

# Leading from Within: Collaborative Leadership Agenda & Plan

## INTRODUCTIONS

1. **Self Introductions**
2. **Ground Rules**
  - Assume good intentions
  - Ouch/Oops/Sorry
  - Right to Pass
  - (others as participants would like in order to feel respected and safe)
3. **Opening Warm-up or tone-setting activity (example, p. 2)**

## WHAT IS COLLABORATION?

1. **ABC Pyramid Activity (pp. 3-6)**
2. **What is Collaboration? (p. 7)**
  - What is the difference between cooperation and collaboration?

## WHAT IS LEADERSHIP?

1. **Four Quadrant Activity (pp. 8)**
2. **Readings: Different perspectives on leadership (Handout, p. 9)**
  - Have small groups read each of the readings and discuss. Then report back to the large group about what they gleaned from the readings about leadership.
3. **Traditional Leadership Styles (pp. 10-11)**
  - Share about the traditional way of viewing leadership: As leading from a position of authority:  
**Autocratic, Democratic, Laissez Faire**

Note about situational leadership. If used at the right place and the right time, these styles are quite functional.

4. **Think/Pair/Share: What is leadership to you? (p. 12)**

## COLLABORATIVE LEADERSHIP

1. **Reflection Activity (p. 13)**
2. **Fundamental Beliefs (Handout, p. 14)**
3. **Self Assessment/Group Assessment (Handout, pp. 15-16)**
4. **Manito-wish Qualities of a Collaborative Leader (Handout, p. 17-18)**
5. **Warp Speed Activity (p. 19)**

## APPLICATION TO YOUR WORK

1. **How can we use collaborative leadership to fulfill our potential?**
  - Share out. Write down concrete ways to live collaborative leadership.
  - At a later date, come back to these items and assess progress.

## CLOSING

1. **Share last thoughts**
2. **Reading: I Went on a Search (Handout, p. 20)**

### Paired Activities

**Focus:** Ice breaker, beginning to learn names and meet people

**Materials:** None

### Suggested Procedure

1. Clear a space and stand in a circle. Tell participants that they are going to do a series of activities to begin to get to know people in the group.
2. Ask people to “find someone who has the same size thumb or different than you.”
3. Ask them to introduce themselves to their partner.
4. Do the activity: “Get the Point”
  - A. Partners face each other and put their left hand out, palm up.
  - B. With their other hand, place their pointer finger in the palm of their partner.
  - C. When you say “GO”, they are to try and catch the finger of their partner, while trying to not let their finger get caught.
  - D. Try this a few times and note the reaction (which usually includes lots of laughing)
5. Then ask partners to “describe a leadership position that you have undertaken at some point in your life.”
6. When done, have them thank their partner.
7. Ask them to “find a partner who is wearing one item of clothing the same color as you are.”
8. Do the activity: “Improv”
  - a. With a partner, show how you can create a sentence by having each person add every other word. The trick is to listen to what your partner is saying, rather than what you think they will say.
  - b. For example: You: ‘Once’ Partner: ‘there’ You: ‘was’ Partner: ‘a’ You: ‘yellow’ Partner: ‘jacket’ You: ‘that’ Partner: ‘flew’ You: ‘up’ Partner: ‘under’ You: ‘your’ Partner: ‘shirt’ You: ‘period’.
  - c. Give them some time to do this together.
9. Then ask partners to talk to each other about “someone that has been a model for them as a leader.”
10. When done, have them thank their partner.
11. Ask participants to think about their birthday and whether it is an even or odd number. They are to find a partner who has the same: Even/Even, Odd/Odd. If there are two people left with different ones, have them be the integrated team of even/odd.
12. Do the activity: “Thumb Wrestle”
  - a. Review how to Thumb wrestle: hold partners hand (right to right or left to left) and try to get their thumb down.
  - b. Tell them that have 30 seconds to get as many points as possible. They will get a point every time a thumb goes down. **(The trick here is that you did not say that they will get a point for beating their partner. In this way, if they choose to cooperate they could get each others’ thumbs down 100 times and they would get 100 points. By competing, they get fewer points).**
  - c. See if anyone gets lots of points. If so, ask them to demonstrate how. If not, ask how they might get more than 20 points.
  - d. Try it one more time, and reflect upon the differences between the first and second attempts.
13. Ask partners to talk about times that they have had positive experiences working with others, as well as times when things did not go so well. What made the difference?

Ask people to thank all of their partners before moving on.

**ABC Pyramid Activity**

**Focus:** Being a team member, cooperation, collaboration

**Materials:** Alphabet Sheets, pen and paper for each person, flip chart and markers

**Sequence:** Problem Solving

**Suggested Procedure**

1. Break the larger group in smaller groups of five or six people.
2. Make sure each person has a piece of paper and a pen.
3. Tell them that you are going to show them a triangle that contains all the letters of the alphabet, **but for only 10 seconds.**
4. Their task is to memorize as many as possible in those 10 seconds.
5. **They may not write or draw anything while they are being shown the letters, and they may not work with anyone else. This is to be done individually.**
6. Show them the first triangle of letters for 10 seconds.
7. Close it up and indicate that they can start writing.
8. After a moment, show them the letters again and ask them to circle the ones they got correct – to count it as correct, they must have it in the exact place and order as it is shown.
9. On the flip chart, create a chart like this:

Individual	Group	Team

10. In their groups, have them add up the number correct for each person and divide by the number of people – get an average number correct.
11. Ask each group to tell you their average, and write it on the flip chart. Make sure you do this in order, so that you can make comparisons later. Generally you will see numbers between 6 and 10. **This is their individual score** (Each small group will have one score – the average. This could be a decimal – e.g. 7.2).
12. Next, have them count how many they got correct **as a group**. If anyone in their group got a letter correct, they may count it, but each letter can only be counted once. Numbers usually range between 12 and 16.
13. Write this number next to their corresponding individual scores. **This is their group score.**
14. Now tell the group that you are going to show them another triangle of letters that looks like the first, but the letters are in a different order.
15. This time they are allowed to plan together how they want to memorize the letters as a group. You will show them the **first triangle** so that they can plan.
16. Give them a minute or so to plan.
17. Remind them that they may not write or draw while you are showing the letters.
18. When everyone is ready, **show the second triangle** of letters for 10 seconds.
19. After 10 seconds close it and indicate that they may now write.
20. After a moment, show them the letters again and ask them to circle the ones they got correct.
21. As before, have them count the number they got correct as a group, remember to only count each letter once.

22. Ask each group to tell you the number they got correct, and write it on the flip chart next to their corresponding individual and group numbers. You will generally see numbers between 22 and 26.
23. Look at the numbers and ask the group why they think there was such an improvement. Write down their answers on the flip chart. Talk about the difference between working as individuals, working as a group and being a team. What do they think makes a good team? Then connect the idea of teamwork with collaboration.

### **Sample Processing Questions**

- Why do you think working as a group and working as a team produced different results?
- What is the difference between group and team?
- How can we work well as a team?

## Alphabet Sheet #1

Y

O N M

U X D A

C R L Z H

K J E G I P

S B Q T F V W

## Alphabet Sheet #2

**B**

**R Q P**

**X A G D**

**K U O J C**

**N M H F L S**

**V T E W I Y Z**

## What is Collaboration?

### Share information about cooperation and collaboration:

Explain that although they are similar, there is a difference between cooperation and collaboration. One way to look at it is:

1+1 = 2 This is Cooperation

1+1 = 3 This is Collaboration

The idea here is that cooperation is simply working together. Following directions is a form of cooperation. Sitting quietly in the desks during this discussion is a form of cooperation. Helping someone with a task is a form of cooperation. Working together (1+1) gets the job done (=2).

Collaboration, on the other hand, allows a group of people to accomplish more than anyone could do on their own or when simply cooperating. Collaboration needs cooperation, but cooperation does not mean collaboration exists. In this case, working together by including everyone and using everyone's strengths (1+1), things happen that cannot necessarily be predicted or expected (=3). Another word for this is "synergy".

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### Another way to contrast cooperation and collaboration is through the reading of synonyms:

#### Cooperation: 1 + 1 = 2

Concert, joint action, teamwork, co-acting, commonality, concurrence, joining of hands, common effort, joint effort, common enterprise or endeavor

#### Collaboration: 1 + 1 = 3

Concur, harmonize, go into partnership with, get together *and* team up *and* buddy up, pull together, hold together, hang together, keep together, stand shoulder to shoulder

The differences between the two groups of words is subtle, but powerful. Cooperation is about doing things together, while collaboration implies a relationship between the people while doing things together.

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### Conclusion

Have the group brainstorm ways that collaboration and cooperation are similar and different. Discuss strategies to be more collaborative as a staff.

### Four Quadrant Activity \*

**Focus:** Self reflection, perspective taking, sharing, exploration of leadership

**Materials:** Rope, webbing, or tape

**Introduction:** Explain that this is an activity in which to explore their history with leadership. Emphasize that there are no wrong answers. All ideas are right for the individuals involved.

### Suggested Procedure

1. Clear a large space in the middle of the room.
2. Using ropes or tape, create a large plus sign on the floor to create four quadrants.
3. Ask participants to think about the metaphors you will present and put themselves in the **one quadrant that is most like them.**
4. Acknowledge that we all have some of each of these things in us, but ask them to try and choose one.
5. When presenting a metaphor, physically walk into each quadrant to show where people are to place themselves.
6. Repeat it at least once to let the metaphor sink in.
7. Once people are situated in a quadrant, ask them to talk to the people around them about why they chose that quadrant.
8. Have each quadrant briefly share out with the larger group some of the things they talked about.

### Metaphors

1. **My disposition/personality is most like:** Salsa, kiwi fruit, tofu, pop tarts.
2. **When growing up I learned that leadership was most like:** Coach, drill sergeant, orchestra conductor, bus driver
3. **Today, my leadership style is most like:** Shark, fox, turtle, teddy bear
4. **I wish my leadership style were more like:** River, lake, canoe, backpack

### Sample Processing Questions

- What are some things you noticed about your history with leadership?
- How does your experience compare with others?
- Why do you think there are so many perspectives when it comes to leadership?
- Do you think leadership is an important quality? Why?
- When is it important for people to be leaders?
- How do we know when leadership is happening?

### Facilitation Notes

Sometimes an individual may have difficulty identifying one quadrant that works for them. If this occurs, encourage the individual to visit each of the quadrants to hear the discussion. One of them might resonate. If not, see if the individual is willing to share out why he or she had a difficult time choosing one.

If one person ends up alone in a quadrant, you can be their discussion partner. If there is one person in each of two quadrants, have them discuss with each other.

Here are some other metaphors that may work well with your situation:

- Plane, level, paint brush, hammer
- Watering can, rake, straw hat, compost
- TV remote control, blender, alarm clock, cell phone
- Piano, trumpet, drum, guitar
- Paper, plastic, glass, aluminum

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\* Thanks to Candace Peterson for teaching me this activity

## **Leadership Readings**

### **Reading #1**

#### **Being a Midwife**

The wise leader does not intervene unnecessarily. The leader's presence is felt, but often the group runs itself.

Lesser leaders do a lot, say a lot, have followers, and form cults. Even worse ones use fear to energize the group and force to overcome resistance.

Only the most dreadful leaders have bad reputations. Remember that you are facilitating another person's process. It is not your process. Do not intrude. Do not control. Do not force your own needs and insights into the foreground.

If you do not trust a person's process, that person will not trust you. Imagine that you are a midwife; you are assisting at someone else's birth. Do good without show or fuss. Facilitate what is happening rather than what you think ought to be happening. If you must take the lead, lead so that the mother is helped, yet still free and in charge.

When the baby is born, the mother will rightly say: "We did it ourselves!"

~ **Lao Tzu**

### **Reading #2**

#### **The Leadership Challenge**

The leader's primary contribution is in the recognition of good ideas, the support of those ideas, and the willingness to challenge the system in order to get new products, processes, services, and systems adopted. It might be more accurate, then, to say that leaders are early *adopters* of innovation. Leaders know well that experimentation, innovation, and change all involve risk and failure, but they proceed anyway.

.... The key that unlocks the door to opportunity is learning.... leaders learn by leading, and they learn best by leading in the face of obstacles. As weather shapes mountains, problems shape leaders. Difficult bosses, lack of vision and virtue in the executive suite, circumstances beyond their control, and their own mistakes have been the leaders' basic curriculum. In other words, leaders are learners. They learn from their failures as well as their successes.

~ **Kouzes and Posner**

### **Reading #3**

Because the average person inherently dislikes work, in order to get him or her to work towards organizational objectives, s/he must be directed in every move, controlled, coerced, and even threatened with punishment. Management's job is to lay out rigid responsibilities, lay out goals, reward only those who stay within the system, and punish those who deviate from the system.

The average person wants to avoid responsibility. However, s/he learns not only to accept responsibility, but actually to seek responsibility.

~ **Rulon D. Skinner: 22 Leadership Principles**

## **Traditional Ways of Viewing Leadership: Leadership from a Position of Authority**

### **Autocratic**

- Leader determined all policies for group members and details methods of goal attainment.
- Leader had overall view and shared method step by step as needed.
- Leader specified allowable actions and interactions.
- Leader provided praise and criticism.

### **Synonyms**

Arbitrary, peremptory, dictatorial, authoritarian, bossy, domineering, high-handed, overbearing, despotic, tyrannical

### **Democratic**

- Leader encouraged group to create policies.
- Leader gave overview of task and steps before work.
- Members chose actions and interactions that facilitate work
- Feedback was factual and objective

### **Synonyms**

Popular, orderly, just, representative, free, common, not snobbish, egalitarian

### **Laissez-Faire**

- Complete freedom
- Resources provided but leader gave information only when asked.
- No feedback unless asked

### **Synonyms**

Noninterference, nonintervention, capitalism, passive, neutral, do-nothing, permissive, hands-off

**\* Descriptions are from: Lewin, Lippitt & White Leadership Studies**

## Situational Leadership<sup>®\*</sup>

Not all situations call for a similar approach. This is the main idea behind Situational Leadership<sup>®</sup>. This view of leadership takes into consideration that every group of people in a given time and place have different needs in order to work well together. It is the leader's responsibility to pay attention to the situation and provide the type of leadership that will work best for this group at this time in this place.

Situational Leadership<sup>®</sup> takes into account how much experience, knowledge, skill and maturation the people have in a group compared to the task. Some people simply do not want the responsibility of making decisions, so appreciate a hands-on (even autocratic) leadership style. Others want to be given a task and allowed to run with it. This type of leadership also relates to groups. When dealing with brand new and experienced people a leader gives more direction. On the other hand, if a group of people have been working together for a long time, have a lot of skills, and understand what they need to do, they can be more independent.

Hersey and Blanchard present four stages of leadership that fit particular situations:

**Stage 1: Directing or “telling”:** Low responsibility and low independence. People need to be told what to do and how to do it. Feedback should be frequent so that they know they are accomplishing their assignment correctly.

**Stage 2: Coaching or “selling”:** Low responsibility and medium independence. People need to be involved in creating ideas for how to get their task completed, but don't have the whole picture. This means that they cannot make decisions on how to change things on their own. They still need lots of feedback so that they can grow.

**Stage 3: Supporting or “participating”:** Medium responsibility and medium independence. People have confidence in themselves to share in decision making, but still need support from the person in authority. If left alone, they will feel insecure and fall back to the coaching stage.

**Stage 4: Delegating:** High responsibility and high independence. People need only to be told what the expectations are and then they go out and do it. Although they do not need much feedback, it is still a good idea to touch base every now and again to make sure they are on the right track.<sup>1</sup>

Situational Leadership<sup>®</sup> requires that the person in charge know the people with whom they work. They must pay attention to whether the group members have the skills to get things done, and also if they are interested in doing the work. The more independent and responsible individuals and groups are, the higher the stage they can operate. Problems arise when leaders make these decisions based on how they like to be led, rather than on how the people in their group like to be led. These are two very different perspectives.

So the next time you find yourself in a position of leadership, whether as an authority or as a member of a group, remember that not all situations are equal.

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\* Situational Leadership<sup>®</sup> is a registered trademark of the Center for Leadership Studies.

<sup>1</sup> For more information on Situational Leadership<sup>®</sup>, visit Hersey and Blanchard's website: Center for Leadership Studies at <http://www.situational.com/>.

## Think/Pair/Share

**Focus:** Reflection on Leadership

**Materials:** None

**Introduction:** Remind participants of what has been covered about leadership: The Quadrant activity and discussion about traditional ways of viewing leadership. This activity will give them an opportunity to explore what leadership means to them.

### Suggested Procedure

1. Have everyone get a partner. If there is an odd number, you can be a partner with someone.
2. Frame a question about leadership such as, "Given what we have done, along with your own experience, what is leadership?"
3. Tell participants that everyone will have **1 minute to think**. Time it.
4. When the minute is up, **give one person in the pair 2 minutes to talk. One person talks while the other person simply listens.** He or she does not say anything other than to nod or show that he or she is listening.
5. After the 2 minutes is up, have partners trade roles so that **the other person talks for two minutes.**
6. After the second 2 minutes is up, allow partners to talk freely for a given amount of time (3-5 minutes).

### Sample Processing Questions

- What are some of the things that you identified as leadership?
- How would you define leadership?
- Do you agree with the definitions that others are giving? Why or why not?
- Is leadership always good? Why?

### Facilitation Notes

Think/Pair/Share can be used for a variety of topics. It gives people a structure that can help focus thoughts. The amount of time you choose to give each of the phases of the activity is up to you, and depends upon the topic, participants, and environment. The times here have generally worked well for me.

## Reflection Activity for Collaborative Leadership

**Focus:** One's own leadership qualities, collaborative leadership

**Materials:** Flip chart and markers

**Introduction:** Much of what we value in leadership we see in others. In this activity you will have the opportunity to think about leaders who inspire you.

### Suggested Procedure

1. Ask everyone to think of a person that they admire for their leadership qualities. This person can be someone they know or don't know, a family member, a famous person, a child, someone who is living or departed. It can even be a fictional character.
2. Give them a moment to bring this person to mind.
3. Next ask them to think of the leadership qualities that they admire in this person.
4. After some thinking time, ask people to call out these qualities. Write them on the flip chart.
5. When you either run out of room or ideas, take a step back to look at the words. Read them out loud.
6. Ask everyone to carefully look at the list and decide which qualities they have.
7. Ask if anyone has **all** of the qualities (usually one or two people raise their hands as a joke).
8. Say: "None of us have all of these, but all of us do," and ask for responses to that statement.
9. Hold a discussion about how the sharing of strengths can create a  $1 + 1 = 3$  scenario, where people can step in to lead according to the strengths they have.
10. Here is an example:  
 Jenny is a visionary. She likes to see the big picture and work toward making dreams come true. Details are not her strong suit. Luckily she works with Rob. He can take a list of tasks and make it all happen. He is truly a logistical genius. They have a huge amount of respect for each other, and together they feel like they can move mountains.

**Follow this activity with information about collaborative leadership:** Underlying beliefs, self-assessment and principles of collaborative leadership.

## Collaborative Leadership Fundamental Beliefs

- **Everybody has the capacity to lead**  
Our stereotype of leadership is that one must be special, elected, or appointed in order to be a leader. We believe that leadership can be learned. People can lead in all parts of their lives -- families, business, community, church groups, athletic teams, camps or clubs -- there are many opportunities for leadership.
- **Increasingly, leadership will come *not* from a position of authority, but from within a group**  
As our world expands and becomes more complex, there is a trend toward decentralization. It is imperative that young people gain the skills to operate in small groups, and as members of teams.
- **Leadership takes place within the context of relationships**  
Collaboration is more than working together. It involves pooling the strengths of all individuals in order to create something that could not be accomplished alone. In order to truly collaborate, it is essential to build trust between the individuals in the group.
- **In order to learn how to lead, one must have the opportunity to lead**  
Leadership is a skill that must be practiced. Talking about leadership is not enough. One must have the opportunity to practice leadership in a safe environment, where they can learn from their mistakes. People must have opportunities to experience leadership by doing it.
- **Leadership is an act of risk taking**  
Choosing to step up, to give an opinion, to try new ideas is an act of risk taking. Therefore, we offer an opportunity to examine what risk taking is all about.
- **Leadership involves an action orientation**

  1. There is a subtle difference between being a leader and not being a leader. It involves stepping forward -- taking the initiative -- looking for what needs to be done, and being willing to do it.
  2. Leadership also entails modeling.
- **Learning to be a leader is a lifelong journey that begins with the question, “What is leadership?”**  
Everyone must define what leadership means for themselves.

**SELF-ASSESSMENT: Qualities of Collaborative Leadership**

The following statements are based on the qualities of collaborative leadership. Circle the number that most closely reflects your attitude or behavior when working in (or with) a group of people.

NEVER	SOMETIMES	OFTEN	ALWAYS
1	2	3	4
A. When something comes up that calls for communication between another and myself, I prefer that we meet and talk about it.			
1	2	3	4
B. In discussion, I refer to our shared vision whenever possible, in order to bring the group together, keep us on task, or remind us of our goal.			
1	2	3	4
C. When we have a group task to work on, I try to avoid competing with others and/or placing obstacles in the way of the group.			
1	2	3	4
D. When someone seems to be doing most of the work in a group task, I try to contribute more toward its completion.			
1	2	3	4
E. In a disagreement with another member of the group, I listen respectfully and try to appreciate why he or she has that opinion.			
1	2	3	4
F. I congratulate my group members when they have succeeded in something or have done a good job.			
1	2	3	4
G. I am willing to hold back my opinion when I realize that I've been talking a lot.			

MORE ON BACK

NEVER	SOMETIMES	OFTEN	ALWAYS
1	2	3	4

H. I like to bring up the goals of our meeting when the discussion gets bogged down in details that are not relevant to those goals.

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1	2	3	4
---	---	---	---

I. I can change my mind (or the direction it's going in) when getting the task done seems to call for it.

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1	2	3	4
---	---	---	---

J. When I notice that someone is especially quiet in a group discussion, I ask for his or her perspective or opinion.

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1	2	3	4
---	---	---	---

K. When it is not necessary to collaborate on a task, I either do it myself, or ask someone else to do it.

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1	2	3	4
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L. When a decision or problem arises that affects the group, I bring it to the group to discuss.

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1	2	3	4
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M. When a task or a project is complete, I take time to talk with the group about how things went.

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Adapted from "Self Assessment in Collaborative Leadership" by Ruth A. Gudinas, FULL CIRCLE, N9136 Big Lake Road, Gresham, WI 54128-8955, 715/787-4427, with help from Laurie Frank

## Manito-wish Qualities of a Collaborative Leader

Camp Manito-wish YMCA has been in existence for almost 90 years. Over the years, Manito-wish staff noticed that many of the former campers grew to become noted leaders in their communities, families, and businesses. It also became clear that the type of leadership these alumni were practicing was different than the norm. John Stanley, Director of Camp Manito-wish during the 1990's, started researching this phenomenon and determined that the Manito-wish experience -- groups of campers spending days together preparing and carrying out wilderness trip experiences (ranging in time from four days to almost 2-months) -- prompted young people to develop leadership skills. Because these young people did everything in, with, and for the group, the leadership that was developing was collaborative in nature.

With this insight, John researched the concept of Collaborative Leadership. One of his many resources was *No More Teams!* By Michael Schrage. From this, and other, books, John developed the 7 Qualities of a Manito-wish Leader.

Once articulated, these 7 Qualities can now be intentionally focused upon so that young people can mindfully develop these skills as they interact and work together through their wilderness trips. They can then generalize these skills to other parts of their lives.

The idea behind introducing these qualities is to simply introduce them. Deeper interpretation and application of these qualities occurs through activities and reflection. Every person will integrate them into their own wealth of experiences, which means that they may interpret them differently. Throughout the course ask questions so that students can continue to evolve in their understanding of these qualities and how they can use them in a multitude of situations.

- **Builds a shared vision with those they lead**  
A clear vision motivates others to commit to an idea and follow it through. It encourages others to collaborate toward the realization of that vision. What is it you want to accomplish **together**? What is your vision and what are the visions of others? How might they be combined?
- **Builds models -- Tries it... changes it... tries it again**  
A trial-and-error approach, and the making of mistakes, is considered part of the continuous learning experience. If people are serious about what they do, it is necessary to build lots of models, and be prepared for success, failure, or something in-between. It is risk-taking in action, and it takes courage.
- **Shares a common space with others**  
If group members are occasionally passing each other in their daily routine, dropping each other notes, email, or simply talking on the phone, it all adds up to simple communication, not collaboration. Communication is good, but it is not enough. Face-to-face contact is essential if effective collaboration is to take place. At some point, the group must meet in one place in order to throw ideas around and make important decisions.

Another aspect of sharing a common space is the idea of allowing everyone an opportunity to speak. Some people are naturally quieter than others. They must make an effort to speak up, and the more vocal must allow pauses in the conversation for the quieter folks to have an opening.

- **Lets others amplify their abilities**  
Competition can get in the way of collaboration, so it is necessary for group members to leave their egos at the door. If everyone is included and they are able to draw on the strengths of everyone in the group, a synergy can develop that transcends the individuals. In other words  $1+1=3$ .
- **Remembers ... followership and leadership go hand-in-hand**  
Sometimes it is an act of leadership to take a step back and allow others to take the lead. Viewing “followers” as adversaries to be controlled is counter-productive. Seeing others as allies with unique gifts empowers everyone to contribute to the shared vision.
- **Doesn't collaborate to turn out the lights**  
During a crisis, collaborating is dangerous. Autocratic leadership is what is called for in a crisis situation. Likewise, collaborating to complete a simple task is a waste of energy and resources. Sometimes, one person taking the initiative is enough. The term “analysis paralysis” is often used when a group realizes it is engaged in unnecessary collaboration.
- **Celebrates successful collaborations**  
This is as important as celebrating individual accomplishments. Celebrating is so important and a terrific investment in the next challenge which demands that a group collaborate to achieve the vision. Theater groups have a cast party on the final night of the show. This is a good example of celebrating collaborations.

**For reference, the statements on the self assessment are meant to correspond with the following Manito-wish Qualities of a Collaborative Leader.**

- Builds a shared vision with those they lead: B, H
- Builds models -- Tries it... changes it... tries it again: I, M
- Shares a common space with others: A, C, G, J, L
- Lets others amplify their abilities: E, G, J
- Remembers ... followership and leadership go hand-in-hand: C, D, G
- Doesn't collaborate to turn out the lights: D, I, K
- Celebrates successful collaborations: F
-

## Warp Speed

**Focus:** Collaborative leadership principles, problem solving

**Materials:** One Soft Throwable Object (fleece ball, foam ball, wadded up paper....); Stop watch

### Suggested Procedure

1. Stand in a circle.
2. Ask everyone to raise one hand to show that they have *not* had the object yet.
3. Call someone's name and throw the object to her. She puts her hand down to show she's had the object, and calls the name of someone whose hand is up and throws her the object. This continues until everyone has had the object and it is returned to you. Thus, a pattern has been set.
4. Figure out who is the youngest person in the group. Give that person the object.
5. Tell the group that this is a timed activity and that they must send the object to the same person they threw it to before. It must begin and end with the person who starts it (in this case, the youngest person in the group). Try this and get a baseline time.
6. Now tell the group that the rules are this: The object must touch everyone in that same order, and it must begin and end with the same person. Then give them time to discuss strategies.
7. Try the activity multiple times to arrive at a mutual solution.

### Sample Processing Questions

- Look at the Principles of Collaborative Leadership. Which ones did we use? Give examples.
- Which Principles did we not use? Why not?
- How can we make the Principles of Collaborative Leadership come to life among this staff?

### Facilitation Notes

It is fair to say that Warp Speed has an almost limitless number of solutions, which is what makes the activity so popular. It can also be accomplished in a relatively short amount of time.

Many groups decide to stand next to each other rather than stay in their original configuration. Other groups stay where they are and play with different ways to get the object around without moving themselves.

## I Went on a Search

I went on a search to become a leader. I searched high and low. I spoke with authority, people listened. But at last there was one who was wiser than I and they followed him/her. I sought to inspire confidence but the crowd responded, “Why should we trust you?” I postured and I assumed the look of leadership with a countenance that glowed with confidence and pride. But the crowd passed by and never noticed my air of elegance. I ran ahead of the others pointing new ways to new heights. I demonstrated that I knew the route to greatness. And then I looked back and I was alone. “What shall I do?” I queried. “I’ve tried hard and used all that I know.”

And then I listened to the voices around me. And I heard what the group was trying to accomplish. I rolled up my sleeves and joined in the work. As we worked I asked, “Are we all together in what we want to do, and how we’ll get the job done?” And we thought together and we struggled towards our goal. I found myself encouraging the faint hearted. I sought the ideas of those too shy to speak out, I taught those who knew little at all. I praised those who worked hard.

When our task was completed, one of the group members turned to me and said, “This would not have been done but for your leadership.”

At first I said, “I did not lead, I just worked with the rest.” And then I understood -- leadership isn’t a goal. I lead best when I forget about myself as a leader and focus on my group, their needs and their goals. To lead is to serve, to give, to achieve together.

Anonymous

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**“Leadership** is a reciprocal process of encouraging and supporting *people* in the pursuit of goals shared by members of a group, organization, or community.”

**“Collaborative leadership** is a reciprocal process of encouraging and supporting *relationships within which* people can pursue a variety of shared goals over extended periods of time.”

### Definitions from:

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