COLLABORATIVE LEADERSHIP: MASTER CLASS

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Chair: Collaborative Research Network:
Policy & Planning for Regional Sustainability

Introduction

Big issues in regional development?

- What are some of the big issues confronting you & your work?

  - What has made them difficult to address/resolve?

  - How can these be overcome or lessened?

  - What is your role in relation to the above?

 - What would be a useful outcome from today?

Today …

- Discuss & distil current 'big issues' & the need to work together & collaborate
  - Leadership roles
- Foundation information on collaboration and working together
  - Differentiation of collaboration
  - When to collaborate & collaborative readiness
- Leadership defined & explored
  - Collaborative leadership

  - Collaborative leadership in practice

Background

- Collaboration is the 'holy grail'
  - If only we could collaborate would solve problems
  - Many forms of integration – joined-up, networks, consortia, federations collaboration, merger, amalgamations etc

- But collaboration is hard to achieve & even harder to sustain
  - Not differentiated
  - Complicated by collaborative push & rhetoric
  - Competencies, including leadership are often embedded in 'old ways of working'

  - Future is likely to require even more collaboration, timely to learn from & reflect
  - Master Class is based on 10 years research: 17 case studies
  - 150 Interviews; 30 focus groups; 300 questionnaires
  - Integrated social services; Child Safety Partnerships; Integrated Aged Care; government/community relations/governance

Integration - unpacked
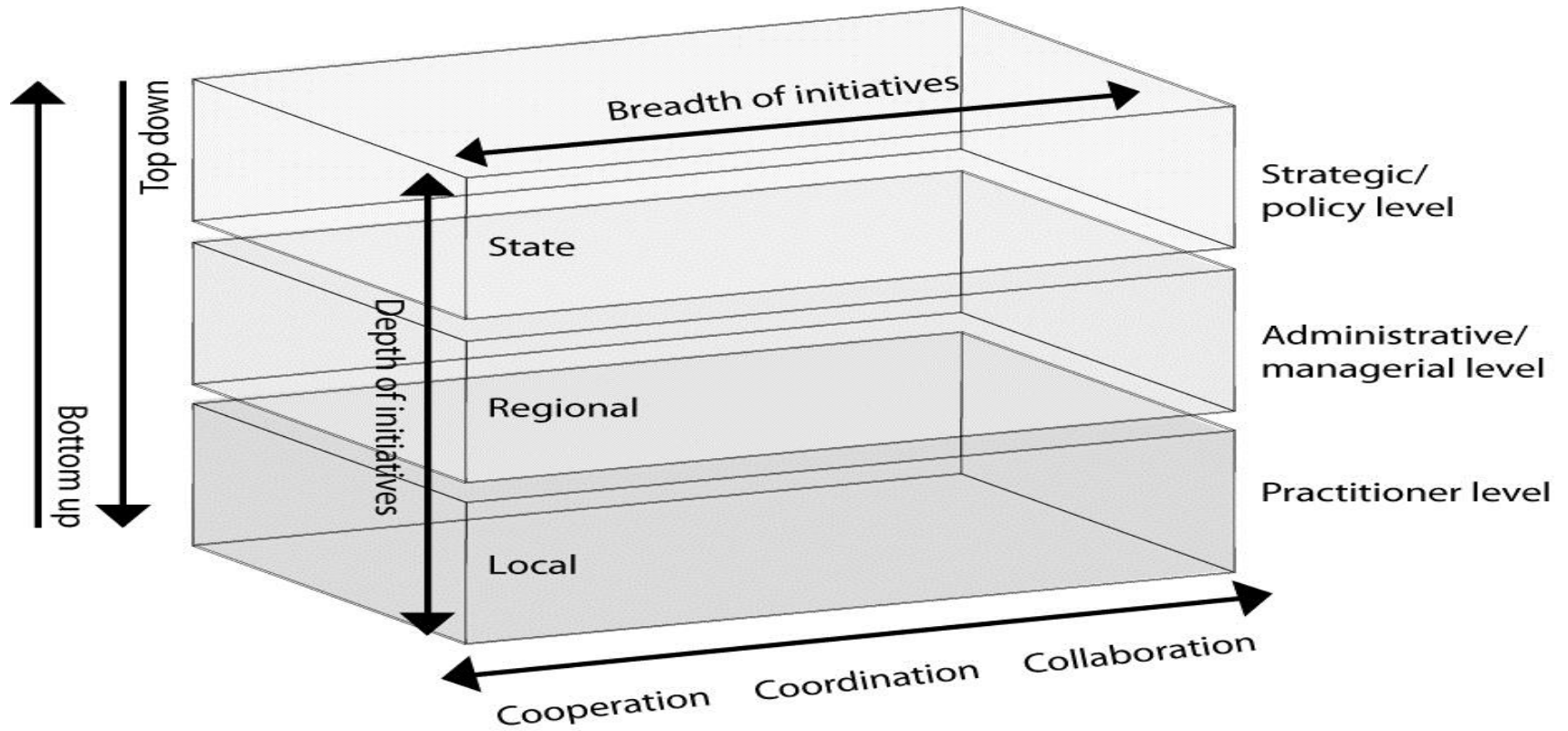
- **More efficient use of resources**
  - **Reduce duplication & overlap**
- **Improves communication**
- **Solves wicked issues**

- **Maximise collective knowledge**
- **Improved innovation – solutions**
- **Improved performance**
- **Tap into partners opportunities**

The lure

Differentiating integration relationships

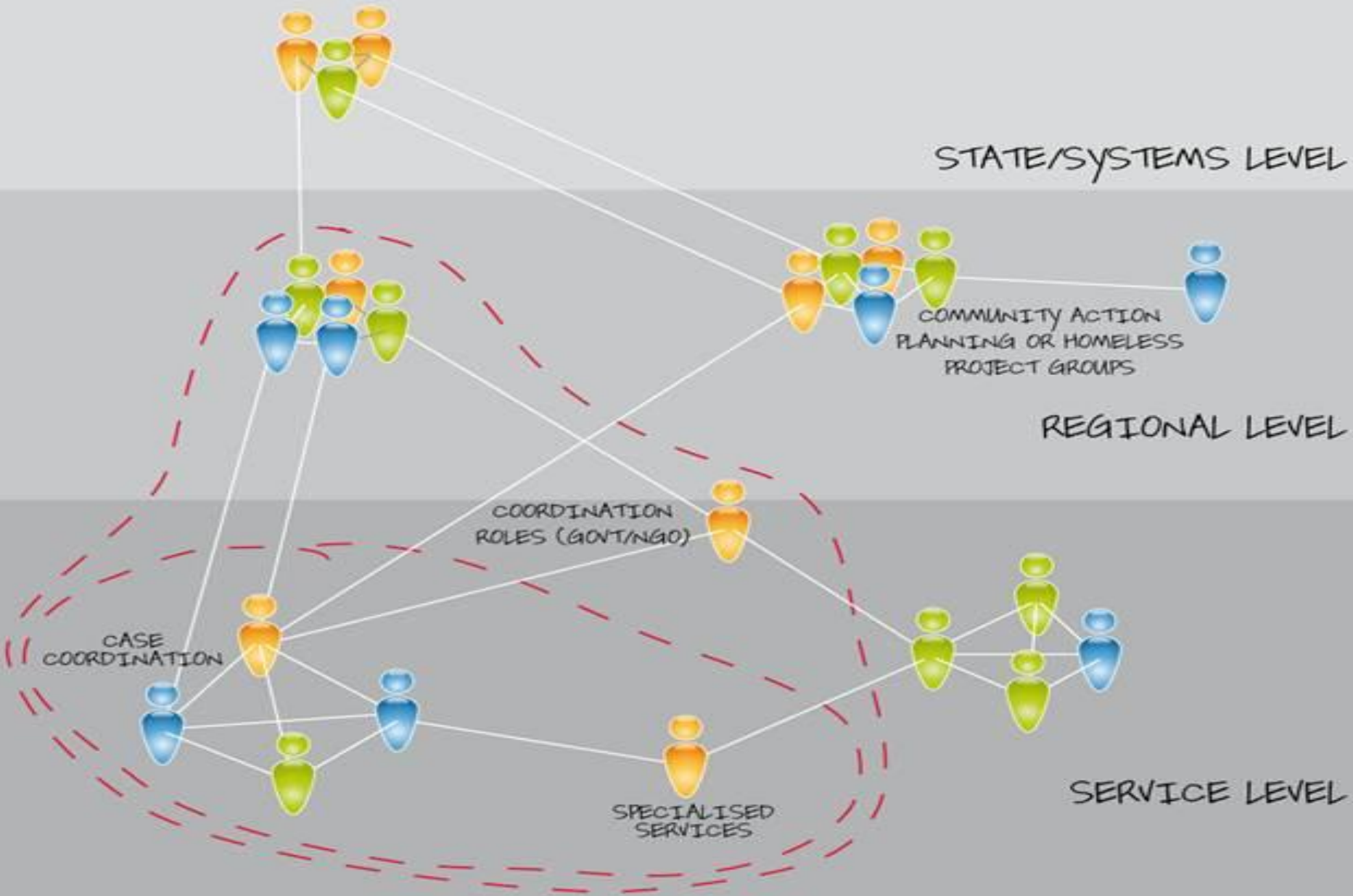| Cooperative	Coordinative	Collaborative
•Low trust – unstable relations	• Medium trust – based on prior relations	• High trust – stable relations
•Infrequent communication flows	•Structured communication flows	•Thick communication flows
•Known information sharing	•'Project' related and directed information sharing	•Tacit information sharing
•Adjusting actions	•Joint projects, joint funding, joint policy	•Systems change
•Independent/autonomous goals, •Power remains with organisation	•Semi-independent goals •Power remains with organisations	•Dense interdependent relations and goals •Shared power
•Resources –remain own	•Shared resources around project	•Pooled, collective resources
•Commitment and accountability to own agency	•Commitment and accountability to own agency and project	•Commitment and accountability to the network first
•Relational time frame requirement – short term	•Relational time frame Medium term – often based on prior projects	•Relational time frame requirement – long term 3-5 years

Source: Keast, 2004; Keast & Brown, 2003; Keast et al 2007

Fit-for-purpose designs

☐ All relations have merit & application

☐ Approaches & relational strength must be *requisite to purpose*

◻ Independent, adjusting actions & information sharing: cooperation

◻ Do same, but more efficiently through joint working, aligned resources & action: coordination

◻ Systems change: collaboration

☐ Also – need to consider the vertical relations!

STATE/SYSTEMS LEVEL

COMMUNITY ACTION PLANNING OR HOMELESS PROJECT GROUPS

REGIONAL LEVEL

COORDINATION ROLES (GOVT/NGO)

CASE COORDINATION

SPECIALISED SERVICES

SERVICE LEVEL

Collaboration .... not business as usual

- Collaboration – brings together disparate & often previously competing agencies together to achieve what can't be delivered working alone.

- To be effective participating organisations must – realise their interdependency, let go of autonomy, share resources & power and risk & rewards – be willing to work for collective good

Not always easy thing!!!

Relationships: the heart of collaboration

- Relationships identified as the 'defining element'
- Strong, intense & ensuring
  - More than 'self-serving' or 'cups of tea & a bit of a chat'
  - Deep trust & commitment to the 'whole' – building social not organisational value
  - Social change
- Processes for building relationships;
  - Shared meals, organised social events 'real people'
  - Site visits – shared appreciation of issues
  - Relationship facilitators

Do we really need to do this?

- Collaboration – high rewards – high resources & risks
- Is there a genuine need to collaborate ?
  - Would some other form of 'working together' suffice?
- What are you looking to achieve?
- Are there any other 'drivers' for collaboration
  - Funding; legitimacy; 'right thing to do'?
- What are the collective outcomes?
- What will my organisation 'get' out of the collaboration?

Is my organisation ready to collaborate?

- Change ready?
  - Organisational structures & processes that support collaboration & systems change
  - Does it embrace & facilitate change or resist
- Able & willing to collaborate?
  - Do representatives at table have authority to make decisions
  - Is level of authority = to issues & change level
  - Is there specific support to work outside boundaries
  - Commitment, up-front, to activity contribute & share
- Open to scrutiny
  - Accept critical examination/assessment of processes & actions
  - Frank exchange of opinions
- Collaborative capacity & capability
  - Organisational structures, processes & systems conducive to collaboration
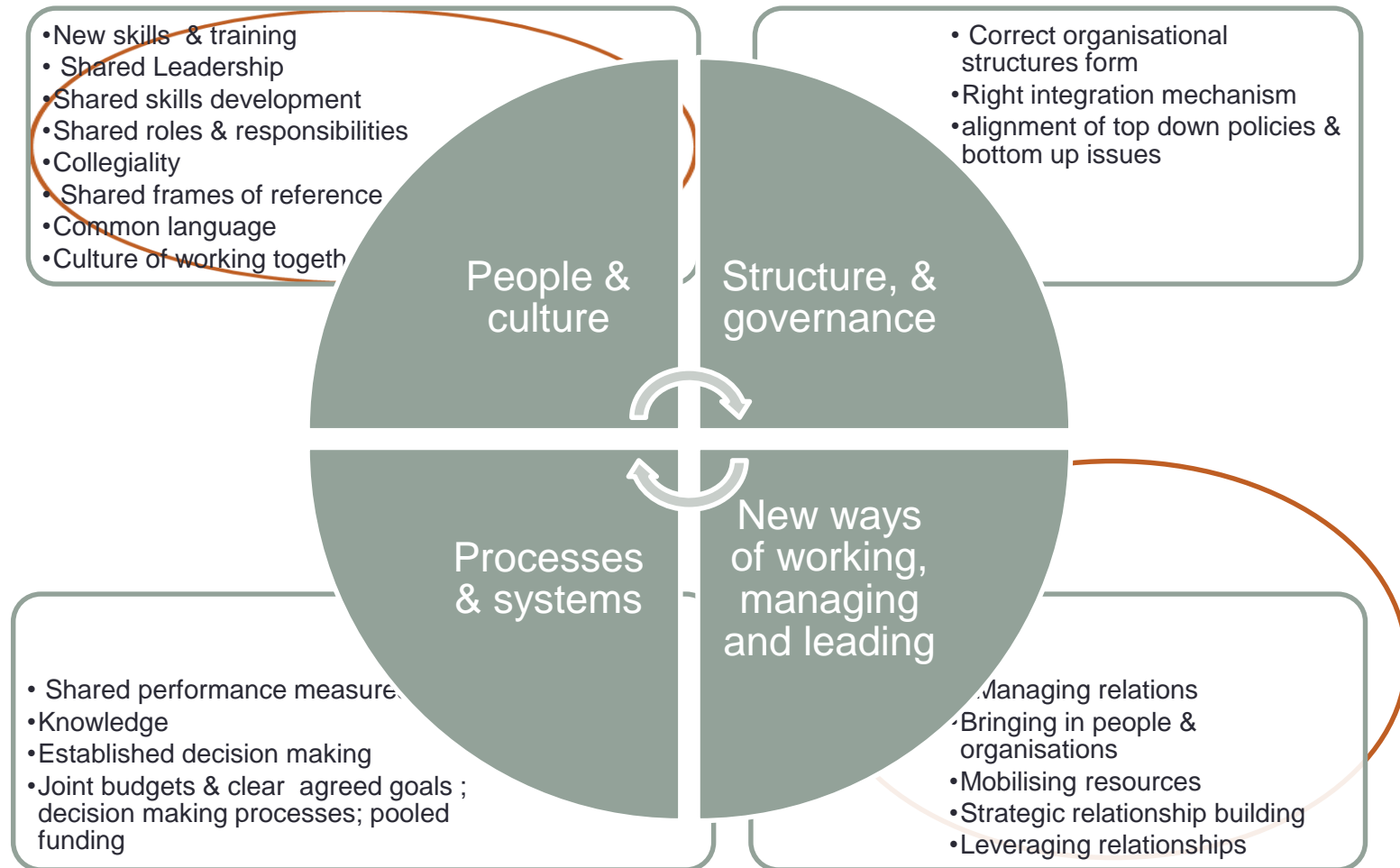 - Skill set necessary for collaboration: collaborative competencies

Getting started

- Clarify the purpose & ensure that network/collaboration is the right approach
- Determine membership basis
  - Who needs to be 'in'
- Strategic relationship building
  - What are existing relations
  - Ramp-up or scale down
- Negotiate terms of engagement & collaboration outcomes
- Set structure & management processes

Changing behaviours & expectations

- Relational orientation -
- Takes time – not short-term solution/relationship
- No-one is in control –shared power
- Step-back – let go!
- Manage relationships – moulding, massaging & manoeuvring   (collaborative thuggery)
- Focus on interests – not positions
- Be prepared to take risks & give space to let the synergies work

FILLING OUT THE GREY SPACE

- New skills & training
- Shared Leadership
- Shared skills development
- Shared roles & responsibilities
- Collegiality
- Shared frames of reference
- Common language
- Culture of working together

- Correct organisational structures form
- Right integration mechanism
- alignment of top down policies & bottom up issues

People & culture

Structure, & governance

Processes & systems

New ways of working, managing and leading

- Shared performance measures
- Knowledge
- Established decision making
- Joint budgets & clear agreed goals ; decision making processes; pooled funding

- Managing relations
- Bringing in people & organisations
- Mobilising resources
- Strategic relationship building
- Leveraging relationships

Core collaborative competencies

Organisational	Systems & Processes	Personal Competencies
• Governance: fit-for-purpose • Management : Across boundaries Driving, molding maneuvering Leadership: Dispersed & process catalyst	Adjusted: • Performance & measurement evaluation • Accountability Processes • HR approaches • Culture of working together	• Nurturing • Group work skills • Negotiation skills • Political savvy • Process analysis • Listening, learning, linking & leveraging

Different skill set

- initiate and nurture relationships
- be trustworthy
- build agreement around a collaborative vision
- articulate and communicate the collaborative vision and the advantages of working that way
- network within and across sectors to build support for both the initiative and collaborative ways of working
- influence within the collaboration as well as upwards and outwards to other groups and decision makers
- • read and diagnose collaborative processes and actions and know when and how to intervene
- • see the 'big picture': how members are connected and the opportunities for synergistic actions
- take risks and encourage others to be comfortable with taking risks.

Strategic & deliberate approach

- Matching the nature of the problem to the correct level of relationship strength & context
- *We have learnt overtime that not everything needs to be fully joined up and collaborative. Some problems only need adjustments in the way we work, or a better alignment of our resources. Genuinely collaborative efforts are more risky and require more effort & commitment; so they are best suited to big ticket social change"*
- *It is not either or – but the appropriate match - tools need to change depending on nature of the problem*

- Move beyond improvised efforts and rhetoric

From theory to practice .....

Collaboration actions/decisions	P/O & policy adjustments
Membership stability - agree not to take promotions or changes in roles	HR processes focused on organisation advancement Loss of ability to control staff Collaborative skills audit; Organisational 'readiness' audit
Shift from focus on organisational 'positions' to 'issues' 12 months 'down time' learning about each other	Expectation for immediate action/outcomes Expectation that members will push 'positions'
Agreement to fund/support member organisation Draw from pooled funding	Expectation that P/O & collaboration resources are directed to collaboration & P/O benefit Changed funding agreements Expectation of equivalent contribution Collective vs individual outcomes
Accepting 'free riders' involvement in collaboration in hope that	As above
Accepting 'new' agencies into existing collaborative arrangements	Willingness to let other 'new' agencies to 'free ride' on prior 'relational or network' capital & efforts
Adoption of processes & procedures for the collaboration –contradictory to P/O	Willingness to 'step back' allow space for the collaboration to establish & evolve Trust the collaboration process
Members commitment to collaboration & each other first	Expectation that workers represent P/O first Accountability widened & blurred Acceptance of dual role & need for stronger legitimacy to 'work outside organisation'

Task 1: Building ways of working together

◉ Think about where you are at now
◉ Common issue to address
- What do you want to achieve/think you could work on together?
  - Network, collaboration, consortia?
- What is its purpose?
- Who should be involved?
  - Use the relationship (integration) continuum as a guide

Strategic relationship building

Identify those groups/organisations with which your Project/ organisation should have a relationship with to achieve project outcomes.	
Circle those with whom you already have a relationship	
Of those circled consider if the current strength or nature of the relationship is sufficient to secure outcome.	
For relationships that are considered not strong enough, identify possible strategies to strengthen. Similarly it might be necessary to weaken relationships to secure outcomes.	
For the firms *not circled* consider (a) what engagement strategies should/could be employed to mobilise commitment/involvement and (b) how strong the relationship needs to be.	

Getting to collaborative leadership

Managers are people who do things right and leaders are people who do the right thing (Bennis & Nanus 1985: 21).

The new middlers: Great collaborators, orchestrators, synthesisers, explainers, leveragers, adapters (Friedman)

Leadership dimensions

- Followers

- Direction/vision

- Power/influence

Leadership Vs Management (Kotter)

Management

- POSTDCOR
- Planning & budgeting, organising and staffing, controlling & problem solving

- Predictability & Order

Leadership

- Developing vision & strategies
- Aligning people
- Motivating and inspiring performance

- Dramatic & useful change

Leadership perspectives

Traits

- Motivation
- Integrity
- Confidence
- Cognitive ability
- Task knowledge

(Kirkpatrick & Locke)

Behaviours

- Transformation (Burns)
- Competing values (Quinn)
- Frames (Bolman & Deal)
- Styles: production vs people (Blake & Mounon)

Leadership approaches

- Conventional – brilliant or charismatic leader
  - Top-down

- Transactional

- Transformative

- Dispersed

- Distributed

New leadership considerations

- Dispersed (spontaneous/ad hoc)
- Distributed (within membership)

- Enabling & process oriented
  - Process minder
    - Like the light bulb!
  - Driver
    - Leveraging relationships
- Entrepreneurial
  - Opportunistic
  - Future focused

Moulding, massaging & manuvering

Integrative leadership

- Bringing diverse groups and organizations together in semi-permanent ways – and typically across sector boundaries – to remedy complex public problems and achieve the common good. The framework highlights in particular the leadership roles and activities of collaboration sponsors and champions (Bryson & Crosby)
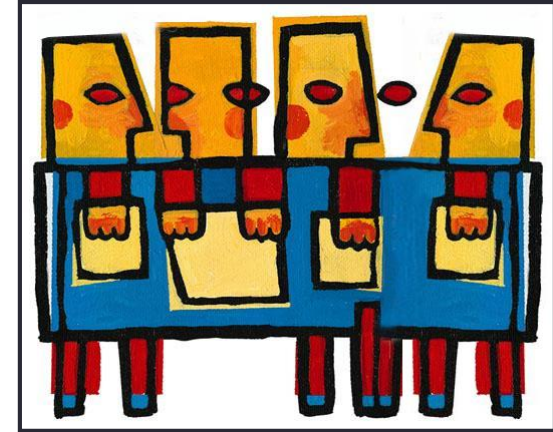
Collaborative management/leadership

Collaborative management is a concept that describes the process of facilitating and operating in multi-organizational arrangements to solve problems that cannot be solved, or solved easily, by single organizations.

\Where traditional administration relied primarily on organizational structure to shape administrative action, collaborative management (& leadership) is more fluid, thus requiring managers to shift from structure to process for leverage. Thus, the needed skill set of managers has changed to one that heavily emphasizes negotiation, facilitation, mediation, and collaborative problem solving (Rosemary O'Leary).

Collaborative advantage – leadership

- Huxham and vangen

- Nurturing

- Thuuggery

- Conventional leadership theories do not directly apply to collaborative networks
  - The focus is on the process not the achievement of outcomes – at least initially
    - Requires new ways of thinking & behaving
    - Focus is not on what is 'good for the organisation' but on how to build a 'new whole' out of bits of organisations
    - Emphasis is on systems' change

- *Process catalyst leadership model – builds on & extends other network leadership approaches*

Key Tasks of Process Catalyst Role

- Make connections
  - Articulating what the vision is & how joint benefit is derived

- Build trust & respect
  - Influence not direct
- Create collaborative environment
  - Supports inclusiveness & openness & differences of opinion examined
- Encourage new ways of behaving & dealing with each other
- Monitor & review interactions & processes & outcomes
  - Re-invigorate new ideas etc.; remove blockages; implementing new processes; dis-enabling toxic or fence sitters
- An understanding of, and focus on, the constraints and opportunities that result from the environment in which collaborations operate, including: getting buy in, from participants within the collaboration, their parent organisations & other key stakeholders

+ Strategic Leveraging

- Relationships & processes are not the end
- "Not just a cup of tea and a bit of chat'
- Need to use the resources generated via relationships to secure outcome
  - Full set of organisations – referrals
  - New knowledge

- BUT: many agencies overinvested in relationships – not strategic –
- Need to strategic/deliberately examine, apply & leverage the relationships
- Driving …..

Leadership in stages

- Leadership role shifts depending on:
- The phase of collaboration
- Types of expertise of members
- Nature of the issue:

- Early:
  - Visioning & relationship building
- Advanced
  - Acquiring resources & identifying & leveraging synergies

  - Driving!

  - Aim is to be able to read the context & step 'in' and 'back' as required

Some challenges

- Turfism
- Organisational self-interest
  - Reduces 'power' of organisation – challenges rules, levels & boundaries - less structured bureaucratic model
- Heritage systems, processes & cultures
  - Actively work against – push back on changes
- Entrenched disciplines
- Efforts to overcome – e.g. goal alignment, information sharing etc. – isolated & not holistically embraced
- Time consuming & uncomfortable – out of comfort range
  - Revert – need to have the full potential made clear & implications
- Practical difficulties – get to common goal, deal with power sharing & conflict; getting to & sustaining trust levels; credit sharing
- Personal issues – tension, rivalry
- Competitive environment & partnership fatigue

Network Type	*Cooperative*	*Coordination* Keast, August 2013 RDA	*Collaborative*
Leadership style	Distributive	Transactional/transformative	Process catalyst
	Connecting loosely/coupled Adaptive informal	Functional, task oriented	Process oriented, interactive exchanges – enabling & facilitating
Skills	Communication via information/interests	Influencing & guiding action via administrative plans, joint actions	Interpersonal, entrepreneurial
Relationships	Independent	independent	Interdependent
Style	Connecting	Influencing, bridging	Creating processes & space, enabling & facilitating
Main tools	Conferences, informal meetings, emails, coffee chats	Planning, building vision, acquiring resources for goals	Trust building, engagement, leveraging synergies
End results	Exchange information Shared knowledge	Better integrated services/systems, reduced overlap, efficiency	Systems change, building new collective value & 'banks' – greater capacity – greater risks

Differentiating integration relationships

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Process Catalyst

Distributed Leadership

Source: Keast, 2004; Keast & Brown, 2003; Keast et al 2007

Some cases …. Leadership modes?

- SIP:

- Family & Youth Services

- CEO Forum

- Homelessness GC

- New Futures

- Water Forum

Task 2: Leading & Managing

- What are the leadership capabilities & requirements
- What type/s of leadership is present/what is required?
  - Conventional
  - Distributed
  - Collaborative - process catalyst
- What stage is the collaboration in –
  - Where is leadership situated
    - In & out
    - Are there 'understood' leaders or hidden leaders

Which leadership model will help you fulfil the mission/vision of RDA?

Will it be the same for all endeavours?

Task 3: Keeping it going

◉ What other adjustments are required?

- Structural changes
- How communicate
- Systems and processes
- Behaviours
- Expectations
- How manage
- How will you assess/monitor/evaluate relationships?

Different ways of working – different evaluations

Need to assess the impact of different ways of working

- Different ways of working – different ways of evaluating
  - Emphasis first is on the relationships (intangibles)
  - This is not to say that conventional evaluation is discounted (tangibles)
- Looking at:
- the relationships and processes that enable change
- • the level of participation and engagement of members
- • how well the structure allows participants to contribute to and influence work and outcomes

Check list

Relationships and processes

- Are there good relations between members**?**
- What is the trust level?
- Is time spent on members getting to know each other and their problems/limitations?
- Do members feel a strong or weak bond, or commitment, to each other?
- Are there processes in place to enable these bonds?
- Is relationship building (internal and external) an accepted part of the work program?
- Do members communicate openly and frequently?
- Do members have a sense of commitment to the collaboration as well as their own organisation? What are the power relations?
- Is power shared or does it appear to rest with specific members of the collaboration?
- Are there mechanisms to resolve conflict?
- Is there a culture of learning?

Participation Level

- Do all members participate in the collaboration, in terms of decision-making and resource provision?
- Are there barriers to participation?
- Are there processes in place to check 'engagement level'?
- Are people participating as much as they can/wish

Structure and control

- Is the way the collaboration is set up appropriate for the aims?
- Is the structure too tight (strangling), too loose (lacks cohesion) or just right (facilitates action)?
- Where/how are most decisions made?
- Democratically or centralised?
- Is there support for the collaboration by key actors outside the collaboration, eg: parent organisations' powerful stakeholders & respected people in the community?

Contribution assessment

This tool helps to uncover and understand the level of contribution and commitment that members make to the collaboration, what resources (financial, skill, expertise, knowledge and materials) are available to the collaboration, and where (or with whom) they are located and how they can be used.

The tool:

- • identifies the contributors to the collaboration, e.g. the individual members of the collaboration, their parent organisation or stakeholder groups

- • specifies the aims of the collaboration and the types of contributions/resources required

- • asks members to indicate their actual and potential contributions and how they will deliver on this e.g. by participation or funding

- • considers how easily the collaboration facilitator has been able to shift resources around the collaboration or leverage from resources to generate added value

Assessment can then be done to evaluate:

- • whether the collaboration has generated the appropriate resources (time, money, participation of key people, staff time, support of the parent organisation)

- • whether the collaboration has been successful in facilitating the sharing of these resources between members

Participatory evaluation processes

Participatory evaluation involves collaboration members more directly through a process of self-reflection on actions and behaviours as well as uncovering the critical stages and events of the collaboration. Members are asked to reflect on issues such as:

☐ • how far strategies and understandings of the collaboration context are shared

☐ • how far the information, ideas, documents and resources and analysis circulating within the collaboration have been distributed and their impact on critical moments

☐ • how members have been able to work creatively and collaboratively

☐ • how connected members are to others in the collaboration 'network'

SNA

- Intuition not enough!
- **Network Analysis**
  - Way to empirically assess/confirm relationships
  - Delivers
    - visual representations – (maps)
    - metrics (statistics for analysis/review)
- Diagnostic & evaluative tool
  - Configure & reconfigure patterns of sales relationships
   - Where to put effort for maximum gain

The SNA way!
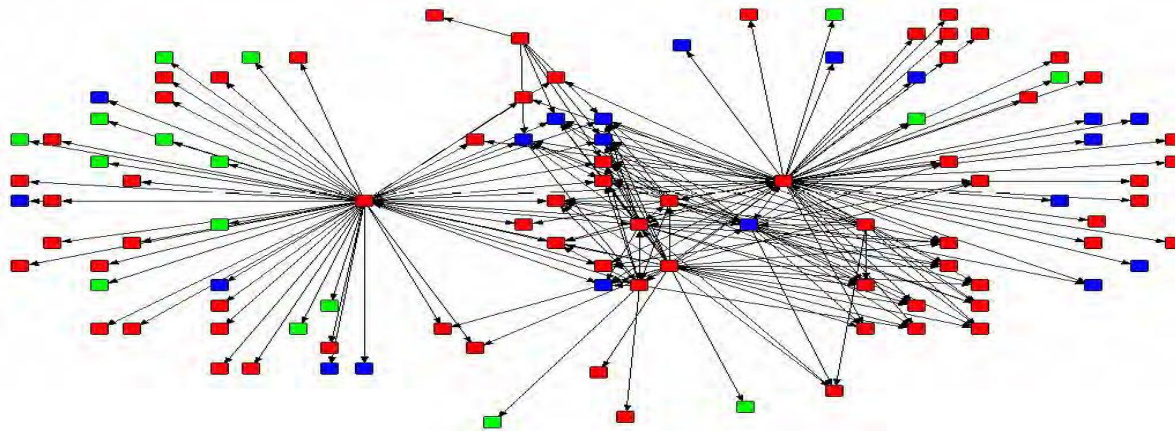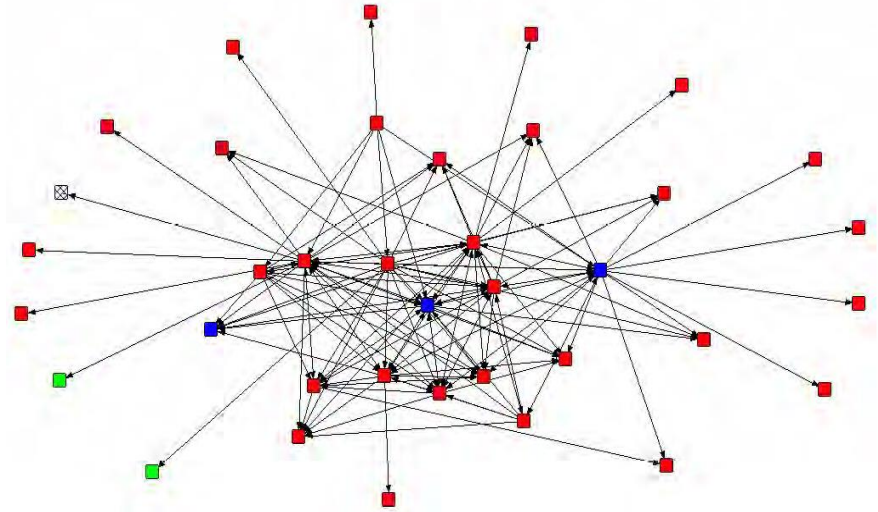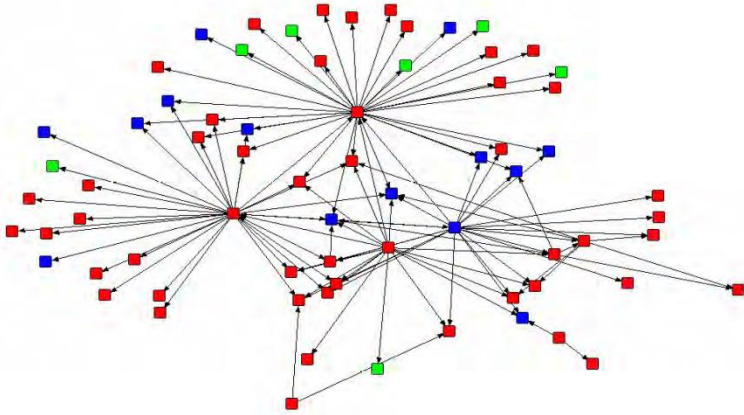
Task 4: Evaluation

☐ Consider your project/program

☐ What evaluation focus have you taken?

☐ Will it capture the relationship elements

☐ How can you draw from some of these 'alternative' evaluation tools to design an evaluation that is balanced?

☐ Which tool would you use?

☐ How would you link/engage citizens in this process – do they have a role?

☐ What are the ethical considerations?

Are you really my partner?
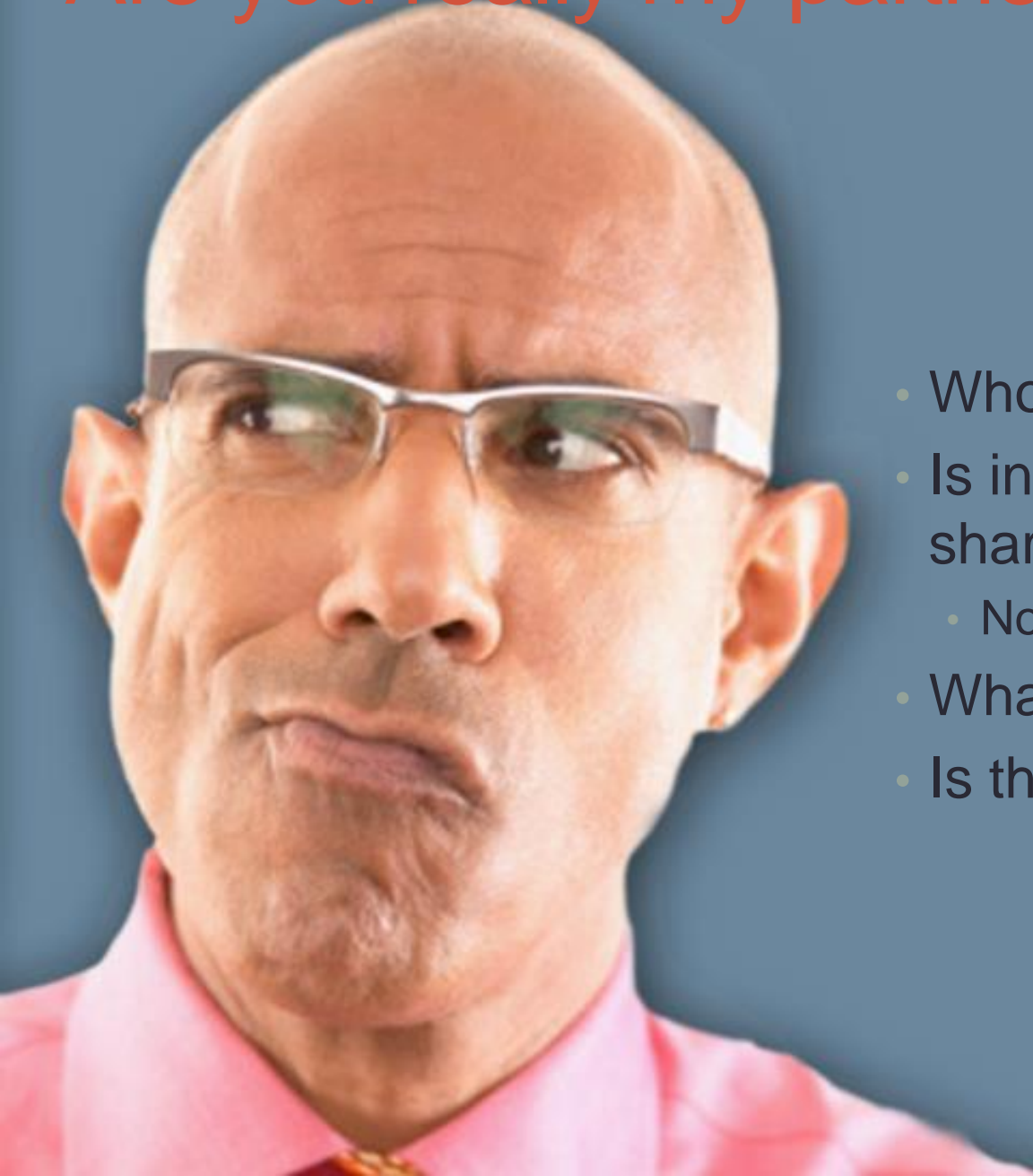
- Who has the power?
- Is information genuinely shared?
  - Not just base information
- What is the trust level?
- Is there commitment?