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Preface xxiii

Sandy Schuman

Meaning is all we want. Choices are all we make. Relationships are all we have.

1 Five Transformational Leaders Discuss What They've Learned 1

Sam Kaner

Sam Kaner, author of the classic *Facilitator's Guide to Participatory Decision-Making*, convened a panel of five chief executives, each of whom had led his or her organization through a systemwide transformation. Over dinner, Sam asked them to discuss the question, "What does it take to create a culture of collaboration?" The resulting conversation was fascinating. With warmth, candor, and humility, the five executives described and critiqued their guiding principles and strategies for putting participatory values into practice. They discussed the pressures they faced and the trade-offs they had to make. They shared insights and traded war stories. When is it OK to take shortcuts? How does one handle "resistance"? How can one institutionalize a collaborative culture for the long term? As the discussion of these and many other real-world issues unfolded, what emerged was a living, breathing portrait of the challenges and the conviction that come with the territory of participatory, transformational leadership.

PART ONE: THE BASES OF COLLABORATION**2 Renewing Social Capital:
The Role of Civil Dialogue 41**

James M. Campbell

This chapter explores the relationship among social capital, social trust, confidence, and civil dialogue. It seeks to demonstrate the need for facilitated processes to ensure effective civil dialogue. A community rich in social networks with most of the population participating in these networks is rich in social capital and maintains a high level of confidence. Social capital is not a property of social trust; it is a function of confidence in a particular system and is based on familiarity. Because of the relationship between social trust and confidence, social trust can lead to social capital, but it has to do so indirectly by building confidence in the system. Networks of trust need to be created within society and through their new modes and systems of confidence (social capital). The key strategy to do this is communication. An operating definition of civil dialogue is cosmopolitan social trust building that engenders new shared values across the existing conflicting memberships. Thus effective civil dialogue enables individuals to develop cosmopolitan social trust, which then has the potential to move them toward a situation of renewed confidence and social capital. The failure of civil dialogue is a failure of process. It is a failure to appreciate and understand the complexity of the dialogue process and the need to provide people with a process and setting that moves toward cosmopolitan social trust. Effective civil dialogue happens when effective group facilitation is taking place.

**3 The Development of Cross-Sector Collaborations
in a Social Context of Low Trust 55**

Mladen Koljatic, Mónica Silva, Eduardo Valenzuela

This chapter addresses the form that collaboration takes in contexts of low social confidence, as well as the special conditions that collaborative efforts require in societies that are characterized by low or weak levels of trust. Social confidence levels and the ease of relating to strangers vary in different societies according to their historical and cultural patterns. Examples are drawn from collaborative endeavors in Chile, a nation that is characterized by low levels of social confidence that weaken the possibility to enter into relationships with strangers and diminish the chances of association and collaboration beyond the circle of family members and acquaintances. In this context, many collaborative initiatives and alliances between businesses and civil society organizations stem from acquaintance and family relationships. For collaborative efforts to prosper, the environment of distrust and suspicion that prevails beyond the tight-knit circle of close acquaintance and family relationships must be overcome. The insights explored in this chapter may be useful for facilitators and consultants working in situations where low social confidence prevails.

4 Exploring the Dynamics of Collaboration in Interorganizational Settings 69

Ignacio J. Martinez-Moyano

The dynamics of collaboration in interorganizational settings was explored using system dynamics and group model building in an action research project to develop an information system prototype. The formal system dynamics model that was constructed provides insights into collaboration as a function of the recursive interaction of knowledge, engagement, results, perceptions of trust, and learning over time. In this sense, the way to improve collaboration is to pay attention to how knowledge is managed in collaborative efforts, results are produced and understood, and communication can enable the creation of trust. The theory and formal model of collaboration that emerged can be used to explore diverse elements related to collaborative work.

5 Equity, Diversity, and Interdependence: A New Driver for Societal Transformation 87

Michael Murray, Brendan Murtagh

If civil society is to embrace inclusiveness more fully and respect the diversity of citizens, the service support organizations with which it interacts must do the same. This applies to the delivery agencies of central government, local authorities, and partnership bodies, as well as to voluntary and community-based social service organizations. A core part of their shared mission is to promote the well-being of individuals and groups in society who are economically disadvantaged and socially marginalized. While legislation can ensure minimum standards of behavior and outcomes, meaningful organizational progress beyond the legal imperatives of equality requires authentic dialogue based on values of equity, diversity, and interdependence. These are powerful components for organizational change and ultimately of deeper societal transformation. Within the context of Northern Ireland's divided society, this chapter presents an empirical analysis of and prescriptive agenda for collaborative conversations that can build good relations. The insights provided go far beyond this territory and have a profound relevance for other societies struggling to emerge from conflict, racism, and social separation.

6 What Keeps It Together: Collaborative Tensility in Interorganizational Learning 105

Hilary Bradbury, Darren Good, Linda Robson

New ways of organizing have been increasing in response to the complex demands of the global marketplace. The inquiry in this chapter on one such organizational form: collaborative interorganizational learning efforts. The authors look specifically at how collaboration is fostered and sustained in the unstable environment of cross-boundary alliances. The chapter highlights the relational aspects of collaboration in a consortium of multinational corporations dedicated to grappling with issues of sustainable development. In developing a conceptual model, special emphasis is placed on the relational elements that facilitate and impede learning-oriented collaboration to present an emergent theory of collaborative tensility.

7 Make-or-Break Roles in Collaboration Leadership 129

Mirja P. Hanson

Successful group deliberation and engagement require more than a “state of the art” process or a charismatic facilitator. Three make-or-break players inhibit or enhance the effective exchange of ideas, power, resources, opinions, and solutions for the sake of determining collective priorities—the participants, the facilitators, and the sponsors of collaboration processes. Project sponsors position a meaningful project by making sure that collaborative efforts connect to official decision making and influence mainstream actions. Facilitators design and deliver a unifying “due process” for consensus development. Participants contribute the engagement, intellect, and passion needed to transform problems into solutions that have the support of all affected parties. The findings and conclusions in the chapter are based on the testimonials and insights of thirty-five professionals from across the United States who engaged in four separate collaborative processes that were convened to address high-conflict environmental issues. According to these insiders, the process of collaboration relies heavily on intense and official acts of individual leadership not only out in front of the process but also backstage, where participants relax, strategize, brief, debrief, caucus, and prepare for action at the table. This chapter examines the on- and off-stage roles of the three key players and how each adopts a unique mix of assertiveness and cooperativeness to tackle the quest for “win-win” solutions.

PART TWO: APPROACHES TO COLLABORATION

8 Sense Making and the Problems of Learning from Experience: Barriers and Requirements for Creating Cultures of Collaboration 151

Gervase R. Bush

This chapter shows how the nature of experience and the human process of sense making make it difficult to create cultures of collaboration. It introduces the notion of interpersonal mush, the normal condition in organizations that makes creating cultures of collaboration difficult even among well-intentioned people who want to collaborate. The remedy for this is interpersonal clarity. Gaining interpersonal clarity, however, requires that people interact in self-differentiated ways and have organizational-learning conversations. The process of a learning conversation is described, and thirteen cultural assumptions required for collaborative relationships based on interpersonal clarity are offered.

9 Metaphors at Work: Building Multiagency Collaboration Through a Five-Stage Process 173

Carol Sherriff, Simon Wilson

Metaphors are a shorthand or code for how we think about our past, present, and future. Studies of organizational metaphors and practical descriptions of how to

use appropriate language are useful bases for the work facilitators can undertake with metaphors. Working with metaphors gives facilitators and organizations the opportunity to address some fundamental issues involving collaborative working. Three working assumptions are identified for using metaphors in a collaborative context: (1) every organization already has its own set of metaphors, which may fall into one or more recognized categories; (2) the role of the facilitator is to develop a rich metaphorical landscape; and (3) the facilitator's job is also to ensure that the metaphor remains the property of the group. The chapter authors set forth a five-step process for using metaphors in a collaborative context: (1) catch the group's metaphor, (2) define the group's issue, (3) gain permission, (4) explore the metaphor, and (5) apply lessons from the metaphor to the issue under discussion.

10 Utilizing Uncertainty 193

Kim Sander Wright

This chapter explores how certainty and uncertainty affect stakeholder attachment to viewpoint and engagement in conflict during collaboration. Conflict is described as the paradox of collaboration, as its destructive and constructive attributes challenge individual viewpoints and bring about change. The manifestation of cooperative and competitive states of mind are shown to arise from individual uncertainty or certainty about having the right viewpoint during such conflicts. An uncertainty framework is presented to illustrate how process facilitators can use and encourage varying degrees of uncertainty and certainty at different stages of the collaborative process in order to maximize the creativity and longevity of the outcomes. Bertrand Russell said, "About three-quarters of the evils from which the world is suffering spring from the fact that people feel certainty in matters as to which they ought to feel doubt." Through exposure to different viewpoints within a climate of uncertainty, this chapter suggests that there is a way to create a culture of collaboration.

11 Sustainable Cooperative Processes in Organizations 211

Dale Hunter

Groups and group processes are dynamic: they exist and change in time and space. This chapter explores the social and ecological context within which cooperative processes occur in groups and organizations. It also explores the development cycles of cooperative processes over time through a spiraling model, FACTS, that highlights the importance of choice, alignment, congruence, authenticity, truth telling, and synergy. By widening awareness to include groups, organizations, societies, and the natural environment and by mentally encompassing time spans beyond the short term, collaborative endeavors become more than a fragmented series of disconnected acts. They become consciously part of the tapestry of unfolding human activity on the planet. As the awareness of individuals broadens to that of the group, organization, society, region, and planet, the perspectives, insights, and decisions made will alter. Such a holistic approach offers access to rich sources of information that can assist us in becoming wiser and more effective facilitators, participants, and leaders.

12 Is Your Organization an Obstacle Course or a Relay Team? A Meaning-Centered Approach to Creating a Collaborative Culture 229

Paul T. P. Wong

In a knowledge economy, human resources are the most important assets. A collaborative culture is essential for recruiting and retaining creative and talented knowledge workers because such individuals would not work in an organization where getting things done entails navigating an obstacle course. To unleash the full potential of people power, the author notes, we need to create a collaborative culture and eliminate all the unnecessary hindrances. The chapter then identifies the structural and functional problems inherent in toxic cultures. In the context of recent developments in positive psychology and positive management, the author introduces the meaning-centered approach to facilitation as a comprehensive framework for transforming toxic cultures. Finally, the chapter describes the strategy, tools, and skills that facilitators can employ to create and maintain a collaborative culture.

13 Practical Dialogue: Emergent Approaches for Effective Collaboration 257

Rosa Zubizarreta

This chapter describes practical dialogue, an emerging family of dialogic methods for facilitating practical creativity in working groups. In addition to effective action and concrete results, these methods foster the deep collaboration described by Herb Shepard as “secondary mentality,” whereby natural synergy is experienced between individual perspectives and group well-being. Schein’s framework of “culture as the residue of learning” explains how collaboration becomes part of group culture as participants work on practical issues. Two unrelated instances of practical dialogue in the facilitation field—dynamic facilitation and dialogue mapping—are described, highlighting similarities and differences. The third instance, transformative mediation, is a successful nondirective approach from the field of mediation. In all three nonlinear approaches, redefining the role of the facilitator or mediator away from “managing convergence” and toward an active yet nondirective role offers distinct benefits, including the ability to fully welcome divergent perspectives; work with complexity and “wicked problems,” include emotions; elicit creativity; tap intrinsic motivation; and naturally generate stronger commitment and follow-through. This has applications to the public sphere and deliberative democracy, where the working group could be a stakeholder council or a citizen deliberative council. Whether in the private or public realm, practical dialogue addresses the need to engage creatively with polarized situations and widely divergent perspectives.

14 Using the Facilitative Leader Approach to Create an Organizational Culture of Collaboration 281

Roger Schwarz

While trying to create a collaborative organizational culture, leaders may interact with others and design their organizations in ways that undermine the culture they

seek to create. Creating a culture of collaboration requires that parties involved jointly design ways to work together to meet their related interests, learn with and from each other, and share responsibility, authority, and accountability for achieving results. Developing and sustaining a culture of collaboration requires changing two interactive factors: the conversations whereby people interact and the structures that shape these interactions. Both factors are determined by individuals' mental models. Consequently, creating an organizational culture of collaboration typically requires a shift in the values and assumptions that are at the core of these mental models. This chapter describes how this occurs and describes the facilitative leader approach, which can be used to create an organizational culture of collaboration.

15 Use of Self in Creating a Culture of Collaboration 304

Ante Glavas, Claudy Jules, Ellen Van Oosten

The prerequisite for collaboration is providing the proper space for a culture of collaboration to be built. In this chapter, the authors propose how an intervener such as a facilitator, consultant, coach, or manager can build a culture of collaboration through the "use of self," the role they play during the intervention and in preparation for it. They focus mostly on awareness of self and others during the process. Also explained is that any work by interveners needs to start with themselves as they are embedded in the process. The proposal draws on literature from systems theories, experiential learning, and positive psychology.

PART THREE: COLLABORATION IN ACTION

16 Collaboration for Social Change: A Theory and a Case Study 322

Cynthia Silva Parker, Linda N. Guinee, J. Courtney Bourns,
Jennifer Fischer-Mueller, Marianne Hughes, Andria Winther

This chapter illustrates how the creation of collaborative culture can facilitate social change. The authors describe conditions and values that support collaboration for social change and how practitioners can design processes that nurture robust, collaborative culture. A case study describing a systemwide effort to eliminate the racial achievement gap in the public schools of Brookline, Massachusetts, demonstrates these principles.

17 Theory in Action: Building Collaboration in a County Public Agency 345

Jamie O. Harris, David Straus

In this chapter, Harris describes how he and his team successfully applied Straus's five-pronged theory of change in one of the most challenging systems: the public works department of a county agency. Even this paternalistic culture, characterized by hostility and lack of trust, could be transformed to a more cooperative and supportive environment through patient application of collaborative consulting and training skills and committed leadership from within the system. The cultural

change process was linked to the mission and strategy of the department, a cross-functional, multilevel team was chartered to guide the process, short-term issues were addressed collaboratively, and skill-building and just-in-time training was delivered throughout the organization.

18 Leadership for the Common Good 367

John M. Bryson, Barbara C. Crosby

Increasingly, leaders seeking to tackle major social problems or challenges are realizing that they must foster cross-sector collaboration in order to achieve broadly beneficial outcomes. Yet such collaborations are often time-consuming and fraught with tension. To manage these difficulties, leaders would be wise to foster a collaborative culture among participants and in the broader community in which the collaboration takes place. This chapter examines a collaborative leadership initiative by elected officials, public administrators, and citizens in Hennepin County, Minnesota, the county that contains Minneapolis. Called the African American Men Project, the initiative seeks to transform the life chances of African American men and to prompt cross-sector collaboration to support this transformation. The authors use the Leadership for the Common Good framework to analyze the case and offer lessons for leaders trying to build cultures of collaboration among diverse stakeholders. The lessons highlight the benefits of intensive stakeholder analysis and extensive stakeholder involvement; the importance of thoughtfully framing public problems; the difficulties of disrupting existing systems; the importance of seed money, champions, and sponsors; and the need to share leadership widely in order to build new, beneficial policy regimes.

19 Using Deliberative Democracy to Facilitate a Local Culture of Collaboration: The Penn's Landing Project 399

William J. Ball

The Penn's Landing project, conducted in 2003, represented a rare confluence of official political interest, media involvement, and extensive public participation in planning for the development of the Philadelphia waterfront. The chapter author examines the project as a case study for creating a collaborative culture in an urban planning setting using the principles of deliberative democracy. Deliberative democracy is an effort to involve citizens in public policy agenda setting and decision making through peer discussions in small group settings. Although widely advocated in both the theoretical and applied literature on political processes, deliberative principles have infrequently been put to the test in a realistic setting, as they were in the Penn's Landing project. The project is evaluated for its impact in four areas: actual impact on policy, general thinking in the political system, training of knowledgeable personnel, and interaction with the public, using both qualitative and quantitative data. Although the project's impact on policy was derailed by the intervention of unexpected political events, the Penn's Landing project did have clear impacts in other areas that illustrate the key issues facing the creation of a collaborative culture in local planning and development.

20 Avoiding Ghettos of Like-Minded People: Random Selection and Organizational Collaboration 419

Lyn Carson

Universities provide notoriously atomized work spaces and present particular challenges for collaboration. This chapter examines two strategies for cultivating a culture of collaboration in an elite, research-intensive Australian university: (1) an initiative known as Coffee with the Dean and (2) reform of the selection procedures for the Academic Board. The author designed both strategies and assumed the role of champion for only one. Both strategies involved the random selection of participants, a selection procedure that runs counter to those typically used by hierarchical institutions. Orthodox selection methods such as nomination, invitation, or self-selection tend to encourage articulate elites to assume influential positions. The author argues that randomly based strategies, in combination with dialogic underpinnings, are a powerful combination to broaden the range of discussants while deepening organizational conversations. By embedding both, hierarchical organizations can improve their overall communication and formal decision-making processes, thus fostering a culture of collaboration.

21 Involving Multiple Stakeholders in Large-Scale Collaborative Projects 435

Tasos Sioukas, Marilyn Sweet

Involving multiple stakeholders is almost axiomatic for the success of collaborative projects. Effective collaborative agents spend time partnering with their project sponsor to identify stakeholders, talk to them, and form a core project team. Yet large-scale projects at complex organizations require much more than working effectively with stakeholders on a team. They require collaboration within and across multiple groups and individuals throughout the organization. The aim of this chapter is to help readers take the steps necessary to launch and sustain a systematic approach of inclusion and effective collaboration throughout the organization. These include reviewing the role of process facilitators, understanding the various categories of stakeholders and designing a stakeholder table of the organization, and creating a plan of collaborative action that feeds information to all stakeholder groups with the purpose of testing, refining, and communicating the solution.

Appendix: Collaborative Values, Principles, and Beliefs 449

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