

Collaborative Leadership

Sharing Power and Influence

Facilitator's Guide

Collaborative Leadership

Sharing Power and Influence

Purpose

Explore the role of sharing power and influence as a fundamental element in collaborative leadership and promote its achievement.

Learning Objectives

1. Increase the conceptual understanding of the Sharing Power and Influence and the interrelationship of the six collaborative leadership practices.
2. Identify skills and qualities associated with the collaborative practice of Sharing Power and Influence.
3. Explore “power” and “influence” as they relate to the collaborative leadership process and role of a collaborative leader.
4. Identify eight sources of power and explore their relationship to collaborative leadership and to participants’ perception of their personal power.
5. Demonstrate empowerment strategies collaborative leaders can use in their work with communities, organizations, and personally.
6. Examine the challenges of and opportunities for sharing power and influence.
7. Create a Personal Learning Plan to increase competency in sharing power and influence using outcomes of self-assessment and awareness of resources for extended learning.

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Equipment and Supplies

- LCD or overhead projector

Curriculum Materials

- *Participant Guide: Sharing Power and Influence*
- *Slide Set: Sharing Power and Influence*

Preparation

- Place the name of your community on the “Health for All” coupon (*Participant’s Guide*, p. 6.) before duplicating it (if desired).
- Copy *Participant’s Guide*, one per participant.
- Copy *Slide Set*, one per participant.
- Read Bolman and Deal, Chapter 9, pp. 169-170 (sources of power).
- Read Minkler, *Community Organizing and Community Building for Health*, p.8 (power analysis); pp. 38-41 (power, empowerment, and critical consciousness).
- Read Turning Point’s *Collaborative leadership: A Review of the Literature*, pp. 34-37 (empowerment).
- Become familiar with collaborative leadership Web site learning resources, www.collaborativeleadership.org.

Display Slide 1 as participants enter room.

1. Welcome and Program Introduction

- Review information contained on Slide 1.
- Introduce yourself and any other facilitators.
- 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.

- 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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- 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?

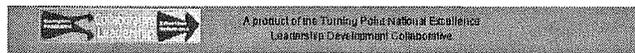
Someone who safeguards and promotes the collaborative process.

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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	



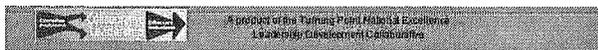
C. Review *Who is a Collaborative Leader?* (Slide 4).

- 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.

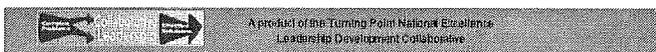


D. Review *Why is Collaborative Leadership Important?* (Slide 5).

- 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.

Slide 8

Six Practices of Collaborative Leadership

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- **(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. Sharing Power and Influence Skills: Self-Assessment

Learning Objective: Identify the skills and qualities associated with the Collaborative Leadership practice of Sharing Power and Influence.

- A. Distribute *Collaborative Leadership Sharing Power and Influence: Self-Assessment Exercise* and ask participants to complete by reflecting on their own skills related to Sharing Power and Influence.
- 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. Power Perspectives

Learning Objective: Explore “power” and “influence” as they relate to the collaborative leadership process and role of collaborative leader.

- A. Divide participants into small groups.
- B. Tell participants that they are going to discuss the meanings of “power” and “influence” in small groups. There will be guide questions (*Participant’s Guide*, p. 5) for them to include in their discussion. Groups will report out to the larger group in about 20 minutes.
- C. Debrief activity by asking groups to report on their discussions around the guide questions. Make sure you include the following issues:
 - In collaborative leadership, the group generates power.
 - Power is an infinite capacity, not a finite resource.
 - Collaborative leaders facilitate the process to maximize the group’s access to power.

6. Sources of Power and Influence

Learning Objective: Identify eight sources of power and explore their relationship to collaborative leadership and to participants’ perception of their personal power.

- A. Tell participants that they are going to play a game called *Get the Coupon*; it looks at their relationship to power and influence.
- B. Tell participants to tear out *Health for All* coupon, *Participant’s Guide*, page 5. Tell them to imagine that each coupon contributes \$10,000 to the health of all residents of his/her community. Collect the coupon from each participant.
- C. Write a date (day and month) on a piece of chart paper and hide it from view.
- D. Show the group your collection of coupons and announce the amount. Tell them that one lucky person will win all the coupons.
- E. Ask each participant to write his/her birthday (month and day only) somewhere in their *Participant’s Guide*.

- F. Announce that all the coupons will be given to the person whose birthday is closest to the date that you have already chosen.
- G. Determine the winner and have him or her come up and receive the coupons.
- H. While they are still up front, inform the rest of the group that they will have four minutes to get some or all of the money from the winner. The only rules are: no touching the person or physical harm. "GO!"
- I. Debrief by asking the group to identify tactics that various individuals used to influence the winner to give them the coupons. Discuss what worked and what didn't.
- J. Debrief by asking the winner for his or her comments on the effectiveness of various strategies.

Slide 11

Eight Sources of Power

- Position/Authority
- Information and Expertise
- Control of Rewards
- Coercion
- Alliance and Networks
- Access and Control of Agendas
- Control of Meaning and Symbols
- Personality



K. (They don't have to be in their groups at this point.) Display **Slide 11: Sources of Power and Influence**. Review the eight sources of power and relate to what participants saw/used (*Participant's Guide*, p. 7).

- Position (authority)
- Information and expertise (expert)
- Control of rewards
- Coercion
- Alliances and networks
- Access and control of agendas
- Control of meaning and symbols (framing)
- Personality

Source: Bolman and Deal, 1997.

- L. Ask participants to silently reflect on this question: "*What are the sources of my power?*" Optional prompts: How do I typically influence people? Does it change according to the person/people/organization I am trying to influence? How?

7. Empowerment Challenges and Strategies

Learning Objectives: Demonstrate empowerment strategies collaborative leaders can use in their work with communities, organizations, and personally; examine the challenges and solutions to sharing power and influence.

- A. Review objectives for this activity.
- B. Tell participants that they will be analyzing a case study from the angle of how power and influence issues played out in one community.
- C. Refer to *Case Study: A Matter of Faith*, *Participant's Guide*, pp. 8-13, and ask participants to read it.

- D. After they have finished reading, divide into small groups.
- E. Give groups about 20 minutes to discuss the Guide Questions, *Participant's Guide*, p. 15.
- F. Debrief the activity by having groups share their discussions from the guide questions with the larger group. Be sure to include the following:
- Macro* level (community/organization) empowerment issues
- Identify challenges based on case study and participants' experiences.
 - Identify effective empowerment strategies for groups as a part of the collaborative leadership process
- Micro* level (personal/psychological) empowerment issues
- Identify ways for collaborative leaders to manage ego, let go of control, etc. (micro)

8. Develop a Personal Learning Plan: Sharing Power and Influence

Learning Objective: Increase competency in Sharing Power and Influence using outcomes of self-assessment and awareness of resources for extended learning.

- A. 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."
- B. Display and review **Slide 12: Methods for Change**. Say, "Also, there are resources to support you on your journey."
- C. Refer to and review *Readings and Resources*, *Participant's Guide*, p. 16.
- D. Describe learning resources on collaborative leadership Web site (www.collaborativeleadership.org).
- E. Refer participants to *Personal Learning Plan*, *Participant's Guide*, p. 18. Ask participants to review their self-assessment Behavior Frequency score to set learning goals and plan for achieving them.
- F. Work through an example with the participants, if appropriate.
- G. Remind participants that they are engaging in self-reflection, one of the collaborative leadership practices at the heart of any personal change process.
- H. Refer to Module Purpose and Objectives, *Participant's Guide*, p. 3 and summarize module.

Slide 12

Methods for Change

- Exposure to different ideas
- Exposure to different cultures
- Experience/Practice
- Self reflection (e.g., logs, journals)
- Mentoring/Coaching
 - 360-degree assessment, shadowing
- Peer support



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