



# BUILDING RELATIONSHIP AMONG THE LAND-GRANT INSTITUTIONS

*Change Agent States*

**“Tool For Change”**



<p>Description</p>	<p>The purpose of this tool is to help in creating and maintaining strong collaborative relationships among the 1862, 1890, and 1994 land-grant institutions.</p> <p>A useful historical perspective on the establishment of 1862, 1890 and 1994 land-grant institutions and their three-fold mission may be found at:  <a href="http://www.nasulgc.org/publications/land-grant/development.htm">http://www.nasulgc.org/publications/land-grant/development.htm</a></p>
<p>Strategy behind the tool</p>	<p>Proven strategies utilized in the design of this tool include:</p> <ul style="list-style-type: none"> <li>• Collaborative institutional relationships share expertise that benefits all partners.</li> <li>• Healthy collaborative work is critical to start any project/program.</li> <li>• The willingness to recognize and acknowledge previous history among institutions is critical when creating a new path.</li> <li>• Accepting cultural differences—people, beliefs, visions—is basic to successful partnerships.</li> <li>• Expecting and planning for long-term relationships is a basic premise of successful partnerships.</li> <li>• Checking signals frequently with all partners is important in order to minimize assumptions and cultivate partnerships.</li> <li>• Being persistent is critical, as is following through on commitments.</li> <li>• Identifying people of influence, in their respective communities, and building respectful one-on-one relationships with them is essential to the partnership.</li> </ul>
<p>Goals and outcomes</p>	<p>Specific goals of this tool include:</p> <ul style="list-style-type: none"> <li>• Development of long-term partnerships grounded in trust and mutual respect.</li> <li>• Creation of a process and collaborative team that can initiate desired change (see two other Tools for Change: <i>A Framework for Organizational Change and Catalyst Team</i>).</li> <li>• Drafting a strategic plan for benchmarks.</li> <li>• Increasing faculty interaction and professional development opportunities.</li> <li>• Expanding impact of mutual programming to serve all constituents.</li> <li>• Sharing the success of the partnership as encouragement for other partnerships.</li> </ul>
<p>Skills</p>	<p>Skills needed to increase the probability of success include;</p> <ul style="list-style-type: none"> <li>• Ability to work collaboratively and in a team setting.</li> <li>• Good listening skills.</li> <li>• Good two-way communication and sharing of information.</li> <li>• Valuing differences of all types (cultures, people, opinions, etc.)</li> <li>• Understanding the benefit of diversity to the institutions and their various constituencies.</li> </ul>
<p>Barriers, issues, risks to the effectiveness of the tool</p>	<p>It is as critical to understand the potential dangers to the success of the partnership as it is to develop the plan and skills to achieve it. Some risks and potential dangers include:</p> <ul style="list-style-type: none"> <li>• History and past experiences.</li> </ul>

	<ul style="list-style-type: none"> <li>• Competitiveness (power, resources, expertise, clientele, recognition, etc.).</li> <li>• Stereotypes or assumptions.</li> <li>• Distrust.</li> <li>• Limited resources, including time, due to other commitments.</li> <li>• Lack of support from institutional leaders and/or stakeholders.</li> </ul>
Evaluation	<p>Success of any project or collaboration may be determined with the use measurable evaluation criteria. Suggested criteria to determine success of the project/collaboration include:</p> <ul style="list-style-type: none"> <li>• Number of cooperative projects and initiatives developed with partners.</li> <li>• Continuation of partnerships over several years.</li> <li>• Achievement of identified strategic plan benchmarks.</li> <li>• Commitment to long term projects in addition to short term projects.</li> <li>• Identification of collaborative projects/programs by all partnering institutions</li> </ul>
Author	<b>Edited and revised by:</b> Communications Committee, July 2006