

Arizona Department of Transportation
Partnering Office

Through out the last fifteen years, ADOT has co-developed, with our many partners, an award winning Partnering Program. We receive inquiries and visits from organizations through out the United States and from around the World. Our Agency Director, Victor Mendez, makes it clear to everyone that “Partnering is the way ADOT does business.” ADOT Senior Leaders actively champion partnering as a key business practice. Since the establishment of the Partnering Program in 1991, ADOT partnerships have earned 95 Marvin M. Black National Excellence in Partnering Awards.

Our mission is to work in collaboration with our customers to successfully build and sustain Partnerships by using innovative methods and technology. Our vision is to continue to be global leaders in Partnering. Please use this handbook to help you when preparing to partner, and to answer or ask the questions that may arise throughout the life of the partnership. We are committed to providing you with the resources you need to build successful partnerships.

Partnering is a process of collaborative teamwork to achieve measurable results through agreements and productive working relationships. It is our resolve that partnering will create an atmosphere of open communication, trust, teamwork and honest feedback among all stakeholders who are involved in the partnership. This extends to all stakeholders, inside and outside of ADOT.

Finally, we would like to thank you for your willingness to partner and to support the fundamental values and principles of Partnering.

James Young

A handwritten signature in black ink, appearing to read 'James Young', written in a cursive style.

Acting Partnering Director
ADOT Partnering Office

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“...a process of collaborative teamwork to achieve measurable results through agreements and productive working relationships.”

What is Partnering?

Partnering is defined as “a process of collaborative teamwork to achieve measurable results through agreements and productive working relationships.”

Background

In the 1990s, Partnering in ADOT matured in the area of construction. All state DOT construction project teams held partnering workshops to launch the process of building the Partnership and improving teamwork. The intent was, and still is, to serve the public by delivering projects on time, with the expected quality and within budget. The team identifies the goals of the various stakeholder groups and develops plans that result in fair/fair outcomes for all stakeholder groups. Partnering services have expanded to non-construction teams (e.g. divisions, work units & teams), as well as to partners out side of ADOT.

Why Partner?

- Jointly solve problems
- Increase work efficiency
- Improve Project Development and Delivery Process
- Maximize program delivery
- Provide services that exceed customer expectations
- Develop innovative products
- Build and strengthen relationships
- Enhance work processes, plans and functions

What Partnering Is:

- Process of building an attitude of goodwill and trust
- Fair-fair attitude
- Each partner understanding the others' obligations
- Avenue to create cost efficiency
- Shared risk
- Structure to keep things moving along positively
- Getting along
- Cooperative management with enthusiasm
- Going out of your way to look at issues from the other party's point of view
- A good team building tool
- Commitment by all parties to work within the parameters and guidelines established
- Commitment and performance
- Commitment to communicate and cooperate
- Proactive attitude
- Synergistic performance (joint problem-solving)
- No loss of revenue to an attorney (reduce litigation costs)
- Process for relationship building
- Stakeholders working together without being adversaries
- Commitment to open and honest relationships

What Makes Partnering Different Than Team Building?

Partnering is a formal process which includes all Partners' input, with tangible deliverables: a Partners' communication and roles matrix, a charter (mission, goals and guidelines), issue resolution agreements, an action plan, partnering evaluation program, meeting follow-up strategies and a written report that includes all Partnership agreements.

Tangible Deliverables:

- partners communication & roles matrix
- charter (mission, goals & guidelines)
- issue resolution agreements
- an action plan
- partnering evaluation program
- meeting follow-up strategies
- report including all partnership agreements

Trust	Knowing that one Partner will look out for the other Partner's best interests
Commitment	Keeping agreements
Communication	Sharing information in an open and honest way
Cooperation, Teamwork Relationships	Partnership members working together toward common goals
Issue Resolution	Having agreements and a process in place so issues are identified and resolved, before they harm the Partnership or the project
Measurement/Feedback	Evaluating the progress of the Partnership toward goals and learning from what works and what does not
Continuous Improvement	Using the feedback to determine and make the required changes

Each partner's definition of success must be considered and weighed equally.

Partnering Philosophy:

- There are many stakeholders associated with a Partnership.
- Each partner's definition of success must be considered and weighed equally.
- The common goals of the Partnership members are achieved by working together.
- Creating a high trust culture allows Partnership members to come to the table with their issues knowing that they will be treated fairly.
- The role of the senior leaders, as promoters and advocates of Partnering, is essential.

Partnering is the way ADOT does business.

Types of Partnerships

Project Partnering

- Among and between public and private entities (DOT and Contractor), governed by a Buyer-Seller contract.

Public Partnering

- Among and between DOTs, other state, local and federal agencies and non-governmental stakeholders.

Internal Partnering

- Among and between members and work units of the same organization.

Short Term Partnerships are projects that have a finite, defined ending date.

Long Term Partnerships are strategic and build a foundation for ongoing, long-term partnerships.

Why Build A Partnership?

Why Build a Project Partnership?

- Timely issue resolution results in decreased project delays
- Reduce labor disputes, claims and litigation
- Projects completed ahead of schedule and under budget
- Improved relationships with customers and suppliers

Why Build a Public Partnership?

- Multi-state partnerships and agreements
- Cooperation of multiple jurisdictions
- Coordinates efforts of a variety of agencies
- New funding arrangements
- Improved relations with the public

Why Build an Internal Partnership?

- Shared information and resources
- Streamlines procedures
- Eliminate duplicate systems
- Effective program expansion
- Collaborative ongoing relationships

Partnering Roles

Champion/Implementers

Partnership Champions are two team members from different key partner groups who participate in the Partnership full time and are identified at the Partnering Workshop. Their duties include:

- Approach people who will be active in the Partnership who did not attend the Partnering workshop to discuss the concepts of Partnering, the team charter, issue resolution levels and the commitment of the key Partnership team leaders
- Ensure that those not present at the workshop buy into and sign the charter
- Be responsible to make sure the Partnering Evaluation Program (PEP) forms are distributed, completed and input
- Continuously monitor how the Partnership is doing, use PEP data to make course corrections
- Distribute the Partnering workshop meeting report to all stakeholders (includes subs and suppliers on a construction project)
- Encourage all team members to practice the Partnering Principles
- Communicate and celebrate Partnering successes

Senior Leaders/Management Role

- Responsible for managing the structures and processes that guide the Partnerships
- Responsible to model the Partnering Principles and enforce the Partnering Agreements
- Use PEP management reports to provide opportunities for team recognition, team support and coaching

Note:

If the Partnering Champion leaves the Partnership, another is chosen to carry on. Partnership problems that can't be resolved at the Operations level will be reported to the Partnership leaders.

make changes

Listen and make changes

based on customers' feedback

customers' feedback

Partnering Office Roles

- Deliver responsible and responsive leadership to the Partnering effort
- Listen and make changes based on customers' feedback
- Promote the use of the Partnering Evaluation Program (PEP)
- Measure the health of partnering relationships & the Partnering Program
- Establish Facilitators' performance criteria and maintain feedback on their performance
- Strengthen customer relations and link all partnering stakeholders (e.g. State Agency managers, supervisors, team members, contractors, designers, consultants, facilitators, agencies, and other partnering stakeholders)
- Promote Partnering education and training

Deliver
Deliver

Listen
Listen

Promote
Promote

Measure
Measure

Establish
Establish

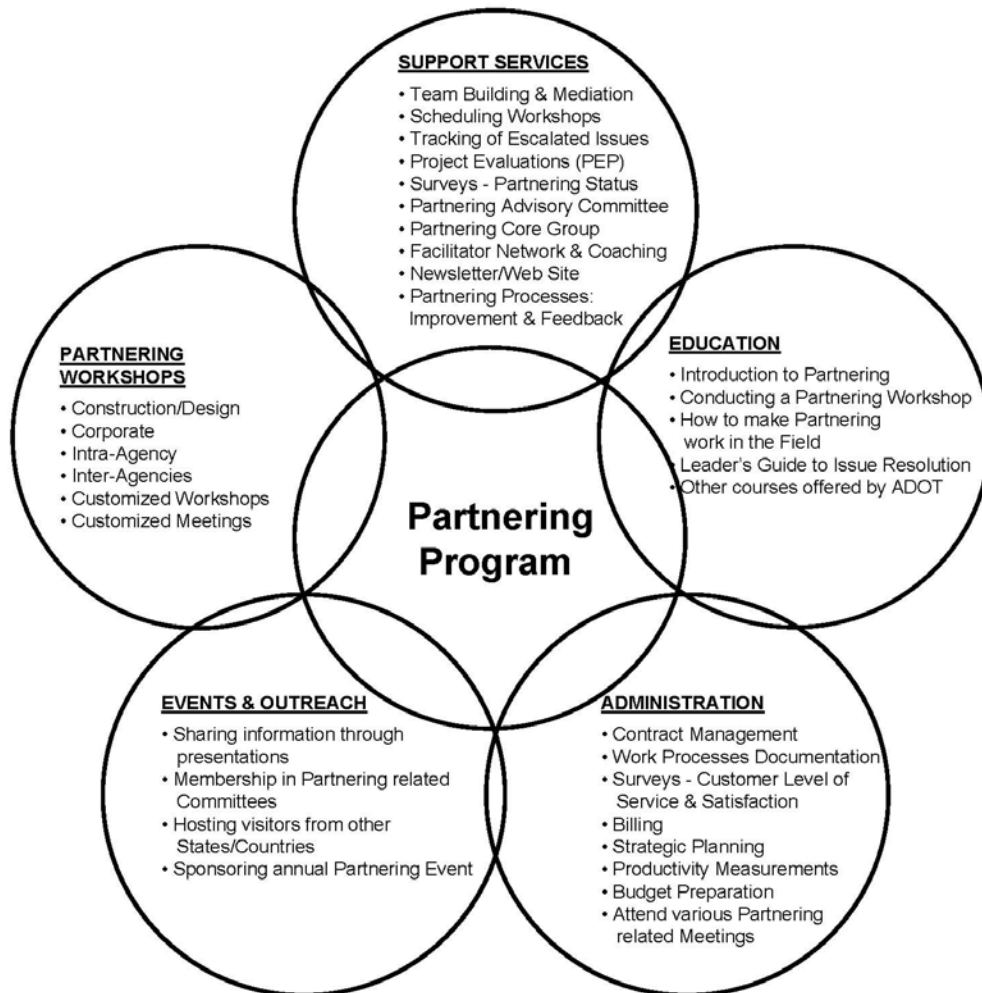
Strengthen
Strengthen

Building the Partnership

The ADOT Partnering Program provides the foundation to build partnerships, within ADOT, and among and between ADOT and its partners.

This program is intended to be an integrated system of support services, education, administration, events and outreach and partnering workshops.

Partnering Program Integrated System



Partnering Education

Partnering classes were co-designed and piloted by the Arizona Department of Transportation with representatives of the targeted audiences. The classes are reviewed regularly and revised as appropriate. The future holds great opportunity for expanding the Partnering Principles to development teams, other internal work groups and between county or state agencies and other agencies/groups. Education is key to supporting Partnering as the way of doing business for the entire State. Partnering classes can be designed to accommodate all Partnerships.

Partnering Classes

"Introduction to Partnering"

Course Objectives:

By the end of the class, participants will:

- Be able to identify the Partnering background, purpose, principles and process
- Be able to list the roles and benefits of Partnering
- Be able to identify the components of the Partnering Evaluation Program
- Complete a "Partnering Skills Readiness Checklist"
- Receive a list of available "Options to Enhance Your Partnering Participation"
- Be able to identify the role of the Partnering Office
- Complete a "Personal Partnering Action Plan"

Clarify the roles and responsibilities of the team members

"How to Make Partnering Work in the Field"

Course Objectives:

By the end of the class, participants will:

- Be able to identify the philosophy and basics of Partnering
- Clarify the roles and responsibilities of team members
- Identify the components of a proactive approach toward issue identification, resolution and action planning
- Review a process, with class members, for identifying and resolving issues, to include action planning and follow-up
- Develop a plan of action to use this "Issue Resolution Process" with your team
- Be able to use the on-line Partnering Evaluation Program (PEP)
- Learn how to use the data generated by the Partnering Evaluation Program

Education
Is
Key

“A Leader’s Guide to Issue Resolution”

Course Objectives:

By the end of the class, participants will:

- Identify the components of a proactive leadership approach (i.e. basic guidelines, behaviors and attitudes) toward issues identification, resolution and action planning
- Review and practice a process, with class members, for identifying and resolving issues, to include action planning and follow-up
- Provide and receive feedback on team facilitation and issue resolution skills
- Develop a personal plan of action to use the “Issue Resolution Process” with your team

“Conducting a Partnering Workshop”

Objectives:

By the end of the class, participants will:

- Be able to plan a partnering workshop
- Be able to list the components of a partnering workshop
- Practice at least 3 parts of the workshop
- Be able to organize and administer a partnering workshop
- Be able to conduct a partnering workshop

Identify the role of the leader
in building partnerships

Partnering Education Outreach

The Partnering Office has made extensive contributions to Partnering Education through out Arizona and the U.S. Some of the most recent accomplishments included:

- The development of a Partnering class offered through Arizona State University’s Del E. Webb School of Construction.
- Development of a Partnering module that is included in the American Minority Contractors Associations’ “The Business of Construction” educational series.
- Major contributor to the development of the National Highway Institutes’ Partnering Course.

*Partnering education
can be further enhanced and
supported through use
of the Partnering web site,
brochures and special
outreach.*

Planning requires time, sometimes many weeks, depending upon factors such as complexity and partnering experience.

Planning the Workshop

Proper planning and preparation are necessary for a successful workshop. Planning requires time, sometimes many weeks, depending upon factors such as complexity and Partnering experience. The Partnering Office, the Partnership leaders and the facilitator all play key roles in this step.

Facilitator's role:

- Collect background information (e.g. history, number of jobs together, etc.)
- Speak with Partnership leaders
- Contact additional Partners at the request of the Partnering leaders
- Visit the partnership/project location with Partnership leaders, as required
- Identify the major issues (relationship and technical)
- Customize workshop according to the input from the Partnership members, using the various approved workshop models
- Focus on the team relationship and improve problem solving and issue resolution skills
- Confirm logistics

Funding:

- Funding for building the Partnership must be secured. There is a cost associated with pre-workshop planning (meetings with facilitator), the workshop (facilitator and facilities) and follow-up activities, which include the production and distribution of the workshop report. The partners commonly share these costs.

Pre-Planning:

Conduct a Pre-workshop Planning meeting and agree upon the following:

- The key issues and partnership challenges
- Draft Charter (e.g. mission statement)
- Who should attend the workshop (e.g. agency reps, contractors, suppliers, designers, utilities, public/private organizations and other stakeholders)
- Identify the roles of key Partnership leaders
- Type of workshop, date, length, location
- Facilitator (if not already identified and in attendance at pre-workshop meeting)
- Workshop agenda
- Ways to work with Partners who cannot attend and those who are new to Partnering
- Ways to ensure management support
- Funding sources
- Lines of authority/decision-making
- Overall plan for building the Partnership
- Ways to share workshop responsibility

For more information about Partnering Workshops, contact the ADOT Partnering Office at (602) 712-7120 or visit our web site at:
www.azdot.gov/CCPartnerships/Partnering

Partnership Models

There are many customized ways to build a Partnership based on its unique factors. The complexity of the Partnership, which includes the diverse goals, the number of Partners affected, the degree of diversity, the number of issues, the duration and degree of politics involved, are all considered when determining the best model for each situation.

Minimal degree of complexity model

Key ingredients to build Partnerships that are minimally complex:

- Simple planning: 2-3 Partnership leaders agree upon facilitator, invitees, duration and key issues
- One workshop for all partners that is short in duration (e.g. 2-4 hours) and covers basic partnering components
- Final evaluation & feedback

Moderate degree of complexity model

Key ingredients to build Partnerships that are moderately complex:

- Blend of pre-workshop activity (e.g. in development, this may include scope clarification and contract negotiation)
- Full day workshop (considered a kick-off for some Partnerships)
- Spin off meetings to update new Partners or provide a focused forum for different partner groups
- Regularly scheduled meeting(s) (may be a team building or close-out workshop) to review lessons learned, partnering evaluation and process improvement based on feedback. (quarterly, annually or as needed)

High degree of complexity model

Key ingredients to build Partnerships that are highly complex:

- Series of pre-workshop planning meetings, involving key Partnership leaders and the selected facilitator
- Series of Partnering workshops, to accommodate multi-tier leadership and the diverse needs of the various partners
 - ✓ Core Team meetings prior to other stakeholder group workshops (formally facilitated, 2-4 hours each)
 - ✓ Core Team and Executive Team meeting (facilitated by Core Team or formally facilitated, 2-4 hours)
 - ✓ Executive, Core and Field Team meeting (formally facilitated, 4 hours)
 - ✓ Partner workshops (formally facilitated, time adjusted to be appropriate for the group)
- On-going Partnership support
 - ✓ Core Team weekly meetings (discuss and develop action plans based on evaluation and feedback at one weekly meeting per month)
 - ✓ Core Team and Executive Team meeting, quarterly (formally facilitated, 4-6 hours)
- Regularly scheduled meeting(s) (may be a team building or close-out workshop) to review lessons learned, partnering evaluation and process improvement based on feedback. (quarterly, annually or as needed)

focus on

the successful completion

of the Partnership's goals

At the Partnering Workshop

Purpose of the workshop:

- The Partnering workshop provides the opportunity for the Partnership members to meet, build relationships, develop the foundation for teamwork, and to prepare for the work to come
- The workshop participants should include representatives of all parties to the Partnering effort, who will focus on the successful completion of the Partnership's goals

Participants will:

- Develop the Partnership
- Receive a handout which outlines the Principles of Partnering
- Write a Partnership Charter
- Review and complete components of the Issue Resolution Process
- Understand the Partnering Evaluation Process by which the team and Partnership can be measured (PEP)
- Plan for follow-up strategies to continuously build the Partnership, and to monitor and celebrate progress toward Partnership goals

Partnering Workshop Guidelines:

- All perspectives are heard and considered
- Take responsibility for how you present your position
- Communicate in a way that promotes understanding and minimizes defensiveness
- Participate in a way that produces the best outcome for all

Partnering Workshop Components:

- Principles of Partnering (overview, purpose and benefits)
- Charter (a written commitment of shared mission, goals and guidelines)
- Issue Resolution Process (steps, levels, forms and process)
- Partnering Evaluation Process (PEP) (evaluation purpose, goals, roles, steps and frequency)
- Action Plans (identify what needs to be completed, by whom and when)
- Follow-up Agreements (ways to keep the partnership on track, and progressing toward goals)

TEAM CHARTER

RMF SR 202L Gilbert to Higley Landscape (TRACS H529903C)

AAA Landscape, Arizona Department Of Transportation, City of Mesa

As partners involved with this landscape project, our mission is to maintain a trusting, cooperative team, committed to provide the City of Mesa a quality project, safely, on time and within budget so that we can be proud of our contribution. We agree to meet regularly to evaluate our progress and partnering relationships. We will maintain a positive commitment to honesty and integrity while agreeing to achieve the following objectives.

OBJECTIVES:

Quality Project. Deliver a final project that is pleasing to the public by adhering to the design specifications and meeting or exceeding the quality standards for workmanship. We will apply the lessons learned in the past and utilize good quality control and assurance measures, process consistency, and project management.

Project Schedule. Finish the project on or ahead of schedule. We will conduct regular schedule reviews and be timely and efficient in the notification of changes, processing of paperwork, coordination of activities, and timely resolution of problems so as not to negatively impact the schedule.

Communication. Develop and maintain proper channels of communication characterized by openness, respect, tact, good listening, empathy and appropriate feedback between all project construction partners and other affected agencies. Involve the right people and conduct relevant and efficient meetings.

Issue Resolution. Be proactive in issue resolution by identifying and resolving all issues in a timely, respectful, professional, cooperative, and fair manner at the site level when appropriate. Work in accordance with designated escalation procedures and provide appropriate feedback to site level personnel regarding escalated resolutions.

Teamwork/Relationships. Function as a project team by assisting in other's performance, staying within the applicable laws and statutes, fulfilling obligations diligently, and working together in a spirit of cooperation.

Public Safety. Complete the project in a safe manner by emphasizing safety at project meetings, conducting regular safety reviews, adhering to the traffic control and project plans, keeping the public informed, and maintaining a safe roadway.

Environmental/Regulatory Awareness. Abide by all environmental/regulatory agency requirements.

Fiscal Responsibility. Stay within partner budgets by building a profitable project right the first time and on schedule, determining pay quantities on a timely basis, paying for work performed, timely turnaround on change orders, and actively seeking value engineering or other cost/time related opportunities.

<i>Ray Douglas</i>	<i>Heather Gordon-Wheat</i>	<i>Mauro Walthrich</i>	<i>Wong H. Joo</i>
<i>K. Stettin</i>	<i>Gregory A. Alving</i>	<i>Joseph R. Alagan</i>	<i>[Signature]</i>
<i>Michael J. Schultz</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
<i>[Signature]</i>	<i>[Signature]</i>	<i>R.M.L.</i>	<i>[Signature]</i>
<i>[Signature]</i>	<i>Zitao Fang</i>	<i>[Signature]</i>	<i>[Signature]</i>



CORPORATE ADVISORS
Sherman Tingey, President

- 1. Quality**
Quality
- 2. Communication**
Communication
- 3. Issue Resolution**
Issue Resolution
- 4. Teamwork & Relationships**
Teamwork & Relationships
- 5. Schedule**
Schedule

Teams define what these goals mean for their particular partnership by listing sub goals for each. They are also encouraged to identify up to 5 additional partnership goals, as needed.

Additional goals for design projects sometimes include:

- 6. Project Delivery**
Project Delivery
- 7. Budget**
Budget

Issue Resolution Process

The Issue Resolution process consists of identifying and resolving issues, action planning, and follow-up agreements.

Identifying the levels and rules helps Partnership members set realistic time frames to resolve each issue according to the issue’s impact on the Partnership. At whatever level the issue is resolved, the key Partnership members help to define and communicate the results back to the ALL team members.

set realistic time frames to resolve each issue according to the issue’s impact on the Partnership.

The Issue Resolution Routing Form is an important tool to use in communicating the status of the issue and to provide feedback to the partners.

Escalation Levels

Level	Partner(s)	Time
Operations/Team/ Partnership Member Level	_____ _____ _____	_____ _____ _____
Supervisor/Technical/ Partnership Leader Level	_____ _____ _____	_____ _____ _____
Vice-President/Group/ Partnership Management Level	_____ _____ _____	_____ _____ _____
Senior Management/ Director/President Level	_____ _____ _____	_____ _____ _____

Issue Resolution Rules

1. Issues need to be clearly defined by all parties. Deal with pertinent facts, separate the technical issues from policy issues and business issues, maintaining the original definition throughout the issue resolution process.
2. Once defined, document what the issue is, give a status review for the next level to consider and utilize the appropriate form at every level.
3. Either party may initiate “escalation,” but acknowledgment and signatures are required by both parties. Once “escalation” is initiated, the issue should be transmitted jointly by those involved from one level to the next, to eventual resolution.
4. Once an issue is in the process, it should be resolved at the level closest to the issue whenever possible.
5. The person that reached the resolution must assure that the resolution information is communicated, in writing, to all affected parties. It shall include the rationale (e.g. technical, policy, or business) for the resolution.
6. Problems are to be resolved in accordance with the issue resolution process developed in the Partnering Workshop. There should be no “leapfrogging” across the levels of the issue resolution process.
7. Individuals shall make decisions that are within their expertise and comfort level. “No one has the right to delay a partnership.”

“If you don’t feel comfortable with the decision you’re being asked to make, escalate it.”

Guidelines

These guidelines promote the use of problem solving skills by everyone on the Partnership team, in their everyday work.

- Know your project/mission intimately and be aware of unspoken conflicts.
- Identify and clearly define issues openly and honestly. This enables the Partnership team to resolve and learn from them. Issue resolution is an essential and valuable part of good business practices.
- Issues need to be fully defined at the Partnership leaders level (e.g. the Resident Engineer level in construction).
- Look at what is common among the parties and what variances exist between the parties. If you can find a commonality it dissipates the negative energy. Then you can work on solutions to the differences.

Look at the issue from the other person’s point of view in order to better understand his/her perspective.

Guidelines (continued)

- Address problem solving through brainstorming possible solutions first, selecting the best option (“We should not escalate so quickly.”).
- All effected parties should be involved in all significant discussions of the issue resolution.
- Look at the issue from the other person’s point of view in order to better understand his/her perspective.
- Focus on the issues, deal in facts and avoid personality conflicts; this is not a test of wills or a “score-keeping” exercise. Avoid blame. This helps to maintain positive relationships.
- Negotiation - Fair/Fair. Find a peaceful middle ground between parties and all parties accept a position that allows them to save dignity. “Remember the things we’ve done for one another.” If you can’t get to a fair/fair, then agree to disagree and escalate together.
- Keep your cool when the discussion gets heated.
- Seek advice from the more experienced personnel. This is a valuable part of the process and is encouraged (This is not an escalation, we are problem solving.).
- Seek out issues during each weekly meeting and ask for individual input. Review the charts, graphs and comments found in the Partnering Evaluation Program (PEP). PEP reports should be reviewed monthly, at a minimum.
- Assure that both the technical issues are resolved and their fiscal impacts are generally agreed upon at the same time.
- When escalating an issue, honor the time pledges committed to during the Partnering Workshop.
- Time pledges must consider the impact that the issue will have on the Partnership and then agree upon a time limit which reflects the urgency, and use the time pledges as a guideline. Issues involving lost time, public safety and monetary impact must be dealt with immediately.
- Time pledges may be modified depending upon the issue and agreed upon among key players.
- Know that saying “I don’t know” is acceptable and should be viewed as an opportunity for learning.
- Clearly understand the various levels of authority of other team members. Do not stop TALKING.

Know that saying “I don’t know” is acceptable and should be viewed as an opportunity for learning.

Action Planning & Follow-Up

Action Plan

Partnering teams develop Action Plans which include the issue, the actions to address the issue, the responsible person(s), the timetable and status.

Meeting Format Guidelines

This communication tool is used to identify agreed upon activities before, during and after meetings.

Partnership Name: _____ Date: _____

Attendees:

Name	Company/Organization	Name	Company/Organization
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

The following topics were discussed, noting actions taken/planned and any other relevant comments:

Topics	Actions (what, who & when)	Comments
<ul style="list-style-type: none"> • Follow-through from Previous Meetings (when applicable) • Schedule • Partnership Related Issues and Solutions • Action Items Due or Overdue • New Action Items/Future Issues • Key Partners who should be advised about the Next Meeting • Partnering Evaluations (weekly, monthly or quarterly evaluations OR informal review/assessment of Partnership) 		

Meeting Guidelines

- Meetings should be an extension of building the Partnership
- Use pre-developed agendas
- Include advance notice of future issues as agenda items
- Use the minutes/notes of the agenda discussions, especially agreements reached at the meeting, with team assignments, as a tool for following through on items requiring further action
- Advise all key Partners of the next meeting especially when their participation is required
- Include Partnering Evaluations as a meeting agenda item with a focus on Partnership effectiveness and working together.

Use Agendas

Meeting Minutes

Evaluations

Workshop Feedback

Feedback from the participants, as well as from the facilitator, is critical for the success of the Partnership and for understanding the unique needs of the Partnership.

PARTICIPANT’S FEEDBACK OF WORKSHOP EFFECTIVENESS

1. How valuable was this workshop for you?

This workshop was not valuable	This workshop was somewhat valuable	This workshop was valuable	This workshop was very valuable
0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0

2. What about this workshop was most valuable to you?

3. What would have improved the effectiveness of this workshop?

4. How do you rate the effectiveness of the Facilitator?

Was not effective	Was somewhat effective	Was effective	Was very effective
0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0

5. How do you rate this project teams potential for partnering on this project?

This project team has no potential for partnering 0.5 1.0 1.5	This project team has some potential for partnering 2.0 2.5	This project team has good potential for partnering 3.0 3.5	This project team has very good potential for partnering 4.0
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6. What other comments do you wish to offer?

NOTE: For ratings of 0.5 to 2.5, please explain how the workshop could have been more valuable for you, or how the facilitator could have been more effective, or how the team’s potential for partnering could have been increased.

Also, for ratings of 3.0 to 4.0, please explain how the workshop was valuable for you, or how the facilitator was effective, or how the teams’ potential for partnering has been demonstrated.

Name: _____

Organization: _____

Position: _____

Facilitator Feedback

Project Name: _____
 Project # _____ TRACS # _____
 ADOT Org _____ Contractor _____
 Facilitator's Name _____ Workshop Date _____

1. Did the team display a good attitude towards partnering resulting in a high level of Cooperation?

PARTICIPANT	/	COMMENTS
Resident Engineer: _____		

Project Manager: _____		

Designer: _____		

Other: _____		

2. Was the project team sufficiently well-versed and familiar with the project scope and issues?
 PARTICIPANT – Great (4) - Good (3) - Fair (2) -Poor (1) indicate level and add comments

Resident Engineer (4, 3, 2, 1,) _____
 Project Manager (4, 3, 2, 1,) _____
 Designer (4, 3, 2, 1,) _____
 Others (4, 3, 2, 1,) _____
 Add'l Comments _____

3. Was the length of the workshop/meetings sufficient for the scope and complexity of the project?

Comments _____

4. How would you rate the following characteristics of the workshop facility? _____
(facility name)

QUALITY	LEVEL OF SERVICE			
Cleanliness	Great (4)	Good (3)	Fair (2)	Poor (1)
Adequate Space	Great (4)	Good (3)	Fair (2)	Poor (1)
Customer Service	Great (4)	Good (3)	Fair (2)	Poor (1)
Food quality	Great (4)	Good (3)	Fair (2)	Poor (1)

What other comments do you have regarding the Workshop? _____

Partnering Evaluation & Performance

Team assessment of goals and feedback was formalized with the development of the Partnering Evaluation Program (PEP). Team members use the feedback to take action to improve those areas that are of concern to the team and acknowledge the areas where they are succeeding.

*Provide
Recognition*

Partnering Evaluation Program (PEP)

The Benefits of PEP are:

- All Partnership team members have the opportunity to gain an awareness of their relationships and issues.
- Communication among stakeholders is enhanced through regular and timely feedback.
- Timely and regular feedback increases the opportunities for Partnership team members to resolve the various issues at the earliest possible time and at the level closest to the Operations level.
- The automated program computes accurately and produces graphs and charts.
- The graphs and charts make good communication tools and visual aids.
- It is easy to use.

Sample PEP Rating Form

On the following page is a sample blank PEP rating form. In addition to the 5 standard goals and 5 optional evaluation goals, this form includes evaluation criteria, numbers for scoring, a place for sub-goals, comments and boxes that indicate whether to “take action,” stay “neutral,” or “provide recognition,” based on the scoring.

(See following page for sample form.)

Easy
to use

PARTNERING EVALUATION PROGRAM (PEP)
PROCESS RATING FORM - CONSTRUCTION

Project Number: _____ TRACS Number: _____
 Project Description: _____
 Period Being Evaluated: _____

Standard Evaluation Goals	Evaluation Criteria and Scores					
(1) Quality The <u>process</u> to construct and document quality has: SUB-GOALS:	Significant Problems	Performed Below Expectations		Met Expectations	Exceeded Expectations	Don't Know
	0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0		
	Comments:					
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition					
(2) Communication The <u>process</u> of timely, accurate information flow is: SUB-GOALS:	Below Levels to Support Project	At Marginally Acceptable Levels		At Expected Levels	Exceeding Expectations	Don't Know
	0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0		
	Comments:					
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition					
(3) Issue Resolution Team members and their counterparts identify issues and find that the <u>process</u> of timely resolution or escalations is: SUB-GOALS:	Not Functioning	Functioning, but Untimely		Established and Functioning	Exceeding Expectations	Don't Know
	0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0		
	Comments:					
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition					
(4) Team Work & Relationship Interrelationships of team members are understood and an open and coordinated effort by all members has: SUB-GOALS:	Not Yet Been Achieved	Occurred in a few Cases		Met Expectations	Exceeded Expectations	Don't Know
	0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0		
	Comments:					
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition					
(5) Schedule The <u>process</u> to monitor and assure the project's completion is: SUB-GOALS:	Unresponsive	Marginally Successful		Meeting Expectations	Exceeding Expectations	Don't Know
	0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0		
	Comments:					
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition					

Partnering Evaluation & Performance

PARTNERING EVALUATION PROGRAM (PEP) PROCESS RATING FORM - CONSTRUCTION

Optional Evaluation Goals	Evaluation Criteria and Scores									
6	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%; text-align: center;">0.5</td> <td style="width: 12.5%; text-align: center;">1.0</td> <td style="width: 12.5%; text-align: center;">1.5</td> <td style="width: 12.5%; text-align: center;">2.0</td> <td style="width: 12.5%; text-align: center;">2.5</td> <td style="width: 12.5%; text-align: center;">3.0</td> <td style="width: 12.5%; text-align: center;">3.5</td> <td style="width: 12.5%; text-align: center;">4.0</td> <td style="width: 12.5%; text-align: center;">Don't Know</td> </tr> </table>	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	Don't Know
0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	Don't Know		
SUB-GOALS:	Comments: <hr/> <hr/> <hr/>									
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition									
7	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%; text-align: center;">0.5</td> <td style="width: 12.5%; text-align: center;">1.0</td> <td style="width: 12.5%; text-align: center;">1.5</td> <td style="width: 12.5%; text-align: center;">2.0</td> <td style="width: 12.5%; text-align: center;">2.5</td> <td style="width: 12.5%; text-align: center;">3.0</td> <td style="width: 12.5%; text-align: center;">3.5</td> <td style="width: 12.5%; text-align: center;">4.0</td> <td style="width: 12.5%; text-align: center;">Don't Know</td> </tr> </table>	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	Don't Know
0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	Don't Know		
SUB-GOALS:	Comments: <hr/> <hr/> <hr/>									
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition									
8	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%; text-align: center;">0.5</td> <td style="width: 12.5%; text-align: center;">1.0</td> <td style="width: 12.5%; text-align: center;">1.5</td> <td style="width: 12.5%; text-align: center;">2.0</td> <td style="width: 12.5%; text-align: center;">2.5</td> <td style="width: 12.5%; text-align: center;">3.0</td> <td style="width: 12.5%; text-align: center;">3.5</td> <td style="width: 12.5%; text-align: center;">4.0</td> <td style="width: 12.5%; text-align: center;">Don't Know</td> </tr> </table>	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	Don't Know
0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	Don't Know		
SUB-GOALS:	Comments: <hr/> <hr/> <hr/>									
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition									
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0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	Don't Know		
SUB-GOALS:	Comments: <hr/> <hr/> <hr/>									
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition									
10	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%; text-align: center;">0.5</td> <td style="width: 12.5%; text-align: center;">1.0</td> <td style="width: 12.5%; text-align: center;">1.5</td> <td style="width: 12.5%; text-align: center;">2.0</td> <td style="width: 12.5%; text-align: center;">2.5</td> <td style="width: 12.5%; text-align: center;">3.0</td> <td style="width: 12.5%; text-align: center;">3.5</td> <td style="width: 12.5%; text-align: center;">4.0</td> <td style="width: 12.5%; text-align: center;">Don't Know</td> </tr> </table>	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	Don't Know
0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	Don't Know		
SUB-GOALS:	Comments: <hr/> <hr/> <hr/>									
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition									

Additional Comments:

Organization Name: _____

Your Name: _____

Evaluator Type

- ADOT
- Contractor
- Sub-Contractor
- Supplier
- Other

Sample PEP Rating Form

This PEP rating form is an example of one completed by a Partnering team. The customizing of the PEP goals is accomplished by agreeing upon sub-goals. Each Partnership defines what the goals mean to them.

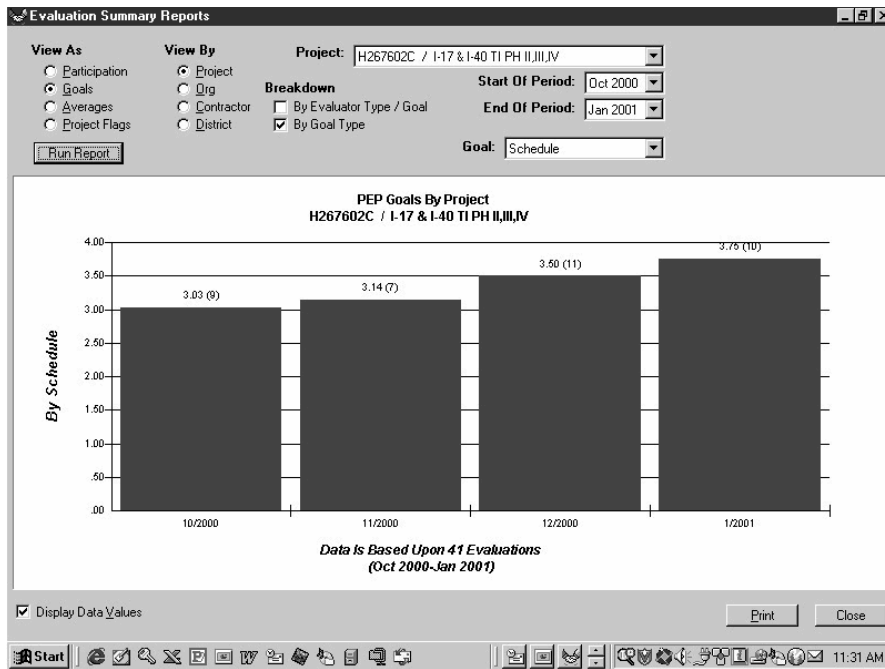
The comments provide valuable information to the team. Examine the comments to give recognition for positive performance or to make sure corrective action has or will be taken on problems. Follow up with the submitter, if known, to get additional information and to verify that any corrective action taken solved the problem.

(See following page for sample form.)

PEP Chart

This PEP chart is an example of one way to view the data from the PEP rating forms. The graphs generated from the PEP data can provide information about participation, the goals, the averages and trends, and by stakeholder groups or the Partnership as a whole, over any select period of time.

Summary Graph by Specific Partnering Goal (Schedule) for the months of October through January



PARTNERING EVALUATION PROGRAM (PEP)
PROCESS RATING FORM - CONSTRUCTION

Project Number: _____ TRACS Number: _____
 Project Description: _____
 Period Being Evaluated: _____

Standard Evaluation Goals	Evaluation Criteria and Scores									
(1) Quality The <u>process</u> to construct and document quality has: SUB-GOALS: Workmanship, Document Control Material Quality, Achieve 100% of Quality Incentives.	Significant Problems	Performed below Expectations		Met Expectations		Exceeded Expectations		Don't Know		
	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0		
	Comments: Document Control Needs Improvement, Quality Incentives are at 65%									
	<input checked="" type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition									
(2) Communication The <u>process</u> of timely, accurate information flow is: SUB-GOALS: Receive information in a timely manner Develop distribution list (return capability with email) Communicate issues to Weekly Project List	Below Levels to Support Project	At Marginally Acceptable Levels			At Expected Levels		Exceeding Expectations		Don't Know	
	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0		
	Comments: Communications are excellent, all information is being received in a timely manner									
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input checked="" type="checkbox"/> Provide Recognition									
(3) Issue Resolution Team members and their counterparts identify issues and find that the <u>process</u> of timely resolution or escalations is: SUB-GOALS: Resolve Issues at earliest opportunity. Anybody has power to escalate Follow escalation ladder. Experience no delays associated with failure to escalate. Clarify the issues before escalating.	Not Functioning	Functioning, but Untimely			Established and functioning		Exceeding Expectations		Don't Know	
	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0		
	Comments: Issues need to be clarified before escalating, some team members need training in the escalation ladder process									
	<input type="checkbox"/> Take Action <input checked="" type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition									
(4) Team Work & Relationship Interrelationships of team members are understood and an open and coordinated effort by all members has: SUB-GOALS: Maintain cooperative and helpful attitude. Be responsive to requests for help. Be open to new ideas & innovative solutions. Communicate when working outside of individual and organizational boxes.	Not Yet Been Achieved	Occurred in Most Cases			Met Expectations		Exceeded Expectations		Don't Know	
	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0		
	Comments: We have good cooperation with most team members, we have open communication among team members, this job is a pleasure to work on									
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input checked="" type="checkbox"/> Provide Recognition									
(5) Schedule The <u>process</u> to monitor and assure the project's completion is: SUB-GOALS: Do everything necessary: To anticipate possible delays To maintain or accelerate the schedule	Unresponsive	Marginally Successful			Meeting Expectations		Exceeding Expectations		Don't Know	
	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0		
	Comments: Project schedule dates are being met 90% of the time									
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input checked="" type="checkbox"/> Provide Recognition									

PARTNERING EVALUATION PROGRAM (PEP)
PROCESS RATING FORM - CONSTRUCTION

Optional Evaluation Goals	Evaluation Criteria and Scores				
(6) Safety The <u>process</u> to establish, educate and assure compliance with safety is: SUB-GOALS: Written safety plan, Periodic safety audits Measuring frequency, incident rate & severity Implement safety meetings, Weekly meetings Aware of safety procedures, Accident free	Non-Compliance	Meets minimum requirements but not consistently	Meets requirements	Pro-Active regarding requirements, issues, enforcement	Don't Know
	0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0	
	Comments:				
	Compliance with safety is excellent so far on the project				
<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input checked="" type="checkbox"/> Provide Recognition					
(7) Public Relations The public is kept well informed & the <u>process</u> to distribute & receive information is: SUB-GOALS: Disseminated accurate information timely Gain public support & understanding for project Minimize public inconvenience Achieve 70% rating from customer survey	Untimely & lacks clarity	Marginally clear & timely	Generally clear & meeting expectations	Clear & exceeding expectations	Don't Know
	0.5 1.0 1.5	2.0	2.5	3.0 3.5	4.0
	Comments:				
	Not as many negative comments this month, however, some closures did hinder traffic due to late pickups				
<input type="checkbox"/> Take Action <input checked="" type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition					
(8) Traffic Management The <u>process</u> of timely, effective traffic management is: SUB-GOALS: Coordination of traffic, Strong communication Adhere to schedule Minimize delays	Recurring traffic control concerns	Traffic control concerns corrected, but timeliness could improve	Traffic control concerns are quickly corrected	Exceptional traffic control program	Don't Know
	0.5 1.0 1.5	2.0	2.5	3.0 3.5	4.0
	Comments:				
<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition					
(9) Design Quality The <u>process</u> to produce plans & specifications with sufficient constructable detail is: SUB-GOALS: Design plans are clear and complete Design is constructable Design meets established standards	Not functioning	Performing below expectations	Meeting expectations	Exceeding expectations	Don't Know
	0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0	
	Comments:				
	Design quality is much better than I expected to see on this project, plans are clear and constructable				
<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input checked="" type="checkbox"/> Provide Recognition					
(10) Design Responsiveness The <u>process</u> to complete design & respond to clarifications in the field is: SUB-GOALS: Submittals/Reviews are timely/responsive Design issues turnaround is timely/responsive	Unresponsive	Marginally successful	Meeting expectations	Exceeding expectations	Don't Know
	0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0	
	Comments:				
	Response time to contractor questions and design clarification exceeds expectations				
<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input checked="" type="checkbox"/> Provide Recognition					

Additional Comments:
 The team continues to work well together, a hard 4-5 months ahead for all of us

Organization Name: Western Electric

Your Name: Jim Goodman

Evaluator Type

- ADOT
- Contractor
- Sub-Contractor
- Supplier
- Other

<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Partnership Performance

Partners use the Partnering Evaluation Program (PEP) rating form as a tool to assess the Partnership's progress toward goals. Partnership members may evaluate at weekly and/or monthly meetings, during team building sessions or as a team intervention, as a check-in, at key Partnership milestones or at the completion of the Partnership. The results of the Partnership evaluation provide valuable information and insight into the type of action for the Partnership to take and the experiences from which to learn and improve.

Follow-up to Help Performance

Successful Partnerships plan and implement ways to welcome and update new Partners; discuss issues at key phases of the Partnership; provide recognition and congratulations at milestones in the Partnership; and re-focus and get back on track as needed. There are many ways to provide follow-up.

- Weekly/Monthly meetings: These are consistent meeting times when the Partnership members follow-up on action items from previous meetings, develop schedules and identify, resolve Partnership related issues and plan the next meeting.
- PEP Review: Measure and evaluate the Partnership according to agreed upon criteria for a healthy Partnership and to assess progress toward the goals of the Partnership.
- Coaching/Check-In/Ongoing: This may take the form of conference, workshop, final report or completion of Partnering evaluation close-out forms, review quarterly report with group manager, or staff review of monthly report
- Refresher Workshops: These workshops provide the long term partnership or project an opportunity to review initial agreements and make any required changes.
- Close-out Workshop: Partners collect findings to reflect on the Partnership (e.g. a Project Close-Out).
- Team Interventions: This may take the form of a meeting or training that is customized to address the current challenges of the Partnership.
- Mediation: This is a confidential process that utilizes a neutral 3rd party to assist disputants in collaborative problem solving. Typically, the 3rd party facilitator is bound by law to complete non-disclosure of the events and proceedings of the mediation process, and they are protected from legal discovery.

Pre-Implementation:

- Have we assessed the need and fit of partnering to our culture?
- Who will take the lead in championing and managing the partnering program?
- Have we researched (benchmarked) the requirements, and included our customers' perspective?
- Is there agreement from senior leaders and from representatives of the partnership groups about formally implementing partnering in the organization, division, department or work unit?
- Have we identified funding requirements and other required resources?
- Have we involved those who are interested and invested in the outcome?
- Have we clarified the purpose for implementing partnering?
- Have we identified the measurements of success for partnering?
- Have we developed a formal implementation plan, which includes the following: funding, program management, measurement, education, partnering/facilitator services, feedback and involvement from all partners, recognition of successes, and ongoing process improvement?

- Is there agreement and commitment, regarding the implementation plan, from those needed to make the implementation a success?

Early Implementation:

- Is education about partnering & the skills required a priority and available to all interested partners?
- Are the partnering services advertised and aimed at early successes?
- Are the funding sources & other resources identified and available?
- Are we developing the competencies required to deliver the key components of an integrated partnering system (education, workshop, events, meetings, facilitators, focus groups, etc.)?
- Are we delivering the key components of an integrated partnering system (education, workshop, events, meetings, facilitators, focus groups, etc.)?
- Are we developing and monitoring our partnering processes and policies?
- Are we collecting and beginning to respond to feedback?
- Are we tracking our measurements for success, and acting on the feedback received through the measurements?

Full Implementation:

- Is funding shared among partnership leaders?
- As the program expands, has funding increased?
- Has partnering expanded to all parts of the organization, division, department or work unit?
- Do the partners demonstrate partnering behaviors & principles in their everyday work practices?
- Are we producing measurement reports and identifying trends/themes?
- Are we consistently collecting feedback (via surveys, opinion cards, meetings, standard measurements, discussion, etc.) and responding to feedback?
- Are we improving processes, according to measurement results and feedback?

Ongoing & Expanded Implementation:

- Are processes and measurements reviewed annually and changed accordingly.
- Have we identified expanded partnering opportunities (i.e. vendors, other departments in our organization, other organizations, etc.)?
- Have we developed a formal plan for the expansion, which includes the following: funding, measurement, education, appropriate partnering services, feedback and involvement from all partners, recognition of successes, and ongoing process improvement?
- Are we delivering the partnering services according to the expansion plan?
- Are we developing competencies in the expanded groups?
- Are we celebrating and tracking our successes?

Celebrate Success
Celebrate Success

- **Adversarial** – Having a hostile, opposing attitude
- **Brainstorming** – Generating ideas and perspectives from all participants without judgment
- **Charter** – A document defining the common mission, goals, guidelines and key agreements of the partnership team members
- **Commitment** – A pledge to some particular course of action
- **Communication** – The exchange of information and opinions
- **Compromise** – A settlement of differences reached by mutual concessions
- **Consensus** – Decision/agreement that best reflects the thinking of all group members; a proposal acceptable enough that all members can support its implementation
- **Cooperation** – Act jointly with others, keeping all interests in mind
- **Equity** – All stakeholders' interests are considered in creating mutual goals
- **Escalation** – Forwarding the issue to the next level for resolution
- **Evaluation** – Process by which all stakeholders ensure that the plan is proceeding as intended and that all stakeholders are carrying their share of the load
- **Facilitated Problem Solving** – Facilitated Problem Solving is a process that utilizes a 3rd party to facilitate a resolution to a dispute. The 3rd party is not bound by law to maintain confidentiality, but may be required to do so by terms of a contracting agreement with the parties. The events and proceedings are not necessarily protected from legal discovery
- **Fair-Fair** – All parties find the outcomes achieved to be just and satisfactory
- **Honor** – The ability to admit one's mistakes and take responsibility
- **Implementation** – Carrying out agreed upon strategies; putting them into practice
- **Integrity** – Adherence to a code of values that include sincerity and honesty
- **Issue** - An issue is defined as a situation or condition that either (1) currently or potentially has negative consequences for the program/project or (2) has 100 percent probability of having negative consequences for the program/project. or (3) needs clarification to assure correct understanding of action to be taken.
- **Issue Resolution Process** – A process that consists of identifying and resolving issues, action planning, and follow-up agreements.
- **Mediation** – Mediation is a confidential process that utilizes a neutral 3rd party to assist disputants in collaborative problem solving. Typically, the 3rd party facilitator is bound by law to complete non-disclosure of the events and proceedings of the mediation process, and they are protected from legal discovery.
- **Mission Statement** – One or two sentences that describe what the team hopes to accomplish over a period of time
- **Mutual Goals/Objectives** – Desired outcomes, specific to the nature of the project or partnership, which are identified by all those involved
- **Negotiate** – To confer with another so as to arrive at the settlement of some matter
- **Partnering** – A process of collaborative teamwork to achieve measurable results through agreements and productive working relationships
- **Partnership** – A relationship between individuals or groups that is characterized by mutual cooperation and responsibility, as for the achievement of a specified goal

- **Partnership Champions** - Those who lead the Partnering effort to successful completion
 - **Partnership Members** - Those who work together to achieve the common goals of the Partnership
 - **Project** – Any undertaking requiring a joint effort wherein a scope, schedule, budget, and a desired outcome has been defined
 - **Stakeholders** – Any person, group or entity who has an interest in or is affected by the outcome of the Partnership
 - **Synergy** – Cooperative interaction among groups that creates an enhanced combined effect greater than the sum of their individual efforts
 - **Team** – A group of individuals working together to complete a specific task within a specific time frame; the aim of teamwork is to create group synergy
 - **Trust** – Having confidence in the truth and good intentions of the person’s actions and words
 - **Win-Win** – When all parties achieve their desired outcomes. Win-Win thinking encourages cooperation and compromise to achieve the best possible solution to issues or problems
-

For additional information about Partnering please view the ADOT Partnering Website: www.azdot.gov at the Communications and Community Partnerships home page