SOCIAL INNOVATION

UNIT THREE: Successfully Communicating and Building
Relationships

BowValley
COLLEGE

Unit Three: Successfully Communicating and Building Relationships

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Unit Three: Successfully Communicating and Building Relationships

Introduction

Throughout each unit, you have seen that bringing people together in collaboration is important in all aspects of a social innovation project whether it's brainstorming an idea, creating a projects tasks and resources, and gaining input from others for evaluation purposes. This final unit addresses a topic often taken for granted – communication. You will see how communicating, and having effective work relationships can contribute to the success of your project as a whole.

In this unit you will be covering the following topics:

Topic One: Planning to Work with Others

Topic Two: Building Effective Relationships for Project Success

Topic Three: Communicating to Sustain your Project

Learning Objectives

Here is what you will be able to do at the end of this unit to support the module learning outcomes:

- Identify stakeholders that are most helpful to your project
- Develop strategies for building effective working relationships
- Reflect on effective and non-effective working relationships
- Summarize your project
- Communicate the strengths of your project
- Communicate how the strengths can add to future projects

Key Concepts

Topic One

- Stakeholder Identification
- Community Engagement

Topic Two

- Working Relationship
- Rapport
- Authenticity
- Feedback

Topic Three

- Scalability
- Sustainability
- Project Summary

Learning Activities

Complete the following practical learning activities:

1. Complete Learning Activity 3.1: People and Connections Technique
2. Complete Learning Activity 3.2: Improving your Work Relationships Technique
3. Complete Learning Activity 3.3: Feedback Technique
4. Complete Learning Activity 3.4: Techniques for Communicating Impact

Recommended Performance Evaluations

To show you have learned the material, here is what you may be asked to complete:

1. Unit Reflection
2. Discussion

Topic One: Planning to Work with Others

When starting to implement your project, there are often people and organizations that can help you integrate your project into the existing community. By identifying and approaching these people, rather than just inserting yourself and your project into their space, you are less likely to be met with resistance from existing stakeholders and they might be more willing to champion your project. When talking about working with others having connections to the people in the community that can help you is key: The people you are working with, and group you are aiming to help – your stakeholders.

Social Innovators on the Ground Say

" I think by using our connections already in the community and being mindful about asking the local agencies we seen as considerate of all the other people doing work in town which allowed our project to avoid the ire that was raised by some of the other organizations."

" So what we did initially is the project partners and sat down and decided who are we were going to invite to this community collaboration, and put it in the paper. We tried to really have representatives from different parts of the community. "

As discussed in the input gathering topic of Unit One, a stakeholder is any individual or group who is interested in the success of your project. Usually, they come from different organizations, and different ranks within organizations so how would you plan to work with them? Let's start with an example.

EXAMPLE

Let's say that you were planning to develop a community garden in a poorer neighbourhood. Your main goals could be:

- Engage youth in a positive community project; and
- Reduce grocery costs for low income families.

Now let's think of who would your stakeholders be? The city council? The community council? A youth group in the community? Neighbourhood schools? A Garden Centre that could donate to the project?

Who else could be involved? What about the condo board in a building nearby that may not be enthusiastic about this project? It is important to involve stakeholders that may not be in favour of the project, because by involving them you may be able to hear their concerns and address them.

Once you have an idea of your key stakeholders, the next step will be to articulate in what way they will be included in your project. Were some important in the initial feasibility assessment (discussed in Unit One), but no longer need to be actively engaged? Will it be important to get continuous feedback from them as your project develops? What roles might stakeholders play besides giving feedback? (e.g., help to persuade others about the value of your project? Find donors to support the project? Contribute in particular skill areas?) It is helpful to spell out these expectations at the beginning. The chart below can be used as a guide:

The following activity allows you to think about what they need from you, and how you can mutually benefit from involvement and collaboration on the project

Learning Activity 3.1: People and Connections Technique

Directions

1. Using the example fill out the table below to get a clearer sense of how you can work with your stakeholder.
2. Complete the *Community Engagement Plan*
3. Respond to the questions for consideration

Take three of the identified stakeholders below from the example and fit them into the table. Thinking about how and when they could contribute to your project:

1. Neighbourhood families in a low-income area to establish their needs
2. Garden Centre to provide the food that will be grown
3. Condo Board who needs to be convinced before the garden can be approved

Assess whether you think you have enough interested stakeholder to help your project to move ahead.

STAKEHOLDER ENGAGEMENT PLAN TECHNIQUE					
STAKEHOLDER	**ROLE**	**CONTRIBUTION TO THE PROJECT**	**INVOLVEMENT: WHAT STAGE?**	**INVOLVEMENT: HOW MUCH?**	**IMPACT**

The chart above can also be used to show:

1. Whether the relationship with the stakeholders is informal or formal;
2. Whether and what kind of agreements should be made with stakeholders(e.g., become formal advisors to the project); and
3. Stakeholders' levels of involvement, (e.g., Attend 3 meetings over the next 6 months, provide email feedback, champion the project through online posts or other means).

You can use the chart to more fully understand your potential stakeholders. Some important information is added in the chart below for you to think about when engaging stakeholders:

How are your stakeholders similar or different from you?

- What are <u>their</u> needs?

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- What can you offer <u>them?</u>

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- What <u>do you</u> get in return?

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- What <u>existing community connections</u> do they have?

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- And how can you <u>continue to grow</u> this relationship?

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PEOPLE and CONNECTIONS TECHNIQUE	
Person, Group or Organization:	
Potential Role in the project:	
How are they similar and different from you?	
What are their needs?	
What can you offer them?	
What will you get in return?	
How can you work together and communicate?	
What existing groups could they connect you to?	
How frequently will you interact?	
How can your relationship grow?	

People and Connections Technique adapted from NESTA DIY Toolkit: People and Connections Map Retrieved from http://diytoolkit.org/tools/people-connections-map/ Retrieved on: November 20, 2017. & NESTA DIY Toolkit: Target Group Retrieved from: http://diytoolkit.org/tools/target-group/ Retrieved on: November 20, 2017

You now have an idea of who, and why you should connect with the stakeholders you have identified. When connecting with them you can also express what you've learned through the social innovation project cycle from other units – your understanding of the problem, and your goals and ways to achieve them.

Your approach *should not* come off as critical of what has been done before, but how and why you want to work with them to create a better outcome from that what is currently seen. Note that while building your social innovation, you likely encountered others who also want to see the problems you are addressing resolved. The result of this strategy can help establish from the beginning a shared understanding and passion for the project as it moves along.

One effective way to connect with stakeholders and established *common interest* is through **community engagement** that is often as easy as talking to people in the community, and participation in events.

To provide opportunities to connect to potential stakeholders, it can be valuable to keep track of likely community events you can participate in that overlap with your desired stakeholders. Use the following table to develop a community engagement plan:

For example, which of the three stakeholders from your chart would you find at the following events?

- Community beautification projects.
- Volunteering at Foodbanks.

The Community Engagement Plan can help you to keep track of how effective community events are for connecting with potential stakeholders:

COMMUNITY ENGAGEMENT PLAN	
How can I become visible to those that I want to connect with **(e.g., community events)?**	
Potential Person/Group/Organization	
Connections made?	
How can we work together/interests?	
Who else did they recommend (if anyone)?	
How do I plan to follow up?	

Questions for Consideration:

1. Why is it important to have input from a variety of stakeholders on your project?

2. When looking a People and Connections Technique, and Community Engagement Plan are you more focused on establishing your stakeholder's needs or your own?

3. From the techniques you used, what are the key question for
   Establishing connections with stakeholders?
   Maintaining the connections with stakeholders?

4. What does this topic tell you about communicating throughout a social project?

Supplementary Resource

For a more advanced look at establishing a partnership plan see:
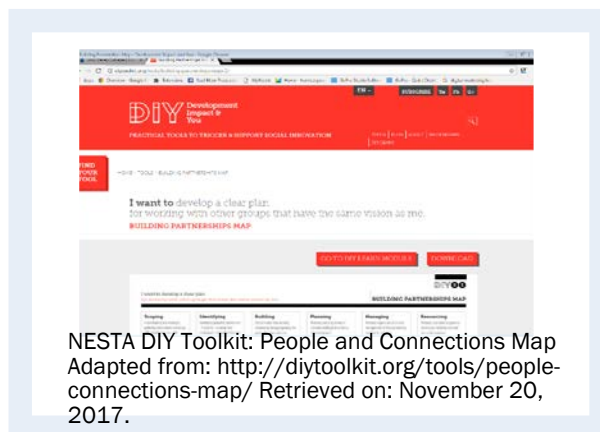
NESTA DIY Toolkit: Building Partnerships Map in the Supplementary Resource section.

NESTA DIY Toolkit: People and Connections Map Adapted from: http://diytoolkit.org/tools/people-connections-map/ Retrieved on: November 20, 2017.

Topic Learning Checklist

Can you identify?

☐ Relevant stakeholders for a project and their potential contributions.

☐ What you should focus on when making stakeholder connections?

☐ Why a community engagement plan can be useful?

☐ Ways you can grow and maintain stakeholder connections.

Topic Two: Building Effective Relationships for Project Success

Social Innovators on the Ground Say

" Collaboration is really about relationship building. I am far more likely to attempt to change something in my agency if I really like the people I am working with. If you don't get on well with someone then you are less likely to make a move for them, right? "

" There were some bumps along the way in establishing boundaries and roles and you know not stepping on each other's feet with regards to the work that each one of our team members was doing and because the role of the project wasn't really clearly defined it did take some ups and downs to develop that trust. "

" The support took a while to get into action and to grow because it was such a relationship-based support. So those relationships had to be developed first before we actually saw some movement occurring. Those take time."

Getting stakeholders involved in your project or initiative is a crucial first step, but time and time again we learn that lack of or insufficient communication is at the core of many of the difficulties faced by those involved in social innovation projects. Too much communication becomes a nuisance, and not enough may result in *a loss of engagement or interest.* How do you find the right balance? How do you match the mode of communication to the group of stakeholders you have identified? There are endless ways of communicating today – through text, Skype, and social media, and cloud platforms.

Whatever platform you use, good communication is *regular*, *ongoing*, and integral to establishing a positive **working relationship**. As you begin to implement a social innovation project working relationships matter as you likely will be helping to change the status quo, the communications you have can establish the passion of those working with you. Relationships are what allow us to achieve our goals and manage barriers or challenges that we might have to face. Having support and input from others in what we do—whether in a work, home or school situation—can be the difference between success and failure. Working environments are becoming increasingly more complex. Multiple skill sets, areas of expertise, or input from colleagues may be required in order to solve an issue effectively and minimize any negative impacts that we might not be able to manage by ourselves.

Taking the time early on to invest in building positive relationships can benefit us now and in the future when we are trying to expand our networks or look for future opportunities.

A useful way to start thinking about work relationships is to answer the following questions:

1. Who are the people that enable the success of your work, at various levels of a project? Why?

2. Who are the people that can be a barrier to the success of your goals or work? What can you do to turn this relationship into a positive one?

3. Can you learn more about the people who are important to your success and try to understand or observe what barriers they might face to try to offer your support to them too?

4. Are your relationships mutually beneficial? Meaning is there a balance between the "giving" and the "taking" happening within each of your relationships to keep them positive?

5. Are you genuinely interested in building an authentic relationship with the individual(s)? Do they have the right balance of personal disclosure and asking questions about the other person?

List of questions from: TOWES Goal Planning Essentials Workbook Unit 4: Ensuring Project Success, p. 4. Retrieved from: http://www.towes.com/media/43743/bvc%20mod%201%20unit%204%20july.16.p.pdf

Retrieved on November 20, 2017.

In addition to the fact that relationships take time to build the above questions reinforce that establishing *common interests*, and empathy towards someone's work, position, needs and are necessary. This is called **rapport,** by being open and listening and establishing that you care about what is being communicated. Once you build rapport you are looking to maintain a level of **authenticity**, *which is you actively want to engage and maintain your connection with the other person and* work at continuing lines of communication that are *regular and ongoing.* When you allow the time for growth of these two stages, people will want to work with you and keep you engaged through effective communication bringing you to a productive relationship.

Thus, the cycle of building productive relationships follow these steps:

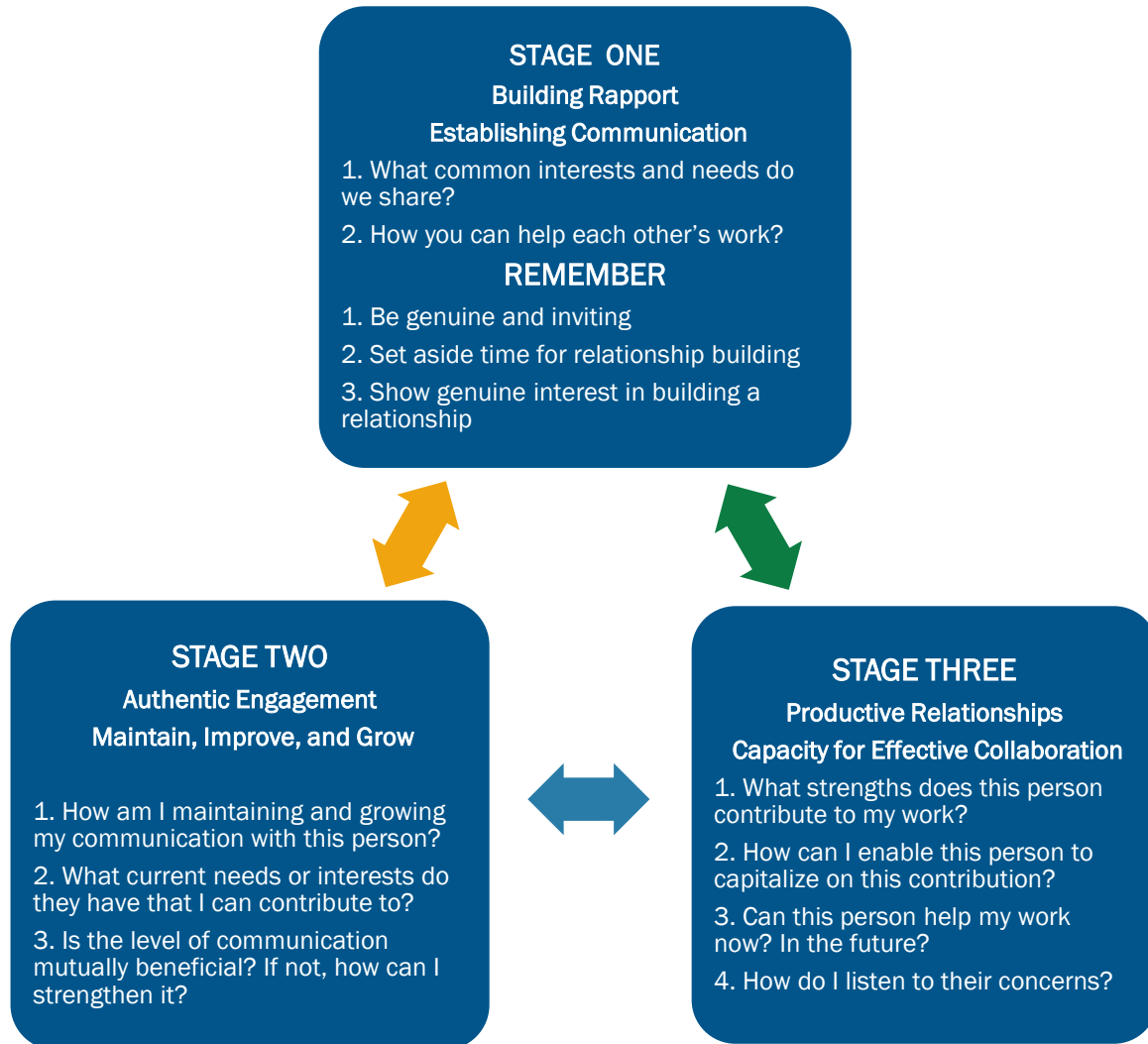(Building Rapport Image © Bow Valley College 2018)

Learning Activity 3.2: Improving your Work Relationship Technique

Directions

1. Consider the material from this unit and reflect on the cycle for building productive relationships below.
2. Review the Practical Steps to *Improve Work Relationships* list
3. Respond to the questions for consideration

Reflect on the questions under each step.

STAGE ONE

Building Rapport

Establishing Communication

1. What common interests and needs do we share?

2. How you can help each other's work?

REMEMBER

1. Be genuine and inviting

2. Set aside time for relationship building

3. Show genuine interest in building a relationship

STAGE TWO

Authentic Engagement

Maintain, Improve, and Grow

1. How am I maintaining and growing my communication with this person?

2. What current needs or interests do they have that I can contribute to?

3. Is the level of communication mutually beneficial? If not, how can I strengthen it?

STAGE THREE

Productive Relationships

Capacity for Effective Collaboration

1. What strengths does this person contribute to my work?

2. How can I enable this person to capitalize on this contribution?

3. Can this person help my work now? In the future?

4. How do I listen to their concerns?

While working on a social project, improving your relationships with the people you are implementing your project with can go a long way to gaining interest and good will for your project, as well as establishing trust. Recognize that a team at all levels of a team can be a powerful voice for your project.

While early communication and relationship building can contribute to the success of a project. It is important to know that *it is never too late* to start developing work relationships. Steps you can take to start this process are described below:

PRACTICAL STEPS TO IMPROVE WORK RELATIONSHIPS	
1. Have a Positive Attitude	Try to avoid negative thoughts or topics of discussion. Make sure not to be judgemental and be accepting of other people's ideas and attitudes.
2. Do not jump to Conclusions	Try to gather as much information as possible before reacting to a negative situation. Know the difference between responding to a situation and just "reacting" to one. Give people the benefit of the doubt if you are unsure.
3. Deal with conflicts as soon as possible	When a negative situation or misunderstanding happens, do not just leave it alone. Try to deal with and resolve the issue as soon as possible. Make sure to be direct and courteous but respect the other person's feelings or position on the matter. Work together to try to resolve the issue, come to a compromise if needed. If in a work situation don't forget to bring up the issue to a supervisor when appropriate.
4. Improve your communication skills	Improving your communication skills is something everyone can do as an activity of lifelong learning. Make sure that you are listening carefully to a speaker's message, and that you try not to interrupt when it is not your turn to speak. Make sure to repeat back what you have heard to the speaker in your own words to reinforce that you are hearing what the other person is saying.
5. Try to see things through the other person's eyes	When building positive relationships with others try to see things through the other person's eyes. Everyone has his or her own unique life experiences and knowledge. Be respectful of what others bring to the table. Try to be empathetic to life challenges others may face that you may not know about. Sometimes people react negatively to stress. A negative reaction to you may not actually be about you. If this happens try to 'respond' to the conflict with respect and empathy for unknown factors. Life can be difficult for all of us sometimes!

Content from: TOWES Goal Planning Essentials Workbook Unit 4: Ensuring Project Success, p. 5. Retrieved from: http://www.towes.com/media/43743/bvc%20mod%201%20unit%204%20july.16.p.pdf Retrieved on November 20, 2017.

Questions for Consideration:

1. Establishing productive working relationships and communication can help you avoid barriers to project success: List 2 barriers that you can avoid that you've learned in this topic.

2. When building productive work relationships what are at least two key aspects of communication you should consider?

3. What lessons learned from making stakeholder connections can you transfer to establishing rapport and building relationships

4. When you think about the practical steps above? Can you place these steps into the cycle of building productive working relationships? What would you place where?

   a. Building Rapport

   b. Authentic Engagement

   c. Productive Relationship

The Importance of Feedback: Listening to Everyone

Social Innovators on the Ground Say

" As frontline employees we are not coming together as a whole and talking about challenges. Which I think would be beneficial."

If you look through the *Practical Steps to Improve Work Relationships*, one way of ensuring you can incorporate the steps by providing the opportunity to provide quality feedback on how things are going, to touch base and provide an opportunity to improve.

Specifically, the goals of feedback can be seen as an opportunity to:

1. Deal with mixed messages if you are not communicating with your team directly.

2. Help you not jump to conclusions about the project and your team.

3. Deal with conflict that might arise from mix messages.

4. Improve your communication skills with your team.

5. See things from the perspective of others, and

6. Help your team and you as a leader stay positive.

Learning Activity 3.3: Feedback Technique

Directions

1. Reflect on the provided questions

2. Respond to the questions for consideration

If you were to run a social innovation, how would you ensure you were communicating a consistent message to everyone involved in your project? How would you invite others to provide constructive feedback?

Let's start by looking at a few questions:

1. Do I regularly hear from all levels of the project?

2. What am I hearing from each level?

3. How does each level see the project?

4. What are their difficulties/ successes?

5. Do these messages conflict? If so how can I resolve this?

6. How do I invite feedback?

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7. What ways can I ensure feedback gets to where it needs to go?

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[blank response box]
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8. How can I improve the morale of my team?

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[blank response box]
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Questions for Consideration:

1. How do the feedback questions address the practical steps for improving communication?

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[blank response box]
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2. Thinking about a positive work relationship that you have currently or in the past. Did the opportunity for feedback play a role in that positive relationship? How?

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[blank response box]
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By recognizing the people who are really driving your project and regularly assessing strategies to engage them in meaningful ways, you can benefit greatly from their experience and feedback. Those connections can greatly improve the chance of success for your social innovation, and can become invaluable for maintaining impact and sustaining your project—a topic you will explore next.

Topic Learning Checklist

Can you identify?
☐ List and understand the 3 different stages of work relationship building presented in the unit.
☐ List the 5 things you can do to improve your working relationships.
☐ Be able to reflect on what has made an effective or non-effective working relationship from personal experience.
☐ Identify key strengths each member of a project team can provide
☐ Be able to list reasons why feedback might help you improve communication and build relationships with your team.

Topic Three: Communicating to Sustain your Project

So you've done good work, and your project is coming to a close. What happens now? The need for your project still exists, but you might not have the money or capacity to keep the project going. This is a dilemma often faced by social innovators. What are some ways we can help the ideas and impacts of your project stay alive?

Social Innovators on the Ground Say

" I would hate to see after this funding ends for the project to be done. I think we have come a long way and we have done a lot of great things and I would hate to see that be over. "

One of the key concerns for social innovation projects relates to the concepts of **sustainability** and **scalability**. Basically, sustainability refers to the ability of a project to continue to run effectively. Sometimes (and perhaps more often than not), a project will have a limited lifespan. This is sometimes OK, depending on the kind of project and its outcomes. However, if you think your project has merit, and the evaluation that you have conducted indicates that it was to some extent successful, you might want to think about how you could contribute to its sustainability.

Scalability refers to the ability of a project to be copied or adapted for other populations, communities or settings. For most beginner social innovators, this may not be a primary concern. However, if you effectively communicate the outcomes of your project, you will be increasing the probability that someone will be able to learn from your experience and perhaps initiate a similar project at another time or another place.

How do you get others to take note of what you have done and want to help you expand your project? Through communicating some of the key points from earlier in this module, such as:

1. The problem you wanted to solve (Unit One)

2. The input and genuine engagement from stakeholders that guided your thinking how you planned and implemented (Unit One)

3. Your project goals (Unit Two)

4. The results of your evaluation (Unit Two)

Keep in mind that effectively communication does not have to be long. Depending on who your audience is, they may only have a short period of time to devote to your message. However, you still want your message to be impactful.

Potential audiences:

1. Project stakeholders

2. Community stakeholders

3. Readers of your project report

4. Presentation audiences

As you learned to engage with stakeholders, you might want to present your message as part of your communication plan, or as an end of project summary or presentation.

But how do you distill your project down to a summary? Let's take a look.

Writing a Project Summary

One important part of getting your ideas across is to be able to relay information of what you did and why it is important. This is true whether or not you are putting together the final report or were just asked to summarize what was done. One way to do this is through giving a summary. How do you do this? First keep in mind that a project summary is an effective way of communicating with stakeholders, both current and future. It is a way of explaining your project, its evaluation, and suggested next steps.

1. Many project summaries are fewer than 400 words long, because the purpose of a summary is to review the project for potential readers from a variety of backgrounds. Use plain language, avoid acronyms, and be as clear as possible, avoiding professional jargon.

2. A project summary is used to succinctly explain the project's importance to your audience. It should focus on specific outcomes and findings, highlighting any outcomes that may affect the audience. Keep away from additional questions raised by the project for the synopsis, but a synopsis can be used as a starting point for brainstorming about the possible next stage, such as sustainability and/or scalability.

1. Introduction: What was the problem that your project sought to address?

EXAMPLE:

Unfortunately, many Calgarians are unable to afford to buy food, and the lineups at the food bank are so long that often people (including children) find themselves waiting in line for over 2 hours. This includes mothers with young children. The food bank is planning to expand their location and services, more space, more volunteer, and more food – but this plan won't be implemented for at least one more year. These conditions cause considerable stress for families who require assistance from the food bank.

2. Description of Project: What, where, when, and how

EXAMPLE:

We received permission from the city to use the public space outside the food bank to set up a number of "mini shelters" with a few picnic tables covered with portable "umbrellas". The tables will have hot drinks and a few toys for the children to play with while they are waiting. *When:* We will be providing this service twice a week for the duration of our practicum. *How***:** The hot drinks are donated by a local coffee shop; and the tables are staffed by student volunteers. Toys are donated by students at the college. We worked in pairs: two students were responsible for acquiring donations and getting permissions required, and two were responsible for recruiting student volunteers.

3. Evaluation: How do we know?

EXAMPLE:

During our three-month practicum, we provided this service to over 200 families. We interviewed all the volunteers, using an interview method to find out what feedback they got from the families. All volunteers participated in a one half-hour interview and feedback was overwhelmingly positive – families expressed their appreciation in multiple ways, and volunteers felt that they were making a valuable contribution.

4. Next steps: Relaying hopes for sustainability and scalability

EXAMPLE:

We are hoping to find a way to keep the service going with volunteers at the end of the practicum, and possibly to extend it to 5 days a week from 2 days a week. We will be starting to do brainstorming sessions with the student association, the volunteer center, and current and potential donors.

See how you've ended by communicating what your plans to keep going with the project? If you've created interest in your project to those that could help you, this will create an opportunity to talk more about your project and its future.

Do you have a plan? Likely ways the intent of your project can continue?

The information in your summary can easily translate into a short project presentation.

Note that not all projects will continue, but if you communicate your project well, it will set you up for future innovation projects that will allow you to start a new project with the steps in this module while understanding the value of socially innovative thinking.

Learning Activity 3.4: Communicating Impact Technique

Directions

1. Read over the steps for creating a project summary. Use a current project you are working on, reflect on the work you have done in the other units, or find a project to write a summary for using OpenIDEO Stories in the supplementary resource section.
2. Write a short summary of the project, being sure to include all steps:
3. Use the template below to help you organize your ideas.
4. Reflect on your experiences using the Reflection Technique.

PROJECT SUMMARY WRITING TECHNIQUE			
Step	**Section**	**Response** **(3-5 Major Points)**	**Written form**
1.	**Audience and Purpose**		
2.	**Introduction to the Problem**		
3.	**Project Description**		
4.	**Evaluation based on Goals**		
5.	**Next Steps**		
Put it all together: Write you summary			

PERSONAL REFLECTION TECHNIQUE	
Why you went through the effort of the project?	
Communicate why you're still passionate about the project?	
What you learned/ what surprised you?	
Why it should continue and your ideas for the future?	
How will you provoke ideas from your audience?	

Questions for Consideration:

1. How might writing a summary help your motivation to continue the project?

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2. Which step of the summary writing do you think is the most important?

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3. Once you've reflected on a project can you imagine starting another project?

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4. What potential audiences would be more interested in:
   a. your project summary

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   b. your personal experiences

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   Did a. and b. differ?

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Topic Learning Checklist

Can you identify?
☐ 3-5 major points for each step of the summary writing process?
☐ Why it is important to include the next steps information despite your project being completed?
☐ Why it is important to reflect on your project?

Recommended Performance Evaluation 1: Unit Reflection

Directions

1. Go back to the Learning Activities and Topic Learning Checklists in the unit to review
2. Answer the following questions based on each topic

Topic One:

Given the emphasis on planning with your stakeholders. Do you think it is important to stick to your stakeholder communication plan, or leave room for non-planned interactions and connections?

Topic Two:

What are 3 important lessons about maintaining working relationship that you've learned through the topic material?

Topic Three:

Did reflecting on your project add to the major points for you to include in the discussion of your project as a whole?

Thinking Broadly:

Can you think of ways that you have utilized all the information you have gathered through the previous units in this module in writing your summary?

Recommended Performance Evaluation 2: Discussion

Background Information

Now is the opportunity to discuss the things that you learned and found interesting from the unit. Please discuss with your classmates in the discussion forum. If you are learning elsewhere you can discuss what you have thought about with a friend, mentor, or colleague.

Directions

1. Make a post in the Unit Three Discussion forum that includes answers to:

   a. Given what you have learned in this unit, does the importance of communication for the success and continuation of a project surprise you, and why?

   b. Recall the cycle of building productive relationships:

   (Building Rapport Image © Bow Valley College 2018)

   Which do you see as the most important stage of relationship building for a social innovation project, and why?

2. Discuss with your peers any learnings related to communication and relationship building that you will use the next time you are working with others.

CONGRATULATIONS!

You have Completed Unit Three.

Supplementary Resources

Social Innovation on the Ground: Accessible and Evidence-Based Tools for Social Innovators. Final Study Report.

Topic One: Planning to Work with Others:

NESTA DIY Toolkit: Partnership Map Retrieved from: http://diytoolkit.org/tools/building-partnerships-map-2/ Retrieved on: November 20, 2017

Topic Three: Communicating to Sustain your Project

Bow Valley College (2015) TOWES: Research Essentials Unit 4: Presenting Information. Retrieved from: http://www.towes.com/media/43767/bvc%20mod%202%20unit%204%20july.16.p.pdf. Retrieved on: November 20, 2017.

IDEO: OpenIdeo Stories. Retrieved from: https://stories.openideo.com Retrieved on: November 20, 2017

Note: Care was taken to provide supplementary materials that are from established sites. External links are not maintained by Bow Valley College and may become broken over time.

References

Adaptations

People and Connections Technique:

NESTA DIY Toolkit: People and Connections Map adapted from: http://diytoolkit.org/tools/people-connections-map/ Retrieved on: November 20, 2017.

NESTA DIY Toolkit: Target Group Adapted from: http://diytoolkit.org/tools/target-group/ Retrieved on: November 20, 2017.

Work Relationship Evaluation Questions:

Bow Valley College (2015) TOWES Goal Planning Essentials Workbook Unit 4: Ensuring Project Success, p. 4. Adapted from: http://www.towes.com/media/43743/bvc%20mod%201%20unit%204%20july.16.p.pdf

Retrieved on: November 20, 2017

Practical Steps for Improving Work Relationships:

Bow Valley College (2015) TOWES Goal Planning Essentials Workbook Unit 4: Ensuring Project Success, p. 5. Adapted from: http://www.towes.com/media/43743/bvc%20mod%201%20unit%204%20july.16.p.pdf

Retrieved on: November 20, 2017