

Collaborative Leadership

Creating Clarity

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 Creating Clarity, including the visioning and mobilization processes.

Learning Objectives

1. Increase the conceptual understanding of Creating Clarity and its interrelationship among 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 practice facilitating a shared visioning process in a simulated situation.
5. Create a Personal Learning Plan to increase competency in Creating Clarity using outcomes of self-assessment and awareness of resources for extended learning.

Collaborative Leadership Creating Clarity: Visioning and Mobilizing 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						
		Never	1	Sometimes	3	Often	6	Almost Always
1	I can describe a personal vision for my community that offers a future achievable with the assets available.	1	2	3	4	5	6	7
2	I facilitate an effective process for exploring the diverse aspirations among community stakeholders.	1	2	3	4	5	6	7
3	I facilitate the development of a shared community vision that is influenced by the views of diverse stakeholders.	1	2	3	4	5	6	7
4	I communicate the shared vision broadly.	1	2	3	4	5	6	7
5	I create a framework for action using systems thinking.	1	2	3	4	5	6	7
6	I facilitate stakeholder teaming to develop strategic action plans.	1	2	3	4	5	6	7
7	I create the conditions for brainstorming the strategic issues and actions.	1	2	3	4	5	6	7
8	I build an action plan with time lines and assigned responsibilities to enable the community vision to be achieved.	1	2	3	4	5	6	7
9	I facilitate achieving buy-in to the action plans and next steps.	1	2	3	4	5	6	7
10	I follow up on action plans to ensure completion.	1	2	3	4	5	6	7
11	I seek innovative solutions for persistent problems encountered while mobilizing to achieve the vision.	1	2	3	4	5	6	7

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

70 – 61 Excellent Score
60 – 41 Stronger Score

40 - 21 Opportunities for Growth
20 - 1 Important to Change Behavior

Written Comments:

What do you think are your strengths in creating clarity as a collaborative leader?

What do you think are your most important areas for improvement in creating clarity?

Vision and Visioning Definitions

A compelling mental picture of how an organization will look and function when a particular strategy is realized.

—Ciampa and Watkins, *Right from the Start*

A compelling and inspiring image of a desired and possible future that a community seeks to achieve.

—Bezold, Institute for Alternatives Thinking, *In Visioning At-A-Glance, MAPP*

Community visioning is both process and outcome. Its success is most clearly visible in an improved quality of life, but it can also give individual citizens and the community, as a whole, a new approach to meeting challenges and solving problems.

—National Civic League, *The Community Visioning and Strategic Planning Handbook*

A well-conceived vision consists of a core ideology and an envisioned future. Core ideology is what the partnership stands for (core values) and why the partnership exists (core purpose). . . . An envisioned future defines what the partnership aspires to become, achieve, and create.

—Alexander, et.al., *Leadership in Collaborative Community Health Partnerships*

Reducing Racial Disparities in Juvenile Detention

Simulated Visioning Process

The History: You are a member of a small community Task Force that has just been awarded a grant by a private foundation to reduce the overrepresentation of minorities in the juvenile justice system by at least 10 percent in three years. The foundation requires buy-in and active participation of key stakeholders, decision makers, and participants in the juvenile justice system. These constituents comprise an Advisory Board to modify relevant policies and procedures, based on data collected.

The Setting: The Advisory Board's Visioning Retreat.

The Participants: Possible Advisory Board Members:

Reducing Racial Disparities in Juvenile Detention

Background Information

The number of youth held in secure detention nationwide increased by 72 percent from 1985 to 1995. During this period, the proportion of white youth in detention dropped, and youth of color came to represent a majority of the young people detained.

Between 1983 and 1997, the overall youth detention population increased by 47 percent, but the detained white youth population increased by 21 percent, while the detained minority youth population grew by 76 percent¹. This means that 80 percent of the increase in youth being detained during these years were youth of color, or put another way, 4 out of 5 new youth detained during this 15-year period were youth of color.

Recent research by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the *Building Blocks for Youth* initiative has documented the scale at which youth of color are affected by policies that have expanded the use of juvenile detention:

- Of the 105,790 youth in juvenile detention facilities prior to adjudication or committed to state juvenile correctional facilities following adjudication in 1997, minority youth represented 63 percent committed, even though they only represent 34 percent of the total youth population in the United States. White youth represented 71 percent of the youth arrested for crimes nationwide but only 37 percent of committed youth.²
- In 1997–98, African American youth represented 15 percent of the total youth population, but 26 percent of the youth arrested, 31 percent of the youth referred to juvenile court, and 44 percent of the youth detained.³
- By 1997, in 30 out of 50 states (which contain 83 percent of the U.S. population) youth of color represented the majority of youth in detention. Even in states with tiny ethnic and racial minority populations (like Minnesota, where the general population is 90 percent white, and Pennsylvania, where the general population is 85 percent white), more than half of the detention population are youth of color.
- In 1997, OJJDP found that in every state in the country (with the exception of Vermont), the minority population of detained youth exceeded their proportion in the general population.⁴

Because detention is a key entry point from which youth further penetrate the juvenile justice system, decisions made at detention can have a profound impact on disproportionality throughout the system. Both aggregate national and individual state data show that racial disparities increase at every stage of the juvenile justice process. For example, when white youth and African American youth with no prior admissions to public facilities were charged with the same offenses, African American youth were six times more likely than white youth to be incarcerated. Latino youth were three times more likely than white youth to be incarcerated.

In 1997, youth of color comprised 46 percent of the cases transferred by the judicial system to adult criminal court and 58 percent of the youth admitted to state prisons. Three out of four youth admitted to a state prison in 1997 were minorities.⁵ If disparities in detention could be reduced, these subsequent disparities should also decline.

Since the increase in juvenile detention utilization was fueled almost wholly by the increased incarceration of youth of color, any strategy designed to reduce the number of young people detained must address race, and the “race effect,” that researchers say follow racial and ethnic minorities as they travel through the justice system.

FIGURE 1

DEFINING THE PROBLEM: DISPROPORTIONATE MINORITY CONFINEMENT

Minority

An individual who is of a race other than white or who is of Latino ethnicity, regardless of race. These groups are considered minorities within the U.S. context.

Disproportionate Minority Confinement (DMC)

A condition that exists when a racial/ethnic group's representation in confinement exceeds their representation in the general population.

Disparity

Different treatment of individuals who are similarly situated or who have common characteristics.

Discrimination

Occurs in the juvenile justice system when decision makers treat one group of juveniles differently from another group of juveniles based wholly or in part on their gender, racial, and/or ethnic identity.

Juvenile Justice and Delinquency Prevention Act Mandate

Since 1988, the Juvenile Justice and Delinquency Prevention Act has required states that receive funding under the act to determine whether the proportion of juvenile minorities in confinement exceeds their proportion in the general population. The act was amended by Congress in 1992 to make it a “core requirement” that states demonstrate they are taking efforts to reduce DMC.

Source: *Youth Crime/Adult Time*, Building Blocks for Youth (October 2000). “Minorities in the Juvenile Justice System.” *Juvenile Justice Bulletin*. (December, 1999).

Juvenile detention reform efforts must reflect the reality that minority youth bear the brunt of policies that lead to the arrest, processing, detaining, adjudication, and imprisonment of young people.

There are, of course, many factors beyond the scope of the juvenile justice system that influence the disparate detention of youth of color (see Figure 1). Many of these broader problems are beyond the scope of juvenile justice reform advocates. However, we now know there are strategies that can be used to begin reducing the number of youth of color in detention and to create a fairer and more equitable system.

Notes

¹Numbers of youth detained, from Sickmund, Melissa and Snyder, Howard. *Juvenile Offenders and Victims: 1997 Update on Violence—Statistical Summary*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention, 1997; Sickmund, Melissa and Snyder, Howard. *Juvenile Offenders and Victims: 1999 National Report*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention, 2000.

²Jones, Michael and Poe-Yamagata, Eileen. *And Justice for Some*. Washington, DC: Building Blocks for Youth, 2000.

³Jones and Poe-Yamagata, 2000.

⁴Snyder, Howard, et al. *Easy Access to Juvenile Court Statistics: 1988–1997* [data presentation and analysis package]. Pittsburgh, PA: National Center for Juvenile Justice [producer]. Washington, DC: Office of Juvenile Justice and Delinquency Prevention [distributor], 1999.

⁵Jones and Poe-Yamagata, 2000.

Source: *Reducing Racial Disparities in Juvenile Justice*, by Hoytt, Eleanor, et.al., Pathways to Juvenile Detention Reform Series, #8, Annie E. Casey Foundation.

Personal Vision Notes

Shared Vision Statement Worksheet

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.collaborativeleadership.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.

Creating Clarity

Alexander, J., et al. *Leadership in a Collaborative Community Health Partnership*, unpublished manuscript. (Contact Dr. Alexander at jalexand@sph.umich.edu)

Ayre, D., et al. *Facilitating Community Change*. Community Initiatives and Grove Consultants International: San Francisco, 2000. www.grove.com or 800 49GROVE.

Ciampa, D. and Watkins, M. *Right from the Start*, Harvard Business School Press: Boston, 1999.

Larson, C. and LaFasto, F. *Team Work: What Must Go Right, What Can Go Wrong*, Chapter 2. Newbury Park, CA: Sage Publications, 1989.

The Community Visioning and Strategic Planning Handbook. National Civic League Press, Denver, 2000. www.ncl.org-publications-online-VSPHandbook.pdf.

Personal Learning Plan

Refer to your *Creating Clarity: 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 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?

