unit 2
focus

a look at the first two elements in the Collaboration Framework: grounding & core foundation.

Collaboration Framework

OUTCOMES

Impact Measures

CONTEXTUAL FACTORS

PROCESS FACTORS

CORE FOUNDATION
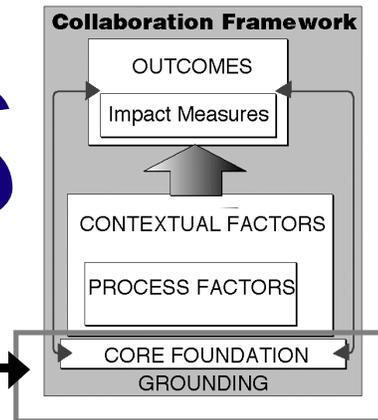
GROUNDING

- Catalysts That Initiate Collaborative Efforts.

- Problem Solving Behavior.

- Shifting Our Thinking.

- The Importance of Grounding.

- Great Teams & Common Purpose.

- Building A Core Foundation.

- Defining A Common Vision.

Time:	45 minutes to 4 hours depending upon the number of people, the level of current knowledge, and the manner of facilitation.
Audience:	10-50 people interested in collaborating together.
Equipment:	Overhead projector, paper, pencils, flip chart, felt pens, post-it notes, tape, push pins.

Unit 2

initiating   &   advancing   collaborations

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catalysts that initiate collaborative efforts

catalysts

Standards

context of the
community

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1.
the Issue

2.
the Convener
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back button to return
to this page

- OUTCOMES: To assist the group in identifying existing or potential catalysts that may enhance or inhibit the collaboration.

- DISCUSS: What has brought you together? Is there a commonly held issue, problem, shared vision, crisis or outcome that is driving this collaborative effort? In the beginning, as your collaboration is initiated, it is critical for all existing and potential members to understand the forces bringing you together - the catalysts for your collaboration.

Catalysts get your collaboration started. But for a successful collaborative effort two types of catalysts are needed: (1) A community-wide issue. The reason(s) or predicating factor(s) must be viewed by your community as a situation requiring a comprehensive response; and (2) A convener or conveners. The convener(s) calls an initial meeting, draws folks into dialoguing about the issue, and helps bring people towards developing solutions to the situation. This person acts as a catalyst within the community, and should be respected and viewed as a legitimate player. They must carry out their role with passion and respect, and have good organizational and interpersonal skills.

The idea of catalysts is so important that it comes into play in two parts of the Framework: (1) In this Unit - Initiating Collaborations, and (2) as one of the six Contextual Factors related to the effective-

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initiating & advancing collaborations
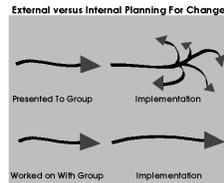
ness of a collaboration as discussed in Unit 4.

Equally as important as the idea of a catalyst, is the notion that a fully thought out plan brought to a group for their implementation has much less chance of moving forward than a plan or idea brought to the group and worked out with the group for implementation.

External versus Internal Planning For Change

Presented To Group   Implementation

Worked on With Group   Implementation

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• EXAMPLE: Before the prevention of youth violence can be an issue to collaborate around, a community must view youth as having the skills that can enhance the quality of life in the community.

problem solving behavior (as developed in the Community Leader's Guide).

• OUTCOMES: To understand the need for a representative group effort and to assist participants in identifying their strengths and weaknesses when helping the group through planning or problem-solving processes.

Mutual Solutions to Community Problems = a Real Willingness to Work with the Diversity of your Community...

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• DISCUSSION: We've all been embroiled in problems, sometimes unwittingly, and occasionally by the circumstances we find ourselves in. As we move towards collaborating in our communities to solve priority issues several things are important.

It's crucial to have a representative and diverse group involved in your efforts. To help form this type of group ask the following questions: "Who is affected by the problem?" "Who might be affected

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by the plan?" "Who will be responsible to support the plan?" "Whose opinion needs to be changed or altered to become an advocate for the collaboration?" Seek young and old, male and female, wealthy and low-income, college and self-educated, and diverse ethnic viewpoints. Seek people from various geographic areas and representatives from different agencies. You need a cross-section of your entire community.

Planning for solutions to issues involves a number of steps. After getting a diverse and representative group together, members need to develop a way in which to plan and work together. To do this they will have to reach agreement as to why they have formed a group and what process and timetable they will follow. To move in this direction ask the following questions: "who needs to be involved in establishing the overall purpose of the planning effort (vision, mission, values and principles) and how long will this take?" "Who needs to be involved in setting the goals and objectives?" "How long will we allow for action planning?" "Who will be responsible for specific activities and outcomes, and what will the timetable be?"
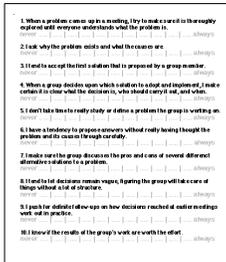
- ACTIVITY: How do you behave as a member of a group that is struggling with an issue? This exercise will help you better understand your strengths and weaknesses in helping your group through a planning or problem-solving process, and rethink your possible leadership role and personal development goals.

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- OPTIONS: (1) Make handouts of Problem Solving Behavior and have individuals fill it out, and discuss it in small groups. (2) With a flip chart, poll the group after the exercise to get a read on where the group is as a whole, and mark the flip chart for everyone to see where the groups strengths and weaknesses are. (If you think members of the group may be threatened or unwilling to raise their hands in front of others do this anonymously by having members write on sticky notes and pass them in.)

shifting our thinking (from "A Whack on the Side of the Head - How You Can Be More Creative", by Roger von Oech).

opening dialog

1. The Right Answer.
2. That's Not Logical.
3. Follow The Rules.
4. Be Practical.
5. Play Is Frivolous.
6. That's Not My Area.
7. Avoid Ambiguity.
8. Don't Be Foolish.
9. To Err Is Wrong.
10. I'm Not Creative.

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- OUTCOMES: To help participants understand creativity is important to collaborations.

- DISCUSS: In order to be successful collaborators we need to be able to shift our thinking: from being driven by problems to working towards our visions, from muddled roles to defined relationships, and from being activity driven to focusing upon outcomes. According to Roger von Oech there are several reasons why we don't "think something different" or act creatively: (1) we don't need to be creative for most of what we do, (2) we are creatures of habit and routine, and (3) we haven't been taught to be creative by our educational system. Moving into a collaborative venture, however, requires you to be creative and to generate new ways to accomplish your objectives. When you do, your own belief system may stop you, and that's another reason why we don't

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"think something different": (4) most of us have certain attitudes that keep our thinking on the straight and narrow, doing the same thing we've always done. By opening up to a creative outlook you allow new possibilities and are more amenable to change.

- EXAMPLES: (1) One day Pablo Picasso went outside his house and found an old bicycle. He looked at it and took off the seat and handle bars. Then he went inside, welded them together and created the head of a bull. (2) In the winter of 333 B.C., the Macedonian general Alexander and his army arrived in the Asian city of Gordium to take up winter quarters. While there, Alexander heard about the legend surrounding the town's famous "Gordian Knot", for which a prophecy stated that whoever was able to untie this amazingly complicated knot would become king of Asia. Alexander studied the knot at length, tried a number of times to unravel its mystery, but ended up stymied. And then he got an idea to make up his own rule for untying the knot, took out his sword, and sliced the knot in half. Asia was fated to him.

1. An eccentric old king wants to give his throne to one of his two sons. He decides that a horse race will be run and the son who owns the slower horse will become kind. The sons, each fearing that the other will cheat by having his horse run less fast than it is capable, ask the court fool for his advice?

2. Think of a way you can put a sheet of newspaper on the floor so that when two people stand face to face on it, they won't be able to touch one another. Cutting or tearing the paper is not.

3. This has two parts - by adding only a single line turn the Roman numeral seven into an eight: VII. Want something more challenging? Shown here is a Roman numeral nine: IX. By adding only a single line, turn it into a 6.

- ACTIVITY: Three exercises give participants a chance to "think something different"and can be handed out individually, in small groups, or simply discussed in a large group setting.

There are no "right" answers to these exercises, but if folks are stymied here are some answers: (1.) Switch Horses. (2.) Try putting the newspaper in a doorway - door closed - with the two people stand-

ing on each side. (3.) VII = VIII, Here are three different answers to turn IX into 6: (a) put a line through the middle of the Roman number IX, turn it upside down and cover the bottom half, (b) SIX, (c) IX6 or 1 times 6 = 6.
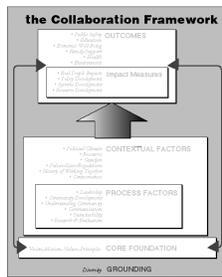
the importance of grounding

...grounding

Standards

grounding

the Collaboration Framework

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- OUTCOMES: To create an understanding of grounding and the value of diversity in participants.

- DISCUSS: Grounding is the bedrock or earth upon which we build the foundation and structure of the Collaboration Framework. Think of it this way: Before we build a foundation, we need to know if the soil can support the foundation's weight. If the earth is too sandy, too moist, or too hard we have two choices: (1) We can add ingredients to the earth to bring it to more of a balance in order to support the foundation more securely; and/or (2) We can consider different requirements for our foundation – perhaps we'll use a slab foundation, or drive piles deep into the earth to support a structure built upon a swamp. So it is with building collaborations.

The ground for collaborative efforts is diversity. Before we can develop a foundation of vision, mission and values, we must assure that our collaborative effort honors the unique gifts and talents of each person, group and organization we bring to the collaboration, and for those persons and groups who may benefit from our efforts. Diversity provides a

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initiating & advancing collaborations

Check any of the following situations you notice and/or are experiencing in this collaborative effort.

PERSONAL KNOWLEDGE AND AWARENESS:

❑ Lack of awareness about my cultural identity, values and beliefs.
❑ Lack of awareness about the culture, values and beliefs of diverse groups or individuals within this collaborative effort.
❑ Lack of awareness about my own assumptions ;and biases about people who are different from me.
❑ Discomfort working with people from diverse cultures or beliefs.
❑ Frustration with people who don't speak English.

ORGANIZATIONAL AWARENESS:

THE VALUE OF DIVERSITY

Respects Differences

Seeks Common Ground

Builds Shared Vision

---

critical balance to all levels of collaborative efforts.

- ACTIVITY: This is a checklist, adapted from Managing Diversity, by Gardenscwartz and Rowe, that participants may fill out individually, discuss in small groups, or participate with in the full group. This is designed to raise awareness, identify issues and provide beginning steps for taking action.

- DISCUSS: Honoring diversity is a value each member of the collaboration must hold in order for your effort to be successful. Individuals must respect each other for who they are in order to be able to trust and become productive, functioning members.

This type of thinking leads us to an understanding that all current and future members of our collaboration are interconnected in a diverse pattern. And with this we may begin to think of the collaboration in terms of a living system (which we'll look at closer in Unit 4), seeing interrelationships rather than things, seeing patterns of change rather than a static snapshot. This, in turn, allows us to shed old attitudes of blame and guilt, and naturally develop more compassion and empathy.

When a real diversity of people and opinion exists in your group, a shared vision often takes hold. Understanding each other's perspective, listening to other's ideas, and mutual agreement is more likely to occur.

Appreciation and respect for diversity includes our personal and professional behaviors, attitudes and values, and policies. These must come together in a

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way that allows the full collaboration to work effectively, respectfully, appreciatively in cross-cultural situations, or with minority populations, or with any persons different from the "norm" in our community – whether recognized for their color, religion, sexual orientation, inability to walk up stairs, or their need for sign language interpretation. A system respectful of diversity acknowledges and makes an effort to include in all that it does the importance of diverse cultures of racial, ethnic, religious or social groups. We must be proactive in meeting diverse needs, respect our differences, seek common ground, build on shared vision, and allow variation as we implement solutions.

great teams & a common purpose (from "The Essence of the Learning Organization" and Rick Ross' "Backing into a Vision", from The Fifth Discipline Fieldbook)

- OUTCOMES: To develop collaborative goals, and surface participants feelings about their level of commitment.

- DISCUSS: "At some time or another, most of us have been a member of a "great team." It might have been in sports, or the performing arts, or perhaps in our work. Regardless of the setting, we probably remember the trust, the relationships, the acceptance, the synergy—and the results that we achieved. But we often forget that great teams rarely start off as great. Usually, they start as a group of

GREAT TEAMS

Trust
Relationships
Acceptance
Synergy
Results
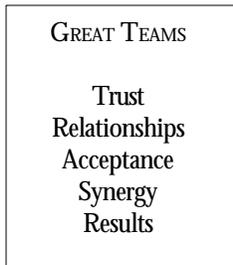
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individuals. It takes time to develop the knowledge of working as a whole, just as it takes time to develop knowledge of walking or riding a bicycle. In other words, great teams are learning organizations—groups of people who, over time, enhance their capacity to create what they truly desire to create.

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"Looking more closely at the development of such a team, you see that people are changed, often profoundly. There is a deep learning cycle. Team members develop new skills and capabilities which alter what they can do and understand. As new capabilities develop, so too do new awarenesses and sensibilities. Over time, as people start to see and experience the world differently, new beliefs and assumptions begin to form, which enables further development of skills and capabilities. This deep learning cycle constitutes the essence of a learning organization—the development not just of new capacities, but of fundamental shifts of mind, individually and collectively." -p17.

• ACTIVITY: This is a warm-up exercise, helpful for talking about common goals in concrete terms, without mentioning "vision". It surfaces people's feelings about their own levels of commitment. Go through the following four questions one at a time, putting the answers up on flip chart paper:

1 WHAT ARE THE CHARACTERISTICS OF A GREAT TEAM TO WHICH YOU HAVE BEEN A MEMBER? Have participants answer individually, speaking to the group. Define the team any

way you like but it should be a team where you felt personally committed – where the team achieved extraordinary results.

2 WHAT WAS DIFFERENT ABOUT THIS TEAM? Discuss what felt truly special. It might be "I felt powerful", "I felt excited", "I believed in what we were doing", "We pulled together", "Together, we made a difference", "I felt like I owned it", "There was passion and commitment", "There was a clear challenge". A recorder for the group should write significant comments on a flip chart where everyone can see it, and post each completed page on the wall.

3 HOW CAN WE, AS A TEAM, CREATE THOSE KINDS OF FEELINGS HERE? Have participants ask each other: "What could we do, accomplish, or create together that would rekindle how we felt when we were members of "really great teams"? Brainstorm ideas, and have the group reach consensus around one that "fits" for everyone.

4 WHAT WOULD WE COMMIT OURSELVES TO? You may reach this point in an hour, or it may require more. When you reach this stage, the group commits to one or more initiatives, which may or may not include individual commitments for parts of the task. At this point the group has a shared set of priorities, and a new way of thinking about them – even though no one has used the word "vision". (Correlate this information with the information generated in the last activity of Unit 1: Understanding Collaborative Goals.)
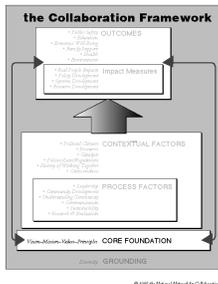
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initiating & advancing collaborations

building a core foundation

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• OUTCOMES: To develop an understanding of the foundation of the Collaboration Framework.

• DISCUSS: The Core Foundation represents the common ground of understanding for the Framework, and focuses upon creating a sense of common purpose that brings partners together, inspiring them. This takes time, care and strategy to build well, and is never ending. It encompasses the vision, the mission, and the values and principles of the group.

The VISION is an image of a desired future.

The MISSION defines the purpose of the collaboration and represents the fundamental reason for the collaboration's existence.

THE VALUES AND PRINCIPLES are the beliefs that individuals and the group hold. These are the guides for creating working relationships and describe how the group intends to operate on a day-by-day basis.

defining a common vision (from Charlotte Roberts' "What Do We Want to Create?", from The Fifth Discipline Fieldbook)
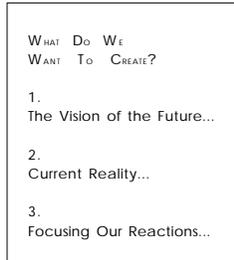
• OUTCOMES: To have participants build a shared vision and purpose for their collaborative efforts.

WHAT DO WE
WANT TO CREATE?

1.
The Vision of the Future...

2.
Current Reality...

3.
Focusing Our Reactions...

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for handout and use
back button to return
to this page

• ACTIVITY: Two series of questions are talked through bringing pertinent issues to the forefront. Spend time only with the questions which are meaningful to your team - different groups will be attracted to different questions. The words, phrases and ideas that emerge from this exercise become the foundation for building a shared vision and purpose. Afterwards, a third series of questions allows group members to try and focus their reactions and decide whether the ideas made sense.

This exercise was designed for businesses and has been shifted to work in the social service arena. You may want to change some of the questions to make them more relevant to your specific audience. Make sure each member of the team has an opportunity to comment on each of the questions. Note the main points on a flip chart that everyone in the group can see. After each question (at least during the first step) ask: "How would we measure our progress?"

STEP 1: The Vision of the Future.   It is five years from today and you have created the collaboration you wanted to create. (Take time as a facilitator to get the participants personally involved in this future sensibility.) Now it is your job, as a team, to describe it—as if you were able to see it, realistically, around you. Consider these questions one by one, painting an ever-clear shared vision of your future collaboration. After each question, ask: "How would we measure our progress?

1 Who are the stakeholders of this collaboration we have created (five years from now)? How do we

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initiating   &   advancing   collaborations

work with them and produce value for them?

2 What are the most influential trends that may affect us?

3 What is our image in the marketplace?

4 What is our unique contribution to the world around us? What is the impact of our work?

5 How do we make money?

6 What does our organization look like? How do the important elements of the infrastructure interact?

7 How do we handle good times? How do we handle hard times?

8 In what ways is our collaborative effort a great place for us?

9 What are our values? How do people treat each other? How are people recognized?

10 How do we know that the future of our collaboration is secure? What have we done to ensure its future for ourselves? What have we done to ensure its future for our grandchildren?

11 What is our collaboration's role in our community?

STEP 2: Current Reality. Now come back to the current year, and look at the collaboration as it is today.

12 What are the critical forces in our systems?

13 Who are the current stakeholders today—inside and outside? What changes do we perceive taking place among our stakeholders?

14 What are the most influential trends in our industry today?

15 What aspects of our collaboration empower people? What aspects disempower people?

16 How is the strategic plan currently used?

17 What major losses do we fear?

18 What do we know (that we need to know)? What don't we know (that we need to know)?

STEP 3: Focusing Our Reactions. This shared vision exercise involved listening to other people's presentations of what they want the collaboration to be. After hearing a presentation, we often need a way as individuals to focus our reactions and to decide whether these ideas make sense for us. These questions provide that vehicle.

19 What, for you, are the key words in this vision statement?

20 How did you first feel at the moment when you saw the vision or read it?

21 How do you feel about it now?

22 Do you feel like you could own it?

23 If not, how would it have to change for you to feel a sense of ownership of it?

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24 How does it strike your sense of meaning and purpose?

25 If not, how would it have to change to be meaningful for you?

26 Based on your own reactions and feelings, what implications do you see, from this vision statement, for your collaboration's visioning process?

• EXAMPLES: A top team in a Mental Health System started with the third part of Question 1, and developed an image of themselves as passionately adding value to patients' lives, beyond the psychiatric prognosis and treatment: "We empower and facilitate patients toward personal growth and effective functioning." A team of computer engineers started with the second part of Question 4, and began to reconsider whether they should continue their focus on designing circuit boards. They ultimately described their vision as: "We are a winning, world-class component and system development group and the energy source to the group and the corporation as a whole." -p339.

guide
unit 2

to   materials.

Collaboration Framework

OUTCOMES

Impact Measures

CONTEXTUAL FACTORS

PROCESS FACTORS

CORE FOUNDATION
GROUNDING
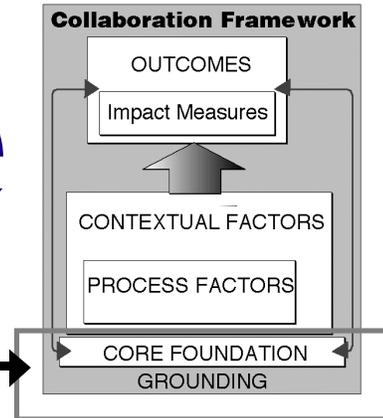
- **Catalysts That Initiate Collaborative Efforts.**
  catalysts - internal planning.

- **Problem Solving Behavior.**
  mutual solutions - problem solving behavior.

- **Shifting Our Thinking.**
  mental locks - creativity exercises.

- **The Importance of Grounding.**
  the Collaboration Framework: grounding.

- **Great Teams & Common Purpose.**
  great teams - the learning cycle

- **Building A Core Foundation.**
  the Collaboration Framework: core foundation.

- **Defining A Common Vision.**
  shared vision.

Unit 2

c a t a l y s t s

1.
the Issue

2.
the Convener

External versus Internal Planning For Change

Presented To Group

Implementation

Worked on With Group

Implementation
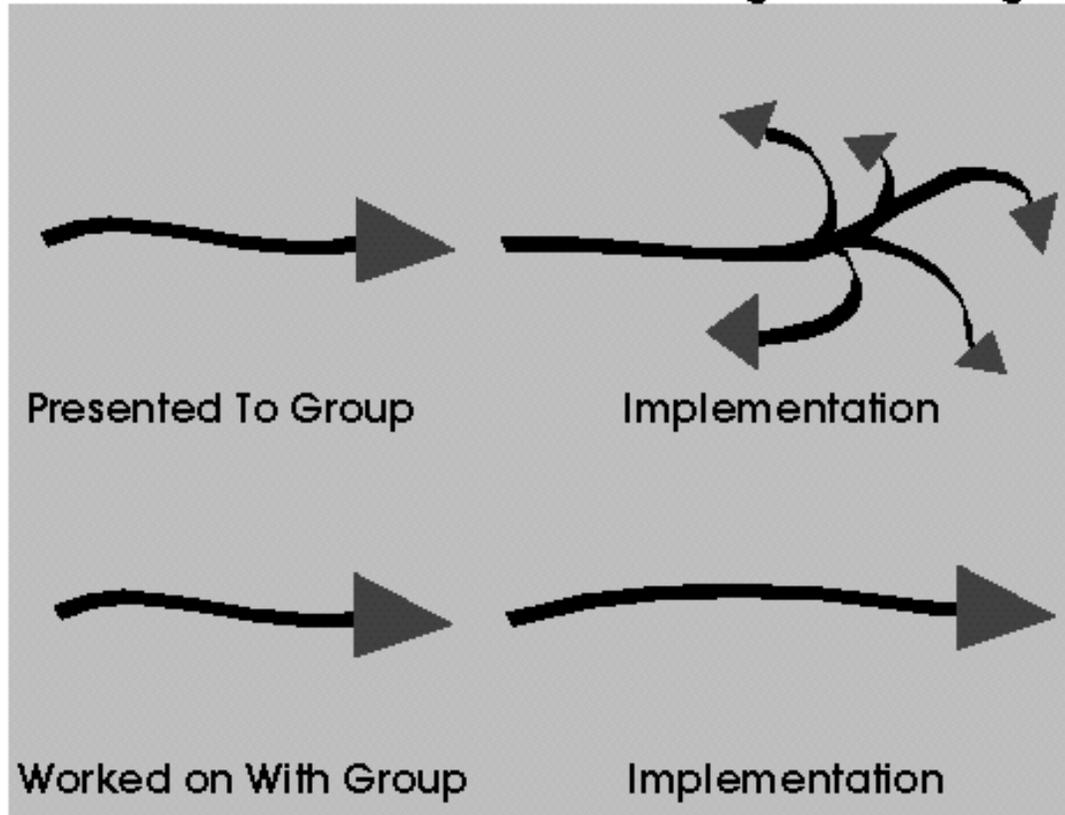
Unit 2

mutual   solutions

Mutual Solutions to Community Problems = a Real Willingness to Work with the Diversity of your Community...

Unit 2
problem   solving   behavior

1. When a problem comes up in a meeting, I try to make sure it is thoroughly explored until everyone understands what the problem is.
never ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... always

2. I ask why the problem exists and what the causes are.
never ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... always

3. I tend to accept the first solution that is proposed by a group member.
never ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... always

4. When a group decides upon which solution to adopt and implement, I make certain it is clear what the decision is, who should carry it out, and when.
never ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... always

5. I don't take time to really study or define a problem the group is working on.
never ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... always

6. I have a tendency to propose answers without really having thought the problem and its causes through carefully.
never ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... always

7. I make sure the group discusses the pros and cons of several different alternative solutions to a problem.
never ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... always

8. I tend to let decisions remain vague, figuring the group will take care of things without a lot of structure.
never ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... always

9. I push for definite follow-ups on how decisions reached at earlier meetings work out in practice.
never ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... always

10. I know if the results of the group's work are worth the effort.
never ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... always

Unit 2
mental   locks

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1. The   Right   Answer.

2. That's   Not   Logical.

3. Follow   The   Rules.

4. Be   Practical.

5. Play   Is   Frivolous.

6. That's   Not   My   Area.

7. Avoid   Ambiguity.

8. Don't   Be   Foolish.

9. To   Err   Is   Wrong.

10. I'm   Not   Creative.

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1. An eccentric old king wants to give his throne to one of his two sons. He decides that a horse race will be run and the son who owns the slower horse will become king. The sons, each fearing that the other will cheat by having his horse run less fast than it is capable, ask the court fool for his advice. With only two words the fool tells them how to make sure that the race will be fair. What are the two words?

2. Think of a way you can put a sheet of newspaper on the floor so that when two people stand face to face on it, they won't be able to touch one another. Cutting or tearing the paper is not allowed, and neither is tying up the people or preventing them from moving.

3. This has two parts - by adding only a single line turn the Roman numeral seven into an eight: VII. Want something more challenging? Shown here is a Roman numeral nine: IX. By adding only a single line, turn it into a 6.

Unit 2

the Collaboration Framework

* Public Safety **OUTCOMES**
* Education
* Economic Well-Being
* Family Support
* Health
* Environment

* Real People Impacts **Impact Measures**
* Policy Development
* Systems Development
* Resource Development

* Political Climate **CONTEXTUAL FACTORS**
* Resources
* Catalysts
* Policies/Laws/Regulations
* History of Working Together
* Connectedness

* Leadership **PROCESS FACTORS**
* Community Development
* Understanding Community
* Communication
* Sustainability
* Research & Evaluation

Vision–Mission–Values–Principles **CORE FOUNDATION**

Diversity **GROUNDING**

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the Collaboration Framework

Creating organizations that value diversity require a recognition that diversity challenges exist and can create barriers to effective performance and service delivery. This checklist is designed to raise awareness, identify issues and provide beginning steps for taking action. Check any of the following situations you notice and/or are experiencing in this collaborative effort.

PERSONAL KNOWLEDGE AND AWARENESS:

❑   Lack of awareness about my cultural identity, values and beliefs.
❑   Lack of awareness about the culture, values and beliefs of diverse groups or individuals within this collaborative effort.
❑   Lack of awareness about my own assumptions ;and biases about people who are different from me.
❑   Discomfort working with people from diverse cultures or beliefs.
❑   Frustration with people who don't speak English.

ORGANIZATIONAL AWARENESS:

❑   Lack of a vision or mission that reflects the diversity of our community or collaboration.
❑   Lack of diverse membership in our collaboration.
❑   Ethnic, racial, gender slurs or jokes.
❑   Difficulty in recruiting and/or retaining diverse members.
❑   Ostracism of individuals who are different from the "norm".
❑   Minimum or non-existent relationships with diverse populations in the community.
❑   Architectual or structural barriers that limit access.
❑   Difficulty in accessing and promoting services to diverse groups.
❑   Lack of programs and services appropriate and accomodating to the needs of diverse persons.
❑   Lack of bilingual services.

Unit 2
the value of diversity

THE VALUE OF DIVERSITY

Respects Differences

Seeks Common Ground

Builds Shared Vision

GREAT TEAMS

Trust
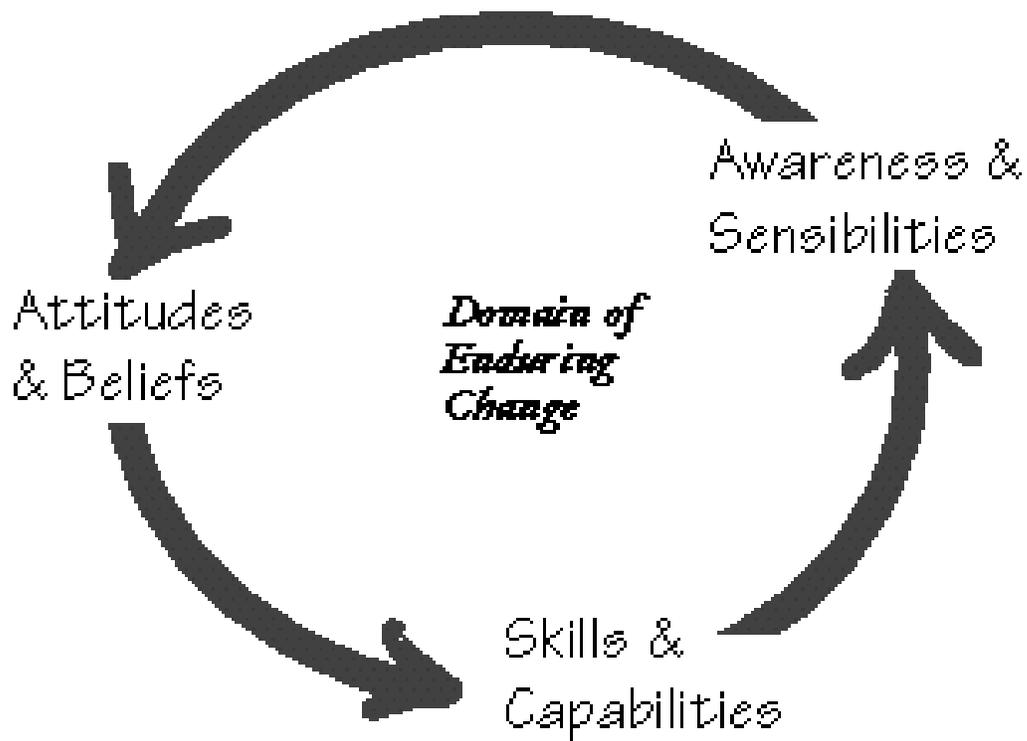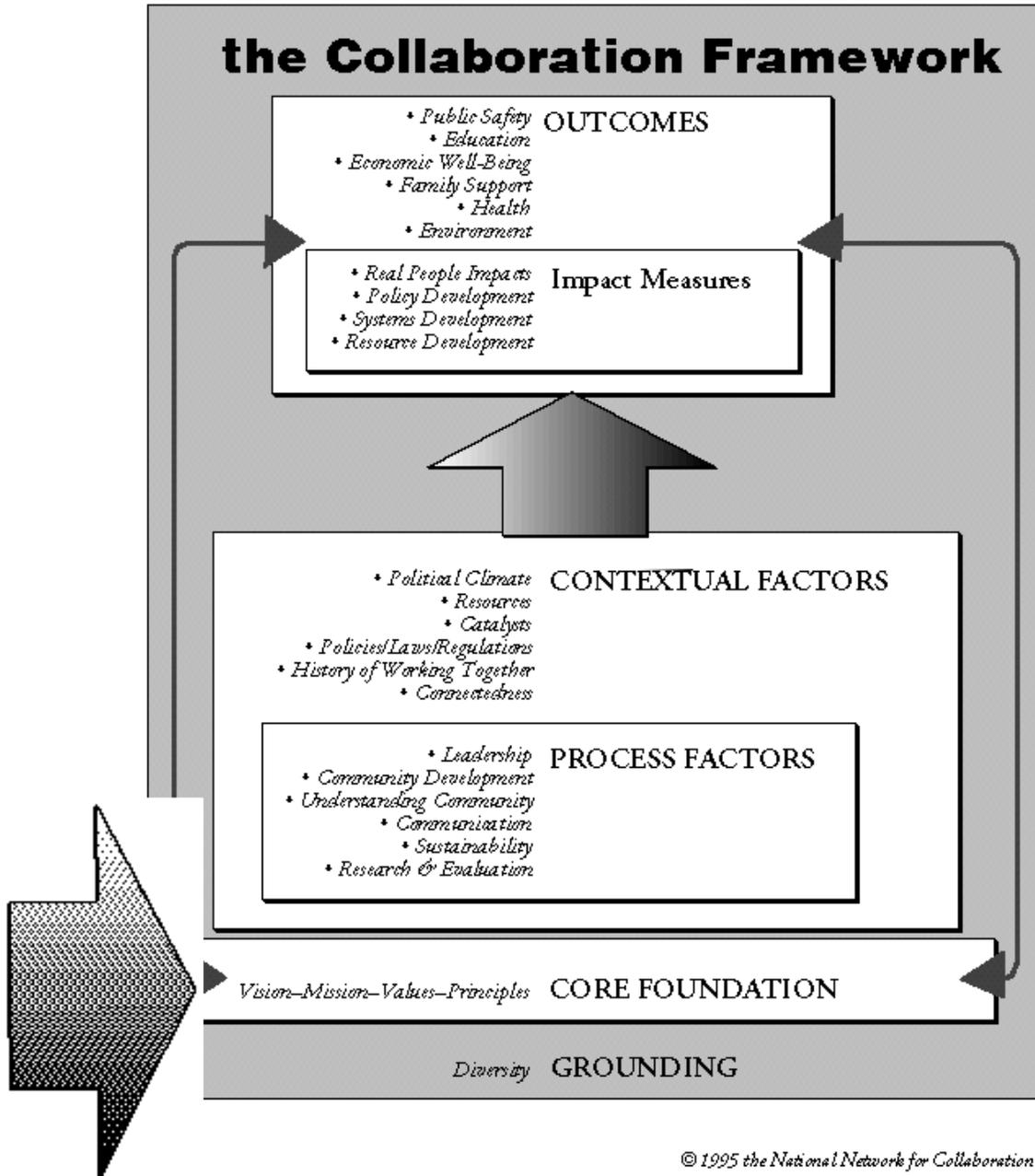# Relationships
Acceptance
Synergy
Results

Unit 2
great   teams

Great Teams & The Essence of "The Learning Organization"

Awareness & Sensibilities

Attitudes & Beliefs

Domain of Enduring Change

Skills & Capabilities

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the Collaboration Framework

• Public Safety   OUTCOMES
• Education
• Economic Well-Being
• Family Support
• Health
• Environment

• Real People Impacts   Impact Measures
• Policy Development
• Systems Development
• Resource Development

• Political Climate   CONTEXTUAL FACTORS
• Resources
• Catalysts
• Policies/Laws/Regulations
• History of Working Together
• Connectedness

• Leadership   PROCESS FACTORS
• Community Development
• Understanding Community
• Communication
• Sustainability
• Research & Evaluation

Vision–Mission–Values–Principles   CORE FOUNDATION

Diversity   GROUNDING

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Unit 2
shared vision

WHAT DO WE WANT TO CREATE?

1.
The Vision of the Future...

2.
Current Reality...

3.
Focusing Our Reactions...