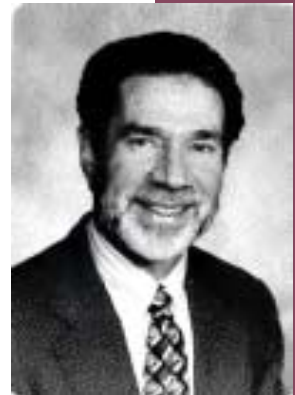


Collaborative Leadership

with Dr. Russ Linden,
author of *Working Across
Boundaries* and *Seamless
Government*



Agenda:

(Stated in Eastern Time - please note time differential for your region)

1:00 Welcome and Introduction of Russ Linden

1:10 What is Collaboration?

1:20 Key Components of Collaborative Leadership

1:30 Characteristics of Collaborative Leaders

1:40 Tasks of Collaborative Leaders

1:50 Break

2:00 Local Government Examples & Experiences

2:20 Q&A with Audience and Remote Viewers

The Art of Collaborative Leadership

By: Russ Linden

In the late '90s, when Bob O'Neill was County Executive of Fairfax County and Rob Stalzer was Town Manager in Herndon, Stalzer told O'Neill that he would be away for a period of weeks completing an MBA program. O'Neill offered to provide a County staff member to the Town, to help out in Stalzer's absence. "It seemed like the obvious thing to do," O'Neill reflected later. "The Town had a need, I had some resources ... of course we'd help." But not everyone saw it that way. Some asked why O'Neill had given up a valuable staff member, and what was in it for the County? O'Neill's reply: "Herndon's still part of Fairfax County, isn't it?"

That's a simple example of what I call collaborative leadership, which is one of the key elements in successful collaborative efforts. It takes a special kind of leadership to work across boundaries and manage all of the many hurdles involved - the turf, egos, separate funding streams, need for trust and open communications among others.

Collaborative leaders succeed in one of management's most difficult tasks - "they lead as peers, rather than as superiors" (see Chrislip, 2000, p. 23). They lead and influence others without having authority over those others. Think about it: if you're part of a multi-agency task force assigned to come up with a solution to some pressing problem, and the members of that task force are at similar organizational levels (say, department or division heads), nobody is in a position to impose a solution on the others.

Collaborative leaders learn how to work effectively with their peers without benefit of any official authority. How do they do this?

Collaborative Leaders: Four Common Elements

Collaborative leaders seem to share four commonalities that set them apart from other leaders. To lead effectively as a peer when working collaboratively, collaborative leaders:

1. Are resolute and driven, especially about collaboration,
2. Are modest - they have strong, but measured egos,
3. Use "pull" more than "push," and
4. Employ a collaborative mindset - they see connections to something larger.

We'll explore each in turn.

1. **Resolute and Driven.** In the March-April edition of Virginia Review, I described the Treasure Valley Partnership. Its informal leader is Brent Coles, Mayor of Boise Idaho. One of his colleagues describes Coles this way: "Quiet, soft spoken, incredibly focused and driven ... forceful but not bombastic. He doesn't let his ego go to his head, he treats people very well, and he just won't take no for an answer." If you've

ever met someone like this, you know how effective such people can be. You know that they are passionate about their cause or issue, that they're driven to achieve success, but you don't worry that they will run you over in their zeal to achieve the goal. Quite the opposite, such people listen carefully to others, they know that achieving the goal must be a group effort. They also listen well to others because their "drivenness" isn't about personal power. Which brings us to the second common element.

2. Strong but measured egos. Author Michael Shrage tells a humorous story about a man who applies for a chief executive position in a large corporation. After the interview panel goes through a long series of questions, they ask him the final one. "You know, sir, that ours is a very team-oriented company. Are you a team player?" "You bet," the man replies. "Team captain!"

We've all met people like him. Probably a very competent, can-do executive, and someone who always needs to be numero uno. Compare that with some of the words used to describe Mayor Coles: "quiet, soft spoken ... not bombastic ... doesn't let his ego go to his head." Those who know Bob O'Neill (who was recently named the next Executive Director of the International City/County Association) use some of the same language to describe him. Bob rarely leads with his ego. He has very strong beliefs and commitments about management, but people don't worry that he'll take over the meeting or disregard others' views.

These first two elements are an unusual combination. Collaborative leaders are passionate about their goals, but they keep their egos firmly in check. That's essential in any collaborative effort, because we're talking about co-labor, about joint effort among equals. As soon as one person tries to take over, others either push back or lose interest. Collaborative leaders understand how to keep others involved and invested. They do so by maintaining a measured ego themselves, while remaining intensely focused on the goal. (For more on this unique kind of leadership, see Jim Collins' description of "level five leadership" in his newbook, *Good to Great*.)

3. Use "pull" more than "push." When our kids were younger and we took an extended summer vacation, we used to urge the kids to keep up on their reading. Our daughter Becca didn't need the reminder; she reads for pure pleasure. Josh isn't an avid reader, however, and most of our efforts were for naught. One summer we happened on a solution by accident. Josh brought along his buddy Zachery. Zach, it turns out, loves to read, and every morning he got up and read for a full hour. Josh is a fairly competitive kid, and he decided he'd out-read his friend Zach. We never mentioned reading to our son once that vacation!

Our initial mistake with Josh was that we tried to push him to read - we told him all of the reasons why reading during the summer made sense (to a parent, that is). What ended up working was what I've come to call "pull." Josh read during that vacation because of an inner need (to compete with Zach). Collaborative leaders understand this distinction, and they tend to use "pull," not "push," when trying to influence others.

There are many ways that people use "pull" when working collaboratively. One is to give others plenty of control, autonomy, and an invitation. Someone used that approach with me recently when he asked me to join the board of a local non profit: "Russ, I'm on this board because I believe so strongly in what the agency does. And we're hoping you'll join us, because you can help us in many ways. I know you're busy, I know you have other priorities, and I've learned that you take your time when considering volunteer options. So there's no rush in deciding on this board. It's your decision, we'll respect whatever you decide to do. I just want you to know we'd love to have you." Because

the man was sincere, I didn't take it as a manipulative "soft sell." Rather, he gave me a genuine invitation, with plenty of space to make up my own mind.

Another way to use pull is to state your personal commitment and belief. In the scenario noted above, the man started by discussing his belief in the agency. Collaborative leaders are usually effective, in part, because others know that their commitment is to a goal or cause, not to their own ego. In these cynical times, it may seem out of fashion for managers and leaders to speak from the heart about their devotion to some purpose or cause. When they do, however, it often pulls people in. Most of us are yearning for leaders who are driven by a higher purpose.

There are other ways to use pull when influencing others. The key is to focus on the inner needs of your colleagues, on the ideas and examples that motivate them.

4. See the connections to something larger. This last commonality is a way of thinking, an ability to "connect the dots" and see beyond the immediate to larger goals and outcomes. A prime example occurred three years ago in Montgomery County, MD. A new school superintendent took over, and one of his first proposals was to create a \$4 million comprehensive early childhood education program for very young children. Most people were pleased, because there was a growing awareness of the need to do more for children in their earliest years.

The President of the County Council, Mike Subin, surprised many when he initially balked at the idea. Subin was known to be a strong advocate for services to young children. But he told the superintendent to try a different approach. Subin said, "The schools can't do all this [early childhood education] by themselves. You have to go back and talk with others and bring back a collaborative program for us to consider." The superintendent took him up on the challenge. He helped to convene a large collaborative effort of 40 agencies, and they brought back a multiagency program that the Council quickly supported.

Collaborative leaders see connections. When one person sees a big problem in the community (crime, pollution, drugs), a collaborative leader sees an opportunity to pull key stakeholders together and work jointly on a creative solution. In the early 1990s, Arlington County leaders realized that their community was becoming too expensive for many people; only one third of the county workforce lived in the County.

To deal with the shortage of workers, the County Board and its executive, Tony Gardner, took the unusual step of forming a partnership with District of Columbia public schools. They asked local businesses to provide tutoring, money, technology and internships to Washington school students, and the County added public busses between the two jurisdictions.

The reason? It was in the County's enlightened self interest to encourage young people to consider working in Arlington when they finished school. Arlington's leaders saw connections where others only saw a problem.

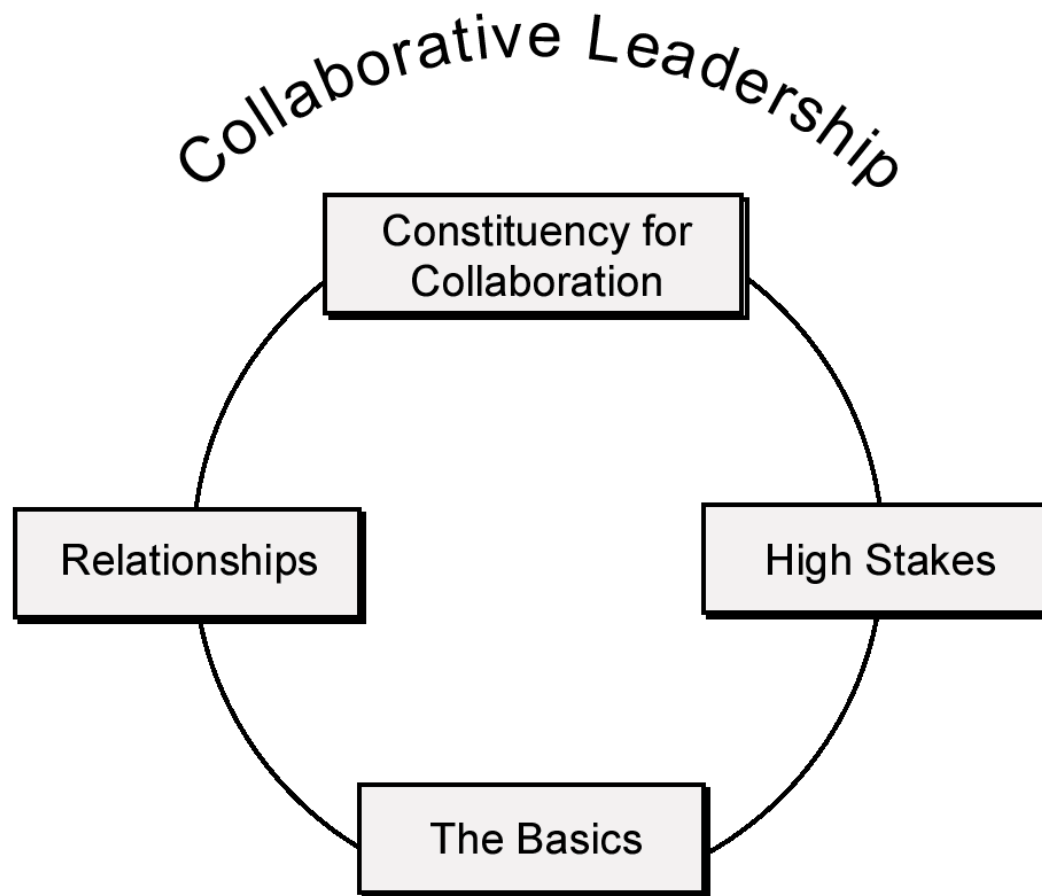
Conclusion:

Collaborative leadership is a key to forming partnerships, and it's more. It is the kind of leadership that most organizations need today in all management positions. Our work is increasingly across boundaries, because the most important expectation that citizen customers have of government is to solve problems that cut across traditional organizational and professional boundaries. That's an enormous challenge for traditional, hierarchical organizations. I believe it is the biggest challenge we face in government today.

References:

David Chrislip: "The New Civic Leadership." In Cutting Edge: Leadership 2000, edited by Kellerman and Matusak. Burns Academy of Leadership, Univ. of Maryland, 2000.

Jim Collins: Good to Great. Harper Collins, 2001



The Basics

Collaboration requires a solid foundation:

- A specific shared goal that the organizations are committed to but cannot achieve on their own
- The organizations with shared goal want to meet now, and are willing to invest something to achieve it
- The appropriate people (able to speak for their organization) are at the table
- An open, credible process
- A champion(s) for the initiative

Relationships

Solid relationships require:

1. Credibility
2. Information sharing
3. Respect for others' values
4. Truth telling

Create a Constituency for Collaboration

- Generate early wins, publicize them, share credit
- Get stakeholders involved
- Simple goals that resonate; invite others to monitor progress
- Pay attention to symbols
- Educate key stakeholders, so they see the *connection* between the partnership and something they value
- Think politically without becoming political

Create High Stakes

High stakes exist when:

- There are significant consequences for getting it right, or wrong,
- There is a very large cost / risk to the customers if the work isn't done well,
- This is all very visible to others, and
- Individuals in the organizations feel personally responsible for the results, in the short run

Create High Stakes without Burnout

- Help staff develop a "line of sight"
- Make performance (and results) visible, and accountability very real
- "You can't force collaboration ... but you can *expect* it."
- Demonstrate the urgency of the initiative
- Connect the initiative to a higher purpose

Collaborative Leadership: Some Characteristics

1. Driven, determined resolve.

- Collaborative leaders have an energy, focus, and determination that won't be deterred.

2. A strong but measured ego.

- These leaders' egos don't fill the room. Indeed, they are often very modest, even humble people.
- Because their egos are in control, they make room for others. And that's critical, because there needs to be a sense of shared ownership.

3. Collaborative leaders use “pull” as well as “push.” They do so through:

- A. Give others control, autonomy, and an invitation
- B. Use of personal commitment and belief; show passion for the goal
- C. Creative use of stories
- D. Tap an inner need: competition, pride, be part of a winner

4. Collaborative leaders are more motivated by results than by needs for personal power.

- David McClelland found managers are motivated primarily by three factors:
 - Need for Power — for influence over others
 - Need for Achievement — for excellence in accomplishment
 - Need for Affiliation — for positive relationships

5. Collaborative leaders think systemically and connect to a larger purpose

- Where some people see problems and hassles, collaborative leaders see an opportunity for change
- In crises, collaborative leaders see a chance to form partnerships with others (also in crisis)
- Collaborative leaders talk about the connection between a specific project and a larger, compelling purpose

The Tasks of Collaborative Leaders

- Articulate the project's purpose in a way that excites others
- Be an effective convenor; get appropriate people to the table, and keep them there
- Help parties see common interests, and the benefits from joint effort
- Generate trust
- Help group design an open, credible process
- Find a senior champion for the effort

The Power of Symbols:

- Continuity of leadership among the partners
- Each partner plays to its strengths
- It's more of a voluntary than mandatory effort
- Willingness among partners to accept less than 100% of what they want
- Resources: for some additional staffing, facilitators, expenses of meetings, etc.
- Balance planning with action



Collaboration in Murfreesboro, TN

by Russ Linden

Murfreesboro, the fastest growing city in Tennessee (2003 pop: 75,083), has also been named the “most livable town in Tennessee.” It has many positive features: first-rate schools, wonderful recreational programs and medical facilities, Middle Tennessee State University (20,000 students), a quality of life that residents love, a varied and excellent economic base. The city also has a stable governance structure, with only five city managers since 1920. All seven council members are elected at large.

But if this is starting to sound like the Garden of Eden, it isn't. For the 7.5% of the city's population that live below the poverty line, life in Murfreesboro hasn't been easy. That was especially true for those living in the Franklin Heights public housing area in the 1980s and early 90s. This community, consisting of 313 residents in 140 housing units, had been plagued by drugs and crime for years. By the early 1990s open-air drug sales and violent crime were rampant. Drug dealers were literally on every street corner targeting children 8-15 years of age. The yards were filled with trash. It got so bad that city police wouldn't patrol the area unless they went in pairs, and ambulance drivers and pizza deliverers simply refused to provide service under any conditions. The criminals were in charge, and the residents were despondent.

The Beginnings of a Partnership

Things started to change in 1992-93. Pat Noland, then the Deputy-Executive Director of the Murfreesboro Housing Authority, and Police Commissioner Bill Jones, decided something had to be done. After discussing the problems, Jones sent some police to walk through the neighborhood (and he went with them!). They listened to the residents and started to get a feel for the problems there. It quickly became clear that crime and drug activities were the top concerns.

The Authority got a HUD grant to pay for extra police time, so that they could continue these walking patrols. The officers started spending time with residents trying to establish relationships and earn their trust. Then Pat took a key step: she made a one-bedroom unit available for the police to use as a permanent precinct station. That gave the police a physical presence in the neighborhood, and instilled more confidence among the residents that their problems were going to be addressed. These contributions of resources impressed the police. As Glenn Chrisman (who became the new Police Chief in Sep., 2003) put it, “when a group of people brings different strengths and resources to the table, that's one of the most important factors in supporting collaboration.”

Once they had the precinct station established, the police assigned two bicycle patrolmen and a detective full time to the neighborhood. The detective was the team leader, and his responsibilities included coordinating all efforts with the Housing Authority, helping with evictions, organizing community meetings, and creating a non-threatening environment in which trust could grow. Making these assignments permanent was a significant step; it allowed the residents to get to know a small number of police officers and form relationships. For their part, the three cops knew that they had to go further to earn the residents' trust. They did this by taking action on some problems the residents were concerned about. As they did so, it got residents' attention. Some residents shared information about crime and drug activity, information that the police used to make arrests. As they got criminals off the streets, residents gained confidence that they could get control of their community again.

The Housing Authority took two more steps that proved critical. First, it installed surveillance cameras around the housing complex. These are visible to all, and gave the residents a feeling of greater security; they knew the criminals didn't like having their picture taken! The cameras were both a deterrent and a source of evidence when crimes were brought to court.

Then, in 1996, the Authority implemented a new "One Strike, You're Out" policy against drugs in the public housing units. The policy included minors; thus, if a young person is found to have drugs in one of the units, the parents are held responsible and the whole family is evicted within 72 hours. The word quickly got out that the authorities were acting aggressively to deal with drug usage, and that was a further sign that the neighborhood was being cleaned up. The police officers also started exchanging more information with the Authority personnel. HUD guidelines allowed the staff to check criminal histories of those applying for housing. Soon, the Police Department was sending arrest information on current residents and applicants to the Authority on a daily basis.

The police officers knew how to connect with the residents. Many kids living in Franklin Heights began congregating at the precinct office every day after school. The officers became much more than cops; they were also confidants, mentors, friends to the kids.

Other Agencies Pitch In

In the mid 1990s the city's Parks and Recreation Department got involved. It began "Project Go!" This is an after-school program offering sports, social activities, fishing and camping trips, pizza parties, concerts, etc. Youth involved in the program must sign a statement promising to remain drug free; they also attend educational meetings that deal with drugs and other criminal behavior. The Department also offers "Project Yield," which is a family-oriented program that provides a wide range of adult education classes, drug awareness programs, senior nutrition programs, cultural activities and field trips.

Then one of the Murfreesboro City Schools administrators made a suggestion to Pat Noland: the schools would offer a preschool program in Franklin Heights, if the Authority could provide appropriate space. Pat jumped at the chance. By August, 1998, an Even Start family literacy program was operating. Even Start includes adult education, preschool classes, and child care for kids 0-3. Linda Gilbert, Assoc. Director for Instruction and Professional Development in the city schools, noted that they weren't certain how many residents would participate in Even Start, because it was such a new concept for these families. "We started with fewer with 20 kids in the preschool," she recalled, "and by 2003 we had over 40 children involved." They've also served over 53 families in their adult education classes. That was just the start. The schools soon were making home visits to families to model reading techniques for parents, started a family mentoring program and held job fairs with businesses in the county. Like the other involved agencies, they became truly committed.

In the fall of 1998 the city schools also opened a Family Resource Center, which helps families to access social agencies that meet family needs. It uses a van (provided by Housing Authority) to take families to buy food, go to the health department, and gain other needed services like food stamps. FRC, by helping families meet their basic survival needs, enables them to become more self-sufficient. FRC also provides Dress for Success, to help them prepare for job interviews.

The City Schools also initiated a Parents as Teachers program. This program works with

parents of kids prenatal-5, providing home visits and monthly parent meetings that help parents support their kids' social, emotional, and cognitive development.

Finally, in 2003 the Schools partnered with a local hospital to expand health care services for the residents. Once a month, they bring a mobile medical unit to Franklin Heights providing such services as inoculations, physical exams, and treatment for many illnesses. What are the schools doing working with a hospital to provide health care? "If we have a hurting child, we probably have a hurting family," says Linda Gilbert. "We're trying to break the cycle of poverty here, and it's working. Our teachers are seeing the difference. We now have kids in our preschool in Franklin Heights who are beginning to read by the time they leave preschool, and many of these kids have parents who never finished high school. All of these services are making a real difference."

Results

By 1998, everyone could feel the difference. Residents reported they were no longer afraid to walk outside at night. Drug dealers and other criminals aren't loitering on residents' front porches anymore. The ambulance drivers are again servicing the neighborhood. Pizzas are being delivered. Vending machines are again being used (in the early 90s they had been removed because people kept vandalizing them).

And what about crime? Recently, the Tennessee Bureau of Investigations attempted to purchase drugs in Franklin Heights during an undercover operation: they weren't able to buy any. Prior to the changes, the Housing Authority was evicting 20 families a year because of drug usage; today that number is down to two per year.

The impact is also being felt within the Police Department. When the initiatives started in the early 1990s, officers weren't exactly volunteering to get assigned there. Now, some of them say that it's the best assignment they've ever had. The residents see the cops as friends; some actually cook for them, the kids want to play with them, they're clearly part of this community. And the entire Police Department is learning from the successes at Franklin Heights. Community policing has taken hold as a philosophy, and is being used in other parts of the city.

Some Critical Success Factors

"It's All About Relationships"

In reflecting on the successful collaboration in the Franklin Heights area, Assistant city manager Rob Lyons commented that "it's all about relationships." He was referring to multiple sets of relationships that were critical to the successes: between police and residents, between city agencies, between agencies and others in the community. Rob tells one story that illustrates his point:

A woman residing in Franklin Heights was about to lose certain benefits from the state. An officer in the neighborhood heard about it, and asked if she had gone downtown to talk with people in the office that provides the benefits. She said no, she couldn't go to that office because she couldn't leave her young son alone. The officer suggested they check to see if the agency could send someone to Franklin Heights to help people there with their benefits. He called, the agency manager agreed, and now that office sends a staffer to Franklin Heights each week to talk with residents about their benefits. This kind of working across boundaries wasn't happening prior to the changes in Franklin Heights.

It's important to note that the Police Department leaders were careful in their selection of officers and detectives to work in the Franklin Heights area. They found individuals with good interpersonal skills, people who

like to work with neighborhood residents and who have the energy, creativity, and patience to help residents solve problems.

First, Solve Some Problems; Then Ask for Help

The relationships formed between the police and Franklin Heights residents didn't happen immediately. The residents were initially skeptical when the officers started walking around their neighborhood. But when the Housing Authority installed surveillance cameras to deter drug dealing and crime, many people appreciated it. Then the precinct office was established and the three permanent officers demonstrated an ability to work with the residents. When residents started to see the officers as concerned human beings who were willing to go to bat for them, to actually become advocates for them, attitudes started to shift. And as those attitudes shifted, residents were increasingly willing to share information about the sources of crime and drug usage.

Broad Community Involvement

Several important city agencies and departments worked together sharing resources, information, and ideas. Just as significant was the involvement and active support of the Franklin Heights residents (through its Residents Association). As Police Chief Chrisman puts it, "they basically adopted our police officers over there; the Association members cook dinner for them, go out and shoot hoops with them, they've just been tremendous in the participation and involvement." In addition, others in the city contributed money, time, food and other items to the neighborhood residents.

Leadership at the Top, and From Within

This wasn't a collaborative effort dictated totally from above. It was critical that the Police Commissioner saw the value in working closely with the Housing Authority to deal with the problems, that the city manager and city council fully endorsed the initiatives. But much of the leadership came from the individual departments involved. It started with the Police Dept. and Housing Authority leaders, and spread from there. Those two leaders identified an important problem, took some initial steps to learn the causes of the problem, then opened the doors to their staff and other agencies to get involved. And what a difference they made.

SPEAKER SLIDES

(Subject to Change as Modified for Broadcast)

Collaborative Leadership: The Art of Working Across Boundaries

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"Behind all the current buzz about collaboration is a discipline ... If it contained a silicon chip, we'd all be excited."

-- John Gardner, former cabinet secretary, founder of Common Cause and Independent Sector.

Collaboration

- Some Examples
- What?
- Why?
- Why Now?
- Why Not?
- How?



Collaboration Examples

When collaboration doesn't occur...

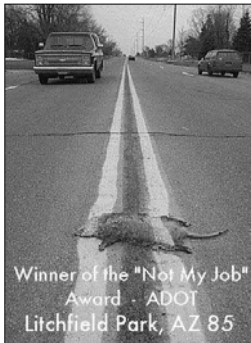
– It sometimes leads to the bizarre

When Collaboration Doesn't Occur...



<http://go.to/funpic>

When Collaboration Doesn't Occur...



Winner of the "Not My Job" Award - ADOT
Litchfield Park, AZ 85

When Collaboration Doesn't Occur

It sometimes leads to tragedies:

– On the battlefield in Grenada



– Dealing with multi-problem families

When Collaboration Does Occur...

The results can be extraordinary:

- U.S. Military in Iraq
- Child Advocacy Center

My Study of Collaboration

- 22 cases studied
- Cases involved all gov't levels; regional and public-private efforts
- All were at least two years old, two-thirds were going four years or longer

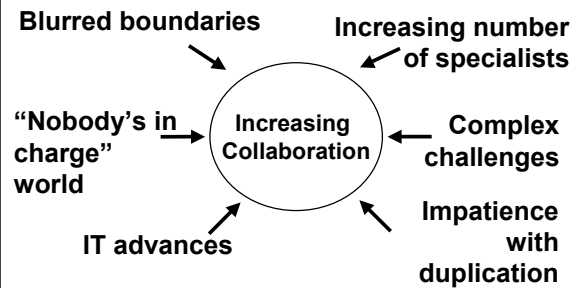
Collaboration: What?

Two or more orgs. (or units in one org.) produce something together, sharing:

- Staff
- Resources,
- Decision making ... and shared ownership of the final product or service.



Collaboration: Why Now? The Trends and Forces Behind This Phenomenon



The Bottom Line: The most important expectations citizens have of their government today are to solve complex, cross cutting problems that can only be addressed by collaborating across organizational boundaries.

Collaboration: Why?

Improved:

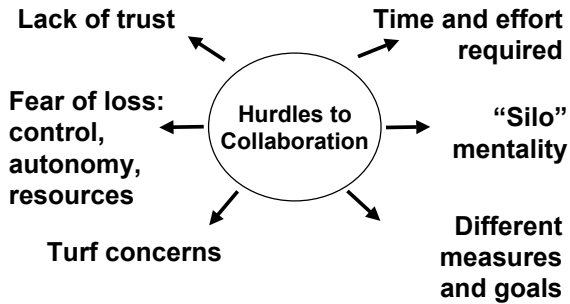
- Decisions
- Use of scarce resources
- Ability to create something that you can't do alone
- Quality



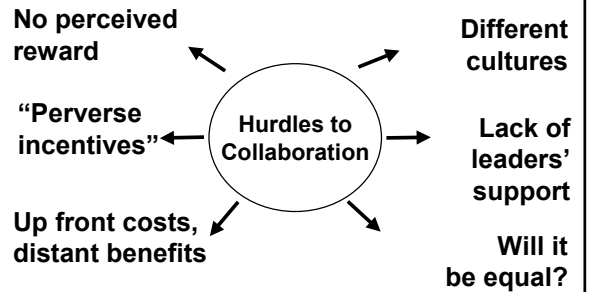
Collaboration: Benefits (cont.)

- Potential for learning
- Ability to achieve your mission
- Cost savings
- And expanded network

Collaboration: Why Not?



Collaboration: Why Not?



“Almost nothing about the bureaucratic ethos makes it hospitable to interagency collaboration.” -- Prof. Eugene Bardach

Collaboration in Murfreesboro, TN

- Great community for most
- But in Franklin Heights totally different scene



- Pub. Housing Executive asked Police Chief for help
- Housing Authority paid for police time, space for precinct station

Murfreesboro example (cont.)

- 3 officers got to know residents
- Authority installed surveillance lights
- Residents started reporting people
- Neighborhood kids hanging out at station
- “Project Go!”
- City schools opened preschool program in Franklin Heights

Murfreesboro example: Results

- Reduced crime
- Ambulance and pizza drivers are back; so is pride
- Police Dept. using the approach elsewhere
- Kids entering kindergarten at level of their peers
- Informal collaboration among City departments involved



Collaboration: How?

The Collaboration Framework

- The “basics” are in place
- Open, candid relationships
- High stakes
- Constituency for collaboration
- Collaborative Leadership

The Basics Are in Place

- A specific shared purpose/ goal
- The parties want to meet now
- Appropriate people are at the table
- An open, credible process
- A champion(s) for the initiative

Basics: Appropriate People Are at the Table

- Are responsible for issue
- Are interested in goal
- Have knowledge/skills to contribute
- Will be affected by group's work
- Are able to speak for their organization

Collaborative Leaders:

Competent, deal with risk/change, political skills, future orientation.

Most importantly, they:

- Combine resolve with modesty
- "Pull" (rather than "push") others
- Assume an abundance, not scarcity, of resources
- Think systemically, and connect to a larger purpose

Collaborative Leadership: Some Characteristics

1. Driven, determined resolve:
Great energy, determination



2. A strong but measured ego:
Their egos don't fill the room - they create space for others

Collaborative Leadership

3. Use of "pull" more than "push:"

- Give others control, autonomy
- Show personal commitment, passion for the goal
- Make creative use of stories
- Tap an inner need



Collaborative Leadership

4. Collaborative leaders assume an abundance of resources: They believe:

- There is enough for everyone
- Most people are needy, not greedy
- We meet our needs by understanding others' needs, explaining our own

Collaborative Leadership

5. Collaborative leaders think systemically, connect to a larger purpose:

- Where others see problems, they see possibilities for partnerships.

"What is needed is for leaders of all institutions to take responsibility beyond the walls." -- Peter Drucker, father of modern management

Collaborative Leadership

5. Collaborative leaders think systemically (cont.):

- Where others solve problems one at a time, they see connected problems, and look for integrated solutions
- When successful, they identify broad values and a larger purpose to the project

Collaborative Leadership

Assess yourself on these characteristics, 1-5.

	Very little	A great deal
When working collaboratively:		
1. I combine determination and resolve with personal humility	1 2 3 4 5	
2. I use "pull" more than "push" to influence others	1 2 3 4 5	
3. I assume an abundance, not scarcity, of resources when negotiating	1 2 3 4 5	
4. I think systemically, and point out the connections to a larger purpose	1 2 3 4 5	

The Tasks of Collaborative Leaders

- Articulate the project's purpose
- Be an effective convener
- Help parties see common interests, and the benefits from joint effort
- Generate trust
- Help the parties design a transparent, credible process



"Holding information creates dependence, while sharing information creates initiative." -- Author and consultant Richard Axelrod

The Tasks of Collaborative Leaders

- Use collaborative problem solving
- Make relationship building a priority
- Take occasional risks as needed
- See that there's a senior champion for the initiative
- Celebrate small successes, share credit widely
- Provide confidence, hope, resilience

Other actions that that can increase collaboration *with other orgs.*

1. Make it easy to discuss common challenges
2. Timing is everything
3. You have to answer the WIIFM? question
4. Focus on the shared goal/need, not on collaboration as such
5. Try a partnering conference



Other actions that that can increase collaboration *within* your org:

1. **Co-locate units whose work is interrelated**
2. **Use performance agreements that include collaboration**
3. **Rotate managers every 2-3 years**
4. **Set goals that can only be achieved by 2 or more units**
5. ***Make it clear that you expect collaboration***

About the Trainer:



Russ Linden is a management educator who specializes in organizational change methods. Since 1980, he has helped government, non-profit and private-sector organizations develop leadership, foster innovation, and improve organizational performance. He is an adjunct faculty member at the University of Virginia, University of Maryland, and the Federal Executive Institute. He writes a column on management innovations for The Virginia

Review, where he serves as Contributing Management Editor, and has produced national videoconferences on re-engineering and on the human side of change. In 2002 Russ was named the Williams Distinguished Visiting Scholar at the State University of New York (Fredonia), for Spring, 2003.

Russ has studied innovative organizations in Japan and the U.S. His current teaching and consulting interests include the human side of change, learning organization principles, reengineering for seamless service, customer-focused organizations, and collaboration across organizational boundaries.

He has published numerous articles, and his first book, *From Vision to Reality: Strategies of Successful Innovators in Government*, came out in 1990. His next book, *Seamless Government: A Practical Guide to Re-engineering in the Public Sector* (Jossey-Bass, 1994), was excerpted in the May, 1995 issue of *Governing Magazine*. His next book, *Working Across Boundaries: Making Collaboration Work in Government and Nonprofit Organizations*, was published by Jossey-Bass November 2002. His clients have included the National Geographic Society, Departments of the Navy and Army, Health Data Services, Inc., U.S. Customs Service, U.S. Dept. of State, Metro Information Services, Inc., Government of the Cayman Islands, U.S. Information Agency, U.S. Dept. of Treasury and of Education, two state attorneys general and over four dozen state, local government, and non-profit agencies. He has also worked with a number of schools, departments, deans and vice presidents at the University of Virginia and other state universities. Some local governments are redesigning their organizations using the principles in his book, *Seamless Government*.

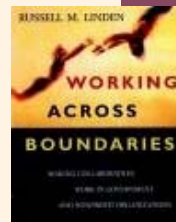
Before beginning his full-time practice, Russ was a Senior Faculty Member at the Federal Executive Institute. He served as the Director of Executive Programs at the University of Virginia's Center for Public Service, taught at the UVa McIntire School of Commerce, and taught and managed in the human services field for 10 years.

Russ Linden's bachelor's and master's degrees are from the University of Michigan. His Ph.D. is from the University of Virginia. His major volunteer activities involve programs that help low-income youth succeed in school and go on to college.

Russ has presented at numerous local government conferences, including IG's annual Transforming Local Government conference. Russ is available to book for inhouse training events via IG's Speakers Bureau. Call Dixie Gillman at IG for more information, 813.622.8484.

Russ Linden Resources Available through IG

Working Across Boundaries by Russ Linden is a practical guide for nonprofit and government professionals who want to learn the techniques and strategies



of successful collaboration. This no nonsense book offers practitioners a framework for developing collaborative relationships and shows them how to adopt strategies that have proven to be successful with a wide range of organizations. **\$25 IG member, \$28 nonmember + S&H.**

The Human Side of Change video, featuring Russ Linden, discusses approaches for leading and retaining staff through major change efforts. **\$137 IG member, \$167 nonmember + S&H.**

Process Reengineering: Methodology & Implementation Video – Linden tackles the implementation tactics and specific methodologies of process re-engineering. **\$137 Member \$167 Nonmember + S&H.**

Seamless Government - A Practical Guide to Re-engineering in the Public Sector. "Russ Linden's book is a pleasure to read. Busy practitioners and elected officials who are intent on reinventing their agencies will find that Seamless Government offers a clear and powerful road map to organizational transformation. It's first rate." Neal R Peirce, author, contributing editor to the National Journal, and syndicated columnist, Washington Post Writers Group. **\$21 Member \$24.95 Nonmember + S&H**

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