

Collaborative Leadership

Developing People

Participant's Guide

Collaborative Leadership Skills – A Critical Component

Because collaborative interaction is challenging, it takes special skills to shepherd a group through this developmental continuum. Collaborative leadership is apparent in those who inspire commitment and action, lead as a peer problem solver, build broad-based involvement, and sustain hope and participation. Based on research with noted leadership experts and the public health practice community, the Turning Point Leadership Development National Excellence Collaborative identified a number of core collaborative leadership capacities in 2001. This National Excellence Collaborative, funded by The Robert Wood Johnson Foundation and made up of public health practitioners from around the country, has worked to better define, describe, and build the skills of collaborative leadership among those who participate in public health work.

Collaborative Leadership Practices

Clearly there are a number of critical skills and capacities collaborative leaders should possess. Many of the skills are not necessarily unique to a collaborative form of leadership and have already been described in the literature and developed into training curricula. The work of the Turning Point Leadership Development National Excellence Collaborative, however, has illustrated six key practices that are unique to the practice of leading a collaborative process. They are:

- **Assessing the Environment for Collaboration:** Understanding the context for change before you act.
- **Creating Clarity – Visioning & Mobilizing:** Defining shared values and engaging people in positive action.
- **Building Trust & Creating Safety:** Creating safe places for developing shared purpose and action.
- **Sharing Power and Influence:** Developing the synergy of people, organizations, and communities to accomplish goals.
- **Developing People – Mentoring and Coaching:** Committing to bringing out the best in others and realizing people are your key asset.
- **Self-Reflection – Personal CQI (Continuous Quality Improvement):** Being aware of and understanding your values, attitudes, and behaviors as they relate to your own leadership style and its impact on others.

Each of these elements is key to the collaborative process. They are not mutually exclusive but support each other and provide a comprehensive picture of the essential skills of a collaborative leader.

Assessing the Environment: This is the capacity to recognize common interests, especially the capacity to recognize and understand other perspectives. It is a fundamental quality of collaborative leadership. Collaboration seeks goal attainment around shared visions, purposes, and values. When he or she brings different points of views to an issue or problem, a collaborative leader facilitates connections and encourages group thinking that identifies clear, beneficial change for all participants. The goal is to set priorities and then identify barriers and obstacles to the achievement of priorities.

Creating Clarity: Having clarity of values is a quality that characterizes collaborative leaders. Whether it is commitment to a cause that transcends the self, the recognition of a spiritual reality or imperative, ethical and moral standards that provide guidance—whatever the source of the inner gyroscope—collaborative leaders seem to exhibit clarity of purpose, often about creating and sustaining a process. “Visioning and mobilizing,” in relation to clarity of values, has to do with a commitment to a process or a way of doing things. Often “mobilizing” refers specifically to helping people develop the confidence to take action and sustain their energies through difficult times. Clarity leads to focus which leads to increased group energy (power). Often too little time is spent in the process of “informal exploring” to understand problems, thereby developing clarity. A shared vision can be inspiring.

Building Trust: The capacity to promote and sustain trust is often overlooked in the collaborative process. Leaders sometimes believe that, once individuals or groups are gathered together, a plan can be made easily and commitment obtained. If a collaborative leader fails to engender trust among participants, however, their involvement will wane, and the best ideas and innovative approaches will not be shared. In this context, the collaboration will have lost its capacity to draw the best ideas from those involved.

Sharing Power and Influence: The capacity to share power and influence is an uncommon trait among leaders. American society traditionally rewards individual achievement, but collaboration cannot be achieved through a solo effort. Participants in the decision-making process need to feel empowered in order to contribute fully. Too often it is only the head of an organization who receives public accolades, despite the fact that the success was only possible through the shared effort and wide range of experience of a large team of people. Rather than being concerned about losing power through collaboration, leaders need to see that sharing power actually generates power...that power is not a finite resource.

Developing People: This practice is best described as a genuine concern for bringing out the best in others, maximizing the use of other people’s talents and resources, building power through sharing power, and giving up ownership or control. These are themes that relate to realizing and promoting the potential in other people. Coaching and mentoring creates power, which increases leadership capacities and builds confidence by encouraging experimentation, goal-setting, and performance feedback.

Self-Reflection: Collaborative leaders are personally mature. To be successful leading a collaborative process, individuals must use self-reflection to examine and understand their values and think about whether their behaviors are congruent with their values. At critical junctures in the collaborative process, through reflection, successful leaders make time to consider verbal and nonverbal communication within the group. They think critically about the impact their actions and words have on the group’s progress toward achieving its goals. Great collaborative leaders have the ability to recognize the impact of their behavior and adjust accordingly.

The following pages provide background material for learning activities in which you will be engaged during this workshop.

Module Purpose and Objectives

Purpose

Provide a conceptual foundation and techniques for developing people, including coaching and mentoring.

Learning Objectives

1. Increase the conceptual understanding of Developing People and the interrelationship among the six collaborative leadership practices.
2. Examine the concept of Developing People as a practice of collaborative leadership.
3. Increase knowledge of the different types of coaching and mentoring approaches.
4. Identify skills associated with effective mentors and coaches.
5. Examine the advantages and disadvantages of organization-based people development programs.
6. Increase knowledge of assessment tools used in coaching and mentoring.
7. Create a Personal Learning Plan to Increase competency in Developing People using outcomes of self-assessment and awareness of resources for extended learning.

Collaborative Leadership Developing People Self-Assessment Exercise

For each item, circle one rating under the "Behavior Frequency" column indicating your view of how often you exhibit that behavior. Your responses to this questionnaire are for your own use. You will not be asked to share your scores after you have answered. You will be asked to use your score and your responses to help you develop a personal learning plan.

Behaviors		BEHAVIOR FREQUENCY						
		Seldom		Sometimes		Often		Almost Always
1	I take seriously my responsibility for coaching and mentoring others.	1	2	3	4	5	6	7
2	I invest adequate amounts of time doing people development.	1	2	3	4	5	6	7
3	I define my role when serving as coach.	1	2	3	4	5	6	7
4	I am committed to developing people from diverse segments of the population.	1	2	3	4	5	6	7
5	I create opportunities for people to assess their leadership skills.	1	2	3	4	5	6	7
6	I help people take advantage of opportunities to learn new skills.	1	2	3	4	5	6	7
7	I look for ways to help others become more successful at their jobs.	1	2	3	4	5	6	7
8	I help people to take advantage of opportunities for new experiences.	1	2	3	4	5	6	7
9	I establish my expectations for the people I mentor.	1	2	3	4	5	6	7
10	I ask the people I mentor to define their expectations.	1	2	3	4	5	6	7
11	I create a mutually agreed-upon coaching plan, including criteria for success.	1	2	3	4	5	6	7

Your Score: Add all the circled behavior frequencies. Write the number in the box.

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70 – 61 Excellent Score 40 - 21 Opportunities for Growth
60 – 41 Stronger Score 20 - 1 Important to Change Behavior

Written Comments:

What do you think are your strengths in developing people as a collaborative leader?

What do you think are your most important areas for improvement in developing people?

Case Study: The Health Management Development Program

A state department of health has decided to implement a management development program to prepare employees for “supervisory, management, and leadership opportunities within the department.” The goals of the program are:

1. To augment its workforce and for succession planning;
2. To address the changing demographics of the state and the need to develop culturally sensitive and accessible health care services;
3. To enhance management skills;
4. To benefit from varied backgrounds, experiences, and insights of the fellows.

Selection of candidates is to be based upon relevant educational preparation, experience, demonstrated leadership skills, and community and volunteer commitments.

Requirements include: a bachelor’s degree, current state health department employee status, strong writing and communication skills, and a two-year commitment. Ethnic minorities, women and people with disabilities are especially encouraged to apply.

Fellows will be matched with work assignments from executive and senior staff according to their background, expertise, and career interests. They will be paired with a mentor for two years and work in the same division as their mentors. Fellows will be expected to build their own careers with guidance from mentors and maintain their original employment assignment, grade level, and bargaining unit throughout the program. Mutual matching of application and mentor needs will be emphasized.

Mentors will be executive and senior level staff who agree to coach, advocate, counsel, and share their experiences and insights to foster the professional and personal development of their assigned fellows.

The program’s selection process is based upon competitive application review of analytical and writing skills, demonstrated ability to work with diverse populations, and employment or volunteer experiences.

Fellow’s Responsibilities	Mentor’s Responsibilities
<ul style="list-style-type: none"> • Personal career development • Create professional vision • Develop work plan • Attend seminars and seek other training opportunities • Become an asset—meet with mentor • Professionalism in performance and demeanor 	<ul style="list-style-type: none"> • Accessibility • Willingness to model the way • Develop work assignment proposal <ul style="list-style-type: none"> ○ Identify organizational structure and annual priorities ○ Define specific assignments for fellows relative to organizational responsibilities ○ Improve fellow’s ability to develop competencies and skills ○ Provide opportunities for participation in policy/plan development processes

Case Study: Guide Questions

Group A

1. How does this program fit with your understanding of the Developing People practice of collaborative leadership?
 - Realize and promote the potential in other people
 - Give up ownership or control
 - Maximize the use of other people's talents and resources
 - Use coaching and mentoring to create power, which increases leadership capacities
 - Build confidence by setting goals and receiving performance feedback
2. This program is defined as a management development program. How does management development fit with collaborative leadership development?

Group B

1. What are the advantages and disadvantages of implementing a mentoring/coaching program within an organization?
2. What elements, if any, would you add to this program? Why? Which ones would you delete? Why?

Types of Mentoring/Coaching

One-to-one

Shadow Coaching. An intense form of coaching where the coach works alongside the leader, observing and assessing skills and leadership needs. It allows for reality-based feedback and action planning.

Feedback-Based Coaching. Maximizes the use of personal assessments such as the 360-degree feedback instrument. The coach becomes a “neutral mirror” and helps the leader develop an intervention plan.

Just-in-Time Personal Coaching. Aimed at leaders with performance problems. The coach focuses on problem interactions, re-enacts and critiques the event and then role-plays the new behavior.

Peer Coaching. Involves “coaching buddies” who provide feedback to each other. Works where relationships are already established and there is a high degree of team functioning.

Mentoring. Individuals at higher levels of experience and expertise are paired with those with lesser degrees (protégés). This relationship also can be designed to be more of a partnership in which both parties share different areas of expertise.

Group

Mentoring. Small groups of people commit to jointly support and pursue one another’s learning goals. The group facilitator takes on the role of group mentor. Each member is seen as a mentor to others, giving support and feedback.

E-coaching/Mentoring. Technology-based solutions, such as specialized computer platforms, e-mail, and telephone, have helped to make coaching and mentoring available organization-wide, not just to a few top-level executives. It also allows a smaller cadre of trained coaches and mentors to conduct the process with greater numbers of people without the constraints of geography and time.

Types of Mentoring Assistance

1. **Be Clear.** Establish mutual goals and roles for relationship.
2. **Listen.** Use active listening skills to understand protégé's concerns and feelings.
3. **Provide constructive feedback.** Share unbiased perceptions in a kind and honest way; share a new or different perspective.
4. **Question.** Use targeted questions to help the protégé to reflect on his or her own experience and discover key learning points. Promote insight by asking: "What did you learn from that situation?" "How might you approach this situation in the future?" "What patterns are you noticing about yourself?"
5. **Shift perspective.** Mentors have the luxury of being distant from their protégé's work problems and trials. Use this to provide the "big picture" as a context for daily ups and downs. Take the long view and help your protégé to do the same.
6. **Give appropriate information when needed.** Share information and resources to assist the protégé in finding his/her own solutions.
7. **Explore options.** Model this process by brainstorming with the protégé.
8. **Confront negative behaviors.** In a kind and constructive way, help the protégé see how certain negative behaviors can interfere with stated goals.
9. **Be yourself.** Be straightforward about your own strengths and weaknesses. By doing so, you model how a successful person deals with reality. Offer your own lessons learned, struggles, and successes.

Sources: Kaye, B. and Scheef D. *Mentoring*, InfoLine #0004, ASTD, 2000; Shea, G. *Mentoring: How to Develop Successful Mentor Behaviors* (Revised Edition), Crisp Learning, 1997.

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Mentoring Mistakes to Avoid

Mentor

- Jumping in with advice too soon
- Taking responsibility for the protégé
- Diagnosing psychological problems
- Assuming
- Being a know-it-all
- Talking too much
- Deciding what to talk about
- Trivializing protégé's concerns
- Belittling—"You have much to learn"
- Bragging

Protégé

- Long list of what you want done for you
- Unrealistic expectations
- Gossip seeking
- Passivity (never challenging)
- Non-committal
- Blaming mentor
- Limited soul searching

Coaching Checklist

- Set the Climate.** Make sure that mutual goals and roles are established.
- Identify the problem.** Separate the behavior from the person by identifying the cause rather than focusing exclusively on the effect. Does the person understand expectations? Listen for a description of obstacles that stand in the way of optimal performance.
- Discuss solutions.** Explore a variety of options. Use questions to help protégés come up with their own ideas. Offer suggestions and resources as needed or asked for.
- Agree on a plan of action.** Set goals and targets; decide on a progress review schedule; identify benchmarks for success.
- Follow-up on plan implementation.** Adhere to a progress review schedule; offer more help (problem exploration, solution brainstorming, resource identification) as needed.
- Praise improvements.** Confirm new competence/skills/behaviors in specific ways—"I noticed how your ability to do X resulted in Y."

Readings and Resources

Fundamental Concepts

Collaborative Leadership and Health: A Review of the Literature. Turning Point National Office, University of Washington, January 2002.

http://www.turningpointprogram.org/Pages/devlead_lit_review.pdf.

Collaboration and the Turning Point Initiative: Proceedings of a Conference on Leadership Development Held at the University of Denver, April 6, 2001.

http://www.turningpointprogram.org/Pages/devlead_expert_panel_full.pdf.

Turning Point. www.turningpointprogram.org. Collaborative leadership readings, Web links, products, case studies, and more.

Bolman, L. and Deal, T. *Reframing Organizations: Artistry, Choice and Leadership*. San Francisco: Jossey-Bass, 1997.

Chrislip, D. *The Collaborative Leadership Fieldbook*. San Francisco: Jossey-Bass, 2002.

Chrislip, D. and Larson, C. *Collaborative Leadership*. San Francisco: Jossey-Bass, 1994.

Chrislip, D.D. and Flowers, J. (2001) The Change Project: David Chrislip. Collaboration: The New Leadership. A conversation between David Chrislip and Joe Flowers.

www.well.com/user/bbear/chrislip

Heifetz, R. and Linsky, M. *Leadership on the Line*. Harvard Business School Press, 2002.

Kouzes, J. and Posner, B. *The Leadership Challenge*. San Francisco: Jossey-Bass. 1995

Kouzes, J. and Posner, B. *The Leadership Challenge Planner*. San Francisco: Jossey-Bass. 2000.

Lasker, R. and Weiss, E. Broadening Participation in Community Problem Solving: A Multidisciplinary Model to Support Collaborative Practice and Research. *J. of Urban Health: Bulletin of the New York Academy*, vol. 80, No. 1, March 2003.

(<http://www.cacsh.org/pdf/modelpaper.pdf>)

Northouse, P.G. *Leadership: Theory and Practice*. Sage Publications. Thousand Oaks, Ca. 1997.

Senge, P. *The Fifth Discipline*. New York: Doubleday. 1990

Senge, P. *The Fifth Discipline Fieldbook*. New York: Doubleday, 1994.

Sorenson, T. and Epps, R. Leadership and Local Development: Dimensions of Leadership in Four Central Queensland Towns. *Journal of Rural Studies*. 1996. 12(2) 113-125.

Winer, M. and Ray, K. *Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey*. Amerst H. Wilder Foundation. 1994.

Web Resources

eric.web.tc.columbia.edu/families/TWC

www.ncrel.org/cscd/pubs/lead21

www.collaborativeleaders.org

www.pew-partnership.org

www.kettering.org

Community Toolbox. <http://ctb.ku.edu/>. The Community Toolbox's goal is to support your work in promoting community health and development. It provides over 6,000 pages of practical skill-building information on over 250 different topics. Topic sections include step-by-step instruction, examples, checklists, and related resources.

Working Together for Healthier Communities: A Framework for Collaboration Among Community Partnerships, Support Organizations, and Funders. Community Toolbox. http://ctb.ku.edu/tools/en/section_1381.htm.

Center for the Advancement of Collaborative Leadership Strategies in Health. www.cacsh.org. The Center for the Advancement of Collaborative Strategies in Health at The New York Academy of Medicine helps partnerships, funders, and policy makers realize the full potential of collaboration to solve complex problems related to health or any other area.

Free Management Library. Management Assistance for Nonprofits. <http://www.managementhelp.org>. Complete, highly integrated library for nonprofits and for-profits.

Developing People

ASTD. *Learning Communities.* Background information on 360-degree feedback www.astd.org/virtual_community/comm_evaluation/focus_archive/360_feedback.html

Brounstein, M. *Coaching and Mentoring for Dummies.* IDG Books Worldwide, Inc., 2000.

Darraugh, B. *Coaching and Feedback.* Info-Line (Issue 9006), ASTD, 1997.

Kaye, B., and Scheef, D. *Mentoring.* Info-line (Issue 0004), ASTD, 2000.

Kouzes, J and Posner, B. *The Leadership Challenge, The Leadership Practices Inventory (LPI) Appendix.* San Francisco: Jossey-Bass, 1995

Senge, P., et al. *The Fifth Discipline Fieldbook (Chapter 5 Mental Models).* New York: Doubleday, 1994.

Shaver, W. *How to Build and Use a 360-Degree Feedback System.* Info-line (Issue 9508), ASTD, 1998.

Shea, G. *Mentoring: How to Develop Successful Mentor Behaviors (Revised edition).* Menlo Park, CA: Crisp Learning, 1997.

The Mentoring Group provides consulting/technical assistance, skill-based training, skill assessment, research/evaluation, and publications related to mentoring. www.mentoringgroup.com.

National Mentoring Partnership is an advocate for the expansion of mentoring and a resource for mentors and mentoring initiatives nationwide. www.mentoring.org.

Personal Learning Plan

Refer to your *Developing People: Self-Assessment Exercise*. Look at your *Behavior Frequency* ratings for each item. List the three to five items with the lowest scores.

- 1.
- 2.
- 3.
- 4.
- 5.

These are the areas you may want to focus on in your learning goals.

My learning goal(s) for the next 6 months:

Resources I will use (fill in specifics, if possible):

Reading

Peer Support

Journaling

Coaching

Training

Other