm Certificate should be prepared for each participant. NOTE: It is recommended that each person get one, for example if a husband and wife attend, either place both names on the certificate or give them each one.

Getting Started: This poem and presentation of the certificate to each participant concludes the Partnering Session. This final piece of the session is usually done by representatives from the Sponsor and Rural Development. It is suggested that the Sponsor read the certificate aloud. Once finished, each participant's name should be called and asked to come forward to receive their certificate. This is a great way to acknowledge all the hard work participants have done throughout the partnering session. Once each participant has been presented with their certificate the session is finished.

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Thunderstorm Certificate

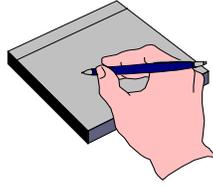
We suggest that you include two pages of notes in the homeowners manual. The following is a template of a header you could use for the note pages.

Homeowners Book Pages 39 - 40

NOTES



NOTES



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VIDEOS

"The Rules of Engagement", Dr. Pat Heim, CorVision, Inc. 1359 Barclay Blvd., Buffalo Grove, IL 60089, Tel: 847-537-3100. Dr. Heim demonstrates several approaches for managing conflict more effectively. She is both informative and entertaining.

"Invisible Rules", Dr. Pat Heim, CorVision, Inc., 1359 Barclay Blvd., Buffalo Grove, IL 60089, Tel: 847-537-3100 Dr. Heim suggests that men and women grow up in different cultures and approach conflict very differently. She also explains that men and women view teams from very different perspectives and those differences often cause conflict.

"Dealing With Conflict" (3 films), CRM Films, Tel: 1-800-421-0833. Provides an overview of the five conflict management styles and includes examples of appropriate uses for each style.

"Conflict As An Opportunity", Griggs Productions, 2046 Clement Street, San Francisco, CA 94121-2118. Tel: 1-800-210-4200.

"Managers As Mediators", A Gerald T. Rogers Production, CorVision, Inc., 1-800-537-3130