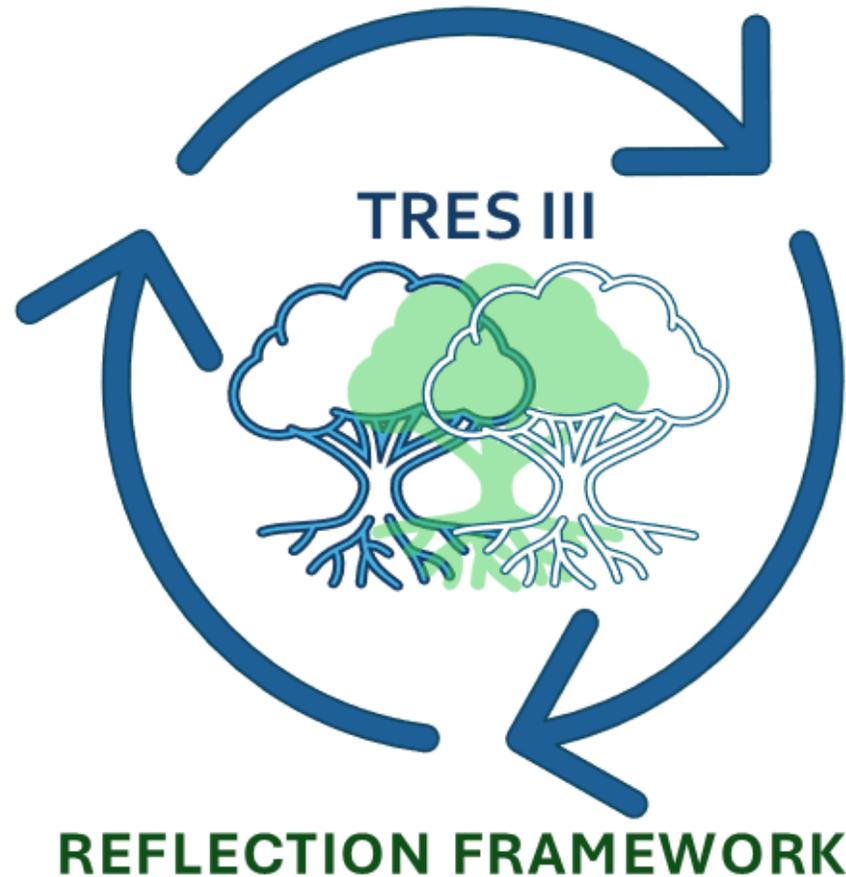


Transformational Relationship Evaluation Scale



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The end ...The beginning

Introduction to the TRES III Reflection Framework

How can partnerships in community-campus engagement be thoughtfully examined and potentially deepened?

Partnerships between collaborators in communities and on campuses are the lifeblood of community-campus engagement in all its forms. But how do we know that we are working together in ways that embody oft-cited values such as reciprocity and shared decision-making so as to advance both learning and change?

“TRES” (pronounced “trees,” like in the forest) stands for Transformational Relationship Evaluation Scale. TRES III is the third version of the scale, which was initially created in 2009 as a tool to support reflection on, assessment of, and research into the dynamics of partnerships in community-campus engagement. The TRES III Reflection Framework is built around the TRES III scale. Its users and developers realized the value of providing additional support to turn responses to the scale into concrete action to deepen partnerships. Thus, the Reflection Framework is a series of prompts for critical reflection on partnerships, structured in three major sections per the DEAL Model for Critical Reflection, and designed to lead users to deeper understanding and deeper practice. Its primary purpose is to facilitate collaborative reflection that can generate actionable learning in order to enhance partnership quality.

The Reflection Framework is perhaps best (or most easily) applied to a current partnership, although there could be cases in which it is useful to reflect on a previous or newly emerging partnership. Further, it can be used for a teaching-, research-, or service-related partnership. Although it can be used in its entirety by individuals, it is designed to be used collaboratively, with one section structured for individual reflection (to help ensure that everyone’s voice is heard and to avoid groupthink). Because it is intended to generate actionable learning to enhance the quality of partnerships, it is recommended that most if not all partners be involved in using the Reflection Framework; this is especially important at the end of the process when determining specific changes to be made to deepen the partnership.

Research on its use by many partnerships across multiple contexts confirm the Reflection Framework’s utility in identifying and acting on enhancements to partnerships (e.g., changes in communication or decision-making processes) as well as its potential to improve partners’ clarity about and commitment to their partnerships.

For information on the evolution of the work on TRES, please see:

- Kniffin, L. E., Camo-Biogradlija, J., Price, M. F., Kohl, E., Williams, J., Del Conte Dickovick, A., Goodwin, J., Johnson, K., Clayton, P. H., & Bringle, R. G. (2020). Relationships and partnerships in community-campus engagement: Evolving inquiry and practice, *International Journal of Research on Service-Learning and Community Engagement*, 8(1), Article 15. <https://doi.org/10.37333/001c.18586>
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- Price, M. F., Camo-Biogradlija, J., Kniffin, L. E., Clayton, P. H., Bringle, R. G., & Botkin, H. M. (2025). An inquiry into the program planning orientations of community engagement administrators in community-academic partnerships, *Michigan Journal of Community Service Learning*, 31(1), 226-253. <https://doi.org/10.3998/mjcs1.6294>

Key Concepts in the TRES III Reflection Framework

Here we introduce three key concepts that undergird the TRES III Reflection Framework: (a) technocratic and democratic civic engagement, which function as underlying partnership paradigms; (b) the SOFAR Model, which helps examine and enhance partnership composition; and (c) the E-U-T-T framework, which expresses levels of partnership quality along a continuum. Each of these concepts will be used in the reflection process that follows, so it will be very helpful to read this introductory material on Key Concepts – and the subsection on Using the Reflection Framework that follows – before beginning the process.

A. Partnership Paradigms

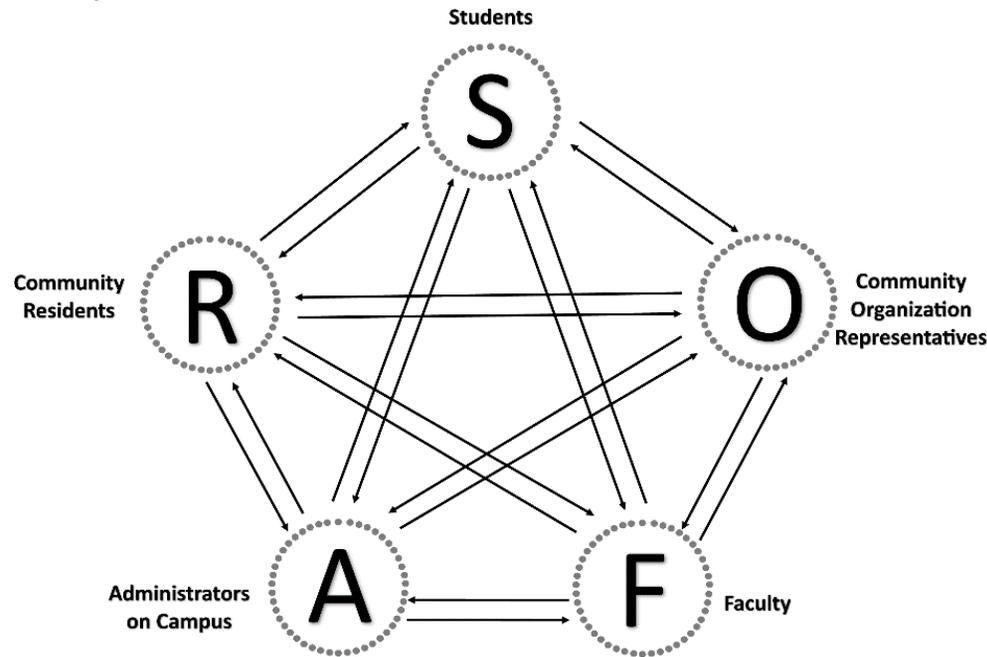
Partnerships in community-campus engagement are often framed in accordance with one of two paradigms: technocratic civic engagement (TCE) or democratic civic engagement (DCE; see Saltmarsh et al., 2009). Technocratic engagement, with its deficit (need-based) orientation, hierarchical power dynamics, and at best mutually beneficial (transactional) exchanges, has long been the dominant framework underlying community-campus engagement. The framework of DCE, in contrast, shifts community-campus engagement partnerships away from academic expertise being applied *for* or imposed *on* communities toward genuine co-creation *with* communities; it assumes that everyone involved brings strengths to the collaboration (asset-based) and insists on power sharing. The body of work on TRES is explicitly grounded in the assumptions and commitments of DCE, although it acknowledges that partnerships are often a mix of elements of both models. This work, therefore, models the values of democratic engagement in formative and summative assessment (i.e., Democratically Engaged Assessment; Bandy et al., 2018). The other two conceptual frameworks that underlie TRES – SOFAR and EUTT – emerge from and are expressions of both the aspiration toward DCE and the reality of tension between technocratic and democratic paradigms.

| Technocratic Civic Engagement (TCE) | Democratic Civic Engagement (DCE) |
|---|--|
| <i>For</i> | <i>With</i> |
| Deficit-based | Asset-based |
| Uni-directional flow of knowledge from credentialed academic experts; distinction between knowledge producers and knowledge consumers | Multi-directional, synergistic flow of ideas and questions within a web of knowledge centers; co-creation of knowledge |
| Engagement is apolitical | Engagement facilitates inclusive, collaborative, deliberative democracy |
| At best transactional exchanges | Potentially transformative partnerships (transformative of self, others, organizations/institutions, systems, paradigms); change result from co-creation |
| Hierarchical power dynamics | Powershifted dynamics that disrupt hierarchy and position all partners as co-educators, co-learners, co-generators of knowledge and practice |

[modified by P. Clayton from Saltmarsh et al., 2009]

B. Partnership Composition

Partnerships in community-campus engagement frequently include some combination of people from the five categories conceptualized in the **SOFAR** model visualized below (see Bringle et al., 2009; Kniffin et al., 2020):



SOFAR illustrates how “community–campus” partnerships can be differentiated into representatives of community **O**rganizations and community **R**esidents (community stakeholders) and **F**aculty/instructors, **S**tudents, and institutional **A**dministrators (usually professional staff) on campus (campus stakeholders). Any given individual may be associated with more than one SOFAR category (e.g., an instructor or student may also have an **A**dministrative role, be a board member of a community-based **O**rganization, and be a **R**esident of the community). Community-campus partnerships may include a more diverse array of stakeholders than expressly described by the SOFAR model (e.g., funders, government agencies, for-profit businesses/corporations, non-governmental organizations, municipalities, neighborhood associations, etc.). For the purposes of completing the Reflection Framework, we find it most helpful to represent such groups as variants of “O.” The SOFAR model can be customized to fit any particular context (e.g., by adding or changing nodes).

Partnerships in community-campus engagement may occur between and among individuals and/or collectives (e.g., nonprofit organizations, government agencies), taking the form of either:

- **dyads** (i.e., between 2 individuals),
- **triads** (i.e., among 3 individuals),
- **networks** (i.e., loose ties among more than 3 individuals within a single or among multiple organizations/groups), or
- **partnership entities** (i.e., “structured, enduring association[s] of individuals, groups, and organizations that engage in common activity and combine resources to achieve common goals” (Kniffin et al., 2020, p. 5)).

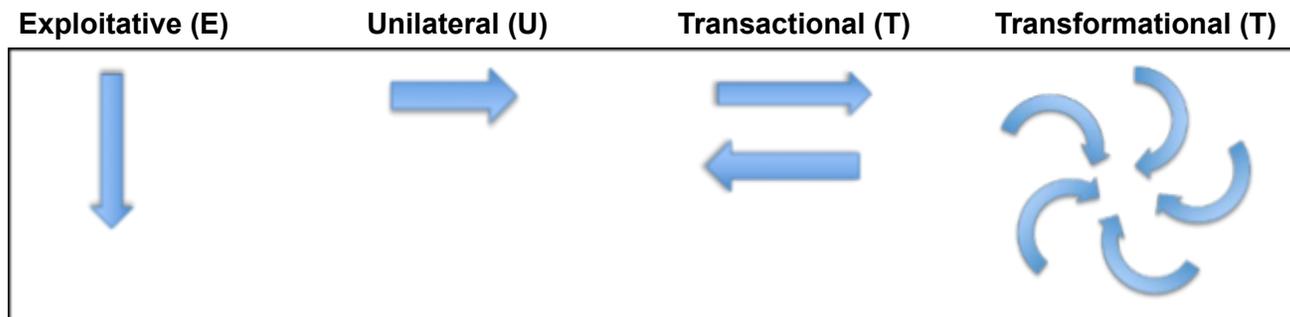
C. Partnership Quality

Work on TRES grew out of and further developed distinctions between **transactional** and **transformational** partnerships (for early work on this distinction, see Enos & Morton, 2003). As we have written elsewhere of this distinction:

Transactional relationships aim for outcomes that are net positive (benefits exceed costs) for all members, with interactions grounded in exchanges that are often short-term, close-ended, and context-bound (i.e., concerned with the objectives of a particular activity). In transformational relationships individuals do not merely benefit but also grow as they question established norms, and this may in turn lead to change in the partnerships and systems they are part of as well. Members of transformational relationships adopt longer-term and more open-ended perspectives, their identities are defined at least partly in terms of the partnership and its broader goals, and those goals evolve as new meanings and possibilities emerge. (Kniffin et al., 2020, pp. 6-7)

Over time **exploitative** and **unilateral** partnerships were added to TRES as well (Clayton et al., 2010; Kniffin et al., 2020). Exploitative partnerships have net negative outcomes (i.e., harmful, costs exceeding benefits) for at least one partner; and in unilateral partnerships, value (e.g., resources, knowledge) flows in only one direction.

We now use the visual of E-U-T-T below to express these four types of partnership, noting that any one partnership may exhibit characteristics associated with more than one of these types (i.e., it may be transactional in some aspects and transformational in others) and that it may shift among these types across time, participants, and contexts. It is our conviction and experience that a partnership may begin as any of these types and does not need to move through them chronologically.



Using the Reflection Framework

The TRES III Reflection Framework is, as its name suggests, a structured process for reflection – reflection on one particular partnership at a time, ideally by multiple partners. As noted previously, it can be used by dyads (partnerships composed of two people), triads (partnerships composed of three people), or any other number of partners. The important thing to understand is the type of process it supports: critical reflection. Critical reflection involves making meaning – of an experience, an observation, a conversation ... really, of anything. Here, it is used to make meaning of a partnership's quality at a particular point in time. Critical reflection should lead to actionable learning; this Framework supports that by ending with action planning.

Partnership Domains

The TRES III scale uses E-U-T-T as the framework for examining partnership quality on each of 12 partnership domains, organized into four categories as follows:

| Partnership Members | Partnership Purposes | Partnership Processes | Partnership Dynamics |
|---------------------|----------------------|-----------------------|----------------------|
| 1 - Representation | 4 - Work | 7 - Interactions | 10 - Power |
| 2 - Sense of self | 5 - Goals | 8 - Communication | 11 - Conflict |
| 3 - Resources | 6 - Outcomes | 9 - Decision-making | 12 - Trust |

Underlying Reflection Model: DEAL

The reflection process used in this Framework is guided by the DEAL Model for Critical Reflection (Ash & Clayton, 2009), which structures the critical reflection process through the three steps of Description, Examination, and Articulation of Learning, regardless of the focus of the reflection. In the TRES III Reflection Framework, the focus of the reflection is on one particular partnership, so the process flows as follows:

Describe the factual details of the partnership – in this case, its members, purposes, processes, and dynamics (the categories noted above)

Examine the partnership using the TRES III scale, which involves rating its quality along the E-U-T-T continuum within each of the twelve domains

Articulate Learning about the partnership, in the form of prioritizing potential changes related to categories/domains and planning specific actions to deepen the partnership

This reflection process is supported with a series of prompts that are designed to raise questions and generate ideas that can be used to deepen partnerships by evaluating where it has been, where it is, and where it can go. The focus here is on improving partnerships in ways determined most important by their members. This is not a tool to measure outcomes of community-campus engagement (e.g., learning of all partners, community or institutional change), although increase in the quality of a partnership (as perceived by the partners) can itself be considered an outcome.

Organization of the Reflection Framework

The Reflection Framework is divided into three sections.

Section I - Identifying and describing the partnership to be reflected on

- This section supports the identification of which partnership will be focused during the reflection and why that reflection might matter. It then facilitates description of the details of the partnership within each partnership domain.

Section II - Assessing partnership quality across the domains and identifying potential priorities for making changes

- This section facilitates examination of the partnership through the lens of the 12-domain scale, followed by articulating learning related to the priorities and potential action steps valued by individual members of the partnership.

Section III - Prioritizing desired changes and action planning

- This section supports the prioritization of categories/domains to focus on in order to deepen the partnership as compiled across the individual members and examined by the partners as a whole. Then, it guides the partners through collaborative articulation of learning in the form of concrete action planning.

TRES III (Scale)

Within each domain of the TRES III scale, there are eight response options, from exploitative (1 or 2), to unilateral (3 or 4), to transactional (5 or 6), to transformational (7 or 8). Each of these options is considered at three points in time:

- *Current* - indicating which response option best characterizes the partnership at the current time
- *Ultimately desired* - indicating which response option best characterizes the desired state of the partnership
- *Feasible within 12 months* - indicating which response option best characterizes the potential for the partnership to grow into within the next 12 months (or other reasonable timeframe you choose)

Approaches to the Reflection Framework

The designers of the TRES III Reflection Framework value the ability of a partnership to determine how best to plan for and use the tool in the partnership's own context and for its own purposes. (For additional information on planning use of the Reflection Framework, see Price et al., 2025).

However, there is reason to think it can be most effectively used by combining individual and collaborative reflection: Section I collaborative, Section II individual, Section III collaborative. This approach helps ensure, in Section I, that everyone in the partnership who is participating in the reflection process is on the same page about the details of the partnership and the reasons for doing the reflection; in Section II that everyone is able to make their own individual judgments about the quality of the partnership across the domains without risk of groupthink or deference to other partners; and in Section III that all partners' voices are integrated into one set of priorities and that everyone is involved in co-creating the planned action steps.

Should an individual member of a partnership, for whatever reason, choose to undertake this reflection process alone, Section III should be approached tentatively, given the importance of collaborative action planning. Alternately, should the members of a partnership decide to engage in this process completely collaboratively (e.g., reaching for consensus on scale ratings) it will be important to take great care that individual voices are not silenced and that everyone's perspectives are taken into account. In either of these cases, there is the possibility of damaging interpersonal relationships, lowering trust, and generally failing to deepen the partnership to the extent and in the ways that are most significant for its growth.

Therefore, individuals considering the use of this Reflection Framework are encouraged to reach out to other members of their partnership and invite them into the reflection process before jumping in themselves. At minimum, it is highly recommended that partners discuss and agree on which approach to take before beginning the process: individually, collaboratively, or (as is recommended) both.

Responding to the Reflection Framework

Throughout the Reflection Framework, respondents will be prompted to think about the focal partnership and make notes documenting their thoughts. We have left plenty of space for those who want to print the document and handwrite answers; this means that the Framework takes up many pages and may appear longer than it actually is, but the intent is to make it user friendly with a lot of white space as well space to write. Responses can also be documented digitally, typing them in and using font color or highlighting to indicate selected numerical responses (e.g., ratings on the scale); note that doing this may alter the page numbers that follow unless any additional lines typing has produced are deleted. Responses do not need to be written in complete sentences. This is a tool to help generate and organize partners' thinking. Jot notes, use bullet points, and/or add images as helpful.

For sections that are completed collaboratively, it is recommended to record responses at the partnership level; in other words, one member of the partnership (or a facilitator, if there is one) should take notes for the whole group and make those notes visible to everyone. Of course, if each member of the partnership wants to keep their own notes on their own pages, that will work as long as the individuals' notes include the partnership level notes.

The Reflection Framework (including the TRES III scale) presented here represents our best thinking about how meaningful and actionable critical reflection on partnership quality can be supported. However, some partnerships may determine that alterations or different ways of interacting with it may better serve their purposes. For example, the Framework was primarily designed for use by current partnerships, although previous or newly emerging partnerships may also put it to good use. Members of emerging partnerships may find themselves challenged to respond fully to all of the prompts (e.g., the partnership may not yet have established communication or decision-making mechanisms, making it difficult to describe and examine them) and are thus encouraged to take from the Framework what is most relevant (e.g., the Goals domain) and leave the rest.

We have provided a rich set of partnership domains, but the set is neither exhaustive nor definitive. Further, it is possible that focusing on a subset of the domains might best meet the purposes of reflection for some partnerships; in that case, only the selected subset need to be described in Section I, examined through the scale in Section II, and focused on as priorities to act on in Section III (and, of course, a partnership that selects a subset to focus on may always come back later and work through the remaining domains).

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Authors' Note

The “TRES Team” currently includes the six individuals listed in the suggested citation for this Reflection Framework, each of whom has contributed significantly to the development of this version of the TRES Reflection Framework. Although we bring a diversity of disciplines, educational backgrounds, geography, professional roles and affiliations, years of experience, and social and cultural identities, we also lack diversity in other areas; as the most important examples, we are all Caucasian, based in the United States, and have more professional experience in higher education institutions than in community organizations. However, the TRES III Reflection Framework has been co-created through collaboration with and feedback from numerous individuals and partnerships, including many with diverse racial/ethnic identities, non-U.S. and non-Western perspectives, and direct community-based experience and knowledge.

We thank all of those who have provided time, funding, ideas, feedback, and critical friendship – with a special thanks to the co-creators and users of TRES I and TRES II, the Community-Engaged Alliance (formerly, Indiana Campus Compact) who funded formative research using TRES II with a subgrant from the Lilly Foundation, the partnerships who participated in that research, and everyone (including participants in various conference sessions) who so helpfully critiqued earlier versions of this work or offered suggestions for improving it. We also thank our institutional homes for providing resources to support our work, including the development of this Reflection Framework, conference travel, grant submissions, and research.

The TRES III Reflection Framework is the product of extensive co-creation, with hundreds of individuals involved, and we want to continue in that way as future versions, uses, and research proceed in other contexts. We look forward to learning how it is being used, adapted, translated, and built upon in the coming years; please share with us your work with this Reflection Framework by emailing Patti. Thank you for joining in the effort to deepen community-campus partnerships!

-The TRES Team

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Section I: Identifying and Describing the Partnership

As noted in the Introduction, please be sure you have all read (or a facilitator has reviewed with you) the material on Key Concepts and Using the Reflection Framework before beginning Section I.

This section contains two parts designed for participants to identify the focal partnership for this reflection process and to describe key components of that partnership. Being clear on which partnership to focus on and bringing to mind details about that partnership help provide a foundation for the reflection process and help ensure that all partners are on the same page before continuing.

It is recommended that this section be completed collaboratively and synchronously and that responses be documented at the partnership level; in other words, one member of the partnership (or a facilitator, if there is one) should take notes for the whole group and make those notes visible to everyone (of course, everyone can also take notes in their own individual copy; just be sure they include the partnership-level note taker's notes).

If all partners are not able to collaborate synchronously, consider ways to compile and discuss responses as part of wrapping up this section. Agreeing upon which partnership you will focus on is key to proceeding in the Reflection Framework so that all members of the partnership are reflecting on and determining enhancements to the same partnership. Additionally, it is important that each member of the partnership is aware of the full set of details characterizing the partnership (e.g., that everyone knows the full set of purposes or resources) as a basis for examining it in the next section.

| Part | Purpose | Estimated Time |
|---|---|-----------------|
| 1. Which Partnership and Why Reflect on it? | Get clear on <u>which</u> partnership you will focus on in the Reflection Framework and <u>why</u> that reflection might be important to your partnership | 15 - 30 minutes |
| 2. Describe the Partnership | Begin the critical reflection process by describing key domains of the partnership | 45 - 60 minutes |
| Estimated Total Time | | 1 - 1.5 hours |

Section I, Part 1: Which Partnership and Why Reflect on It?

Our/My WHICH

To begin, identify a community-campus partnership you want to deepen and focus on throughout the entire Reflection Framework. (You may have been invited to participate as a member of a specific partnership. If that is the case, focus on the one that was identified for your participation). Respond to the prompts in Table 1.1 to clarify your focus.

Table 1.1

| |
|---|
| <p>Which partnership is the focus of this reflection? In other words, which partnership is it that we/I want to deepen? If this partnership encompasses more than one context (e.g., more than one project or course, a course and a research project), it will be helpful to identify which context(s) we are/I am focusing on here in order to avoid any confusion as we proceed.</p> |
| <p>Which specific type of partnership is the focus of our/my reflection? Select one:</p> <ul style="list-style-type: none">• A <u>dyad</u> that consists of me and one other person• A <u>triad</u> that consists of me and two other people• A <u>network</u> that consists of more than three people who are connected in a loose system of individuals, groups, and/or organizations• A <u>partnership entity</u> that consists of “structured, enduring associations(s) of individuals, groups, and organizations that engage in common activity and combine resources to achieve a common goal” (Kniffin et al., 2020, p. 5) |
| <p>Which, if any, of the other members of this partnership are also using this Reflection Framework currently? Which are not? What is most notable about who is not joining in this reflection (if that is the case)?</p> |

Note: If you are engaging with this Framework individually and want other partners to participate in it with you (which we highly recommend), pause here to invite them.

Our/My WHYS

Take a moment to consider and make note of *why* you are participating in this reflection process in Table 1.2.

Table 1.2

| |
|--|
| <p>Why might this process of reflecting on a partnership be valuable to the partnership? To individual partners? To the work we do together?</p> |
| <p>What is the context in which we/I are/am reflecting on a partnership (e.g. research, program evaluation, teaching, community development, social justice work, or something else)? What does this context suggest about the purpose(s) of doing this reflection? How does context inform assumptions that we/I bring to our/my WHY(s)?</p> |
| <p>What do we/I hope might be different after undertaking this reflection? For example, what learning, outcomes, plans, or products do we/I hope this reflection process leads to?</p> |

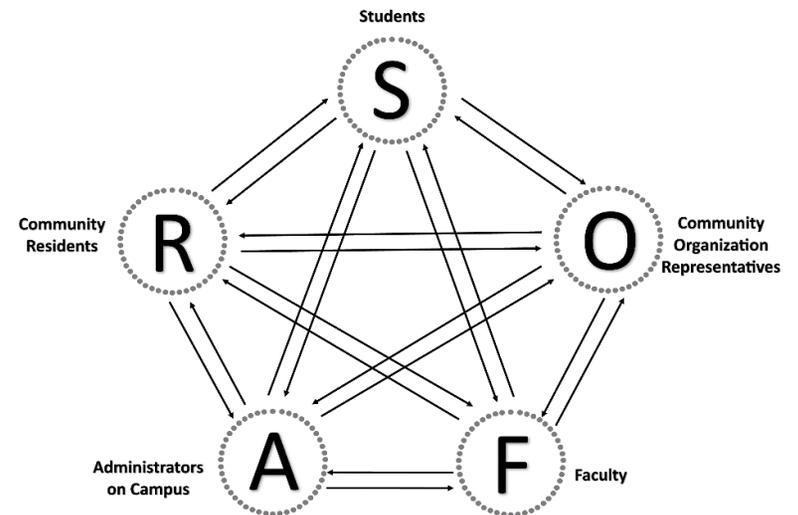
Section I, Part 2: Describe the Partnership

In this part, focus on “just the facts,” not interpretations or judgments. What does a “fly on the wall” know about this partnership? That is, what you should include here. If you don’t know any of the information, just note that and move on. Allow time for each person to think and jot down notes individually before discussing as a group. (NOTE: Domain 1 – representation – has the most space for description and may take longer than the other domains; we have found that adding individuals, groups, and/or SOFAR categories to the “who” of a partnership is a common outcome of this process).

A. Category: Partnership Members

Table 1.3

Domain 1 - Representation: Who are the members of this partnership? What SOFAR categories do the members represent? What are some of the other characteristics each partner represents (e.g., age, ethnicity, gender, level of experience with community engagement)?



Domain 2 - Sense of Self: What are three words each of us would use to describe our sense of self (consider our characteristics, identity, essential nature, core values, understanding of who we are, etc.)? It may be helpful to write each partner's name and then note the three words beside each.

Domain 3 - Resources: What are the key resources that support this partnership? [NOTE: "Resources" should be interpreted broadly, not only in terms of money.] Where do these resources come from? Think about resources that each person brings individually as well as resources we have gathered collectively. It may be helpful to write each partner's name and then note the resources they bring beside it and then note collective resources.

B. Category: Partnership Purposes

Table 1.4

Domain 4 - Work: How would each of us describe our own core work (which may or may not be directly related to this partnership)? In other words, what are our most important work priorities, individually? [NOTE: “Work” is to be interpreted broadly, not merely in terms of a job. The “work” of a student might include taking courses, conducting research, serving as a committee member on campus, editing the campus newspaper.] It may be helpful to write each partner’s name and then note the description of their work beside them.

Domain 5 - Goals: What are the stated – and unstated – goals of this partnership? Who establishes the goals?

Domain 6 - Outcomes: What intended – and unintended – outcomes has this partnership achieved? Think about outcomes for each member individually, for the partnership itself, and beyond the partnership. Who has been affected (positively? negatively?) by these outcomes?

C. Category: Partnership Processes

Table 1.5

| |
|--|
| <p>Domain 7 - Interactions: What activities does this partnership engage in? In other words, what do members do together? Do some individuals in this partnership interact with one another more than others do? If so, who and how and why?</p> |
| <p>Domain 8 - Communication: How do members of this partnership communicate with one another? Do all members of the partnership communicate through the same means? If not, why not?</p> |
| <p>Domain 9 - Decision-making: How do decisions get made by this partnership? In other words, what processes are used to make decisions? Do some individuals in this partnership participate in decision-making processes more often than others do? Less often? Who and how and why?</p> |

Category: Partnership Dynamics

Table 1.6

Domain 10 - Power: How does each member of this partnership exhibit power? And, what are the sources of their power? [NOTE: Think about power broadly. For example, it may appear as influence, authority, and/or agency; it may be expressed through formal structures (e.g., a position in an organizational chart; an elected role) or informal practices and situations (e.g., prestige; street cred; norms; speaking up; advocating).]

Domain 11 - Conflict: Given that all relationships include conflict in some form, what does it look like in this partnership (consider specific examples)? In other words, how does conflict emerge in this partnership?

Domain 12 - Trust: What does trust look like in this partnership (consider specific examples)? In other words, how are trust and mistrust exhibited in the partnership?

Section II: Assessing Partnership Domains and Identifying Priorities

This section contains two parts designed to help you examine and make meaning of various aspects (i.e., domains) of your partnership and then use that reflection to prioritize domains that you think are particularly important for further exploration with your partners. It is recommended to complete this section individually – to document your own ideas – before sharing them with your partners in Section III.

You will be prompted to rate each domain three times: once for its current status, once for the status you ultimately desire, and once for the status you think can reasonably be achieved in 12 months (or other timeframe your partnership selects). The response options across all of the 12 domains in the TRES III scale follow a very similar pattern. You may find it easier and less time consuming to rate a domain the further along you get into this part of the reflection. In other words, you may spend more time reading and rating the first two or three domains than you do reading and rating subsequent domains once you have learned and can recognize the pattern.

Below each domain in the scale there is a table that gives you space to make some notes as to why you ranked “current,” “ultimately desired,” and “feasible in 12 months” as you did. Noting your reasoning may will support you later in this reflection process as you explain your ratings to your partners and prioritize the particular areas you want to focus on as a partnership.

| Part | Purpose | Estimated Time |
|-----------------------------|--|-----------------|
| 1. Examine the Partnership | Examine your partnership across all four categories – members, purposes, processes, and dynamics – utilizing the 12 partnership domains that comprise the scale as your lens | 60 - 90 minutes |
| 2. Articulate Learning | Articulate learning from the examination process that you may want to bring forward to the collaborative reflection in Section III | 30 - 60 minutes |
| Estimated Total Time | | 1.5 - 2.5 hours |

Section II, Part 1: Examine the Partnership using TRES III (Scale)

In this part, you will complete the Transformational Relationship Evaluation Scale III (TRES III), which consists of 12 domains organized into four categories, as follows:

| Partnership Members | Partnership Purposes | Partnership Processes | Partnership Dynamics |
|---------------------|----------------------|-----------------------|----------------------|
| 1 - Representation | 4 - Work | 7 - Interactions | 10 - Power |
| 2 - Sense of self | 5 - Goals | 8 - Communication | 11 - Conflict |
| 3 - Resources | 6 - Outcomes | 9 - Decision-making | 12 - Trust |

This part supports you in examining the same domains you described in Section I. Be sure to keep your descriptions from Section I in mind as you complete the scale; those details will help you use the collaborative thinking you and your partners did there in determining your ratings.

For each domain:

- (a) Circle/highlight one number (1 – 8) in the “current” column – to indicate which characteristics (which row) you think best fit your partnership at the current time.
- (b) Circle/highlight one number (1 – 8) in the “ultimately desired” column – to indicate which characteristics (which row) you think best fit how you would like your partnership to be.
- (c) Circle/highlight one number (1 – 8) in the “feasible within 12 months” (or other timeframe your partnership chooses) column – to indicate which characteristics (which row) you think best fit what your partnership can and should become within the next 12 (or other) months.

Only one number should be circled in each column for each domain. Your ratings are your general, perhaps tentative, judgments; there are no right or wrong answers. If you feel stuck between two response options (e.g., 4 or 5) or if you do not think all the bullets in any one row apply to your partnership, select which row you think *best* represents your understanding of your partnership. The bolding within each row highlights what is different between each row and the rows above and below it. Notice that the voice in which the bullets are expressed switches at level 6 from third person (i.e., “they” and “the partners”) to first person (i.e., “us” and “we”), helping to indicate the partnership becoming more of a joint endeavor.

As you make your selection in each of the three columns for each domain, remember that you are focusing on how the particular domain (e.g., conflict, outcomes) manifests in the partnership, not the quality of the partnership as a whole. Your ratings for one domain (e.g., conflict) may be different from your ratings for another (e.g., outcomes).

There is space below each scale (on the following page) to note why you made the ratings you did; making some notes in these boxes will help you explain your ratings to your partners in Section III. Use this space lightly or comprehensively, however works best for you.

* If your partnership is a dyad (two people) translate “most partners” or “several partners” to “one partner” when reading through the scale.

| CURRENT (select one #) | CATEGORY: MEMBERS – DOMAIN 1: REPRESENTATION (who are and are not participating members of this partnership; recall SOFAR) | ULTIMATELY DESIRED (select one #) | FEASIBLE IN 12 MONTHS (select one #) |
|---------------------------|---|---|--|
| 1 | <ul style="list-style-type: none"> ● Most potential partners are never allowed to participate, causing significant harm to those who are left out ● Non-participation is intentionally imposed on most potential partners (i.e., barriers to participation are put in place deliberately; partnership is intentionally not diverse (on any dimension)) ● There is a significant lack of awareness of the full range of potential partners | 1 | 1 |
| 2 | <ul style="list-style-type: none"> ● Some potential partners are only occasionally allowed to participate, causing some harm to those left out ● Non-participation is unintentionally imposed on some potential partners; barriers to participation are ignored ● Partnership is unintentionally not diverse (on any dimension) ● There is some lack of awareness of potential partners | 2 | 2 |
| 3 | <ul style="list-style-type: none"> ● While some potential partners are sometimes allowed to participate in the partnership and no harm is caused to the few who are left out, they have minimal if any voice and make no contributions to the partnership ● A few partners control the extent and nature of their own and others' participation ● Barriers to full participation in the partnership are acknowledged but not addressed ● Partners are fully aware of the lack of diversity of representation in the partnership | 3 | 3 |
| 4 | <ul style="list-style-type: none"> ● Most potential partners are usually allowed to participate, and they have some voice in what they receive; but they make no contributions to the partnership ● Some partners have significant influence on others' participation and full control over their own ● Barriers to full participation in the partnership are minimally addressed ● Partners are fully aware of and dissatisfied with the low level of diversity of representation in the partnership | 4 | 4 |
| 5 | <ul style="list-style-type: none"> ● All potential partners participate and have significant voice in determining what they contribute and receive ● Barriers to full participation in the partnership are somewhat addressed, but doing so is a low priority ● There is some diversity of representation in the partnership, and it is valued but as a low priority | 5 | 5 |
| 6 | <ul style="list-style-type: none"> ● All of us have equal voice in our partnership to determine what everyone contributes and receives ● Barriers to full participation in our partnership are significantly addressed and doing so is a high priority ● There is a fair bit of diversity of representation within our partnership, and it is valued as a high priority ● Partnership creates space for participation by potential partners who are otherwise under-represented | 6 | 6 |
| 7 | <ul style="list-style-type: none"> ● All of us are full co-creators in determining the work of the partnership ● Barriers to full participation give way to norms and practices we have established to support co-creation ● The high level of diversity in our partnership is understood to be necessary to advance our work ● Our full participation supports the growth of all of us individually and of our partnership as a whole | 7 | 7 |
| 8 | <ul style="list-style-type: none"> ● We work with others beyond our partnership to change systems that produce barriers to full participation ● A high level of diversity both within and beyond our partnership is actively pursued to evolve our work ● The full participation of all of us supports learning and growth within and beyond our partnership | 8 | 8 |

| CURRENT (select one #) | CATEGORY: MEMBERS – DOMAIN 2: SENSE OF SELF (influence of this partnership on each partner’s sense of self) | ULTIMATELY DESIRED (select one #) | FEASIBLE IN 12 MONTHS (select one #) |
|---------------------------|--|---|--|
| 1 | <ul style="list-style-type: none"> • The distinct sense of self held by most partners is diminished significantly, causing them significant harm • The ability of most partners to authentically express their distinct sense of self is significantly limited • Diminishing most partners’ distinct sense of self and/or limiting their ability to authentically express it is intentional | 1 | 1 |
| 2 | <ul style="list-style-type: none"> • The distinct sense of self held by several partners is diminished somewhat, causing them some harm • The ability of several partners to authentically express their distinct sense of self is somewhat limited • Diminishing several partners’ distinct sense of self and/or limiting their ability to authentically express it is unintentional | 2 | 2 |
| 3 | <ul style="list-style-type: none"> • The distinct sense of self held by one or a few partners is intentionally nurtured a little bit • The ability of one or a few partners to authentically express their distinct sense of self is nurtured • No partner’s distinct sense of self is diminished | 3 | 3 |
| 4 | <ul style="list-style-type: none"> • The distinct sense of self held by several partners is nurtured a fair bit • The ability of several partners to authentically express their distinct sense of self is nurtured • Nurturing both the distinct sense of self and the ability to authentically express it is intentional | 4 | 4 |
| 5 | <ul style="list-style-type: none"> • The distinct sense of self by every one is nurtured significantly • The ability of most partners to authentically express their distinct sense of self is nurtured • Strengthening most partners’ distinct sense of self and their ability to authentically express it is a low priority for the partnership | 5 | 5 |
| 6 | <ul style="list-style-type: none"> • The distinct sense of self held by every one of us is nurtured fully • The ability of all partners to authentically express our distinct sense of self is nurtured • Strengthening every partner’s distinct sense of self and everyone’s ability to authentically express it is a high priority for the partnership | 6 | 6 |
| 7 | <ul style="list-style-type: none"> • The distinct sense of self held by every one of us grows and deepens to some extent • We all develop a joint sense of self within our partnership, as members of this partnership • The ability of every partner to authentically express both our distinct and joint sense of self grows and deepens to some extent | 7 | 7 |
| 8 | <ul style="list-style-type: none"> • The distinct sense of self held by others beyond our partnership grows and deepens significantly • The development of a joint sense of self (as part of a larger community working in this issue area) expands beyond our partnership • The ability to authentically express both a distinct and a joint sense of self grows and deepens significantly within and beyond our partnership | 8 | 8 |

| CURRENT (select one #) | CATEGORY: MEMBERS – DOMAIN 3: RESOURCES (who does and, I think, should contribute to and allocate resources within the partnership) | ULTIMATELY DESIRED (select one #) | FEASIBLE IN 12 MONTHS (select one #) |
|---------------------------|---|---|--|
| 1 | <ul style="list-style-type: none"> ● One or a few partners take resources from most other partners, causing those whose resources are taken significant harm ● There is no consideration of what resources are appropriate for any partner to contribute ● Resource allocations are intentionally imposed on most partners | 1 | 1 |
| 2 | <ul style="list-style-type: none"> ● One or a few partners take resources from several other partners, causing those whose resources are taken some harm ● There is limited consideration of what resources are appropriate for a few partners to contribute ● Resource allocations are unintentionally imposed | 2 | 2 |
| 3 | <ul style="list-style-type: none"> ● One or a few partners contribute some resources to and for other partners, who are not thought of as potential contributors themselves ● There is some consideration of what resources are appropriate for some partners to contribute ● No partners are harmed by the ways resources are allocated in the partnership | 3 | 3 |
| 4 | <ul style="list-style-type: none"> ● Several partners contribute significant resources to and for other partners, who are not thought of as potential contributors themselves ● There is significant consideration of, but not necessarily agreement on, what resources are appropriate for several partners to contribute and how resources are allocated | 4 | 4 |
| 5 | <ul style="list-style-type: none"> ● All partners exchange existing resources for some mutual benefit ● There is significant consideration of and some agreement on how resources are shared within the partnership ● Not all benefits are proportional to capacity to contribute (i.e., benefits are not equitable) ● Not all contributions are proportional to capacity to contribute (i.e., contributions are not equitable) ● Sharing resources among all partners is a low priority for the partnership | 5 | 5 |
| 6 | <ul style="list-style-type: none"> ● All of us exchange existing resources for significant mutual benefit ● There is extensive consideration of and full agreement on how resources are shared within our partnership ● Benefits to all of us are proportional to our capacity to contribute (i.e., benefits are equitable) ● All of our contributions are proportional to our capacity to contribute (i.e., contributions are equitable) ● Sharing resources among all of us is a high priority for the partnership | 6 | 6 |
| 7 | <ul style="list-style-type: none"> ● Some new resources are generated by our partnership ● Resources are understood to be collective (not “mine” and “yours” but “ours”) within our partnership | 7 | 7 |
| 8 | <ul style="list-style-type: none"> ● Significant new resources are generated within and beyond our partnership ● Resources are understood to be collective (not “mine” and “yours” but “ours”) within and beyond our partnership | 8 | 8 |

| CURRENT (select one #) | CATEGORY: PURPOSES – DOMAIN 4: WORK (influence of this partnership in advancing individual and co-created work) (e.g., work as a professional, work as a student, volunteer work) | ULTIMATELY DESIRED (select one #) | FEASIBLE IN 12 MONTHS (select one #) |
|---------------------------|--|---|--|
| 1 | <ul style="list-style-type: none"> • The distinct work of most partners is hindered significantly, causing them significant harm • Hindering the distinct work of most partners is intentional | 1 | 1 |
| 2 | <ul style="list-style-type: none"> • The distinct work of several partners is hindered somewhat, causing them some harm • Hindering the distinct work of several partners is unintentional | 2 | 2 |
| 3 | <ul style="list-style-type: none"> • The distinct work of one or a few partners is advanced a little bit, and no harm is done to the work of any partners • Advancing the distinct work of one or a few partners is intentional • One or a few partners contribute to advancing the distinct work of some others | 3 | 3 |
| 4 | <ul style="list-style-type: none"> • The distinct work of several partners is advanced a fair bit • Advancing the distinct work of several partners is intentional • Several partners contribute to advancing the distinct work of many others | 4 | 4 |
| 5 | <ul style="list-style-type: none"> • The distinct work of all partners is advanced significantly • Advancing the distinct work of all partners is a low priority for the partnership • Most partners contribute to advancing the distinct work of most others | 5 | 5 |
| 6 | <ul style="list-style-type: none"> • The distinct work of all of us is advanced fully • Advancing the distinct work of all of us is a high priority for the partnership • All partners contribute to advancing the distinct work of all of us | 6 | 6 |
| 7 | <ul style="list-style-type: none"> • We all co-create work that we see as our work (not “mine” and “yours” separately) • Our co-created work within the partnership is advanced • Our individual and collective capacity to understand and do our distinct work is also enhanced | 7 | 7 |
| 8 | <ul style="list-style-type: none"> • Our distinct and co-created work expand beyond the partnership and are consciously intertwined with that of other individuals/groups/systems beyond our partnership • Co-created work within and beyond our partnership is advanced • The individual and collective capacity of others beyond our partnership to understand and do their distinct work is enhanced | 8 | 8 |

| CURRENT (select one #) | CATEGORY: PURPOSES – DOMAIN 5: GOALS (extent to which the partners know, value, and advance individual and joint goals) | ULTIMATELY DESIRED (select one #) | FEASIBLE IN 12 MONTHS (select one #) |
|---------------------------|---|---|--|
| 1 | <ul style="list-style-type: none"> • The distinct goals of most partners are not known and/or are hampered significantly, causing them significant harm • The distinct goals of most partners are intentionally deprioritized • Goals that are deprioritized matter a lot to the partners thereby harmed | 1 | 1 |
| 2 | <ul style="list-style-type: none"> • The distinct goals of several partners are not known and/or are hampered somewhat, causing them some harm • The distinct goals of several partners are unintentionally de-prioritized • Goals that are deprioritized matter somewhat to the partners thereby harmed | 2 | 2 |
| 3 | <ul style="list-style-type: none"> • The distinct goals of one or a few partners are acted on somewhat, and no harm is done to the goals of any partners • Acting on the distinct goals of one or a few partners is intentional • The distinct goals don't matter much to those whose goals are acted on | 3 | 3 |
| 4 | <ul style="list-style-type: none"> • The distinct goals of several partners are acted on significantly • Acting on the distinct goals of several partners is intentional • The distinct goals matter to some extent to the partners whose goals are acted on | 4 | 4 |
| 5 | <ul style="list-style-type: none"> • The distinct goals of all partners are advanced to some extent • Advancing everyone's distinct goals is a low priority for the partnership • The distinct goals acted on matter to some extent to all partners | 5 | 5 |
| 6 | <ul style="list-style-type: none"> • The distinct goals of all of us are advanced significantly • Advancing everyone's distinct goals is a high priority for our partnership • The distinct goals of all of us matter significantly to all of us | 6 | 6 |
| 7 | <ul style="list-style-type: none"> • We share common, integrated, and expanding goals that are our goals (not "mine" and "yours" separately) • Our common, integrated, and expanding goals matter significantly within the partnership • Our individual capacity to achieve our distinct goals is also enhanced | 7 | 7 |
| 8 | <ul style="list-style-type: none"> • Our common, integrated, and expanding goals expand beyond the partnership and are consciously intertwined with those of other individuals/groups/systems beyond our partnership • Our common, integrated, and expanding goals matter significantly within and beyond our partnership • The individual capacity of others beyond our partnership to achieve their distinct goals is enhanced | 8 | 8 |

| CURRENT (select one #) | CATEGORY: PURPOSES – DOMAIN 6: OUTCOMES (extent to which partners know, value, and contribute to individual and co-created outcomes) | ULTIMATELY DESIRED (select one #) | FEASIBLE IN 12 MONTHS (select one #) |
|---------------------------|---|---|--|
| 1 | <ul style="list-style-type: none"> • The distinct outcomes for most partners are frequently undermined, causing them significant harm • These distinct outcomes are intentionally undermined • These distinct outcomes that are undermined matter a lot to the partners thereby harmed | 1 | 1 |
| 2 | <ul style="list-style-type: none"> • The distinct outcomes for several partners are sometimes undermined, causing them some harm • These distinct outcomes are unintentionally undermined • These distinct outcomes that are undermined matter a fair bit to the partners thereby harmed | 2 | 2 |
| 3 | <ul style="list-style-type: none"> • The partnership intends distinct outcomes for only one or a few partners, but no partners are harmed • Intended distinct outcomes do not matter that much to the partner(s) who benefit • Only one or a few partner' perspectives are taken into account in determining the desired distinct outcomes | 3 | 3 |
| 4 | <ul style="list-style-type: none"> • The partnership advances distinct outcomes for most partners • The distinct outcomes that are advanced matter to some extent to the partner(s) who benefit • Most partners' perspectives are taken into account in determining the desired distinct outcomes | 4 | 4 |
| 5 | <ul style="list-style-type: none"> • All partners attain distinct outcomes, but those outcomes are not always fair (i.e., not equitable) • Some but not all partners have a direct voice in determining the desired distinct outcomes • Acting to advance everyone's distinct outcomes is a low priority for the partnership • The distinct outcomes that are advanced matter a lot to most partners | 5 | 5 |
| 6 | <ul style="list-style-type: none"> • All of us attain distinct outcomes, which are fair (i.e., equitable) • All of us have a direct voice in determining the desired distinct outcomes • Acting to advance everyone's distinct outcomes is a high priority for us • The distinct outcomes that are advanced matter significantly to all of us | 6 | 6 |
| 7 | <ul style="list-style-type: none"> • Our partnership advances meaningful outcomes and growth for all of us as individuals and for our partnership as a whole • Our co-created outcomes are primarily focused on the short term (within a longer term/open-ended orientation) • Our immediate (e.g., organizational) environments change in response to growth within our partnership • Our co-created outcomes matter significantly within our partnership | 7 | 7 |
| 8 | <ul style="list-style-type: none"> • Our partnership achieves meaningful outcomes and growth within and beyond our partnership • Our co-created outcomes are primarily focused on the long term (while balancing the short term) • Broader environments and systems around our partnership change in response to growth within and beyond our partnership • Our co-created outcomes matter significantly within and beyond our partnership | 8 | 8 |

| CURRENT (select one #) | CATEGORY: PROCESSES – DOMAIN 7: INTERACTIONS (frequency, directionality, variety, and results of the ways partners interact with one another) | ULTIMATELY DESIRED (select one #) | FEASIBLE IN 12 MONTHS (select one #) |
|---------------------------|---|---|--|
| 1 | <ul style="list-style-type: none"> Partners almost never interact with one another, causing significant harm to most partners Lack of interaction among partners is intentionally imposed on most partners Most interactions among partners are negative for most partners | 1 | 1 |
| 2 | <ul style="list-style-type: none"> Partners rarely interact with one another, causing some harm to several partners Lack of interaction among partners is unintentional Several interactions among partners are negative for several partners | 2 | 2 |
| 3 | <ul style="list-style-type: none"> Partners interact occasionally Interactions among partners are almost always routine (partners almost always do the same things) Several interactions among partners are somewhat positive for at least some partners, and no partners are harmed by the ways partners interact One or a few partners control the extent and nature of interactions | 3 | 3 |
| 4 | <ul style="list-style-type: none"> Partners interact regularly Interactions among partners are sometimes routine (partners sometimes do the same things) Most interactions among partners are fairly positive for most partners Several partners control the extent and nature of interactions | 4 | 4 |
| 5 | <ul style="list-style-type: none"> Partners interact frequently in ways that are sometimes varied (partners sometimes do a mix of things) All interactions are designed to be positive for all partners Most partners contribute to and design interactions together, but doing so is a low priority | 5 | 5 |
| 6 | <ul style="list-style-type: none"> Frequent interactions among us are quite varied (we do a wide range of things together) All interactions are designed together to be significantly positive for all of us All of us contribute to and design interactions together, and doing so is a high priority | 6 | 6 |
| 7 | <ul style="list-style-type: none"> The positive, varied, and frequent interactions that we all design together go beyond what many of us would otherwise do on our own The positive, varied, and frequent interactions that we all design together support the learning and growth of all of us individually and of our partnership as a whole | 7 | 7 |
| 8 | <ul style="list-style-type: none"> The positive, varied, and frequent interactions that we all design together go beyond what any of us would otherwise do on our own The positive, varied, and frequent interactions that we all design together support learning and growth within and beyond our partnership | 8 | 8 |

| CURRENT (select one #) | CATEGORY: PROCESSES – DOMAIN 8: COMMUNICATION (the extent to which, ways in which, and results of how partners communicate with one another) | ULTIMATELY DESIRED (select one #) | FEASIBLE IN 12 MONTHS (select one #) |
|---------------------------|--|---|--|
| 1 | <ul style="list-style-type: none"> • Most partners do not communicate with one another most of the time, causing significant harm to those left out • Limited communication is intentionally imposed on most partners • The content and process of communication are very hurtful to many partners | 1 | 1 |
| 2 | <ul style="list-style-type: none"> • Some partners do not communicate with one another some of the time, causing some harm to those left out • Limiting the involvement of several partners in communications is unintentional • The content and process of communication are somewhat hurtful to some partners | 2 | 2 |
| 3 | <ul style="list-style-type: none"> • Limited communication is only one-way, which is a pattern chosen by only some partners • There is some intentional consideration of how partners communicate with one another • No partners are harmed by the ways partners communicate with one another • The content and process of communication are not hurtful to any partners but are very unhelpful to many partners | 3 | 3 |
| 4 | <ul style="list-style-type: none"> • Significant communication occurs only one-way, which is a communication pattern chosen by most partners • There is extensive intentional consideration of how partners communicate with one another • The content and process of communication are not hurtful to any partners but are somewhat unhelpful to some partners | 4 | 4 |
| 5 | <ul style="list-style-type: none"> • Communication in this partnership includes all partners, with a few partners as both initiators and recipients some of the time • Co-communication is a low priority • The content and process of communications are somewhat helpful to some partners | 5 | 5 |
| 6 | <ul style="list-style-type: none"> • Communication in our partnership includes all of us as both initiators and recipients most of the time • Co-communication is a high priority • The content and process of our communication are very helpful to most of us | 6 | 6 |
| 7 | <ul style="list-style-type: none"> • Communication in our partnership includes all of us as both initiators and recipients all of the time • The content and process of our communication often generates new possibilities within our partnership | 7 | 7 |
| 8 | <ul style="list-style-type: none"> • Our communication always includes many individuals within and beyond our partnership as both initiators and recipients all of the time • The content and process of our communication with one another and with others beyond our partnership regularly generate new possibilities within and beyond our partnership | 8 | 8 |

| CURRENT (select one #) | CATEGORY: PROCESSES – DOMAIN 9: DECISION-MAKING (who is involved in making decisions, how are they made, and with what results) | ULTIMATELY DESIRED (select one #) | FEASIBLE IN 12 MONTHS (select one #) |
|---------------------------|---|---|--|
| 1 | <ul style="list-style-type: none"> Decisions are made by one or a few partners in isolation, with no consideration of other partners' interests, causing significant harm to those not considered or involved Decisions are intentionally imposed on most partners by the decision-maker(s) | 1 | 1 |
| 2 | <ul style="list-style-type: none"> Decisions are made by one or a few partners in isolation, with minimal consideration of other partners' interests, causing some harm to those not considered or involved Decisions are unintentionally imposed on several partners | 2 | 2 |
| 3 | <ul style="list-style-type: none"> Decisions are made by one or a few partners in isolation, with limited consideration of other partners' interests There is limited intentional consideration of how decisions are made within the partnership No partners are harmed by the way decisions are made within the partnership | 3 | 3 |
| 4 | <ul style="list-style-type: none"> Decisions are made by several partners with some consideration of other partners' interests There is some intentional consideration of, but not necessarily agreement on, how decisions are made within the partnership Only some benefit from the way decisions are made within the partnership | 4 | 4 |
| 5 | <ul style="list-style-type: none"> Decisions are made by all partners with a fair bit of consideration of other partners' interests There is extensive intentional consideration of and some agreement on how decisions are made within the partnership Although everyone benefits from the decisions, those benefits are not equitable (i.e., not all benefits are proportional to capacity to contribute) Sharing decision-making among all partners is a low priority for the partnership | 5 | 5 |
| 6 | <ul style="list-style-type: none"> Decisions are made by all of us with significant consideration of other partners' interests There is extensive intentional consideration of and full agreement on how decisions are made within the partnership Everyone benefits individually from the decisions in a way that is equitable (i.e., benefits are proportional to capacity to contribute) Sharing decision-making among all of us is a high priority for the partnership | 6 | 6 |
| 7 | <ul style="list-style-type: none"> We carefully deliberate and determine together how our decisions are made (not “mine” and “yours” separately but “ours”) The decisions we make benefit all of us as individuals within the partnership and the partnership as a whole | 7 | 7 |
| 8 | <ul style="list-style-type: none"> We carefully deliberate and determine together how our decisions are made, considering how they are intertwined with decisions of individuals/groups/systems beyond our partnership Benefits from the decisions we make extend within and beyond our partnership | 8 | 8 |

| CURRENT (select one #) | CATEGORY: DYNAMICS – DOMAIN 10: POWER (influence, agency, authority; may be positional or informal; can be used over, for, or with others) | ULTIMATELY DESIRED (select one #) | FEASIBLE IN 12 MONTHS (select one #) |
|---------------------------|--|---|--|
| 1 | <ul style="list-style-type: none"> ● One or more partners abuse their distinct power to control other partners / the partnership, causing significant harm to most partners ● The distinct power of those taken advantage of is intentionally suppressed ● One or more partners use their distinct power primarily to advance their own interests | 1 | 1 |
| 2 | <ul style="list-style-type: none"> ● Several partners are taken advantage of through other partners' uses of power, causing them some harm ● The distinct power of those taken advantage of is unintentionally suppressed ● Partners who use their distinct power over other partners seek to do what they believe to be in the best interest of the work of the partnership (but without consulting others) | 2 | 2 |
| 3 | <ul style="list-style-type: none"> ● One or a few partners use their distinct power for their own benefit as well as for the benefit of one or a few others as those exerting power intend (without consulting them) ● The power of those seen as beneficiaries of those who use power is intentionally not valued ● Partners who use power for other partners or the work of the partnership are aware of but do not critique power inequities within the partnership | 3 | 3 |
| 4 | <ul style="list-style-type: none"> ● Several partners use their distinct power for their own benefit as well as for the benefit of several others as those other beneficiaries intend (having consulted with them) ● The power of those seen as beneficiaries of others' power is unintentionally not valued ● Partners who use power for other partners or the work of the partnership do so while critiquing power inequities within the partnership | 4 | 4 |
| 5 | <ul style="list-style-type: none"> ● Some partners combine and use their distinct power so that all partners benefit somewhat as each intends ● Those partners whose power is combined act to somewhat reduce power inequities within the partnership ● Sharing power is a low priority | 5 | 5 |
| 6 | <ul style="list-style-type: none"> ● All of us combine and use our distinct power so that all of us benefit significantly as each of us intends ● We all act to significantly reduce power inequities (if any) within this partnership ● Sharing power is a high priority | 6 | 6 |
| 7 | <ul style="list-style-type: none"> ● We build joint power together (not “mine” and “yours” separately but “ours”) and thereby generate new sources of and ways to use power among us individually and as a partnership ● We use our joint power to change systems underlying power inequities within our partnership | 7 | 7 |
| 8 | <ul style="list-style-type: none"> ● We build joint power together with others beyond our partnership and thereby generate new sources of and ways to use power within and beyond our partnership ● We use our joint power to change systems underlying power inequities within and beyond our partnership | 8 | 8 |

| CURRENT (select one #) | CATEGORY: DYNAMICS – DOMAIN 11: CONFLICT (partners' attitudes toward and ways of engaging inevitable conflict) | ULTIMATELY DESIRED (select one #) | FEASIBLE IN 12 MONTHS (select one #) |
|---------------------------|---|---|--|
| 1 | <ul style="list-style-type: none"> Conflict within this partnership is almost always avoided, causing significant harm to most partners (includes a perception that no conflict exists) Conflict is avoided intentionally | 1 | 1 |
| 2 | <ul style="list-style-type: none"> Conflict within this partnership is usually avoided, causing some harm to several partners (includes a perception that no conflict exists) Conflict is avoided unintentionally | 2 | 2 |
| 3 | <ul style="list-style-type: none"> Conflict within this partnership is usually acknowledged by at least a few partners Issues underlying conflict are not identified Patterns of conflict frequently repeat No partners are harmed by the way conflict is handled within this partnership | 3 | 3 |
| 4 | <ul style="list-style-type: none"> Conflict within this partnership is usually partly addressed by most partners Issues underlying conflict are identified but not addressed Patterns of conflict sometimes repeat | 4 | 4 |
| 5 | <ul style="list-style-type: none"> Conflict within this partnership is sometimes effectively managed Partners place a low priority on understanding issues underlying conflict The ways in which conflict is managed do not help us navigate future conflict Partners generally dislike tension within the partnership | 5 | 5 |
| 6 | <ul style="list-style-type: none"> Conflict within our partnership is usually effectively resolved We all place a high priority on understanding and addressing issues underlying conflict Lessons learned through resolving conflict help us understand and resolve future conflict We are generally not worried about tension within our partnership | 6 | 6 |
| 7 | <ul style="list-style-type: none"> Conflict within our partnership is usually understood and embraced as a means of generating new possibilities for learning and growth within our partnership We take and try to understand one another's perspectives on issues that raise conflict We actively seek to hold tension with one another generatively | 7 | 7 |
| 8 | <ul style="list-style-type: none"> Conflict within our partnership and between us and other individuals/groups/organizations is almost always leveraged as a means of generating new possibilities for learning and growth within and beyond our partnership We all take and try to understand the perspectives of people beyond our partnership on issues that raise conflict We all regularly use our capacities to hold tension generatively within and beyond our partnership | 8 | 8 |

| CURRENT (select one #) | CATEGORY: DYNAMICS – DOMAIN 12: TRUST (extent to which partners trust one another and work to build trust and understand mistrust) | ULTIMATELY DESIRED (select one #) | FEASIBLE IN 12 MONTHS (select one #) |
|---------------------------|---|---|--|
| 1 | <ul style="list-style-type: none"> ● Most partners distrust other partners most of the time, causing significant harm to most partners ● Any existing trust is abused by most partners intentionally ● Trust building is actively deterred | 1 | 1 |
| 2 | <ul style="list-style-type: none"> ● Some partners distrust other partners some of the time, causing some harm to some partners ● Any existing trust is abused by some partners unintentionally ● Trust building is not valued | 2 | 2 |
| 3 | <ul style="list-style-type: none"> ● One or a few partners trust most other partners to a limited extent ● No partner is harmed by the way trust operates within the partnership ● Trust building is led by one or a few partners ● Issues underlying mistrust are not identified | 3 | 3 |
| 4 | <ul style="list-style-type: none"> ● Most partners trust some other partners to some extent ● Trust building is valued but is deprioritized ● Trust building is led by some of the partners ● Issues underlying mistrust are identified but not addressed | 4 | 4 |
| 5 | <ul style="list-style-type: none"> ● Some mutual trust (i.e., trust between individual partners) exists among all partners ● Trust building is stewarded by all partners, but this is a low priority ● Issues underlying mistrust are identified and addressed, but this is a low priority ● Mutual trust includes confidence in one another to sometimes fulfill commitments within the partnership | 5 | 5 |
| 6 | <ul style="list-style-type: none"> ● Significant mutual trust (i.e., trust between individual partners) exists among all partners ● Trust building is stewarded by all partners and is a high priority ● We all place a high priority on understanding and addressing issues underlying mistrust ● Our mutual trust includes confidence in one another to always fulfill commitments within the partnership | 6 | 6 |
| 7 | <ul style="list-style-type: none"> ● Collective trust (i.e., trust in the partnership as a whole not only in individual members) often facilitates new possibilities for learning and growth within our partnership ● Collective trust is stewarded by all of us ● Collective trust is part of our identity as a partnership ● Whenever mistrust arises we all try to understand one another’s perspectives on issues that raise it | 7 | 7 |
| 8 | <ul style="list-style-type: none"> ● Collective trust often facilitates new possibilities for learning and growth within and beyond our partnership ● Collective trust is stewarded by all of us and extends to others we work with beyond our partnership ● Trust within and beyond the partnership is central to our identity as a partnership ● Whenever mistrust arises we all work hard to empathize with the perspectives of people within and beyond our partnership on issues that raise mistrust | 8 | 8 |

Section II, Part 2: Articulate Learning

A. Compile your Scale Ratings

Looking back at your ratings for each of the twelve domains, complete Table 2.13. First, copy the response options (1 - 8) you circled for each domain and each status (current, desired, feasible). Second, determine the degree of separation between each status combination (current & desired, current & feasible, desired & feasible). This will help you give you a quick view as to how closely aligned or how far apart you think the partnership is for each combination and help you bring forward your individual thinking and priorities to the collaborative reflection in Section III.

Table 2.13

| | Domain | Your Status Rating | | | Degree of Separation | | |
|-----------------------|--|--------------------|---------|----------|--------------------------------------|---------------------------------------|---------------------------------------|
| | | Current | Desired | Feasible | Difference Between Current & Desired | Difference Between Current & Feasible | Difference Between Desired & Feasible |
| | <i>(Example)</i> | 4 | 7 | 6 | 3 | 2 | 1 |
| Partnership Members | <u>Representation</u> | | | | | | |
| | <u>Sense of Self</u> | | | | | | |
| | <u>Resources</u> | | | | | | |
| Partnership Purposes | <u>Work</u> | | | | | | |
| | <u>Goals</u> | | | | | | |
| | <u>Outcomes</u> | | | | | | |
| Partnership Processes | <u>Interactions</u> | | | | | | |
| | <u>Communication</u> | | | | | | |
| | <u>Decision-making</u> | | | | | | |
| Partnership Dynamics | <u>Power</u> | | | | | | |
| | <u>Conflict</u> | | | | | | |
| | <u>Trust</u> | | | | | | |

B. Compile your Take-aways

Take a look back at Tables 2.1 - 2.12 in which you documented why you rated the domains of the scale as you did. Summarize in Table 2.14 below the most important take-aways about the domains. Consider these prompts: What stands out? What themes / patterns appear? What are the most important take-aways within this category with regard to deepening this partnership?

Table 2.14

| | |
|--------------------------------------|--|
| Partnership Members | <u>Representation</u> |
| | <u>Sense of Self</u> |
| | <u>Resources</u> |
| Partnership Purposes | <u>Work</u> |
| | <u>Goals</u> |
| | <u>Outcomes</u> |
| Partnership Processes | <u>Interactions</u> |
| | <u>Communication</u> |
| | <u>Decision-making</u> |
| Partnership Dynamics | <u>Power</u> |
| | <u>Conflict</u> |
| | <u>Trust</u> |
| Lingering questions or ideas? | |

C. Identify your Priorities and Potential Actions

In this final part of Section II, you will select three domains and/or categories that your work in Section II, Part 2 [A](#) and [B](#) leads you to prioritize working on in order to deepen your partnership (note in Table 2.15). Further, you'll note the reason(s) why each is a priority as well as any questions you have; this will help you bring this thinking forward into Section III for collaborative discussion with your partners. Reasons you might select a particular domain or category include:

- Your current and desired scale ratings were far apart, meaning that a lot of work needs to be done there to deepen your partnership.
- Your current and desired scale ratings were close, meaning this area is a strength and you want to build on it.
- Your current and feasible in 12 months responses were close, meaning it might be easiest to make progress in this area (“low hanging fruit”)
- Your compiled take-aways revealed that you found a particular domain or category especially difficult to respond to, suggesting that it may need further thought among you and your partners.

To finish off your reflection in this section, give some thought to potential steps forward. Consider both steps you personally might take toward deepening your partnership in the domains and/or categories you have selected and, very tentatively, steps your partnership might take toward such deepening.

Table 2.15

| Domains / Categories to Explore Further | Reason(s) for Prioritizing | Things that Might Help or Hinder Progress in this Domain / Category? | Questions I Have Related to Deepening in this Domain / Category | Potential Steps Forward (For Me? For my Partnership?) |
|---|----------------------------|--|---|---|
| | | | | |
| | | | | |
| | | | | |

Section III: Prioritizing Desired Changes and Action Planning

This section contains three parts designed to bring your individual thinking from Section II forward into collaborative consideration by your partnership – culminating in action planning. The tables in Part 1, A could be compiled either before or during the time you and your partners come together for this collaborative reflection.

Note for partners reflecting individually: Although we highly recommend you complete this section with other members of your partnership, if you are the only one in your partnership engaged in this reflection process, skip Parts 1 and 2 and proceed to [Part 3](#). In the spirit of deepening partnerships, we encourage you to only design action steps as an individual that reflect your individual interventions rather than making any decisions for the partnership without others involved.

It is recommended that this section be completed collaboratively and synchronously and that responses be documented at the partnership level; in other words, one member of the partnership (or a facilitator, if there is one) should take notes for the whole group and make those notes visible to everyone (of course, everyone can also take notes in their own individual copy; just be sure they include the partnership-level note taker’s notes).

| Part | Purpose | Estimated Time |
|---|---|-----------------|
| 1. Select Domains/Categories for Further Examination | Compile individual thinking from Section II, Part 2 and choose together the most important domains and/or categories for the partnership to explore further | 30 - 60 minutes |
| 2. Examine Selected Domains/Categories | Examine the collaboratively selected domains/categories | 30 - 60 minutes |
| 3. Articulate Learning (in the form of action planning) | Articulate learning by developing action plans | 30 - 60 minutes |
| Estimated Total Time | | 1.5 - 3 hours |

Section III, Part 1: Select Domains/Categories for Further Examination

A. Compile Individual Scale Ratings

This part helps you compile individual responses from Section II for collaborative consideration in Section III. This information may be compiled in advance of the collaborative session (e.g., by a facilitator who has collected all the individual ratings) or once you have come together. Drawing from individual responses in Section II Tables 2.13 (scale ratings) and 2.15 (domains/categories of prioritization), compile the results in the following tables by domain.

Here is an example of compiling five individual's scores in one domain: 4 of the 5 individuals rated the partnership as being either a 3 or a 4 currently on this example domain (therefore, unilateral), and 1 rated it as either a 5 or a 6 (therefore, transactional); 1 individual rated its ultimately desired status as being either a 5 or a 6 (therefore, transactional), and the other 4 rated it either a 7 or an 8 (therefore, transformational); etc. The right-most column (which looks more like a box) is where you indicate how many partners prioritized this domain as one for further examination (in the case of this example, 4 of the 5 partners prioritized it).

| DOMAIN #: DOMAIN NAME | | | | Number of us who selected this domain for further examination |
|-------------------------------|----------|----------|----------|---|
| | Current | Desired | Feasible | |
| | | | | IIII (4) |
| Exploitative (1-2) | | | | |
| Unilateral (3-4) | IIII (4) | | I (1) | |
| Transactional (5-6) | I (1) | I (1) | III (3) | |
| Transformational (7-8) | | IIII (4) | I (1) | |

If one or more partners named a category as a priority, rather than only domains, in Table 2.15, tally them here in Table 3.1.

Table 3.1

| | Number of us who selected this category for further examination |
|-----------------------------------|---|
| Category A: Partnership Members | |
| Category B: Partnership Purposes | |
| Category C: Partnership Processes | |
| Category D: Partnership Dynamics | |

Partnership Members

| DOMAIN 1: REPRESENTATION | | | | Number of us who selected this domain for further examination |
|--------------------------|---------|---------|----------|---|
| | Current | Desired | Feasible | |
| Exploitative (1-2) | | | | |
| Unilateral (3-4) | | | | |
| Transactional (5-6) | | | | |
| Transformational (7-8) | | | | |

| DOMAIN 2: SENSE OF SELF | | | | Number of us who selected this domain for further examination |
|-------------------------|---------|---------|----------|---|
| | Current | Desired | Feasible | |
| Exploitative (1-2) | | | | |
| Unilateral (3-4) | | | | |
| Transactional (5-6) | | | | |
| Transformational (7-8) | | | | |

| DOMAIN 3: RESOURCES | | | | Number of us who selected this domain for further examination |
|------------------------|---------|---------|----------|---|
| | Current | Desired | Feasible | |
| Exploitative (1-2) | | | | |
| Unilateral (3-4) | | | | |
| Transactional (5-6) | | | | |
| Transformational (7-8) | | | | |

Partnership Purposes

| DOMAIN 4: WORK | | | | Number of us who selected this domain for further examination |
|------------------------|---------|---------|----------|---|
| | Current | Desired | Feasible | |
| Exploitative (1-2) | | | | |
| Unilateral (3-4) | | | | |
| Transactional (5-6) | | | | |
| Transformational (7-8) | | | | |

| DOMAIN 5: GOALS | | | | Number of us who selected this domain for further examination |
|------------------------|---------|---------|----------|---|
| | Current | Desired | Feasible | |
| Exploitative (1-2) | | | | |
| Unilateral (3-4) | | | | |
| Transactional (5-6) | | | | |
| Transformational (7-8) | | | | |

| DOMAIN 6: OUTCOMES | | | | Number of us who selected this domain for further examination |
|------------------------|---------|---------|----------|---|
| | Current | Desired | Feasible | |
| Exploitative (1-2) | | | | |
| Unilateral (3-4) | | | | |
| Transactional (5-6) | | | | |
| Transformational (7-8) | | | | |

Partnership Processes

| DOMAIN 7: INTERACTIONS | | | | Number of us who selected this domain for further examination |
|------------------------|---------|---------|----------|---|
| | Current | Desired | Feasible | |
| Exploitative (1-2) | | | | |
| Unilateral (3-4) | | | | |
| Transactional (5-6) | | | | |
| Transformational (7-8) | | | | |

| DOMAIN 8: COMMUNICATION | | | | Number of us who selected this domain for further examination |
|-------------------------|---------|---------|----------|---|
| | Current | Desired | Feasible | |
| Exploitative (1-2) | | | | |
| Unilateral (3-4) | | | | |
| Transactional (5-6) | | | | |
| Transformational (7-8) | | | | |

| DOMAIN 9: DECISION-MAKING | | | | Number of us who selected this domain for further examination |
|---------------------------|---------|---------|----------|---|
| | Current | Desired | Feasible | |
| Exploitative (1-2) | | | | |
| Unilateral (3-4) | | | | |
| Transactional (5-6) | | | | |
| Transformational (7-8) | | | | |

Partnership Dynamics

| DOMAIN 10: POWER | | | | Number of us who selected this domain for further examination |
|------------------------|---------|---------|----------|---|
| | Current | Desired | Feasible | |
| Exploitative (1-2) | | | | |
| Unilateral (3-4) | | | | |
| Transactional (5-6) | | | | |
| Transformational (7-8) | | | | |

| DOMAIN 11: CONFLICT | | | | Number of us who selected this domain for further examination |
|------------------------|---------|---------|----------|---|
| | Current | Desired | Feasible | |
| Exploitative (1-2) | | | | |
| Unilateral (3-4) | | | | |
| Transactional (5-6) | | | | |
| Transformational (7-8) | | | | |

| DOMAIN 12: TRUST | | | | Number of us who selected this domain for further examination |
|------------------------|---------|---------|----------|---|
| | Current | Desired | Feasible | |
| Exploitative (1-2) | | | | |
| Unilateral (3-4) | | | | |
| Transactional (5-6) | | | | |
| Transformational (7-8) | | | | |

B. Compile Individual Key Take Aways

Drawing from individual responses in Section II Table 2.14 (key take aways in each domain - priorities you think it is most important to bring forward), compile the results in Table 3.2.

Table 3.2

| | |
|--------------------------------------|------------------------|
| Partnership Members | <i>Representation</i> |
| | <i>Sense of Self</i> |
| | <i>Resources</i> |
| Partnership Purposes | <i>Work</i> |
| | <i>Goals</i> |
| | <i>Outcomes</i> |
| Partnership Processes | <i>Interactions</i> |
| | <i>Communication</i> |
| | <i>Decision-making</i> |
| Partnership Dynamics | <i>Power</i> |
| | <i>Conflict</i> |
| | <i>Trust</i> |
| Lingering questions or ideas? | |

C. Discuss Compiled Individual Scale Ratings and Key Take-Aways

Once you have compiled your individual scale ratings ([Part A](#)) and take-aways ([Part B](#)) in this section, use the prompts in Table 3.3 to discuss them across the partnership and make some notes to document your collaborative thinking.

Table 3.3

At this point in this reflection process:

| | |
|---|--|
| <i>What are we <u>most in agreement</u> on?</i> | |
| <i>What are we <u>least in agreement</u> on?</i> | |
| <i>What are we particularly <u>aware of</u>? (What stands out?)</i> | |
| <i>What are we particularly <u>surprised about</u>?</i> | |
| <i>What are we particularly <u>pleased about</u>?</i> | |
| <i>What are we most <u>concerned about</u>?</i> | |

D. Prioritize Domains/Categories to Focus on Together

Informed by the thinking you have documented in Section III thus far, collaboratively select three domains and/or categories that you as a group would like to explore further. This might include one or more domains/categories that had the highest number of people prioritizing them ([Part A](#)) or some that surfaced as particularly important in your subsequent collaborative discussion ([Part C](#)). You can always come back as a group to select additional domains/categories to explore, but we recommend focusing on three for the remainder of this current reflection process.

Table 3.4

| | Domains and/or Categories to Collaboratively Examine Further at This Time |
|----|--|
| 1. | |
| 2. | |
| 3. | |

Note here any additional domains/categories that you might want to come back to at a later time:

Table 3.5

| | Domains and/or Categories to Collaboratively Come Back to Later |
|----|--|
| 1. | |
| 2. | |
| 3. | |

Section III, Part 2: Examine Collaboratively Prioritized Domains/Categories

Complete a table for each of the three domains/categories you just collaboratively noted in [Table 3.4](#). Examine them together using the prompts provided. Each individual may want to consult your notes in Section II to bring forward particular ideas from your earlier individual reflection to this collaborative discussion.

Table 3.6

| Domain/Category 1 = _____ | |
|--|--|
| <i>Why is working on this domain/category so <u>important</u> to our partnership?</i> | |
| <i>What might help us deepen our partnership within this domain/category ? (i.e., <u>support</u>)</i> | |
| <i>What might get in the way? (i.e., <u>hinder</u>)</i> | |
| <i>What <u>questions</u> do we have about how to deepen our partnership within this domain/category?</i> | |
| <i>What potential <u>changes</u> might we want to make in the next 12 months (or other reasonable time frame)?</i> | |

Table 3.7

Domain/Category 2 = _____

| | |
|--|--|
| <i>Why is working on this domain/category so <u>important</u> to our partnership?</i> | |
| <i>What might help us deepen our partnership within this domain/category ? (i.e., <u>support</u>)</i> | |
| <i>What might get in the way? (i.e., <u>hinder</u>)</i> | |
| <i>What <u>questions</u> do we have about how to deepen our partnership within this domain/category?</i> | |
| <i>What potential <u>changes</u> might we want to make in the next 12 months (or other reasonable time frame)?</i> | |

Table 3.8

Domain/Category 3 = _____

| | |
|--|--|
| <i>Why is working on this domain/category so <u>important</u> to our partnership?</i> | |
| <i>What might help us deepen our partnership within this domain/category ? (i.e., <u>support</u>)</i> | |
| <i>What might get in the way? (i.e., <u>hinder</u>)</i> | |
| <i>What <u>questions</u> do we have about how to deepen our partnership within this domain/category?</i> | |
| <i>What potential <u>changes</u> might we want to make in the next 12 months (or other reasonable time frame)?</i> | |

Section III, Part 3: Articulate Learning (in the form of action planning)

Building on the collaborative thinking in [Part 2](#) of this section, identify three specific action items that might deepen your partnership and its work. The tables that follow support you in naming each action item and considering key aspects that may inform and guide that action.

As you consider specific actions you will take to deepen your partnership, it may be helpful to refer back to the bullet points in the relevant scales. For example, if you are focusing on action planning for the communication domain and want to move from an average current level 4 to level 6, the bullets that explain levels 5 and 6 may be a good starting point to guide your thinking regarding some of what it may take to deepen your partnership as desired.

Your three action items could be, but do not have to be, specific to each of the three domains/categories you have selected as priorities. Your partnership should feel free to do action planning focused on any change you have determined you want to make. You may want to develop one action item per prioritized domain/category OR you may want to develop two action items related to one domain/category and one action item related to another. It is also possible that your examination of your partnership throughout this process has surfaced another important change to make that does not fit precisely within any of your prioritized domains/categories; feel free to use one of the action planning tables to do some planning related to that idea as your focus instead.

You are welcome to make more copies of these tables and develop more than three action items.

Table 3.9

| Action Item #1 | |
|---|--|
| <i>Action (what we <u>will</u> do to deepen this partnership)</i> | |
| <i>What <u>challenges, tensions, or trade-offs</u> might be involved?</i> | |
| <i>Who should be involved (consider SOFAR)?</i> | |
| <i>What <u>resources</u> are available? Needed?</i> | |
| <i>What are <u>short-, medium-, and long-term steps</u> to take?</i> | |
| <i>How will we know if we are making <u>progress</u>?</i> | |
| <i>What very specifically is the <u>first step</u> to take, who will take it, and when?</i> | |

Table 3.10

| Action Item #2 | |
|---|--|
| <i>Action (what we <u>will</u> do to deepen this partnership)</i> | |
| <i>What <u>challenges, tensions, or trade-offs</u> might be involved?</i> | |
| <i><u>Who</u> should be involved (consider SOFAR)?</i> | |
| <i>What <u>resources</u> are available? Needed?</i> | |
| <i>What are <u>short-, medium-, and long-term</u> steps to take?</i> | |
| <i>How will we know if we are making <u>progress</u>?</i> | |
| <i>What very specifically is the <u>first step</u> to take, who will take it, and when?</i> | |

Table 3.11

| Action Item #3 | |
|---|--|
| <i>Action (what we <u>will</u> do to deepen this partnership)</i> | |
| <i>What <u>challenges, tensions, or trade-offs</u> might be involved?</i> | |
| <i><u>Who</u> should be involved (consider SOFAR)?</i> | |
| <i>What <u>resources</u> are available? Needed?</i> | |
| <i>What are <u>short-, medium-, and long-term</u> steps to take?</i> | |
| <i>How will we know if we are making <u>progress</u>?</i> | |
| <i>What very specifically is the <u>first step</u> to take, who will take it, and when?</i> | |

The End ...The Beginning

You have completed this reflection process and hopefully learned a lot about your partnership (and maybe about yourself as well). However, in some ways you are now at the beginning – a new beginning for your partnership, which should now be in a good place to deepen in the ways you have determined are most important to you ... if, of course, you act on your action planning!

You are encouraged to return to the TRES III Reflection Framework at any time you want to pause again and take a closer look at who you are and who you want to be, at the progress you are making on any or all of the 12 domains, or at your collective take-aways (revisiting them can generate further action and ongoing deepening of your partnership and its work).

As we noted in the Authors' Note, we look forward to learning how the TRES III Reflection Framework is being used, adapted, translated, and built upon in the coming years. Please share with us your work with this Reflection Framework by emailing Patti (patti.clayton@curricularengagement.com). Thank you!