

Collaborative Leadership

Building Trust

Facilitator's Guide

Collaborative Leadership

Building Trust

Purpose: Provide a forum in which participants will experience and discuss the importance of building trust and creating safety as a part of collaborative leadership.

Learning Objectives

1. Increase the conceptual understanding of Building Trust and the interrelationship of the six collaborative leadership practices.
2. Identify skills and qualities associated with the collaborative practice of Building Trust.
3. Identify the characteristics of trust required in a collaborative leader.
4. Experience the development of trust and distrust in a group setting.
5. Examine how trust issues operate in authentic situations.
6. Explore the necessary elements of the trust building process illustrated by authentic examples.
7. Explore approaches to building trust in historically disenfranchised communities.
8. Create a Personal Learning Plan to increase competency in building trust and safety using the outcomes of the self-assessment and awareness of resources for extended learning.

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Equipment and Supplies

- LCD or overhead projector
- Chart paper
- Markers
- Masking tape
- Video player and TV (if using Example 2 of the trust building community stories. See *Facilitator's Guide*, p. 10.)

Curriculum Materials

- *Participant's Guide*: Building Trust
- *Slide Set*: Building Trust
- Video Vignettes (from *Turning Point Expert Panel Stories* video)
 - Guatemala
 - The Kitchen Table
 - Kids Can't Fly

Preparation

- Copy *Participant's Guide*, one per participant
- Copy *Slide Set*, one per participant
- Prepare *Trust Account poster*, *Facilitator's Guide*, p. 7 and *Participant's Guide*, p. 5.
- Review *Trust Maze Instructions*, *Facilitator's Guide*, p. 13-14.
- Prepare Maze (day of workshop) as described in the instructions (*Facilitator's Guide*, p. 13).
- Become familiar with collaborative leadership Web site learning resources, www.collaborativeleadership.org.

Display Slide 1 as participants enter room.

1. Welcome and Program Introduction

- A. Review information contained on Slide 1.
- B. Introduce yourself and any other facilitators.
- C. Conduct a participant introduction activity.

Slide 1



**The Turning Point Leadership Development
National Excellence Collaborative**

Vision: Collaborative leadership is used to its fullest potential to achieve policy and systems change that maximizes the public's health.
 Mission: Increase collaborative leadership capacity across sectors and at all levels.
 Other Turning Point National Excellence Collaboratives:

- Modernize public health statutes
- Create accountable systems to measure performance
- Utilize information technology
- Invest in social marketing



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2. Introduction to Collaborative Leadership and the Six Practices

Learning Objective: Increase the conceptual understanding of Collaborative Leadership and the interrelationship among the six Collaborative Leadership practices.

- A. Review *What is Collaborative Leadership?* (Slide 2).

Emphasize that “leadership” in this context is a verb, not a noun. This definition presents leadership as a process shared by all the members of a group.

Slide 2

What is Collaborative Leadership?

- The processes, activities, and relationships in which a group and its members engage in collaboration.
- Collaboration is defined as “exchanging information and sharing or pooling resources for mutual benefit to achieve a common purpose.”



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- B. Review *What is a Collaborative Leader?* (Slide 3).

Emphasize that “leader” is a role that may be shared among members of the group.

Slide 3

What is a Collaborative Leader?

Someone who safeguards and promotes the collaborative process.



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Slide 4

Who is a Collaborative Leader?

Skills	Capacities
Conflict management	Uncertainty
Developing trust	Taking perspective
Communication	Self-reflection
Decision-making	Ego control
Creating safety	
Assessment	



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C. Review *Who is a Collaborative Leader?* (Slide 4).

Explain that these skills and capacities were identified through research with academia, key informant interviews and literature reviews.

Slide 5

Why is Collaborative Leadership Important?

- Most public health problems are complex, interdependent, and messy.
- These type of problems require a systems approach with diverse input and multiple perspectives.
- Many sectors need to “own” the solution for it to be successfully implemented.



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D. Review *Why is Collaborative Leadership Important?* (Slide 5).

- Provide examples of public health problems: teen pregnancy, water quality, chronic diseases, and communicable disease control.
- Issues are not clear-cut, nor are the solutions.
- Root causes are unknown or so massive that one agency or sector within a community cannot effectively deal with problems of this scope independently.
- Stress the need to collaborate in order

to share information and resources to enhance the capacity of another to achieve a common goal or good.

Slide 6

Six Practices of Collaborative Leadership

E. Introduce *Six Practices of Collaborative Leadership* (Slide 6).

- Make the following points:

Because collaboration is challenging, it takes special skills to create and sustain it. There are a number of critical skills and capacities collaborative leaders should possess. Many are not unique to Collaborative Leadership.



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- F. Review *Six Practices of Collaborative Leadership* and how the six practices were chosen (Slide 7), based on the information from page 3 in *Introduction and Overview*.

Slide 7

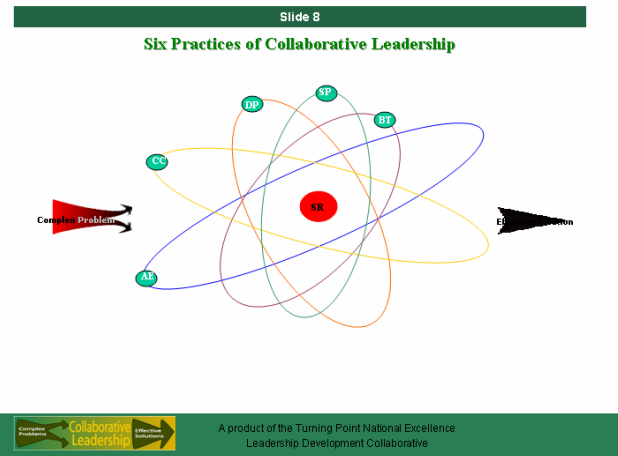
Six Practices of Collaborative Leadership

- Identified by the Turning Point Leadership Development National Excellence Collaborative
- Research included:
 - Literature reviews
 - Individual interviews
 - Focus groups
 - Expert panel debates
 - Attendance at leadership development training programs


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- G. Define and explain each practice (Slide 8, *Participant Guide*, p. 1-2).

- **(AE) Assessing the Environment:** Understanding the context for change before you act.
 - The capacity to recognize and understand other perspectives.
 - Facilitating connections and identifying clear and beneficial change for all participants.
 - Setting priorities and identifying barriers and obstacles.
- **(CC) Creating Clarity:** Defining shared values and engaging people in positive action.
 - Commitment to a cause that transcends the self.
 - Recognition of a spiritual reality or imperative, ethical and moral standards that provide guidance.
 - Developing a shared vision based on common values.
 - Helping people develop confidence to mobilize (take positive action).
- **(BT) Building Trust and Safety:** Creating safe places for developing shared purpose and action.
 - A two-way street—in order to build trust, you must be trustworthy.
 - Necessary for open expression of ideas, questions, and raising doubts.
 - To be successful this takes communication skills—those skills that enhance trust and promote respect.
 - A previous history of working together successfully in limited capacities allows partners to develop trust and respect for one another.



- **(SP) Sharing Power and Influence:** Developing the synergy of people, organizations, and communities to accomplish goals.
 - Participants in the decision-making process need to be empowered in order to contribute fully.
 - The energy of participants focused on a goal generates power; power is not a finite resource.
- **(DP) Developing People:** Committing to bringing out the best in others and realizing people are your key asset.
 - Maximizing the use of other people's talents and resources.
 - Building power through sharing power.
 - Giving up ownership and control.
 - Coaching and mentoring to create power in others that increases leadership capacity for the whole group.
- **(SR) Self-Reflection:** Being aware of and understanding your values, attitudes, and behaviors as they relate to your own leadership style and its impact on others.
 - At “the heart” of all the other practices: Self-reflection is internal while the others are external.
 - The ability to gain insight from one's own experience or action to try to assess the significance of what has happened.
 - Personal CQI—Continuous Quality Improvement: the capacity to engender a never-satisfied attitude that supports setting goals for personal development and learning.

H. Explain the Collaborative Leadership model (visual representation):

1. The collaborative process is triggered by a complex problem (left arrow), which enters the system through either Creating Clarity (CC) among a group or Assessing the Environment (AE) through a formal needs assessment process.
2. These practices are interactive and dynamic, often influencing each other in unplanned ways.
3. They are necessary to finding and implementing an effective solution (right arrow).

3. Module Purpose and Objectives

Learning Objective: Increase understanding of the purpose and learning objectives of this module.

A. Refer to and review *Module Purpose and Objectives* (*Participant's Guide*, p. 3).

4. Building Trust Skills: Self-Assessment

Learning Objective: Identify the skills and qualities associated with the Collaborative Leadership practice of Self-Reflection.

- A. Distribute *Collaborative Leadership Building Trust: Self-Assessment Exercise* and ask participants to complete it by reflecting on their own skills related to building trust.
- B. Ask them to rate their Behavior Frequency for each item.
- C. Tell them that they will use the information from self-assessment when completing a learning plan at the end of the workshop.
- D. Debrief by asking: “Based on what we’ve been discussing in this workshop, how does this feedback (self-assessment) relate to being a collaborative leader?”

5. Conceptual Overview: What is Building Trust?

Learning Objective: Identify the characteristics of trust required in a collaborative leader.

- A. Explain that, using the analogy of a bank account, one can begin to understand the abstract idea of building trust. By maximizing deposits and minimizing withdrawals, the value of the “trust account” continually increases.
- B. Display the *Trust Account poster* as shown below (without examples): (*Participant’s Guide*, p. 5).

Trust Account	
<p><u>Deposits</u> (Examples) Telling the truth Keeping promises Kindness, courtesies Loyalty to the absent Apologizing</p>	<p><u>Withdrawals</u> (Examples) Placing blame Breaking promises Unkindness Violating expectations Gossip, rumors Arrogance</p>

Source: Adapted from Covey, S., *The Seven Habits of Highly Effective People*.

- C. Ask: “What are the “deposits” (acts that engender trust) into this account?” Record responses in the Deposits column.
- D. Ask: “What are the “withdrawals” (acts that engender distrust) into this account?” Record responses in Withdrawals column.
- E. Ask for reactions to this model of trust. (Point out that one large withdrawal could erase all the deposits.)

Building Trust

**Creating safe places for
developing shared purpose
and action.**

F. Review *Building Trust* (definition)
(Slide 10).



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6. Experiencing Trust and Distrust

Learning Objective: Experience the development of trust and distrust in a group setting.

A. Say: “*We’re going to play a game that looks at the issues of trust and distrust.*”

Facilitator’s Note: Don’t explain too much about the purpose or structure of the game at this point; this is an experiential exercise.

B. Play the Trust Maze game (see *Trust Maze Instructions, Facilitator’s Guide, pp. 13-14*).

Facilitator’s Note: For this version of the Maze it is less important for teams to finish the activity and more important for them to see how lack of continuity and integrity from you in the role of Maze Manager (i.e., County Council person) erodes their willingness to follow and commit themselves to the task. Allow at least 10 minutes of the activity before the Maze Manager imposes new and arbitrary rules (changes the correct pathway) or applies new sanctions (changes penalties).

C. Debrief game using following questions:

1. Where did issues of trust come up for you?
2. What happened when the teams and individual members were confronted with seemingly arbitrary and obstructionist new rules?
3. How did individuals and teams respond?
4. Were there winners in this game? Losers?
5. How is this like or unlike your work in the community?

7. Lessons in Trust: Case Studies

Learning Objective: Examine how trust issues operate in authentic situations.

A. Make the following points:

1. Trust and safety issues play out differently in different situations.
2. The following three scenarios are good examples.

B. Divide participants into three groups and assign one case study (from the *Participant’s Guide, pp. 6-9*) to each group.

C. Ask them to read their assigned case study and discuss the Guide Questions following it in their small group.

- D. Ask each group to briefly describe its case study to all the participants and then debrief using the following questions:
1. How do groups develop trust and safety? What are the first steps?
 2. What are the issues that need to be addressed so that everyone feels safe?

8. Building or Breaking Trust: Community Stories

Learning Objective 1: Explore the necessary elements of the trust building process as illustrated in authentic examples.

Facilitator's Note: The three following activities address two different learning objectives, both involving building or breaking trust and its impact on working with communities. Because each activity, if fully explored, can be time-consuming, conducting all three activities may not be feasible.

Example 1: Our Own Stories of Trust

- A. Make the following point: *We all have our own history of experiences with trust issues as we do our work in the community.*
- B. Divide the group into triads.
- C. Instruct each group to develop one *true* community story where trust was either built or broken. (Refer to *Telling Your Own Story, Participant's Guide, p. 10*, for format.)
- D. Ask each triad to share its story with the whole group.
- E. Ask: *"What were the key elements of trust that were either broken or built in your story?"*
- F. Add four key elements of trust, if not mentioned:
 - Honesty
 - Openness
 - Consistency
 - Respect

Source: Larson, LaFasto, 1989.

- G. Review *Trust Building Checklist, (Slide 11)* and *Participant's Guide, p. 11*.
- H. Ask if there are others that should be added to the list.
- I. Say, *"All the elements we discussed are important to this process. Where do we start? What specifically can we do to ensure that the elements of trust are reflected in our work?"*
- J. Add responses to Checklist.

Slide 11

Trust Building Checklist

- Practice focused listening
- Call each other by name
- Clearly identify purpose for gathering
- Let people know what is expected of them
- Identify time frame team will work within
- Balance process with product
- Ensure everyone has an opportunity to speak
- Use fair processes to get things done
- Have diverse representation of types of people
- Create working agreements

Facilitator's Note: A variation of this exercise is to choose one of the stories where trust was broken and have small groups make a list of the steps they would take to build trust in that situation. Have groups share their lists. If time is limited, change triads to groups of four to five to generate lists.

Example 2: Video Vignettes

- A. Make the following points:
Building and maintaining trust is key to any collaborative work.
A collaborative leader's role is to promote and safeguard that trust.
- B. Say: “Here are some short stories that illustrate ways to build trust.”
- C. Show each short vignette and discuss the trust-building methods illustrated in it.
- Guatemala (Informal exploring; collaborative climate; diverse perspectives)
 - The Kitchen Table (Safety)
 - Kids Can't Fly (Community trust building process)
- D. Add the following, if not mentioned by participants:
Informal exploring
Sharing ownership (empowerment)
Celebrating success
Powerful team experiences (e.g., trust walks, ropes courses, etc.)
Source: Chrislip, Larson, 1994
- E. Say: “All the elements we discussed are important to this process. Where do we start? What specifically can we do to ensure that the elements of trust are reflected in our work?”

Slide 11

Trust Building Checklist

- Practice focused listening
- Call each other by name
- Clearly identify purpose for gathering
- Let people know what is expected of them
- Identify time frame team will work within
- Balance process with product
- Ensure everyone has an opportunity to speak
- Use fair processes to get things done
- Have diverse representation of types of people
- Create working agreements

F. Review *Trust Building Checklist*, (Slide 11 and *Participant's Guide*, p. 11).

- G. Ask if there are others that should be added to the list.
Facilitator's Note: If doing Activity 1, continue to add to Checklist.



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Learning Objective 2: Explore approaches to building trust in historically disenfranchised communities.

Example 3: Cross-Cultural Stories

- A. Divide into groups of four to five.
- B. Have them read *The Blind Men and the Elephant* parable, ***Participant’s Guide*, p. 12.**
- C. Instruct them to re-title the story *The Eye of the Elephant* and re-write it from the perspective of the elephant, using the worksheet on ***Participant’s Guide*, p. 13.**
- D. Ask one group to share their rewritten story.
- E. Ask the following questions:
 1. *How is the elephant’s perspective different from the sages’? Any similarities?*
 2. *What implications does this have for our work with communities?*
- F. Ask participants to read *Stories About Trust*, ***Participant’s Guide*, pp. 14-15.**
- G. Discuss how trust was built or broken in each story (Tuskegee, Puerto Rico, Africa).
- H. In order to provide examples of successfully building trust in communities, choose one or both of the two short approaches provided by Alfred Ramirez (***Facilitator’s Guide*, p. 17**) to read to the group.
 - Asset-Based Assessment
 - Listen, Learn, Lead

When you have finished reading, ask participant to identify the elements of the approach(es) that would be meaningful to their communities.

- I. Say: *“All the elements we discussed are important to this process. Where do we start? What specifically can we do to ensure that the elements of trust are reflected in our work?”*
- J. Review *Trust Building Checklist (Slide 11)* and ***Participant’s Guide*, p. 11.**
- K. Ask if there are others that should be added to the list.

Facilitator’s Note: If doing Activity 1 or 2, continue to add to Checklist.

Slide 11

Trust Building Checklist

- Practice focused listening
- Call each other by name
- Clearly identify purpose for gathering
- Let people know what is expected of them
- Identify time frame team will work within
- Balance process with product
- Ensure everyone has an opportunity to speak
- Use fair processes to get things done
- Have diverse representation of types of people
- Create working agreements

9. Develop a Personal Learning Plan: Building Trust

Learning Objective: Increase competency in Building Trust using outcomes of self-assessment and awareness of resources for extended learning.

Slide 12

Methods for Change

- Exposure to different ideas
- Exposure to different cultures
- Experience/Practice
- Self reflection (e.g., logs, journals)
- Mentoring/Coaching
 - 360 Assessment, shadowing
- Peer support



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- A. Say: “*Collaborative Leadership development is a personal growth process involving a change in mindset and habits. There are proven methods for making these kinds of changes.*”
- B. Display and review **Slide 12**, Methods for Change. Say: “*There are resources to support you on your journey.*”
- C. Refer to and review Readings and Resources, ***Participant’s Guide*, pp. 16-17.**
- D. Describe learning resources on collaborative leadership Web site (www.collaborativeleadership.org).
- E. Refer participants to Personal Learning Plan, ***Participant’s Guide*, p. 18.**
- F. Ask participants to review their self-assessment Behavior Frequency score to set learning goals and plan for achieving them.
- G. Work through an example with the participants, if appropriate.
- H. Remind participants that they are engaging in self-reflection, one of the collaborative leadership practices that is at the heart of any personal change process.
- I. Refer to Module Purpose and Objectives, ***Participant’s Guide*, p. 3** and summarize module.

The Trust Maze: Instructions

Facilitator's Note: Review the game rules on your own before explaining them to the group. This is complicated.

Preparation and Purpose

1. Make a grid on the floor using masking tape. (See diagrams, *Facilitator's Guide*, pp. 15-16. The "X's" represent examples of correct pathways.) Make a 6x6, 7x7, or 8x8 grid, depending on the size of your group. There will be two teams. Make each box large enough for a person to stand in.
2. Write \$30,000 at the top of a piece of chart paper. Every time a participant from either team makes a mistake, you will subtract the appropriate amount from the total. (See *Game Rules, Facilitator's Guide*, p. 14.) The activity will conclude either when every team member has had a turn or the "money" is gone.
3. Divide participants into two teams. Tell them that each team represents a different community. Read community profiles to participants (below).
4. Allow teams to plan. Give them 5 minutes to discuss approaches to moving as many people as possible through the Maze. Remind them that additional planning time costs \$1,000 per minute.
5. Start the game. Have teams gather at the top of the Maze while you stand at the bottom. ("Top" and "Bottom" are arbitrary.) Review Game Rules with the teams.
6. Have teams take turns attempting to get through the Maze. As each member moves one at a time from box to box, either stay silent (silently indicate the correct path) or "buzz" him or her out (indicating an incorrect path). Participants must exit the Maze on the correct path or lose additional resources.
7. At some point in the process, either after two or three community members have successfully navigated the maze or after approximately 10 minutes, the Maze Manager should change the correct path, but *not* tell the teams. Once a new community member enters the maze, adhere to the new path. This will likely result in the community member being "buzzed out" earlier than the teams expect. Do not defend or comment on your actions until the debriefing period. In addition, at some point in the process, the Maze Manager can arbitrarily change the rules by choosing to penalize one individual \$5,000 for a misstep in the Maze. (The point is that unpredictable changes and "new rules" often get made in the environment in which collaboration occurs.)

Introduction

1. Read the following community profiles used in the game aloud.

“As you know, we have two very different communities here in Bigole County. One, Gotitall, has a lot of wealth, lots of services, and exceptional schools. The other, Barelygettingby, has a large welfare population, very diverse citizens, few services, and a small tax base.”

“Because of our county-wide Town Hall meeting last week, the County Council has decided to give \$20,000 to bring citizens of both communities together in an effort to develop a roadmap for creating an improved Bigole County.”

“Additionally, Gotitall and Barelygettingby have committed another \$5,000 each for a total of \$30,000.”

2. Explain that the game will be played with these communities in mind—one team will be Gotitall and the other will be Barelygettingby.

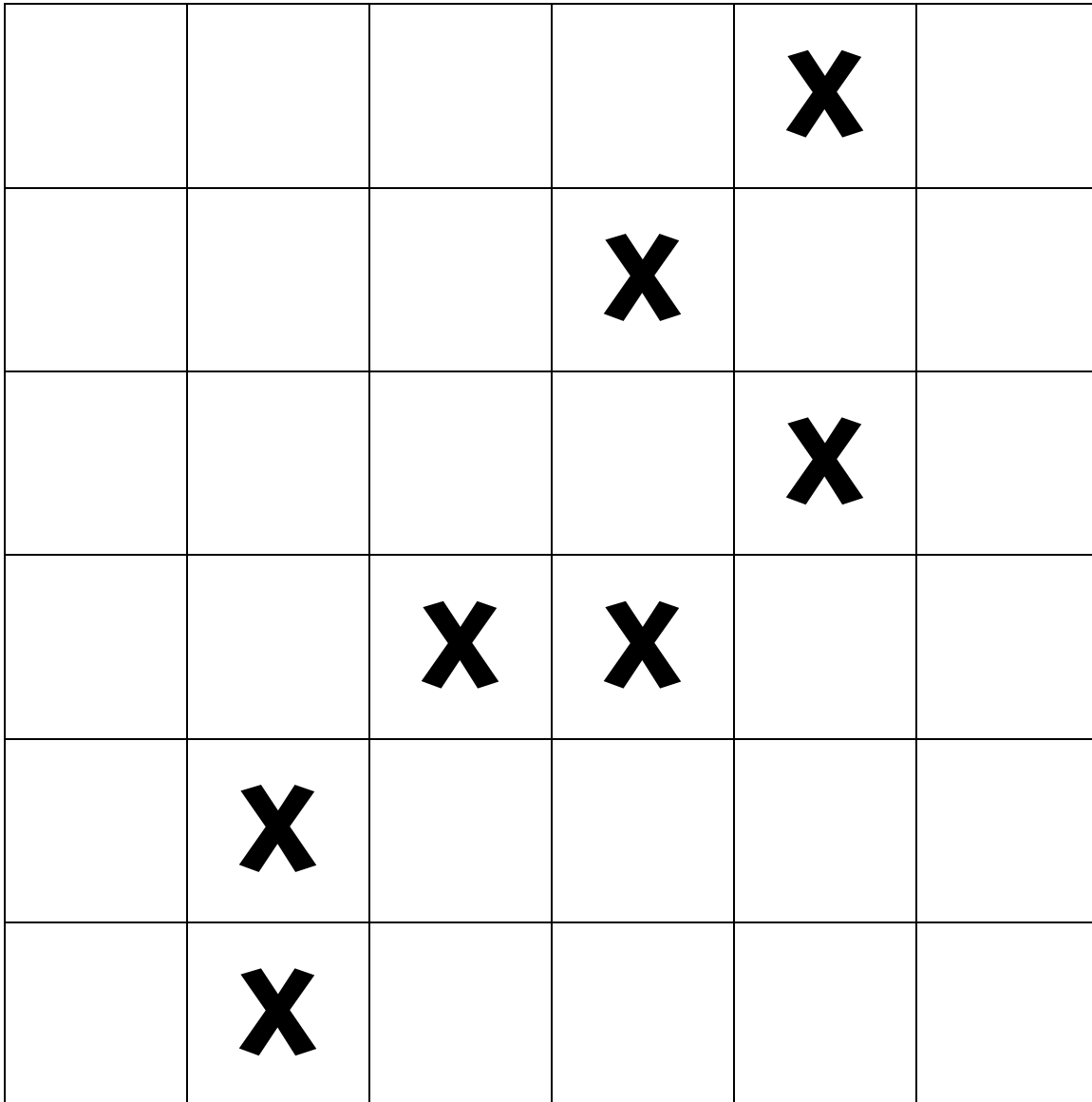
Game Rules

Explain: *“You see ahead of you an example of a process map that can guide your communities to a much-improved future. It does, however, have many challenges; mis-steps and sloppy steps can be costly. I will be acting as the Maze Manager, telling you when your team members have selected a correct or incorrect pathway. Your challenge is to successfully negotiate the Maze observing these rules:*

1. *Only one person from one team can be in the Maze at a time.*
2. *Teams will alternate sending their players through the Maze (e.g., one member of Gotitall, one member of Barelygettingby, etc.).*
3. *Players must go through in the order you created during your preparation and planning.*
4. *No one player can go all the way through more than once.*
5. *The first time a member makes a mistake the penalty is \$500; for mis-steps thereafter the penalty is \$1,000. Mis-steps include backing out of the Maze incorrectly.*
6. *Forward, sideways, and kitty-cornered steps are allowed.*
Say: *“Remember, unpredictable things can happen at any time! Budget deficits, shorter deadlines, new roles, players.”*

Diagrams

Sample Maze Pathway 6x6



Sample Maze Pathway 8x8

						X	
					X		
				X			
				X	X		
						X	
						X	
				X	X		
			X				

Asset-Based Assessment

Alfred Ramirez: McKnight and others have done research and practice on the whole notion of asset-based assessment and management, looking at your assets rather than your deficits. I think it's important that we start immediately from the point of view that there are assets in our communities. Many times in our zeal to collaborate or to solve a problem, we identify the problem and move ahead on it before we do an assessment of the richness of that community in which we work.

Source: *Collaboration and the Turning Point Initiative: Proceedings of a Conference on Leadership Development Held at the University of Denver*, April 6, 2001, p. 31.

Listen, Learn, Lead

Alfred Ramirez: Our philosophy at the National Community for Latino Leadership incorporates that piece about listening. We believe in listening, learning, leading. And that's how we go to work everyday. We try to promote that with our staff and also in the work that we're doing. It's frustrating sometimes because there is always a tendency to have a sense of urgency, to want to just move right in and work on things, but the listening part is essential, asking people what it is that they think is important, what are their values, priorities, needs, and visions. We have been asking people what skills, what experience, what tools they need to reach their vision. And we push them a step further to also ask them if they see that happening in their lifetime or for the next generation. The learning part is where we take all of the information via questions, surveys, focus groups, meetings with individuals. There's also the unlearning. We have to add that to our curriculum. How do you unlearn what you know already, and have that be an active part of the exercise?

Source: *Collaboration and the Turning Point Initiative: Proceedings of a Conference on Leadership Development Held at the University of Denver*, April 6, 2001, p. 34.

