

Making Working Together Work - Evaluating and Improving Organizational Collaboration



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Ubiquitous, unoperationalized, unempiricized construct...

Task Force

Professional learning communities

(Dufour, et. al., 2005; Hord, 2002, Pounder, 2000;).

Team-based organizations

(Peters, 1987)

Critical Friends Groups

(NSRF, 2005)

Evaluative Inquiry Groups

Strategic Alliances

(Austin, 2004; Gajda, 2004; Bailey & McNally Koney, 2000)

Networks

Communities of practice

(Wenger, 1998; Sergiovanni, 2004; Gajda & Koliba, 2009)

Continuous improvement teams

(Fullan, 2005)

Consortia

Self-managing teams, Quality circles

(Peters & Waterman, 1982)

Partnerships

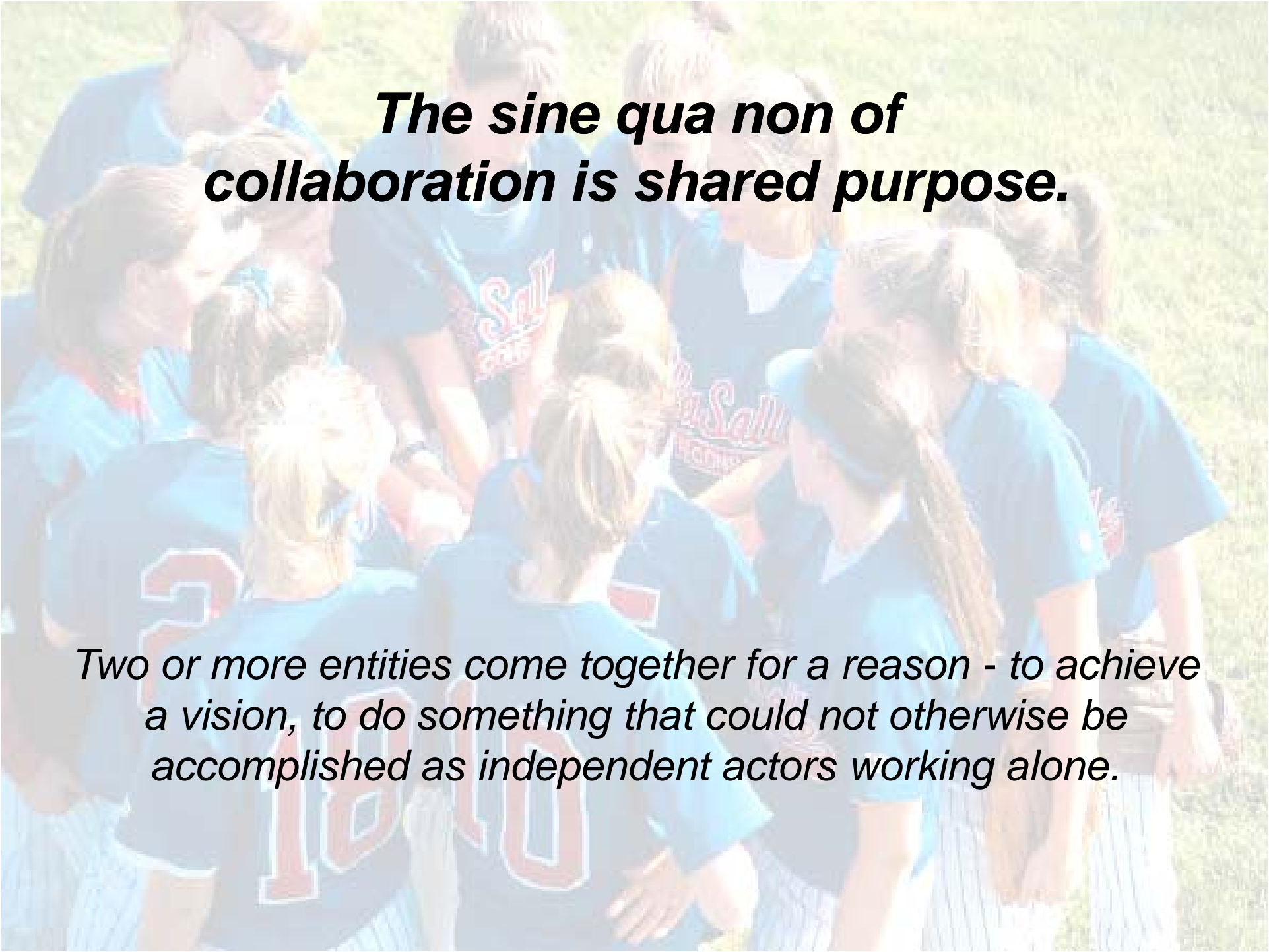
Coalitions

(Butterfoss, 2007)

Federation

Learning organizations

(Schmoker, 2004; Senge, 1999)

A group of young women in blue softball uniforms are huddled together on a grassy field. They are wearing blue jerseys with "Softball" and "Sally" visible on them. The scene is outdoors and brightly lit.

The sine qua non of collaboration is shared purpose.

Two or more entities come together for a reason - to achieve a vision, to do something that could not otherwise be accomplished as independent actors working alone.

Principles of **Organizational** Collaboration

- 1. An Imperative**
- 2. Nested Context**
- 3. Stages of Development**
- 4. Levels of Integration and Quality**
- 5. A Human Endeavor**
- 6. Cycle of Inquiry**

1. An Imperative

We live in a time when no organization can succeed on its own...As we look around us in a new century, we realize that businesses and non-profits in today's interconnected world will neither thrive nor survive with visions confined within the walls of their own organizations. They need to look beyond the walls and find partners who can help achieve greater results and build the vital communities to meet challenges ahead.

- Drucker & Whitehead, Harvard Business School, 2000

2. Nested Context

Inter-Organizational Collaboration
Strategic Alliances



Intra-Organizational Collaboration
Communities of Practice (teams)



Inter-Professional Collaboration
Community of Practice (team)

3. Stages of Development

Assemble and Form

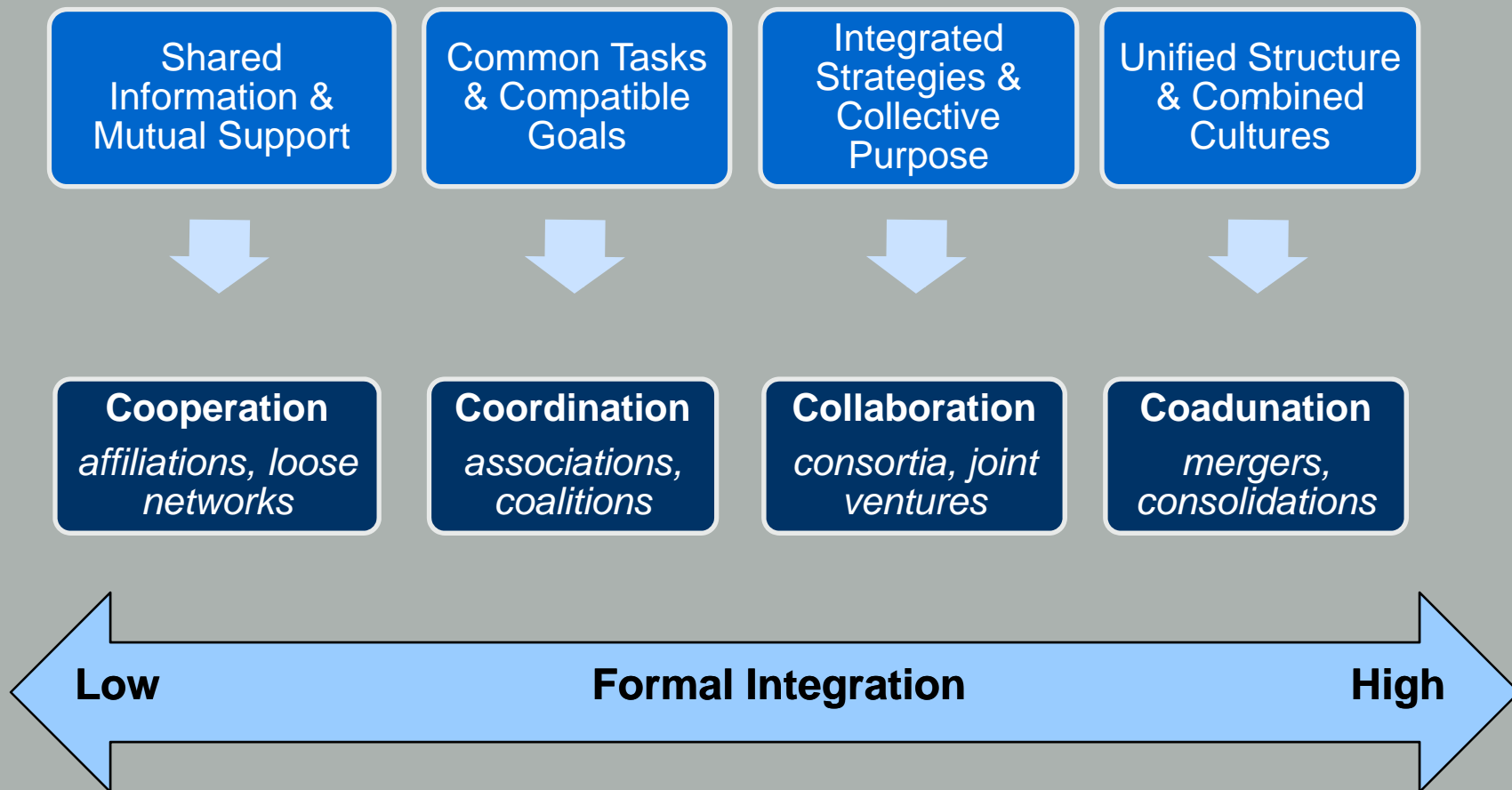
Storm and Order

Norm and Perform

Transform and *Adjour*n

Tuckman, 1965; Tuckman & Jensen, 1977; Bailey & Koney, 2000

4. Levels of Integration

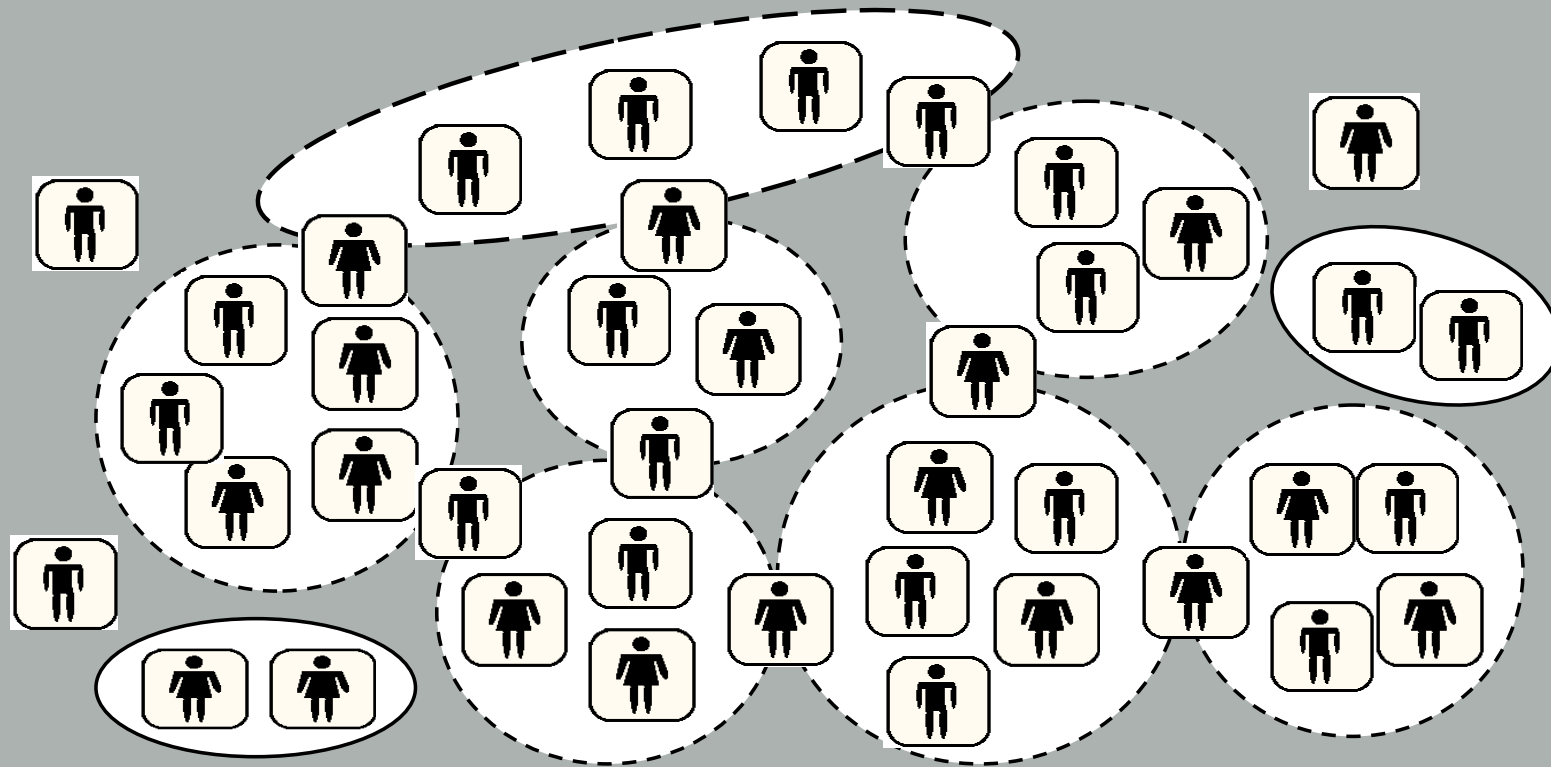


5. A Human Endeavour

***Ultimately, it is people
who collaborate not organizations.***



Organizations are "Constellations of CoPs"



6. Communities of Practice (Teams) Engage in a Cycle of Inquiry (DDAE)



They must do much more than meet!

Are you lonely?

Tired of working on your own?

Do you hate making decisions?

HOLD A MEETING!

You can —

- See people
- Show charts
- Feel important
- Point with a stick
- Eat donuts
- Impress your colleagues

All on company time!



MEETINGS

THE PRACTICAL ALTERNATIVE TO WORK

Meetings are necessary ... but need improvement!

- ◆ Approximately 11 million occur each year in US and average professional attends 62 per month (MCI Conferencing White paper, 1998, p. 3)
- ◆ 50% of the meeting time is a “waste” (Nelson and Economy, 1995, p. 5)
- ◆ Most professionals have had no real training in devising, managing, or participating in effective meetings.

Collaboration Evaluation and Improvement Framework

©2010 *Handbook for Planning, Evaluating, and Improving Inter-Agency Collaboration*
(Developed by R. & M. Woodland for ASTDD, sponsored by CDC)

1. Determine a Shared Purpose
2. Raise Collaboration Literacy
3. Inventory & Map Communities of Practice
4. Monitor Stages of Development
5. Assess Levels of Integration
6. Assess Inter-Professional Collaboration
7. Make Corrections & Recognize Accomplishments

Example

Oral Health Community of Practice Inventory Form

Name of CoP?	Members of the CoP?	Mission/Purpose of the CoP?	Frequency and Location of the Meetings?	Importance? 4 = Essential 3 = Important 2 = Peripheral 1 = Value unknown
State OH Core Infrastructure Team	- State Dental Director			
State OH Coalition Leadership Group				
State Chronic Disease Unit				

Monitor Strategic Alliance Development

A series of questions may be posed to both strengthen each of the developmental phases and facilitate the transition of the alliance from one phase to the next.

Bailey and McNally Koney (2000)

Assess Inter-Organizational Collaboration

SAFAR

Strategic Alliance Formative Assessment Rubric

Gajda, R. (2004). Utilizing collaboration theory to evaluate strategic alliances.
American Journal of Evaluation. 25, 1, 65-77.

Strategic Alliance Formative Assessment Rubric

Level of Integration	Purpose	Strategies & Tasks	Leadership & Decision-Making	Interpersonal & Communication
Networking 1	<ul style="list-style-type: none"> • Create a web of communication • Identify and create a base of support • Explore interests 	<ul style="list-style-type: none"> • Loose or no structure • Flexible, roles not-defined • Few if any defined tasks 	<ul style="list-style-type: none"> • Non-hierarchical • Flexible • Minimal or no group decision making 	<ul style="list-style-type: none"> • Very little interpersonal conflict • Communication among all members infrequent or absent
Cooperating 2	<ul style="list-style-type: none"> • Work together to ensure tasks are done • Leverage or raise money • Identify mutual needs, but maintain separate identities 	<ul style="list-style-type: none"> • Member links are advisory • Minimal structure • Some strategies and tasks identified 	<ul style="list-style-type: none"> • Non-hierarchical, decisions tend to be low stakes • Facilitative leaders, usually voluntary • Several people form "go-to" hub 	<ul style="list-style-type: none"> • Some degree of personal commitment and investment • Minimal interpersonal conflict • Communication among members clear, but may be informal
Partnering 3	<ul style="list-style-type: none"> • Share resources to address common issues • Organizations remain autonomous but support something new • To reach mutual goals together 	<ul style="list-style-type: none"> • Strategies and tasks are developed and maintained • Central body of people • Central body of people have specific tasks 	<ul style="list-style-type: none"> • Autonomous leadership • Alliance members share equally in the decision making • Decision making mechanism are in place 	<ul style="list-style-type: none"> • Some interpersonal conflict • Communication system and formal information channels developed • Evidence of problem solving and productivity
Merging 4	<ul style="list-style-type: none"> • Merge resources to create or support something new • Extract money from existing systems/members • Commitment for a long period of time to achieve short and long-term outcomes 	<ul style="list-style-type: none"> • Formal structure to support strategies and tasks is apparent • Specific and complex strategies and tasks identified • Committees and sub-committees formed 	<ul style="list-style-type: none"> • Strong, visible leadership • Sharing and delegation of roles and responsibilities • Leadership capitalizes upon diversity and organizational strengths 	<ul style="list-style-type: none"> • High degree of commitment and investment • Possibility of interpersonal conflict high • Communication is clear, frequent and prioritized • High degree of problem solving and productivity
Unifying 5	<ul style="list-style-type: none"> • Unification or acquisition to form a single structure • Relinquishment of autonomy to support surviving organization 	<ul style="list-style-type: none"> • Highly formal, legally complex • Permanent re-organization of strategies and tasks 	<ul style="list-style-type: none"> • Central, typically hierarchical leadership • Leadership capitalizes upon diversity and organizational strengths 	<ul style="list-style-type: none"> • Possibility of interpersonal conflict very high • Communication is clear, frequent, prioritized, formal and informal

Figure 4. Strategic Alliance Formative Assessment Rubric – Recording Spreadsheet

CURRENT/BASELINE and PROJECTED/DESIRED LEVELS OF INTEGRATION 1-5 Date: _____	School District Drug/Alcohol Prevention Team	School Resource Officer Team	Community Mental Health Agency	City Police Department	Community Resource Center	University Social Work Department	Visiting Nurse Association
School District Drug/Alcohol Prevention Team							
School Resource Officer Team							
Community Mental Health Agency							
City Police Department							
Community Resource Center							
University Social Work Department							
Visiting Nurse Association							
AVERAGE CURRENT/ BASELINE AND AVERAGE PROJECTED/DESIRED LEVEL OF INTEGRATION BY GROUP/AGENCY							
AVERAGE CURRENT/BASELINE LEVEL OF INTEGRATION ACROSS THE ALLIANCE				AVERAGE PROJECTED/IDEAL LEVEL OF INTEGRATION ACROSS THE ALLIANCE			

Assess Collaboration Within Primary Work Teams

CoPCAR

Community of Practice Collaboration Assessment Rubric

Gajda, R. & Koliba, C. (2007). Evaluating the imperative of inter-personal collaboration: A school improvement perspective. *American Journal of Evaluation*. (28), 1, 26-44.

Communities of Practice (Teams) Engage in a Cycle of Inquiry (DDAE)



COMMUNITY of PRACTICE - COLLABORATION ASSESSMENT RUBRIC

	Dialogue	Decision-Making	Action	Evaluation
6	<p>Agenda for group dialogue is pre-planned, prioritized, and documented. All group members regularly meet face-to-face. Group dialogue is structured and focused on the examination and analysis of evidence related to practice and performance. Disagreements and controversy exist, are addressed and resolved "now" or as close to now as possible. Group members regularly invoke and reaffirm shared purpose and essential outcomes.</p>	<p>All decisions are informed by group dialogue; process for making decisions is transparent and adhered to; group leaders/facilitators are purposefully selected and visible. Group consistently makes decisions about what individual and collective actions they will initiate, maintain, develop, and/or cease. Decisions are directly related to the central practice and purpose of the group</p>	<p>Each member consistently takes specific action as a result of group decision-making; Member actions are coordinated and interdependent, complex/challenging, and directly related to the central practice and purpose of the group.</p>	<p>Each member systematically collects and analyzes quantitative and/or qualitative information about her/his practice and the effects of her/his practice on essential outcomes; evaluation findings are shared publicly and inform group dialogue and decision-making.</p>
5	<p>Agenda for group dialogue exists. Most group members regularly meet face-to-face; Process for dialogue tends to be improvisational, but the focus is usually related to making meaning of information about practice and performance; Group will occasionally invoke or reaffirm a shared purpose. Professional tension tends to be unrecognized or unresolved. Group will occasionally invoke or reaffirm a shared purpose and essential outcomes.</p>	<p>Decisions are usually informed by group dialogue; decision-making process may be unstructured and/or lack transparency; group leaders exist, but may not be purposefully selected or visible; Group periodically makes decisions about what practices they will initiate, maintain, develop, and/or cease; Decisions are generally related to the central practice and purpose of the group.</p>	<p>Each member takes action but not necessarily as a result of group decision-making; Group actions are somewhat coordinated and interdependent; actions may lack complexity or challenge, but are generally related to a the cenral practice and purpose of the group.</p>	<p>Most members consider information about the effects of their practice and performance on essential outcomes, but minimal data is systematically collected, analyzed, or publicly shared. Group may rely on "hearsay," "anecdotes," or "recollections" as data to inform dialogue and decision-making.</p>
4	<p>Agenda for group dialogue exists. Most group members regularly meet face-to-face; Process for dialogue tends to be improvisational, but the focus is usually related to making meaning of information about practice and performance; Group will occasionally invoke or reaffirm a shared purpose. Professional tension tends to be unrecognized or unresolved. Group will occasionally invoke or reaffirm a shared purpose and essential outcomes.</p>	<p>Decisions are usually informed by group dialogue; decision-making process may be unstructured and/or lack transparency; group leaders exist, but may not be purposefully selected or visible; Group periodically makes decisions about what practices they will initiate, maintain, develop, and/or cease; Decisions are generally related to the central practice and purpose of the group.</p>	<p>Each member takes action but not necessarily as a result of group decision-making; Group actions are somewhat coordinated and interdependent; actions may lack complexity or challenge, but are generally related to a the cenral practice and purpose of the group.</p>	<p>Most members consider information about the effects of their practice and performance on essential outcomes, but minimal data is systematically collected, analyzed, or publicly shared. Group may rely on "hearsay," "anecdotes," or "recollections" as data to inform dialogue and decision-making.</p>
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2	<p>Full attendance at meetings is rare or the group meets face-to-face sporadically. Agenda for group dialogue is not planned. process for dialogue is entirely improvisational. Disagreements do not exist or are unrecognized. Some or most group members are not interested and/or hold disparate conception as to the purpose of the group. Team members may air disagreements privately after the meetings.</p>	<p>A process for making decisions is not transparent or does not exist. Decisions are minimally informed by group dialogue. Group leaders are not purposefully chosen or are not visible. Most decisions are unrelated to the central practice and purpose of the group.</p>	<p>Individuals take minimal action; group actions tend to be uncoordinated or involve very little challenge and/or complexity. Actions are typically unrelated to a shared purpose or essential outcomes.</p>	<p>Group members do not regularly collect or share information about their practice and effects of practice on essential outcomes.</p>
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Outcomes Associated with High Quality Collaboration & Evaluative Inquiry

For Individuals & Teams

More likely to take risks, ask for assistance, listen, use information to act, develop creative solutions, develop greater sense of personal responsibility for outcomes, enhance personal self-esteem, build self-efficacy...

For Organizations/Agencies/Bureaus/Divisions

Better services for clients, new products, increase in productivity, higher morale - better work climate, less turnover, less waste/sabotage/error, improved financial performance, less redundancy-more efficient, able to adapt, effective use of limited resources, more likely to solve complex problems, more likely to develop innovative programs...

A new order of things...

“It ought to be remembered that there is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things. Because the innovator has for enemies all those who have done well under old conditions, and lukewarm defenders in those who may do well under the new. This coolness arises partly from fear of the opponents, who have the laws on their side, and partly from the incredulity of men, who do not readily believe in new things until they have had a long experience of them.”

~ Machiavelli, The Prince