Collaborative Leadership

Self-Reflection

Participant's Guide

TurningPoint
Collaborating for a New Century in Public Health

Collaborative Leadership Skills – A Critical Component

Because collaborative interaction is challenging, it takes special skills to shepherd a group through this developmental continuum. Collaborative leadership is apparent in those who inspire commitment and action, lead as a peer problem solver, build broad-based involvement, and sustain hope and participation. Based on research with noted leadership experts and the public health practice community, the Turning Point Leadership Development National Excellence Collaborative identified a number of core collaborative leadership capacities in 2001. This National Excellence Collaborative, funded by The Robert Wood Johnson Foundation and made up of public health practitioners from around the country, has worked to better define, describe, and build the skills of collaborative leadership among those who participate in public health work.

Collaborative Leadership Practices

Clearly there are a number of critical skills and capacities collaborative leaders should possess. Many of the skills are not necessarily unique to a collaborative form of leadership and have already been described in the literature and developed into training curricula. The work of the Turning Point Leadership Development National Excellence Collaborative, however, has illustrated six key practices that are unique to the practice of leading a collaborative process. They are:

- Assessing the Environment for Collaboration: Understanding the context for change before you act.
- Creating Clarity – Visioning & Mobilizing: Defining shared values and engaging people in positive action.
- Building Trust & Creating Safety: Creating safe places for developing shared purpose and action.
- Sharing Power and Influence: Developing the synergy of people, organizations, and communities to accomplish goals.
- Developing People – Mentoring and Coaching: Committing to bringing out the best in others and realizing people are your key asset.
- Self-Reflection – Personal CQI (Continuous Quality Improvement): Being aware of and understanding your values, attitudes, and behaviors as they relate to your own leadership style and its impact on others.

Each of these elements is key to the collaborative process. They are not mutually exclusive but support each other and provide a comprehensive picture of the essential skills of a collaborative leader.

Assessing the Environment: This is the capacity to recognize common interests, especially the capacity to recognize and understand other perspectives. It is a fundamental quality of collaborative leadership. Collaboration seeks goal attainment around shared visions, purposes, and values. When he or she brings different points of views to an issue or problem, a collaborative leader facilitates connections and encourages group thinking that identifies clear, beneficial change for all participants. The goal is to set priorities and then identify barriers and obstacles to the achievement of priorities.

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Creating Clarity: Having clarity of values is a quality that characterizes collaborative leaders. Whether it is commitment to a cause that transcends the self, the recognition of a spiritual reality or imperative, ethical and moral standards that provide guidance— whatever the source of the inner gyroscope—collaborative leaders seem to exhibit clarity of purpose, often about creating and sustaining a process. "Visioning and mobilizing," in relation to clarity of values, has to do with a commitment to a process or a way of doing things. Often "mobilizing" refers specifically to helping people develop the confidence to take action and sustain their energies through difficult times. Clarity leads to focus which leads to increased group energy (power). Often too little time is spent in the process of "informal exploring" to understand problems, thereby developing clarity. A shared vision can be inspiring.

Building Trust: The capacity to promote and sustain trust is often overlooked in the collaborative process. Leaders sometimes believe that, once individuals or groups are gathered together, a plan can be made easily and commitment obtained. If a collaborative leader fails to engender trust among participants, however, their involvement will wane, and the best ideas and innovative approaches will not be shared. In this context, the collaboration will have lost its capacity to draw the best ideas from those involved.

Sharing Power and Influence: The capacity to share power and influence is an uncommon trait among leaders. American society traditionally rewards individual achievement, but collaboration cannot be achieved through a solo effort. Participants in the decision-making process need to feel empowered in order to contribute fully. Too often it is only the head of an organization who receives public accolades, despite the fact that the success was only possible through the shared effort and wide range of experience of a large team of people. Rather than being concerned about losing power through collaboration, leaders need to see that sharing power actually generates power...that power is not a finite resource.

Developing People: This practice is best described as a genuine concern for bringing out the best in others, maximizing the use of other people's talents and resources, building power through sharing power, and giving up ownership or control. These are themes that relate to realizing and promoting the potential in other people. Coaching and mentoring creates power, which increases leadership capacities and builds confidence by encouraging experimentation, goal-setting, and performance feedback.

Self-Reflection: Collaborative leaders are personally mature. To be successful leading a collaborative process, individuals must use self-reflection to examine and understand their values and think about whether their behaviors are congruent with their values. At critical junctures in the collaborative process, through reflection, successful leaders make time to consider verbal and nonverbal communication within the group. They think critically about the impact their actions and words have on the group's progress toward achieving its goals. Great collaborative leaders have the ability to recognize the impact of their behavior and adjust accordingly.

The following pages provide background material for learning activities in which you will be engaged during this workshop.

Module Purpose and Objectives

Purpose

Provide a methodology for and practice in self-reflection regarding collaborative leadership practices/competencies.

Learning Objectives

1. Increase the conceptual understanding of Self-Reflection and the interrelationship among the six Collaborative Leadership practices.

3. Examine the concept of Self-Reflection as a practice of collaborative leadership.

4. Examine the components of emotional intelligence leadership competencies and their relationship to personal collaborative leadership skills.

5. Increase observation and self-reflection skills by identifying verbal and non-verbal behaviors that impede and facilitate effective collaboration.

6. Explore a variety of continuous quality improvement (CQI) tools.

7. Create a Personal Learning Plan to increase competency in Self-Reflection using outcomes of self-assessment and awareness of resources for extended learning.

Collaborative Leadership
Self Reflection
Self-Assessment Exercise

For each item, circle one rating under the "Behavior Frequency" column indicating your view of how often you exhibit that behavior. Your responses to this questionnaire are for your own use. You will not be asked to share your scores after you have answered. You will be asked to use your score and your responses to help you develop a personal learning plan.

BEHAVIOR FREQUENCY

	Behaviors	Seldom		Sometimes		Often		Almost Always
1	I recognize the effect of my emotions on work performance.	1	2	3	4	5	6	7
2	I recognize the effect of my emotions on relationships.	1	2	3	4	5	6	7
3	I recognize my personal impact on group dynamics.	1	2	3	4	5	6	7
4	I can describe my strengths realistically.	1	2	3	4	5	6	7
5	I can describe my weaknesses realistically.	1	2	3	4	5	6	7
6	I work to understand others' perspectives.	1	2	3	4	5	6	7
7	I read the dynamics of groups.	1	2	3	4	5	6	7
8	I listen to others actively, checking to ensure my understanding.	1	2	3	4	5	6	7
9	I read non-verbal communication accurately.	1	2	3	4	5	6	7
10	I use self-assessment tools such as personality inventories to inform my self reflections.	1	2	3	4	5	6	7
11	I seek feedback from all relevant constituencies about my behavioral impact.	1	2	3	4	5	6	7

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

70 – 61 Excellent Score   40 - 21 Opportunities for Growth
60 – 41 Stronger Score   20 - 1   Important to Change Behavior

Written Comments:

What do you think are your strengths in self-reflection as a collaborative leader?

What do you think are your most important areas for improvement in self-reflection?

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Emotional Intelligence Leadership Competencies

Personal Competence: These capabilities determine how we manage ourselves.

Self-Awareness
- Emotional self-awareness: Reading one's own emotions and recognizing their impact; using "gut sense" to guide decisions.
- Accurate self-assessment: Knowing one's own strengths and limits.
- Self-confidence: A sound sense of one's worth and capabilities.

Self-Management
- Emotional self-control: Keeping disruptive emotions and impulses under control.
- Transparency: Displaying honesty and integrity; trustworthiness.
- Adaptability: Flexibility in adapting to changing situations or overcoming obstacles.
- Initiative: Readiness to act and seize opportunities.
- Optimism: Seeing the "upside" in events.

Social Competence: These capabilities determine how we manage relationships.

Social Awareness
- Empathy: Sensing others' emotions, understanding their perspective, and taking active interest in their concerns.
- Organizational awareness: Reading the currents, decision networks, and politics at the organizational level.
- Service: Recognizing and meeting follower, client, and customer needs.

Relationship Management
- Inspirational leadership: Guiding and motivating with a compelling vision.
- Influence: Wielding a range of persuasion tactics.
- Developing others: Bolstering others' abilities through feedback and guidance.
- Change catalyst: Initiating, managing, and leading in a new direction.
- Conflict management: Resolving disagreements.
- Building bonds: Cultivating and maintaining a web of relationships.
- Teamwork and collaboration: Cooperation and team building.

Source: Goleman, D., Boyatis, R., McKee, A. *Primal Leadership*, p. 39.

Leadership Reflection Timeline

A discussion among a group of leadership development scholars and practitioners on how to develop and promote collaborative leadership revealed the importance of the action-reflection-coaching model of skill development.

Reflection was seen as "the opportunity to reflect on and understand the implications and results of various actions." Leadership development strategies should "promote considerable reflection, reflection designed to increase an understanding of the leadership experience and the self in relationship with others." (*Collaboration and the Turning Point Initiative: Proceedings of a Conference on Leadership Development,* April 6, 2001, p. 4)

The ability to analyze or examine, in a serious way, one's experience, and the ability to see how that experience impacts and shapes one's relationship with others, is a quality of individuals who develop effective leadership skills and capacities. (Carl Larson, personal communication, 2003)

Instructions: On the timeline below, indicate events, both positive and negative, when your leadership skills were tested.

Birth   **Now**

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Look at the events on your timeline. Identify where your attitudes, behaviors, and values demonstrated **strengths** in the four categories of emotional intelligence. Where were there **gaps**? Make notes below.

Self-Awareness

Self-Management

Social-Awareness

Relationship-Management

Fishbowl Instructions

Purpose: To increase observation and self-reflection skills by identifying verbal and non-verbal behaviors that impede or facilitate effective collaboration.

Roles

- Collaborative Leader (played by workshop Facilitator)
- Teenager
- Parent
- School representative
- Police officer
- Public Health Dept. representative
- Liquor store owner

Situation

An alcohol prevention coalition is meeting for the first time to decide on a strategy to reduce teenage alcohol use. There is only enough funding for ONE strategy.

Inner Circle

Role players will enact the situation based on role descriptions they will receive.

Outer circle

The rest of the participants will observe the collaborative leader to critically assess ineffective and effective group process skills.

Observation Notes

Ineffective	Effective

Self-Reflection: Fishbowl

How does my leadership style compare to that of the collaborative leader in the role play? What insights have I realized regarding my strengths and gaps? Is there anything I would do differently in the future?

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CQI Tools

- Journaling, writing
- Observation of self and others
- Peer support
- Meditation, Prayer
- Exercise
- 360-degree feedback process
- Coaching, mentoring
- Reading

Self-Reflection: CQI Tools

How is my self-reflection process working for me? Are there other approaches I'd like to try?

Readings and Resources

Fundamental Concepts

Collaborative Leadership and Health: A Review of the Literature. Turning Point National Office, University of Washington, January 2002. http://www.turningpointprogram.org/Pages/devlead_lit_review.pdf.

Collaboration and the Turning Point Initiative: Proceedings of a Conference on Leadership Development Held at the University of Denver, April 6, 2001. http://www.turningpointprogram.org/Pages/devlead_expert_panel_full.pdf.

Turning Point. www.turningpointprogram.org. Collaborative leadership readings, Web links, products, case studies, and more.

Bolman, L. and Deal, T. *Reframing Organization*s: *Artistry, Choice and Leadership.* San Francisco: Jossey-Bass, 1997.

Chrislip, D. *The Collaborative Leadership Fieldbook.* San Francisco: Jossey-Bass, 2002.

Chrislip, D. and Larson, C. *Collaborative Leadership.* San Francisco: Jossey-Bass, 1994.

Chrislip, D.D. and Flowers, J. (2001) The Change Project: David Chrislip. Collaboration: The New Leadership. A conversation between David Chrislip and Joe Flowers. www.well.com/user/bbear/chrislip

Heifetz, R. and Linsky, M. *Leadership on the Line.* Harvard Business School Press, 2002.

Kouzes, J. and Posner, B. *The Leadership Challenge.* San Francisco: Jossey-Bass. 1995

Kouzes, J. and Posner, B. *The Leadership Challenge Planner.* San Francisco: Jossey-Bass. 2000.

Lasker, R. and Weiss, E. Broadening Participation in Community Problem Solving: A Multidisciplinary Model to Support Collaborative Practice and Research. *J. of Urban Health: Bulletin of the New York Academy*, vol. 80, No. 1, March 2003. (http://www.cacsh.org/pdf/modelpaper.pdf)

Northouse, P.G. *Leadership: Theory and Practice.* Sage Publications. Thousand Oaks, Ca. 1997.

Senge, P. *The Fifth Discipline.* New York: Doubleday. 1990

Senge, P. *The Fifth Discipline Fieldbook.* New York: Doubleday, 1994.

Sorenson, T. and Epps, R. Leadership and Local Development: Dimensions of Leadership in Four Central Queensland Towns. *Journal of Rural Studies.* 1996. 12(2) 113-125.

Winer, M. and Ray, K. *Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey.* Amerst H. Wilder Foundation. 1994.

Web Resources

eric.web.tc.columbia.edu/families/TWC

www.ncrel.org/cscd/pubs/lead21

www.collaborativeleaders.org

www.pew-partnership.org

www.kettering.org

Community Toolbox. http://ctb.ku.edu/. The Community Toolbox's goal is to support your work in promoting community health and development. It provides over 6,000 pages of practical skill-building information on over 250 different topics. Topic sections include step-by-step instruction, examples, checklists, and related resources.

Working Together for Healthier Communities: A Framework for Collaboration Among Community Partnerships, Support Organizations, and Funders. Community Toolbox. http://ctb.ku.edu/tools/en/section_1381.htm.

Center for the Advancement of Collaborative Leadership Strategies in Health. www.cacsh.org . The Center for the Advancement of Collaborative Strategies in Health at The New York Academy of Medicine helps partnerships, funders, and policy makers realize the full potential of collaboration to solve complex problems related to health or any other area.

Free Management Library. Management Assistance for Nonprofits. http://www.managementhelp.org. Complete, highly integrated library for nonprofits and for-profits.

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Giesen, G. *Creating Authenticity: Meaningful Questions for the Minds and Souls of Today's Leaders.* GGA, Inc., 2002. Ordering information: 303-346-0183 or www.greggiesenassociates.com.

Goleman, D., Boyatzis, R., and McKee, A. *Primal Leadership: Realizing the Power of Emotional Intelligence.* Harvard Business School Press, 2002.

Jaworski, J. and Scharmer, O. *Leadership in the New Economy: Seeing and Actualizing Emerging Futures.* Working Paper, Society for Organizational Learning, May 2000. http://www.sol-ne.org/static/research/RedBook4-10Final.pdf.

Journaling Your Life: Great Tips. http://h.arce.tripod.com.

Oakley, E. and Krug, D. *Enlightened Leadership.* Stone Tree Publishing, 1992.

Society for Organizational Learning. The organization was created to connect corporations and organizations, researchers, and consultants to generate knowledge about and capacity for fundamental innovation and change by engaging in collaborative action inquiry projects. http://www.solonline.org.

The Consortium for Research on Emotional Intelligence, www.eiconsortium.org.

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Personal Learning Plan

Refer to your *Assessing the Environment: Self-Assessment Exercise.* Look at your *Behavior Frequency* ratings for each item. List the three to five items with the lowest scores.

1.

2.

3.

4.

5.

These are the areas you may want to focus on in your learning goals.

My learning goal(s) for the next 6 months:

Resources I will use (fill in specifics, if possible):

Reading

Peer Support

Journaling

Coaching

Training

Other