

# *Collaborative Leadership*

## **Building Trust**

### **Facilitator's Guide**

# Collaborative Leadership

## Building Trust

**Purpose:** Provide a forum in which participants will experience and discuss the importance of building trust and creating safety as a part of collaborative leadership.

### Learning Objectives

1. Increase the conceptual understanding of Building Trust and the interrelationship of the six collaborative leadership practices.
2. Identify skills and qualities associated with the collaborative practice of Building Trust.
3. Identify the characteristics of trust required in a collaborative leader.
4. Experience the development of trust and distrust in a group setting.
5. Examine how trust issues operate in authentic situations.
6. Explore the necessary elements of the trust building process illustrated by authentic examples.
7. Explore approaches to building trust in historically disenfranchised communities.
8. Create a Personal Learning Plan to increase competency in building trust and safety using the outcomes of the self-assessment and awareness of resources for extended learning.

### Summary of Activities

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### Equipment and Supplies

- LCD or overhead projector
- Chart paper
- Markers
- Masking tape
- Video player and TV (if using Example 2 of the trust building community stories. See *Facilitator's Guide*, p. 10.)

### Curriculum Materials

- *Participant's Guide: Building Trust*
- *Slide Set: Building Trust*
- Video Vignettes (from *Turning Point Expert Panel Stories* video)
  - Guatemala
  - The Kitchen Table
  - Kids Can't Fly

### Preparation

- Copy *Participant's Guide*, one per participant
- Copy *Slide Set*, one per participant
- Prepare *Trust Account poster*, *Facilitator's Guide*, p. 7 and *Participant's Guide*, p. 5.
- Review *Trust Maze Instructions*, *Facilitator's Guide*, p. 13-14.
- Prepare Maze (day of workshop) as described in the instructions (*Facilitator's Guide*, p. 13).
- 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.
- B. Introduce yourself and any other facilitators.
- C. 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?**

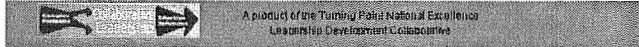
Someone who safeguards and promotes the collaborative process.

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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.

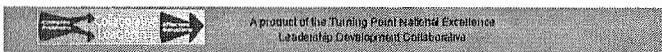
Slide 6

## Six Practices of Collaborative Leadership

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

- 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. Building Trust Skills: Self-Assessment

**Learning Objective:** Identify the skills and qualities associated with the Collaborative Leadership practice of Self-Reflection.

- A. Distribute *Collaborative Leadership Building Trust: Self-Assessment Exercise* and ask participants to complete it by reflecting on their own skills related to assessing the environment.
- 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 Building Trust?

**Learning Objective:** Identify the characteristics of trust required in a collaborative leader.

- A. Explain that, using the analogy of a bank account, one can begin to understand the abstract idea of building trust. By maximizing deposits and minimizing withdrawals, the value of the “trust account” continually increases.
- B. Display the *Trust Account poster* as shown below (without examples): (*Participant’s Guide*, p. 5).

<b>Trust Account</b>	
<p><b><u>Deposits</u></b> (Examples) Telling the truth Keeping promises Kindness, courtesies Loyalty to the absent Apologizing</p>	<p><b><u>Withdrawals</u></b> (Examples) Placing blame Breaking promises Unkindness Violating expectations Gossip, rumors Arrogance</p>

Source: Adapted from Covey, S., *The Seven Habits of Highly Effective People*.

- C. Ask: “What are the “deposits” (acts that engender trust) into this account?” Record responses in the Deposits column.
- D. Ask: “What are the “withdrawals” (acts that engender distrust) into this account?” Record responses in Withdrawals column.
- E. Ask for reactions to this model of trust. (Point out that one large withdrawal could erase all the deposits.)



## Building Trust

**Creating safe places for  
developing shared purpose  
and action.**

F. Review *Building Trust* (definition)  
(Slide 10).

### 6. Experiencing Trust and Distrust

**Learning Objective:** Experience the development of trust and distrust in a group setting.

A. Say: “*We’re going to play a game that looks at the issues of trust and distrust.*”

**Facilitator’s Note:** Don’t explain too much about the purpose or structure of the game at this point; this is an experiential exercise.

B. Play the Trust Maze game (see *Trust Maze Instructions, Facilitator’s Guide, pp. 13-14*).

**Facilitator’s Note:** For this version of the Maze it is less important for teams to finish the activity and more important for them to see how lack of continuity and integrity from you in the role of Maze Manager (i.e., County Council person) erodes their willingness to follow and commit themselves to the task. Allow at least 10 minutes of the activity before the Maze Manager imposes new and arbitrary rules (changes the correct pathway) or applies new sanctions (changes penalties).

C. Debrief game using following questions:

1. Where did issues of trust come up for you?
2. What happened when the teams and individual members were confronted with seemingly arbitrary and obstructionist new rules?
3. How did individuals and teams respond?
4. Were there winners in this game? Losers?
5. How is this like or unlike your work in the community?

### 7. Lessons in Trust: Case Studies

**Learning Objective:** Examine how trust issues operate in authentic situations.

A. Make the following points:

1. Trust and safety issues play out differently in different situations.
2. The following three scenarios are good examples.

B. Divide participants into three groups and assign one case study (from the *Participant’s Guide, pp. 6-9*) to each group.

C. Ask them to read their assigned case study and discuss the Guide Questions following it in their small group.



