

# *Collaborative Leadership*

## **Creating Clarity**

### **Facilitator's Guide**

# Collaborative Leadership

## Creating Clarity

### Purpose

Provide a conceptual foundation and techniques for creating clarity, including visioning and mobilization processes.

### Learning Objectives

1. Increase the conceptual understanding of Creating Clarity and the interrelationship of the six collaborative leadership practices.
2. Identify the skills and qualities associated with the collaborative leadership practice of Creating Clarity.
3. Examine the concept of Creating Clarity as a practice of collaborative leadership
4. Experience or facilitate a shared visioning process.
5. Create a Personal Learning Plan to increase competency in Creating Clarity using outcomes of self-assessment and awareness of resources for extended learning.

### Summary of Activities

- |  |    |
|--|----|
| 1. Welcome and Program Introduction.....                               | 3  |
| 2. Introduction to Collaborative Leadership and the Six Practices..... | 3  |
| 3. Module Purpose and Objectives .....                                 | 6  |
| 4. Creating Clarity Skills: Self-Assessment.....                       | 7  |
| 5. Conceptual Overview: What is Creating Clarity? .....                | 7  |
| 6. A Shared Visioning Process.....                                     | 8  |
| 7. Personal Learning Plan .....  | 11 |

### Equipment and Supplies

- LCD or overhead projector
- Chart paper
- Markers
- Sticky notes (3 x 5 size)
- Name tags (1 set in addition to standard workshop name tags)

### Curriculum Materials

- *Participant's Guide: Creating Clarity*
- *Slide Set: Creating Clarity*

### Preparation

- Copy *Participant's Guide*, one per participant.
- Copy *Slide Set*, one per participant.
- Read *Collaborative Leadership and Health: A Review of the Literature*, especially Sections 2 (Skills, Competencies, and Capacities) and 3 (Best Practices), [www.turningpointprogram.org](http://www.turningpointprogram.org), Leadership Development section.
- Review simulation topic for Activity 6, *Participant's Guide*, pages 6-8. If you want to replace this topic with one that you customize for your audience, see *How to Write a Role Plan, Introduction, Overview, and Resources*, p. 9.
- Become familiar with collaborative leadership Web site learning resources, [www.collaborativeleadership.org](http://www.collaborativeleadership.org).

Display Slide 1 as participants enter room.

## 1. Welcome and Program Introduction

- A. Review information contained on Slide 1.
1. Introduce yourself and any other facilitators.
  2. Conduct a participant introduction activity.

Slide 1

Complex Problems → Collaborative Leadership → Effective Solutions

**The Turning Point Leadership Development  
National Excellence Collaborative**

Vision: Collaborative leadership is used to its fullest potential to achieve policy and systems change that maximizes the public's health.

Mission: Increase collaborative leadership capacity across sectors and at all levels.

Other Turning Point National Excellence Collaboratives:

- Modernize public health statutes
- Create accountable systems to measure performance
- Utilize information technology
- Invest in social marketing

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## 2. Introduction to Collaborative Leadership and the Six Practices

**Learning Objective:** Increase the conceptual understanding of Collaborative Leadership and the interrelationship among the six Collaborative Leadership practices.

- A. Review *What is Collaborative Leadership?* (Slide 2).

Emphasize that “leadership” in this context is a verb, not a noun. This definition presents leadership as a process shared by all the members of a group.

Slide 2

### What is Collaborative Leadership?

- The processes, activities, and relationships in which a group and its members engage in collaboration.
- Collaboration is defined as “exchanging information and sharing or pooling resources for mutual benefit to achieve a common purpose.”

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- B. Review *What is a Collaborative Leader?* (Slide 3).

Emphasize that “leader” is a role that may be shared among members of the group.

Slide 3

### What is a Collaborative Leader?

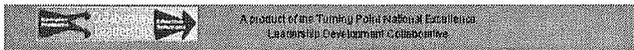
Someone who safeguards and promotes the collaborative process.

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Slide 4

## Who is a Collaborative Leader?

Skills	Capacities
Conflict management	Uncertainty
Developing trust	Taking perspective
Communication	Self-reflection
Decision-making	Ego control
Creating safety	
Assessment	



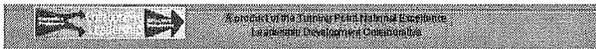
### C. Review *Who is a Collaborative Leader?* (Slide 4).

Explain that these skills and capacities were identified through research with academia, key informant interviews and literature reviews.

Slide 5

## Why is Collaborative Leadership Important?

- Most public health problems are complex, interdependent, and messy.
- These type of problems require a systems approach with diverse input and multiple perspectives.
- Many sectors need to “own” the solution for it to be successfully implemented.



### D. Review *Why is Collaborative Leadership Important?* (Slide 5).

- Provide examples of public health problems: teen pregnancy, water quality, chronic diseases, and communicable disease control.
- Issues are not clear-cut, nor are the solutions.
- Root causes are unknown or so massive that one agency or sector within a community cannot effectively deal with problems of this scope independently.
- Stress the need to collaborate in order

to share information and resources to enhance the capacity of another to achieve a common goal or good.

Slide 6

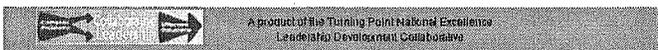
## Six Practices of Collaborative Leadership

### E. Introduce *Six Practices of Collaborative Leadership* (Slide 6).

1. Make the following points:

Because collaboration is challenging, it takes special skills to create and sustain it. There are a number of critical skills and capacities collaborative leaders should possess.

Many are not unique to Collaborative Leadership.



- F. Review *Six Practices of Collaborative Leadership* and how the six practices were chosen (Slide 7), based on the information from page 3 in *Introduction and Overview*.

Slide 7

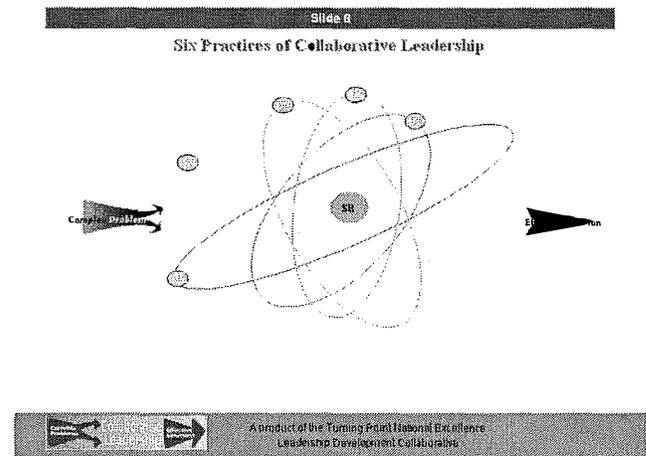
## Six Practices of Collaborative Leadership

- 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

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- G. Define and explain each practice (Slide 8, *Participant Guide*, p. 1-2).

- **(AE) Assessing the Environment:** Understanding the context for change before you act.
  - The capacity to recognize and understand other perspectives.
  - Facilitating connections and identifying clear and beneficial change for all participants.
  - Setting priorities and identifying barriers and obstacles.
- **(CC) Creating Clarity:** Defining shared values and engaging people in positive action.
  - Commitment to a cause that transcends the self.
  - Recognition of a spiritual reality or imperative, ethical and moral standards that provide guidance.
  - Developing a shared vision based on common values.
  - Helping people develop confidence to mobilize (take positive action).
- **(BT) Building Trust and Safety:** Creating safe places for developing shared purpose and action.
  - A two-way street—in order to build trust, you must be trustworthy.
  - Necessary for open expression of ideas, questions, and raising doubts.
  - To be successful this takes communication skills—those skills that enhance trust and promote respect.
  - A previous history of working together successfully in limited capacities allows partners to develop trust and respect for one another.



- **(SP) Sharing Power and Influence:** Developing the synergy of people, organizations, and communities to accomplish goals.
  - Participants in the decision-making process need to be empowered in order to contribute fully.
  - The energy of participants focused on a goal generates power; power is not a finite resource.
  
- **(DP) Developing People:** Committing to bringing out the best in others and realizing people are your key asset.
  - Maximizing the use of other people's talents and resources.
  - Building power through sharing power.
  - Giving up ownership and control.
  - Coaching and mentoring to create power in others that increases leadership capacity for the whole group.
  
- **(SR) Self-Reflection:** Being aware of and understanding your values, attitudes, and behaviors as they relate to your own leadership style and its impact on others.
  - At “the heart” of all the other practices: Self-reflection is internal while the others are external.
  - The ability to gain insight from one's own experience or action to try to assess the significance of what has happened.
  - Personal CQI—Continuous Quality Improvement: the capacity to engender a never-satisfied attitude that supports setting goals for personal development and learning.

H. Explain the Collaborative Leadership model (visual representation):

1. The collaborative process is triggered by a complex problem (left arrow), which enters the system through either Creating Clarity (CC) among a group or Assessing the Environment (AE) through a formal needs assessment process.
2. These practices are interactive and dynamic, often influencing each other in unplanned ways.
3. They are necessary to finding and implementing an effective solution (right arrow).

### 3. Module Purpose and Objectives

**Learning Objective:** Increase understanding of the purpose and learning objectives of this module.

- A. Refer to and review *Module Purpose and Objectives* (***Participant's Guide*, p. 3**).

#### 4. Creating Clarity: Self-Assessment

**Learning Objective:** Identify the skills and qualities associated with the Collaborative Leadership practice of Creating Clarity.

- A. Distribute *Collaborative Leadership Creating Clarity: Self-Assessment Exercise (Participant's Guide, p.4)* and ask participants to complete it by reflecting on their own skills related to Creating Clarity—defining shared values and engaging people.
- B. Ask them to rate their Behavior Frequency for each item.
- C. Tell them that they will use the information from self-assessment when completing a learning plan at the end of the workshop.
- D. Debrief by asking: “Based on what we’ve been discussing in this workshop, how does this feedback (self-assessment) relate to being a collaborative leader?”

#### 5. Conceptual Overview: What Is Creating Clarity?

**Learning Objective:** Examine the concept of Creating Clarity as a practice of Collaborative Leadership.

- A. Review the definition of *Creating Clarity (Slide 10)*.

Emphasize that Creating Clarity involves, first, coming to agreement on *the process* that will be used to define the group’s shared vision and plan of action.

- B. Read the following excerpt:

*“Many communities begin their visioning project by determining the vision of the desired future. Others look at where the community currently finds itself [assessing the environment] before identifying the desired future. Both approaches have produced quality results in visioning projects around the country. [Source: The Community Visioning and Strategic Planning Handbook, National Civic League, 2000.]*

- C. Review *Vision and Visioning Definitions, Participant’s Guide, p. 5*.
- D. In the collaborative leadership approach, the “locus of the vision” is within the group, not solely with one leader (*Locus of Vision, Slide 11*).

Slide 10

#### Creating Clarity

Definition - Being clear about the goals, direction, and envisioned future of a community for a particular issue.

Outcome - Committing to a cause that transcends the self; recognizing ethical or moral standards that provide guidance.

How - Integrating personal vision into a shared vision by finding common ground.

Means - Mobilizing people through a shared vision and positive action and sustaining the vision in difficult times.

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Slide 11

#### Locus of Vision

##### Traditional Leadership:

- Solitary, charismatic leader provides inspiring vision
- Persuades others to align in support of vision
- Motivates others to achieve the vision

##### Collaborative Leadership:

Shared vision leads to mutual understanding and commitment.

Collaborative leaders:

- Provide inspiration
- Provide means for creating a shared vision
- Help stakeholders set the direction and move in that direction

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## 6. A Shared Visioning Process

**Learning Objective:** Experience or practice facilitating a shared visioning process in a simulated situation.

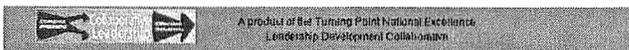
**Facilitator's note:** For groups with little or no experience with a shared visioning process, conduct the following activities as the facilitator of the process. For more advanced groups who want experience facilitating the process, divide into small work groups and instruct members of the group to facilitate the visioning process. They can choose one member as the facilitator or decide to complete the process as a team (collaboratively). Tell them they will be completing the following steps.

- A. Tell participants that they are about to participate in a simulation of a shared visioning process. Explain that for the purposes of this activity, they should assume that an initiating group has been together for a year and has just been awarded a grant for a needed community project. This initiating group, which consisted of five people representing five different organizations, saw the need to form an Advisory Board composed of a diverse group of about \_\_\_ (# in your group) people.
- B. Refer participants to *Reducing Racial Disparities in Juvenile Justice: Simulated Visioning Process, Participant's Guide, pp. 6-8*. Ask them to read the Simulated Visioning Process and the Background Information.

Slide 12

### What is a Stakeholder?

- Any person, organization or entity that has a “stake” (vested interest) in determining the future of an issue or who is affected by the issue.

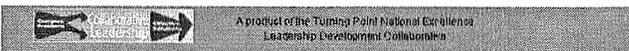


Slide 13

### Working Agreements

- Decision Making
- Disagreement/Conflict
- Power/Influence
- Interaction/Support
- Communications
- Problem Solving
- Time/Attendance
- Expectations About Productivity

Source: Ayns, Clough, and Norris. *Facilitating Community Change*, 2009



**Facilitator's note:** If the subject matter of this simulation is not appropriate for your group, please see *How to Write a Role Play, Introduction, Overview, and Resources, p. 9*.

- C. After they have finished reading the Simulated Visioning Process and Background Information (pp. 6-8), ask them to brainstorm aloud the types of people needed for the Advisory Group. Explain that they are identifying stakeholders for this particular issue. Refer to *What is a Stakeholder? (Slide 12)*.
- D. Write their responses from the brainstorm on chart paper. Ask one volunteer participant to write each stakeholder role on a nametag (e.g., Police Department, Juvenile Offender, Parks and Recreation), as you facilitate. Refer participants to *Participant's Guide, p. 6*, to record what you write, if desired.
- E. Randomly distribute nametags to participants and give them time to assume that role. (*Option:* Allow participants to trade nametags/roles, if desired.)

**Facilitator's note:** If you are working with an advanced group that is divided into smaller working groups, circulate the room to determine when to change slides 12-16, or ask the small group facilitators to have their group members refer to their slide handouts

F. Tell the group that coming to a working agreement on the process is a vital, but time-consuming step. Only for the purposes of this workshop should they forego this step. Review *Working Agreements (Slide 13)* as an outline of the process you would follow.

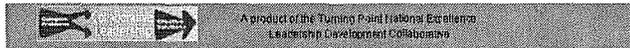
G. Review the Shared Visioning Process, **Slide 14**.

H. **Step 1.** Develop a personal vision and identify core values.

1. Explain that the development of a personal vision is the first step in creating a shared vision. In this exercise they are going to look at the project from two perspectives: the present and the future. They will do this from the perspective of the role that they are playing.

- 
- Shared Visioning Process**
1. Develop personal vision of project.
  2. Share visions in triads, refine and list common themes.
  3. Record common values/themes among visions and post.
  4. Group common themes, name groupings, check for alignment.
  5. Write vision statement.

Adapted from Group Collaborative Leadership Practices, p. 109-110



2. Read the following passage aloud slowly, giving participants time to reflect. Invite participants to close their eyes, if desired.

*“Imagine that you are at your job reading a report (Background Information, pp. 7-8) on the current status of \_\_\_\_\_ (name of simulated project). It contains data and interviews about this issue. What thoughts occur to you? ..... How do you feel reading this report? ..... What emotions come up for you as you think about what you have just read? ..... What images come to mind? ..... Now, picture a helicopter landing in front of you and you are boarding the helicopter ..... now it rises through the clouds and fog ..... and eventually returns to the same spot. Imagine that you are disembarking. It is the same spot in the same community, but something has changed ..... as you look around it is apparent that several years have passed. Another status report is on your desk about \_\_\_\_\_ (name of simulated issue). It glowingly describes all the changes that have taken place. What are these changes?”*

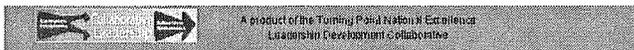
3. Ask participants to turn to Personal Vision Notes, **Participant's Guide, p. 9**, and silently jot down notes and/or pictures of the changes they see.
4. Divide group into triads.
5. Ask participants to share their role-played personal visions in triads.
6. Have listeners look for aspects that support or enhance their own vision. Listeners can ask clarifying questions, but should not critique another's vision.
7. Have participants continue to share their visions for 2-3 more rounds as they incorporate ideas from others at the end of each round.

8. Finally, have each participant identify 3-5 key themes or images that are especially important to them. These are their “essential elements.”
  9. Debrief group by asking the following questions:
    - a. Was this process easy or difficult for you to do? Why?
    - b. Did anything surprise you?
- I. **Step 2.** Record and organize common values and themes.
1. Distribute several sticky notes to each participant and ask each to record their essential elements on them.
  2. Also, have them record their personal core values on separate sticky notes.
  3. Ask them to post their notes on a wall where all are visible
  4. Ask participants to walk around and observe all the sticky notes.
  5. Have them group common themes and values.
  6. Have participants move all the notes until they are satisfied with the groups.
  7. Ask them to name each grouping. This name should identify characteristics, dimensions, and values implicit in the vision.
  8. Contradictions should be reconciled at this point.
  9. Check for missing elements that would make the vision clear and complete.



## What Visions Are Not

- A mission statement: “Why do we exist now?”
- A strategic plan: “How do we plan to get there?”
- A set of objectives: “We will accomplish X by Y time to Z% target audience.”



J. **Step 3.** Write a vision statement.

1. Review *What Visions Are Not (Slide 15)*.
2. Have participants collectively compose a vision statement that reflects all the groupings.
3. Record it on chart paper as they record it on their Shared Vision Statement Worksheet, *Participant's Guide, p. 10*.
4. Debrief this activity by asking the following questions:
  - a. What struck you about this process?
  - b. Would this work in your setting?

K. Summarize by making the following points:

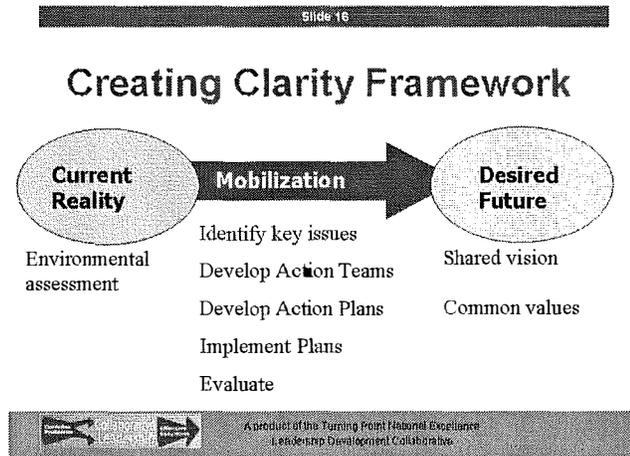
- The best shared visioning processes integrate many personal, sometimes competing, visions into one shared vision by finding common ground; common ground is often defined by shared core values.
- The process is organic and emergent rather than logical and rational.

- The visioning process moves through three phases: generative (opening), to evaluative (narrowing), to alignment or agreement (closing).
- During any group process, including creating a shared vision, conflict or misunderstandings may arise. Collaborative leaders are best prepared to handle such issues by becoming skilled in conflict management, group dynamics, and communication skills.

L. Review *Creating Clarity Framework* (Slide 16).

- Explain that successful community or organizational improvement does not happen by chance. Effective leaders know they need to establish a viable structure and a systematic process for visioning and mobilizing.

**Facilitator’s note:** For advanced groups, debrief in terms of the participants’ role as a collaborative leader. How did each small group approach the task? How well did the process go for them? Were there any surprises? How will they apply this experience to their work?

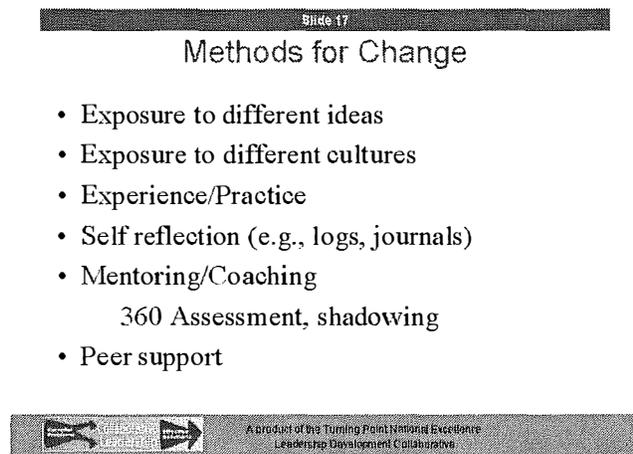


**7. Develop a Personal Learning Plan: Creating Clarity**

**Learning Objective:** Increase competency in Creating Clarity using outcomes of self-assessment and awareness of resources for extended learning.

Say: “*Collaborative Leadership development is a personal growth process involving a change in mindset and habits. And there are proven methods for making these kinds of changes.*”

- Display and review **Slide 17** *Methods for Change*. Say, “Also, there are resources to support you on your journey.”
- Refer to and review *Readings and Resources, Participant’s Guide, p. 11-12*.
- Describe learning resources on collaborative leadership Web site ([www.collaborativeleadership.org](http://www.collaborativeleadership.org)).
- Refer participants to *Personal Learning Plan, Participant’s Guide, p. 13*. Ask participants to review their self-assessment Behavior Frequency score to set learning goals and plan for achieving them.



- E. Work through an example with the participants, if appropriate.
- F. Remind participants that they are engaging in self-reflection, one of the collaborative leadership practices that is at the heart of any personal change process.
- G. Refer to *Module Purpose and Objectives*, **Participant's Guide**, p. 3, and summarize module.