

Practice Session on Collaborative Mindset

Objectives:

- To apply collaborative mindset principles to collaboration situations.
- To practice techniques that foster a collaborative mindset.

	<u>Program</u>	<u>Time</u>
	Welcome, introductions, and overview of the workshop	20 minutes
	Applications of collaborative mindset principles	25 minutes
	Community coalition case study	40 minutes
	<i>Break</i>	<i>10 minutes</i>
	Continue case study discussion	40 minutes
	How to maintain a collaborative mindset to break through barriers in collaboration situations	30 minutes
	Evaluation and closing – one idea you gained from this workshop and one idea you are going to use right away.	15 minutes

This curriculum is part of the *Building Comprehensive Solutions to Domestic Violence* initiative of the National Resource Center on Domestic Violence, funded by the Ford Foundation.



MODULE #2

Practice Session on Collaborative Mindset

Trainer Instructions

Preparation

Prerequisite Modules: Mindset for Successful Collaborations Workshop

Number of participants: 5 minimum
30 maximum

Time requirements: 3 hours

Room arrangements:

Fewer than 20 participants: arrange tables in a horseshoe with chairs on the outside of the horseshoe and flip chart and easel in the open space.

20-30 participants: Use separate tables – 5-6 participants per table. Arrange tables so that all participants can see the flip chart and easel in the front of the room.

Materials:

Flip chart & easel

Markers

Masking tape

Extra pens (for participants)

Name tents (for participants)

Registration form

Participant packets

Materials for participants to use in preparing skits

Awards for participants (see trainer instructions on how to maintain a collaborative mindset to break through barriers in collaborative situations)

Participant packets:

Handouts #2-1 through #2-4

Evaluation form (Handout #2-5)



❖ WELCOME, INTRODUCTIONS, AND WORKSHOP OVERVIEW

Time: 20 MINUTES

The 20 minutes is based on starting 10 minutes late. If you start on time, you will have some flexibility with time during the workshop.

Welcome everyone.

Ask participants to introduce themselves, describe their work, and give a symbol of a collaborative mindset (refer to Handout #2-2, “Characteristics of the Mindset You Need for Successful Collaboration”). The symbol might be an animal, image, object, poem, book, movie, or song. Give participants an example (e.g., the sun, because when you use a collaborative mindset you generate a lot of great energy!).

Review the objectives for the workshop and the program (Handout #2-1) and address any housekeeping items.

❖ APPLICATIONS OF COLLABORATIVE MINDSET PRINCIPLES

Time: 25 MINUTES

Put collaborative mindset characteristics on overhead screen and briefly review them. Ask participants to turn to Handout #2-3 (This is Case Study #1 from the collaborative mindset workshop – the first module. It is used to continue the learning from Module #1.) Explain that the purpose of the role play is to see the collaborative mindset characteristics in “real life.” Read the case study:

The law enforcement committee of the local domestic violence coalition is discussing an idea to develop a safety brochure. The local domestic violence program already has a handout that it uses. Mary (the representative from the local domestic violence program) says in an impatient voice, “We already do that. If you want the information, just call us and ask for it.”

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Frank (from the police department) ignores Mary and says, “We just got some funding to produce a brochure – we would really be the best qualified to coordinate this effort.”

Mary realizes that she allowed the situation to push her out of a collaborative mindset and now wants to get back on track in a collaborative mindset.

What can Mary do now? (*We will role play this as a group.*)

The trainer takes the role of Mary and asks for at least one other volunteer to help out. Ask for a volunteer to be Frank. Ask volunteers to come to the front of the room. Conduct this role play in the same manner as the tag team role play in Module #1.

Begin the role play with Frank saying, “We would really be the best qualified to take on this project.” Respond to Frank, modeling the collaborative mindset characteristics. Whoever volunteers to help responds, and the two of you create a dialogue with Frank. Add other members of the law enforcement committee if it seems appropriate (make them up as you go along and ask for volunteers to play the roles). If the pace drags, stop and ask for more help – what should Mary do now? If it’s going too smoothly, ask for someone to “be difficult.” If Frank needs help, ask for a volunteer to help him – give him some more “lines.”

Invite others to come up if they have an input to provide and others to sit down when they’ve had a turn. Usually, two or three people will volunteer. Sometimes others come up – especially other “Franks” to add a scenario they have experienced. Be sure that as the trainer, you are playing the “hard” part (the domestic violence program) and give a lot of support to anyone willing to help out.

Discussion: What is the potential for a successful collaboration?

Draw out ideas about how you would know if the collaboration is successful. Ask about short term and long term success. Ask whether success means we (domestic violence program) do it all/control it all. If not, how do we achieve our vision while collaborating with others who may not totally share our vision? If success means that we do it all/control it all, can we really have that much control – is it possible, given the current environment in which you work?



Some points to make:

- ✍ Your vision and goals guide your strategy. Define what you mean by success – short term and long term.
- ✍ Define your priorities. Decide what is most important to work on now and the role a collaboration can play in building comprehensive solutions to domestic violence.
- ✍ You must define the role which the domestic violence program wants/needs to play in order to achieve your vision and goals. How much do you need to do? What can others do, and how will you get them involved?
- ✍ Your strategy will change as circumstances change, as people in different positions change, as issues arise, etc.
- ✍ When you use a collaborative mindset, it is much easier to see what is really happening and whether or not others are willing to work in collaboration with you.
- ✍ Domestic violence programs can't do it all. We need others, and many already are doing a lot. We need agendas, action plans, and tools to build capacity throughout society to meet the needs of battered women and their children and to end domestic violence.
- ✍ Change takes time.

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Characteristics of the Mindset You Need For Successful Collaboration

- ◆ **Vision.** Define your vision and goals – what you want to accomplish to achieve a successful outcome.

- ◆ **Positive Attitude.** Focus on possibilities – what you can do together – while understanding limitations that may exist. Avoid being cynical – don't decide in advance that nothing can work.

- ◆ **Willingness.** Be willing to create a recommendation, agreement, and/or plan of action with the other parties involved.

- ◆ **Openness.** Be open to being influenced by others. There may be more than one right way. Be neither doormat nor immovable object.

- ◆ **Curiosity.** Maintain a curious/investigating attitude about others' needs, power, mandates, mission, barriers, and opportunities to move forward. Avoid blaming, “shoulding,” and/or making assumptions about others' motives and meaning.

- ◆ **Connections.** Look for connections rather than differences – the “fit,” meeting your needs and others' needs.

- ◆ **Confidence.** See yourself as a significant partner with confidence in your ability to “hold your own” when situations are confusing and complex.



Law Enforcement Committee Case Study

The law enforcement committee of the local domestic violence coalition is discussing an idea to develop a safety brochure. The local domestic violence program already has a handout that it uses. Mary (the representative from the local domestic violence program) says in an impatient voice, “We already do that. If you want the information, just call us and ask for it.”

Frank (from the police department) ignores Mary and says, “We just got some funding to produce a brochure – we would really be the best qualified to coordinate this effort.” Mary realizes that she allowed the situation to push her out of a collaborative mindset and now wants to get back on track in a collaborative mindset.

What can Mary do now? (We will role play this as a group.)

(Discussion question after the role play:)

What is the potential for a successful collaboration?



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❖ **COMMUNITY COALITION CASE STUDY**

Total Time: 80 MINUTES

**(first segment – 40 minutes; 10 minute break;
second segment – 40 minutes)**

Ask participants to turn to Handout #2-4 – Community Coalition Case Study. Explain the purpose of the case study:

- To apply collaborative mindset characteristics in a community coalition setting when you want to develop a strategy for the domestic violence program’s work with the community coalition.
- To provide an example of using a collaborative mindset to think strategically about and plan your role in working in a collaboration.

Trainer reads/acts out the case study, stopping periodically to ask for someone in the group to provide some “lines” for the role. For example, ask someone what the chief judge may have said to Paula. Ask someone what Paula might have said when she came to the coalition. Suggest that you are the domestic violence program – what might you have said after this occurred. And what are examples of what others might have said. This will help to set the stage for the later discussion.

 *Note:* This case study also is used in Module #4 (Strategic Thinking). In that module, participants role play a meeting with the judge and a coalition meeting. The purpose of using the same case study is to carry through points from one module to another and to integrate them as new material is added.

Community Coalition Case Study instructions (Case Study is Handout #2-4)

In the first segment of this exercise (before the break), the goal is to produce 3 sets of flip chart sheets (each set in its own color) that show:

-  Flip chart sheets set #1: Domestic violence program’s vision
-  Flip chart sheets set #2: Other coalition members’ visions
-  Flip chart sheets set #3: The judge’s vision.

Number the vision ideas in each set to make it easier to identify the ideas later. In the second segment (after the break), the group will explore the common ground among the visions. Encourage participants to make up any facts that they need in order to be able to develop the vision.



Read the first question on Handout #2-4:

“As the local domestic violence program, what is your vision for the coalition?”

- ✓ Define what you mean by “vision” and make a distinction between a vision (what you want) vs. a “how to.” Frequently, participants develop “how-to” ideas rather than vision ideas. For example, a vision idea might be “accessible services available to every woman who needs them.” A “how-to” might be to develop a safety brochure with information about services. A vision is the broader idea of what you want to accomplish by the services or actions the coalition undertakes. Ask for one or two suggestions of vision ideas that the local domestic violence program might have for the coalition.
- ✓ Then create small groups of 6-8. Ask each group to brainstorm more ideas about the local domestic violence program’s vision for the coalition. Explain that these are ideas to answer question #1 on Handout #2-4. We will work on the other questions later. *(10 minutes for small groups).*
- ✓ Use a round robin report back to record all the vision ideas – taking one different idea from each group until all the ideas are reported. As ideas are suggested, make sure each is a vision idea before recording it on flip chart paper. If a group suggests a “how to,” ask what they would accomplish if they were successful. This often generates a vision idea.
- ✓ Explain again that a vision is a broader idea. There often are many alternative ways (“how to’s”) to achieve a vision. Make suggestions for broadening “how to” ideas into vision ideas. However, don’t engage in a debate. Remember, you need to model the collaborative mindset in this exercise.
- ✓ Record vision ideas on flip chart sheets (number each idea) and put the sheets together in one space on the wall. *(10 minutes for the report back.)*



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Read the second question:

“What are the visions of other members of the coalition?”

As a whole group, brainstorm possible visions of other members of the coalition. Ask participants to suggest the role of a coalition member (e.g. local police) and then give a vision idea which that member might have for the coalition. As needed, suggest ways to broaden a “how to” into a vision idea. Record these ideas on flip chart sheets (number each idea) and tape them to the wall in one location. (Use a different color marker for this set of ideas).

(10 minutes)

Read the third question:

“What is the judge’s vision?”

Ask participants to brainstorm ideas about the judge’s vision. Record ideas on flip chart sheets (number each idea) and tape them to the wall in a third location. (Use a marker of a third color.) *(10 minutes)*

❖ **BREAK**

Time: 10 MINUTES

After this exercise is complete, take a break. During the break, be sure the flip chart sheets are grouped correctly, in preparation for the discussion of common ground among all these visions.



After the break:

Read the next question:

“What is the common ground among all these visions?”

Ask participants to work in small groups and develop ideas about common ground among all of the visions. Ask them to record the numbers of their proposed common ground ideas (the numbers on the flip chart sheets) to make it easier during the report back. Small groups will have 5 minutes to develop ideas. (5 minutes)

Ask each group to report back its ideas about common ground. Circle ideas of common ground on the flip chart sheets. (5 minutes)

Read the next question:

“As the local domestic violence program, what is your strategy to move toward your vision as you work with the coalition?”

In the large group, explore ideas about the domestic violence program’s strategy – what are ideas about the domestic violence program’s work with the coalition? (15 minutes)

Read the next question:

“What results do you anticipate from this strategy?”

Suggest some possibilities if you do not have time for discussion. (10 minutes)

Review the process of this exercise and emphasize the importance of this kind of planning and strategic thinking in order to maximize resources, time, and energy for successful results. (5 minutes)



Community Coalition Case Study

The Chief Judge decides that every judicial district should be active in local community coalitions on domestic violence. He appoints a judge in each district and gives instructions about what he wants them to do in each community.

Paula, the judge in your district, comes to a meeting of your local coalition, explains her priorities, and says that if the coalition isn't interested in incorporating her priorities, she will create a separate coalition.

The coalition wants a united way to work together, so they agree to incorporate what the judge wants to do.

The judge then proceeds to take over the coalition – developing agendas for meetings, preparing the minutes, and sending out notices.

You (local domestic violence program) are the only organization that seems to care. Everyone else is very grateful that someone is taking the initiative to hold the coalition together. But now the coalition just talks a lot and never does much.

1. *As the local domestic violence program, what is your vision for the coalition? Brainstorm ideas in small groups.*
2. *What are the visions of other members of the coalition?*
3. *What is the judge's vision? Brainstorm ideas in small groups.*
4. *What is the common ground among all these visions?*
5. *As the local domestic violence program, what is your strategy to move toward your vision as you work with the coalition?*
6. *What results do you anticipate from this strategy?*



❖ **HOW TO MAINTAIN A COLLABORATIVE MINDSET TO BREAK THROUGH BARRIERS IN COLLABORATION SITUATIONS**

Time: 30 MINUTES

Create new small groups with 7-8 participants. Ask each group to develop a skit, story, song, picture, cheer, poem – whatever they choose – to demonstrate how to maintain a collaborative mindset to break through barriers in collaboration situations. Tell participants they have 20 minutes to prepare a 2-minute presentation/performance to the whole group.

If appropriate, share these songs developed by participants in the pilot test of these modules. (The pilot was conducted with the Iowa Coalition Against Domestic Violence in June, 1998.)

Unity

To the tune of Row, Row, Row Your Boat

Bring, bring, bring your group
Gently down the path.
Unity, unity, unity, unity –
We'll make our goal at last

Collaborate

To the tune of Kum By Yah

Be willing to create.
Collaborate.
There's more than one right way.
Collaborate.
Take some time.
Investigate.
No blaming.
Collaborate

Connect to meet your needs.
Collaborate.
Don't be cynical.
Collaborate.
Have self-confidence.
Hold your own.
Successfully
Collaborate.

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After each small group has performed, hand out awards to each participant. Select an award that symbolizes the collaborative mindset in some way.

❖ **EVALUATION AND CLOSING**

Time: 15 MINUTES

Ask participants to complete evaluation forms and to select one idea from the workshop that was especially meaningful and one idea that they are going to use right away. Explain that after evaluations are completed, the closing will be a go around with each person sharing these two ideas.

Closing exercise—

Ask for a volunteer to go first and then go around the room. When everyone has shared ideas, add your own, and thank everyone for coming.



Evaluation Form Practice Session on Collaborative Mindset

1. What was the most useful part of the workshop for your work?
2. Please rate the following using a scale of 0-5 (5 = very helpful and useful)
Presentations _____
Relevance/usefulness of case studies _____
Handouts _____
Role plays, if used _____
Other comments/ratings:
3. Please rate trainer's teaching/coaching on a scale of 0-5 (5 = excellent)
Rating: _____
Comments:
4. How can the workshop be improved?
5. What is one idea you will begin using immediately?
6. Other comments. (Please use the other side of the page for additional comments.)

Thanks!



