

The Axis of Influence

*a tool for community groups and networks
who want to improve their influence*

What's it all about?

The Axis of Influence is a discussion-based tool for community groups and networks to assess and improve the influence they have on agencies and partnerships. It is appropriate for small, large, newly formed and well established networks, as well as those with paid or unpaid members.

It is designed to help you to:

- determine your current position of influence: mapping how influential you are
- consider how you can become more influential

This guide is designed to 'get you started' with the Axis. It outlines what the Axis is, how it works and suggests some exercises to help you become familiar with it and 'have a go'. There are also a few worksheets included for you to keep track of what you are doing and what you want to do next.

The guide recognises that we live in the real world and that you are unlikely to have all members of your network turning up every time you plan to work with the Axis. Whilst it is great if lots of people understand it and contribute, it is not essential as long as what is learned is shared and people have the opportunity to take part.

For simplicity, the guide refers to 'community networks' throughout but remember, the axis works for groups as well.

"It has lit a spark – I realise what we are not doing, what we are already doing and what we could achieve"

Section 1: About the Axis of influence

What other people have said after working with the Axis of Influence:

“The axis challenges the notion that nothing is ever going to change – it challenges negativity”

“It is really interesting – mapping how influence works and how people can get involved in making change happen”

“Any tool that helps you get where you want to be and measures it I applaud, fantastic!”

“I have a more positive attitude, it has broadened my horizons”

“I realise now that we do more than we give ourselves credit for”

“It is a good tool to spot the gaps for Residents Associations – what needs to be done”

Where did it come from?

The Axis of Influence has been developed over one and a half years with a range of community networks in Dudley Borough. Members of networks were interviewed, took part in workshops and a series of 'action learning' sessions to:

- talk about influence – what it means and how it happens
- contribute to, and comment on, the detail of the Axis
- test the axis out
- make changes
- put the Axis into practice

Interviews were also carried out with people from statutory sector agencies to get a fuller picture of how influence happens.

Three community networks in Dudley Borough agreed to test the Axis out in the early stages and since then more networks, in Dudley Borough and in different parts of the country, have started to use it.

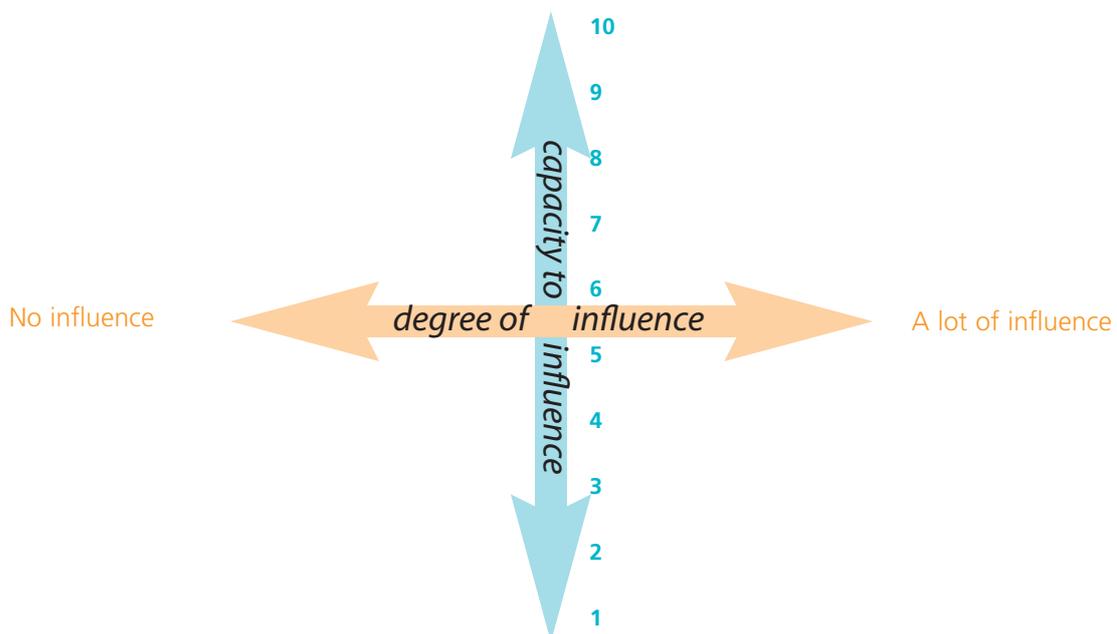
What is the Axis of Influence?

The axis plots the organisational capacity of community networks to influence. It takes you through a series of steps to see how organised you are and how strong your position is if you want to influence agencies and partnerships.

It suggests there are 10 steps to influence (these are on the vertical axis).

These 10 steps are set against a continuum representing the degree of influence you feel you have: ranging from feeling that you have 'no influence' to feeling that you have 'a lot of influence' (this continuum is on the horizontal axis).

In its very basic form, the Axis looks like this:



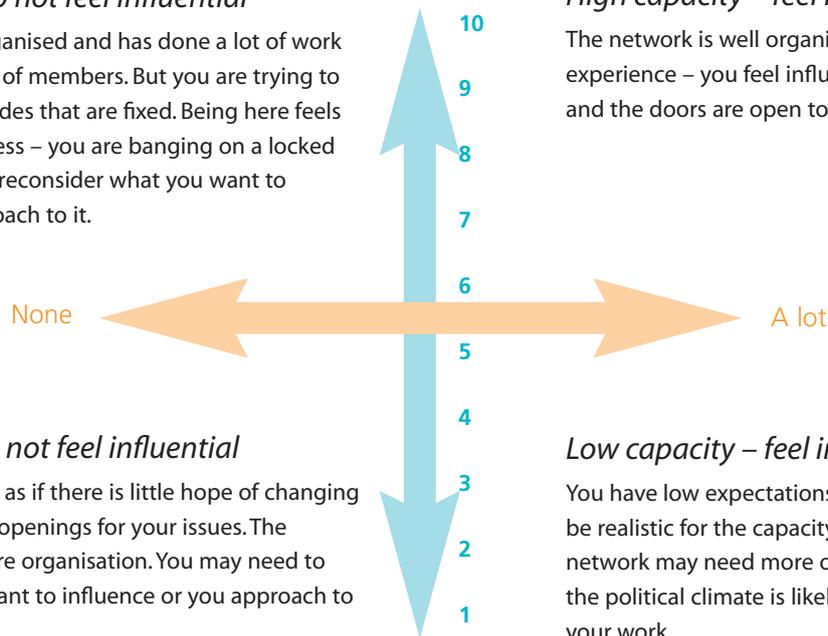
The Axis broadly offers four distinct experiences, one in each quadrant:

High capacity – do not feel influential

The network is well organised and has done a lot of work around empowerment of members. But you are trying to change things or attitudes that are fixed. Being here feels frustrating and powerless – you are banging on a locked door and may need to reconsider what you want to influence or your approach to it.

High capacity – feel influential

The network is well organised. This is a positive experience – you feel influential and powerful and the doors are open to you.



Low capacity – do not feel influential

You feel powerless and as if there is little hope of changing anything. There are no openings for your issues. The network may need more organisation. You may need to reconsider what you want to influence or your approach to it.

Low capacity – feel influential

You have low expectations – although these may be realistic for the capacity of your network. The network may need more organisation although the political climate is likely to be favourable to your work

How does the Axis of Influence work?

The Axis encourages you to look at each of the 10 steps on the vertical axis and discuss where you think your group or network is situated. There is more detail on each step to help you do this.

It then encourages you to look at the horizontal axis and discuss how influential you feel your network is. This simple starter exercise is illustrated later and gives you some idea about where to 'make your mark' on the Axis.

Once you have done this, you can use the Axis in more detail to look at what you need to do to become more influential. From this discussion you can develop a work plan or decide what you want to focus on in future sessions.

“The Axis of Influence enabled the network to think practically, the members were able to express themselves and make some changes”

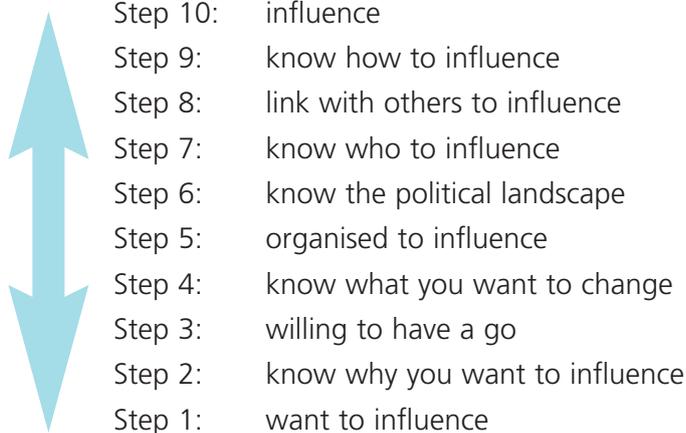
“It helped us to focus on where we are, where we have been, where we want to go. It’s like a jigsaw – we just needed help to get started”

“We’ve made real progress – I can see great possibilities for the future – real potential to make a real difference”

Section 2: Getting going

Introduction to the vertical axis: capacity to influence

The vertical axis consists of 10 sequential steps on the journey to influence. They start at the point where people realise that they 'want to influence' (Step 1) and move upwards to where networks influence (Step 10).



The Axis recognises that networks are made up of individuals – you all start the journey with your own thoughts and concerns, but if you are to influence as a network then the focus needs to change from individuals to a more collective approach as you go up the vertical axis. It is a progressive journey.

To help you work out where your network is on the vertical axis, each step has a series of 'indicators'. These are statements which explain what is meant by the step. For example:

Step 3: Willing to have a go

The indicators suggest that people at Step 3:

- have the confidence to question
- feel able to take risks
- contribute to discussions and feel listened to
- feel that – as a group – they can change things
- recognise and celebrate achievements

These indicators are crucial to your work with the Axis. They help you to identify your strengths and the things you need to focus on if you want to become more influential. The full set of indicator sheets for all ten steps can be found at the end of this guide.

The process of using the indicators to work through the steps in a systematic and structured way can empower members of the network by:

- exploring attitudes
- going from individual to collective mission
- knowing what you want, where you are going and having an idea of how to get there
- building relationships within – and beyond - the network
- tapping into everyone's knowledge and ideas – the whole is greater than the sum of the parts
- recognising ways we can listen and hear better, and conversely ways that might unwittingly stifle

each others voices and creativity thereby wasting resources and talent

- creating possibilities for people to ask questions, clarify purpose, draw out issues, take stock, reflect and review.

It is about showing that it is possible to change things. If, for example, you are stuck – not getting anywhere and not feeling influential – the axis provides you with a systematic way of finding out why.

The indicators are categorised into five different dimensions of community empowerment. These dimensions demonstrate how to ensure that what you do as a network, and the way that you do it, is an 'empowering' experience for you and the people around you. The five community empowerment dimensions focus on being:

- ▲ **confident:** increasing people's skills, knowledge and confidence
- **inclusive:** including people – not excluding them
- **organised:** bringing people together around common issues and concern
- ◆ **co-operative:** building positive relationships across different groups and networks
- * **influential:** leading to communities taking part and influencing decisions, services and activities

We have given each of the indicators a symbol to show which of the community empowerment dimensions it relates to.

The five dimensions are important because they respond to issues such as:

- ▲ people not speaking in meetings, not seeing their own role in the network, not understanding the way the systems and structures work, stating their own ideas rather than the views of the network, being inconsiderate of other people. Aiming for **confident** communities.
- people only hearing – and listening to – the loudest voices, working in ways which have a negative impact on others, not understanding the experiences of others, only speaking for themselves, networks becoming clique and unwelcoming. Aiming for **inclusive** communities.
- network members being unclear about the aims and purpose of the network, being unable to provide evidence of work and achievements, limited expectations from partners about your contribution, stability of the network based on one or two individuals. Aiming for **organised** communities.
- ◆ community networks competing with each other for resources or to get their voices heard, working within a limited context and not making best use of others, duplicating services, support and benefits, feeling isolated with concerns and views. Aiming for **co-operative** communities.
- * service provision that doesn't meet local need, limited opportunities for communities to input, poor structures which make participation difficult, not knowing what difference your contribution makes, being blocked by the system. Aiming for **influential** communities.

The worksheets in this guide will help you to use the five dimensions to identify further strengths and specific areas that you may need to focus some attention on.

Introduction to the horizontal axis: degree of influence

The horizontal axis is quite simply a continuum representing the degree of influence that you feel you have. This could range from 'no influence' to 'a lot of influence'.



It recognises that, individually, you may feel differently. It also recognises that these feelings may change over time or according to the particular issue you are focusing on, 'flavours of the day' etc.

The horizontal axis provides a systematic way of thinking about the things that can stop you being influential no matter how organised you are. These are things such as the context you are working in, the political landscape - the 'real world' issues. You will need to take these aspects into account alongside your own network purpose, vision and aims.

Exploring the horizontal axis is useful because it can help you to:

- focus on relevant opportunities
- recognise why there are blocks and barriers
- see what those blocks are
- identify appropriate strategies and tactics

It also means that you are more informed about how systems and structures work, and so are more powerful.

Section 3: Finding your starting point

The following exercises have been written with the intention that you will do each in turn, starting at Exercise 1. We have included an estimate of the time to allow for each exercise, but this will depend on the size of the group and the amount of discussion generated.

If a lot seems to be happening, you may want to think about getting an external facilitator to come and help you. Check out the additional support available, outlined on page 16. Or you could contact your local CVS to see if anyone can help with this, and make sure they have a copy of this pack.

Don't worry if you only have a few people around for the exercises. You need a minimum of three, but just remember to make sure that other people have the opportunity to take part and that you communicate to them what happens.

If you aren't working with a facilitator, it is a good idea to take it in turns to 'lead' the exercises so that you are putting 'collective working' into practice.

Exercise 1: **exploring influence**

“People liked defining ‘influence’ and saw this as an important starting point because it helped them reflect on and reinforce the reasons they invest time in the network”

You will need: Some pieces of paper or card, some post-its and pens

Time to allow: About 20 minutes

It is a good idea to start your work with the Axis of Influence by exploring what you think of the word ‘influence’ – what does it mean? This gets you in the mood to start thinking about influence.

Ask the question: **What does ‘influence’ mean to you?**

Give people a couple of minutes to think about it on their own, or encourage people to talk to each other about it.

Ask people to write each response on a separate piece of card – remember to include yourself!

After a couple of minutes (or about five minutes if people are working in groups) stop everyone and ask them to **put all their cards in a pile onto a table.**

Now **spread the cards out** so everyone can see what they say.

Pick two cards that sound positive and ask the group to spot any that sound negative

Ask the group (and remember – that includes you) to sort the cards into **three piles** depending on whether they are describing influence as an:

Outcome – what happens as a result of influence

Quality – the things that help us to influence

Method – the ways in which we go about influencing

You can finish the exercise by going round each person and asking them to share one interesting thing they heard during the exercise’. You may want to keep all the cards so you can look at them again at a later date.

Here are some examples of what other people have said. You might want to have a quick look at these as a group:

Outcome – what happens as a result of influence

make things better, make a difference, get someone to do something for you, have an effect, being heard, find out what’s happening, change things, have a voice

Qualities – what helps us to influence

authority, power, charisma, pzzazz!, respect, reputation, be a ring leader, get something going, magnetism, start something off, be a catalyst, make something happen, like a chemical reaction

Method/approach – ways we influence

guide, enable, empower, encourage, coax, set an example, instigate, demonstrate, have connections, pressurise, physical, verbal, negotiate, bargain, enforce, persuade, be polite, coerce, direct

Exercise 2: *plotting the network on the vertical axis*

You will need: A set of ‘indicator sheets’ (these are included at the back of this guide), you need to make sure that everyone can see a copy of the indicators although they don’t necessarily need one each

A copy of Worksheet 1 (also included at the back of this guide)

Time to allow: About 20 minutes

This is another quick exercise to get you started. Each of the 10 steps on the vertical axis has a series of ‘indicators’. This exercise helps you discuss them and agree whether or not you can ‘tick’ them.

Starting with the *indicator sheets*, place each sheet in turn on a table

Start with Step 1. **Look at the sheet as a group** and read out each indicator. Tick the ones you agree on.

Continue up the vertical axis (Steps 2, 3 ...). Again, tick the indicators you agree apply to your group or network.

Stop when you realise that you are ticking very few indicators in a step or can **go no further**.

On Worksheet 1, make a mark to **indicate the last Step** where you are able to tick most of the indicators. This is where you feel your network has real strength and your first impression of where you are placed on the vertical axis.

Example – Step 1:

One group had ticked most of the indicators for Step 1. They put question marks by one of the indicators because they weren’t sure what it meant, and will come back to it later. For the moment, they continue to Step 2 and go through the indicators on that sheet, then go on to Step 3 etc.

Proving your point

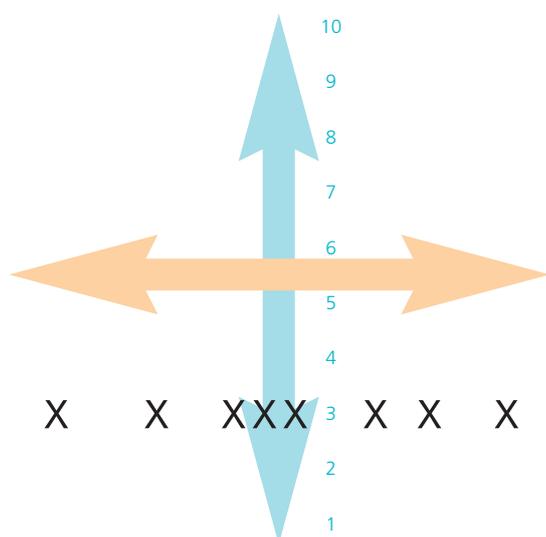
It is a good idea to collect ‘evidence’ to support your position of influence on the vertical axis as you go along. This makes it much easier than trying to gather it all at a later stage, and is quite a straightforward thing to do. This may be a job for another day, but at some stage you might find it useful to use Worksheet 2 and make a note of the indicators that you could tick and record ‘how you know’ that you have achieved this indicator – this is your evidence.

Putting it all together

Once you have completed exercises 2 and 3, you will have a general idea of how influential your network is.

Return to Worksheet 1 where you already have your position on the vertical axis marked. You now need to add your position on the horizontal. Just put what you see – from one extreme to the other. For example, the network above showed a wide scattering of responses so you can't just put one mark onto Worksheet 1 – you need to give a true representation of the 'continuum of feeling'. But you need to make sure this is added in relation to your decision about the vertical axis. So in this example the crosses on the horizontal all need to show that the network is at step 3.

Your worksheet might look like this:



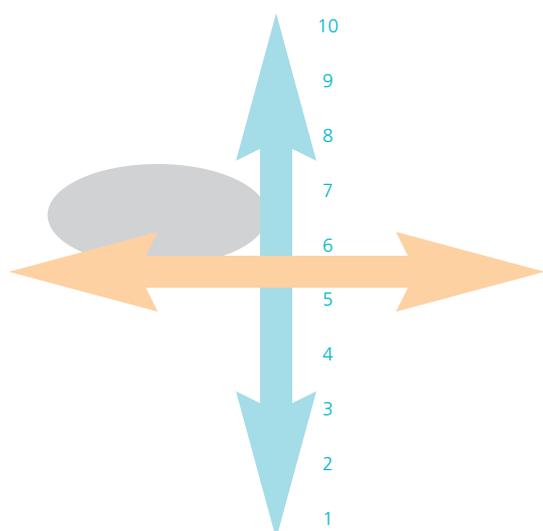
On the vertical axis

Members of the network could tick all or most of the indicators on Steps 1, 2 and 3. After that they had difficulty so they agreed that they were at step 3 in terms of 'capacity to influence'.

On the horizontal axis

Members of the network feel differently about how influential the network is. These different feelings are each represented by an 'x'.

Or it may look more like this



On the vertical axis

Members of the network could tick all or most of the indicators on Steps 1, 2 and 3. They stumbled a bit with 4 and 5 but then had some for 6 and 7. They wanted to show this variety on their axis. But it will be important for them to look at 4 and 5 so they will need to note these as an action (see Worksheet 3).

On the horizontal axis

Members of the network feel differently about how influential the network is, but none of them feel the network is very influential. These different feelings, mixed with the variety on the vertical axis, are shown by a grey area.

You don't need to be absolutely accurate at this stage – remember, you are gaining a **first impression**. You should keep returning to these exercises to see how your network's position changes. As you work more with the axis your position should become clearer and you should be able to identify what you need to do to be more influential.

Section 4: Using the axis to help you become more influential

Onward and upward!

You should, by now, have a reasonable idea of your current capacity and level of influence from working through the ideas contained in Exercises 2 and 3. You can now use this part of the guide to consider how to fill the gaps in your skills, knowledge, policies and practice.

This part of the guide helps you to think through each stage of the Axis and understand what else you need to do to increase your organisational capacity to influence.

The focus is on the **vertical axis**. In order to become more influential, groups and networks need to move onwards and upwards.

Exercise 4: preparing to become more influential

You will need: The indicator sheets you worked with earlier
Worksheet 3

Time to allow: About two and a half hours,
and it is likely you will want to come back to this exercise

As a group, look through the indicator sheets that you ticked or made comments on. On Worksheet 3 make a note of the indicators that you **couldn't tick**. For each one, consider:

- what are the implications of not being able to tick this indicator?
- what actions can be taken to help address this and tick this indicator in future?

Fill in your thoughts about this on Worksheet 3.

For example:

Indicators we could not tick	Symbol	Implications	Action
305: recognise and celebrate achievements	◆	Members don't stay because they can't see the point, statutory sector don't support us because they can't see what we do	Go back to notes from meetings and make a list of successes Produce and circulate a 'marketing leaflet' for members so they can see why they should be involved
513: communicates effectively with members	◆	Members don't know what the network is doing, don't feel part of it, can't represent the network accurately, may lose interest	Produce a list of 'free opportunities' for articles Set up and maintain email briefings Establish and maintain website Annual leaflet and event

Exercise 4: preparing to become more influential continued

The next thing to do is to consider whether there are any patterns in the indicators you were unable to tick.

Themes in the indicators

There might be obvious 'themes', where you consistently struggle with indicators that are about similar issues. For example on Step 2 there is an indicator which says 'people share a common goal with other people'. If you struggled with this one it is likely you had a similar experience with the indicator on Step 3 which says 'people feel that - as a group - they can change things' and also the indicator on Step 4 which says 'people understand and agree the purpose and vision' on Step 4. These three indicators are all on a similar theme. From this it will be quite clear that members of the network need to prioritise discussion and agreement around the purpose of the network and what you are aiming to achieve.

Patterns in the symbols

You might notice that a lot of the indicators you are unable to tick have the same symbol. The symbols refer to the five dimensions of community empowerment discussed in Section 2 of this guide. So an uneven spread of symbols suggests that your network is strong in certain aspects of its work but needs to focus on other aspects.

For example, while you might be great at other things, you might not be so good at increasing people's skills and confidence within the network. You need to prioritise some work around this or people won't be able to take part effectively.

It is important to keep a good spread of symbols/dimensions because they are designed to ensure that you are taking an empowering approach to community influence. If you are effectively addressing all the dimensions you will help ensure that, for example:

- ▲ Network members contribute and speak in meetings, see their own role in the network, understand the way the systems and structures work, represent the views of the network, are considerate of each other.
- Network members hear each other, work in ways which have a positive impact on others, understand the experiences of others, learn with – and through – each other, the network is welcoming to others
- Network members are clear about the aims and purpose of the network, are able to provide evidence of work and achievements, the network is robust and organised and credible to others
- ◆ The network works with others, shares resources, knows what others do and offers complementary roles, recognises and links with wider issues and capitalises on related initiatives and opportunities
- * The network inputs into decision making, is welcomed 'to the table' and receives feedback on its contribution, identifies priorities and sees change happen as a result

Think about actions you could take to make sure your network keeps a balance of different symbols and incorporate these into Worksheet 3.

Exercise 5: *planning to become more influential*

You will need: Worksheet 3 filled in with actions

Time to allow: At least an hour - this is variable depending on how clear things are after your work with the axis, but it's a good idea to allow some time for discussion and agreement

From the 'action' column on Worksheet 3 you should be able to prioritise some things for the network to focus on.

Try to choose a few things that are:

- **Internally facing:** these are about the way in which you organise yourselves, how you interact with each other, agreeing your focus

And a few which are:

- **Outward facing:** these are about your communication with the outside world – groups, organisation and agencies beyond the network, developing and building relationships, understanding how organisations, structures and systems work

Once you have your priorities you should agree what you are going to do to achieve them. It can be helpful to agree three actions for each. Use the information you already have on Worksheet 3 to help you to agree these.

After working with the axis in this way, one community network identified six aims for the next 12 months. Three were about looking internally at the way that the network operates and the others were about looking externally to the work it does and what it wants to influence:

How we function and organise ourselves

Aim 1: Agree our purpose, our vision, how we work and what we say about the network to others

Aim 2: Recognise and celebrate our successes

Aim 3: Increase our membership

The work we do with others

Aim 4: Demand feedback from stakeholders

Aim 5: Identify issues or themes around health e.g. mental health; hospital

Aim 6: Identify issues or themes around housing, transport etc.

Section 5: what next?

You may use the Axis of Influence once and never touch it again. Or you may choose to revisit it regularly to keep track of and plot your position of influence. You might use it as a reference point to keep the network on track, or to illustrate progress and development to other sectors. Or you may keep it at the core of what you do.

It is a flexible tool which can be used:

- as a prompt for discussion and debate, in particular about agreeing your aims and structures
- to monitor and evaluate the influence and impact you have on the decisions made by partnerships
- to identify your organisational capacity to influence
- to identify what you need in order to be more influential
- to identify external factors which affect how influential you are
- to help you to keep direction and focus
- to help your members to keep track of what you have achieved and what you are there for
- as a checklist of progress
- to structure funding bids

Additional resources and support

There are other resources available for people/groups/networks interested in learning more about the Axis and working with it in more detail:

Resources:

- additional 'indicator sheets'
- a resource pack of detailed information about each step, what each indicator means and the rationale for its inclusion, and over 30 exercises you can use to see if you have achieved indicators and/or to develop the capacity of the network

Support for facilitators:

- telephone/email support to answer questions and clarify aspects of the axis
- sessions for experienced facilitators to familiarise you with the content and workings of the axis, answer questions on specific aspects or your plans for using it etc.
- training course and materials, including presentation for facilitators, accompanying notes, case study material and session plans

For more information contact:

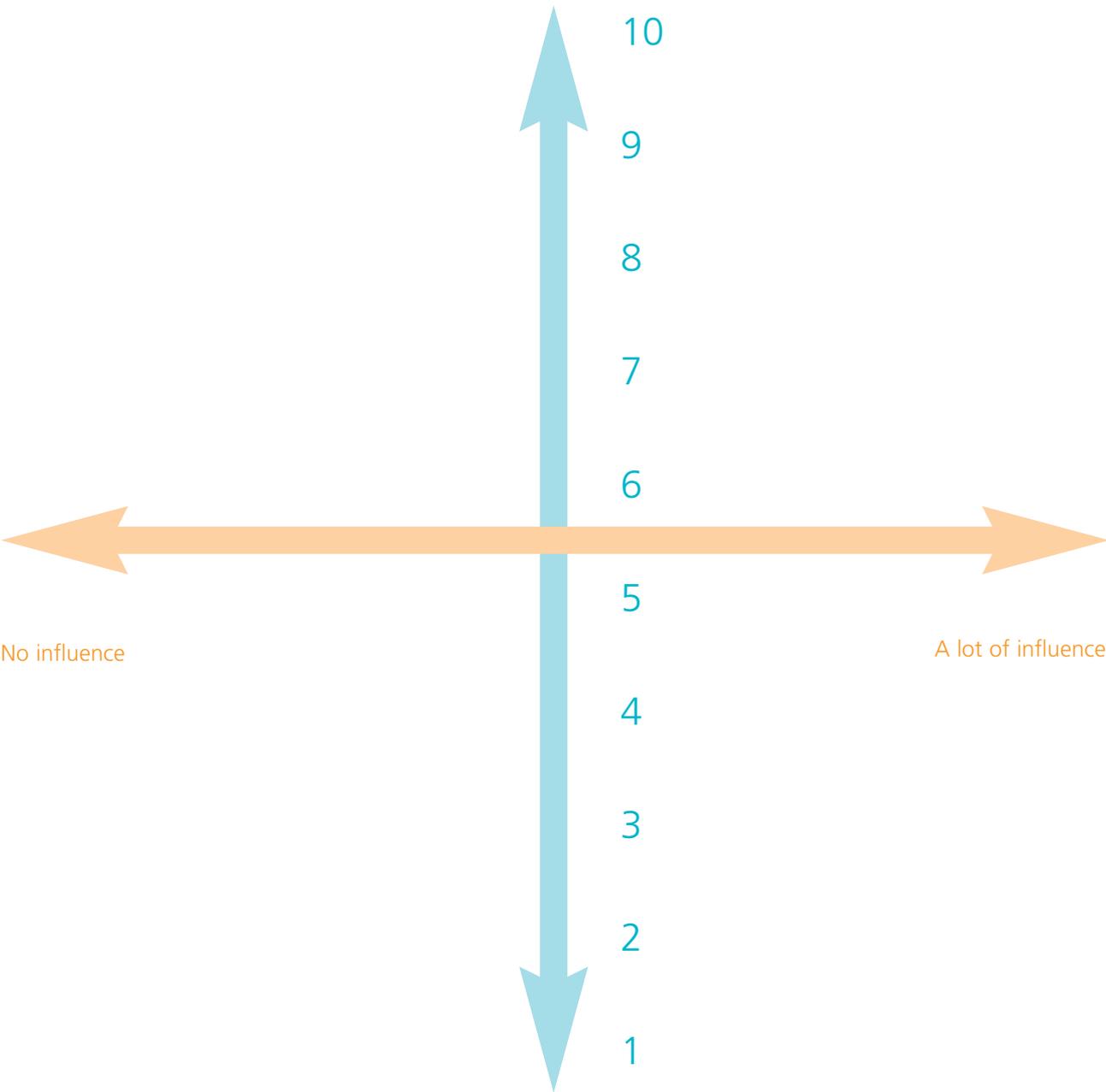
CDX, Scotia Works, Leadmill Road, Sheffield S1 4SE

T: 0114 241 2760

E: admin@cdx.org.uk

W: www.cdx.org.uk

Worksheet 1 **Blank Axis**



Worksheet 2 Proving the point

Use this worksheet to keep track of the evidence for your position on the vertical axis. Note down the indicators that you have ticked and write down how you know that you have got this. Photocopy this sheet or make up your own so you have enough room to enter all your evidence.

The worksheet includes a column for you to note the symbol of the indicators you have achieved. You may recognise that you have real strengths in some areas of working but a weakness in others. It also includes a column for any notes you might want to make relating to the evidence.

Indicators we ticked	Symbol	How we know (what is our evidence)	Notes

Indicators we ticked	Symbol	How we know (what is our evidence)	Notes

Worksheet 3 *Developing Influence*

Use (and photocopy) this worksheet to keep track of:

- which indicators you were unable to tick (you could just use the reference numbers provided on the indicator sheets)
- the symbol associated with the indicators you were unable to tick

As a group, you should have some discussion about the implications of not being able to tick the indicator and agree on some action as a result.

Indicators we could not tick	Symbol	Implications	Action

Indicators we could not tick	Symbol	Implications	Action

Notes

Axis of influence
indicator sheets

1: want to influence

People:

- ▲ feel that things aren't right (101)
- ▲ feel they have a right to state their views (102)
- feel dissatisfied with what is happening around them (103)
- have a sense of social justice (104)
- want their own views to be heard (105)
- talk to others about their concerns and ideas (106)
- feel that others share their views (107)

2: know why you want to influence

People:

- ▲ recognise that decisions made by others have an impact on their lives (201)
- ▲ recognise that things won't change unless they take some responsibility (202)
- understand that the issues and decisions affecting them also affect others (203)
- share a common goal with other people (204)

3: willing to have a go

People:

- ▲ have the confidence to question (301)
- ▲ feel able to take risks (302)
- contribute to discussions and feel listened to (303)
- ◆ feel that, as a group, they can change things (304)
- ◆ recognise and celebrate achievements (305)

4: know what you want to change

People:

- ▲ have motivation and commitment (401)
- ▲ are able to explain the viewpoint of the group network (402)
- understand the ways that aims and activities will impact on other people (403)
- ◆ understand and agree the purpose and vision (404)
- understand how personal issues are addressed by being part of the group or network (405)

5: organised to influence

Members:

- ▲ know how to contribute to effective meetings (501)
- ▲ feel that they can communicate effectively (502)
- ▲ feel able to offer an opinion on how the group is doing (503)
- ▲ behave in a way that considers other people (504)
- understand the views of the people they are talking about (505)
- sign up and commit to an equalities statement (506)
- share and learn from the experiences of others (507)
- challenge stereotypes, prejudice and discrimination (508)
- welcome others (509)
- recognise that there are competing perspectives (510)

The network:

- ◆ has a clear plan which is reviewed and evaluated (511)
- ◆ has democratic decision-making structures (512)
- ◆ communicates effectively with members (513)
- ◆ composition reflects agreed priorities (514)
- ◆ has active and engaged members who feel they belong (515)
- ◆ is able to recognise and deal with conflict (516)

6: know the political landscape

The network:

- ◆ understands that different aspects of the external environment will affect what it is trying to do (601)
- ◆ is clear about what works for and against it in the external environment (602)
- ◆ maps the external environment and knows the potential for influence (603)
- ◆ has agreed view of its potential to influence (position on horizontal scale) (604)

7: know who to influence

The network:

- knows how it is viewed by those it wants to influence (701)
- ◆ has a plan for dealing with people who may have a negative influence or negative attitude (702)
- ◆ has effective and useful contact with key people in useful positions in specific organisations (703)
- ◆ approaches people at appropriate times to maximise positive outcomes (pick your moment) (704)
- ◆ knows where the authority lies for making decisions (705)

8: link with others to influence

The network:

- makes contact and builds strategic relationships with organisations working around similar issues from different perspectives (801)
- promotes good relationships between groups and networks (802)
- ◆ brings own specific voice to an alliance (803)
- links with other networks – identifies common concerns, agrees common strategies and knows the issues they are working with (804)
- develops and maintains links to national bodies (805)

9: know how to influence

The network:

- ◆ understands different ways to influence (901)
- ◆ has a promotional and communication strategy (902)
- ◆ has position statements on issues relevant to aims (903)
- ◆ has up-to-date information on local, regional, national and global policy contexts (904)
- ◆ communicates effectively to a diverse range of people and organisations (905)
- ◆ understands competing perspectives of the issue (906)
- ◆ has realistic expectations (907)
- ◆ knows the degree to which it is willing to compromise (908)
- ◆ understands where, by whom and how decisions are made (909)
- ◆ advocates on behalf of its members (910)
- ◆ challenges – in a constructive way (911)
- ◆ has plans which recognise the priorities of statutory agencies (912)
- ◆ operates independently of the statutory sector (913)

10: influence

The network:

- * is consulted and asked opinions (1001)
- * takes part in joint decision making (1002)
- * has a formal place on relevant boards,
partnerships etc. (1003)
- * is involved in the process of shaping priorities (1004)
- * can identify its contribution (1005)
- * is invited to chair or facilitate partnership meetings (1006)
- * is encouraged and supported to take part
(by other partners) (1007)
- * instigates joint discussions about power, boundaries,
roles and function of the partnership etc. (1008)
- * provides feedback which is sought and valued (1009)
- * sees desired changes arising from its challenges (1010)