

Handout - Learning Jigsaw

Small Groups of 5:

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When all members of a group have finished reading their sections, they share with each other what they read.

Collective Leadership

Person 1—What is Collective Leadership?

Leadership can be defined as speaking, listening, and acting in a way that enables an organization or community to address its challenges and opportunities. Collective leadership is, simply stated, leading together as partners. Unlike heroic leadership, collective leadership embraces the diversity of people and perspectives and frees up self-initiative and collective intelligence. When practiced across sectors, it creates the conditions for societal learning and innovation through an increased sense of interdependence and a deeper trust in self-organization.” (Gauthier)

Collective leadership can be transformative, enabling each co-leader to grow personally while generating benefits for the whole. This is only possible when partners are committed to both support and challenge each other, so that optimal learning conditions exists within the partnership. (Gauthier)

Traditional approaches to leadership and leadership development assume that training an individual leader with appropriate knowledge and skills will lead to community change. However, this is not scalable. We will not reach the scale of change we seek developing one leader at a time. To support leadership that results in transformational changes, we need to focus on how individuals and groups are connecting, organizing, thinking systemically, bridging and learning as a dynamic leadership process that mobilizes action on the scale needed to address the inequities and injustices we care about. (Leadership for a New Era, *A New Leadership Mindset for Scaling Social Change*)

Collective leadership becomes possible when the members of a group, motivated by a common purpose, begin to build relationships with each other that are genuinely respectful enough to allow them to co-construct their shared purpose and work. This is about expanding from the solo perspective of “I” to include the “We”. (Kellogg)

Classical and shared leadership compared	
Classical leadership	Shared leadership
Displayed by a person’s position in a group or hierarchy.	Identified by the quality of people’s interactions rather than their position.
Leadership evaluated by whether the leader solves problems.	Leadership evaluated by how people are working together.
Leaders provide solutions and answers.	All work to enhance the process and to make it more fulfilling.
Distinct differences between leaders and followers: character, skill, etc.	People are interdependent. All are active participants in the process of leadership.
Communication is often formal.	Communication is crucial with a stress on conversation.
Can often rely on secrecy, deception and payoffs.	Values democratic processes, honesty and shared ethics. Seeks a common good.

Drawing from material in Gloria Nemerowicz and Eugene Rosi (1997) *Education for Leadership and Social Responsibility*, London: Falmer Press. Page 16.

Person 2—Key Conditions for Collective Leadership

- **Individual intention**—Co-leaders commit to mutual respect, transparency and learning, and are willing to surface and challenge their assumptions and adopt a win-win-win perspective.
- **Individual behavior**—Partners genuinely listen and give helpful feedback to one another, and respect jointly defined ground rules and honor their commitments.
- **Culture**—The collaboration is characterized by shared values and vision, perceived complimentary viewpoints and skills, open and frequent communication, search for synergy and a long-term view.
- **Structure**—The collaboration structures and systems include concrete common goals and priorities, behavioral ground rules, agreed upon measures of impact, shared benefits and rewards, clear accountability and shared responsibility for the whole (Gauthier).

Successful collaborations are values driven and require from all partners a commitment to a larger goal, involvement of the heart, willingness to communicate and cooperate across boundaries, creativity, courage, perseverance, accountability and collective responsibility for the whole. (Gauthier)

The Collective Leadership Process

The process of collective leadership begins with a shared dream that forms in the heart of a group of passionate individuals with diverse skills. As relationships are formed around a shared purpose, the group creates a common awareness of challenges and develops ownership of creating new solutions/challenges. This type of leadership engages participants in activities that can effect sustained and systemic change. It connects those who are often seen as “outside” of an institution to those who are on the “inside.” (Kellogg)

This type of leadership means being willing to be pushed and pulled as a result of being in a relationship with others who share the same dream. It means developing group and individual potential. It means finding what will be most effective in making needed changes in a specific time and place. (Kellogg)

Building collective leadership is a cyclical process; it does not happen once and end. Instead, it continues evolving as the work changes. As groups grow and move, they continue to learn and relearn. (Kellogg)

Person 3—Principles of Collective Leadership

- Collective leadership is relational: the group as a whole is a leader, with members within the group being leaders within the group.
- Collective leadership is fluid: it emerges out of specific situations, the process of defining vision and setting direction, as well as exercising influence over other people and organizations; it becomes a shared function of the group.
- Collective leadership is transformational; it begins with a belief in and a commitment to social advocacy and social justice. (Kellogg)

Developing Collective Leadership

- All those involved must be genuinely open to learning and willing to change themselves.
- Those who succeed take the time to learn about the community and its cultures and diversity.
- It is critical to build trusting relationships.
- It is important to involve as many members in the direction-setting process as possible and find ways to handle membership changes easily.
- People new to community-change need hands-on opportunities to learn tactical leadership skills. (Kellogg)

Collective Leadership multiplies the skills and attributes of others

Individuals who act as Multipliers develop the leadership of those around them and so can be instrumental in developing collective leadership.

The Five Disciplines of the Multiplier

Diminisher		Multiplier	
The Empire Builder	Hoards resources and underutilizes talent	The Talent Magnet	Attracts talented people and uses them at their highest point of contribution
The Tyrant	Creates a tense environment that suppresses people's thinking and capability	The Liberator	Creates an intense environment that requires people's best thinking and work
The Know-It-All	Gives directives that showcase how much they know	The Challenger	Defines an opportunity that causes people to stretch
The Decision Maker	Makes centralized, abrupt decisions that confuse the organization	The Debate maker	Drives sound decisions through rigorous debate
The Micro Manager	Drives results through their personal involvement	The Investor	Gives other people the ownership for results and invests in their success

Person 4—Structures that Enhance Collective Leadership

- Clearly defined and frequently articulates roles and responsibilities.
- Transparent distribution of resources.
- A set of defined expectations that hold each member accountable to one another and the overall project goals.
- Open avenues of communication across all levels.

Elements of Collective Leadership

According to the Leadership for a New Era Evaluation Learning Circle, there are visible attributes of collective leadership (*Elements of Collective Leadership*).

	Expect to See	Like to See	Love to See
Understandings about “I” to “We” Shift	<ul style="list-style-type: none"> • Group identity and bonding • Buy-in to facilitated process 	<ul style="list-style-type: none"> • Beyond group bridges • Group ownership of leadership role 	<ul style="list-style-type: none"> • Inclusive of other stakeholders • Linking • Internalization of self-organization • Flow of lead and follow roles
Shared Vision, Purpose and Responsibility	<ul style="list-style-type: none"> • Shared vision • Shared language 	<ul style="list-style-type: none"> • Rich conversation • People share a calling • Emerging clarity around action • Alignment around purpose • Shared ability to set direction • Refine the vision 	<ul style="list-style-type: none"> • People prepared to face a broad range of challenges • Synergy around purpose • Everyone welcomes responsibility and accountability
Leadership Compact (Values, Awareness, and Capacities)	<ul style="list-style-type: none"> • Respect • Open dialogue • Tolerance for difference 	<ul style="list-style-type: none"> • Trust • Value differences • Accountability to the group • Holding each other accountable for process 	<ul style="list-style-type: none"> • Reflective practice valued • Holding each other accountable for results • Social intelligence
Power, Oppression, and Healing	<ul style="list-style-type: none"> • Participants know they do not start from the same place • Opportunity to learn/understand • Power dynamics/leadership roles change 	<ul style="list-style-type: none"> • Move from understanding to behavior • Recognize and name issue/conflict/pain • Traditional power leaders step back • “Non traditional” leaders take on leadership roles 	<ul style="list-style-type: none"> • Move from behavior to transformation • Address issues of power directly • Traditional leaders intentionally share/give up leadership • Active healing

	Expect to See	Like to See	Love to See
Group Process and Decision-Making	<ul style="list-style-type: none"> • Group makes decisions about moving forward that resonates with all • Assumes value of collective leadership 	<ul style="list-style-type: none"> • The group respects experimentation and learning from failure • Shared responsibility for process and decision making • Integrated and interdependent 	<ul style="list-style-type: none"> • Group enters into a shared space of deep reflection and listening • Meetings flow and are purposeful • Members intuitively know when, where, how to apply their skills for the common good • No one makes it happen, it's like an orchestra/jazz jam • Group dynamics bring out the best in each member • Internalized value nurtured over time • Supports and structures are in place
Energy, Emergence and Collective Action	<ul style="list-style-type: none"> • Shared sense of purpose • Non-linear learning/feedback loop • Moving from scarcity to abundance thinking 	<ul style="list-style-type: none"> • Transformation of I to We • Emergent order and convergence • Confluence of ideas and "ahas" • Reach new places within one's own capacity 	<ul style="list-style-type: none"> • Self-driven, organic • We released in all its fullness • Spirit of abundance permeates • Generative energy unleashed and sustained
Networks and Systems	<ul style="list-style-type: none"> • Groups highly aware of the systems nature of their work • Openness to new input, new partnering and new ventures 	<ul style="list-style-type: none"> • Capacity to reach across and span boundaries 	<ul style="list-style-type: none"> • Power of the collective depends on the quality of the relationships • Changes in notions of accountability • Can constantly reframe hierarchy working within a network-centric approach
Time, Connections, and History	<ul style="list-style-type: none"> • Shared purpose • Diversity • Access 	<ul style="list-style-type: none"> • Shared values • Inclusion of affected persons • Information equity 	<ul style="list-style-type: none"> • Agreement on process for moving forward • Affected personnel share equally in policy decisions

Person 5—Practices that help foster collective leadership

The Seven Norms of Collaboration

Behavior	Possible ways of encouraging this
<p>Putting Inquiry at the Center—Exploring perceptions, assumptions, beliefs, and interpretations promotes the development of understanding. Inquiring into the ideas of others before advocating for one’s own ideas is important to productive dialogue and discussion.</p>	
<p>Pausing—Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.</p>	
<p>Paraphrasing—Using a paraphrase starter that is comfortable for you (such as “So…” or “As you are…” or “You’re thinking…”) and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.</p>	
<p>Probing—Using gentle open-ended probes or inquiries (such as “Please say more about…” or “I’m interested in…” or “I’d like to hear more about…” or “Then you are saying…”) increases the clarity and precision of the group’s thinking.</p>	
<p>Placing Ideas on the Table—Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: “Here is one idea…” or “One thought I have is…” or “Here is a possible approach…” or “Another consideration might be…”.</p>	
<p>Paying Attention to Self and Others—Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.</p>	
<p>Presuming Positive Intentions—Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.</p>	

(Center for Adaptive Schools).

Sources

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