

# *Collaborative Leadership*

## **Developing People**

### **Facilitator's Guide**



# Collaborative Leadership

## Developing People

### 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.
6. Examine the advantages and disadvantages of organization-based people development programs.
7. Increase knowledge of assessment tools used in coaching and mentoring.
8. Create a Personal Learning Plan to increase competency in Developing People using outcomes of 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

**Curriculum Materials**

- *Participant's Guide: Developing People*
- *Slide Set: Developing People*

**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.
- Browse Turning Point Web site for information on learning resources for facilitators and participants, [www.turningpointprogram.org](http://www.turningpointprogram.org).
- For information on the 360-degree feedback process, read ASTD, *Learning Communities*, [www.astd.org/virtual\\_community/comm\\_evaluation/focus\\_archive/360\\_feedback.html](http://www.astd.org/virtual_community/comm_evaluation/focus_archive/360_feedback.html).
- For information on the Leadership Practices Inventory (LPI), read the Appendix in *The Leadership Challenge* by Kouzes and Posner (see Readings and Resources).
- 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. Introduce yourself and any other facilitators. Conduct a participant introduction activity.



**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



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

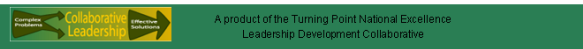
**Learning Objective:** Increase the conceptual understanding of Collaborative Leadership and the interrelationship among the six Collaborative Leadership practices.

- 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.



**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.”

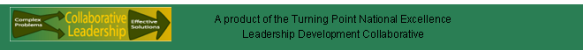


- B. Review *What is a Collaborative Leader?* (Slide 3).
  - Emphasize that “leader” is a role that may be shared among members of the group.



**What is a Collaborative Leader?**

Someone who safeguards and promotes the collaborative process.



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	



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### 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.



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### 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



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### 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



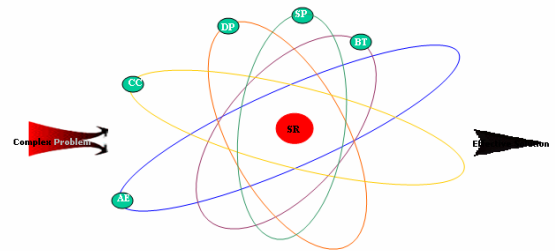
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- G. Define and explain each practice (Slide 8, *Participant Guide*, p. 1-2).

- **(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. Developing People Skills: Self-Assessment

**Learning Objective:** Identify the skills and qualities associated with the collaborative leadership practice of Developing People.

- A. Distribute *Collaborative Leadership Developing People: Self-Assessment Exercise* and ask participants to complete by reflecting on their own skills related to developing 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 Developing People?

**Learning Objectives:** Examine the concept of Developing People as a practice of Collaborative Leadership; increase knowledge of the different types of coaching and mentoring approaches.

- A. Review definition of *Developing People* (Slide 10).
- B. Refer to Case Study: *The Health Management Development Program, Participant Guide, p. 5*. Ask participants to read it.
- C. Divide into groups of 4-5 and ask them to answer *Guide Questions: Group A, Participant Guide, p. 6*.
- D. Discuss groups’ responses to the Guide Questions.

**Facilitator’s Note:** Background material for selected Guide Questions follows:

Question 1. There may be reactions to eligibility requirements and mentor’s role.

Question 2. Some thoughts on Leadership vs. Management:

- Leadership has as its root: “lead” which means to go, travel, guide; it has a sense of movement and of venturing into new territory. Management has “manage” at its root, a word meaning, “hand”; management is about handling things, maintaining order, organization and control. The difference is between what it means to *handle* things and what it means to *go places* (Kouzes and Posner, 1995).
- Management is primarily about structural “nuts and bolts”: planning, organizing, controlling; leadership is a change-oriented process of visioning, networking, and building relationships (Kotter, 1988).
- There is a contrast between the two (managing and leading). Leaders think longer-term, look outside as well as inside, and influence constituents beyond

Slide 10

#### Developing People

Bringing out the best in others

- Realize and promote the potential present 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.



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- their immediate formal jurisdictions. They emphasize vision and renewal and have political skills to cope with the challenging requirements of multiple constituencies (Gardner, 1989).
- It is hard to imagine an outstanding manager who is not also a leader. But it is misleading and elitist to imagine that leadership is provided *only* by people in high positions. Such a view causes people to ask too little of too few (Bolman and Deal, 1997).
- E. Add the following points. (Refer to *Types of Mentoring and Coaching, Participant Guide, p. 7.*)
- Coaching/Mentoring can be one-to-one or group; it can be face-to-face or electronic.
  - Coaching/Mentoring can be formal or informal.

## 6. Mentoring and Coaching Relationships


**Learning Objective:** Identify skills associated with effective mentors and coaches.

Slide 11

### Mentoring

A process in which an experienced individual helps another person develop his or her goals and skills through a series of time-limited, confidential, one-to-one conversations and other learning activities; long-term career development focus.

Source: Center for Health Leadership and Practice, 2002

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A. Review definition of *Mentoring* (Slide 11).

B. Divide into pairs. Assign one person to be the Mentor, the other to be the Protégé.

C. Instruct the Protégé to tell a story of when they wanted a Mentor (it can be the present) and discuss:

1. What their goals would be for the relationship.
2. What role they would want a mentor to play in the relationship.

D. Instruct the Mentor to listen and facilitate conversation as they would if they were this person's mentor.

E. After about 10 minutes, ask the Protégé to share with the Mentor what was helpful and unhelpful about his/her mentoring style.

F. Debrief exercise by asking both Protégés and Mentors to describe what mentoring behaviors were helpful or unhelpful.

G. Record responses on chart paper as shown below:

Mentoring	
Helpful	Unhelpful

H. Relate responses to *Types of Mentoring Assistance*, **Participant Guide, p. 8** and *Mentoring Mistakes to Avoid*, **Participant’s Guide, p. 9**.

I. Display and review definition of *Coaching (Slide 12)*.

Slide 12

## Coaching

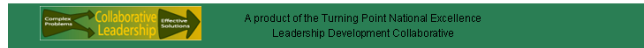
An activity that results in the improvement of skills, capacity, and performance; short-term skills focus.

(Center for Health Leadership and Practice, 2002)

J. Ask Protégés to become Coaches; Mentors to become Protégés.

K. Instruct Protégés to relate a story of when they needed help with a specific work-related issue or problem. Instruct the Coach to facilitate conversation toward some concrete action steps.

L. After about 10 minutes, ask the Protégé to share with the Coach what was helpful and unhelpful about his/her coaching style.



M. Debrief exercise by asking both Protégés and Coaches to describe what coaching behaviors were helpful or unhelpful.

N. Record responses on poster paper as shown below:


Coaching	
Helpful	Unhelpful

O. Relate responses to *Coaching Checklist*, **Participant’s Guide, p. 10**.

Slide 13

**Sage on the Stage → Guide on the Side**

	From	To
<b>Learner's Role</b>	Passive, chosen by higher-up	Active Partner, Seeks and develops relationship
<b>Developer's Role</b>	Authoritarian-Directive	Facilitating-Supportive
<b>Relationship</b>	One-on-one	Multiple mentors/coaches over a lifetime; multiple models: peers, individual, group
<b>Learning Process</b>	Developer responsible for learner's learning	Self-directed, learner's responsibility
<b>Length of Relationship</b>	Calendar focused	Goal focused
<b>Focus</b>	Product-oriented, transferring knowledge	Process oriented, critical reflection before application


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P. Summarize by displaying and reviewing *From Sage on Stage to Guide on Side (Slide 13)* and relate it to its consistency with collaborative leadership principles (e.g., process focused, shared power, and decision making).

## 7. Establishing People Development Programs

**Learning Objectives:** Examine the advantages and disadvantages of organization-based people development programs; Increase knowledge of assessment tools used in coaching and mentoring.

- A. Divide into groups of four to five.
- B. Refer to case study Guide Questions: Group B (*Participant's Guide, p. 6*) and ask participants to answer.
- C. Debrief by having groups share their discussion with the larger group.

Question 1. Issues that may arise: the pros and cons of organizational structure and culture; implementation challenges related to the performance review process; confidentiality; role conflicts when a supervisor is a coach/mentor.

Question 2. Refer participants to Resources for more information on Leadership practices Inventory (LPI) and the 360-degree feedback process.


## 8. Develop a Personal Learning Plan: Developing People

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

Slide 14

**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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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 14** *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. 11.
- D. Describe learning resources on collaborative leadership Web site ([www.collaborativeleadership.org](http://www.collaborativeleadership.org)).
- E. 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.
- 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.

