



## Strategies for Collaboration to Engage In Everyday Practice

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# GROUP CONNECT



- Who is here?



- 30 Second Shares

- Best book you read this year
- Go to podcast
- Best place to refuel and energize
- Favorite pleasure
- Strongest nasty women moment

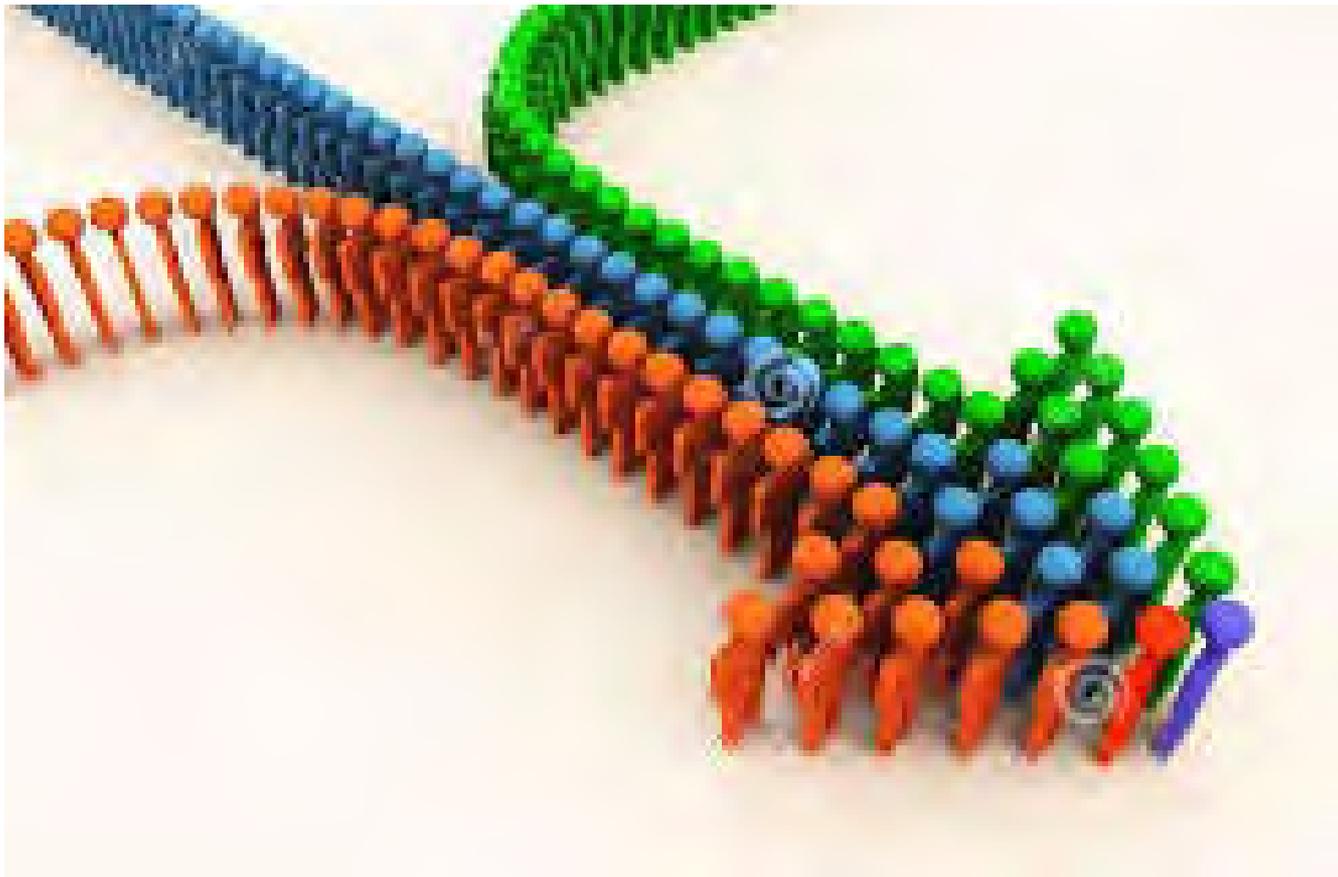
# + What we are doing today:



- Seek to understand the differences between cooperation and collaboration.
- Practice and apply group communication strategies

+ To collaborate or Not to Collaborate...that is the question



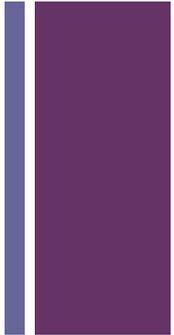


+ What are some issues, projects, or functions on which you have collaborated?

Brainstorm a list of up to 5



# Collaboration Vs Cooperation



- Collaboration is a coordinated, synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem.<sup>1</sup>
- Creating something new.<sup>2</sup>
- Cooperation is accomplished by the division of labor among participants as an activity where each person is responsible for solving a portion of the problem.<sup>1</sup>
- Support each other's goals.<sup>2</sup>

## Sources:

- 1 Lynn Power (Huffington Post blog)
- 2 Jesse Lyn Stoner: Let's stop confusing cooperation and teamwork with collaboration





Apply what you are learning:

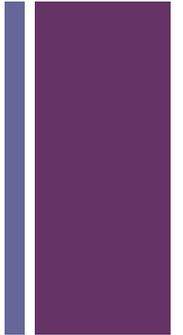
- Find one or two people.
- Take turns sharing one of the situations on your list and explaining how it exemplifies cooperation or collaboration.
- As a group, identify the best example of each.





# Dimensions of Collaboration

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<b>Dimension</b>	<b>Collaboration</b>	<b>Cooperation</b>
Trust and Control (Power)	<ul style="list-style-type: none"><li>• High institutional and leader trust</li><li>• Power to delegate</li></ul>	<ul style="list-style-type: none"><li>• High trust in experts</li><li>• Empowered to get the job done</li></ul>
Time	Long Term	Short Term
Team	Purposefully diverse	Purposefully content experts
Decision-Making paradigm	Consensus Consultative	Consultative
Examples of deliverables	Strategic plans	Reports



# Setting a Decision Model

*(Be Quiet Be Heard, Glaser & Glaser, 2013)*

## ■ **COMMAND DECISIONS**

- Leader “calls the shot”
- *LCC will require each first year student takes math within 2 terms.*

**LEADERS >>>>>>>>>GROUP**

## ■ **CONSULTATIVE DECISIONS**

- Leaders makes the decision with input, ideas, and insights from the group
- *Math department, I need your thoughts, insights and concerns about requiring math within 2 terms.*

**LEADER ><<<<<<GROUP**

## ■ **CONSENSUS DECISIONS**

- Leader’s opinion carry no more weight than anyone else’s.
- *This exploratory group will decide as a whole whether students will be required to take math within 2 terms.*

**LEADER <<<<<<>>>>>>GROUP**





# Considering a Decision-Making Paradigm



## ■ **Balance the use of decision paradigms:**

- If all decisions = command, danger that problem detection from “front line” will go unheard, and institution will lack creativity
- If all decisions = consultative , even after input, people will feel there is a predetermined outcome
- If all decisions = consensus, folks become bored and feel go to countless meetings to decide trivial things

## ■ **Selecting the best decision paradigm:**

- Stakeholders in the outcome and implementation
- Who has valuable information to offer
- Whether or not insight from the group members could be potent enough to tip the scale



# + Collaborative Teams

Tips from research and practice



# The Right Team for Collaboration

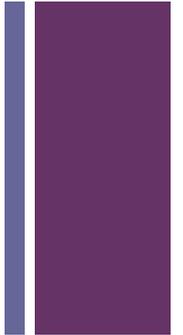
- **Size** =  $20 <$  otherwise cooperation among members decrease
- **Virtual participation:** Research shows that as teams become more virtual, collaboration declines.
- **Diversity:** Research shows that the higher proportion of people who don't know anyone else on the team, and the greater the diversity, the less likely the team members are to share knowledge.
- **Education Level:** Research found that the greater the proportion of experts a team had, the more likely it was to disintegrate into nonproductive conflict or stalemate



- “The most productive, innovative teams were led by people who were both task – and relationship-oriented. What’s more, these leaders changed their style during the project.” (Gratton & Erickson, Harvard Business Review 2007, )



# + Best Practice for Cultivating Collaborative Teams



## ■ **Creating a “gift” culture.**

- Relational mentoring and coaching (informal is powerful): gift of time, knowledge
- Training in skills related to collaborative behavior, and support for informal community building

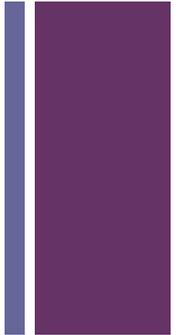
## ■ **Ensuring the requisite skills.**

- Appreciating others, being able to engage in purposeful conversations, productivity and creatively resolving conflicts, and program management

## ■ **Supporting a strong sense of community.**

- Social networking: formal and informal (pop-up events)





- **Assigning team leadership that are both task- and relationship-oriented.**
  - Ability to shift or change style along the continuum
  - Emphasis on one style hinders performance
  
- **Building on heritage relationships.**
  - 20-40% of team already well connected, strong collaboration from start [Hint: network, network, network]
  - Cultivate networks and institutional knowledge (i.e. orientation)
  
- **Understanding role clarity and task ambiguity.**
  - Which is more important: a clearly defined approach toward achieving the goal, or clearly specified roles for individual team members?



# Group Communication Skills



P.R.E.S.

Problem Solving



# P.R.E.S.

(The Glaser's)

## ■ Point

- Begin with the main point you wish to communicate

## ■ Reason

- Substantiate your idea with a reason

## ■ Example

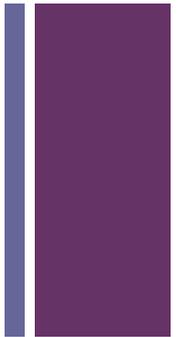
- Offer an example

## ■ Summary

- Briefly sum up your thoughts

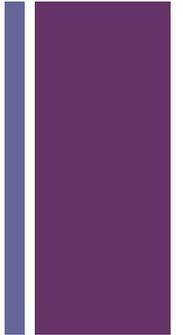
Is this PRES?

*Requiring math in the first two terms is a policy we should adopt. The sooner students enroll in math the sooner they can graduate increasing our completion rate. About 40% of students at our completion advising session planning to graduate within 2 terms and haven't started math and have 4 levels of math to complete. I support early math, what are the next steps to make it happen?*





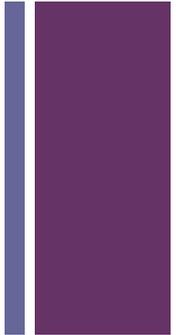
# Practice PRES



- Should we require each employee and student to complete a sexual violence awareness training?
- Should we develop guided pathways for every program and major?
- Should we increase the number of 9<sup>th</sup> and 10<sup>th</sup> graders taking College Now courses in our high schools to increase enrollment?
- To increase visibility and community engagement, should we invest in a digital sign on Hwy 96?
- Select your own group topic.



# A Model for Collaborative Problem Solving (The Glaser's)



1. Silent Brainstorming
2. Round Robin Input
3. Discuss and Advocate
4. Priorities
5. Choosing Champions





# Collaborative Problem Solving Steps



## STEP 1: Silent Brainstorming

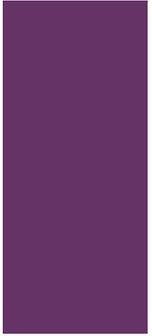
- Allow two silent minutes for individuals to reflect on the question – in writing.
- Think big; think small. The important thing is to come up with a quantity of ideas.
- Do *NOT* be constrained by convention, cost, or what's happened before.

## STEP 2: Round Robin Input

- The facilitator/recorder solicits one item at a time from each person.
- Items are numbered as they are put into group memory.
- No evaluations or blocking statements (including non-verbal blockers such as eye-rolling) are allowed.



# Collaborative Problem Solving Steps



## STEP 3: Discuss and Advocate

- Everyone speaks
- Everyone listens
- Advocate (criteria):
  - The impact the idea would have on the problem
  - How doable is the idea
- Be persuasive (PRES) and open
- After discussion, cluster items that address same idea. Avoid mega clusters

## STEP 4: Prioritize

- Assign values to ideas: 1-3 (top choice)
  - Use tick marks instead of values
- Assign individually
- Recorder notes down all point values
- Scores are added to determine top-ranked ideas



# Collaborative Problem Solving Steps



## STEP 5: Choosing Champions

- Starting with top-ranked items, ask 2 people to volunteer as champions for each action
- The champion is not the doer, but rather the group conscience – keeping it on front burner
- “A group makes things happen” – move into action through joint identity

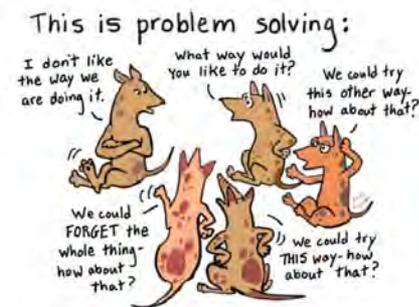




Applying



Applying  
collaborative  
problem  
solving



Exploring a Problem



## The Wrap Up



- We use cooperative teams more than collaborative teams.
- Collaboration doesn't just happen.
- Teams: #, diversity, long-distance participation, expertise
- Leaders need to cultivate collaborative environments
  - Informal relationship building
  - networking
- Communication, communication, communication
- **Recommended resource:** *Be Quiet, Be Heard: The Paradox of Persuasion* (Glaser and Glaser, 2006)