Collaborative Leadership

Fundamental Concepts

Facilitator's Guide

TurningPoint
Collaborating for a New Century in Public Health

Collaborative Leadership

Fundamental Concepts Activities

There are a number of concepts fundamental to the understanding of collaborative leadership. Since participants vary widely in their familiarity with these concepts, no single approach can be effective with all audiences. As such, a spectrum of "warm up" learning activities are offered, from which facilitators can choose those most appropriate to their particular audience. Surveying participants ahead of time will allow you, as the facilitator, the opportunity to match the activities with the audience's knowledge and experience.

To teach this curriculum about collaborative leadership effectively, it is essential to understand your audience and to encourage a culture of shared meaning. Everyone has developed their own unique cultural perspective as a result of where and how they grew up. Being sensitive to and encouraging tolerance and understanding of different cultural perspectives is necessary for collaborative leadership and needs to be an integral part of teaching about collaborative leadership.

Each of the six collaborative practices modules contains an introductory section that gives a brief overview of the definition of collaborative leadership and a description of the six practices and how they interrelate. The *core concepts* activities listed explore these concepts and others in greater detail.

Since the amount of time needed to conduct these activities varies according to the size and nature of the group, no time suggestions are given. It is important that facilitators read through the detailed descriptions thoroughly to determine the amount of time needed.

Summary of Activities

Equipment and Supplies

- LCD or overhead projector

- Flip chart and/or dry erase board

- Markers

- Television/VCR unit (Activities #3,4,5,7,9,12)

- Ball of yarn (Activity # 6)

Curriculum Materials

- *Slide Set: Fundamental Concepts*

- *Participant's Guide* (basic materials to add to with Slide Set copies)

- *Turning Point Expert Panel Stories* video series (Activities #3,4,5,7,12)

- *Turning Point Collaborative Leadership* video series (Activities #9,12)

Preparation

- Review the *Turning Point Expert Panel Stories* video series and *Turning Point Collaborative Leadership* video series to determine which vignettes are appropriate for your audience or group of participants.

- Review all 15 activities that are described in the Fundamental Concepts module to determine which specific activities you want to present. Activities can be selected based on programmatic needs or feedback from participants. Once the smaller subset has been selected, please review instructions carefully, including PowerPoint slides and any related video segments, discussion questions, or case studies. Each activity requires different preparation and set-up activities.

- If an activity is also referenced to in one of the six collaborative leadership learning modules, facilitators may want to review pertinent materials from specific learning modules as well.

- Become familiar with collaborative leadership Web site learning resources (www.collaborativeleadership.org).

1. What is collaboration?

Learning Objective. Compare and contrast five levels of relationships: networking, coordinating, cooperating, collaborating, and competing.

A. Explain that you're going to:

- Look at the way working groups relate to each other through a sequence of short activities designed to illustrate each relationship;
- Have a discussion when the last activity is completed.

B. Instruct participants to walk around room and meet as many people as they can. Tell them to mentally record interesting aspects of what they learn about each person.

C. After 3-4 minutes, ask participants to stop and return to their seats.

D. Display *"Networking"* definition (show first "fly in" for slide using PowerPoint animation, **Slide 2)**.

Slide 2

Networking – Exchanging information for mutual benefit.

Review and explain that participants were networking during this exercise.

Make the following points/Ask the following questions for self-reflection:

- "How did you choose who you would talk to and what you asked that person?"
- They self-selected who they wanted to meet;
- They shared information both on themselves and others;
- Through your own criteria, you chose people you wanted to talk with and for reasons you may not even fully be aware of. They were probably people with whom you felt most comfortable at a visual level;
- This is the basic level of interaction.

Slide 2

Networking – Exchanging information for mutual benefit.

Coordinating – Networking and altering activities to achieve a common purpose.

E. Divide group into four smaller groups. Give each group a sign, assigning them to one of the four following groups: "Team #1," "Coalition #2," "Collaborative #3," and "Partnership #4" **(Slides 3-6)**.

F. Instruct group members to introduce themselves to each other as a member of either a "team," "coalition,"

> **Slide 2**
>
> **Networking** – Exchanging information for mutual benefit.
>
> **Coordinating** – Networking and altering activities to achieve a common purpose.
>
> **Cooperating** – Coordinating and sharing or pooling resources.

> A product of **Turning Point**

> **Slide 2**
>
> **Networking** – Exchanging information for mutual benefit.
>
> **Coordinating** – Networking and altering activities to achieve a common purpose.
>
> **Cooperating** – Coordinating and sharing or pooling resources.
>
> **Collaborating** – Cooperating and enhancing the capacity of another for mutual benefit to achieve a common purpose.

> A product of **Turning Point**
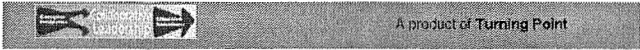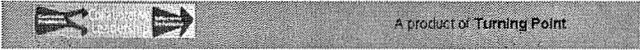
> **Slide 2**
>
> **Networking** – Exchanging information for mutual benefit.
>
> **Coordinating** – Networking and altering activities to achieve a common purpose.
>
> **Cooperating** – Coordinating and sharing or pooling resources.
>
> **Collaborating** – Cooperating and enhancing the capacity of another for mutual benefit to achieve a common purpose.
>
> **Competing** – Exchanging some amount of information, but not "proprietary" information; altering activities to meet own needs; sharing resources minimally or with a "hidden agenda."

> A product of **Turning Point**

"collaborative," or "partnership" and devise a way to change or arrange their nametags so that their group's nametags are unique and so others can easily identify who is in their group.

G. After two to three minutes, ask groups to share their results.

H. Display *"Coordinating"* definition (second fly in, **Slide 2**) and discuss.

I. While they are still in teams, ask them to "come up with several ways in which they could enhance or add more value to the utilization of the name tags." Allow them to brainstorm for a while. (Examples: add photos, addresses, hobbies, etc.)

J. Display *"Cooperating"* definition (third fly in, **Slide 2**) and discuss. Include the following points:

- This level is where most groups "get stuck."
- Individuals often have their own vision and pre-conceived notions.
- Working relationships are often limited to this level because of regulations and funding parameters.

K. Instruct group members to "create something completely new from the nametags in the group." Let them experience confusion for a few minutes. Soon they should start to make towers, houses, chains, webs, etc.

L. Display *"Collaborating"* definition (fourth fly in, **Slide 2**) and discuss. Include the following points about the nature of collaboration:

- Everyone is "around the table."
- Everyone is asked to participate fully.
- All are asked to relinquish resources

4

M. Display *"Competing"* definition (fifth fly in), **Slide 2** and discuss the differences between it and the other four definitions (networking, coordinating, cooperating, collaborating).

N. Ask the following questions:

   o Did their working relationships change from activity to activity? If so, how? Why?

   o How do the types of relationships compare and contrast in terms of their expectations of input, commitment and resources from each member to complete the task? (These escalate as groups go from Networking to Collaboration) Display *Group Relationships,* **Slide 7** to illustrate point #2.

   o Did the group's label (coalition, team, etc.) affect how the members interacted? (Probably not much, if at all.)

   o Differentiate between how group members *actually* related to each other (networking.... collaborating) vs. the name or structure of the group. Did the order in which you completed these exercises impact your group? Why or why not? Participants began the first exercise not knowing each other; however, by the end you knew each other better. Time and trust were changing components of your interaction.

   • In which category did most of their work fall: networking, coordinating, cooperating, collaborating, or competing? What was the mix? (Have participants assign percentages to each level.)

   • What are the implications of this activity for their work? Do they spend the right amount of time doing the right kind of work? What is required to make each level of relationship successful?

Group Relationships
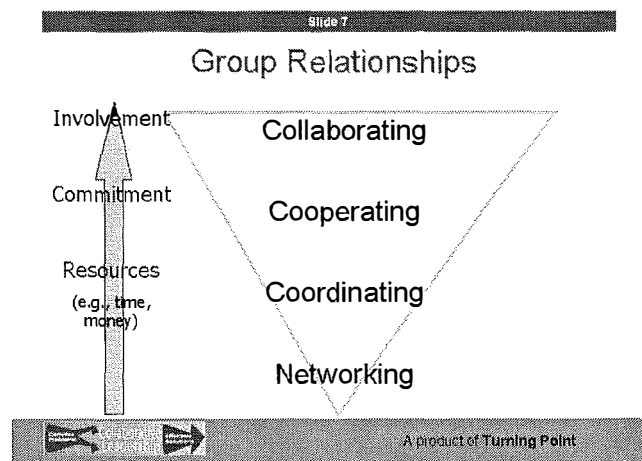
2. When to use and when not to use collaboration

Learning Objective. Determine when and when not to use collaboration.

A. Review activity objective.

B. Make the following points:

- Different situations require different approaches.
- Collaboration is not always the best approach.

C. Say: "In this activity we're going to look at one way to determine which approach is appropriate and under what conditions."

D. Divide group into 3 smaller groups.

E. Say: "In this activity we are going to look at three different situations. Each situation represents a different type of problem." (Heifetz and Sinder Model)

F. Display Problem Type,(**Slide 8**).

G. Instruct Group #1 to consider Problem 1; Group #2, Problem 2; and Group #3, Problem 3.

Slide 8

Problem Types

- **Type I: A broken leg**

- **Type II: Air pollution**

- **Type III: Problem drug use**

A product of Turning Point

H. Review *Instructions* (**Slide 9**).

I. Have each group describe its problem to the group and report on:

- Whether to use collaboration or not.

- What kind of leadership is required.

Slide 9

Instructions

1. Which leadership style is appropriate for this problem?
2. What leadership behaviors and skills do you want to see in a leader? Why?
3. Are typical problems in public health similar to the one you are discussing? How are they similar? Different?

A product of Turning Point

TurningPoint

J. Display *Problem Types and Leadership Roles* (**Slide 10**) and discuss.

K. Summarize with the following points:

- Need to assess issue before deciding on leadership type.

- Most public health problems are Type III. They are complex, interdependent, messy, involve many stakeholders, and are dynamic, systemic, and open-ended.

Slide 10

Problem Types and Leadership Roles

Type Problem	Solution	Locus of Work	Leadership Role
I Clear	Clear	Expert- Leader	Expert - Leader Solves the problem
II Clear	Unclear	Expert- Leader Group or Multiple Stakeholders	Expert diagnosis: Leader helps group problem solve
III Unclear	Unclear	Group or Multiple Stakeholders	Leader helps group problem solve

3. What is leadership?

Learning Objective: Define leadership and distinguish between it and authority.

Slide 11

What is Leadership?

A product of Turning Point

Slide 12

Leadership is.....

* A TRAIT and a PROCESS

    Trait - the ability to <u>exert influence</u> and have <u>others accept that influence</u> producing <u>change or performance</u>
    » Chrislip, Sweeny Chritian, Olsen, 2002

    – Process – A process whereby an individual or small group <u>influences others</u> to achieve a <u>common goal</u>
    » Northouse, 1997

A product of Turning Point

A. Display *What is Leadership?* (**Slide 11**) to introduce this activity.

Part 1 – Group Discussion: Defining Leadership

A. Ask the participants to tell you their ideas of what leadership is. As the definitions are being provided, write them on a flip chart or dry erase board for all to see. Once the group has provided several (at least 2, but no more than 10) definitions of leadership...

B. Display *Leadership Is...* (**Slide 12**).

C. Discuss the similarities and differences between their definitions of leadership and the definition on the slide. Pay close attention to words in the group's definitions that are similar to the words underlined in the definitions on Slide 12 defining leadership.

D. Ask the participants which words from their definitions should be underlined as particularly *telling* words that help to define leadership.

Facilitator's Note: Defining leadership is much like defining love, peace, or democracy. Each of us knows intuitively what leadership means but these meanings can be different for different people. Therefore, be careful not to imply that participants' definitions are wrong. They may just be different from how you are going to describe leadership during this training.

Turning Point

E. Ask the participants to define **authority**. As before, write these definitions down on a flip chart or erase board for all to see. Once the group has provided several (at least 2, but no more than 10) definitions for authority display *Authority Is*....(**Slide 13**).

F. Pay close attention to words in the participants' definitions that are similar to the words underlined in the definitions on Slide 13.

G. Ask the participants which words from their definitions should be underlined as particularly *telling* words that help to define authority.

H. Display *Leadership vs. Authority* (**Slide 14**). Ask the group to identify the differences between leadership and authority, paying close attention to the words underlined in Slides 13 and 14 and underlined in their definitions.

Part 2 – *Turning Point Expert Panel* video story: Leadership vs. Authority

A. Show the video story: *The Class of 80 Leaders* followed by *The Class of 80 Leaders Talking Points* (**Slide 15**).

B. Ask the group to discuss possible reasons why the students in the group think that the professor is a leader. Pose questions to the group while the talking points slide on the video is being displayed at the end of the video.

- Was the professor considered the leader because he was in a position of authority?
- What are some possible effects/consequences of having a group of all leaders and no followers?

Slide 13

Authority is........

- The <u>power</u> to determine, adjudicate, or otherwise settle issues or disputes, jurisdiction, the right to <u>control,</u> <u>command,</u> or <u>determine</u>
  – Webster's New Universal Unabridged Dictionary

A product of Turning Point

Slide 14

LEADERSHIP
VS.
AUTHORITY

A product of Turning Point

Slide 15

The Class of 80 Leaders
Talking Points

- Leadership versus Authority

- All Leaders and No Followers

A product of Turning Point

Part 3 – Personal Reflection : Leadership and Authority

Facilitator's Note: The Personal Reflection activity can be done one of two ways, either entirely on an individual basis and not discussed, or as a group activity for group discussion.

A. Ask the group to ponder the following three questions and write down their thoughts regarding each question.
    *   Can leadership be termed "successful" if the *goal* or *outcome* isn't reached?
    *   Is the person or group with authority always also the leader? Examples?
    *   Are the leaders always those with authority (individual or group)? Examples?

4. Who is a leader?

Learning Objective: Discover traits of a leader through personal and story examples.

Slide 16

Who is a leader?

🏃 ➡️   A product of Turning Point

B. Display *Who is a Leader?* (**Slide 16**) to introduce the section.

Part 1 – Group discussion: Identifying Leaders and Leadership Traits

A. Ask participants to provide:
- Examples of different individuals they know, or know of, who they would consider a leader.

- One personal trait for that person that helps define them as a leader. If necessary, start by providing an example of your own (e.g. Martin Luther King - able to get people to have a shared vision).

B. Write the names of these individuals and their trait on a flip chart or dry erase board for all to see. Ask if these traits are considered equally positive in different cultures. This is especially useful if you have a diverse group. For example, if someone were to choose Ghandi, ask if the qualities that make him a leader in the participants eyes are universally accepted in all cultures.
   (*Facilitator's Note:* Keep this list after the activity if you plan on also doing the optional activity in Activity 9, Part 4, letter f, p. 28).

C. Discuss some of the common traits of the individuals listed.

D. Ask the participants to (1) give examples of groups or coalitions they know, or know of, who they would consider to be leaders and (2) provide one trait for the group that helps define them as leaders. If necessary, start by providing an example of your own (e.g., Sierra Club ability to create a shared vision regarding environmental issues).

E. Write the names of these groups/coalitions on a flip chart or dry erase board.

F. Discuss some of the common traits of the listed groups/coalitions.

Slide 17

Leadership Traits

- Intelligence – ability to understand and reason through problems
- Knowledge – of regional problems, their causes, and potential solutions
- Respect – the extent to which an individual or group can win the community's estimation or admiration
  » Sorenson and Epps,1996

🏃 ➡️   A product of Turning Point

G. Display *Leadership Traits* (**Slides 17-19**).

H. Review each of the listed leadership traits and its definition and discuss the similarities between this list and the list of traits given by the participants for their individual leaders and groups/coalitions.

I. Discuss how the individuals and groups listed above exhibit these traits.

Slide 18

Leadership Traits

- Resources – sufficient finances and time to perform a leadership role
- Energy – ability to expend considerable (necessary) efforts on the leadership tasks
- Originality – ability to bring new perspectives to bear on local problems
  » Sorenson and Epps, 1996

A product of Turning Point

Slide 19

Leadership Traits

- Persuasiveness – may result from some combination of position, eloquence, fear, inducement, or ability to simplify arguments for the general consumption
- Synoptic thinking – ability to see the big picture
  » Sorenson and Epps, 1996

A product of Turning Point

Slide 20

Temple Texas Talking Points

- What causes people to act?

  ➢ Dissatisfaction with status quo

  – Dr. King "All change comes from maladjusted people"

A product of Turning Point

Part 2 – Expert Panel Video: What causes people to act (become a leader)?

A. Show the video story *Temple Texas* (from the *Turning Point Expert Panel* video story) followed by *Temple Texas Talking Points* (**Slide 20**).

B. Ask the participants to give you their impressions of what caused the people in Temple Texas to act.

C. Pick a few of the individuals and groups from the list generated by the group and discuss what caused each of these to act or to step into a leadership role.

Part 3 – Personal Reflection: Becoming a Leader

Facilitator's Note: The Personal Reflection activity can be done one of two ways, either entirely on an individual basis and not discussed, or as a group activity for group discussion.

A. Ask the participants to think about times when they have taken a leadership role. (It doesn't have to be anything big; it can be within their family, neighborhood, workplace, etc.)

B. Ask the participants to think about the following questions as they think back to those times when they have taken a leadership role.
- What caused you to act?
- Why did you take on that role?
- What leadership traits did you exhibit that made you think of yourself as a leader?
- Were you successful (how do you define success in that role?)

TurningPoint

5. Leadership styles

Learning Objective: Illustrate different styles of leadership and explain how different styles are appropriate to different situations.

Part 1 – Group Discussion: Leadership Styles

A. Display *What are Some Different Leadership Styles?* (**Slide 21**) to introduce the activity.

B. Display and review *Leadership Styles*, (**Slides 22-25**), which list the four different styles of leadership. As you show the slides discuss each of the styles and examples listed.

Slide 21

What are some different Leadership Styles?

A product of Turning Point

Slide 22

Leadership Styles

- Directing
  - Focuses communication on goal achievement
  - Gives instructions (what goals to achieve and how)
  - Limited time on supportive behaviors
    - » Northouse, 1997

A product of Turning Point

Slide 23

Leadership Styles

- Coaching
  - Focuses communication on both goal achievement and people's needs
  - Gives encouragement
  - Asks for input
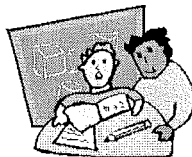 - Ultimately, leader still makes final decision
    - » Northouse, 1997

A product of Turning Point

Slide 24

Leadership Styles

- Supporting
  - Does not focus just on goals
  - Focuses on tasks to be accomplished
  - Uses supportive behaviors to bring out others skills
    - Listening
    - Praising
    - Asking for input
    - Giving feedback
      - » Northouse, 1997

A product of Turning Point
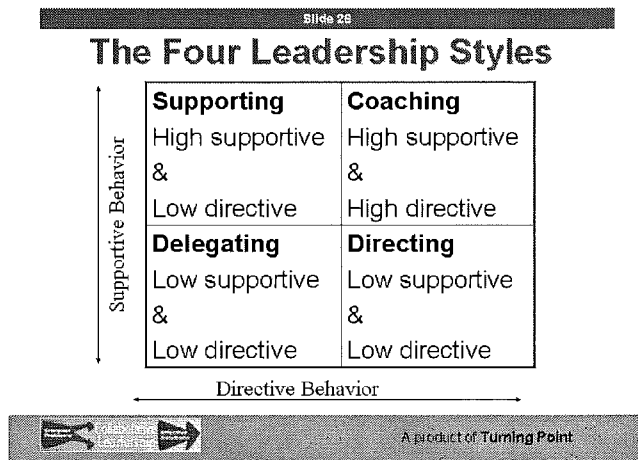

Slide 25

Leadership Styles

- Delegating
  - Offers less input and social support
  - Facilitates others' confidence and motivation to do tasks
  - Leader not as involved in planning, details, or goal clarification
    - » Northouse, 1997

A product of Turning Point

C. Ask the group the following questions:
- Which style they are most familiar and comfortable with in their own experiences?
- Look at the four identified styles – which are very Western culture – are there other styles that should be added to this list?
- How does culture affect the way we view the role of leadership?
- Why is it important to have an understanding of the different perspectives on leadership and what people are comfortable with or value?

The Four Leadership Styles

	Supporting	Coaching
Supportive Behavior	High supportive & Low directive	High supportive & High directive
	Delegating Low supportive & Low directive	**Directing** Low supportive & Low directive

Directive Behavior

D. Display *The Four Leadership Styles* (**Slide 26**). This slide is a grid showing the four different leadership styles.

E. Discuss with the group various situations in which the different styles of leadership may be more or less appropriate.

F. Ask the group for examples of behavior that is: (1) supportive, (2) directive.
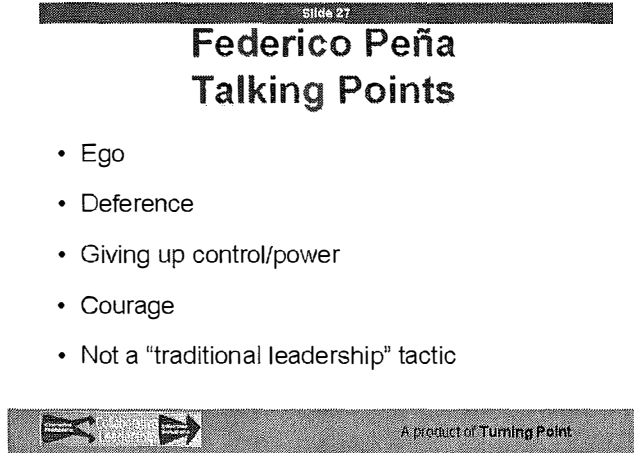
Part 2 – Case Study: Leadership Styles

A. Pass out copies of (or read aloud) *Joan's Story: Leadership Styles Case Study* (*Facilitator's Guide*, **p. 46**).

B. After everyone has read or heard the case study, ask them to discuss the Guide Questions from the case study.

C. Debrief the Guide Questions.

1. What leadership style was Joan using? (She was trying to be supportive but took it too far, did not impose enough structure to the group.)

2. At what level are the teachers? (Advanced in their field, maybe not advanced in public health.)

3. From a leadership perspective, what is Joan doing wrong? (She did not give the group enough structure. The group did view her as someone in a leadership role because she did not present herself as a leader.)

4. What specific changes could Joan make to improve the training? (Follow a "coaching style" in the beginning and possibly move to more delegating over time.)

Part 3 – Expert Panel Video: Leadership Styles

Federico Peña
Talking Points

- Ego
- Deference
- Giving up control/power
- Courage
- Not a "traditional leadership" tactic

A product of Turning Point

A. Show the video story *Federico Peña* (from the *Turning Point Expert Panel* video story) followed by *Federico Peña Talking Points* (**Slide 27**).

B. Make a brief statement about each bullet
   - Ego – One has to have their ego in check to use the leadership tactics used by Peña. The decision is not all one person's.

- Deference – Peña paid deference to his constituents making sure that the airport was what they wanted, thus building support for the effort to build the airport.
- Giving up control – Peña had to be willing to let go of some of the control, trust the decision of the constituents and trust his team's ability to influence constituent opinions.
- Courage – Does it take more courage to choose a route with an unknown future or to make a unilateral decision with a known outcome?
- Not a traditional leadership tactic – Often our elected officials are perceived as not being leaders if they "pander" to the will of their constituents. Traditional leadership calls for unilateral, individual decision and action. What style of leadership is that? (Directing)

C. Ask the participants to identify Peña's style of leadership (A combination of delegating and supporting).

D. Ask the participants if they think Peña's style was successful and why or why not.

E. Ask the group if they have any other observations about the leadership style exhibited in the *Federico Peña* story.

6. Why collaborate?

Slide 28

Quotes on Collaboration

- None of us is as smart as all of us
  » Edward C. Register, 1915
- Cooperation! What a word! Each working with all, and all working with each.
  » Warren Bennis, 1996
- Collaboration is damn tough
  » Focus group participants, 1997

  » All quotes from *Medicine and Public Health. The power of collaboration*, Lasker, et al.

A product of Turning Point

Learning Objective: Explore the reasons people and organizations collaborate.

A. Display and review *Quotes on Collaboration* (**Slide 28**).

Part 1 – Group Discussion: Defining Collaboration and Determining Why People/Organizations Collaborate

Slide 29

Collaboration

A **mutually beneficial** and **well-defined relationship** entered into by two or more organizations to **achieve common goals**

Amerst H. Wilder Foundation

A product of Turning Point

Slide 30

Why Collaborate

- Shared Concern
- Pool Power
- Overcome Gridlock ("get unstuck")
- Add Diversity
- Increase Ability to Handle Complex Issues

A product of Turning Point

A. Display *Collaboration* (**Slide 29**), which defines collaboration.
B. Ask the participants if they want to add anything to the definition of collaboration. Put emphasis on the underlined words asking the participants to comment to provide any other words or phrases that help to define collaboration.
C. Ask the participants "Why do people/ organizations collaborate?" Write the responses they give you on a flip chart or dry erase board.
D. After they have given you several responses (at least 2, no more than 10), show *Why Collaborate* (**Slide 30**), which lists several reasons why people or organizations collaborate.
E. Ask the participants if they can think of any examples of collaborations that were born because of the reasons given by the group and/or listed on the slide.

TurningPoint

Part 2 – Case Study: Reasons for Collaboration

A. Pass out copies of (or read aloud) *Roseland: Reasons for Collaboration: Case Study* *(Facilitator's Guide,* **p. 47***)*.

B. After everyone has read or heard the case study, ask them to discuss the Guide Questions.

C. Debrief the Guide Questions:
   1. Why did the people of Roseland initially collaborate? (Shared concern)
   2. What are your impressions of how or if the people in Roseland pooled power? (More involved than just the school or any one group; worked together to conduct the assessment and apply for program funds)
   3. Discuss the collaboration's diversity (involved many segments, such as education, health, business, police, parents, youth). Possible group reflection exercise: What assumptions were made while reading the story? Would a specific reference on race or ethnicity add anything to the story?
   4. Rate the complexity of Roseland's problem on a scale of 1 (not complex) to 10 (most complex) and discuss why people/organizations collaborate when issues are more complex.

Part 3 – Yarn Web

A. Ask the participants to stand up and form a large circle.
   - Explain to the participants that you want to create a web with the yarn by all of the participants tossing it to each other to create a web, much like a spider web.
   - Explain that it should only take about 2 to 3 minutes to form the web.
   - Begin by tossing the ball of yarn across the circle to another participant and encouraging them to toss it to someone else.
B. Once the web is made ask the participants to hold their yarn waist high. Make the following observations:
   - Much like real life, this web can represent collaboration to address an issue or problem.
   - The string (representing the issue) touches each of us (or at least our neighbor and/or friend) thus we have a shared concern.
   - Ask everyone wearing a certain color or type of clothing (i.e. blue jeans or a skirt) to drop his/her string. Talk about diversity: if a certain group is not involved, the web is not as strong and the problem becomes harder to address. We all have a perspective on the problem, and a potential contribution to the solution. We must each be allowed to be connected into the group and share that perspective equally. There is a need for collaborative leaders to understand their own cultural framework of what diversity means, and to assist the group in understanding and appreciating the perspectives of all participants.
   - Talk about how when some let go of their strings, the "pooled power" is less. It is harder to understand the problem and how it can be addressed without all the resources or perspectives.
   - Ask the group if they have any additional analogies they would like to share.

7. What is the context for collaboration? (also addressed in the *Assessing the Environment* module)

Learning Objective: Identify and explain the context for collaboration.

A. Display *Context for Collaboration* (**Slide 31**), which lists several things to know or understand about the context of a situation prior to initiating a collaboration. Discuss each of the bullet statements and why it is important to know these issues prior to initiating a collaboration (i.e. saves time, helps to focus efforts, ensures the "right" people are involved, etc)

Slide 31

Context for Collaboration

- Identify the problem
- Understand what makes leadership difficult
- Identify stakeholders
- Assess extent of stakeholder agreement
- Evaluate community's capacity for change
- Identify where the problem/issue can be most effectively addressed
  » Chrislip and Larson

A product of Turning Point

Part 1 – Expert Panel Video: Context for Collaboration

A. Show the video story *Guinea Worm Project and Atlanta Project* (from the *Turning Point Expert Panel Stories* video series), followed by *Guinea Worm Project and Atlanta Project Talking Points* (**Slide 32**).

B. Ask the participants to explain what type of problem they are most often faced with in their work.

C. Ask the group about the differences between the Guinea worm example and the Atlanta project example.

Slide 32

Guinea Worm Project and Atlanta Project Talking Points

- Problem Type

- Consensus on Problem

- Top Down / Bottom Up or Both

A product of Turning Point

- Highlight the lack of consensus on the problem in the Atlanta project as opposed to complete consensus in the Guinea worm project as a primary difference between the two examples.
- Ask the group if they considered the approach in the Guinea worm project to be top down, bottom up, or a combination of the two.
- Using the definitions of Type I, II, and III problems given in the video segment, and talk about:
  o When *top down* approaches may work best (Type I problems),
  o When *bottom up* approaches may work best (Type II and /or Type III), and
  o When a combination of *top down* and *bottom up* may work best (Type II and Type III). (Also addressed in **Fundamental Concepts Activity #2,** *When to use and when not to use collaboration.*)

Turning Point

Part 2 – Group Discussion on Context for Collaboration

A. Display *What Makes Leadership Difficult* (**Slides 33-34**), which list several examples of what makes leadership difficult. As you display each slide discuss each bullet point.

<table>
<tr>
<td>

Slide 34

What Makes Leadership Difficult

- Apathy
- Avoidance of risk
- Fear of being attacked
- Problems are complex and interdependent
- Don't know what the "real" problem is
- Information about problem distorts understanding of problem(s)
  » Chrislip and Larson

A product of Turning Point

</td>
<td>

Slide 33

What Makes Leadership Difficult

- Many people with the power to say "NO," yet no one person or group has power to act alone
- Lack of trust
- Hidden agendas
- No larger vision
- Lack of credibility to provide leadership
- Not willing to take on leadership role

A product of Turning Point

</td>
</tr>
</table>

B. Ask the group if they can think of any examples of when they have been involved in a collaboration that has encountered some of these difficulties and how they were addressed.

C. Display and review *Identifying Stakeholders* (**Slides 35-39**), which list examples of questions that can be used to identify stakeholders.

<table>
<tr>
<td>

Slide 35

Identifying Stakeholders

- Perspective
  - What perspectives are needed to credibly and effectively define the problems/issues and create solutions?
  - Who can speak for these perspectives?
    » Chrislip and Larson

A product of Turning Point

</td>
<td>

Slide 36

Identifying Stakeholders

- Interests
  - What interests must be represented for reaching an agreement that can be implemented?
  - Who can speak for these interests?
    » Chrislip and Larson

A product of Turning Point

</td>
</tr>
</table>

Slide 37

Identifying Stakeholders

- Implementation
  - Who are the people, interest groups, organizations who:
    - are necessary to implement solutions
    - can block action
    - control resources
      » Chrislip and Larson

A product of **Turning Point**

Slide 38

Identifying Stakeholders

- Cause and/or Effect
  - Who are the people who:
    - cause the problems/issues
    - are affected by the problems/issues
    - will be affected by the solutions
      » Chrislip and Larson

A product of **Turning Point**

Slide 39

Identifying Stakeholders

- Creating Change
  - Who are the people, if they could reach agreement about the problem and solution, who could generate the political and institutional will to create significant change?
    » Chrislip and Larson

A product of **Turning Point**

Slide 40

Assessing Stakeholder Agreement

- Have stakeholders agreed....
  - there is a problem that needs attention?
  - to work together on the problem/issue?
  - how to work together on the problem/issue?
  - on the definition of the problem/issue?
  - on the solution(s) to the problem/issue?
  - on an implementation plan and action steps?
    » Chrislip and Larson

A product of **Turning Point**

D. Display *Assessing Stakeholder Agreement* (**Slide 40**), which lists questions that can be used to assess the extent of stakeholder agreement.

E. Discuss with the participants why it is important to not only identify stakeholders but to assess their level of agreement with each other on the issue(s) and potential strategies to address the issues.

Turning Point

Slide 41

Evaluating Community's Capacity for Change

- To what degree is there conflict, mistrust, and disunity among stakeholders?
- Do the skills necessary for collaboration exist in the community? If yes, to what degree?
- Are there leaders with credibility and respect to bring together stakeholders to address the problem/issue?
  - Who are they? Will they get involved?
    » Chrislip and Larson

A product of Turning Point

F. Display *Evaluating Community's Capacity for Change* (**Slides 41-43**), which list questions that can be used to evaluate the community's capacity for change.
  - Emphasize that it is rare (if ever) that the context is "perfect" for collaboration.
  - The questions listed on the slides should be asked and individuals should be aware of these issues in working collaboratively because they affect the ability of the collaboration to be successful.

- Be careful about using a "no" response to any of the questions as a reason not to collaborate. Sometimes (often), a contextual factor may have to be cultivated to support the collaboration while the collaboration itself is growing.

Slide 42

Evaluating Community's Capacity for Change

- Are there community members with the leadership skills necessary to start and sustain a collaboration process?
  - Who are they?
- Are there people or groups in the community that are able and willing to design and facilitate a collaborative process?
  - Who are they?
    » Chrislip and Larson

A product of Turning Point

Slide 43

Evaluating Community's Capacity for Change

- Can you access the information necessary to make a good decision?
  - How? Where? In what format?
- What are other sources of information that may be useful/helpful?
    » Chrislip and Larson

A product of Turning Point

G. Display *Where Key Issues Can Be Addressed Most Effectively* (**Slide 44**), which lists various levels for addressing issues. Stress the following points: determine the best level, be able to work at that level and don't get stuck working within just one level.

Facilitator's Note: These slides are meant to give the group an introduction into determining the context for collaboration. They should not be used as assessment instruments. More detailed and appropriate resources are available to assist communities' with assessing the context for collaboration.

Slide 44

Where Key Issues Can Be Addressed Most Effectively

- Neighborhood
- Community
- City
- Region
- State
    » Chrislip and Larson

A product of Turning Point

Part 3 – Case Study: Context for Collaboration

Context for Collaboration

Slide 31

- Identify the problem
- Understand what makes leadership difficult
- Identify stakeholders
- Assess extent of stakeholder agreement
- Evaluate community's capacity for change
- Identify where the problem/issue can be most effectively addressed
  » Chrislip and Larson

A product of Turning Point

A. Distribute (or read it aloud to the group) *Ashland: Context for Collaboration Case Study* (***Facilitator's Guide*, p. 49**).

B. After everyone has read or heard the case study, display *Context for Collaboration*, (**Slide 31** again) to list out each of the contextual factors to consider in collaboration.

C. Ask the group to discuss which of these contextual factors may affect Ashland's ability to collaborate on the problem of homelessness in their community.

TurningPoint

8. What are the keys to successful collaboration? (This was also addressed in the *Assessing the Environment* learning module.)

Learning Objective: Examine the nature of successful collaboration.

Part 1 – Group Discussion: Keys to Successful Collaboration and Defining Successful Collaborations

A. Ask the group to provide you with their thoughts on what factors are key to collaboration being successful. If necessary, give them an example such as timing.

B. Write the responses they give you on a flip chart or dry erase board for all to see.

C. After the group has given you several examples (at least 4 but no more than 15), show *Keys to Successful Collaboration*, (**Slides 45-46**), which list the keys to successful collaboration.

<table>
<tr>
<td>

Slide 45

Keys to Successful Collaboration

- Good Timing
- Strong Stakeholder Group
- Broad-based Involvement
- Overcoming Mistrust
- Clear Need
- Credibility
- Open process
  » Chrislip and Larson

A product of Turning Point

</td>
<td>

Slide 46

Keys to Successful Collaboration

- Commitment/involvement of high-level, visible leaders
- Support or acquiescence of "established" authorities
- Strong leaders of the process
- A shift to broader concerns
- Interim success
  » Chrislip and Larson

A product of Turning Point

</td>
</tr>
</table>

D. Discuss with the group the ways that their list and the list on the slide overlap.

E. Display and review *Characteristics of Successful Collaboration* (**Slides 47-49**), which provide characteristics of successful collaboration.

<table>
<tr>
<td>

Slide 47

Characteristics of Successful Collaboration

- Opportunity to participate in decision making
- Quantity of information exchanged
- Quality of information exchanged
- Handling of conflict
- Shared vision and values
- Satisfaction with the project
- Commitment to the project
  » Mizrahi and Rosenthal, 2001; Larson, 2002

A product of Turning Point

</td>
<td>

Slide 48

Characteristics of Successful Collaboration

- Achieves the goal
- Gains recognition from (social change) target
- Gains community support
- Creates lasting network
- Attains longevity
- Acquires new skills
  » Mizrahi and Rosenthal, 2001; Larson, 2002

A product of Turning Point

</td>
</tr>
</table>

Slide 49

Characteristics of Successful Collaboration

- Commitment to goal/cause/issue
- Competent leadership
- Commitment to coalition unity/work
- Equitable decision-making structure/process
- Mutual respect/tolerance
  - » Mizrahi and Rosenthal, 2001; Larson, 2002

A product of Turning Point

F. Ask the participants to discuss any collaboration they have been involved in that exhibited these characteristics and how successful they were as a group in addressing their issue(s).

Part 2 – Case Study: School Health in Morgantown

A. Pass out the *Keys to Successful Collaboration: School Health in Morgantown* case study (***Facilitator's Guide,* p. 55**) or read it aloud to the group.

B   Ask the group to refer back to Slides 45 and 46, which list the Keys to Successful Collaboration, after everyone has read or heard the case study.

C. Ask the group to discuss which of the key components were exhibited by the coalition in the case study and which were not exhibited.

D. Ask the group to discuss what the coalition could do to address the key components that were not present, thus hindering their progress.

Part 3 – Personal Reflection: Successful Collaboration

Facilitator's Note: The Personal Reflection activity can be done one of two ways, either entirely on an individual basis and not discussed, or as a group activity for group discussion.

A. Ask the group to think about collaboration they have been involved in recently.

B. Using the points outlined on the *Characteristics of Successful Collaboration* slide, rate the degree to which each element was present.

C. For the elements that scored low, ask them to think about how that element could have been improved.

D. For the elements that scored low, what was your contributing role (positive or negative) to that outcome?

TurningPoint

9. What is collaborative leadership?

Learning Objectives: Explore the meaning and nature of collaborative leadership; identify the qualities needed by a collaborative leader.

Part 1 – Video Series: Henry VIII Vignette

A. Show *Henry VIII* vignette (from the *Turning Point Collaborative Leadership* video series). This vignette focuses on the concept of collaborative leadership as juxtaposed against other leadership styles, such as authoritarianism. The vignette gives a basic introduction to what collaborative leadership is, the value of collaborative leadership and how collaborative leadership is different from other leadership styles.

B. After viewing the video, ask the group what words or phrases "stuck out in their mind" about collaborative leadership as opposed to traditional leadership. Be sure and cover phrases such as:

- Asking questions
- Listening
- Power is used to build teams
- Time saving
- Buy-in from the group
- Increase power
- Increase likelihood of success

C. What was the point of using a "King Henry" example?

- What type of leader was King Henry, and why did he use this style of leadership?
- Was the use of "King Henry" to explore this concept perceived positively or negatively? (This allows participants with different cultural perspectives to indicate how they viewed the example.)
- Does anyone have another culturally specific example that would better illustrate this concept?

Part 2 – Group Discussion: Collaborative Leadership

A. Display *Collaborative Leadership* (**Slide 50**), which defines collaborative leadership.

B. Discuss each of the definitions on the slide individually, paying careful attention to the underlined words.

- *Leadership shown by a group that is acting collaboratively to solve agreed upon issues*. Discuss with the group that it is the group that is acting as a leader, not one person or a subset in the group. The issues are agreed upon by the group.

- *Leaders use supportive and inclusive methods to ensure that those they represent are part of the change*

Slide 50

Collaborative Leadership

- Leadership shown <u>by a group</u> that is <u>acting collaboratively</u> to solve <u>agreed upon issues</u>
- Leaders use <u>supportive and inclusive</u> methods to ensure that <u>those they represent are part of the change process</u>
- Requires <u>new notion of power</u>... the more power we share, the more we have to use

    » http://eric-web.tc.columbia.edu/families/TWC

A product of Turning Point

process. Discuss what leadership style this seems to characterize. (Supporting and Coaching).

- *Requires a new notion of power - the more power we share, the more we have to use.* Ask the group to talk about power and how it affects leadership. Ask them to give some examples of people that use traditional leadership styles (not sharing power) and those that use a more collaborative leadership approach (sharing power).

  Optional: Review the *Federico Peña* story (from the *Turning Point Expert Panel Stories* video series) as an example of the third bullet, above.

C. Why would you choose to use "collaborative style" leadership?
- To solve complex issues/problems.
- Because problems and solutions affect many constituents.
- When diverse opinions on the issue are creating barriers to working together.

D. What are the advantages of a collaborative leadership style?
- There is greater buy-in to the solution since everyone played a role in its creation.
- There is greater willingness to commit resources to assure success.
- The solution has "staying power" because of broad buy-in and because it is developed from the best available input/knowledge.

Part 3 – Group Discussion: Collaborative Leadership Issues

A. Remind the group that they recently discussed different types of leadership and issues involved in collaboration. Given that information, the following is an overview of common issues when using a collaborative leadership framework.

Slide 51

Common Issues in Collaborative Leadership

- Power
- Sharing Information and Expertise
- Conflict Management
- Supportive Environment
- Valuing and Incorporating Diversity
  » *Turning Point Expert Panel Stories* video series

A product of Turning Point

B. Show *Common Issues in Collaborative Leadership* (**Slide 51**), and discuss the following points:

- Power – What is power? How do different people in different cultures define power and why? What does it take to share power? – confidence in the process, ability to accept uncertainty, not concerned with "credit."
- Sharing information and expertise - It is an open process, not closed. All are working for a common goal, so sharing is natural.
- Conflict management - Be proactive about constructive ways to manage conflict.
- Supportive environment - Leadership style must be supportive of diverse points of view. Collaborative leadership is "risky" (uncertain); those invested in the process will want to know the environment and will support these risks.
- Valuing and Incorporating Diversity – It is important to include those affected by the issue(s) and those affected by possible solutions, as well as those who can

TurningPoint

affect sustained change. Effectively including those affected by the issues may require strategies to better understand different cultural perspectives.

Part 4 – Video Series: The Right Stuff Vignette

Facilitator's note: This vignette focuses on qualities needed to be an effective collaborative leader or "having the right stuff". There are some personal qualities that have been identified as important for collaborative leaders and these may be viewed differently due to your cultural upbringing. (A good example is male/female power.)

A. Ask the group to list some of the key qualities that a person may need to be a collaborative leader and write their answers on a flip chart.

B. Show *The Right Stuff* vignette (from the *Turning Point Collaborative Leadership* video series).

C. After the video, discuss the qualities of a collaborative leader mentioned in the video:

- Has a high tolerance for a process that isn't linear, and at times might seem to be on the verge of spinning out of control.
- Is mature, with an ego that can allow others to do what they'd like to do.
- Is willing to share the glory
- Will subordinate own needs and wants to those of the group.
- Engages others in critical reflection
- Is diplomatic and deals with conflict
- Openly supports diverse opinions

D. What were the three "L"s in the vignette?
- Listen
- Learn
- Lead

E. Hand out the "Listen, Learn, and Lead" article to group. Encourage group members to read the article and reflect on its contents during self- reflection activity. (*Facilitator's Guide* **p. 57**)

Slide 52

Qualities of Collaborative Leaders

- Capacity for maturity
- Capacity for patience
- Ego control
- Capacity for self reflection
- Capacity to handle uncertainty
- Tolerance for uncertainty

A product of Turning Point

Slide 53

Qualities of Collaborative Leaders

- Capacity to see problems from others' point of view
- Capacity for respectful assessment
- Capacity to respect others' experience or point of view
- Capacity to create a safe, open, supportive environment

A product of Turning Point

F.. Display and discuss *Qualities of Collaborative Leaders* (**Slides 52-54**).

Qualities of Collaborative Leaders

Slide 54

- Capacity to communicate across organizational boundaries and with every part of community
- Capacity to create a shared vision
- Capacity for creativity
- Constructive conflict management
  » Turning Point Collaborative Leadership video series
  » http://eric-web.tc.columbia.edu/families/TWC

A product of Turning Point

Optional: Refer to the list of individual and group leaders that were generated during the *Who is a leader?* Activity 4, Part 1, letter B, p.11. Ask the group to choose the leaders from the lists that pose collaborative leadership qualities. Also ask them to explain their choices.

Part 5 – Qualities of Collaborative Leadership Case Study

A. Distribute (or read it aloud to the group) *Willow Springs Memorial Hospital: Qualities of Collaborative Leaders Case Study* (**Facilitator's Guide, p. 50**).

B. After everyone has read or heard the case study, ask them to discuss the Guide Questions at the end of the case study.

C. Review the groups' responses to the Guide Questions.

Part 6 – Video Series: Horseracing Vignette
Collaborative Leadership Qualities and Understanding Role of Power and Control

This vignette focuses on the topic of power and control and how an effective collaborative leader needs to both understand the role of power and control in a group and how to effectively utilize their own power and the group's power to enhance the collaborative experience.

A. Ask the group the following two questions:
- What is power?
- In what settings would it be important to have and use power and control?

B. Show the Horseracing vignette (from the Turning Point Collaborative Leadership video series).

C. Ask the group to think back to their definitions of authority and leadership (from Activity 3—*What is leadership?*) and how these relate to power.

D. Ask the group to give you some specific words or phrases that define power.

E. Discuss with the group their definitions of power and how it fits with the roles and responsibilities of being a good collaborative leader.

F. In relation to power, what is the role/responsibility of the collaborative leader?
- To harness (channel) the power of the group
- Facilitating the power of others to be a part of the solution

G. Ask the group to describe other roles that collaborative leaders play.
- Assesses the environment - understands team members and knows what is important to them.

TurningPoint

- Takes ownership of the process, keeps the process orderly, forward moving, and respectful
- Has a vision and keeps focused on the finish line. Shows how the future can be different
- Promotes shared planning.
- Provides opportunity for everyone to have a meaningful impact on the process and plans.
- Assures that everyone is equipped with the resources to accomplish the goals.
- Establishes trust in the process and is trustworthy
- Models good communication

H. Ask the group to describe what points are made in using the horseracing example to illustrate "power and control."
- The relationship between the horse and jockey suggests that the jockey brings out the best in the horse without getting in the horse's way
- The jockey provides guidance but ultimately the horse is the one that wins the race

Part 7 – Video series: Movie Set vignette
Collaborative Leadership Qualities (Being a Team Player)

This vignette focuses on the importance of building a team that is based on safety and respect.

A. Ask the group the following two questions prior to showing the vignette
   In thinking about teams you have been on in the past:
- What helped to make the team(s) successful?
- What has gotten in the way of the team(s) being successful?

B. Show the *Movie Set* vignette (from the *Turning Point Collaborative Leadership* video series).

C. Ask the group to discuss how safety and respect affects team building.

D. What do collaborative leaders need to do to create an environment of safety and respect?
- Model appropriate behavior
   o Demonstrate integrity and authenticity. Be honest and open, be respectful. Be true to your word.
- Clarify rules of behavior
   o Set group ground rules. Find out what is important to the group members and gain agreement on what rules will guide the activities of the group. This could include agreements related to showing up on time, participating, follow-up, etc. Then set expectations and ask the group to expect the best from each other.
- Use tension creatively to address and resolve issues
   o Promote the concept that there are different perspectives on every issue. The goal of the group is to identify those perspectives and the underlying assumptions that support them.
- Promote positive relationships

- Make sure every meeting has some time for people to get to know each other better. Find activities that give people a chance to know more about what's important to one another.
- Tolerate mistakes
  - Allow for and expect mistakes. An environment in which people are afraid to make a mistake is worse than having mistakes be made. This causes people to hold back, to keep from offering the one "crazy idea" that may just be the solution to the problem the collaborative is working on.

Part 8 – Personal Reflection: Collaborative Leadership Qualities

The personal reflection activity can be done one of two ways, either entirely on an individual basis and not discussed, or as a group activity for group discussion.

A. Ask the group to think about a time when they were in a leadership role and to discern if they acted as collaborative leaders.
B. If desired, ask them to explain their responses.

10. What makes collaborative leadership different?

Learning Objective. Compare and contrast leadership styles.

Part 1 – Group Discussion

A. Explain
   - That the role of leadership in collaboration is engaging others by:
   - Designing constructive processes for working together
   - Convening appropriate stakeholders
   - Facilitating and sustaining their interaction
   - That leaders safeguard and promote collaborative process rather than taking unilateral, decisive action.
   - That leadership is exercised in an endless variety of contexts and *no one way is right for all situations.*
   - Traditional styles of leadership (e.g., positional, tactical) have relied more heavily on hierarchy and position. Examples: commanders, sports coaches, surgeons, film directors, CEOs, foremen.

B. One way to think about the different styles of leadership is in the context of Authoritative Leadership vs. Collaborative Leadership as described in the table below:

Authoritarian	Collaborative
▪ Tends to do all the talking "has the answer" ▪ Imposes solutions	▪ Listens and tries to understand the possible answers from various perspectives ▪ Encourages others to find and create solutions

   - Ask the group to provide other phrases that illustrate the differences between authoritative leadership and collaborative leadership

C. Display a poster with the continuum below drawn on it. (Refer participants to *Traditional/Collaborative Continuum*, **Participant Guide, p. 3,** to take notes.)
   - Build a continuum from *traditional (less collaborative)* leadership styles to *more collaborative* styles by asking the questions in D, below.

   More Traditional _____ **More Collaborative**
      (Positional, tactical)   (Servant, transforming, facilitative)

   - The continuum will help frame the options for leadership and begin to make the links between when and where we should use each style.
   - The continuum will also help participants see that multiple styles are appropriate.
   - Make the point that it is up to us, as leaders, to assess our environments and use the most appropriate style (employing the skills, behaviors, and tools that support that style). This will also set the tone that we are all "students of leadership" and we must all be open to one another's insights and experiences.

D. Ask the following questions to create distinctions along the continuum:
- How is power distributed?
- Who makes decisions?
- How is action taken?
- What kind of communication style is evident?
- What kind of personal qualities/skills are needed?
- More *traditional* styles of leadership: Directive, telling, expert-based, controlling
- More *collaborative* behaviors and practices: Open, communicative, inquisitive, encouraging participation and input by others
- *Both*: Self confident, flexible, self-reflective, decisive, intelligent, etc.

E. Emphasize the appropriateness of all styles.

- The choice of style depends on:
  o The **amount of time** available to make decisions, and
  o The **level of involvement** you need from others to ensure **high levels of commitment** and follow-through.

F. Summarize by displaying (**Slide 55**).

G. Ask participants to silently reflect on this question: *"How do you determine when you need to be which kind of leader (or when to coach someone else to be one or the other)?"*

Slide 55

Traditional-Collaborative Leadership

Traditional	Collaborative
Top down	Self-governing
Few make decisions	Broad participation
Unilateral action	Guide & coordinate process
Win or shift power	Build relationships
Linear thinking	Systems thinking
Programs & products	Process
Charisma	Vision
Persuasive	Empathetic
Group falls apart if leader leaves	Group continues when leader leaves

A product of Turning Point

TurningPoint

11. The six practices of collaborative leadership

Learning Objectives. Differentiate between "leadership" and "leader"; clarify qualities, skills, tasks, skills associated with both; Define and explain six practices of collaborative leadership.

### Part 1 – Overview of the Conceptual Model

A. Display *Six Practices of Collaborative Leadership* (**Slide 56**).

B. Make the following points as you review:

- These six practices are interactive and dynamic.
- Complex problems enter the system in one of two ways: through Creating Clarity (CC) among a group or through Assessing the Environment (AE) in a formal needs assessment process..
- Self-reflection is at the heart of the process.
- Display and review *Six Practices Definitions* (**Slide 57**).
- Display and review *Why Six Practices?* (**Slide 58**). Make the point that these are not the *only* important collaborative leadership practices, but they were the ones least addressed by other educational programs.

Slide 56

Six Practices of Collaborative Leadership
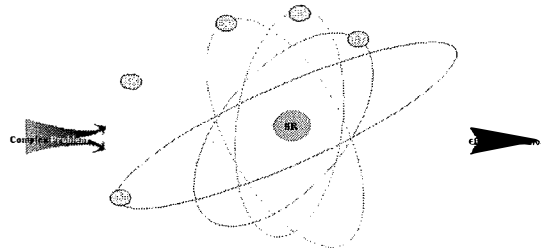
A product of Turning Point

Slide 57

Six Practices: Definitions

- **Assessing the Environment**: Understanding the context for change before you act.
- **Creating Clarity**: Defining shared values and engaging people in positive action.
- **Building Trust**: Creating safe places for developing shared purpose and action.
- **Sharing Power and Influence**: Developing synergy of people, organizations, and communities to accomplish a shared vision.
- **Developing People**: Committing to people as a key asset through coaching and mentoring.
- **Self-Reflection**: Understanding your own values, attitudes, and behaviors as they relate to your leadership style and its impact on others.

A product of Turning Point

Slide 58

Why Six Practices ?

- Identified by the Turning Point Leadership Development National Excellence Collaborative
- Research included:
  - Literature reviews
  - Individual interviews
  - Focus groups
  - Expert panel debates
  - Attendance at leadership development training programs

A product of Turning Point

Part 2 – Interactive Discussion

A. Say: *"The role of leader is to safeguard and promote the process of collaborative leadership."* Ask: *"What qualities/skills should leaders possess to effectively lead each practice?"*

Six Practices of Collaborative Leadership
Leader Qualities/Skills

Assessing the Environment	
Creating Clarity	
Sharing Power	
Self-Reflection	
Building Trust	
Developing People	

A product of Turning Point

B. Divide into six small groups.

C. Display the *Six Practices of Collaborative Leadership: Qualities/Skills grid* (**Slide 59**).

D. Instruct each group to appoint a Recorder and brainstorm a list of the qualities in their assigned category. Have the Recorder write the list for the Participants.

E. Post one piece of chart paper around the room for each collaborative leadership practice.

F. After each group finishes, have its Recorder write its list onto the appropriate piece of paper with their assigned collaborative leadership practice.

G. When all Recorders have finished, review and finalize lists with the entire group. Ask for comments, additions, and deletions.

H. Ask: *"What is your **own** comfort level with each of these leadership practices and associated qualities/skills?"*

I. Instruct participants to focus on leadership qualities and skills and choose five with which they are personally very comfortable and five with which they are uncomfortable.

J. Explain that many qualities and skills will be present in a number of practices.

K. Divide participants into pairs, and have them share with each other their comfort levels with these skills and qualities and discuss what to do when there is low level of comfort with a critical quality of leadership.

L. Ask for volunteers to share their perspectives with the group.

12. Collaborative leadership strategies

Learning Objective: Examine various strategies for developing collaborative leadership.

Part 1-Video discussion

Facilitator's Note: This section contains a variety of activities based on nine video vignettes from the Turning Point Expert Panel Stories video. Choose those that are most appropriate for your audience and time frame.

Strategy A – Shared Vision (Expert Panel Video Story: Faith and Health Letter)

A. Show the video story *Faith and Health Letter* (from the *Turning Point Expert Panel Stories* video series), followed by the *Faith and Health Letter Talking Points* (**Slide 60**).

B. Discuss with the group how the letter helped to create a shared vision by being a vehicle for group agreement and building commitment.

Faith and Health Letter
Talking Points

- Shared vision

- Public statement of commitment

- Vulnerability

A product of Turning Point

C. Discuss how the letter served as a format for publicly stating the group's commitment to the issue.

D. Discuss with the group how this process could potentially make the leaders vulnerable.

Strategy B – Continual Assessment and Information Exchange (Expert Panel Video Story: Army, Mojave Desert)

A. Show the video story: *Army, Mojave Desert* (from the *Turning Point Expert Panel Stories* video series) followed by *Army, Mojave Desert Talking Points* (**Slide 61**).

B. Discuss with the group what processes the army used to continually assess their progress.

C. Brainstorm methods that could be used by leaders to continually assess their progress.

Army, Mojave Desert
Talking Points

- Continually assess progress

- Feedback results to collaborative participants

- Feedback results to community

- Use results to improve efforts

A product of Turning Point

D. Discuss with the group the effects of providing feedback on the results, and how providing similar feedback to collaborative participants would affect their efforts.

E. Take this discussion a step further and discuss the methods of providing feedback to a community and the potential effects of this level of feedback.

F. Lastly, discuss with the group the process of using the results gained through continued assessment to enhance and improve efforts.

Strategy C – Conflict Management (Expert Panel Video Story: Northern Ireland)

Slide 62

Northern Ireland
Talking Points

- Agree to disagree

- Ground rules

- Tape recorded meetings

A product of Turning Point

A. Show the video story: *Northern Ireland* (from the *Turning Point Expert Panel Stories* video series, followed *Northern Ireland Talking Points* (**Slide 62**).

B. Discuss with the group the importance of being able to "agree to disagree."

C. Ask the group if they have ever been involved in a collaborative group that established ground rules in an effort to prevent conflict.

D. Ask the group to comment on the example of tape recording meetings and to give examples of when and how that may be useful with other collaborative efforts.

E. Ask the group to provide examples of "hot" topics that may require conflict resolution tactics.

F. Ask the group what are some other effective group conflict resolution tactics.

Strategy D – Keeping in Mind Those Affected by Issues and by Solutions (Expert Panel Video Story: Guatemala) Also addressed in *Building Trust* learning module.

Slide 63

Guatemala
Talking Points

- See through eyes of others

- Storytelling

A product of Turning Point

A. Show the video story: *Guatemala* (from the *Turning Point Expert Panel Stories* video series), followed by *Guatemala Talking Points* (**Slide 63**).

B. Discuss with the group the importance of seeing through the eyes of others.

C. Ask the group if they can provide other examples of using storytelling to help people see issues or circumstances from others' perspectives.

D. Discuss how this is necessary as a first step in valuing diversity.

Strategy E – Trust (Expert Panel Video Story: The Kitchen Table) (Also addressed in *Building Trust* learning module.)

A. Show the video story: *The Kitchen Table* from the (*Turning Point Expert Panel Stories* video series), followed by *The Kitchen Table Talking Points* (**Slide 64).**

B. Discuss with the group why it is important to create a safe place for collaboration and how that helps to build trust. Discuss with the group the importance of trust and open communication.

**The Kitchen Table
Talking Points**

- Creating a safe place

- Trust

- Open communication

A product of Turning Point

C. Ask the group if they can give any examples of when a collaborative effort or a leader was derailed because of lack of trust.

D. Talk about what could have been done to help build trust in those situations.

Strategy F – Trust (Collaborative Leadership Video Series: Skydiving Vignette)

This vignette focuses on the importance of having trust and commitment from team members.

A. Ask the group the following two questions before showing the video
   1. What does it mean to trust someone?
   2. What does it mean to make a commitment?

B. Show the Skydiving vignette (from the Turning Point Collaborative Leadership video series).

C. After the video, ask the group to discuss the issues affecting trust that were brought up in the vignette. Be sure to include:

- Active listening
- Seeking out different opinions
- Allowing people to tell the truth
- The need to be trustworthy
- Having good character
- Being competent
- Being passionate
- Serving one's community
- Allowing enough time (it is "not a one shot deal")

D. Ask the group "What needs to be in place to build group trust?"

- Common goals (leaving your personal agenda at the door)
- Open-mindedness
- Respect for differences
- Listening to one other

- A recognition and valuing of the range of cultural perspectives present in the group.

E. Ask the group to tell you what qualities a collaborative leader needs to lead a group through change? (Be sure to cover the following qualities in the discussion)

- trustworthiness – being good to your word
- honesty
- good listening
- respectfulness and a nonjudgmental nature
- competence
- compassion

Strategy G – Dealing with Uncertainty of Process (Collaborative Leadership Video Series: Safari Vignette)

This vignette focuses on the uncertainty of the collaborative process. Despite having a "goal," the process is going to be "all over the map."

A. Before showing the *Safari* vignette ask the group the following two questions:

1. Why is it difficult for people and groups to deal with uncertainty?
    o People often fear uncertainty
    o Some feel that pursuing that which is uncertain is a waste of time
2. How do *you* deal with uncertainty?

B. Show the *Safari* vignette (from the Turning Point Collaborative Leadership Video Series.)

C. Ask the group "What points were made in using the 'safari' as the setting in the video?"

- Jungles can represent uncertainty and unknown.
- You may know what you are striving toward but may not know exactly how to get there or what pitfalls you may encounter.
- Everyone must work together as a team to avoid danger or pitfalls.

D. Have the group discuss what issues may arise in leading a group without certainty of the process.

E. Ask the group what actions they think are required of collaborative leaders in dealing with uncertainty.

- Guide everyone to a shared vision and shared goal.
- Facilitate the setting of incremental goals.
- Bring out the best in each person, and encourage every member of the team to see value in each other.
- Resist the temptation to try to have the answers – but ask good questions of the group and promote patience with the process.
- Trust the process, the uncertainty, and the members of the group. Reinforce confidence that the process is credible and effective.
- Keep the process moving forward.
- Promote working together as a team.

TurningPoint

F. Discuss with the group what being a collaborative leader requires

- Delegate—be a "coach" not a player
- Be open to criticism (do not take it personally)
- Keep your eye on the goal and do not get bogged down in process
- Confront controversial issues
- Celebrate victories

Strategy H – Making the Most of Opportunity (Expert Panel Video Story: Erase the Hate)

A. Show the video story: *Erase the Hate* (from the *Turning Point Expert Panel Stories* video series), followed by *Erase the Hate Talking Points* (**Slide 65**).

> **Slide 65**
> # Erase the Hate
> # Talking Points
>
> • Make the most of opportunity
>
> • Students became the leaders
>
> A product of Turning Point

B. Ask the group to describe how the students in the story made the most of an opportunity and how important *timing* was to the effort.

C. Discuss with the group how the students became the leaders of the initiative.

D. Ask the group to give examples from the story of things that the students did that showed leadership.

Strategy I – Trust (Expert Panel Video Story: Kids Can't Fly) (Also addressed in *Building Trust* learning module.)

A. Show the video story: *Kids Can't Fly* (from the *Turning Point Expert Panel Stories* video series), followed by *Kids Can't Fly Talking Points*, (**Slide 66**).

> **Slide 66**
> # Kids Can't Fly
> # Talking Points
>
> • Agreement on Problem/Issue
>
> • Trust
>
> • Opportunity
>
> • Showing Results
>
> A product of Turning Point

B. Discuss with the group the methods used by the hospital to come to an agreement with the community on the problem or issue.

C. Ask the group what the hospital did that helped to build trust between it and the community.

D. Ask the group to discuss how the hospital's leadership made the most of an opportunity and seized upon it to build a relationship with that community.

E. Discuss with the group the importance of the hospital continually providing results and feedback to the community members.

Part 2 – Group Discussion: Ideas and Examples of Ways to Build Collaborative Leadership

A. Ask the group if they can provide other examples or stories that illustrate strategies for building collaborative leadership.

B. Get them to share their stories and to explain what strategies were used in the stories.

Part 3- Personal Reflection

Facilitator's Note: The Personal Reflection activity can be done one of two ways, either entirely on an individual basis and not discussed, or as a group activity for group discussion.

A. Ask the group to think about their own experiences. Think of a time when they used one of the strategies discussed above or observed someone else use one of the strategies.

B. How did the process work?

C. Ask them to also think of a time when they probably should have used one of the above strategies or observed someone else who should have used one of the strategies above but didn't. What was the result? How could the process have been better?

13. Challenges

Learning Objective: Explore some of the challenges to collaborative leadership.

Part 1 – Group Discussion: Challenges

A. Display and review *Challenges*, (**Slides 67-68**).

B. Discuss with the group each of the challenges listed on the slide.

C. Ask the group if they can give examples of these challenges from their own experiences.

Part 2 – Case Study: Challenges

A. Distribute (or read it aloud to the group) *Oakwood: Challenges Case Study (Facilitator's Guide, p. 51)*.

B. Ask the group to respond to the Guide Questions in the case study.

C. List the responses to Guide Question 1 on a flip chart or dry erase board for all to see.

D. Refer to *Challenges*, (**Slides 67-68**) again; ask the group to identify all the issues that are similar.

E. Ask the group for suggestions or ideas about methods to minimize some of the challenges presented in the case study (Guide Question 2).

Slide 67

Challenges

- Doing more with less
- Mandates from "above"
- Rapid change
- Complexity of issue
  » *Turning Point Expert Panel Stories* video series

Slide 68

Challenges

- Economic realities
- Social and cultural unrest
- Loss of confidence in institutions
- No time for critical reflection
  » *Turning Point Collaborative Leadership* video series

Part 3 – Personal Reflection

Facilitator's Note: The Personal Reflection activity can be done one of two ways, either entirely on an individual basis and not discussed, or as a group activity for group discussion.

A. Ask the group to review the list of challenges and think about the challenges that are the most threatening to them.

B. Ask them to think of possible ways they could enhance their knowledge or skills to help address those challenges when and if they arise.
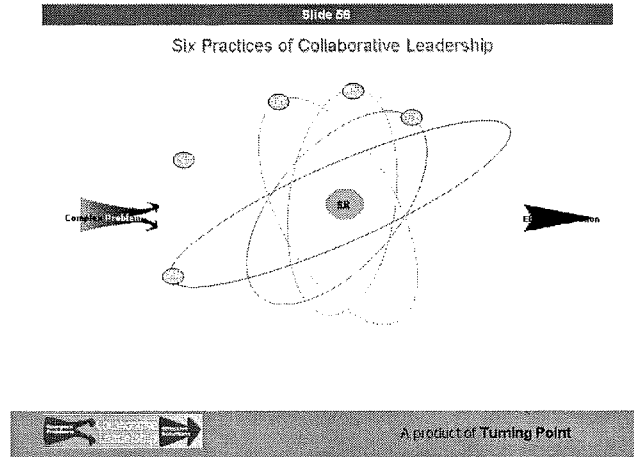
14. Challenges to and opportunities for collaborative leadership

Learning Objective. Acknowledge challenges associated with collaboration and explore opportunities for making it a success.

Part 1 – Group Discussion

Facilitator's Note: Activity # 11: The Six Practices of Collaborative Leadership is a pre-requisite for this activity.

A. Display *Six Practices of Collaborative Leadership* (**Slide 56**).

B. Ask participants to reflect on and share their personal experience with these six practices of collaborative leadership.

C. Display poster: *Challenges and Opportunities.* (See below)

Challenges	Opportunities

D. Ask participants: *"What are some specific challenges you have had with any of the six collaborative leadership practices?" Write a few responses under "Challenges."*

E. Ask: *"What are some ways to overcome these challenges?"* Ask for a few responses and write these under the "Opportunities" heading across from its corresponding Challenge.

15. Building collaborative leadership skills

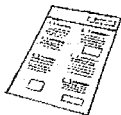**Learning Objective:** Explore different ways to build collaborative leadership skills.

Part 1 – Group Discussion: Tools and Methods For Building Skills

A. Ask the group if they have ever attended any leadership development programs or used any leadership development "self help" tools.

B. Ask them to share their experiences.

C. Display and review *Assessment Tools and Methods* (**Slide 69**). (These are several different assessment tools that participants can access for further use. See *Readings and Resources*, ***Participant's Guide*, p. 10,** for how to find out more about these tools and resources.)

Slide 69

Assessment Tools and Methods

- 360-Degree Feedback
- Leadership Practices Inventory
- Myers-Briggs Type Indicator
- Blanchard's Leader Behavior Analysis

A product of Turning Point

D. Display and discuss *Methods for Building Collaborative Leadership Skills* (**Slides Core 70-71**).

Slide 70

Methods for Building Collaborative Leadership Skills

- Exposure to different ideas
- Exposure to different cultures
- Critical Reflection
- Experience / Practice

A product of Turning Point

Slide 71

Methods for Building Collaborative Leadership Skills

- Mentoring
- Coaching
  - Shadow coaching
  - Feedback-based coaching
  - Just in time personal coaching
  - Peer coaching
- Rewards

A product of Turning Point

E. Ask the group for ideas about how they could participate in the different methods.

Part 2 – Expert Panel Stories Video Series: Hand Washing

Hand Washing
Talking Points

- Learn by Hearing it

- Learn by Watching it

- Learn by Doing it

A product of Turning Point

A. Show the video story: *Hand Washing* story (from the *Turning Point Expert Panel Stories* video series), followed by *Hand Washing Talking Points* (**Slide 72**).

B. Discuss with the group how, even in this simple story, the points of learning by hearing, watching, and doing are confirmed. These same principles apply in learning collaborative leadership skills.

Part 3 – Personal Reflection

Facilitator's Note: The Personal reflection activity can be done one of two ways, either entirely on an individual basis and not discussed, or as a group activity for group discussion.

A. Ask the members of the group to each start a leadership journal.

B. Ask them to commit to one week of writing in their journal each day regarding their observations of others in leadership roles and their personal behavior as related to leadership.

C. Ask participants to read their journal in one week and think about the things they witnessed and did during that week. Encourage them to continue the activity after that week.

Case Studies

The following case studies are examples of collaborative leadership in action. They reflect varying degrees of success and different levels of adherence to collaboration principles. They can be used in conjunction with specific Fundamental Concepts activities as ways to illustrate key concepts or as brief stand-alone activities to create discussion.

Joan's Story: Leadership Styles Case Study

(Fundamental Concepts, Activity 5)

Joan is a community development specialist in communicable disease for the public health department. In response to a recent community-wide survey, Joan specifically designed a two-day training for community members on addressing ways to reduce the number of sexually transmitted diseases in their community. Joan's goals for the training were twofold: (1) for the participants to learn effective methods for reducing sexually transmitted diseases and (2) for participants to enjoy the training so they will want to attend future public health department sponsored events.

The first group to be offered the training was high school teachers in the local public schools. This group consisted of about 25 people, most of whom had advanced degrees. Joan recognized that the teachers were very experienced, so she did not put very many requirements on them regarding attendance and participation. She used a variety of presentation methods and actively solicited involvement from the teachers. During the training she went out of her way to be friendly with the teachers. She gave them frequent coffee breaks without time limits and during the breaks promoted socializing and networking.

During the afternoon session Joan became aware of some difficulties with the training. Rather than the full group of 25 teachers, attendance had dropped to only about 15 teachers. Additionally, only 5 of the 15 that were there for the afternoon arrived on time. The start time for the afternoon training was 2:00, however teachers were still arriving at 3:00. During the afternoon sessions, some of the teachers were leaving the sessions to return to their classrooms to check on the substitute teachers or to finish lesson plans for later that week.

As Joan approached the second day of training, she was apprehensive about why things had been going poorly. She was uncertain about how to approach the group. She was asking herself several questions trying to figure out what went wrong and what she could do differently. Had she treated the teachers in the wrong way? Had she been too easy regarding attendance and participation? Should she have said something about arriving late and missing components of the training? Joan was certain that the training content was innovative and substantive, but she just could not figure out what she could change to make the training work. She sensed her style was not working for this group but she didn't know how she should change what she was doing to make the training better.

Guide Questions

1. What leadership style was Joan using?
2. At what professional level are the teachers?
3. From a leadership perspective, what is Joan doing wrong?
4. What specific changes could Joan make to improve the training?

Adapted from *Leadership Theory and Practice.* Peter G. Northouse

TurningPoint

Roseland: Reasons for Collaboration Case Study

(Fundamental Concepts, Activity 6)

Roseland had always been a tranquil, quiet town. To the outside observer Roseland might be described as quaint. Most people in town knew each other, it was safe for children to play outside all over town, and town leaders were well meaning and eager to work on behalf of the town. There were not many entertainment options in Roseland—the diner, riding the local strip on weekends, "hanging out" at the new book/video and coffee store on Main Street, or riding 30 minutes to the next town for a movie. Oddly enough, sleepy, little Roseland sat in the shadow of an intersection for two major interstates. Town people often talked of their amazement, and gratefulness, that the town did not take off in a boom of growth when the new interstates were built.

Early in spring 2001, people in Roseland began to notice a change in their sleepy, little community. Several of the town teenagers were becoming involved in drugs. These were not new kids in town, they were children of families who had lived in Roseland for several generations. Teachers and school administrators were talking about the change in the students. The local high school in Roseland had five drug arrests in the previous year on campus, as well as a more than 50% increase in violence in the schools in the last two years. The police were hinting at the presence of gangs in the community and community members were shocked to see graffiti that looked much like what they saw on television as gang tagging. Usually business owners did not mind teenagers "hanging out" on main street around their businesses, but lately there had been an increase in fighting and disturbing the customers. Community members in Roseland knew that times were different now than they were 10 or 15 years ago, that teenagers were exposed to more temptations. However, they suspected that the change in Roseland was due to something more than just "changing times". These changes became the topic of many conversations around town and dominated many community meetings.

One day a group of high school teachers were talking in the teachers' lounge, discussing the changes. They decided two things: 1. their children needed help, and 2. it was going to take more than just the school to accomplish the needed changes. These teachers went to their principal and talked about their idea. With the principal's blessing (and involvement), they then solicited the health department, police department, parents, churches, business leaders, social service agency representative, and youth to participate in a Saturday morning meeting.

The first meeting went well. They came to a general consensus that there was an issue regarding the youth. They agreed to work on the problem collaboratively, and they appointed people to tasks such as getting others involved, doing an assessment to understand the underlying issues at hand and their effects, and a commitment to always actively include teenagers in their group. The group became knownas the Saturday Morning Breakfast Club. Over the course of the next year the Saturday Morning Breakfast Club conducted an assessment discovering that drugs were making their way into Roseland through the interstates and several businesses located at the interstate exits. This assessment was also able to document the changes in Roseland youth and the effects these changes were having on youth performance in school, health, and crime rates. They used this information to apply for some funding to begin what they called the program

Roseland Cares (RC). This is a collaborative effort to provide fun, safe, and affirming activities for teenagers in Roseland. It is based on a service model in which the teenagers get involved in service projects around Roseland. The program has only been in operation for six months. However, to date, more than 150 students are participating in the service projects.

Guide Questions

1. Why did the people of Roseland initially collaborate?

2. What are your impressions of how or if the people in Roseland pooled power?

3. Discuss the collaboration's diversity.

4. Rate the complexity of Roseland's problem on a scale of 1 (not complex) to 10 (most complex) and discuss why people/organizations collaborate when issues are more complex.

Ashland: Context for Collaboration Case Study

(Fundamental Concepts, Activity 7)

For three consecutive Sundays, the *Ashland Observer* did a large cover story on Homelessness in Ashland. They reported that homelessness was on the rise, an increase of 15% in the last 5 years alone. They also showed the changing face of homelessness in Ashland; for example an increase in women and children. Lastly, they reported on the health issues faced by the homeless community such as chronic conditions like diabetes and high blood pressure, mental health problems, substance use, and frequent flu-like episodes in the children. The *Ashland Observer*'s exposés highlighted a growing problem in Ashland that many leaders did not want publicized about their community.

The increasing homeless population had been a topic of frequent conversation among many social service agency staff. Staff in the local health department had been talking about the increasing difficulty in reaching women and children. They also talked about statistics indicating an increase in poorly managed diabetes and high blood pressure and wondered if this was in any way related to the increasing homeless population. Alcohol and substance use agency staff discussed the decrease in participation in their programs and the increasing need to provide more programs in locations that would reach the homeless, such as shelters and churches with soup kitchens. Mental health agency staff had been the most frustrated. Because of significant budget cuts in their agency, they had to release clients earlier and with fewer follow-ups. This frustration has led to many discussions in which they often talked about their fears for what this would do to the homeless population. Additionally, hospital staff had been discussing the increase in patients, many of the homeless with acute conditions brought on by poorly managing diabetes. Downtown business owners noticed an increase in homeless people on the streets. They approached the city about having them removed. Aa compromise was reached whereby the city posted "No Loitering" signs and signs indicating not to give money to panhandlers.

After the exposé, a meeting was called by the city to address the homeless issue. Invited to the meeting were representatives from the Ashland Observer, the health department, the hospital, the mental health agency, the substance use agency, churches, shelters, Salvation Army, the local community college, the public schools, and business leaders. Ashland is a small city (less than 25,000) and many of the people at the meeting knew each other through previous collaborative efforts. In fact, many of them recently worked together on a collaborative effort to help reduce violence in an inner city neighborhood. The group had been successful in obtaining federal funding for the neighborhood, which provided a multitude of programs for youth, the development of an active neighborhood association, and a neighborhood-policing program.

During this meeting there was agreement regarding the increase in homelessness; however, there was little consensus regarding the causes and what should be done about the rise in homelessness. Near the end of the meeting the group did agree that the problem did not rest solely on the shoulders of the city or on any one agency or organization and that they wanted to work together to address the issue. A second meeting was set for two weeks later. The city agreed to continue hosting and facilitating the meetings.

Willow Springs Memorial Hospital: Qualities of a Collaborative Leader Case Study

(Fundamental Concepts, Activity 9)

Doctor Solomon Till has just recently been appointed the new president of Willow Springs's only hospital, Willow Springs Memorial. Doctor Till has lived in Willow Springs for the past five years and has been an active member of the community. Prior to being appointed hospital president he served as the director of development. Doctor Till is excited about his new appointment and has come to think of Willow Springs as home. He is eager for the opportunity to help his residents be in the best health possible.

During his first week as president, the state announced a budget shortfall and a plan to reduce Medicaid expenditures by 22%. Almost one-third of the revenue at Willow Springs Memorial is from Medicaid. Therefore this could result in a significant "set back" for the hospital. Additionally, Dr. Till is quite aware that the hospital board and many physicians on staff are concerned that Willow Springs Memorial does not have the ability to do some of the latest procedures in medicine. They want Willow Springs Memorial to be as "technologically advanced" as any hospital in the state. He was hired to "fix these problems" fast.

Doctor Till has decided that one of the first things on his agenda as the new president of Willow Springs Memorial is to listen to the residents of Willow Springs about what they need and want from a hospital. He has had his staff arrange for him to attend a series of six events in town, such as church meetings, Rotary Club meetings, senior center lunches, etc., where he can hear from the residents. He has also decided to get a board member and someone on the medical staff to attend each of these meetings with him, not to answer questions but to LISTEN to the community members. He has also asked the health department director to work with him on this project by providing additional assessment information, participating in the events, and providing someone skilled in doing community assessment to help document their findings. He is optimistic that this process will help to develop a shared vision of health in Willow Springs and Willow Spring Memorial's role in maintaining a healthy community.

Guide Questions

1. Using the list of *Qualities of a Collaborative Leader* (**Slides 52-54**), give examples of which qualities Dr. Till exhibited and which he did not.

2. Discuss how Dr. Till's actions could have increased community support and buy-in as he "fixed" the hospital's problems.

3. Discuss what collaborative leadership qualities Dr. Till did not exhibit that may have increased his success in "fixing the problems."

Oakwood: Challenges Case Study

(Fundamental Concepts, Activity 13)

Oakwood is a town on the move. It has a population of 15,000 and is experiencing an economic boom. In the past five years, three new industries have moved to this historically agricultural town, bringing more than 3,000 new jobs. This growth has changed the face of the city. One of the largest new industries, Tires Are Us, employs over 5,000 people. They actively recruit Hispanic workers and as a result, the Hispanic population in Oakwood has grown by 200% in the past five years.

Oakwood worked hard for this growth. The mayor, who has been in office for 10 years, and the town council put together aggressive plans for attracting industry to Oakwood. The community recognized that, as a farming community, it was beginning to "die" due to young people moving away because of lack of opportunity. Community members worked with the mayor and city council to attract new businesses. Task forces made up of community members were developed regarding education for employment, quality of life in Oakwood, and infrastructure (transportation, water, electricity, etc.). These task forces were successful in ensuring that Oakwood as a community would suit industries' infrastructure needs. However, in their eagerness to attract industry, they did not pay much attention to the effects of having that industry in their community, besides an increase in jobs.

Recently there has been some grumbling in Oakwood about the changes to the community. People are becoming concerned about the increase in pollution. Also, although a few of the new jobs are well paying, many are considered entry-level jobs and are low paying. Thus the increase in new residents, many of whom are unable to speak English, for these low-paying jobs has increased the demand for many health and social services. It has put an extra burden on the school systems to provide education in other languages. The health department has been the most vocal about the strain on their resources.

A group of community members and some service-oriented agencies have joined together to create a group called "Smart Growth." This group represents a wide variety of residents with a wide variety of concerns, mostly related to the rate of growth and the unintended negative changes that have resulted from the growth. Not involved in the group are representatives from the new industry or from the city offices. The group meets often and discussions are lively. However, the group has been slow to take action, predominantly because of lack of agreement regarding what to do first. The mayor and several members of the city council see this group as a bunch of "trouble makers" trying to slow down progress. Most in the group are not against progress; they only want to address the issues that have risen from the growth and develop a proactive agenda for addressing any future unintended negative consequences from the city's growth.

Smart Growth's slow progress has frustrated many in the group. However, their lack of results has been the subject of many "inside" jokes in city hall.

Guide Questions

1. Using the list of *Challenges* (**Slides 67-68**), identify which challenges the community of Oakwood faced.

2. How can the community address or minimize these challenges?

The Mall-Based Teen Services Center: A Case Study

The Problem

Lack of accessibility of services for teens was an ongoing problem for key providers of health, social, and employment services. Services were funded and available, but those in greatest need were not using them.

The Solution

Co-locate a variety of teen-focused services at a popular teen hangout: a mall. The state health department signed a memorandum of understanding with the three local health departments whose counties surrounded the mall area and the governor's job training program. One local health department hired a coordinator to develop and launch the project.

Two stakeholder groups were formed: an adult advisory council and a youth advisory council. The adult group was composed of school officials, representatives from youth-serving agencies, and social services agencies. Members of the youth advisory committee were drawn from the potential client group: middle- and high-school students.

The coordinator enlisted the support of local construction groups who agreed to donate labor for the build-out.

The Outcome

There was much enthusiasm and support for the project from members of the adult and youth advisory committees. School officials, in particular, liked that they could support sensitive teen services like family planning, in an off-site location. Members of the youth advisory committee were empowered by a process in which they were making decisions about how the clinic would be constructed and promoted.

However, the project ultimately failed. The mall owner, a resident of another state, refused to donate or rent at low cost space in the mall. Space in buildings surrounding the mall was too expensive. An amendment to the host state's constitution made it impossible for the local health departments to finance the initial start-up costs.

Guide Questions:

1. What went right in this process? What went wrong?
2. As a collaborative leader, what would you have done differently?

The Middletown Dental Clinic: A Case Study

The Problem

There was a lack of dental care for low-income workers and people on public assistance in the community of Middletown. Many held local dentists in low esteem because, due to the high cost of procedures needed and low levels of reimbursement, they were not treating these patients.

Various solutions had been tried, such as providing dental care via a dental chair in an emergency room and integrating services in private dental offices. However, state and local governments were not providing resources and the dentists who *had* been providing charity were retiring. The dental society asked the local public health director for help. It was determined that the problem was too large and complicated for any one group to address.

The Collaboration

A stakeholder group, comprised of organizations and agencies with enough resources to address the problem, was convened. It included the local dental society, Salvation Army, local community college (dental students), a well-endowed academic medical center, construction unions, city and county officials, social services, state legislators, and local health care providers. Members had varying motivations for participating and the level of commitment differed among each. Community leaders accepted the decisions of the stakeholders. The process was kept open and visible through much press coverage.

The Outcome

The Salvation Army was already operating out of a building donated by the academic medical center, but renovations would be required to create a dental clinic there. The executive director of the medical center negotiated an agreement of construction unions to donate 90% of the labor needed for the renovation. The county supplied computers, phones, and a grant for other infrastructure. The Salvation Army conducted a capital campaign that involved the United Way and Rotary. Funds raised were used to staff the clinic.

Guide Questions

1. What should the advisory group do to ensure that this initial success continues over time?

2. A local public heath nurse coordinated the stakeholder group. If you had been that nurse, what collaborative leadership processes would you have implemented to ensure true collaboration within that group?

3. What conflicts do you think occurred and how would you have resolved them?

The Minority Health Coalition: A Case Study

The Collaboration

A state health department wrote a statewide health improvement plan for its citizens. The department sought input from many local agencies and community-based organizations for this large endeavor. Through this activity, a new relationship was formed with a small coalition focusing on minority health. In fact, the department's planning director and the coalition's board president began to work very closely together on this and other projects affecting minority communities. The two decided to apply for a grant together: the health department would be the fiscal agent of the grant and contribute staff time, but the majority of activities would be carried out under the name of the coalition, which had more community networks.

The Outcome

The $500,000 grant spanned four years. The coalition had a leading role in assuring that the specific grant outcomes were met. About six months after receiving the grant, nearly the entire coalition board was replaced through reelections, a process that occurred every two years. The only board member to remain was the former president, under the title of *past-president*. Unfortunately, this person was unable to carry out his term or an ongoing relationship with the health department.

The new board members were less interested in the partnership since they did not have a prior relationship with the health department's planning director. They assumed that as the fiscal agent, the grant really belonged to the health department, and they were skeptical about the level of benefit to the coalition. Also, some board members expressed an underlying distrust of governmental agencies and their ability to work with communities of color.

The relationship became strained as board members felt the department was trying to coerce them to conduct activities that they were not interested in, and they wanted the freedom to go in their own direction. Conversely, the department felt like the coalition was not honoring the initial agreement between the two organizations and as fiscal agent, was worried about grant accountability. Several conversations and negotiations took place. Finally, after struggling to work together for nearly two years, some trust was developed and a few grant activities were successfully carried out. Then, the board turned over again and former issues reemerged. During the third year of the grant, the department decided to formally end the partnership. In the end, there were some joint accomplishments, but the relationships between these two organizations had been damaged, and several grant objectives went unmet.

Guide questions:

1. What factors prevented trust from ever being fully developed between the two organizations once the initial board president left?

2. What could have been done differently to prevent conflicts and promote collaboration?

Successful Collaboration: School Health in Morgantown: A Case Study

Morgantown is a community that has a history of supporting education. It has a well-supported (by the local community) public school system, and generally speaking children from Morgantown do as well as the state average on education test scores. Recently the local health department completed an assessment of their community's strengths and assets. This assessment showed that Morgantown youth had higher rates of obesity, diabetes, heart disease, and asthma. The assessment also showed that Morgantown had a higher percentage of youth who were uninsured or underinsured than the state average, as well as a higher percentage of youth without medical homes than the state average. Leaders from the local health department and the local hospital decided to pull together a multi-disciplinary group (education, health care, public health, parents, recreation, city, etc.) to address their city's youth's health-related issues.

The original group decided that the issues at hand were complex and needed addressing over time from a multi-disciplinary approach, so they formalized their group into a coalition. The health department, hospital, and school district equally support the coalition, through having high-ranking representatives from these three organizations serve in leadership roles on the coalition. Additionally, the hospital and health department have agreed to provide $1500 each to a budget for the coalition, and the health department has donated 15% of one of its health educator's time toward staffing the coalition. The coalition members thought that it was important to keep community members up to date about their meetings and the approaches or strategies they are taking to address the issues. They have decided to post all of their meeting minutes on the health department, school district, and hospital Web sites, and summaries of meetings will be included in all the school newspapers. Also, two meetings a year will be open forums for anyone from the public to attend.

The coalition members thought they were off to a good start with their structure and in their planning regarding strategies for addressing the identified issues. It has taken around 10 months for the coalition to get organized and to work through some of their planning. Now they are beginning to implement some of their specific strategies and seek funding for these strategies. Their plan includes: increasing the number of school nurses to one in each school, placing school health centers in two of the seven elementary schools and creating school health teams in each school to function based on the Centers for Disease Control and prevention's eight components of school health. Over the course of the ten months of planning, some of the original members, including the school district representative, have lessened in their participation in the coalition.

The coalition is now faced with opposition to some of its strategies from within the coalition and from a vocal group of physicians in the community. The school district is concerned about the cost and time for teachers and school staff to work on school health teams, with educational testing on the horizon. They are also concerned about what the school health teams may potentially "stir-up." The local physicians' group (a large pediatric office) is concerned that the two school health centers will pull business away from their office to the new pediatric practice opening at the hospital.

The coalition is finding that it is not moving forward on any of its strategies because of battling within the coalition about how to handle the opposition.

Debrief for Keys to Successful Collaboration: School Health in Morgantown

Using the *Keys to Successful Collaboration* slides (**Slides 37 and 38**), have the group discuss the key components that were exhibited by the coalition, and the key components that were not in place, thus hindering its progress.

Key components exhibited	Key components not exhibited
Strong stakeholder group initially	**Stakeholder group not as strong over time**
Broad based involvement	Good timing for the strategies
Clear need	Overcoming mistrust
Open process	Interim success
Commitment/involvement of high-level visible leaders	Commitment/involvement of high-level visible leaders

(*Facilitator's note:* Not all are listed just the most obvious. The group may discuss more than what is on this list.)

Ask the group to discuss how the coalition could address some of the key components that were not exhibited.

- Implement some short-term strategies during the set-up and planning stage to get interim success and keep stakeholders involved.
- Get positive press for the interim success so that leaders want to be associated with the project.
- Have a conflict management strategy established to handle conflict within the group
- Invite the pediatric group to the next meeting to discuss their concerns and try to find common ground and ways to compromise and work toward an approach that would please all involved.
- Stagger the timing of the school health team implementation so that it does not coincide with test taking.
- Work with the school district staff to define more specifically the role of the school health team.

TurningPoint

Listening, Learning, Leading: Three Essentials for Collaborative Leadership

Collaborative leadership in public health is the focus of the Turning Point Leadership Development National Excellence Collaborative, a public/private partnership involving representatives from seven states and several national partners. This Collaborative is part of the national Turning Point initiative funded by The Robert Wood Johnson Foundation. As part of its efforts, the Collaborative gathered many of the nation's top experts in collaborative leadership, as well as key Turning Point players, to discuss the need for and process of "growing" collaborative leaders. All of the comments in this paper arose during this session, Collaboration and the Turning Point Initiative, held April 6, 2001 at the University of Denver.

The new dynamics of public health demand collaborative leaders – individuals able to forge and manage coalitions among diverse public and private partners. To achieve true collaboration, leaders must be able to identify shared goals, recognize opportunities for cross-fertilization, and motivate all players to give more than 50 percent. Among the marks of a good collaborative leadership are the ability to **listen**, **learn** and **lead**. *

"It's clear that, both today and in the future, public health will need to engage in partnerships, very robust partnerships, in order to advance the public's health," says Jeff Lake, Associate Health Commissioner for the Virginia Department of Health and co-liaison for Virginia's statewide Turning Point program. "Collaborative leadership skills are essential to fostering and developing those partnerships across sectors and at all levels. Listening, learning and leading are crucial components of collaborative leadership."

Leadership "Listening"

"In the old world, the leader was the person who came in the room and did all the talking," explains Chris Gates, founder and chair of The Colorado Institute for Leadership Training. "In the new world, the leader is the person who comes in the room and asks really good questions and takes a lot of notes." This process is counterintuitive to traditional leadership, in which the desire is to quickly fix the problem. Convening and then actively listening to all affected parties is not immediately efficient. The time spent in the process of listening to and analyzing responses, on the surface, seems to be time away from fixing the problem. Yet the solutions derived from a process in which the leaders truly listen to the specific, and sometimes conflicting, needs of the parties involved are more effective in the long-term.

Feedback Is Key to the Listening "Loop"

Many managers, both within and outside public health, perceive that they are skilled at listening and incorporate it into problem solving and goal-setting. Unfortunately, in most cases, the commitment goes no further than convening a focus group or two to test a pre-set plan. Collaborative leaders recognize the value of listening, convening regular sessions in which all "players" have an opportunity to hear and be heard – to articulate their issues, values and needs, their long- and short-term priorities and goals, and the barriers they're facing. Including every perspective is a key part of the process, listening both to those involved in setting up the barriers, as well as those running up against them.

Listening can be "ugly"

One mark of a leader committed to collaboration is the willingness to listen, fairly, to opposing points of view. To gain consensus and common direction, all participants must feel that their opinions have been given honest, careful consideration, and that any future concerns will be listened to in an open-minded way.

Truly collaborative leaders seek out dissenting opinions through surveys, ongoing focus groups, and meetings with individuals -- actively listening to those with different points of view. They recognize that long-term solutions cannot be crafted without considering all perspectives.

Listening requires ego control

The traditional leadership personality can be a hindrance to collaboration, however. Chris Gates explains: "The biggest challenge is that we have the challenge of ego, and that is that so many people come to leadership positions with the presumption that they will have a certain amount of power and be in charge and be in control, and be able to impose their will upon others, and then horrible people like use come along and say 'no, no, no, now that you're empowered what you have to do is empower others.' Now that you're empowered you have to use your power to listen to other voices.

"The clearest sign of an effective leader is that the leader has maybe some dominant styles and skills that are their default position, but that effective leaders, in fact, come into every situation with a tool box of styles and skills and approaches. And they know when to talk and when to listen, when to shout and when to whisper, when to fight, when to compromise."

Leadership Learning

It's not enough to listen. The information has to be processed, shared, and learned from. For a collaborative effort to succeed, leaders must be able to process all of the input, identify commonalities and use those common interests to set goals and form alliances.

In essence, collaborative leaders have the ability to identify and communicate a shared vision. They ignore boundaries, and use the input gained in the "listening" phase to build a collaborative vision.

Learning to Lead

"Leaders are born, not made" doesn't apply to collaborative leadership. Considerable teaching and learning is involved. Leaders need to learn how to change their approach, when appropriate, to think as part of a group, instead of solely as an individual. They need to learn systems thinking, or how to understand the inter-relatedness of ideas, groups and patterns.

They also must learn to harness their egos and desire to be the "star" and recognize the benefits of collaboration. To do so, they must be able to understand how they, as individuals, gain when their organization succeeds as a result of their collaborative leadership.

Giving up ownership and control is difficult for an old-school ego-driven leader. Yet sharing of responsibilities is essential. They need to see, via participation in collaborations and coalitions, that giving up ownership and control is often the best route

to maximizing other peoples' talents and resources. They can learn how to build power through sharing power.

Experience is the most effective teacher. "The ability to reflect on one's experience to try to assess the significance of what has happened and then to try to modify it, if that's the appropriate insight from the reflection, seems to be critical to the process of continuing development and learning over a lifetime and also to becoming more effective as a leader," explains Howard Prince, director of the Center for Ethical Leadership at the LBJ School of Public Affairs at the University of Texas in Austin. "One of the things we need to develop in people is the ability to be self-reflective about experiences."

Leading: Knowing When Collaboration Works

Leaders also must recognize that, as effective as collaboration usually is, it is not always the best path to problem solving or achieving goals. These include "when a lead agency cannot be found; when there is a history of repeated ineffective interventions; when there is a substantial power differential among individual or groups of stakeholders; when there is a history of antagonism between stakeholders; or when conflict has caused overload for partners." (B. Gray. Collaborating: Finding Common Ground for Multi-Party Problems, San Francisco: Jossey-Bass Publishers, 1989.) Other factors barring effective collaborative leadership include scarce resources, confidentiality issues, and, in particular, time pressures. Despite these contingencies, it is important to remember that, while all situations do not necessarily demand collaborative leadership, the vast majority still do.

"There's probably a collaborative, census-based solution available on about 80 percent of issues," explains Chris Gates. "On 20 percent of the issues, you're going to have a fight, with a winner and a loser. Leaders need to be able to figure out when to fight, when to compromise, and when to take notes. Sometimes the most important thing for a leader to do is not say a word. And sometimes the most important thing for a leader to do is to interrupt somebody and stop them in their tracks and change the direction of the conversation. And it's the art of understanding which tool to pull.

"A master carpenter will come to your house with his big bag and box of tools and, what makes him a master carpenter is that he knows what tool to use to deal with what issue or what problem to create what thing. Well, good leaders are the same way."

The new realities of public health demand leaders with the complete "box of tools," leaders who are skilled at traditional management and committed to collaboration. Leaders who "own" the process of listening, learning and leading.

* "Listening Learning and Leading" is the motto of the National Community for Latino Leadership.

The transcript of the "Collaboration and the Turning Point Initiative" conference can be found on the Turning Point Web site at
http://turningpointprogram.org/Pages/devlead_expert_panel_full.pdf.