TurningPoint

Collaborating for a New Century in Public Health

Collaboration and the Turning Point Initiative

Proceedings of a Conference on Leadership Development
Held at the University of Denver

April 6, 2001

Acknowledgements

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Foreword

On April 6, 2001, a group of leadership development scholars and practitioners met with members of the Turning Point Leadership Development National Excellence Collaborative on the University of Denver campus. The purpose of the meeting was to help participants in the Turning Point Initiative to further refine their plan for collaborative leadership development among U.S. public health practitioners and their partners. This volume contains the proceedings of a portion of that conference.

The conference addressed four questions:

1. What is the nature of collaborative leadership? That is, what are the skills, competencies, and capacities that are associated with success in bringing people together, helping them focus on a common problem, and sustaining the energies necessary to productively manage the differences and impact the root problem?

2. What are the most effective strategies or approaches for developing or promoting collaborative leadership? That is, how can the skills, competencies, and capacities of collaborative leadership be strengthened in individuals and communities?

3. How does collaborative leadership vary? That is, do collaborative leadership principles vary across local, state, and federal levels, or in rural versus urban settings, or by other conditions?

4. What feedback do the conference participants have to offer Turning Point members with respect to their emerging leadership development plan? That is, what factors should be weighed, what priorities should be kept in mind, what strategies should be followed as the leadership development plan is further refined?

This volume contains a rich variety of answers to these four basic questions. Indeed, you will find much food for thought in these proceedings. Whether you identify, explore, and reflect on specific insights, or look for recurring patterns of thought, or both, you will find these proceedings interesting, challenging, and worthwhile. In an effort to be helpful, we offer the following "highlights," by no means exhaustive, of the day-long discussions.

Topic I: The Nature of Collaborative Leadership

A number of recurring patterns were observed during the discussion of the first question: what is the nature of collaborative leadership?

One of the earliest themes involved ***clarity***. Not clarity in the sense that the problem or the solution is clear, but the kind of the clarity that is associated with values. In fact, the first contribution in the conference made reference to clarity. A participant stated that "People engaged in collaborative leadership have a responsibility to be clear about the context in which they're discussing the subject, and the values and, I think, politics that go with it." Later, data was reported from one survey of 3000 respondents, and among the qualities most

admired in leadership was clear commitment to particular values, such as family, caring for the community, identification with the neighborhood, etc. Another participant summarized his approach to leadership by saying, "Clarity drives confidence, confidence drives commitment. And we've defined what clarity looks like in an organization environment, and what confidence looks like, and commitment to act. The clearer people are about what it is they're trying to accomplish, the more you can capture their imagination. The more you can focus on an objective that everyone can say, you know what, that is important."

Clarity of values is a quality that characterizes collaborative leaders. Commitment to a cause which transcends the self, the recognition of a spiritual reality or imperative, ethical and moral standards that provide guidance, whatever the source of the inner gyroscope, collaborative leaders seem to exhibit clarity of purpose, often about creating and sustaining process.

A second important quality of collaborative leadership is **seeing commonalities**. The capacity to recognize common interests, especially the capacity to recognize and understand other perspectives, seems to be a fundamental quality of collaborative leadership. In fact, one of the participants defined leadership as involving goal attainment around shared visions, purposes, and values. Another participant quickly followed with, "As you bring different kinds of points of views to the table, what a leader tends to do is make connections, trying to figure out ways to develop mutual benefits, mutual purpose. This I think is critical." Another participant provided contrast between old and new models of leadership: "In the old world, the leader was the person who came in the room and did all the talking. In the new world, the leader is the person who comes in the room and asks really good questions and takes a lot of notes. Completely different styles. In the old world, leaders sought power to impose their will on others. In the new world, leaders seek power to use that power to empower others, to convene others, to catalyze difficult conversations."

But this is not to say that collaborative leaders do not have goals or visions of their own. Indeed, one theme that was quick to emerge in the conference involved **visioning and mobilizing**. Often the vision has to do with either a process or a better way. "So what we really try to do is provoke the kind of discussion that then could lead toward a deeper dialogue about ends . . . assuming always that it's building that capacity for collaboration that in the end creates that possibility of alignment." A real world example was offered: "I mean, Federico Peña, when he was Mayor of Denver, was ridiculed in the political world because he wouldn't make decisions. Anybody who flew in here, probably flew into that big airport called DIA. Denver had all of the formal political authority it needed to build that airport, but Federico Peña, in his wisdom, recognized that if the Denver City Council simply voted to approve the annexation of the land and the construction of that airport and the issuance of those bonds, that they would have all the legal authority they wanted in the world, but no moral authority to make such a significant shift in the character of this metropolitan area, and so he deferred. He said we have to have a vote, and he not only had one vote, he had two votes. He had one vote in Denver, and then another in Adams County, which is where the land was going to be annexed. In the political world, he was completely mocked for not being a leader, not being willing to stand up and take charge and say what his vision was, and yet he knew in his heart that that wasn't going to get him where he needed to go." As often as not, the visioning and mobilizing has to do with a commitment to a process, a way of doing things. And often the "mobilizing" refers to helping people develop the confidence to take action and sustain their energies through difficult times.

A genuine concern for **developing people**, bringing out the best in others, maximizing the use of other people's talents and resources, building power through sharing power, and giving up ownership or control are themes which all seem to relate to realizing and promoting the potential present in other people. One participant expressed it this way, "We feel in our organization the responsibility of every leader, and we say it up front, we measure people against it, we reward people on it, is this whole notion of building confidence. That the responsibility of all of us is to bring out the best in the people around us and we have ways that we go about doing that that I won't bore you with. Confident people can commit to an action and not have to ask everyone around them." Bringing out the best in others, and giving up control or ownership is not a common quality, even among leaders. One of the participants stated, "And one of our leaders . . . I'm just going to read a quote because it's so beautiful about this whole issue of maturity and the need for that in terms of doing this type of work and she said, 'Personal maturity. Collaborative leaders are personally mature. They have a solid enough sense of self that they do not fear loss of control.'"

A number of other themes emerged from the discussion. Some of these themes were not so much explicitly stated, but rather ran through the discussion in underlying currents. The capacity to manage conflict productively, when differences or contention inevitability arise, is another core quality of collaborative leadership. Recognizing and appreciating alternative ways of making decisions, nontraditional ways of communicating, and creative ways of discovering shared meaning are hinted at as qualities that underpin the capacity to manage conflict productively. And, of course, one of the more important qualities of collaborative leadership is the capacity to promote and sustain trust. Referred to often by the conference participants, trust is a theme that ran through almost every example that was offered in the discussions.

You will undoubtedly recognize other qualities of collaborative leadership offered by the conference participants. This is simply a "starter list" and a first step towards synthesizing the discussion.

Topic II: Developing and Promoting Collaborative Leadership

This topic was, of course, the main reason the conference was held. It is an incredibly complex and difficult topic. Throughout these proceedings, you will find many implications for strategies for developing and promoting collaborative leadership. We found some of the following things to be especially noteworthy.

•**Action or experience**. Contemporary leadership development strategies might be said to rely too heavily on in-class, seminar-type training methods, rather than practice or experience as the fundamental strategy in developing collaborative leadership capacities. Without denigrating in-class training, especially as a way to deliver knowledge about leadership, conference participants seemed definitely to favor action, experience, "doing something" as a primary ingredient in developing collaborative leadership.

One participant discussed responses collected from interviews in which individuals were asked how they developed their collaborative leadership style. One of the themes that emerged from those interviews was the importance of experience in learning about leadership and developing leadership capacity. Experience weighed heavily in another participant's five-part model of leadership development. Another participant talked about the importance of taking advantage of learning moments, of opportunities to practice and to try out

leadership skills. Another talked about natural opportunities to model leadership behavior. Others gave examples of action projects in their leadership development programs. From facilitations in the U.S., Northern Ireland, and Guatemala came descriptions of learning that occurred when the individuals involved engaged in some kind of action, usually out-of-the-ordinary, which allowed for insight to occur and progress to develop. The participants seemed to favor an active, experience-based approach to developing leadership capacity.

• **Reflection**. Action, followed by the opportunity to reflect on and understand the implications and results of various actions, are two fundamental strategies for developing leadership capacity. Reference was made at several points to new evidence that leadership development strategies should promote considerable reflection, reflection designed to increase an understanding of the leadership experience and the self in relationship with others. The evidence was associated with both an academic conference on leadership development at West Point and some new but yet unpublished research from the Generon Group in Boston.

Reflection was highlighted in one participant's model of leadership development: "Third is reflection. And I think that's been talked about this morning. The capacity for self-reflection, the capacity to participate with others in a reflection of one's self and other people." Reflection was addressed in one person's description of favored methods: "And it's something that was said earlier about this whole notion of reflection. And what I'm about to say is going to sound unbelievably simpleminded and inane. But one of the things when I work with people from a leadership standpoint, or we have others work with them, one of the things we have people do is to keep a log. Everyone has something they look at. But there might be a couple of things. One of them may be maturity. One of them may be making it safe for other people to contribute. One of them may be how supportive are you of other folks. One of them may be do you initiate, do you try and get out there and do something, you know, as opposed to waiting for somebody else. Whatever they are, we have them keep a log. It can be daily, it can be a couple times a week, of what they did well and where there were opportunities, upon reflection, that they missed." Another favored method included audio recordings: "We found that when it really got tough, we tape recorded all the proceedings and we could take a piece where it was very critical, bring it back and say why was this, why did we get stuck there, why did it get so enraged, how did people perceive it, what was going through your head. So you're starting to understand how other people frame, how they make sense of their worlds. You have to slow down the dynamics and provide that reflection." Action, backed up by reflection, received considerable support from the conference participants.

• **Coaching and Mentoring**. Action-reflection-coaching seems to be a combination of strategies mentioned individually by conference participants. Coaching and mentoring maximize the learning which comes from action or experience. Combined with reflection, coaching and mentoring, in addition to promoting insight, may build an individual's confidence and increase the person's willingness to try new leadership behaviors in new settings. It is unlikely that any skill will develop in the absence of experimenting with new forms of behavior.

A combination of action-experience-coaching was seen as particularly effective by one of the participants: "With the opportunity to observe someone else who is further along developmentally doing it, and then the opportunity to experience it with responsibility for what happens. And the follow on to that then becomes high-fidelity feedback about what happened, how that played out, what was the learner's role, what were they trying to do, what happened, what alternatives could they imagine after the experience." And research conducted by the Turning

Point group provided the point of departure for the discussion of the most effective strategies for leadership development: "We asked that question specifically to the people we interviewed, and there seems to be some consistent themes of how, we asked them how did you develop your collaborative leadership style and the one that was most strong and most consistent was through mentoring or observing others."

• **Conceptual Understanding**. Within a broader strategy of leadership development, some support existed for including a conceptual understanding of leadership, or leadership models.

One conceptual model that was elaborated is the model developed by Ronald Heifetz, that differentiates among problem types in terms of the kind of leadership most appropriate for a given problem situation. Some respondents to the Turning Point interviews mentioned formal training and leadership institutes as important sources of learning. And several participants addressed specifically the value of conceptual learning: "We need to give the learner a conceptual framework, a way to think about what this experience is going to look like; what are the elements of it, what are the dynamics of it." And, "That in addition to the skills people have and the characteristics of leadership, I think it is important to know how coalitions work and how things happen in multi-organizational change. I think there's a knowledge base there that's important. It's not just skills and attitudes. There's a knowledge base."

These four strategies seem to me to form a coherent overall approach to developing collaborative leadership skills, competencies, and capacities. You will undoubtedly see others as you read the proceedings. Given the incredible variety of individuals that Turning Point will be dealing with, and the subtleties of the learning you are attempting to promote, you may choose to add more ingredients to the mix. If the flavors are complementary and the effect cumulative, the result will get progressively better.

Topic III: Variations in Collaborative Leadership

This topic involved discussion that occurred in four small groups during the afternoon of the conference. Generally, there was considerable consistency among the small groups with respect to conditions under which collaborative leadership principles vary. Collaborative leadership principles were seen as reasonably constant, though circumstances in different cultural contexts and agendas may vary greatly. Collaborative principles are seen as relatively consistent across levels (local, state, federal), but the sense of immediacy or urgency might vary. Within these general themes, the following ideas were highlighted.

One of the primary differences among levels is the extent to which priorities focus on immediate versus long-term determinants of health, that is to say, whether the policies and practices allow for long-term relationship development and the commitment of resources necessary to impact community health problems. Participants frequently made distinctions related to time or urgency. "I think that there's a very big difference between what happens at the local level and what happens at the state level. And that difference needs to be respected in terms of the kinds of skills that are required of people at a local level, by those at a state level – the time that's required at a local level in contrast to a state level – in terms of the long-term impact on personal relationships and on process." A number of participants were concerned about the implications of funding cycles. That is, funding periods seem much shorter than the time required to impact root problems, the kinds of problems that collaboration typically addresses. Policy makers and resource allocators seem often to

operate with a set of expectations that are out of line with the realities of changing long standing community norms or practices. These variations produce some subtle differences: "Our conclusion was that parts of collaboration are the same. The principles that you use are exactly the same, but because there's a difference in immediacy at the different levels that, in fact, you end up experiencing a difference in interpersonal dynamic and intergroup dynamic that gives you a different feelings at those different levels."

Some principles of collaborative leadership seem particularly constant across levels and contexts. One participant commented that, "Based on my experience working with different sectors of the economy on creating collaborations, I think there are some core competencies at all three levels that, regardless of what level you're at, one has to focus on. We talked a lot about it this morning. One, for me, in this pilot that I'm just finishing with 40 folks from the community across different sectors, is trust." Other participants saw great consistency across levels and contexts for core competencies of collaborative leadership. Trust was mentioned often, as were conflict management, change management, perspective taking, promoting dialogue, setting clear direction, having clear values, etc. As one participant stated, "The actual inherent nature of what collaboration demands, I think, is the same anywhere."

There doesn't seem to be much reason to adjust the leadership development plan by levels, except, perhaps, to address the issue of leading upward. More emphasis might be given to leading upward, especially at the local level.

One participant declared, "That's a skill I need at the local level. I also need to be able to formally pick my battles with the elected officials of the community, communicate with my state legislators so that they stick with the right policies over time . . . At the state level, it's figuring out who the leaders are in a similar way, except oriented more toward the organization. I mean you either have to get the president of the organization, or the president's designated person, to be sitting at the table and not sending an alternate every time there is a meeting. You need to be able to focus on the key policy issues that keep the state policy makers happy, but that are also going to make a difference to your mission as a statewide organization." The same point is made in a more general way by another participant: "The discussion is causing me to wonder about the relevance of a couple of leadership dimensions that may or may not be thought of as part of collaborative leadership, but to me they're critical. In the context of a meeting within an organization or institution, one of the things that I seem to be hearing is that there may be need for leaders to learn how to lead upward. We always think of leadership as downward."

A number of special issues surfaced that might need to be addressed in the leadership development plan. These include sustaining people's energy beyond burnout; sustaining a deeper understanding of, and clarity around, purpose; and creating a program of sufficient length to foster deep insight and learning. These are difficult issues, hinting at the darker side of collaboration. It's a lengthy and demanding process. It's often draining and frustrating. It can become a substitute for meaningful action. The participants often implied, or explicitly stated, that collaborative leadership development must also address the tough issues.

A representative and illustrative comment follows: "Call it a critique of existing power relations, whatever you want to call it. You have to make a judgment of whether or not you think the current funding processes are, in fact, being promoted to build the capacity of communities to solve problems. Or are they ways to dump money into communities that look like things are going on so that people can cover their political behinds by having some activity in their communities? And I think the evidence is quite clear that the funding patterns are not about building sustainable communities over the long term. They're not

about long-term problem solving. And they're very dangerous to people. So, yesterday I said to the group in Weld County, 'What are your terms and conditions for engaging in collaborative effort? What are the principles upon which you would say we are not going to pursue a funding source?' We're going to have to figure out some other way of addressing this issue, because we believe that the way the money is described is too prescriptive, too disrespectful, and actually toxic. I think that's a very serious issue."

The hard issues tend to be interrelated. In order to be successful, unrealistic expectations, loss of focus, and burnout are difficult but very realistic issues for a program in collaborative leadership to address.

Topic IV: The Turning Point Leadership Development Plan

As the last agenda item for the conference, four small groups discussed the Turning Point Leadership Development Plan, in an effort to apply the ideas that emerged during the day's discussion. A number of worthwhile ideas emerged from these small group discussions. I would suggest the following three:

1. The discussion suggested that the Turning Point group become more specific, put more definition to the leadership development plan. Given the richness of the ideas and recommendations in these proceedings, becoming more specific about the leadership development plan should be an engaging and worthwhile process.

With respect to this first point, some representative comments include: "What is the nature of the training, of the learning experience?" And later, the comment: "So, then what are the products? What are the services besides the state projects and the local projects – which are wonderful – but you're trying to go beyond that? What are some of the products that could come out of it?" And a comment that was made by several participants: "The program seems strong in assessment and advocacy, but needs some beefing up in terms of what to do to enhance people's capacity."

2. You may want to give special attention to creating support groups. Consider bringing trainees together so that two or three trainees come from the same home location. Participants, or trainees, might be more capable of sustaining their energy, taking risks, reflecting on their experience, if they had even a minimal support system.

This suggestion shows up at a number of places, including dialogue among the conference participants regarding the advisability of having participants in the program come from the same organization, so that they can provide support for each other when they return to their organizations after the program is completed. "Dyads that would be able to go from this training back to a place where they could continue to mentor each other." And, "So instead of one, always send 10 or 11."

3. Many of the ideas and recommendations imply new departures, or nontraditional approaches to leadership development. These ideas may not fit well within the structure of a traditional one-, two-, or three-day seminar. Developing collaborative leadership in public health may be best accomplished by a new structure or process. If so, the ideas that would be instrumental in shaping that new structure or process are here in these proceedings.

In addition to the ideas discussed under question II, Strategies for Developing and Promoting Collaborative Leadership, a number of suggestions emerged with respect to the Leadership Development Plan. These include: the four

models for promoting collaborative leadership capacity; the impact of training group size on the development of informal and formal networks across sectors and levels; sustaining leadership capacity once it's developed; the size of "classes"; high touch versus high tech; different content areas for the training program; length of the training; and so on.

These highlights of the conference proceedings are the ones that struck me as interesting, or relevant, or insightful. This summary is by no means exhaustive. You will find many things of interest in these proceedings that I haven't even mentioned in this summary. Please don't rely too heavily on this summary. Of the many conclusions I reached, the one in which I have the most confidence is that the conference participants were a group of people who exhibited hard-earned and deep insights into an incredibly complex phenomenon.

Introduction

Welcome to the University of Denver. My name is **Carl Larson** and I'm very happy that you've agreed to attend this conference. We have two purposes we'll pursue today. One is an assessment of collaborative leadership and how it's best developed; what it is, what its components are, how it varies, what are the most successful strategies for promoting it. The second purpose is to focus the discussion on the Turning Point leadership development plan and be helpful to the Turning Point Initiative in terms of polishing and refining and further developing that plan.

Now, I'm excited about the day for a number of different reasons. Last night I heard Howard Prince talk about the conference that he was at last month at West Point and he was talking about some good research that he had heard there about how leadership capacities are best developed. Particularly, he mentioned the capacity for individuals to be reflective about who they are, what kind of future they see emerging, what their relationships are like with the people with whom they're moving into that future. And then I remembered Reola a month or so ago talking to a group of people about the Generon project, and the research that is being referred to now as the "Red Book," and very similar conclusions. So we had two points of data that have already come together in terms of a conclusion about what the qualities of individuals are who seem to be able to assume leadership roles when the efforts require people to set aside institutional loyalties and geographic differences and sector differences and concentrate on some kind of common problem. So I'm excited about what we are doing.

As I look around the panel here, we have probably a half a dozen of the most highly regarded leadership development programs in the country represented by people here who either created those programs or administered those programs. I noticed a couple of people who are presently involved in mediation or facilitation of peace initiatives in other parts of the world. I see people who my doctoral students cite in their dissertations and a couple I know who are holding endowed chairs, so it's a pretty impressive group. But the real impressive group, I think, is the group of Turning Point people, because these are the people that we study. These are the people who actually do what we talk about. These are the people who have created an initiative that is capable of impacting the quality of public health in this country. These are the people who have the energy, the physical energy, the mental energy, and the spiritual energy to sustain that initiative over time. These are what the social scientists call, the efficacious subgroup. This is the small group of people in any organization or in any culture who engage in action, who are still optimistic about their ability to impact the broader system. That's what we're here for. We're here to help the Turning Point Initiative develop an effective, long-term leadership development strategy.

Now, some comment is absolutely necessary about the formality of the arrangement. The conference proceedings are very important, and so some concessions have to be made in terms of the audio recording and the video recording. The Turning Point Initiative is interested in a permanent record of

these proceedings. They're interested in a video record for potential future use in meeting training objectives. We have this physical arrangement where we have a panel here in the middle and the Turning Point people on the outside. That will change in the afternoon. When you come back from lunch, you'll see a different arrangement. There'll be four tables with people broken up into smaller groups and we'll take what was discussed in the broader forum this morning and apply it to specific issues that are connected to the Turning Point Initiative in the afternoon.

This morning we're going to have two roving microphones. Ali Christian and Linda Olson, two of our doctoral students, will have microphones, and if you show any sign at all that you want to say something, or ask a question, or make a comment, they will stick a microphone right in your face, quickly as they can get there. So, we want to try to overcome the formality of these arrangements and move more in the direction of a conversation.

Let's start with the context so we can stay focused on the purposes for which we're gathered. Let's develop a little bit of a context, and then we'll have some introductions, very brief introductions. Let's begin with Jeff Wilson from the Turning Point Initiative getting us all on the same page, giving us a context that we can use to focus the energies for the day.

Jeff Wilson: Good morning. Dr. Larson asked me to provide a brief orientation on the day so that we can all have a level playing field and we all understand the expected outcome. I really see the purpose of our time together as a way to seek input on collaborative leadership skills from recognized experts. The Leadership Development collaborative is looking to increase our understanding of the core components of collaborative leadership, and to engage in a critical discussion of how the Leadership Development collaborative can influence the development of those skills among the public health work force and their partners. As you know, Turning Point in its efforts to strengthen and transform public health created the Leadership Development collaborative in response to work that had been done in the strategic planning phase. Leadership development arose as a critical theme across communities and states as a need among the public health workforce. The seven states and four national partners that surround you today are engaged in that activity—thinking about how we can critically look at leadership development, what can we do to be innovative in this field and how can we create strategies to fill any known or potential gaps.

Our initial discussions on this topic a year ago were very lively, and I think that the people around the room can testify to that. We started with a premise that there are some significant workforce development issues among public health employees across this country. We saw leadership development as a critical component of that. But, as a collaborative, we really struggled in terms of how do we get our arms around all of the workforce development needs in the 21 states that are engaged in Turning Point, because they're very different, and we looked at leadership development specifically, and what were the leadership development needs in the public health workforce.

The collaborative really refined that idea to look specifically at collaborative leadership skills. We believe that both today and in the future, public health will need to engage in partnerships, very robust partnerships, in order to advance the public's health. We see collaborative leadership skills as essential to fostering and developing those partnerships across sectors and at all levels. We also know that there's a lot of information and theories out there. Dr. Larson informed a small team of us about a month ago that when you do a hit on the Internet for the words "collaborative" and "leadership," there are approximately 160,000 web sites that contain those two references. That is a lot for us

to go through. And it's a lot for us to process. Part of the reason that you're here is to really help us process what is out there, to help us focus our efforts on specific tasks that will be the most fruitful.

Some of the things that we have been engaged in over the past year: we've been participating in training sessions for our collaborative members to raise our own awareness and understanding of collaborative leadership skills; we've done surveys of the Turning Point partnerships to get a better understanding of what they know about leadership development and how they're incorporating it in their own plans to move public health forward in their states and localities; we conducted a presentation to the entire Turning Point community at a national conference to let them know what we were involved in and to train them on what collaborative leadership is; we've done presentations at APHA and other groups; we're engaged in completing a literature review; we have done interviews with a diverse group of practitioners, both internal and external to public health, to really get at some very personal approaches to collaborative leadership, and what they see as important to their own collaborative leadership development and how we can translate that to other individuals within the public health sector; and, as of today, we've engaged a very robust panel of experts across the field to look at collaborative leadership capacity and what we may be able to do as a group of seven states and four national partners, and potentially other groups, over the course of four years with Turning Point. We recognize that there's a significant body of work, and we have tapped what we believe are very gifted experts to help us process through that. At the end of the day we want to make sure that the work plan that we have developed truly addresses a need, that we're not being duplicative, that we're not just regurgitating ideas already out there, but we're truly doing something that's innovative. That's the charge the Robert Wood Johnson Foundation gave to us and that's what we hope to achieve over the course of the next three years. So, we appreciate you coming here to help us do that, and if you have any questions about the day, I can try to answer them or defer to other collaborative representatives. Thank you.

Carl Larson: Any questions for Jeff? Okay, let's do some very brief introductions. I mention brief because I think it would be impossible to do justice to the people assembled in this room. It would take us forever to go through the accomplishments and achievements of this group. We started out with a very small group actually, and it has grown since our original planning. I still get calls from people who say, could I be a part of the leadership development forum that you're having. It's just gotten to the point where we had to say, no, we've reached the point of diminishing returns in terms of adding resources to the forum. So, size is a problem and that will show up in our introductions. I'm going to ask everyone to be very brief, otherwise we'll be here introducing ourselves for an hour and a half. If you can tell who you are, where you're from, just so we know who is in the room. Chris, you want to start?

My name is **Chris Gates** and I'm president of the National Civic League. The National Civic League is the oldest, good government organization in the country founded by Teddy Roosevelt and Louis Brandeis in 1894. So we've done this kind of work for a while. Our national headquarters is actually here in Denver, but we also have an office in Washington, D.C., and in my personal life as an activist here in Colorado, I am the founder and chair of an 11-year-old, nonprofit organization called The Colorado Institute for Leadership Training.

Hi, I'm **Bob Goodman**. I'm a Houston Family Professor of Community Health Science at Tulane University at the School of Public Health and Tropical Medicine.

Hi, I'm **Kathy Kennedy**. I'm an Associate Professor of Preventative Medicine at the Health Sciences Center at the University of Colorado. I also direct the Regional Institute for Health and Environmental Leadership. We conduct a public health leadership program for the Rocky Mountain region.

Hello, I'm **Alfred Ramirez** and I'm President of the National Community for Latino Leadership based in Washington, D.C., but regionally had headquarters in Phoenix and moved to Washington, D.C. two years ago. We're a national think tank clearinghouse, and resource on Latino leadership and leadership in the broader community.

I'm **Arthur Himmelman**. I'm a consultant based in Minneapolis, Minnesota. The focus of my practice is on community and systems change collaboration and the transformation of power relations that can result from such change.

My name is **Marshall Kreuter**. As of last Friday I retired from the Centers for Disease Control and Prevention. I have spent most of my career interested in community-based strategies to improve community health. I'm researching the social processes, social capital and the like and keenly interested in this project.

I'm **Frank LaFasto**, Senior Vice President of Organization Effectiveness with Cardinal Health. We're a provider of products and services to the health care industry. I've been there for 23 years and have focused on building collaborative processes throughout the organization and the development of executive leadership talent.

I'm **Reola Phelps**. I'm a consultant headquartered here in Denver with the Headwaters Leadership Group, which does corporate leadership development. I also have done a fair amount of community leadership development. I served as Program Director and President of the American Leadership Forum. I have recently been involved in some very fascinating community projects with the United Nations, one in Guatemala and I'm on the board of a company called Africa Bridge which is working on AIDS issues in Tanzania in a collaborative format.

Gary Gunderson. I run the Interfaith Health Program, which has been at the Carter Center and about a year ago moved to the Rollins School of Public Health at Emory University. We work with faith groups of all kinds, usually in collaborative relationships, using the vocabulary of the day, primarily with public health community scale sorts of efforts. I should mention, most recently, with the Public Health Leadership Society I was part of a group that authored a case for Faith and Public Health that maybe we'll talk about later. Bobby Pestronk was one of the other authors.

I'm **Hugh O'Doherty**. I teach at the New Center for Public Leadership at the John F. Kennedy School of Government, at Harvard. I'm originally from Northern Ireland, so I'm a conflict junkie. My main interest is really intervention in intractable disputes.

I'm **Kitty Sweeney**. I am the former Director of the Pioneer Leadership Program here at the University of Denver. That's a program for undergraduate students for leadership development. It leads to a minor in leadership studies. I'm proud to say that in the five years that I was working with the organization, it grew from 19 students to 240 and emerged as one of the more successful undergraduate programs in the nation. I've just accepted the appointment to the executive directorship of American Leadership Forum, Rocky Mountain Chapter. And Carl Larson, who is my husband, and I will be moving to Glenwood Springs, Colorado.

Good morning. My name is **Howard Prince**. I'm newly appointed as the Director of a new initiative called The Center for Ethical Leadership at the LBJ School of Public Affairs at the University of Texas in Austin, Texas. I came to Austin four years ago thinking I was going to semi-retire and got caught up in what, to me, is an attractive opportunity. Before that I had the good fortune to be the founding Dean of the Jepson School of Leadership Studies at the University of Richmond in Richmond, Virginia, and before that I was the Chairman of the Leadership Department at the Military Academy at West Point.

Good morning everyone. My name is **Victor Dukay**. I'm President of the Lundy Foundation. We're headquartered here in Denver. We do applied research and leadership development specifically targeting community members. We've worked with the Department of Health here in Denver in '95 in developing a collaborative of community activists with the Health Department to figure out how to develop an HIV/AIDS prevention plan, and we're doing some work right now with the gay and lesbian community on how to integrate into the larger community and deal with problems that affect everybody here in Colorado.

Evan Nelson, Health Officer, now in Ogden, Utah, and a NACCHO rep at this Turning Point meeting.

Jeff Lake, I'm the Associate State Health Commissioner in Virginia and the co-chair of our statewide Turning Point partnership.

Helen Horton, I'm from Virginia, representing a Turning Point partnership.

Good morning, I'm **Steve Frederick**. I'm the Chief of Management and Leadership Development in the Public Health Practice Program Office at the Centers for Disease Control and Prevention, and I also serve as program manager for an internal CDC leadership and management institute.

I am **Carol Woltring**. I'm Executive Director for the Center for Health Leadership and Practice based in Oakland, California, and consultant to this Turning Point collaborative.

I'm **Mary Munter** from the Nebraska Health and Human Services System, Office of Public Health.

Hello, my name is **Beverly Williams**, and I'm from the Oklahoma Turning Point partnership and the technical program associate for that project.

Hi, **Bud Nicola**. I'm assigned by the Centers for Disease Control and Prevention to be with the Turning Point National Program Office in Seattle.

Good Morning, I'm **Lee Kingsbury** with the Minnesota Department of Health, and I'm one of several staff with the Minnesota Turning Point partnership.

Hello, I'm **Mary Wellik**. I'm also a county public health director in Minnesota, and I'm also part of the Minnesota partnership.

Hi, my name is **Wanda Hilton**, and I'm with the Nebraska Turning Point Initiative.

Hi, I'm **Anne Witmer**, Director of the Louisiana Turning Point partnership, which is housed at the Louisiana Public Health Institute.

Good morning, I'm **Jan Dahl**, the Deputy Director of the National Program Office for Turning Point.

Hi, I'm **Sara Balcerek** with the South Carolina Department of Health and Environmental Control.

Hi, I'm **Pam Gillam** with South Carolina Turning Point, housed at the University of South Carolina's Center for Health Services and Policy Research.

Again, my name is **Jeff Wilson**. I'm the Turning Point Coordinator for Virginia.

I'm **Bobby Pestronk**, the Health Officer in Genesee County, Michigan, and a member of the National Advisory Committee for Turning Point and a representative of NACCHO.

Joanne McConville, Colorado Turning Point.

I'm **Larry Olmstead**, Oklahoma Turning Point, recently appointed as Director of the Oklahoma State Turning Point process.

I'm **Harryl Hollingsworth**. I'm the Assistant Project Director with the Lundy Leadership Initiative, with Vic Dukay.

Good morning, and thanks so much for coming. I'm **Jill Hunsaker** and I'm the Director of the Colorado Turning Point Initiative.

Good morning, I'm **Mary Navin**, and I'm a graduate student at the University of Colorado Health Sciences Center campus with a focus in health systems leadership and public policy, and I'm doing some work with the Colorado Turning Point Initiative.

I'm **Linda Olson**. I'm a doctoral student here enjoying the last few months of Carl's time here.

Topic One: The Nature of Collaborative Leadership

Carl Larson: It was Lee Thayer, I think, who said that disciplines emerge in inverse order of their importance to human kind, and if that's the case then this must be one of the more important ones, because leadership studies has emerged very recently. In fact, there are some people who claim it hasn't quite emerged yet, it's still in the process of emerging. But figuring out what it is that we're concerned about, what the capacities are, how they're best developed is part of that emerging process.

Let's start with the question, when we talk about collaborative leadership, when we talk about the capacities, the skills, the abilities, the attitudes, what is it that we're talking about? If we have a long-term strategic plan that's designed to develop or promote collaborative leadership, what is it that we're promoting? What do you think?

Arthur Himmelman: Well, I won't be bashful. I'm from Minnesota, we've got Jessie Ventura as our Governor, so, we don't have to pretend to be modest. I'd like to add a dimension to the setting that you provided in terms of leadership and collaborative leadership. I think it's important to begin a discussion of collaborative leadership by considering the context in which leadership or collaboration emerges. It is clear that collaborative leadership, or collaboration, is a process, a means, that can be linked to any ends. Obviously, there are countless historical examples of very evil and dangerous results of people working together. So, rather than advocating collaborative leadership per se, I'm also interested in considering the context in which it can be applied. I believe that those engaging in collaborative leadership have a responsibility to share their views about the context in which the use of collaborative leadership may be appropriate, including the values and the politics that are imbedded in it.

Carl Larson: The context of public health. Is there a clarification? Focus? Is there something about the ends, the goals of the Turning Point Initiative that you want to pursue?

Gary Gunderson: I've visited Minnesota, so I've picked up on some of the chutzpah emerging there. For some time, Interfaith Health has almost had as a logo the notion of building the capacity for collaboration with the end in sight being bringing into alignment community systems, and here's the loaded phrase, around our most mature faith and our most relevant science. And unpacking those two is a process that takes years and an awful lot of deep dialogue. But those are loaded questions that do provoke a kind of discussion about ends and deeper values, what would be the relevant science, for instance. We generally try to get folks to think in terms of public health ways of knowing as an appropriate framework for bringing into alignment other community systems, but that's far from intuitive. So what we really try to do is provoke that kind of discussion that then could lead towards a deeper dialogue about ends, assuming always that it's building that capacity for collaboration that in the end creates that possibility of alignment.

Alfred Ramirez: I wanted to follow-up those comments. Our organization, as part of our mission, is to develop or support leaders who are ethical and accountable and responsible to the community outright. That's the assumption and the demand that we would have of leaders, and in doing our work, and doing literature reviews and leadership reviews, we came up with five components that seem to be prevalent and also relevant and I'd like to share those five as what we think are key to understanding leadership in any type of collaboration. (1) leadership is a process; (2) leadership emerges out of a reciprocal relationship of influence; (3) leadership occurs in a community or group context. It doesn't happen alone, with one person alone anointing or appointing themselves leader; (4) leadership involves goal attainment around shared visions, purposes, and values; and (5) leadership is intentional about making real or concrete change. And as I've recounted those five elements, one can also see how the reverse occurs in so many instances, among so many organizations, efforts, institutions or structures.

Bob Goodman: If I may, I think that some of the issues around the contextual aspects of leadership often have to do with forces outside of the enterprise, and one of the things that I think is critical is to think about leadership on several levels. Leadership can be at a community level. So it links well with the inter-organizational work that Turning Point is doing, it ought to be able to influence and leverage power from the outside, especially where it's being restrictive. I think that there are certain qualities of leadership that reflect that need to have a strong sense of ethical purpose, a founding in an ethical base. Leaders have to have the ability to engage others in critical reflection so that we can look non-defensively at what we're doing well and what we need to do better. I think that leaders often need to be diplomatic. As you bring different kinds of points of view to the table, what a leader tends to do is make connections, trying to figure out ways to develop mutual benefits, mutual purpose. This I think is critical. And there are certain skills that I think are rather critical to leadership. And I'm not talking necessarily about how to run a meeting, but more things like how do you deal with conflict and its resolution, how you deal with difficult issues in a way that are palatable for people to discuss so that polarity doesn't emerge, but consensus emerges. And I think you really have to have a sense of identity with the people you're working with. You have to have an affinity for the work that you're doing, a love for the work that you're doing, because leadership takes time. It is, I think, one of the hubs of doing this kind of work. My experience is that when leadership doesn't emerge or emerge well, initiatives are often in trouble. I'll stop there.

Chris Gates: This country had a very shared view of what leadership meant and looked like, and part of the movement that most of us around the table are involved in is a very difficult thing, which is tearing apart stereotypes of what people have been nearly bred to think of what leaders are, and to try and reinvent that in a different way. And it's not that people don't have a notion what leadership is, people absolutely have a notion of what leadership is, but for most people it doesn't resemble what most of us around the table are probably talking about. And so in the work that we do with elected officials and community leaders, we talk about the old model and the new model and the old leader and the new leader and try and get people to consciously make choices about abandoning an old approach in discovering a new approach. And at the local level in communities, it evidences itself in very clear ways. In the old world, the leader was the person who came in the room and did all the talking. In the new world, the leader is the person who comes in the room and asks really good questions and takes a lot of notes. Completely different styles. In the old world, leaders sought power to impose their will on others. In the new world, leaders seek power to use that power to empower others, to convene others, to

catalyze difficult conversations. Again, big conflicts between those approaches. In some ways, in the work we do with community leaders, the biggest challenge that we have is the challenge of ego, and that is that so many people come to leadership positions with the presumption that they will have a certain amount of power and be in charge, and be in control and be able to impose their will upon others, and then horrible people like us come along and say no, no, no, now that you're empowered what you have to do is empower others. Now that you're empowered, you have to use your power to listen to other voices. You know, in the world of politics, leaders who adopt a collaborative, catalytic leadership style are mocked. Oh, you couldn't make that decision yourself? You had to defer that to the citizens? I mean, Federico Peña, when he was Mayor of Denver, was ridiculed by some in the political world because he wouldn't make decisions. Anybody who flew in here probably flew in to that big airport called DIA. Denver had all of the formal political authority it needed to build that airport, but Federico Peña, in his wisdom, recognized that if Denver's government simply voted to approve the annexation of the land and the construction of that airport and the issuance of those bonds, that they would have all the legal authority they wanted in the world, but no moral authority to make such a significant shift in the character of this metropolitan area, and so he deferred. He said we have to have a vote, and he not only had one vote, he had two votes. He had one vote in Denver, and then another vote in Adams County, which is where the land was going to be annexed. In the political world, he was mocked for not being a leader, not being willing to stand up and take charge and say what his vision was, and yet he knew in his heart that that wasn't going to get him where he needed to go. One of the biggest challenges for people in shifting from the old presumptions about leadership to hopefully the new realities of leadership is this giving up of control, this giving up of power. I'll finish with the optimistic part. What we hear from elected officials and community leaders that "get" this and have employed this new style, is that when they periodically give up their power to somebody else, what comes back to them is more than they gave up in the first place. And literally in the act of subjugating their ego and giving up their power, they are in essence becoming more powerful. Which, again, is antithetical to old presumptions about how power and leadership work.

Howard Prince: I'd like to pick up on what he referred to as ego there, because one of the things I've been thinking about as I tried to prepare for this day and sharpen my own understanding of the term collaborative leadership, one of the things that occurred to me is that this kind of leadership puts a tremendous demand on, for lack of a better term, what I'll just call personal maturity on the part of people who venture out into such leadership roles in several ways. Within (and a lot of that arises as a function of having to cross institutional or organizational community boundaries) what we think of as traditional or maybe classical forms of leadership, interactions usually occur within defined boundaries, and there's more homogeneity in outlook, and values, and perspective, and agreement on ends, and often fairly clear and accepted levels of formal authority. Leaders in those more traditional settings don't get away with not dealing with ambiguities though. But for the collaborative leadership situation, there's another form of uncertainty that's injected into it, and that's uncertainty of outcome, it's uncertainty in part about being able to reach some kind of consensus. And the leader has to suspend the tendency to want to take charge of that, to direct it rather than facilitate. And I think that makes tremendous demands on, as I said what I would refer to, for lack of better term right now, personal maturity. And there may be some developmental issues there in terms of people's readiness for that. One of the things that Carl alluded to that has troubled me for a long time, is that while there are many, many people and literally hundreds of programs that have sprung up in the last decade or two that purport to develop leadership, I don't know of anybody who has a well thought out, empirically

tested theory of how leadership development occurs. We are doing things in the absence of a validated conceptual framework that tells us what the critical variables are. That means we have some implicit ideas about what those are, but we need to be aware that, to some extent, we're shooting in the dark when we talk about figuring out how to help people develop their leadership capacities. That doesn't mean we should say this is too hard, let's give up and go away. To me it's an inviting challenge. But I think we also need to be aware that we don't have good validated frameworks. There are people though who are beginning to tackle that really difficult theoretical, conceptual challenge. And one of the capacities that appears to be relevant, that's coming out of some work at both Alverno College, a small college in Wisconsin, and West Point, which takes the study of leadership very seriously, both are finding some very interesting things with regard to development of processes in young people. One of them is the capacity for reflection. The ability to reflect on one's experience to try to assess the significance of what has happened and then to try to modify it, if that's the appropriate insight from the reflection, seems to be critical to the process of continuing development and learning over a lifetime and also to becoming more effective as a leader. So, one of the things we may need to develop in people is the ability to be self-reflective, and to be self-reflective about experiences, especially in a very difficult context.

Hugh O'Doherty: I think I've got to the point where I think that we need to jettison the whole notion of leader. I ran a program for two years at the University of Maryland called the College Park Scholars Program. It was for about 160 undergraduates who would live together in a living/learning environment over two years and their particular program was in public leadership. At the beginning when they'd come in I'd ask, "How many of you (in a class of 80), see yourselves as a leader?" Inevitably 80 of these students would put their hand up. And I would say, "That's a very dangerous notion." And I'd say, "How many of you see me as a leader?" And, again, inevitably 80 would put their hands in the air and I'd say, "That's an even more dangerous notion." The word leader has become like sainthood. We all want it, we're all supposed to be that thing, and it's become utterly debased. It's already trivialized, and I think that's part of the context. The other context is what gets rewarded. At the University of Maryland, the College Park Scholars Program had in its mission statement that we valued cooperation, collaboration, honesty, and integrity, and all that wonderful stuff, and faculty worked for years to come up with this statement. The truth of it was, however, that what was getting rewarded in the context of the University was individual competitive effort. So on the one hand you have this program that aspires to a whole set of values about collaboration, and yet the larger institution is undermining it at every point. So, we have a situation where collaboration has become this wonderful espoused virtue, but the larger culture does not reward that. So, if we want to develop programs that are trying to develop qualities of collaboration, that's profound change and how's that going to be rewarded? These young people see themselves as leaders because they were captain of their football team, or they had some role within the library and that's leadership. Maybe it is, but my colleague, Ronald Heifetz, makes a distinction between three types of situations. There's what we call Type 1 situations where we know what the problem is and we sort of know how to resolve it. It may still be difficult to gather people together to do it, but you can define the problem and you have some definition of how to go there. Type 2 problems are where you may know what the problem is, but there's conflict about how to resolve it. We may have some sense of what are the causes of AIDS these days or global warming, but there may not be agreement about how to resolve it. But Heifetz would say that leadership is really in Type 3 situations, where there's no agreement about what the problem is to begin with. For example, what are the causes of inner city violence? What are the

problems of public health really? What is the concept of health altogether, and there's no agreement about how to approach it. So, I think that leadership really resides in that third terribly messy, awful business. And, again, we tend to glorify leadership. But from where I come, leadership is a profoundly messy, awful business. It is about facing people's rage, it's about being able to stand with people in despair, and it's about madness and insanity, and it's about how do you protect yourself and stay alive in the face of possible assassination, either real physical danger or psychological damage that we do to one another. So, I'm for maybe jettisoning this notion of the leader, because it gets us in deep trouble.

Kitty Sweeney: What do we teach them instead?

Hugh O'Doherty: Leadership. And again, a profound distinction needs to be made between leadership and authority. There's still this tremendous confusion or lack of distinction between leadership and authority and it has profound ramifications for people's health fundamentally if we don't make that distinction.

Reola Phelps: I will build on that. What strikes me as I listen to people is how often we are using words like ego and power and the difference between competition and collaboration. In my experience in a leadership development program, there always seems to be a turning point, where people come in the door and they are bringing their baggage with them, their sense of here's where I'm coming from, and I'm a leader, and I'm the head of my organization or, you know, whatever, and they come in the door with that. To me, one of the critical capacities for collaboration is when people get to the point where they can drop that and begin to truly see the world through the eyes of other people. So dropping your own sense of your own perspectives of truth and reality and beginning to see things through the eyes of other people. Usually there is a point in a program where that happens and it's just profound. I'll actually tell a little story. For me the most dramatic of these that I've seen happened in Guatemala. We were doing a program there sponsored by the United Nations. There is real conflict in Guatemala, a civil war there for 25 years. People have been killed and murdered far beyond anything that we experience. We had 50 people there who were coming from all walks of Guatemalan life and walking in the door, you know, as the leader of the Mayan movement, or the leader of the military. There was a woman whose sister had been murdered by the military and they're all sitting next to one another. At one point we had an evening of story telling, which, by the way, we have found as a phenomenal thing to help people shift and begin to see this world from another perspective. People were telling their stories and the priest told a story of going into a Mayan village where most of the massacres had happened and finding a mass grave. He talked in graphic terms about what he found there. If you looked around the room you could feel the energy shifting from people coming out of their own parochial perspectives about what was going on there. It is like a collaborative climate was established there when suddenly we began to see that country as a whole, not as the polarity of all the different parts, and somehow in a program if you can reach that point, where people start to see the world from others' ideas. I think there are many tools for doing that, but this is one critical capacity for collaboration.

Marshall Kreuter: I'd like to take a crack at commenting from a public health perspective. It seems to me that the goal of public health is health improvement, and it's simply that. And that the traditional way in which we've gone about that business is to use the science of epidemiology and that's basically to ask three questions: What is the problem? Who has it? Why them? And then use the insight one gains from that to go about the business. And, Hugh, I think you're right. I think the idea of leaders that, I think we ought to give serious thought to is that it is trivialized. I think leadership is terribly important and this trichotomy of

you know the problem, you know what to do; you know the problem, you're not sure what to do; you don't know the problem, you don't know what to do, I think that's very useful as well. In public health, we often operate in number 2, that is to say, we know the problem, and we're going to figure out how to do that. Actually, the problem in leadership is that you know the problem, and you think they know you know the problem, and we break down because their view of the problem isn't the same as our view of the problem. So inherent there are some possibilities for the kind of leadership that's necessary, I think, to move forward. I'd like to tell a little story of my own. It's recent. Last night I had dinner with Bob Goodman sitting at this table, Bob had gone to Tulane several years ago and they recruited him there because he was a leader in his field, obviously, the professor and all that stuff. He was a leader in his field. Ignore the rest of my story perhaps, Bob. But the Dean there said, look we want you to put forth a proposal for a government grant that describes the community at Tulane and gets them activated. And Bob said, look I can't do that. We've got six weeks to get this grant put together, I cannot possibly give you the kind of insight and assess what's going on in that community to the point that it's respectable. Ergo, I can't do that. I can give you some general statements, but don't ask me to conjure up a plan that has gone into the community you've got now. Now, to me, there's two inherent skills of leadership that seem to be consistently in public health. One is the notion of assessment. We can assesses mortality, we do a nice job of assessing behavioral risk factors, environmental conditions. We're just now learning to assess social context issues. Measuring things like our capacity to work collaboratively with one another, social capital. So we're growing scientifically and our ability to assess is getting much better, it takes much longer to do, but we can assess much better today than we could five years ago. Looking at the social and economic determinant of health status in addition to the biological and the like . . . so assessment is good. The one that's missing; however, is respect. And I think that's what Bob reflected. You have a skill that's learnable, assessment. That's kind of an academic skill and you can share that, but when you don't have respect for the people you're working with, and you don't demonstrate that respect, then you get into trouble. That's why collaboratives that are supposed to take two years to plan, end up like three years to plan. Where you're supposed to hire somebody in April, the following May you still don't have that person hired. And why is that? I think because the element of leadership that's missing there has been respect, not the technical side of it. So, I think, Hugh, I think you're quite right that leadership is what we ought to be about, and that whether those three, the three conditions you talked about, whether they're right ones, they certainly are striking to me and they give you a nice context to think about the different elements. But if in the business of public health you don't have the ability to assess and the system to track what's changing, you have no feedback. And if you don't start with respect, which inevitably means you have to take much longer to do your leadership, then I think you're going to be in trouble.

Alfred Ramirez: Can I build off of that issue? I think we can all agree that this day could get messy because leadership can sometimes be messy. I think we can have some fun at it too. One of you struck a chord, and others have too, and I don't know whether we should get into it just now, but there's the whole issue of the "haves" and the "have nots," and leadership for whom, from whom, by whom, etc. I know we all have good intentions, including myself, as to what we're doing and why, however, we need to address those issues. Now, back to the leadership context within a health context. If we are to truly influence public health we must acknowledge the abundant relationships and interrelationships while taking a holistic approach. We must be mindful that people have different opinions of leaders or leadership. Our organization surveyed 3,000 Latinos last year and asked them several questions, such as,

"what qualities do you most admire in a leader?" and "of those qualities, which are the three that are the most important?" What came from those participants were four qualities. They were character, competence, compassion and community servanthood. These were from among Latinos in five states where we're most represented. More than 50% of the respondents gravitate to character. And what they meant by character wasn't just the ethics and the morals of an individual, but also whether someone was actually going to follow through with what they said they were going to do. These are Latinos who many times have not been in power and who have been disappointed countless times. On the competence front, it was almost assumed that anyone elected was competent. On the compassion side, there was a very strong parallel between family values, caring for the community, caring for the neighborhood, and wanting to see a leader who reflected that in their practices, in their platforms, and in the work that they were doing. And, lastly, on the issue of community servanthood, as we've shared the data with people, we've been taken to task. People have said servanthood sounded too much like slavery or plantation or hacienda. They asked, "Instead of the word servanthood, why don't you use community servant? We responded that that would not be honoring their responses. If we looked at the English and Spanish responses, they literally meant someone who was a servant to the people. Not only performing community service, but also being a servant to those people. We know, as we look at leadership and leadership models, that the oppressed become the oppressor, if that's the only model they know. We have seen numerous instances where the vocabulary changes during a revolution or takeover, but that when the dust settles an even worse situation has snuck up on the people.

Arthur Himmelman: It is my experience that it is both possible and important to use collaboration as a way to practice gaining and using power democratically. Generally, people focus collaborative efforts on tangible results such as producing affordable housing. It is also possible to consider how the processes of working together can deepen democratic practices in agreeing upon who gets to make what kinds of decisions, how shared decisions are made, and how to be responsible and accountable in the use of shared power. Although power has traditionally been defined, and still is, as domination and control. I think the feminist critique of this view of power is fundamental to democratic collaborative change because it suggests that power can be based in capacity rather than domination. Drawing upon this feminist perspective on power, I have defined power in my own work as the capacity to produce intended results, rather than domination and control. That means everybody has some capacity, and it also relieves us of the tortured logic of either/or gaining, or taking, or losing power because you can use a dialectical approach and resolve it as shared power. So, if in collaborative efforts everyone brings some capacity to produce results, the question becomes when we share capacity what is it we want to produce, what are the results we want in common? For me, this is a fundamental concept or practice of democracy that is incredibly important in this work.

Victor Dukay: Arthur, I just want to follow-up with you one of the things we've struggled with in this community leadership program here in Colorado, is about who has power and who doesn't. I call it the zero sum game. Some folks come from the perspective that if you have power, the only way I can become powerful is if I take yours away, and then you end up being bashed. Then it's this game of taking and giving, and taking and giving power. So I just wanted to pose a question, how do we increase the pie so that everybody in leadership roles can have power and be empowered without having to take somebody else's power away. And what are the skill sets around being able to develop that.

Arthur Himmelman: Just a quick response. By definition you have more power every time somebody joins in a common effort because everybody brings capacity. It's only, to use rough language, the control freaks that have a problem with it.

Victor Dukay: Interesting.

Chris Gates: I would caution us not to dodge a difficult bullet here. This is not about power sharing, this is about taking the power away from some people and giving it to other people. The politics of community are very clear about this. It is about taking the control of communities away from the Anglo-male business community and sharing it more broadly with other people. I think we do ourselves a disservice if we are not really clear about the fact that part of this is about expanding the pie, being collaborative, working together, joint outcomes, shared values, all great stuff. But let's not forget the other piece of this. The other piece of this is that people who used to have unilateral power and control to dictate outcomes are no longer going to have that. And I promise you, as good as we all are at word-smithing, there is no way we can spin that to them as anything other than they're losing something that they revered and held for a long time, and it is being taken away from them and being given to other people. My bet is all of us are okay with that. But we shouldn't, on our warm and fuzzy sides, pretend that this is about power sharing. Another significant piece of this is about taking power away from some people and giving it to other people.

Bob Goodman: If I may, I want to reinforce that. I, again, find in my own work that the largest problem, in terms of let's say community capacity, is that it's squelched by very powerful, vested interests that sit outside of the community. They're not just business leaders, they can be politicians, they can be all different kinds of, you know, groups or powerful entities that exist outside of communities, but have tremendous effects in community. So, from that vantage point I think what we're trying to do is leverage power from the "haves" and the "have nots." How communities use power internally, I think, has a different dynamic to it. I think that's where we're trying to share power much more equitably. My take on all of this, is I distinguish capacity (by the way which I see as a potential state, just like having money in the bank is potential) it's the functional use of that capacity in an active state that makes the critical difference. If you take all that money you have and you spend it on gambling or drinking and things like that and you squander your resource, then you might have a high level of capacity, but you're not using it in a very competent, effective way. And I would make the same kind of analogy for leadership. I think that people come to the floor, for all types of motives, and they might have all the capacities to do the kinds of things we're talking about. Unless that translates into action that's consistent over time, we're squandering our resource.

Marshall Kreuter: I want to pose a question here. Wresting power away. The Carter Center and actually President Carter, about eight years ago, as a party to launching a project that was to eliminate guinea worm disease from the planet. This is a worm, water-borne worm, that causes great morbidity, not a lot of mortality. The only other disease eradicated from the planet was small pox. And this by the year 2004. They may make it, but they used kind of a country, region, local level leadership strategy. That to do it bottom up, they made the judgment that wouldn't be possible. The long and short of it is, the strategy of this multitiered leadership issue does appear to be working, and at the highest level. You had governmental leaders convincing other governmental leaders that they ought to pay attention to this. So, you're a leader outside my community who has influence, you could be a governor, any of the people Bob was just

talking about, and I'm inside. Now, if we take a leadership strategy where I have to wrest that away from you, then you're going to give me skills of advocacy, political power and the like. That ultimately is confrontational. I mean Saul Alinsky made it work. But can't we also think about educating you about bringing a new vision of leadership to the person who has power on the outside. I mean we have governments, we have foundations, and we're talking about creating young leaders, why can't we recreate old leaders. If we look at this rash of young people, age 48 to 50, that retired because they made a lot of bucks, well, what happened to all those people? They immediately wanted to turn around and do good. They were fed up with this other issue. So, I'm wondering if it is true that you have to have that confrontational thing; strategic efforts of leadership, of getting people to understand the problem, how you are contributing to it, how your behavior and actions contributes to it, and couldn't we all get a double win out of this. I'd like to us explore that issue of leadership. I know we can't exist with another without arguing and scrapping and scratching and competing. I'm not denying any of that.

Reola Phelps: Would you just speak a little more about the decision to go from a top down approach rather than bottom up, or maybe it's in addition to, but I'd like to hear the thinking behind that.

Marshall Kreuter: You mean in the Guinea worm work case?

Reola Phelps: Right.

Marshall Kreuter: Well, it was leadership. I mean, William Foege, just retired as the director of CDC, went to the Carter Center and established a relationship with President Carter. The Carter Center wanted to develop world peace, do negotiation, and improve health. And Bill Foege and an African-American ex-deputy Don Hopkins said, look this is something we can do. Number one, this is doable. It's a relatively simple problem. Here is what can be done at the local level. Here is what can be done at the regional level. But unless government supports this, nothing's going to happen. And so they did about a year's worth of planning so that these things could move forward. And they have incredible feedback. Every month all levels of government gets feedback in showing the decline in this insidious disease condition. So it was a leadership decision that we cannot do this by ourselves, and we have to change the way we do business. I mean that's an over simplification of it, but that's the way that kind of stuff works.

Gary Gunderson: I want to comment briefly on that, because it was a controversial strategy that is still under critique inside the Carter Center. There are relatively few number of human problems that have that kind of intervention possible. And it actually drew on social capacity, moral capacity pretty heavily that President Carter and Bill Foege and Don Hopkins had accumulated over many decades. And so in some ways what seems like a top down strategy draws from deep reservoirs of credibility, all the characteristics you saw. It was their capacity to be people of character and compassion and servanthood that sort of made that leadership move possible. At the same time, the Carter Center was able to do that though. It's important what Turning Point programs are actually dealing with in this domestic context are all these type 3 problems. The Carter Center was not successful using this same sort of mind set in our own home of Atlanta trying to deal with poverty and the other power dynamics in Atlanta, that are tangled with not just health, but the whole human situation in Atlanta. They essentially failed at that challenge using a very similar sort of thinking. It didn't work in our home. So I would just, having been part of the Carter Center, I'll say it before someone else does. It's not clear how far that model transfers.

Marshall Kreuter: It's interesting to me, Gary, because the Atlanta project, which you're referring to, used the same sort of a model and it was shocking to

everybody the inability of the leadership to plow the ground to do the necessary assessment. It was part of the type 2 problem that you described. The problem of trichinelliasis was clear. People at the local level, regional level, they all knew this was a devastating condition. There was almost consensus to begin with. Here, they made the strategic mistake, I think, of not necessarily culling the ground and developing the kind of respectful listening determination of what the real problem is, they just assumed they knew what the problem was. So I think we can learn, and I think it's a very important lesson to learn here. What went wrong with the Atlanta project? My gosh, money, I think RWJ gave a huge amount of money to that, the ex-President of the United States, compassion, ex-Governor. Why did it fail? I think many reasons, but one of them was a strategic error in trying to move too fast and not gaining input from the community.

Kathy Kennedy: Name a public health problem. I challenge myself all the time to think that all public health problems are type 3 problems. Marshall gave a perfect example, and polio eradication is another perfect example. We know what the problem is, we know what the virus is, or the worm is, or whatever the vector is, we know what the solution is, we have the technology. We know so darn much, don't we. But there isn't agreement that that's the problem. When you want to eradicate guinea worm or polio, you're competing with other priorities and the community gets back to the concept of respect. In Colorado, in the leaders who participate in our leadership program, we've done the community needs assessment in public health. We know what the problem is. The problem is the epidemic in teenage pregnancy. When you go to the community to get your coalition together about doing something about the epidemic of teenage pregnancy, well that's not what they think the problem is. We know so darn much about what we need to do. In almost every public health problem that we identify as a public health problem, be sure that we agree on what the problem is. Using the collaborative process in public health, in almost any problem that we know are the problems. I'm convinced that we always need to revisit is this a type 3 problem, and they usually are.

Hugh O'Doherty: It's a tremendous challenge for those of us, who are "experts" to acknowledge we don't know the answer. I mean, George Bush isn't going to stand up and say, "Well really there's a tremendous problem, a racial problem, here in the United States or a tremendous problem with poverty and sorry, I don't have an answer, but I'd be willing to think about it with you." People don't get into positions of authority by not having answers. The other issue here, and I think it's the nitty-gritty of the issues of power and authority, is how do people learn to speak to authority. Fundamentally, it can be frightening. Plus, those in authority may not want to listen because that means vulnerability. So, I think the issue of what is the nature of authority and power is key.

Frank LaFasto: I come from the private sector, so I'm trying to develop an appreciation for the complexity of the leadership issue within the public arena. Clearly it is an enormously entangled opportunity that you deal with. But we do face some of the same kinds of problems in our organization. While we're not a community of millions of people, we are an organization of 43,000 people on five continents and we deal with a lot of intercultural partnerships. And we've been working on the leadership issue for a couple of decades. I'll invoke Carl's name here because he has helped with our research. He and I have been working together for 30 years, trying to understand how you build an environment where leaders and leadership can flourish, and how people can contribute most effectively. And we've come to the conclusion, based upon our research, that there are some things that are just true. One of these truisms, to build off of what you just said, Hugh, is this notion of safety. Leadership is about making it safe so that you can talk it over, you can ask questions, you can query, you

can raise doubt. Safety is one of those conditions that we've worked at in our organization because it is a fundamental condition of collaboration and good leadership. After all, no one has the right to disenhearten people. I have 5 children, and we always say the kitchen table is safe to say anything respectfully. It's amazing what you find out if you just say, it's okay, go ahead and talk about it. The fact of the matter is, you find out what's on their minds because it's safe to share ideas, feelings and problems. They're willing to talk about it. Our organization is the same way. We emphasize that it's important to challenge, to say, "No, I don't understand." Most organizations, most communities won't dumb-waiter that up to people who have power, to people who are in positions of authority. But the whole safety piece can trigger enormous benefits.

Carl Larson: Let me check now before we get to a break. I'm worried a little bit about the formality of the process. I'm worried a little bit about what's going on with the Turning Point people. Is the conversation having any value, any merit for you? Would you like to see a significant change in the process? Give us a little feedback, will you. This is a safe place, so say what you . . .

Howard Prince: You're creating the kitchen table that Frank just talked about.

Jill Hunsaker: I feel like the discussion this morning has been excellent, and it's been totally right on target with everything that we've been discussing and experiencing. The Turning Point Initiative in Colorado, our vision, and we just applied for a grant for four years to sort of coordinate around this, is to eliminate health disparities. So I appreciate some of the discussion that has gone on with communities that in the past have been disenfranchised, such as communities of color, gay and lesbian, bisexual, trans-gender community, and so as we go on having this conversation, it would be great if you could continue to speak about how we help those communities, how we create leaders in those communities, how we distribute the power, for lack of a better term. And I think absolutely through collaboration. But a lot of times you get a lot of players and we need to transition to say, okay, now you take the ball. So, thanks.

Jeff Lake: I'll agree with Jill. The conversation has been very enlightening and very stimulating. It's always a nice opportunity to sort of expand your understanding of a subject as important as this. One of our objectives in the collaborative is really to achieve a breakthrough, and that's what the foundation has sort of asked us to do in these three years is to advance the knowledge and understanding in this area. One of the things we're interested in exploring is how we go about engaging people in other sectors. How do we engage people who have very different points of view and understanding about how community health works? How do we engage them in the process of joining with us to improve community health?

Mary Wellik: I hear a lot in our conversation as we talk about collaborative leadership, and also somewhat in your conversation, about how do we engage them. In the Minnesota partnership we're also focusing on health disparities. My community has experienced a lot of growth of immigrants and refugees in the last five, ten years and I guess the people that I'm learning most from are those people in those communities who are also seeing we and them, but I'm the we and they're the them. And we're trying to get past that, and I don't really see the way of eliminating that part of the discussion. The public health side of it is that component, Marshall, that you were talking about. You know, the need to do an assessment and kind of follow through our process that we typically use, but that almost immediately creates a barrier when we do that. And I'm trying to find how to get through the ability to clearly define the problem and do the assessment, but to engage this as a mechanism to have the people we're working with help us understand their view of the world and the problems from their experience. So, if you can incorporate that somewhat in your discussion.

Anne Witmer: I think the conversation has been great. The only thing I have, and I know it's a challenge with the way we're recording, it is hard to hear sometimes with the backs turned. But one thing that struck me the most in this conversation so far was some of the paradoxes that emerged first about this whole idea of relinquishing power actually gives you more power. And the second was the idea of vulnerability and by being vulnerable, you actually have more strength. I think that was one of the significant statements that was made. Jeff talked about that we have done interviews with, not just public health practitioners, but leaders that were identified as collaborative leaders by individuals in our collaboratives and I just wanted to share some of these things. A lot of the things that were mentioned by these people were brought up in the panel today, but there was particularly one about maturity. And one of our leaders…I'm just going to read a quote because it's so beautiful about this whole issue of maturity and the need for that in terms of doing this type of work and she said, "Personal maturity. Collaborative leaders are personally mature. They have a solid enough sense of self that they do not fear loss of control." And then she talked about this maturity being grounded in your own philosophy, your own spiritual philosophy. And she said, "The spiritual habit of listening for guidance prepares me to do the same in groups, to listen to guidance from the group. In this way, I can hear things that are difficult or mean-spirited without taking them personally. Hearing the fear and powerlessness that underlies the anger and hostility allows me to respond with compassion rather than defensiveness or retaliation. I know the difference in boundaries between what is me and what is owned by the other person. I'm not obligated to respond in kind. That is, I don't have to respond with hostility to hostility. I have the basic belief that people are good and doing the best they can given their experiences and circumstances. This leads to increased tolerance, patience and optimism." I thought, again, going back to the issue of vulnerability and really taking that on almost internally as your philosophy was really significant, one of the most powerful quotes I think came out of these interviews. And we'll share more throughout the day.

Bud Nicola: Yeah, I wanted to also say thanks for the exploration of issues. You're really helping us understand in-depth what underlies the capacities for collaborative leadership. Several of us, Lee and I are in the process of thinking about surveying states for some of these aspects. And I think it would be one of the things we'll be looking for and thinking about is, how do you go about the assessment of the kind of qualities that you all have been talking about. It's one thing to assess a problem. There are various means and people have been doing that for hundreds of years. It's another thing to assess the kind of qualities that you're all talking about, and that's something I think we'd like to have your thoughts about later on.

Mary Munter: I, too, have really enjoyed this discussion. Working in a state agency we're always putting timelines on everything, so I've really appreciated input of the panel when you've talked about how much time it takes to build leadership in a community and to get input from a community. And I think as government workers, we don't take the time that we need to work with communities. We always have to have results, you know. We do work plans for everything and time line for everything. So, I'm glad to hear this type of input.

Lee Kingsbury: I'd like to hear more about what kinds of environments encourage leaders and the development of leaders and the flourishing of leaders both informal and formal. Very intrigued by the discussion on authority, because I think that's just a huge barrier that we see. Our Turning Point partnerships, I think, tend to identify leaders in the various sectors and bring all of those leaders together. They are typically the authority leaders, and then we want to create an environment in which they become collaborative leaders.

Carol Woltring: I've really enjoyed this discussion. I think it's been actually validating, but also thought provoking. One of the things that I'm struggling with that I heard you talk about was this issue of leadership getting overused, and is the word leader getting trivialized. And as I thought about that and I thought about the . . . hierarchy of types of issues, I thought, you know, I'm not sure if I agree with that. Even in situations when you can define the problem, know the solution, there are many, many examples of people not doing anything about it. Leadership is the act of influencing people to take action or achieve intended goals. And there are many, many examples of people not taking action to achieve things we know how to do. They're for the benefit of people. So, I really think you need to have leaders in all of these types of situations. The other is, that this issue of, you know, is there too much leadership stuff out there and are we overutilizing, overusing the word leader. It seems to me that if you are already there, and you're in a group, an intellectual group, a work group, a class group where leadership has been something that you have had around you a lot, that maybe you are thinking there's too much going on around the discussion of leadership. But what we're trying to do, I think, with Turning Point and other efforts that are about community and systems change, is to really disperse leadership and to help people who never have ever thought of themselves as being leaders to be leaders. And I think there's a paradox there that I think we might want to discuss further. But I think we need to reflect on what we mean by leadership being overused, is there too much discussion about leaders, is it being trivialized. I really think it depends on the perspective that you have and what you're trying to do.

Carl Larson: Thank you very much, and I think maybe we'll continue with the process, but open the discussion more quickly during the next topic. We've laid the foundation for a basic, emerging consensus of what some of the most important capacities are that are associated with collaborative leadership, and we probably can move to, after the break, some of the more difficult questions that have to do with how you develop, how you promote those capacities, and what the most effective strategies are that we're aware of, that we've tried, how those experiments have worked out, what works, what doesn't work. And if we focus that discussion in the next session, as much as we can, toward the issue of engaging other people, of working with the total community, then we might be able to respond more closely to some of the concerns that are showing up in the feedback. One parting comment then, because it's impossible for me to sit here and listen to this without saying something about the discussion of power. Jim Kouzes was on campus and we were talking to him about where all of his time and effort is going now. He mentioned they're spending a lot of time now studying the dimension of his model that they call Encouraging the Heart. We've discovered things similar to what they discovered in their research, and that is, that what really characterizes leadership in many contexts in this country is a kind of cynicism, a sense of helplessness, a lack of confidence, the sense that people can't have impact on root problems. Power is something that can be created. It doesn't have to be distributed in terms of cutting up a pie that exists of 100% power. Power is something that is generated in a sense spiritually, and that's a big part of leadership.

Topic Two: Developing and Promoting Collaborative Leadership

Carl Larson: So the first session, basically, the first conversation had to do with qualities of collaborative leadership and there were some themes that emerged from that discussion. Some of the ones I thought were particularly interesting had to do with the capacity for maturity, for patience. This quality of patience is something we've highlighted a lot in our research. It's a very important quality, especially when people get frustrated and unhappy and all know exactly, by God, what needs to be done, even though they might not agree on what it is that needs to be done. They're all frustrated and sure that it can move a lot quicker. Being patient is an important part of the process. Second, the ego control, of course, is very critical. Third, the capacity for self-reflection has surfaced over and over again as a quality of effective leaders of all kinds, not just collaborative. Fourth, the capacity for uncertainty, and the tolerance for uncertainty seems to be particularly important in collaborative leadership. Fifth, the quality that many of you pointed out that has to do with perspective taking, the ability to see the problem from other points of view. Sixth, the importance placed on assessment, on getting a take on how other people are seeing it, and what their priorities are, and what is important to them, is another one of those qualities that emerged. Seventh, the capacity to display respect for another person's experiences or for another person's point of view. Eighth, the quality that was mentioned last, in terms of creating safety or creating an open and supportive environment where people are free to say what's on their mind. These are all qualities that seem to have some consistency in terms of how they relate to each other. But I have to say that I think the first conversation was the easy one. Even though there are still some things hanging, and I suspect that we're still going to hear more about the issue of power, because I know there are people here who agree with me and many of you that not all kinds of leadership are collaborative, and that not all situations call for collaboration, and that some of the best research I've ever seen clearly demonstrated that there are some situations that are best handled by forcing other people to submit to a point of view. They're rare and you have to be very careful, but they're there. So I'm sure we're going to get into some of those more difficult issues as we go on, and as we proceed through the day. Let's change the focus a little bit and talk about what works and what doesn't work. Let's say that we edit the conference proceedings and come to some conclusion about what some of the qualities, important qualities of collaboration are. How do you promote those in individuals, in systems, in organizations? What works and what doesn't? What have you found from your own experience, from your own research, from your own scholarship. Please, the Turning Point people, don't wait for me to ask you for feedback this time. Just jump right in.

Anne Witmer: We asked that question specifically to the people we interviewed, and there seems to be some consistent themes of how, we asked them how did you develop your collaborative leadership style and the one that was most strong and most consistent was through mentoring or observing others. What was significant is that the observation wasn't always on other collaborative leaders, but sometimes by watching authoritarian leaders or people who didn't do it as well. They actually said, "I want to do it differently

when I'm in that position." So that was very significant again, and again, and again. The mentoring. Some people talked about formal training and some people did mention that leadership institutes reading, seeking it out. Not quite as much as the mentoring/coaching. The other kind of theme was all-around experience either by real experiential learning, participating in coalitions and seeing the effectiveness and the ineffectiveness. Then there were other examples of people actually seeking out experience, and there was one person who said they developed their style by engaging with people from different walks of life. And someone mentioned travel, that was actually Bobby, experiencing different cultures. And, also, going back to the self-reflective, the ability to take experiences that you've had and integrating that into your style and talking. Someone talked about that they had been in positions in organizations both at the bottom and the top and had learned about what was good and bad about both situations and integrated that into their style of leadership. Asking for feedback was significant, someone mentioned that. And purposely putting yourself into situations where you're forced to listen to people or deal with people who have a different point of view. And, again, seeking out the experience. Someone said, and I'll just end on this, which I thought was interesting, they said, "No, I never had a class or learned anything, I've had no training, this is just common sense." So again, some people it was just embedded in their philosophy about life and how life works. That's what we learned.

Frank LaFasto: May I add one comment, Anne. It's something that was said earlier about this whole notion of reflection. Incidentally, what I'm about to say is going to sound fairly simpleminded. When I work with people on their leadership, one of the things I have them do is keep a log of their observations about themselves and others related to the behavior they are trying to develop or change. Everyone has something they observe. For one person it may be maturity. For another person it may be making it safe for other people to contribute. It might be how supportive someone is of other people. It might be how often someone initiates ideas, trying to get out of their comfort zone and do something, as opposed to waiting for someone else to act. Whatever the behavior is, we have them keep a log. It can be daily, or it can be a couple times a week, of what they did well and where there were opportunities, upon reflection, that they missed. It is also how they saw other people. They may have been in meetings, for example, where they saw other people perform the behavior well or not well. And then we get together, review their notes and talk about it. Usually this process lasts around 6 months to a year, but paying attention to and reflecting upon one's own behavior has an unbelievably powerful capacity to encourage personal development. Until someone starts looking at themselves introspectively and getting circumspect about how they do things, not a lot seems to happen.

Bobby Pestronk: I'd like to suggest a five-part answer to this question that you asked, Carl. And I suggest that the strategy would involve five components. One is exposure. By that I mean exposure to ideas, to thought, to people, and I'm not suggesting at this point, any particular way for that to happen, because I believe that that happens in a variety of ways, and if we're really going to be experts about this, we have to recognize, as Arthur said earlier, none of this is either/or, it happens in a lot of different ways. So this first is exposure to different ideas. We can't assume that somebody's going to do something different unless they know that there's something different to do, so exposure to the ideas. Second is experience, and I think in some respects this is the issue that Anne suggested earlier and others . . . talk with respect, maturity, experience with people, experience with one's self, experience over a lifetime. It would be the rare 10-year-old who would practice collaborative

leadership skills, although there are some. It is time that makes a difference here and allows someone to reach a point where their experience suggests that something different could be done. Third is reflection. And I think that's been talked about this morning. The capacity for self-reflection, the capacity to participate with others in a reflection of one's self and other people. Fourth is practice. Opportunities to practice what one has gained through exposure, through experience, through reflection. And that involves both the opportunity to succeed and the opportunity to fail. The ability to know that both of those are learning opportunities. And the fifth is reward. And here I'm not suggesting any particular kind of reward, but I'm suggesting that there are a range of rewards, but unless we build the opportunity to recognize reward and to see reward a whole variety of ways, we don't do something very basic to most human beings, which is to reflect back to them that what they've done is good. And I frame all of this in the context that I think Arthur opened up with which is, all of this could be good or bad and before we start down that road, we need to ground it in a discussion about what is good and make sure that there is consensus that it's good that we seek. Good for self and others.

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. In preparation for today, as I was researching examples of collaboration in health environments, the notion of how the patient is received was often addressed. Are they just someone who is being provided the service, or are they the customer? In many instances, individuals weren't often seen as active participants, with some experience with the very service that they're receiving. Is there any place for them to discuss their likes or dislikes, satisfaction or dissatisfaction? And how does our assessment or perception of these people taint how we frame the collaboration or the dialogue. These are serious issues. Equally as important is not to be "tolerant" of others. I think it's important to understand and accept others. Especially now, with the census numbers, fears are rising, tensions are rising, even though they were always there. Now, when we talk about culture and multi-culturalism it means something different to some people. We should view the notion of culture or multi-cultural issues as encompassing organizational cultures, city cultures, neighborhood cultures, inclusive of, yet beyond, color, race, and ethnicity. There are so many cultures or environments that we're working with. Somehow we need to hear these world views, and incorporate them into our planning.

Arthur Himmelman: In my own work on collaboration, I have considered theories of adult development in formulating a definition of collaboration that reflects its developmental nature. Perhaps we would all agree that, generally speaking, when a child is very young it tends to be self-centered and ego-focused. During adolescence we hope that the child better recognizes others in the world. This capacity for mutuality for recognizing that if you do something with someone else you both can benefit, allows the child to engage in a cooperative relationship in terms of adult development. At highest stage of adult development and maturity is the ability and willingness to enhance the capacity of another for a common purpose, a relationship in which each person is trusted to value the other's well-being as the basis of the relationship. The willingness to enhance the capacity of another for a common purpose is my definition of collaboration. Obviously, because we live in a society that's very individualistic and competitive, it does take maturity and confidence to engage in collaborative relationships.

Following from this definition of collaboration, collaborative leadership can be described as facilitating mutual enhancement among those working together for a common purpose. People serving in such facilitation roles sometimes feel that we should get out of the way rather quickly because people may defer to the facilitator too much and give up their power to the facilitator. While this is an important caution, the facilitation role of collaborative leadership is often essential for effective group processes and can be provided with appropriate sensitivity to such concerns. When given the opportunity to be a facilitator, it may be possible to have an agreement up front that you can say, let's just stop for a minute here, what just happened, let's replay this and see if we can do it differently. Or, ask "would you mind restating that in a way that could be more useful to the group." That is a way of saying can we go from problem stating to problem solving, or is there a need for a clearer problem-solving process? So a facilitator's role, and those of you who do facilitation you might agree, sometimes is a little touchy because you don't want to be there too long, but we shouldn't undervalue the facilitation role and the learning opportunities and the learning moments. Another way to help people gain skills is one that many people find enjoyable and surprisingly useful: simple interactive role plays that ask people to act out a situation they found problematic in actual practice. As the role play unfolds, the facilitator occasionally stops the action and asks the people watching what would you do differently in this situation? It is amazing how entertaining and educational such role plays can be and how quickly people see other people doing things that they may do, and immediately say no, that's not the best way to proceed here. I suggest these role plays, especially if they're not overly scripted, because they're easy to do high energy, people seem to enjoy them, and they can be real-time learning opportunities that can make a difference in actual practice.

Jeff Lake: One of the things that I think has occurred to me as I've tried to model some of the behavior we've talked about, is the importance of spotting natural opportunities to do this rather than trying to do it on a sort of manufactured basis. And I'd like to hear from some of the panel members about how, or the Turning Point members, about how you have learned to identify natural opportunities and are there qualities of those kinds of situations that we can generalize from.

Marshall Kreuter: I'd like to take a crack at the question of what works, and I'm not sure whether this is leadership, collaboration, or both. A few years ago, some colleagues of mine and I did a piece of literature review for HRSA addressing the question, some of you may have seen this article, "Do Collaborations or Collaboratives Yield Health Benefits or Systems Changes." That was the central question, and we did a literature review. We did find some that worked. Let me give you an example of one that worked as a story, and as I'm doing this Bobby see whether the characteristics fit it. Opportunity, began with an injury-prevention project published as "Kids Can't Fly," central Harlem, summer time, children on first, second, third story tenements, not pushed but falling out of windows because it's hot and there's no air conditioning. Serious injuries, mortalities. So you have a data table that shows mortality up here, it's seasonal and the cause is clear. The opportunity was that the principal investigators turned out to be Harlem Hospital physicians, and they just had this huge number of kids coming into ER. They went to the community and said, look we think one way to think about this, if you don't mind, if we could get the money from, I can't remember who funded it, and put bars on the windows. Not prison bars, but protective bars that were attractive. What do you think? They liked it and in a heart beat those numbers were in Cardiovascular disease, diabetes. Why wait 20 years for changes? In six months you have real dramatic differences. Numbers are small, but the differences are spectacular. And their

strategy, whether intended or not, was immediately to go back to the community and say, "this is what happened." And they showed them this is what occurred. And then they said, is there anything else that we might be able to do with you. And, "Yeah, we have a lot of injuries on playgrounds, for example. Could you help us with that?" What I'm referring to is published about four years ago in the "New York Academy of Medicine" and is the summary of their ten years of research of Harlem Hospital. And you would think that Harlem Hospital is trusted by central Harlem. They were not trusted by central Harlem. So the opportunity was a problem, people with vision responded. But the respectful act was they didn't publish the results, they took it back to them and said, "This is what happened. What do you think?" At the end of the summary of their ten years research, which was spectacular in terms of decreasing injuries among children in this area for a whole host of reasons, they drew the conclusion and said what really made the difference was establishing trust with this group, because without trust collaboration could not have occurred and we could not have made the kind of changes that we had in this situation. So A, exposure to an idea of thought. B, people had experience. They had enough, they reflected on the issue and the people in the local community reflected on the issue and they seized that opportunity. So there are examples of communities, not just this one, but others, where collaborative efforts and leadership expresses itself in this sort of way, but it is imbedded in a trust, an exchange, reciprocity, all of the words that we see fancifully in theory are actually played out in very tangible outcomes, which have very big-time human benefits and health benefits.

Kitty Sweeney: Carl, I want to jump in here and talk a little bit about the Pioneer Leadership program. One of the very best things that this program does, is in the sophomore year the students are given an assignment of creating a project that will one, benefit others and secondly, involve collaboration, and we don't mean necessarily collaboration among themselves, but out into the community. And your remarks have brought to mind a couple of the projects that were developed. One of the projects was an "Erase the Hate" week that was in response to the Matt Shepherd murder in Wyoming. And it's that development of trust, because in the first year the students developed a whole process and project, a series of activities for an entire week here on the University of Denver campus. The word got out that this was happening. We attracted a Hollywood producer who ended up coming in and taping a lot of the activities for the week, and footage from that was included in a documentary about hate crimes. But from that then developed an interest on the part of the public school system to get these college students involved in coming in and teaching some of their students. They went directly to the students, and the students developed their own curriculum and the next thing I knew they were handling their own schedules, they were setting up their own dates to go in and do training sessions with high school students on hate crimes. And it was that element of trust, and it was that starting out small and working your way into larger things. The other thing I want to say is that sometimes it has to do with how you define success. In this course of study where they're given the assignment to create this project, we didn't give them a grade based on their outcomes. We gave them a grade on how well they were able to document their process. That's how they were graded, in looking at what was actually happening and, again, it's that self-reflective process. Sure, we wanted them to succeed and to have good outcomes, but more than that we wanted them to learn and to understand collaboration.

Bob Goodman: One of the things I'm picking up, those of us who live in the south, if you live in Louisiana the azaleas start blooming and if you pay attention you know that the Masters is going to be played a couple of weeks later in

Augusta because the flowers bloom up there a couple of weeks later and we're in the middle of that now. It makes me think of a comment that Arnold Palmer once said. He said, "The more I practice, the luckier I get." And I think that that's a lot of the spirit of what I'm hearing. The way I tend to find opportunities is by being there and listening. And let me just focus on listening. I think that's a critical skill for leaders. And I'll just stop there.

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 do 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? And then when we get to the leading piece.

Bob Goodman: And then you get very lucky.

Alfred Ramirez: Yes, and then you get very lucky.

Anne Witmer: I just want to jump on your point, Alfred. In one of the surveys an individual talked about an actual leadership institute. What she got most out of that was it taught her, she said, "Well it taught me to think; actually, it taught me to rethink." So it was that kind of undoing of what has been validated through your experience and through our society all along, and challenging that and then incorporating that back into your process.

Hugh O'Doherty: I think that something we really need to understand more about is what happens in that raw edge where people are surrendering something about how they've defined their world. That raises the issue about what type of container do you create that allows engagement with that work. And you may not get that in your one day or your three day institute. It seems to me that's an issue of commitment over time. But we're addressing profound issues of identity, I think. My work is mostly in Northern Ireland, but I think they're the same issues everywhere - issues of intractability. It has to do with reasons why I, being raised Catholic, avoid contact with Protestants. The truth of it is, there's a payoff in keeping conflict in place. Now, for me to engage with the other is going to mean surrendering something of that identity. I go to the literature on death and dying to understand something about this . . . in my own life, but also in my own community. Now what leadership capacity is needed to one, sit in the room with people through that process, and also for yourself? Two, what leadership intervention will keep people engaged with that process when everything in you wants to avoid it? So I think this, for me, is the issue of how do you develop collaborative leadership? It seems to me we've got to find some, for want of a better word, container. What will people commit to? What will keep them in the room? My best experience with this was in Northern Ireland with a group of political leaders from both sides. But it took a long period of negotiation with each of them beforehand agreeing that what we would engage in together was a process. We just called it "figuring a way out." Was there a process of dialogue that this group could learn together that would somehow contribute to finding a way to resolve conflict in Northern Ireland? Once they were invested and agreed, they were willing to get in the room.

There's no other commitment. You can try and set up all these ground rules in advance about respect for one another, but the truth of it is the shit will hit the fan. How do you help people to stay with that? We found that when it really got tough, we tape recorded all the proceedings and we could take a piece where it was very critical, bring it back and say "Why did we get stuck there? Why did it get so enraged? How did people perceive it? What was going through your head?" So you're starting to see how other people frame, how they make sense of their worlds. You have to slow down the dynamics and provide that reflection. But I think it has to be in real life. This is a great challenge. How do you connect people in their real life problems over time. What we try and do is we take them out for a day seminar and that's probably as good as it gets. But what's realistic? What's possible in that?

Marshall Kreuter: You know, I'm listening to this . . . can I interrupt.

Carl Larson: That's all right, go ahead.

Marshall Kreuter: Speaking on behalf of my public health colleagues, the scenario that you paint, which is kind of extreme, but not far removed from the tensions. For example, a huge thing in public health, not only in the U.S. but globally, is eliminating racial and ethnic disparities in health. I mean you don't have to be a rocket scientist to know those people who are better off are better off in health. It's always been that way, and we don't need studies to confirm that. So, now we want to attack that problem. And when you move into communities, you have these problems. Are any of you engaged in the social capital research that Harvard's connecting with about 39 communities? It's a great on-line reference incidentally and they now publish some data. You'd be interested in this, one of the questions was asked across these, are there 50 some odd? How many communities are there, 54 total communities?

Chris Gates: Well, 39 that we have data for plus the big national sample.

Marshall Kreuter: Okay, the data on the 39 communities that I recall, I can't give you the exact numbers, but I just dropped my jaw when I looked at it. They asked different ethnic groups whether they trusted members of their own ethnic group and other ethnic groups. Somewhere in the neighborhood, and this is being taped so please don't hold me to the exact number, it's incredibly high. Somewhere in the neighborhood of 45% of Hispanics distrust whites. Do not trust them. Now when you think of the expansion of that culture in this country and that level of distrust on any issue, that's a huge problem to overcome. If in fact we're really serious about collaboration and risk . . . you've got a long way to go. Now, why am I bringing this up in the context of my colleagues in public health working on disparities or any other problem? That part of the system that we're under is funded by categorical things like heart disease, HIV, and the like so you can only use it for that. They're time limited, 3 to 4 to 5 years maximum, often 3, often 2. So the amount of time necessary to build the commitment that you're referring to, I think we all understand that's important, but it's as if we are trapped in another box and that is the time box. If you don't get this done by a certain amount of time, you lose your support for it whether it's funding from a foundation or funding from the health department or what. So, I'm not saying what works here, I'm sorry I'm violating the objective of what works, what doesn't work and why? It is that we have a system that kind of conspires against the very thing that it's going to take to have us grapple with this. Take this issue; you have an inner city area, or rural area for that matter, but inner city is an example, where most of the people don't own their home, they rent. And they rent them from people who live outside that area, and it deteriorates. And there isn't any business there and you have people that don't have a lot of hope. Now, do you really expect men and women of any ethnic group with low levels of hope to be really serious about getting a cervical

cancer screen or breast cancer screen or stopping smoking, when they don't even know how they're going to exist the next day. So we know, we understand, our colleagues understand that there are these social determinants that we need to grapple with and these are long range problems. And we really can't expect to make a dent in problems unless we can attack these things. So what conspires against the ability to try to reconcile these differences and recapture the trust is a relatively simple policy that says you've got to do this in two days, or six months, or two years. And how we can get our colleagues to work in that context or provide leadership to others to see that this is a much longer range issue is, I think, a really tough, tough problem. I'd like to see what works there.

Reola Phelps: I'd like to speak to that. A thing I have found to work really well for building that kind of safe container is instilling some of the hope. Alfred I loved your listening, learning, leading. We just completed a research project that's been going on for a year and a half, interviewing a lot of very creative people: scientists, entrepreneurs, people who have founded companies, trying to find out what that process was. It actually mirrors just what you said. We've drawn it into a 'U' and it has some complications to it, but in its simplest form, it's a kind of observing—really getting clear on what's going on in the world and then pulling back and retreating, reflecting. We've discovered some of the most creative people do a really deep reflection. They take time off and go around the world, or they go on vision quests. I mean they really pull back. In other ways it can happen in much shorter periods of time, but you've got to pull back and make sense of things, and then you can come out of that into a period of real action. It's very interesting to see that process over and over again in these interviews with very creative people. The process I'd like to speak about is this process of scenario building, and I'll do that briefly. In the countries and the communities we have pulled together, say in Guatemala 50 people from all walks of life and started on this process of observation and how can we get them to see other worlds. One of the things we've done is what we call learning journeys. We figured out what are the perceptual boundaries that really need to be broken here and where could we go collectively to see that and to experience it and learn it. Then the people come back, and in a scenario process, you're basically crafting stories about the future of your world. Someone earlier said, you know, there are a couple of key questions. The key questions are, so what's really going on, and getting the deepest sense of current reality of what's the problem, what's really happening, and then what are we going to do about it. Getting a sense of what's really happening here, and then reflecting about that, and then the action part is having the people craft these different stories about their future. They can look at the certainties, the uncertainties, different variables. But I've found when people actually sit down and they have to write a story, when they try to make these just as simple as you could (write a story and tell it to your children). This is what's happening to the future of our community. This is a possibility. Each story has to be plausible and credible and relevant, and they give names to the story. Then, just like a kid's story, they say, what's the moral of this story? The process of going through that is really transformational. Then the people usually try to look at the best case scenario, the one they'd really like to come true, and then figure out, now what do we do collectively to make that happen. It's that what do we do part that still is the question mark for me, and I hope some time today we can talk about that. Because with all my experience in leadership programs, you can do a lot of the good work, but then there's that crunch point where you have to leave the cocoon of the learning and go back out and make real things happen. Somebody said, "translating all of this capacity into action." I have seen a fair number of failures with that and think we need to explore more best practices about how we can really make that happen. So that's just one thing I've seen really work.

Frank LaFasto: There's really a clear theme between what Hugh started talking about, what Marshall had to say and what Reola just mentioned. Part of leadership is the capacity to generate, in a constructive way, dissatisfaction with the way things are. Anything that has happened of worth over time has been because a group of people said, "This isn't good the way it is. There clearly is something better." And by the way, then the magic comes in, and "Here's a couple of concrete next steps to get us there." A couple of concrete next steps. Whether it's putting the bars on the windows, or having people understand that it doesn't have to turn out to be "X", it could be "Y". Somewhere along the way, there must be someone who wants things to change. Where's the reason to change? Where's the burning drive to make things different? Somewhere along the way a mark of leaders and leadership is rising to the occasion by generating dissatisfaction. Whether this is accomplished through scenario-building, or through data, or through people sitting down and talking about "What does it get us to continue along this path?" Somewhere along the way dissatisfaction has got to be raised. I can recall a vivid example. It may not seem like much to those of you in the public sector, because you deal with this type of opportunity all the time. We had a customer in Temple, Texas, a health care group, who wanted to make a difference in their community. They asked us if we could help them. They said you guys deal with collaboration and teamwork and leadership and all that stuff, what can you do to help us. So, we gathered 150 people from the community. One hundred and fifty people, came together in the civic auditorium in Temple, Texas to discuss the topic of Child Wellness in their community. Temple, Texas had the highest crime rate in Texas at that time. There was a drug problem, a high crime rate, a racial imbalance in unemployment, and so forth. It was an environment back ten years ago, and I don't know what's happened since, where some change was required. In this room of 150 people, there was the police chief, there were teachers, there were moms, and dads, and lawyers, and doctors, and ministers, and priests. It was a cross-section of the community—and all they did was put out a flyer. But we brought all those people together and we started by talking about individual agenda, and how individual agenda can't be what drives the outcome. We said the goal is something that's raised above any individual agenda. We made very specific comments from the stage to the police chief and the fire marshal and others. And to all of these people we said this isn't about your agenda, this isn't about what you or your department want, but rather what you can do to improve the economic and racial imbalance, improve transportation to get to jobs, and improve the drug/crime problem. It was amazing what happened within a one-day period of time once we asked people to leave their biases at the door. I was amazed. People stood up and gave out their home numbers as the heads of task forces. One woman said, "You know, on my street, 8th Street, they shoot out the street lights and then they sell drugs to the kids coming out of the grade schools." A small group of people in the room made a pact. They agreed to sit on their front porches when the kids were getting out from school. And they agreed to make sure the light was always replaced. That made an impact on their community. It was something simple and concrete. It was people rising to the occasion because they were dissatisfied with the way things were. All because somebody identified the larger, worthwhile dissatisfaction. The magic, I think, is how leaders make an itch everyone's itch.

Gary Gunderson: Frank, reminds me that Dr. King said, "All change comes from maladjusted people." And no well-adjusted person ever changed anything. It plays into the leadership part about dissatisfaction. The comment I wanted to make was about the role of language in collaboration or in what, increasingly at Interfaith Health, we call boundary work. Looking at communities as boundary zones and looking at a boundary zone as something positive, a place where things are broken apart. And it's from those boundary zones that hope

emerges. And there's a whole theology of that if you would like to hear it. But the, part of the particular experience I wanted to talk about was the one that we've been involved with, with this collaboration between Interfaith Health and the Public Health Leadership Society. It was begun with a pretty functional question. How do you build, how do you accelerate and deepen the collaboration between communities, the faith and public health structures? This took about a year and a half, two years of phone calls and pretty carefully managed dialogues even to frame a retreat that was then held with a very small group of people. About 25 people, I guess, met about a year ago in May. Many of these phone calls, everyone on them were shaking their heads in frustration partly because of the difficulty or challenge of finding language that actually communicated deeply across those divides, even among folks who were there on purpose, who wanted to be drawn into it. When we met, we identified as the challenge, and some of that time was conflictual and frustrating itself. We identified two critical bodies of work that needed to be done if we were to help facilitate that new leadership that could span that boundary. We realized that we had never articulated, or we didn't have a case statement for the value of that work across that particular boundary. There was parenthetically a very well-understood case for the linkage between personal spirituality and personal health outcomes, and there's a lot of documentation there. But it turned out that we really hadn't made the case that was mutually intelligible across the divides for public health and faith structure collaboration. And this was sort of a surprise to us because we'd spent a year and a half on conference calls developing language that we thought was sufficient for us to meet together. And it turned out that we realized that it wasn't. And so the piece of work that came out of that retreat was that we needed to develop that case statement. And I was charged with the task of drafting the case, and I'm a writer and well you'd think you could knock that out pretty well. I couldn't, I stuck, I blocked. It was extremely difficult for me, because I couldn't figure out what a case would mean, even the format. And I finally had a breakthrough when I realized what I guessed might be helpful would be something like an open letter to colleagues. And I tried to play a mind game: what is it that I could be asked to sign, identify myself with, publicly make visible my commitment to, that someone might give to me. And then I tried to write that thing. And I thought I did a pretty good job of it. It was wrecked by the committee. They threw it back out. Well, I guess there's a long story to this, and I have the draft of the letter that actually did emerge that was highly edited, highly negotiated, but even in the very, very last framework, after Bobby and I had been charged with the task, basically of moving commas around, we realized that some of the language in there still was really tripping up. What we've done with the letter though, it speaks to a leadership model. The letter is something that all the people involved have said, yeah, I believe that, I'm willing to commit to that. So it's sort of a transformative process. It's an old religious notion that until you publicly stated your commitment, it sort of doesn't count. Well, we came up with the statement that has crossed that boundary that we are willing to sign. It's, you know, in our age, posted on a web site, and part of what we're asking is for others to join us in that process. So the part of the leadership model I'm suggesting is one of going through the hard work of developing the case for the particular boundary you're trying to span and then publicly identifying yourself with that in a way that does make you vulnerable. And then asking others to join you in the active, vulnerable, public statement. So if you look on our web site, you can actually sign the case and pass it on, too. Which turns out to be a transformative act. This is old religious stuff. I've been sitting here as an ordained minister aware of how much of our language sort of borders on religious frameworks . . .

Alfred Ramirez: Spirituality.

Gary Gunderson: Yeah, spirituality, but very mature themes of sacrifice and service and transformation. There is a lot of religious language in this body of work.

Alfred Ramirez: Amen.

Gary Gunderson: I see that hand.

Alfred Ramirez : Can I build off some of the comments? I have about four different silos of thoughts, related, but distinct. I want to go back to the whole issue of trust. I think we have to look at all the ugly that exists within this arena, the arena of health, and it holds true for any institution. When we look at discrimination, when we look at misuse of whatever your riches are, or tools. I'll give you a case in point. If you talk to people of color, they've often had very bad experiences within the medical profession. Treatment is often based on what you can afford, and therefore who you go to. There are horror stories about young women in Puerto Rico being given hysterectomies in en-mass, and African-American men who were experimentally given induced syphilis and not told. You talk to anyone, and it's not always limited to class or race and ethnicity, but it's there. So when we talk about a collaboration, and we talk about trust, how many of us are willing to hear those horror stories and not put them away, but hold them somewhere near? So we have to acknowledge that there's some very bad, ugly experiences that have occurred within this health profession and then there's a whole body of people who don't have access period. Whenever we talk about collaboration or coalition building, or leading around a movement or a vision, there are three stages of ability or willingness. The highest stages are those that are able and are willing. They have the tools and they're able. They get it, they know how to do it, they're ready to move with you and they're willing. The other stage is being not able, but willing. They really do want to go with it and be a part of it, but they don't know how. They don't quite have the tools, or they do and don't know it. And the last stage is those who are able, but unwilling. They have all the tools and all the readiness, but somehow, someway they made a conscious effort not to be a part of this movement for whatever reasons. So, I think it's important as we look at a collaboration or collaborative leadership to look at the willingness and readiness issues of whomever we're hoping to move forward with. People have said that it's important to look through other people's eyes, to see how they view the world. I think it's just as important that we get so, so honest, painfully honest with ourselves, to ask how people view us. Sometimes there's a spark and leadership is situational. If you look at some of our great mass movements, individuals didn't ask to be the leaders. Martin Luther King, Gandhi, Caesar Chavez, and women in the women's suffrage movement weren't necessarily born and raised thinking that they were going to do great things. The movement called them just as they called for the movement. Unfortunately, those move-ments, those collaborative efforts that occurred when they're built around a leader, died when they did, or got corrupted when someone else came in. In some instances a leader can become corrupt, absolute power corrupting absolutely. This raises some issues. When does the movement move without you? And have you lost touch, and is that why people are starting to splinter off? There's an enormous amount of power and strength and resilience in many of the people we want to serve, especially within the Latino community. It's almost becoming trivialized when people talk about the family-centered Latino culture, and the neighborhood being important, the community important. It is true, however there are both simple and profound reasons for this being the case. My organization has been doing research, so as to share the with others what is at the root of this. I would share some last comments. In Nebraska, there is the Heartland center which is funded by the Kellogg Foundation, among others. They surveyed Latinos in the community and they came up with eight

challenges facing community leaders. One is doing more with less. Two, mandates from above. Unfunded mandates from state or federal governments that complicate what they're trying to do at the local level when you look at services and what have you. Three, they call it the rapids of change. That today's leaders need to learn how to avoid being surprised by unexpected events. Fourth, the complexity of the issues. Today everything is so intricately complicated and interwoven. Five is the economic realities. The economic up and downs that we're experiencing in different communities has a devastating effect on movements and collaboratives and priorities. Six, the social and cultural unrest. And they talk about migration from the coasts, urban flights from the cities, influx of new residents, different cultures, different social and cultural unrest that's coming out of these situations. And leaders who aren't accustomed to dealing with those new cultures. Seven is the loss of confidence in institutions. The lack of respect for authority being pervasive. Increasingly, citizens of all ages mistrusting institutions of government, office holders, corporate leaders, schools, even the news media. And eight is the fear of assassination. That leaders risk the reality that someone, someday will try to take them down a notch or two, or if not in extreme ways attempt to remove them from their position of authority. Those are what those leaders say they're constantly confronted with everyday.

Arthur Himmelman: We've had conversations today about reflection being a fundamental characteristic of leadership and the capacity to become more effective in collaborative efforts. I think there is a brutal irony, however, in the relationship of this leadership quality to the promotion of collaboration primarily as a cost-effectiveness strategy to do more with less. In general, the promotion of doing more with less in community partnerships has resulted from a redefinition of expectations about the public sector, namely, that it will not be a vehicle for "going to scale" in solving problems in our society. The reality of doing more with less public/private collaboration as a cost-efficiency strategy includes very little quality time for reflection because "partners" are often significantly overextended. .. As a result, people wind up over-promising in terms of what they can do and do well. . So people feel victimized by over-promising and don't trust what their collaborative partners say because they haven't been able to produce something with quality. Unfortunately, it is very hard for people who are responding to the funding sources in the public and private sector promoting collaboration as a doing more with less strategy to say, "no more of this." We're not going to accept the terms and conditions of this funding because they are no longer valid for significant change in our community or helpful for the development of collaborative leadership in our community partnership.. We cannot produce the kinds of systematic, long-term change based on this ideology of doing more with less and limiting expectations in the role of the public sector. I think that if someone's going to be a leader . . .

Carl Larson: What was your word, an ideology?

Arthur Himmelman: An ideology of doing more with less. I think it's an ideology. It's so pervasive in our thinking as a society. To confront this ideology, I think that if people are interested in having leadership skills developed in collaboration, they have to critique existing power relations that promote such limited expectations about resources for a wide range of basic human needs. Unfortunately, most people in institutions such as public health departments, universities, and foundations, whether they intend to or not, reinforce existing power relations by what they do; most people in communities understand this very well. So, it takes courage for "institutionalized" partners in collaboration to use collaborative leadership to challenge existing power relations when there are serious consequences to doing that. Nevertheless, I do think those in collaborative leadership roles should develop critiques of our political economy

and larger politics that foster collaborative change efforts. A second issue has to do with what people know about multi-organizational change or coalitions: organizations of organizations working together for a common purpose. I think it is important for collaborative leaders to know how coalitions work and how things happen in multi-organizational change. I think there's a knowledge base there that's important. It's not just skills and attitudes. There's a knowledge base, and I'm not sure we spend enough time going in enough depth on the complexity of multi-organizational change. Lastly, let me offer a quick example. One of the characteristics of good collaborative leadership is being able to explain the relationship of processes to products so people can understand why we're using particular processes to achieve certain results. For example, the process of dialogue can produce the product of a vision statement in a way that makes sense to people and serves as a touchstone for ongoing work. The dialogue process can be used in creating a vision statement by asking people to engage in mutual interviews by asking each other what are the values and beliefs that motivate them to be involved in this particular effort, and what do they most want to accomplish. The facilitator then asks the person who did the interviewing to tell the group what they heard the other person say. This process models respectful listening, and it's always interesting to watch the faces of people hearing someone else "report on" what they've said about something that's very heartfelt and very important to them. The facilitator can take the words and phrases from the interviews and build sentence by sentence, paragraph by paragraph, a vision statement that's based on this dialogue, respectful listening, thereby demonstrating that the process of dialogue can evolve into the product of a vision statement. Usually, this kind of vision statement is strong because it is based on heartfelt expressions, and it also results in a useful product and a sense of accomplishment. If this vision statement product is going to be living document, it should be viewed an invitation for further dialogue so that the vision keeps emerging and developing.

Jeff Wilson: One of the things I've been thinking about as we have been engaged in this discussion is the practical application of this discussion for our collaborative. Specifically, what do we need to know to impact collaborative leadership skills development. We have talked a lot about collaborative leadership components, and during this session you all have been sharing your wisdom on ways that can be enhanced and developed. As a collaborative, we have debated the type of training that should be developed for public health practitioners to enhance their collaborative leadership skills. I would be very interested in what the panelists would say if they were forced to pick one element or one activity or a tangible component to collaborative leadership skills development that we should be looking at very seriously. That is really what we want to know as we move forward with our activities.

Howard Prince: Could I take a crack at answering that . . . because I've been thinking a lot about this question of how do you develop it, and we've been mixing up dialogue about the content of leadership with the process of how to do it. My answer may or may not be satisfying to you, because it'll be somewhat conceptual, because I don't have an out-of-the-box technique. What I want to suggest to you is that if you want to develop collaborative leadership, the most powerful technique for doing that is to give people the opportunity to experience leadership in a situation where they are responsible for what happens. But that implies to me that there are some activities that precede that. We need to give the learner a conceptual framework, a way to think about what this experience is going to look like; what are the elements of it, what are the dynamics of it. It would be nice if we could let them observe someone else engaging in this activity before they have to tackle it themselves. So what I'm suggesting, I guess, is a combination of conceptual frameworks, theory, description, whatever label one wants to attach to that. With the opportunity to

observe someone else who is further along developmentally doing it, and then the opportunity to experience it with responsibility for what happens. And the follow on to that then becomes hi-fidelity feedback about what happened, how that played out, what was the learner's role, what were they trying to do, what happened, what alternatives could they imagine after the experience. This is a process that I've been thinking a lot about, because I come from an institution that has, I think, probably done as good a job as any institution that I know of in our society of doing what I just described, and it's the U.S. Army. And they do it best at a place called The National Training Center, which is out in the Mojave Desert. A horrible place to live, but a great place to prepare for war if you're going to go fight in places like Iraq. And both the Army and Marines attribute a lot of their success in that intervention to having spent so much time in the desert. But it was the process that made it effective, the after action review. We've used a term here today, I think Marshall did, of generating feedback about our efforts. In that learning environment what they do is capture the experience in very hi-fidelity. They're able to record with computer technology and video technology what actually happened so there is agreement on what's called ground truth. It's not opinion. They know how many vehicles were knocked out, they know how many people were actually hit by a laser beam. They don't use bullets, they use lasers. And they feed this back, in what is a painful process for many, to the group. It's not just the leader who gets the information, the group gets the information and all participate, so it's not individual development, it's group development as well. And they have an opportunity to replay their experience with facilitators. That's a group that is trained in how to guide the process, because I think facilitation is an important part of this learning experience. Now, the question becomes what does that look like in the context of your endeavor. What does it look like in the context of an organization or institution that has improving health care as its mission rather than deterring and fighting wars, or making money by selling a product as its mission? I think the process is transferable, what we need to do is figure out what does that look like in the context of the work of the people sitting in the outer ring here. Does that make any sense?

Chris Gates: Can I offer two specific cautions, not really suggestions, but cautions about how you train and how you deal with these issues. First of all, I think that there is a huge mistake, that even well-intentioned people who believe in this can make, and that is teaching collaborative leadership styles and collaborative problem solving as Machiavellian political tactic, not as a true value-based, "I really believe in this and I'm really going to hear you." And I think that leadership programs, in a lot of instances, have started to teach collaboration and the language of collaboration as a very Machiavellian political tool to, in the end, co-opt people. And one of the things that we discovered in communities is that far more people have adopted the rhetoric of the new model than the practice of the new model, and what that has done is poison the well. And so we, in our nerdy good government, good intentioned way will come into the community and say, we want to do a collaborative problem solving process that involves collaborative styles of leadership. And the neighborhood people will say, actually we got collaborated by the Chamber last year and it wasn't a very pleasant experience. And so the first caution is to make sure that this is not just the rhetoric. The words feel as good to say as they do to hear. Everybody's opinion counts, everybody should be at the table, everybody's opinion matters, everybody has some power, but it's got to be more real than that. And that's, I think, a challenge to all of us who do work in this field. So that's one. The second caution is to be careful about giving too much importance to tools like Myers-Briggs. Some, me included, have been concerned more and more that it is as offensive to say I understand how you'll react to this question because on your name tag it says INTJ, as it is to say I

understand how Alfred is going to react to a question because he's Latino. The truth is, if you look beyond the theory to the practice of effective leadership, at the community level the clearest sign of an effective leader is that the leader has maybe some dominant styles and skills that are their default position, but that effective leaders, in fact, come into every situation with a tool box of styles and skills and approaches. And they know when to talk and when to listen, when to shout and when to whisper, when to fight, when to compromise. And, in fact, collaboration and leadership are not the same thing. Collaboration is a tool that leaders use, but we talk about the 80/20 rule. That there's probably a collaborative consensus-based solution available on about 80% of the issues and on 20% of the issues, you're going to have a fight and you're going to have a winner and a loser, which means leaders need to be able to figure out when do you fight, when do you compromise, sometimes the most important thing for a leader to do is not say a word. And sometimes the most important thing for a leader to do is to interrupt somebody and stop them in their tracks and change the direction of the conversation. And it's the art of understanding which tool to pull out. A master carpenter will come to your house with his big bag and box of tools and what makes him a master carpenter is that he knows what tool to use to deal with what issue or what problem or to create what thing. Well, good leaders are the same way, and I think that sometimes we over-teach this notion of this is how you are, this is what you are, this is how you operate, and don't, in fact, allow people to explore the notion of having different styles, different approaches, different means of getting at similar issues. So, two cautions.

Carl Larson: Let's continue with this for a few more responses, because I think it's very productive.

Kathy Kennedy: So the question is, how do you train people in this art? Okay, how do people acquire that art, that ability? And, I think, until very recently, I'm questioning myself as a teacher in leadership, I have been married to experiential learning and I cannot understate how valuable it is that you should practice in a real situation, and get real feedback, and all the rest of that. But the value of learning by witnessing. I was particularly interested in Chris' feedback on this particular aspect. There are lots of different ways to teach and to learn. When it comes to training and leadership, I can give you headings of categories of ways to do this kind of training like didactic, like practice, like example, empowering, reflection, mentoring, all those kinds of things. But witnessing. The reason I started to think so seriously about the value, or the important of witnessing, is because I recently heard William Bennett, former Secretary of Education, who wrote in the preface to his book . . . the preface to his book on virtues talk about how you teach virtues to children. And we're not really teaching virtues, we're kind of teaching skills. But leadership is very complex. It's a skill, but it requires art and a certain amount of character, like sincerity, like compassion. So, getting back to witnessing here. Do you teach children virtues by rules, by instilling habits and by witnessing? To use a little public health example, the rule is we wash hands before dinner. That's the rule, it's just the rule. And then the habit is, that you make your little kid go and wash his hands before dinner, but the real important thing, the thing that cements that, makes the kid know in his whole being that that's the right thing to do is that daddy goes and washes his hands before dinner. So, now that's not just a habit or a practice, but what about something that's a little more important like honesty. Well, when you witness daddy returning a wallet full of cash to the rightful owner, you know, and you will know forever that that's the right thing to do. There will never be any doubt. You may not always do that, but you will always know that that's the right thing to do. So, if I could witness a talented, collaborative facilitator stopping someone and redirecting the conversation or making a decision about this is when I'm going to use this leadership approach

and this is when I'm going to use that leadership approach, I'm starting to think that is a very, very powerful tool for how we learn and how we teach. Now, unfortunately, we're talking about teachable moments, which you just have to seize when they happen. But I've also recently been able to think, why have we been so relatively impotent in teaching or training in leadership and it's because of our inability or lack of opportunity to use that tool. How many times have you witnessed, have I witnessed someone using exactly the collaborative process in the way that it should be used or choosing to use it in a certain circumstance. And I wonder if that's related to our crisis in confidence in leaders in general. Who do you want to emulate? I think I'll stop there.

Arthur Himmelman: I'd like to emphasize the tremendous value of practicing the kinds of collaborative leadership skills and roles we have been discussing. This being said, I realize that each member of Turning Point who values collaborative leadership, also knows that it is crucial to consider whether it is appropriate to collaborate or not in particular circumstances. . . If circumstances in which collaboration and collaborative leadership is best strategy, I hope that all Turning Point members attempt to practice "teachable moment" facilitation when serving in a facilitator's capacity for a coalition. This would require getting an agreement among partners that it's going to take longer, but we're going to stop occasionally for such teachable moments to learn more about how to resolve differences and solve problems more effectively. Playing this kind of facilitation role takes some courage, it takes some time, and it's not as efficient as other ways of facilitating collaboration in communities. There are people here today that have the credibility to go into a community and people will respect and trust them enough to play this kind of facilitation role because there's a long history of positive relationships. For others, this kind of role may have to be earned over time. In any case, I think this is an excellent option for Turning Point people, perhaps linked with some support from your own coaches in collaborative leadership.

Carl Larson: I'm sorry, but I think we have to summarize and close up this part of the session. Let me try to do it by responding to Jeff's question in terms of the total conversation. If we were identifying the components of an effective leadership development strategy for collaborative leadership, it would seem to me on the base of the conversation to include a couple of components. Number one, clearly the opportunity to act or to practice or to behave in a situation where there is a leadership opportunity or challenge. So it needs to be based on practice more than on other teaching methodologies. Secondly, it should be conducted in a safe kind of holding environment or climate where people have the opportunity for input from others; coaches, mentors. It should be accompanied by the opportunity for feedback and the opportunity to reflect on the practice or the experience, and to acquire learning from it. It should be done in a realistic sense of being committed to leadership development over a long enough period of time so that you don't sell the process or the people short. That it's going to take a long time to develop these capacities and skills. And it might also be accompanied by a public commitment to the values that underlie this approach. It might also, if we take Chris' suggestion, be accompanied with a sense of realism about the fact that this is not always the appropriate or most effective leadership strategy to follow, and when it is and when perhaps there are other strategies that might be considered. It sounds to me like that's kind of the consensus answer of the group, with a few other things that I missed, but we'll pick up in the proceedings. Now, let me suggest that we need to move to lunch, but I want to say goodbye to two members of the panel before we do that. Chris Gates is leaving and won't be here this afternoon. Many of you at Turning Point asked if we could extend an
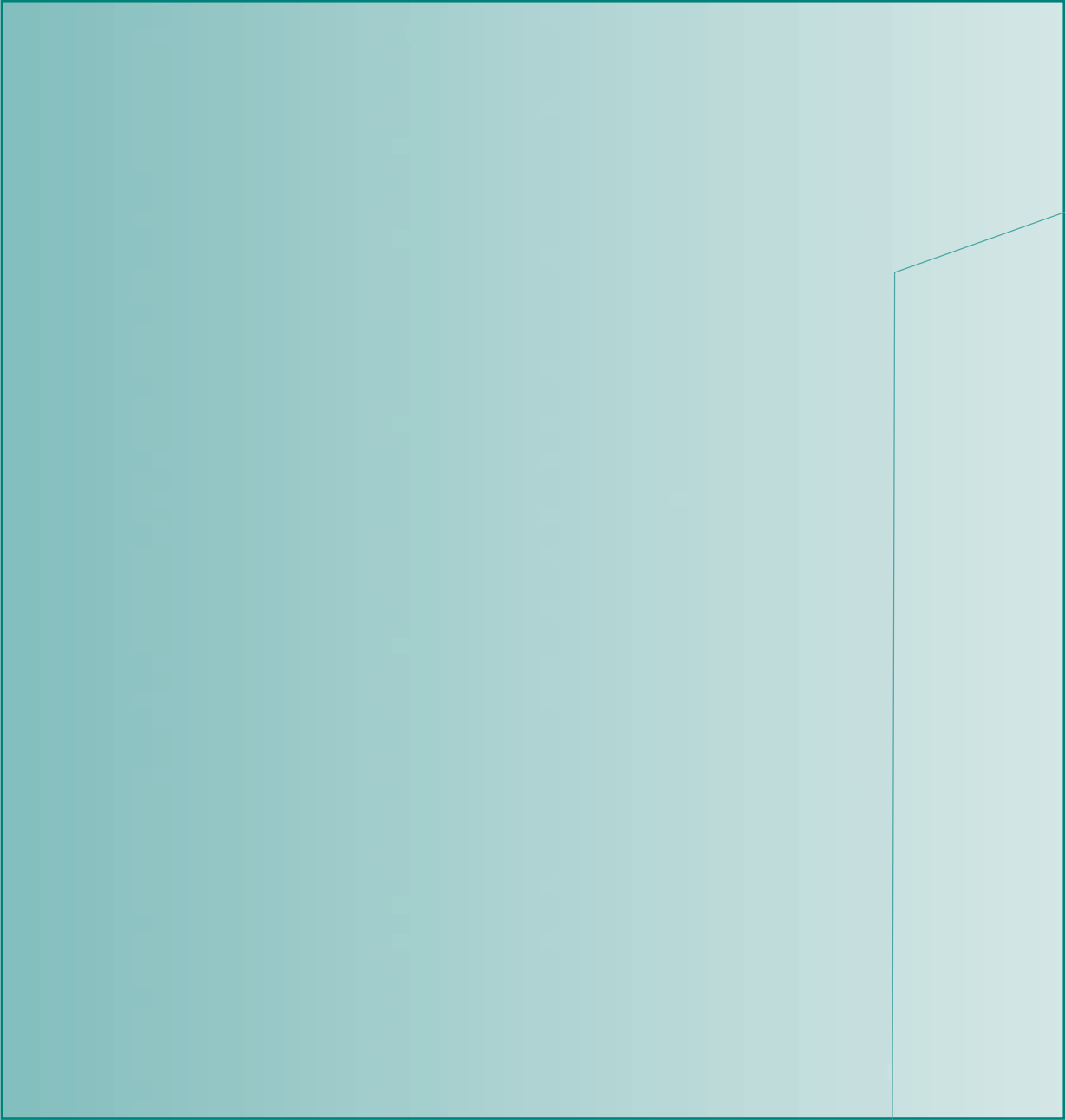
invitation to Chris and we did, but he already had a commitment for the afternoon and graciously agreed to be here in the morning. So we're going to miss Chris this afternoon. And we're also going to miss Frank Lafasto, because last night Frank received a message from Chicago that requires him to return home for a death and a funeral, but he did agree to stay for the morning and catch a mid-afternoon flight. And we thank both of you for being here in the morning. Let's take a good, long hour break. Wait, before we do, Jill.

Jill Hunsaker: Can I make one quick announcement? Thank you so much, Chris and Frank, for joining us. It's been so valuable, even just for the morning. I just wanted to invite any other speakers that have materials that you want the whole group to receive, why don't you set them over here. Frank's already given us a bunch of really good information on the connect model and that's over here. So please come by and pick that up and then anyone else who has information, feel free to put that here, too, and then over lunch people can walk by and get some of the materials. One more thing, if we could have, is it just the panelists or is it everyone sign a video release. If you could make sure to get those especially from the two who are leaving, and you can either give those to Carl or Kitty or myself.

Marshall Kreuter: Could I make one announcement since two of our colleagues are missing? I've shared this with a couple of members. This is the brand new assessment on community capacity building that our colleagues in New South Wales have created and you can access it and pull it off the Internet and use it. So let me give you the web site. The title of it's called "Indicators to Help a Capacity Building and Health Promotion." It has very interesting, validated checklist to do community capacity assessment for determining, you know, how fit you might be for this kind of an enterprise. It's www.health.nsw.gov.au. And it's very, very current. It actually refers to several people in this room who have contributed to this work and it's interesting because it's done by another culture and remarkably similar indices that you've already mentioned.

Frank LaFasto: I would just like to commend the group that brought all this together. I think any time a group of people come together to have this kind of a conversation, there's reason for hope that things will always improve. And leadership is one of those topics that can seem like an unpaved road that vanishes into swamp land. The fact that you've taken time to try and grapple with it and get your arms around it, I think is really admirable. So thank you for making me part of the process. I'm most flattered to have been here.

Carl Larson: Thank you.

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