



Healthiest Wisconsin 2020: Collaborative Leadership

See also the companion document entitled: *HW2020 Collaborative Leadership Supplement (May 2013)*. This supplement was prepared for Wisconsin's public health system partners as a means to deepen knowledge and broaden the availability of community leadership practices to protect and promote the health of all people in the communities where we live, grow, work, learn and play.

Objectives

- Describe collaborative leadership practices and processes.
- Determine how collaborative leadership can make a difference in communities and organizations.
- Deepen and broaden self-learning by using the *H2020 Collaborative Leadership Supplement*.

The Challenge – The Need

“Leaders know some of the most critically important tasks require lateral leadership, boundary crossing leadership, involving groups over whom one has little control. They must exercise leader-like influence beyond the system over which they preside. They must do what they can to lead without authority.”

Source: John Gardner, *On Leadership*

Leadership Content / Context

- Content is strong with a solid foundation and many contributing authors.
- Context has changed – How?
 - Intense search for meaning
 - Values and virtues are now discussed openly
 - We often question if our current efforts are really making a difference
 - Search for a higher purpose
 - Global economy
 - Diverse workforce / diverse communities

Kouzes and Posner, *The Leadership Challenge*

Thinking and Acting

Consider: “. . . None of us can expect to act on more than a tiny corner of the great complexity. But in our interrelated society, itself part of an uncompromising interdependent world, we have to *think* about the whole complexity in order to *act* relevantly on any part of it.”

Harlan Cleveland, *The Knowledge Executive*

Collaborative Leadership – Why?



“People want to be engaged in civic life. They want their views heard, understood and considered. They want to know that their involvement will make a difference, and that the public, not governments or special interest groups, defines the public interest.”

Chrislip and Larson, *Collaborative Leadership*

Collaborative Leadership

➤ What is it?

– Taking a leadership role in a coalition, organization, or enterprise where:

- Everyone is on an equal footing.
- Participants work together to solve a problem, create something new, or run an organization / initiative.
- The leader relies on the group to work with both content and substance.
- The leader promotes and safeguards the process.

University of Kansas, *Community Toolbox*
Chrislip and Larson, *Collaborative Leadership*

Principles

- Inspire commitment and action
 - Use collaborative problem-solving and decision-making
 - It's an open process with no set end-point when it begins – the end-point is worked out by the group – that's collaboration.
- Lead as a peer problem solver
- Build broad-based involvement
- Sustain hope and participation

Chrislip and Larson, *Collaborative Leadership*;
University of Kansas, *Community Toolbox*

Advantages

- Buy-in
- More involvement in implementation
- Trust building
- Eliminate turf issues
- Access to more and better information / ideas
- Increased opportunity for results

University of Kansas, *Community Toolbox*

Advantages

- Generates new leaders
- Empowers collective action at the community and / or organizational levels
- Offers a fundamental “change for the better” in the ways communities and organizations operate

University of Kansas, *Community Toolbox*

A Fundamental Change

In previous slide, one advantage is identified as a “fundamental change for the better.”

This is consistent with John Kesler’s vision of inclusive, consensus-oriented civil discourse. This strongly aligns with the concepts of the “healthy communities” movement.

John Kesler, *Healthy Communities and Civil Discourse*, 2000

Challenges

- Time consuming
- Demands an ability to face conflict directly
- Need to overcome resistance to the whole idea of collaborative leadership
 - Some may accuse the leader of not doing his/her job
 - Participants might prefer authority figures making decisions or telling them “what to do” – people may be used to authoritarian approaches
 - Discomfort with uncertainty
 - Old notions of the leader as “hero”

University of Kansas, *Community Toolbox*

When Not to Use It

Collaborative leadership may not work well in the following situations:

- Command-and-control environments (military combat situations, epidemic control)
- Rigorous approaches to ascertaining scientific evidence / scientific approaches

University of Kansas, *Community Toolbox*

When Not to Use It

Collaborative leadership works well:

- When the timing is right
- When problems are serious / complex
- Where there are a number of stakeholders with varied interests / perspectives
- When other attempts at solutions have not worked
- When an issue affects a whole organization or entire or large portion of a community
- When inclusiveness and empowerment are goals from the beginning

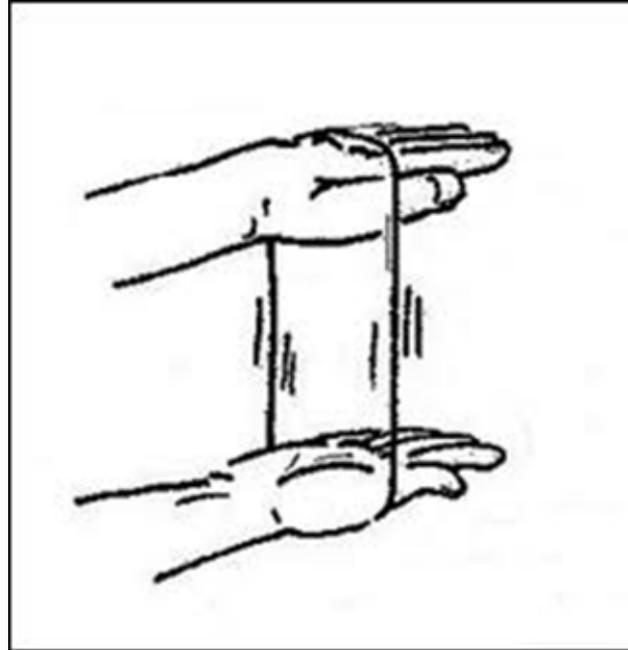
University of Kansas, *Community Toolbox*

Consider

“The strategies and approaches we take may not be the ultimate solutions to today’s problems
*but they must be an improved
evolving expression of an ideal.*”

Adapted from *How Your Child Is Smart*, Donna Marcova, page 31

Creative Tension



Peter Senge, *The Fifth Discipline*

Creative Tension

Tension here does not mean anxiety or stress or emotional tension.

- It's a force when we acknowledge our vision is at odds with current reality.
- When we feel that the vision is too high, people naturally will ask to lower the vision.
- Or, we lower the vision when we fear failure (including personal failure). We are tempted to quit.
- We should do the opposite - elevate current reality instead of lowering the vision - keep our visions high.

Peter Senge, *The Fifth Discipline*

Balancing Advocacy / Inquiry

- Advocacy can cut off inquiry; most importantly, it can cut off learning.
 - Without inquiry, advocacy begets more advocacy and positions become hardened. There's no forward movement. Creates escalation of problems.
- Inquiry – asking questions – such as:
 - “What leads you to that position?”
 - “Can you illustrate your point for me?”
- What questions might you ask to foster inquiry?

Peter Senge, *The Fifth Discipline*

Dialogue

- When we balance inquiry and advocacy, we create opportunities for dialogue.
- Remember: dialogue is generative –
 - It creates new knowledge.
 - Knowledge stimulates learning by people and by stakeholders.

Suggested reading:

Dialogic Leadership – William Isaacs, Vol.10, No. 1, *Systems Thinker*

Peter Senge and William Isaacs, combined sources

Characteristics / Traits of Collaborative Leaders

- Trusted and respected
- Relate to people easily
- Good facilitators
- Catalysts
- Nurture new and emerging leaders
- Safeguard the process
 - Motivated to find solutions to real problems
 - Focus on what's best for the group, the organization or the community as a whole
 - Focus on broad rather than narrow-interest issues

University of Kansas, *Community Toolbox*

Effective Collaborative Leaders

Five practices of collaborative leaders:

1. Lead the process
2. Understand the context in the given situation
3. Motivate
4. Be flexible and persistent
5. Set aside one's ego

Chrislip and Larson; University of Kansas, *Community Toolbox*

Collaborative Leadership Practice #1

- Establish, maintain and safeguard the collaborative process. Help the group to:
 - Set norms
 - Assure everyone gets heard
 - Encourage and model inclusiveness
 - Foster real connections between people
 - Mediate conflicts / disputes

Chrislip and Larson; University of Kansas, *Community Toolbox*

Collaborative Leadership

Practice #1 *(continued)*

Help the group to:

- Create mechanisms to solicit ideas
- Maintain collaborative problem solving / decisions
- Push the group toward effectiveness
- Choose doable projects first, to build confidence and demonstrate group success

Chrislip and Larson; University of Kansas, *Community Toolbox*

Collaborative Leadership Practice #2

Know the leadership context:

- The community or organization
- The nature of the problem
 - See next slide (three types of problems)
- Barriers to collaboration

Chrislip and Larson; University of Kansas, *Community Toolbox*

Aligning Problem Type and Leadership Approach

Problem Type	Nature of Problem	Nature of Solution	Leadership Approach
Type 1	Clear	Clear	Directive leader – role as expert. <i>(Solves the problem; gives instructions)</i>
Type 2	Clear	Unclear	Dual leader - role as directive and coach. <i>(Solicits group involvement; asks for input; encourages; meet people’s needs; may bring in an expert. Leader may ultimately make the decision.)</i>
Type 3	Unclear	Unclear	Collaborative leader. <i>(Listens; praise; asks for input; gives feedback; facilitates and encourages confidence and motivation; creates learning through dialogue by balancing inquiry and advocacy.)</i>

Sources: Chrislip and Larson; Heifitz; University of Kansas, *Community Toolbox*; and, St. Louis University, SPH, National Leadership Network, *Collaborative Leadership* webcast,

Collaborative Leadership Practice #3

Motivate, motivate, motivate

- Be upbeat even when things look bleak
- Keep the group focused on the future
- Keep focused on the bigger picture
- Identify and celebrate small successes
- Guard against discouragement and burn-out

Chrislip and Larson; University of Kansas, *Community Toolbox*

Collaborative Leadership Practice #4

Be flexible, yet be unyielding

- Be flexible:
 - Try new ideas including ideas from unusual or unlikely sources
 - Change course as the situation demands
 - Let go of something that isn't working
 - Create opportunities for more participation

Chrislip and Larson; University of Kansas, *Community Toolbox*

Collaborative Leadership

Practice #4 *(continued)*

Be flexible, yet be unyielding

- Be unyielding:
 - Protect the integrity of an open, collaborative process
 - Practice inclusiveness
 - Keep the group on track
 - Advocate for the best interests of the group as a whole

Chrislip and Larson; University of Kansas, *Community Toolbox*

Collaborative Leadership Practice #5

Check your ego at the door

- Let go of your own ego
- Forget about being a “hero” or taking credit
- Contribute to problem-solving as a member
- Accept the decisions of the group

Chrislip and Larson; University of Kansas, *Community Toolbox*

Closing

“Leaders know some of the most critically important tasks require lateral leadership, boundary crossing leadership, involving groups over whom one has little control. They must exercise leader-like influence beyond the system over which they preside. They must do what they can to lead without authority.”

Source: John Gardner, *On Leadership*

Additional Supplemental Slides

Please feel free to use these additional slides to supplement your learning in collaborative leadership.

Five Levels of Discourse in Building Healthy Communities

Level	Descriptors
1.	Influence and even control decisions by individuals, institutions, and interest groups. Used to getting what they want due to power, money and influence (e.g., government, powerful industries, Wall Street).
2.	Here we take responsibility for respecting other's rights if we are to enjoy our own. Gets us no further than balancing and accommodating interests. Doesn't lead us to maximizing personal or community health. This can result in confrontations and win-lose outcomes (e.g., dispute resolution, such as mediation, arbitration).
3.	Calls for a higher cognitive and moral awareness and a deep sense of empathy. Works well with homogeneous ethnic and socioeconomic groups (town meetings). Focus is on responsibility and ownership / accountability. Here priorities, policies, plans are developed consistent with values conducive to personal and community flourishing. By participating, people begin to own it and work together (e.g., healthy communities initiatives, HW2020).

(Adapted) Primary source: John T. Kesler, *Healthy Communities and Civil Discourse*

Five Levels of Discourse in Building Healthy Communities

Level	Descriptors
4.	Includes voices not usually heard. Level 3 is good but insufficient as it's too easy to be satisfied with priorities and may not consider the entire community. Address fairness, social justice, universal respect and public policy. Look beyond the issues and solutions that arise out of discourse / dialogue. Finding commonalities can bridge deep cultural differences. Can yield policy implications that are broader than the scope of the initiating community (e.g., housing, homelessness, education, social).
5.	Extends concern for justice and fairness for each individual without giving up principles of fairness and social justice. Reflects <i>The Golden Rule</i> . Provides the opportunity to promote the highest traditions of a caring and nurturing society (e.g., voting, civil rights, human rights).

(Adapted) Primary source: John T. Kesler, *Healthy Communities and Civil Discourse*

Collaborating for a Change: Applying Himmelman's Approach

	Networking	Coordinating	Cooperating	Collaborating
Definition	Information exchange	Information exchange and alter activities to achieve a common purpose	All of coordinating plus resource	All of cooperating plus enhancing the capacity of another to achieve a common purpose
Relationship	Informal	Formal	Formal	Formal
Characteristics	Minimal time, low levels of trust, no turf sharing	Moderate time and trust, no turf sharing, make services user friendly	Substantial time, high trust, high access to each other's turf	Extensive time, very high trust, reciprocal capacity enhancements

Source: Arthur T. Himmelman, *Collaborating for a Change*

Collaborating for a Change: Applying Himmelman's Approach

	Networking	Coordinating	Cooperating	Collaborating
Resources	No mutual sharing of resources	None or minimal resource sharing	Moderate to extensive resource sharing. Some sharing of risks, responsibilities and rewards.	Full sharing of resources, risks, responsibilities and rewards

Source: Arthur T. Himmelman, *Collaborating for a Change*

Additional Resources

- David Chrislip and Carl E. Larson: *Collaborative Leadership*
- William Isaacs: *Dialogic Leadership*
- James Kouzes and Barry Posner: *The Leadership Challenge*
- Arthur T. Himmelman: *Collaboration for a Change*
- John Kesler: *Civil Discourse*
- Peter Senge: *The Fifth Discipline*
- John Gardner: *On Leadership*
- Ronald Heifetz: *Leadership Without Easy Answers*

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May 2013

Thank You