
SUBJECT INDEX

A

- “Abilene Paradox, The” (Harvey), 241
 Absenteeism, 363–364
 Academic collaboration, 18–19, 22–23, 419–431
 Accessibility, 468
 Accommodation, 133, 134
 Accountability: in cultural transformation, 250–251; empowerment and, 242, 244; joint, 293; lack of, 233; of leaders, 21–22; of participants, 11, 21; in public policy-making, 460
 Action Research, 104
 Active citizenship, 461
 Active learning, 324
 Active listening, 458
 Activedemocracy.net, 418
 Adaptability, 315–316, 340–341
 Advocates and advocacy: coalitions of, 390, 393; inquiry balanced with, 108, 113, 119, 122, 123; for policy change, 377; process, 327–328; styles of, 132–139
 African American Men Commission, 372, 373
 African American Men Project (AAMP), 368–393; background and development of, 370–373; cultural milieu for, 368–369, 381–382; initiatives of, 372–373; Leadership for the Common Good framework in, 375–393; stakeholders in, 376–378
 Agency, 44
 Agonism, 419
 Agreements: barriers to, 159; shared acceptance and, 249; strength of, in nondirective approaches, 273–274; using uncertainty to reach, 204–206
 Alignment: checking for, 216, 217; in collaborative tensility theory, 109, 111, 114–115, 118–125, 469; of mission, strategy, and culture change, 348–349; for sustainability, 216, 217, 219, 221–222, 223
 Alternative dispute resolution, 273
 Altruism, 235, 413
American Journal of Medical Quality, xxv
 Anonymous feedback, 299
 Anxiety reduction, 267
 Applegate Partnership, 146
Appliance Design, xxiv
 Appreciative stance: agonist stance *versus*, 419; confronting reality *versus*, 249; in interorganizational learning, 108–109, 122; in organizational learning, 167
 Archetypes, 174–175, 181, 189–190
 Architects, deliberative process training of, 409–410
 Arenas, 378, 472
 Argonne National Laboratory, 68
Art of Facilitation, The (Hunter), 210
 Assertiveness, levels of, 132, 133, 135, 136, 137
 Assessment: of change effort, 361–364; cultural, 313, 368–369; current and future state, 360; environmental, 313; self-, 313. *See also* Stakeholder analysis
 Assumptions: cultural, 381–382; of mutual learning model, 292; in

- structures, 299–300; of unilateral control model, 286–287
- Attachment, 197–198
- Auditory representations, 180–181
- Australian Universities Quality Agency (AUQA), 429, 431
- Authenticity, 153–154, 237, 245, 247
- Authoritarian-hierarchical culture, 231, 232–233
- Autonomy, 465
- Avina Foundation, 60
- Avoidance: in collaborative problem solving, 133, 134, 263; of conflict, 203
- Avoiding Disaster While Sharing Decision Making* (Sorenson), 143–144
- Awakening the Heroes Within* (Pearson), 174–175
- Awareness: concept of, 469; context, 212–213, 224–225, 313, 471; holistic, 211; organizational, 304, 309, 310–311, 313; presence and, 224–225; self-, 304, 310–312, 316–317; use of self and, 304–305, 309, 310–311
- B**
- Backstage activities, 131, 132, 137, 139, 469
- Banco de Crédito e Inversiones (BCI), 61–62
- Bargaining, 388–389
- Behavior change, 314
- Bench strength, 23–24, 469
- Benefit, and collaborative tensility, 109, 111, 117–125, 469
- Bias, 326
- Black Men Reading, 373
- Blaming: others, 155–156, 245; the victim, 327
- “Blind men and the elephant” parable, 193–194, 195, 196, 201, 205–206
- Boards, 248–249, 378; random selection for, 425–427, 429, 430–431
- Bonfire of the Vanities, The* (Wolfe), 43
- Boston Philharmonic Orchestra, 305
- Boundary guards, 133–135
- Boundary-object models, 71
- Boundary setting, for team, 351–352
- Boundary spanners, 134, 136–137
- Bowling Alone* (Putnam), 42–43
- BP, 107
- British Urban Regeneration Association, 86
- Brookline. *See* Public Schools of Brookline (PSB)
- Budgeting processes, 297, 298
- Bureaucratic resistance, 388, 390, 392
- Burned Children Foundation (BCF), 61
- Burnout, 235
- Business organizations: in African American Men Project (AAMP) collaboration, 369; collaboration in, *xxiv*; nonprofit alliances with, in low-trust cultures, 55–66
- Business Week*, *xxiv*
- C**
- California Birth Defects Monitoring Program (CBDMP), 4, 5, 7, 9
- Call to leadership, 383
- Calvary metaphor, 176
- Canadian Public Health Association, *xxvi*
- Capacity building: for collaborative culture, 13–14, 361; nondirective approaches and, 265–266
- Case Western Reserve University, 104, 302, 303
- Catholic Church, 65, 94
- CBA, 302
- Celebration, 339
- Center for Policy Research, SUNY, 68, *xvii*
- Center for Sustainable Cities, 104
- Center for Technology in Government (CTG), SUNY, 69, 71–72, 75, 83, 84
- Certainty. *See* Uncertainty and certainty
- CGI-AMS, 302
- Champions: for equity, diversity, and interdependence (EDI) process, 100; for policy change efforts, 391–392, 393; process, 422, 430, 431, 474; for random selection experiments, 422, 430, 431
- Change: adaptability and, 315–316; conditions that support, 323–326, 382; confronting the need for, 248, 249, 323; flexibility and, 447; imperative for, 323; policy cycle of, 379–380, 391, 392; process champions and enabling leaders for, 429–431; systemic, 346, 347–364; use of self and, 304–307
- Chief executive officers (CEOs): on creating collaborative cultures, 1–37, worries of, 15–17
- Chile, cross-sector collaborations in, 56–66; low-trust culture of, 56–59
- Citizen deliberation councils, 276, 457
- Citizen participation. *See* Public participation
- Citizens League, 382
- Civil dialogue, 41–51, 469
- Civil rights legislation, in Northern Ireland, 88, 89–90, 99
- Civil society, 461
- Clean language, 181–182, 188, 189
- Climate: collaborative, 207; dimensions of, 236, 250; management of, 235; transformation of, 236. *See also* Culture of collaboration; Organizational culture(s)
- Clues to Achieving Consensus* (Hanson), 128
- Co-Intelligence Institute, statement of, 456–458
- Co-operacy, 221
- Co-operacy* (Hunter), 210
- Coaching, 32, 361
- Coalitions: advocacy, 390, 393; in dispute resolution, 198–199; minimum-winning, 389–390; for policy change, 377; political leadership and, 387, 389–390
- Codependence, 156
- Codesigner role, 327–328
- Coffee with the Dean, 422–425, 427–428, 429–431

- Cognitive science, 271
- Collaboration: barriers to, 151–159, 283–289; conflict in, 194–195; in county public agency, 345–364; definitions of, 81, 153, 282, 322–323, 470; developmental levels of, 258–259; dynamic theory of, 69–83; emergent approaches to, 257–277; espoused *versus* genuine, 282–283; evolutionary and biological bases for, *xxiv*; fields of, *xxiii–xxv*; initial, revised, and final theories of, 74–83, 470; interorganizational, 69–83, 105–125, 142, 173–191; in large-scale projects, 435–447; leadership roles in, 129–145; negative connotations of, *xxvi*; participant/representative styles of, 132–139; in problem solving, 129–145; random selection and, 419–431; for social change, 322–341; structures for, 297–300; success factors in, 330–332; sustainable, 211–225; in task-oriented groups, 257–277; in university setting, 419–431; in urban planning project, 399–415; utilizing uncertainty in, 193–208. *See also* Cross-sector collaboration; Culture of collaboration
- Collaborative Governance* (Hewlett), *xxiv*
- Collaborative Regional Initiatives* (Irvine), *xxv*
- Collaborative tensility: concept of, 470; implications of, 122–125; in interorganizational learning, 105–125; relational bases of, 118–121, 122, 123–125; research study of, 109–111; thematic categories of, 111–125; theory development for, 110–111
- Collaborative values, principles, and beliefs, *xxvi–xxviii*; acceptance of, among top leaders, 5–8; formal statements of, 449–468, *xxvii*; gaining acceptance of, with newcomers, 24–26; gaining acceptance of, with resistant employees, 18–24. *See also* Values
- Collapse* (Diamond), 215–216
- Collective intelligence, 456–458
- Collective subjectivism, 71
- Collective unconscious, 174–175, 181, 189
- Collective Wisdom Initiative, 256
- College district information system project, 436–437, 440, 441, 442, 444–445
- College of New Jersey, 398
- Colorado State University, 86
- “Columbo question,” 189
- Commissioned projects, 141–142
- Commitment: informed, 465; of top leadership, 248–249, 459
- Common goals, 446
- Common-ground focus, in deliberative democracy, 413
- Communal stories, 385–387
- Communication: collaborative systems of, 31; of communal story, 386; community and, 41–42, 238–239; competencies in, 240–241, 259–260; interpersonal clarity and, 159–161, 169, 170; in large-scale collaborative projects, 444, 446; Model I and Model II, 113; paradox of, 241; by team leaders, 383–384. *See also* Dialogue; Listening
- Communities, civil dialogue in, 41–51
- Community At Work, 2, 32, *xxxvi*
- Community building, 238–239
- Community Relations Council, Northern Ireland, 90–92, 102
- Compañía Interamericana de Seguros (CIS), 63
- Compassion, 214, 220, 291–292
- Compendium, 270, 272
- Compensation, 32
- Competencies: culture-climate (CC), 237–244, 250–251, 251, 471; leadership, 10–11; leadership-for-the-common-good, 381–392; for process practitioners, 326–328. *See also* Training
- Competitiveness: certainty *versus* uncertainty and, 195–204; in collaborative problem solving, 133–135; culture of, 231, 234, 236
- Complexity: collaboration and, 340; problem definition and, 263; states of mind and, 201–202
- Compromise, 199, 205, 388–389
- Concept model, 73–74
- Confidence: concept of, 44–46, 471; social capital and, 43, 46, 47–51. *See also* Trust
- Conflict: avoiding, 203, 240; within collaborative process, 194–195; constructive *versus* destructive, 195, 197–208; culture of, 231, 234, 236; in dynamic facilitation, 267; inclusion of decision blockers and, 441; in policy-making arenas, 388; positive psychology and, 235; safety in, 267; state of mind and, 195–201
- Conflict analysis, 201, 251
- Conflict resolution/management: CEOs on, 15–16, 18–24; certainty and uncertainty in, 193–208; civil dialogue and, 47, 49–50; collaborative, 356; employee skills training in, 359, 363; political leadership skills and, 387–390; roles in, 129–145; in teams, 239–240; transformative mediation for, 257–258, 272–274
- Conformity, 240, 241, 430
- Congruence, 219–220, 222, 223; integrity and, 246–248
- Conscientização* process, 261–262
- Conscious evolution, 214
- Consensus building: cosensing *versus*, 269; facilitator roles in, 139–140; participant roles in, 131–139; principles of, 455, 464; processes of, 454; rule-setting for, 144–145; sponsor roles in, 140–145; styles of, 132–139; uncertainty in, 197
- Consortium development, 122–123. *See also* Sustainability Consortium
- Consultation fatigue, 460
- Content analysis, 110–111, 406
- Content expertise, 326, 442
- Context awareness, 212–213, 224–225, 313, 471

- Contextual leadership, 381–382
 Continuum of sociality, 45
 Convened projects, 142
 Conveners. *See* Sponsors or conveners
 Convergence, managing, 263, 267, 268, 272–273
 Cool Fuel, 114
 Cooperativeness: certainty *versus* uncertainty and, 195–204; levels of, 132, 133, 135, 136, 137
 Copromotion, 388, 389
 Coracle Consulting, 192
 Core project team, 443–444
 Cornerstone Consulting Group, 331, 342
 Corporación de Ayuda al Niño Quemado (COANIQUEM), 60–61
 Corporación de Crédito al Menor (CCM), 61–62
 Corruption: culture of, 231, 233, 236; in Philadelphia mayor's office, 404; social trust and, 58, 59
 Co-sensing, 266–269, 471
 Cosmopolitan social trust, 44, 45, 47–51, 471
 Council on Environmental Quality, statement of, 465–466
 Courts, 378–379, 472
 Covering up, 232
 “Creating a Level Playing Field” (Bauer), 141
 Creative breakthroughs, 267–268
 Creative financing, 145
 Creative tension, 267
 Creativity: in dynamic facilitation, 267–268, 269; nonlinear thinking and, 264, 271–272
Critical Hours (Miller), 336
 Critical incident technique, 110
 Croatia, 302
 Cross-boundary activity framework, 73
 Cross-organization collaboration. *See* Interorganizational collaboration
 Cross-sector collaboration, *xxv*; challenges of, 367–368; Leadership for the Common Good framework in, 367–393; in low-trust cultures, 55–66; for social problems, 55–56, 367–368; in United States *versus* Latin America, 56, 64–66
Crossroads (Hennepin County), 371–372, 378, 380, 381–382, 386–387, 389, 394
 Cultural competence, 326
 Cultural differences, in social trust, 56–66
 Culture: analysis of, 368–369, 381–382; concept of, 471; levels of, 368–369. *See also* Organizational culture
 Culture-climate (CC) competencies, 237–244, 251, 471
 Culture climate (CC) management, 235–236
 Culture of collaboration: added values of, 230–231; assumptions for creating, 167–170; barriers to creating, 151–159, 283–289; certainty/uncertainty balance in, 206–208; CEOs on creating, 1–37; for civil dialogue, 42–51; conditions for creating, 323–326; cross-sector creation of, 367–393; definitions of, 36, 151, 310; deliberative democracy for creating, 339–415; developing newcomers for, 24–26; Facilitative Leader approach to, 281–300; institutionalizing, 26–35; interpersonal clarity for, 115–170; meaning-centered approach to, 229–252; metaphor use in creating, 173–191; practical dialogue and, 275–277; process design for, 329–332; random selection for creating, 419–431; *versus* short-term collaboration, *xxvi–xxviii*; short-term risks of, 5–6; skill building for, 13–14, 31–32, 259–260, 356–361, 362–363; for social change, 322–341; systemic change for, 346, 347–364; tasks of building, 238–244; in urban planning setting, 399–415; use of self in creating, 304–317. *See also* Collaboration; Organizational culture
Culture's Consequences (Hofstede), 200
 Curiosity, 293
 Current state assessment, 360
 Cyclical community-building model, 217
 Cynicism, 246, 250, 350, 363, 429, 430, 440–441
- ## D
- Days of Restoration, 372
 Dean-faculty conversations, 420, 422–425, 427–428, 429–431
 Deception, 232
 Decision blockers, 440–441, 471
 Decision influencers, 440, 471
 Decision makers, inclusion of, 440
 Decision making: information and, *xxviii*; right to participation in, *xxvi–xxviii*
 Declaration of the Rights of Man, *xxvii*
 Defensiveness, 114, 294
 Deliberative democracy: advocates of, 400, 412; concept of, 399, 471–472; evaluation of, 405–415; norms of, 399, 412–413, 471; in Penn's Landing project, 400–415; random selection in, 421; training in, 405, 409–410. *See also* Democracy
 Democracy: loss of trust in, 46; participant selection and, 419–421; practical dialogue and, 276; principles for public participation in, 456–458; right to participation and, 459, *xxvii–xxviii*. *See also* Deliberative democracy
 Denial, 232
 Development maps, 217
 Dialogue: acrimonious, 41–42, 47, 48; civil, 41–51, 469; for community building, 238–239; in democracy, 276, 457; facilitated, 457; Freirean, 261–262; for organizational learning, 161–167; practical, 257–277, 474; skills training in, 108–109
 Dialogue mapping, 257–258, 269–272
 Dirección de Estudios Sociológicos (DESUC), 54
 Directive approaches, open-ended approaches *versus*, 261–266

Subject Index

489

Dirty tricks, 232
 Disability rights legislation, in
 United Kingdom, 90
 Disclosure: in civil dialogue, 50–51;
 concept of, 51
 Disillusionment, 115
 Dispute resolution, 273, 356. *See also*
 Conflict resolution/management
 Divergence, allowing, 267–268
 Diversity: collaborative tensility
 and, 123–124; concept of, 91,
 472; of perspectives, 193–208,
 456; supporting, in Northern
 Ireland, 87–101
 Divide-and-conquer tactics, 233
 Documentation: facilitator role in,
 140; for transparency, 339–340
 Dovetail Consulting, 192
 Dynamic facilitation, 257–258,
 266–269, 270–272, 458
 Dynamic modeling, 69–83

E

Early adopters, 28, 35
 East Range Service Alliance,
 142–143
 Ecology, 212. *See also* Environmental
 sustainability
Economic and Industrial Democracy,
 xxvii
 Ecosystem, 213–214, 215
 Ecumenical Institute of Chicago,
 40
 Educational equity, 323, 328–329,
 333–340
 Elites: deliberative processes and,
 409–410; representative selec-
 tion and, 420
 Emergent approaches, 257–277,
 457–458
 Emergent wholeness, 266–269
 Emotional intelligence (EI), 236,
 237
 Emotional self-awareness, 311
 Emotions: culture-climate compe-
 tencies and, 237–238; express-
 ing, 160; reinforcement effect of
 positive, 121, 122, 123; in uni-
 lateral control model, 285–286,
 287; welcoming *versus* restrain-
 ing, 263–264

Empathy, 291–292, 311
 Employees: healthy culture and,
 230–231; meaning-centeredness
 and, 237–238, 248; training, for
 collaborative work, 356–361; in
 transition management team,
 350–352
 Empowerment: accountability and,
 242, 244; in culture change
 process, 350–352, 363; in
 democracy, 456–457; give-up-
 control model and, 289; of
 middle people, 354; superficial,
 143–144; of team members,
 384; in transformative media-
 tion, 273
 Enabling leader, 429–431
 Energy: collective, 220, 264–265;
 sustaining, 339
 Engagement: as driver of collabora-
 tion, 81–83; reinforcing loops
 of, 78–79, 80
 Engineering, collaboration in, xxiv
 Environmental assessment, 313
 Environmental sustainability: col-
 laboration in, xxiv; consensus-
 building roles in, 129–148;
 cooperative processes for,
 211–225; interorganizational
 collaboration for, 106–125;
 statements of guiding principles
 for, 454–455, 465–466
 Equality legislation, in Northern
 Ireland, 88, 89–90, 99
 Equity: concept of, 91, 472; educa-
 tional, 323, 328–329, 333–340;
 promoting, in Northern Ireland,
 87–101
 Equity, diversity, and interdepen-
 dence (EDI), 87–101
Equity, Diversity, and Interdependence
 (Murray and Murtagh), 86–87
 Error rate, 78, 79
Essence of Facilitation, The (Hunter),
 210
 ESSO-Chile, 60–61
 Ethics: IAF code of, 449–450; in
 leadership, 390–391; social trust
 and, 59; sustainability and, 216,
 219, 220
 Evolutionary psychology, 123–124
 Evolutionary science, xxiv

Executive Decision Services, xxii
 Executive function, self, 308
 Experience: certainty *versus* uncer-
 tainty in, 196; concepts of, 154,
 167–169, 472; facilitated shar-
 ing of, 424–425; learning from,
 154–156, 314, 315; self-differen-
 tiation and, 155–157, 169, 170;
 sense making of, 157–159,
 160–161, 167–170, 240, 475
 Experiential learning, 259, 260, 261
 Experiential simulations, 260
 Expert learning, 120
 Experts, inclusion of, 441–442
 External consultants: CEOs on role
 of, 11–15, 32; for collaborative
 culture change, 325–326, 328–
 329; for equity, diversity, and
 interdependence (EDI) process,
 97–98, 100–101; for large-scale
 collaborative projects, 439. *See*
also Facilitators

F

Facilitation: concept of, 472; of cul-
 ture transformation, 248–251,
 322–340; dynamic, 257–258,
 266–269; FACTS model in,
 221–223; of feedback meetings,
 360–361; of interorganizational
 learning, 108–109, 120; meta-
 phor method of, 173–191; with
 practical dialogue, 257–277;
 presence in, 224–225; for social
 change, 322–340; of sustainable
 cooperative processes, 217–223;
 of task-oriented groups, 257–
 277. *See also* Group facilitation;
 Process facilitation
 Facilitative Leader approach: to
 creating collaborative culture,
 281–300; mutual learning
 model and, 290–295, 300; out-
 comes of, 281–282, 294–295;
 at Public Schools of Brookline,
 329
 Facilitators: code of ethics for,
 449–450; for collaborative cul-
 ture change, 325–326, 328–329;
 culture-climate competencies
 for, 238–244, 251, 471; for

- equity, diversity, and interdependence (EDI) implementation, 97–98, 100–101; for institutionalizing collaborative culture, 32; internal, 439; for large-scale collaborative projects, 438–439; role of, in civil dialogue, 49; roles of, 129–131, 139–140, 326–328; values of, 449; virtual, 235. *See also* External consultants
- Facilitator's Guide to Participatory Decision-Making* (Kaner), xxxii
- FACTS model, 217–223, 472
- Faculty: communication with dean and, 422–425, 427–428, 429–431; defined, 420; random selection of, for academic board, 425–427, 429, 430–431
- Failure, fear of, 16–17
- Fairness, organizational, 248
- Faith, 7
- Family ties, 57–58, 60–63, 65
- Farmacías Ahumada S.A., 63
- Fascism, 430
- FBI investigation, 404, 406
- Fear of failure, 16–17
- Federal government, collaboration in, xxiv
- Feedback: changing states of mind and, 202–203; for congruence, 220; in large-scale collaborative projects, 444; performance, 299–300; skills training in, 359–361, 362
- Feedback loops, 82–83
- Financial Times*, 47
- Five-prong approach: components of, 346, 472; to culture change in public agency, 346–364
- Fixing others, 156
- Flexibility, 447
- Flow, 220–221, 264, 268
- Follow-through, barriers to, 159
- Force field analysis, 260
- Ford, 107
- Forest Management Advisory Board, 146
- Forming, storming, norming, performing, adjourning, 217
- Fortune's Best Companies to Work for*, 230
- Forums, 377–378, 410–413, 457, 472
- Framing and reframing, 377, 380, 384, 385, 386–387
- Freedom: in FACTS model, 218, 221–222, 223; in mutual learning model, 291, 293–294
- Freirean dialogue, 261–262, 321
- Friendship ties, 57–58, 60–63, 65
- Front-stage activity, 131–132, 137
- Fundación Las Rosas (FLR), 63
- Future Search, 262
- Future state, 360, 386–387. *See also* Vision
- Futurists, 214–216

G

- Gallup Leadership Institute, 237
- Garden metaphor, 177–178
- Gender Matters* (Northern Ireland), 89–90
- General Electric (GE), in Chile, 63–64
- General Motors, 107
- General Synod of the Church of Ireland, 89, 102
- Generalized reciprocity, 43, 47, 473
- Generative problem frame, 386
- Georgetown University Hospital, 302

- Gilmore Girls, 49
- Give-up-control model, 288–289, 290
- Goodwill Industries, San Francisco Bay Area, 4, 14–15, 35
- Governance: collaborative, 34, xxiv; corrupt, 233; by random selection, 420–421, 425–427, 429, 430–431
- Government agency collaborations, 69–83, 173–191, 346–364, 367–393; guiding principles for, 465–466
- Grantmakers, collaborative governance for, xxiv

- Grassroots sponsorship, 142–143
- Great Bear Rain Forest, xxiv
- Greeks, ancient, 420
- Ground rules: congruence and, 219; for effective groups, 293–294; for feedback meetings, 360; for interorganizational collaborative learning, 108–109, 119

- “Ground Rules for Effective Groups” (Schwarz), 293
- Group facilitation: competencies of, 326–327; concepts of, 49, 473; for sustainable cooperative processes, 211–225. *See also* Facilitation
- Group Facilitation* (Schuman), xxii
- Group model building, 71, 73–83, 473
- Groups: characteristics of, 212; context of, 212–213, 224–225; culture creation in, 259; development of, 217, 224–225; developmental levels of collaboration in, 258–259; FACTS model of, 217–223; methods of working with, 259–260; mutual learning model for, 290–295; practical dialogue methods for, 257–277; task-oriented, 257–277. *See also* Team headings
- Groupthink, 240, 430
- Grp-FaCl, xxii
- Guardians, 129–130
- Guston's framework for evaluating policy analysis, 405–414

H

- Handbook of Action Research* (Bradbury and Reason), 104
- Handbook of Multicultural Perspectives on Stress and Coping* (Wong and Wong), 228
- Handles for reflective practice, 375
- Hard Gospel, The* (Church of Ireland), 89
- Harvard Business Review*, 5
- Harvard Business School, 60
- Health and Social Work*, xxv
- Health provider collaboration, xxiv
- Heart at Work* (Canfield and Miller), 235
- Heart Politics* (Peavey), 422
- Hennepin County, Minnesota, 368–393. *See also* African American Men Project (AAMP)
- Hero's journey, 174–175, 181
- Hewlett Foundation, xxiv
- Hierarchy, 231, 232–233, 421, 431
- Higher pay for higher class (HPHC), 353

Subject Index

491

- Hogar de Cristo (HC), 63–64
 Homeless Information Management System (HIMS), 69–83
 Homeless Link, 172
 Honesty, 246
How to Make Collaboration Work (Straus), 344
How to Make Meetings Work (Straus and Doyle), 344
 Hubert H. Humphrey Institute of Public Affairs, 366
 Human needs theory, 198
Human Quest for Meaning, The (Wong and Fry), 228
 Human resource (HR) personnel, 250
 Human resource (HR) policies, 30, 32
 Human rights-based disputes, 198
- I**
- IAF Handbook of Group Facilitation* (Schuman), *xxii*
 Imperative for change, concept of, 473
 Implementation: CEOs on, 34–35; planning for, 339, 466
 Implementer involvement, 389–390
 Incentives, for collaborative culture, 32
 Independence Seaport Museum, 403
 Influence, scope of, 313–314
 Influencers, inclusion of, 440, 471
 Information professionals' collaboration, *xxv*
 Information sharing: in budget process, 297; in civil dialogue, 50–51; for collaborative culture change, 325, 327; in dialogue, 238–239; for empowerment, 289; in mutual learning model, 290–291, 293, 298–299; for participative decision making, 465, *xxviii*
 Information system collaborative project, 436–437, 440, 441, 442, 444–445
Information Today, *xxv*
 Innovation: key players in, 129–130; organizational resistance to, 429; positive thinking and, 447
 Input, in use of self, 309, 310–314
- Inquiry: collaborative tensility and, 108, 113, 119, 122, 123; interpersonal clarity and, 167, 170; training in, 355–356
 Institute of Cultural Affairs (ICA), 40
 Integrity, 233–234, 246–248
 Interaction Associates, 329, 342, 344, 351, 364
 Interaction Institute for Social Change (IISC), 320, 321, 328–329, 333, 340
 Interdependence: concept of, 91, 473, *xxviii*; dynamics of shared power and, 376; supporting, in Northern Ireland, 87–101
 Interests: framing and reframing, 377, 380, 384, 385, 386–387; power *versus*, 389; reframing positions as, 203–204, 205–206
 International Association for Public Participation, core values of, 451
 International Association of Facilitators (IAF), 128; code of ethics of, 449–450; core values of, 211, 449
 International Network on Personal Meaning, 228
 International Society for Existential Psychology and Psychotherapy, 228
 Interorganizational learning and collaboration: collaborative tensility in, 105–125; concept of, 473; leadership of, 384; metaphor use for, 173–191; principles for, 462; sponsorship of, 142; strategic advantage of, 105. *See also* Organizational learning
 Interpersonal aspects of selfhood, 308
 Interpersonal clarity, 153–170, 473
 Interpersonal mush, 153–170, 473
 Interviews: in leadership roles study, 148; postintervention, 361–364; in Sustainability Consortium study, 110
 Intuit, *xxiii*
 Intuitive techniques, comfort with, 185–186. *See also* Metaphors
 Isolation: of resisters, 19–21; of teams, 443–444
- Issues: exploring, with metaphors, 184–189; in public works department case study, 353–356
 Italy, medieval, 420
- J**
- Japan, social trust in, 56
Journal of Applied Behavioral Science, 150
Journal of Management, 435
Journal of Public Administration, 366
Journal of Public Affairs Education, 366
 Journey metaphor, 174–175, 178, 179, 181, 189–190
 Juma Ventures, Inc., 5, 17, 29–30, 34
 Justice, organizational, 214, 248
- K**
- Key drivers, 33
 Key stakeholders, concept of, 473. *See also* Stakeholder headings
 Kinesthetic representations, 180, 181, 182
 Knight-Ridder, 402
 Knowledge: diversity of, 457; in dynamic model of collaboration, 77–78, 80, 82
 Knowledge management, 235
 Knowledge workers, 230, 251
 KPMG Consulting, 302
- L**
- Laissez-faire culture, 233
 Language, for common ground, 386. *See also* Metaphors
 Large group methods, 262, 275
 Large-scale projects: collaboration in, 435–447; project involvement map for, 442–444; stakeholder analysis for, 439–442
 Latin America: cross-sector collaborations in, 55–66; social problems in, 55
 Leader-directed process, 141
 Leadership: authentic, 237; in context, 381–382; cross-sector collaborative, 367–393; distributed

network model of, 34; enabling, 429–431; ethical, 390–391; organizational, 384; personal, 382–383; political, 387–390, 391; roles in collaboration, 129–145; team of top, 348–349, 355–361; of teams, 383–384; transformative, 2–3; unilateral control model and, 295–297; visionary, 377, 384–387, 391

Leadership competencies, 10–11, 381–392

Leadership development, 356–361, 384

Leadership for Global Citizenship (Crosby), 366

Leadership for the common good: in African American Men Project, 375–393; boundary spanners and, 136–137; capabilities needed for, 381–392; in cross-sector collaborations, 367–393; framework of, 374–376, 474

Leadership for the Common Good (Bryson and Crosby), 366

Leadership in Public Affairs (LPA), 398

Leadership Quarterly, 366

Learning: in collaborative processes, 331; components of, 315; definition of, 161. *See also* Interorganizational learning; Organizational learning

Learning organizations, 105, 112–114. *See also* Interorganizational learning; Organizational learning

Learning space, 109, 111, 112–114, 118–125, 474

Learning style, 315

Levels of Human Existence (Graves), 200

Library collaborations, *xv*

Listening, 241; approaches to, 458; in dynamic facilitation, 266, 267; team training in, 352, 355–356; in transformative mediation, 274

Los Angeles Community College District, 434

Lottery. *See* Random selection

Love, 214, 220

M

Machine metaphor, 177

Manage Mentor, 344

Manipulation tactics, 232–233, 246, 250, 263

Marginality, of political leaders, 388

Mass media, 369, 410, 413–414

Mastering the Use of Self as an Instrument for Collaboration (MUSIC), 309–316

Meaning, importance of, 231, 246, *xxviii*

Meaning-centered approach: to building a culture of collaboration, 244–251; concept of, 474; profit-centered approach *versus*, 237–238; propositions of, 245; values of, 245–248

Mediation, transformative, 257–258, 272–274. *See also* Conflict resolution/management

Medicine, collaborative, *xv*

Memory, 154

Mental models, 283–289, 309, 311, 312, 313, 317

Messiah complex, 312

Metaphor log, 183–184, 186

Metaphors: archetypes in, 174–175, 181, 189–190; assumptions and principles of, 176–177; benefits of, 175–176; building multi-agency collaboration with, 173–191; in communal story/vision, 386; definition of, 175, 474; five-step process for using, 175, 182–189; organizational, 174, 177–178; ownership of, 181–182; sensorially rich, 179–181, 188

Micro-world models, 71

Middle managers, 354–356, 357–358, 360–361, 362

Military metaphors, 190

Mind-sets: certainty/uncertainty and, 195–204; collaboration and, 283–289; Facilitative Leadership and, 295

Minneapolis, 369, 371, 373, 381–382

Minneapolis Foundation, 372

Minneapolis Police Department, 373

Minneapolis School Board, 382

Minority Student Achievement Network, 329, 336

Mission: consensus in, 143–144; linking culture change to, 348–349; meaning-centered approach and, 246, 247–248

Modeling: by chief executive officers, 8–10, 15; by practitioners, 326

Monitoring of progress, 249, 250–251, 361–364

Motivation: altruistic, 235; intrinsic, 234, 264–265; perception of fairness and, 248

Multipartiality, 327

Music collaborations, *xv*

Mutual learning model, 290–295, 309

Mutual understanding: in conflict resolution, 206; in meaning-centered approach, 244–245, 249; in nondirective approaches, 264–265, 269

N

National Assembly of France, *xxviii*

National Lotteries, 420–421

Nazi collaborators, *xxiii*

Negotiation, 388–389

Neighborhood mobilization, 409

Netherlands, random selection in, 421

Networks: collaborative processes and, 331; interorganizational, 384

Neurolinguistic programming (NLP), 172, 180

Neutrality, 327, 438, 439

New York school districts, 141

New York State Bureau of Housing Services, 69, 71–72

New York State Forum on Conflict and Consensus Inc., 464

Nihilism, 200

Nike, 107

Nondirective approaches, 261–274

Nonlinear approaches, 261–274

Nonprofit organizations: business collaborations with, in low-trust societies, 55–66; cross-sector

Subject Index

493

- collaboration with, in African American Men Project, 368–392; principles for policy dialogue among, 467–468
- Nonverbal communication, 157, 182
- Nonviolent Communication, 458
- Nordstrom, 33
- Norms, 119, 123, 298, 391, 399, 412–413, 471
- Northern Ireland: addressing social exclusion in, 87–101; rural communities in, 92–98; social capital environment of, 99
- Northern Ireland Act 1998, 88, 91
- NVivo, 111
- O**
- Obfuscation, 232
- Objectivity, 313
- Obstacle-course organizations, 229–230, 252
- Office of Management and Budget, statement of, 465–466
- “Old boy” network, 347, 354
- Open-door policy, 444
- Open-ended approaches, 261–266
- Open Space Technology, 262
- Open University, 172
- Openness: in communication, 241, 250; interpersonal clarity *versus*, 160; principle of, 463, 465
- Operational analysis, 250
- Opportunistic behavior, 59
- Opportunity-driven problem solving, 271–272
- Orchestra, 305, 306–307
- Organisation for Economic Co-Operation and Development, principles of, 459–461
- Organisms, organizations as, 177–178
- Organization development (OD), 305–307
- Organization Development Practitioner, 150
- Organizational architect, 141
- Organizational culture(s): academic, 419–420; assessment of, 347, 368–369; creation of, 259; definitions of, 282, 471, 474; of fear, 240; healthy, 234, 236; random selection and, 429; sector differences in, 367–368; as systems, 310; toxic or dysfunctional, 231–234, 236, 252, 347, 354–356, 429, 430; transforming, 248–251, 322–341, 345–364, 429–431; typology of, 231–234; of unilateral control, 289. *See also* Culture of collaboration
- Organizational leadership, 384. *See also* Leadership
- Organizational learning: collaborative tensility and, 105, 112–114; concepts of, 153–154, 161, 315, 474; for equity, diversity, and interdependence (EDI) process, 93, 98; interpersonal clarity and, 151–170; principles of, 462. *See also* Interorganizational learning and collaboration
- Organizational learning conversations, 161–167, 170, 474
- Organizations: changes in, 251–252; characteristics of collaborative, 345–346; context awareness in, 212–213, 224–225, 313, 471; definition of, 161; metaphors for, 174, 177–178; obstacle-course, 229–230, 252; as organisms, 177–178; relay-team, 229–230, 252; sustainable cooperative processes in, 211–225
- Output, in use of self, 309–310, 314–316
- P**
- Paper pushing, 232
- Paraphrasing, 355–356
- Parents, 129–130
- Parks, collaboration among, *xxv*
- Parks and Recreation*, *xxv*
- Participants: expectations of, 8–10; interpersonal clarity for, 159–161; intuitive techniques with, 185–186; random selection of, 419–431; roles of, 129–139; in urban planning project, 410–414
- Participation, integration of, 143–144
- Partnership, ownership *versus*, 251
- Passing the buck, 232
- Patience, 10–11
- Pediatric BioBank, 4
- Pediatricians, 129–130
- Peer learning, 120
- Penn Praxis, 402, 403, 404
- Penn’s Landing Corporation, 404, 409, 411
- Penn’s Landing project, 400–415; background and development of, 400–405; evaluation of, 405–415; impact of, on political thinking, 408–409; policy impact of, 407–408; public impact of, 410–414
- Perception, subjectivity of, 313
- Perceptual maps, 269
- Performance, organizational, 315
- performance appraisal: for collaborative culture, 30, 32; empowerment and, 244; unilateral *versus* collaborative, 299–300
- Personal development, 220, 246–248
- Personal leadership, 382–383
- Philadelphia, Penn’s Landing project in, 400–415
- Philadelphia Inquirer*, 402, 403, 404, 406, 408, 409, 411–412, 413–414
- Plan of collaborative action, 474
- Planned Parenthood of California, 4–5, 31–32
- Planning: by chief executive officers, 10–11; collaborative management and, 358–359, 363; collaborative process design and, 331, 335, 339, 340; facilitator role in, 139; for implementation, 339; of large-scale collaborative projects, 444–446
- Plug Power, 107
- Pluralistic social trust, 44, 45, 47, 474
- “Plus-delta” evaluation, 360, 363
- Policies, organizational, 298, 299
- Policy analysis evaluation framework, 405–414
- Policy change cycle, 379–380, 391, 392, 459
- Policy development collaboration, *xxv*; in African American Men

- Project, 368–393; deliberative democracy in, 399–415; Leadership for the Common Good and, 368–393; in Penn’s Landing project, 400–415; principles for participation in, 459–461, 467–468
- Policy entrepreneurship, 391–392
- Policy impact analysis, 405, 407–408
- Political leadership, 387–390, 391
- Political systems, organization as, 178
- Political-thinking change, 408–409
- Politics: crisis in trust and, 47; of facilitator role, 139–140; in urban planning collaboration, 399–415
- Pontificia Universidad Católica de Chile, 54
- Positions: exploratory approach to, 457–458; reframing, as interests, 203–204, 205–206
- Positive Organizations, 238, 254
- Positive psychology and management, 234–237, 246, *xxviii*
- Positive thinking: innovation and, 447; about others, 446
- Power: abuse of, 232–233, 263; dynamics of shared, 376–377; entrenched, 429; practitioner’s role in equalizing, 327; recognizing differentials in, 331–332; settings of shared, 377–379; sponsor’s role in equalizing, 141
- Power-*versus*-interest grid, 389
- Practical dialogue: defined, 474; distinguishing features of, 265; for group collaboration, 257–277; methods of, 257–258, 266–274, 277; objectives of, 276; philosophical foundation of, 274. *See also* Dialogue
- Practitioners: in collaborative culture building, 326–328, 329–332; competencies for, 326–328; process design and, 327–328, 329–332; use of self by, 304–317
- Premature closure: dangers of, 204–205, 206; in metaphor process, 188
- Premature problem definition, 263
- Presence, 224–225
- Presiding, facilitator role in, 139–140
- Primal Leadership* (Goleman, Boyatzis, McKee), 311
- Primary mentality, 258, 275
- Principle-based practice, 272–274
- Principles, collaborative. *See* Collaborative values, principles, and beliefs
- Private good: concept of, 475; social capital and, 43
- Problem advisory group (PAG), 353–354
- Problem definition: adaptive, 338–339; framing/reframing approach to, 377, 380, 384, 385, 386–387; premature, 263
- Problem solving: culture creation through, 259; for difficult problems, 266–272; facilitated, 260, 261–262; key roles in collaborative, 129–145; opportunity-driven, 271–272; practical dialogue approaches to, 257–277; styles of collaborative, 133–139; by transition management team, 353–356; welcoming initial ideas in, 270–272
- Process: demystifying, 331–332; trust in, 324; in use of self, 309, 310–314
- Process advocate, 327–328, 475
- Process champion, 422, 430, 431, 475. *See also* Champions
- Process design: elements of, 329–332, 341; at Public Schools of Brookline, 333–338; in random selection experiments, 429
- Process facilitation: for civil dialogue, 48–51; of collaborative social change, 322–340; components and functions of, 51, 438–439; for equity, diversity, and interdependence (EDI) implementation, 100–101; for large-scale collaborative projects, 438–439; utilizing uncertainty in, 193–208. *See also* Facilitation
- Process guide, 326–327, 475
- Process maps, 217, 333, 334, 444–446
- Procter & Gamble, *xxiv*
- Productivity: collaborative culture and, 230–231, 236, 244; meaning and, 246
- Professional development, for collaboration, 31–32
- Professors, 425–426. *See also* Faculty
- Profit motive, 235, 237–238
- Progress: importance of results and, 330–331; monitoring, 249, 250–251, 361–364; sense of, 78–79, 82–83
- Project coordinators, 325
- Project involvement map, 442–444
- Project-managed, team-based culture, 29
- Project management, dynamic modeling in, 71, 73–75
- Project sponsor, 438
- Projects, large-scale collaborative, 435–447
- Proportional representation ballot system, 426
- Psychological threat, 283, 285
- Psychology of Music*, *xxv*
- Public Conversations Project, statement of, 452–453
- Public good: concept of, 475; social capital and, 43
- Public impact, of deliberative democracy project, 410–414
- Public Management Review*, 366
- Public participation: in urban development project, 399–415; values and principles of, 451, 456–458, 459–461
- Public planning, deliberative democracy in, 399–415
- Public Schools of Brookline (PSB), 321, 343; background on, 328–329; Educational Equity Project of, 333–340; lessons learned at, 338–340; shared beliefs and assumptions of, 335, 336; team structure of, 336–338
- Public works department case study, 346–364; background on, 346–347; collaborative problem solving in, 353–356; collaborative skills training in, 356–361, 362–363; cultural assessment for, 347; five-prong systemic

Subject Index

495

- intervention in, 347–364; leadership and transition teams in, 348–352; measurement of progress in, 361–364
- Q**
- Queen's University, Belfast, 86
Quincy Library Group, 142
- R**
- Racial achievement gap, 323, 328–329, 333–340
Racial disparities, African American men and, 368–392
Radical inclusivity, 267
Random selection: for academic board membership, 425–427, 429, 430–431; defined, 475; evaluation of, 427–429; for faculty-dean conversations, 422–425, 427–428, 429–431; governance by, 420–421; lessons learned about, 429–431; in organizational collaboration, 419–431
Random Selection in Politics (Carson and Martin), 418
Random Selection of Academic Board Members, 425–427, 429, 430–431
Real futures, 386–387
Reciprocity, 43, 47
Recording: in dynamic facilitation *versus* dialogue mapping, 272; of metaphors, 183–184, 186
Recruiting: for collaborative culture, 26, 34; of team members, 383, 444
Red River Basin Work Group, 146
Reflective practice, 375
Reflexive consciousness, 308
Regime of mutual gain, 374, 475
Reinforcing loops, 78, 79
Relational learning, 120
Relational model, 273
Relational quality, in collaborative tensility theory, 109, 111, 115–116, 118–125, 475–476
Relationship conflict: with resistant individuals, 18–24; working with, from CEO perspectives, 15–16. *See also* Conflict; Conflict resolution/management
Relationships: concept of, 475; importance of, 332, *xxviii*; interorganizational learning and, 109, 111, 113, 115–116, 118–125, 476; interpersonal mush *versus* clarity in, 153–170, 473; organizational learning and, 153–170; process design and, 332; self-differentiation in, 155–157, 169, 170
Relative deprivation theory of conflict, 199
Relay-team organization, 229–230, 252
Reporting, facilitator role in, 140
Research methods, 109–111, 146–147
Resilience, relational quality and, 115–116
Resistance to collaboration: CEOs on, 15–16, 18–24; exclusion as cause of, 440; handling employees with, 18–24; handling newcomers with, 24–26; and institutionalizing collaborative culture, 27–28, 429; realistic acceptance and, 249; stakeholder inclusion and, 440, 441
Resistance to equality training, 93, 95, 99–100
Resistance to policy change, 388, 390, 392
Resource acquisition and allocation: for collaborative culture change, 326; for collaborative processes, 145; stakeholder involvement in, 392
Respect, 233–234, 237–238, 467
Results, importance of, 330–331
Reward systems, 275
Right Turn Project, 373
Risk, social trust and, 45
Robert's Rules of Order, 270
Rockefeller College of Public Affairs and Policy, 69, 72, 83
Roger Schwarz & Associates, 280, 293
Roles: clarifying, 144; in collaboration leadership, 129–145
Ropes courses, 260
Rotation, 356
Round Tables on the Environment and Economy in Canada, statement of, 454–455
Rule-setting, for consensus decision making, 144–145
Rural Community Network (RCN), 92–98, 102
- S**
- Safety: in communication, 241; in interorganizational learning, 114, 119, 120, 121, 122, 123; in large-scale collaboration, 439; in practical dialogue, 267
Safety, problem advisory group, 353–354
Satisfaction model, 273
School system case study. *See* Public Schools of Brookline (PSB)
Scientific collaboration, 18–19, 22–23, *xxvi*
Sculpture technique, 187
Secondary mentality, 258–259, 275, 476
Seed money, 393
Segal Graduate School of Business, 150
Self: as system, 308–310; use of, 304–317
Self-assessment, 311
Self-confidence, 311
Self-differentiation, 155–157, 169, 170, 476
Self-fulfilling prophecy, 202–203, 288, 294, 446
Self-help organizations, 369
Self-sealing process, 287–288, 294
Sense making, 157–159, 160–161, 167–170, 476
Sense of progress, 78–79, 83
Sensitivity-training groups (T-groups), 259, 260, 262
Sensory richness, in metaphors, 180–181, 182, 188
Service organizations: in African American Men Project (AAMP) collaboration, 92–393, 369, 373, 381; embedding social inclusion in, 88, 91–98

- “Shared fate” frame, 385
Shared Future, A (Northern Ireland), 90
 Shared Interest Society Ltd., 420, 432
 Shell, 107
 Silos: in budget process, 297; in county government, 369; as metaphor, 190
 Similarity: collaborative tensility and, 123–124; social trust and, 44
 Simon Fraser University, 150
 Simulations, 260
 Site-based management, 143–144, 145
 Situation-target process, 260
 Skill building, for collaborative culture, 13–14, 31–32, 259–260, 356–361, 362–363. *See also* Competencies; Training
Skilled Facilitator Fieldbook, The (Schwarz), 280
 Social capital: civil dialogue and, 46–51; concepts of, 42–43, 476; decline of, 47; social inclusion and, 99; social trust and confidence and, 46, 47–51
 Social change: collaborations for, 322–341, 367–393; practitioners’ roles in, 326–328; process design for, 329–332
 Social ecology, 212, 476
 Social Enterprise Knowledge Network (SEKN), 54, 59–64
 Social exclusion: concept of, 88, 476; equity, diversity, and interdependence (EDI) programs for, 87–101; in Northern Ireland, 87–101
 Social problems: cross-sector collaborations for, 55–66; in Latin America, 55
 Social responsibility, 213–214. *See also* Environmental sustainability
Social Studies of Science, xxvi
 Social trust: civil dialogue and, 46–51; concepts of, 44–45, 476–477; confidence and, 44–46; cross-sector collaborations and, 55–66; cultural differences in, 56–59; low, collaboration in cultures with, 55–66; risk and, 45; social capital and, 43
 Social work collaboration, xv
 Society for Organization Learning (SOL), 104, 106; guiding principles and ideals of, 462–463; Sustainability Consortium of, 106–125
 Socioemotional economy, 235
 Soft skills, 235
 Software, dialogue-mapping, 269–272
 Solution brokers, 134, 137–138
Solution Path, The (Sioukas), 434
 Solutions, welcoming initial ideas for, 270–272
 Southwest Airlines, 230–231
 Specific reciprocity, 43, 47, 477
 Spiral dynamics, 218
 Spirit, 220–221
 Sponsors or conveners: for collaborative culture change, 324–325; concept of, 477; duties of, 143–145; formats for, 141–143; for policy change efforts, 391–392, 393; roles of, 129–131, 140–145
 Stakeholder analysis: for African American Mex. Project, 376–378, 385, 393; for assessing possibility of collaboration, 201; for coalition building, 389; for large-scale collaborative projects, 439–442; for problem framing, 385
 Stakeholder groups and categories, 439–442
 Stakeholder inclusion: in cross-sector collaboration, 367–393; of decision blockers, 440–441; of decision influencers, 440; of decision makers, 440; decision quality and, 331; of directly affected people, 439–440; in large-scale collaborative projects, 435–447; plan of action for, 444–446; power-sharing dynamics and, 376–377; power-sharing settings and, 377–379; practitioner’s responsibilities for, 327–328; as prerequisite for change, 325; principles of, 467–468; project involvement map for, 442–444
 Stakeholder maps, 385
 Stakeholder table, 442, 477
 Stanford University Graduate School of Business Center for Social Innovation (CSI), 4, 32, 35
 Star Team charter, 351–352, 477
 State of mind: changing, 201–204; concept of, 195–196; uncertainty framework and, 197–201
 State of the World Forum, 305
 State University of New York (SUNY), Albany, 69, 71–72, 75, 84, xxvii
 Steelcase, 89–90, 239, 254
 Stockholder councils, 276
 Stonewalling, 232
 Stories and storytelling: to build collaborative organizations, 174–175, xxvi; communal, 385–387; sense-making with, 157–159, 169; for trust building, 244. *See also* Metaphors
 Strangers, collaboration of, 421. *See also* Random selection
Strategic Planning for Public and Non-profit Organizations (Bryson), 366
 Strategic questioning, 422, 431
 Strategies: of mutual learning model, 293–294; of unilateral control model, 287–288
 Structure: collaborative, 297–300; concept of, 477; unilateral, 295–297
 Subjectivity, 313
 Summarizing, 268
 Superego, 312
 “Superinterest” map, 385
 Superman syndrome, 312
 Supervisor development and training, 354–356, 357–358, 360–361, 362
 Suspicion, 242
 Sustainability, environmental. *See* Environmental sustainability
 Sustainability Consortium: implications of, 122–125; overview of, 106–109; research study on collaborative tensility in, 109–121
 Sustainable collaboration. *See* Culture of collaboration
 Synergy, 220, 222, 223

Subject Index

497

- System dynamics modeling, 70, 73–83, 477
- Systems: altruism and, 235; changing, for collaborative culture, 29–33; complex, 201–202; human, 237–238; organizational cultures as, 310; self as, 308–310
- T**
- Tao of Democracy, The* (Zubizarreta and Atlee), 256
- TARGET, 241
- Task analysis, 250–251
- Task forces, 443
- Task-oriented groups, 257–277
- Team building, 239–240, 306, 311; for cultural transformation of public agency, 347–352, 356–361; for large-scale collaborative projects, 442–444
- Team charter, 351–352, 476
- Team leadership, 383–384
- Team members: performance problems of, 296–297, 298–299; recruitment of, 383
- Team players, 134, 135–136, 153
- Tensility. *See* Collaborative tensility
- Theory development, 73–83, 110–111
- Theory of Everything* (Wilber), 200
- Theory Z, 244
- Thomas-Kilmann Conflict Mode Instrument, 133, 134, 135
- Timber Harvesting Round table, 146
- Tolerance, 412
- Top leadership team, 348–349, 355–361
- Town meetings, 48
- Traditional neighborhood development (TND), 283–285
- Training: building internal capacity for, 361; in collaborative skills and attitudes, 259–260, 356–361, 362–363; in deliberative democracy, 405, 409–410; in equity, diversity, and interdependence (EDI) process, 93, 95, 99–100; in feedback skills, 359–361; in group process skills, 335, 352; in inquiry and dialogue skills, 108–109; to institutionalize collaborative culture, 31–32; in leadership skills, 357–358; in listening, 352, 355–356; open-ended approach and, 261–262
- Transaction costs, 367–368
- Transformative leadership, 2–3
- Transformative mediation, 257–258, 272–274
- Transition management team (TMT), 349–352, 353, 356, 361, 477
- Transparency: in collaborative processes, 325, 468; concept of, 50–51; interpersonal clarity and, 160–161; in mutual learning model, 293; social trust and, 58
- Trust and trust building: absence of, 242; in collaborative culture change, 324, 335; collaborative tensility and, 120, 121, 122; competencies and tasks of, 241–244; in equity, diversity, and interdependence (EDI) process, 100; in faculty-dean conversations, 428; in large-scale collaborative projects, 446; in mutual learning model, 294; practices of, 243; in systems dynamic model, 73–74, 80–81, 82. *See also* Confidence; Social trust
- Trust erosion rate, 73–74
- TRUSTNET, 48, 52
- Truth, 220, 222, 223
- U**
- Uncertainty and certainty: agreement and, 204–206; concepts of, 196, 477–478; framework of, 197–201; utilizing, 193–208
- Unilateral control model, 285–287, 289, 290, 295–297, 300
- Uniliver, 107
- Unintended consequences, 298
- Uniqueness, 316
- United Kingdom: disability rights legislation in, 90; metaphor approach in, 175, 185; random selection experiments in, 420–421; social inclusion in, 87. *See also* Northern Ireland
- United States: cross-sector collaboration in, 56, 64–66; information control in, 325; social trust in, *versus* Latin America, 56–58
- U.S. Government Accountability Office (GAO), *xxiv*, *xxxiii*
- Universities: culture of, 419–420, 429–431; random selection experiments in, 421–431
- University of Minnesota, 366, 382
- University of Pennsylvania (Penn), 402, 409
- University of Saint Thomas, 128
- University of Sidney, Australia, 418–431
- University of Southern California, 104
- Urban planning, deliberative democracy in, 399–415
- Urban Venture, 371
- Urgency, sense of, 325, 341
- Use of self: awareness and, 304; concept of, 307–308, 478; MUSIC paradigm of, 309–316; organizational change and, 304–307
- V**
- Valid information, 290–291
- Values: alignment of, 109, 111, 114–115, 118–125, 216, 217, 219, 221–222, 348–349, 469; conflict of, 197–198; congruence of, 219–220, 222, 223, 246–248; formal statements of, 449–468; of give-up-control model, 289; of International Association of Facilitators, 211, 449–450; linking, to strategy, 348; of meaning-centered approach, 245–248; of mutual learning model, 290–292; of practitioners, 327; of structures, 299–300; of sustainability, 214, 215, 216, 221–222; of unilateral control model, 285–286. *See also* Collaborative values, principles, and beliefs
- Vice-chancellors, 420

Viewpoints: certainty/uncertainty of, 195–208; changing, 201–204; diversity of, 193–208, 456; meaning-centered approach and, 244–245

Virtual communication, 235

Vision: alignment of, in collaborative tensility theory, 109, 111, 114–115, 118–125, 469; compelling, 385–386; participation in, 9–10, 360; stakeholder interests and, 385–387

Visionary leadership, 377, 384–387, 391

Visual representations, 180, 187

Voluntary Sector Initiative (Canada), 467–468

W

War zone, as metaphor, 190

Weatherhead Institute for Sustainable Enterprise (WISE), 104, 302, 303

Wells Fargo Bank, 371

Welwyn Hatfield NHS Trust, 172

Whole-system change, 346, 347–364

Wicked problems, 269

Wildswan Resources, 32

William and Flora Hewlett Foundation, *xxiv*

Wilson Sherriff, 172

Win-lose approaches: certainty *versus* uncertainty and, 193–206;

unilateral control model and, 285–286

Win-win approaches: interpersonal clarity for, 160; utilizing uncertainty and, 193–208

Work group collaboration: barriers to, 151–153, 157; practical dialogue approaches to, 257–277

World Bank, 107

Z

Zen of Groups, The (Hunter), 210

Zenergy Ltd., 210, 224

Zero-sum game, 258