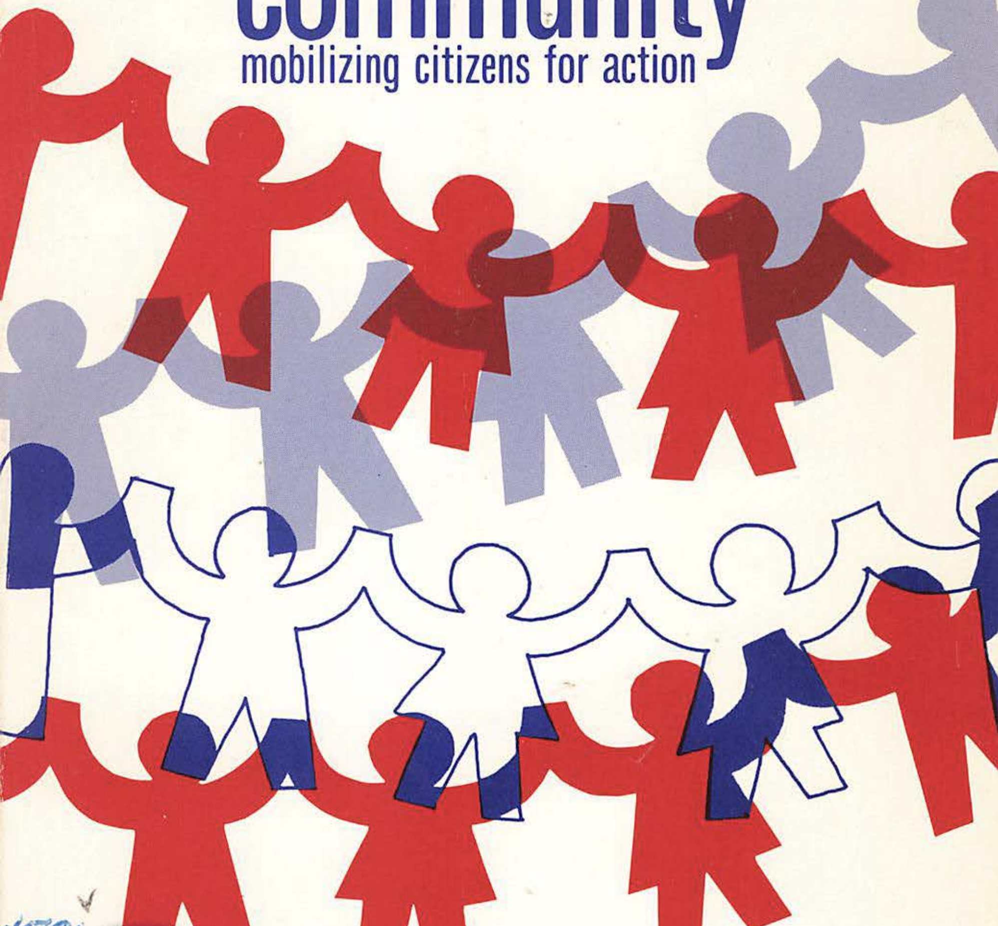
building the collaborative community

mobilizing citizens for action



by eva schindler-rainman and ronald lippitt

Second Printing

For
Dear
Susan -
colleague collaborator
and friend
from
Eva Schindler-Rainman

BUILDING THE COLLABORATIVE COMMUNITY

Mobilizing Citizens for Action

By

Eva Schindler-Rainman

and

Ronald Lippitt

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FOREWORD

The perceptive French observer of early American democracy, Alexis de Tocqueville, pointed to a quality of our new nation that was unique to societies at the time of his visit to our country in the early 1830s:

> Americans of all ages, all conditions, and all dispositions constantly form associations . . . to give entertainments, to found seminaries, to build inns, to construct churches, to diffuse books, to send missionaries to the Antipodes; in this manner they found hospitals, prisons, and schools. If it is proposed to inculcate some truth or to foster some feeling by the encouragement of a great example, they form a society. Wherever at the head of some new undertaking you see the government in France, or a man of rank in England, in the United States you will be sure to find an association. (*Democracy in America*, Vol. II, Phillips Bradley, ed., p. 114 New York: Alfred A. Knopf, Inc., 1954).

In a profound sense, our founding fathers perceived that *people* were the chief resource of this new country, and many of the early social institutions they created — social, political, economic, cultural, and educational — were geared to mobilizing human resources to solve problems and build a strong society. Later other resources became more highly valued. First was the land, and "Go West, young man" became the slogan for societal advancement. Next, with the industrial revolution, came mineral resources, and the mine and factory became symbols of the march of civilization. In our century technology, exemplified by the computer, leads the list.

Social philosophers have decried our loss of a "sense of community" and of the power of people that Tocqueville observed in our early years. They urge us to rediscover the truism that people are our most valuable resource for the advancement of civilization. But they are able to give us very little help in doing anything about it.

The authors of this book are social scientists with practical and tested strategies for rebuilding collaborative communities. An important feature of this book is that the authors are not prescriptive—they don't tell you what *should* be done; they are descriptive — they tell you what *has been* done that you can draw on. They are reporting on their own action research, done while serving as consultants to eighty-eight communities. From this rich experience they are able to portray a variety of strategies adaptable to a variety of situations. They also report failures, and from these they are able to share with us some "traps to avoid." No doubt one of the most valuable contributions of the book is the presentation of actual tools, procedures, and other resources to ease the path of someone who wants to help a community get started.

As an adult educator I found Chapter 7, in which the authors list competencies required for participation in community collaboration efforts, to be especially helpful. It provides clear guidelines for self development for professionals and volunteers wishing to work in this important vineyard.

This is a gloomy book in one sense. In the first chapter it lays open deep wounds in our communities. But it is highly optimistic in a more important sense. It proves that communities can become collaborative and—even better—shows how it has been done and can be done. I am personally grateful to Eva Schindler-Rainman and Ronald Lippitt for this important contribution to my spirit and to our society.

Raleigh, North Carolina
February 21, 1979

Malcolm S. Knowles
North Carolina State
University

ACKNOWLEDGEMENTS

Many local community persons and groups have encouraged and supported us. We thank them all sincerely.

We wish to celebrate, especially, the help of the Association of Junior Leagues nationally and the many local associations of Junior Leagues who were ready to initiate and risk the development and cosponsorship of collaborative-development activities.

Also we wish to thank our secretaries, Betty Huber and Thea Key, for their effective help in getting this manuscript ready.

And in the final stage of our efforts we especially appreciate the collaboration of Ray Olitt and Jo Smith of the University of California, Riverside Extension Department in providing great help in editing, layout and "getting it out."

PREFACE

Much of our professional lives has been spent helping groups, organizations and agencies discover values, goals and methods to help them provide human services effectively and enhance the satisfactions of professionals and volunteers. But in recent years the problems and potentialities of the larger community have become a challenge — and an imperative.

Could we work with the community as a client? Is it a feasible notion?

Could collaboration be facilitated between parts of communities so that meaningful mutual goals could be set, plans developed and successful action implemented?

Could the pattern of "inside-outside" consultant team be established that had worked so well with organizational renewal?

Could the multiplicity of vested interests, public and private, professional and volunteer, profit-making and public service, disadvantaged and affluent, ethnic, racial, sex and generational divisions be convened and find common cause?

This is a report of our seven-year explorations (1970-77) with eighty-eight communities of varying sizes across the United States and in Canada.

There have been puzzles and frustrations, successes, and exciting demonstrations of readiness to learn to function as a community.

It is impossible to acknowledge adequately all the community organizations, leaders, volunteers and professionals who have functioned as "inside" team members, helped us learn, and been ready to learn from us and from the experiences of other communities. We feel a special debt of gratitude to the leaders of the many Junior Leagues that were ready to initiate connections and take risks to get many of the projects started, and to participate so effectively in the teamwork of follow-up action.

We have prepared this report for all those concerned about the quality of community life, who want to experiment with ways of enhancing it.

We believe our experience is relevant for national leadership, federal and private, that is seeking to establish a "New Partnership" to save, renew and strengthen our cities and neighborhoods as viable "support systems" for individuals, families and groups. We also believe that the experiences, designs and tools reported here are important resources for leaders, citizens and groups motivated to organize successful local collaboration efforts.

Good will is not enough! We must be aware of traps and potentials, and ready to apply all the strategies and skills developed and tested by others. We invite you to share our experiences, join the experiment with your own unique adaptations, and share your discoveries; with the hope of arresting a serious trend of social decay, to become instead a nation of collaborative communities that can enhance the lives of every citizen.

We begin by sharing some "voices" from and about the community which have informed and guided our work, and some promising trends (Chapter 1).

In Chapter 2 we describe a condensed, concrete example of the design for development of collaboration and action, and the underlying assumptions and guidelines for this model.

In Chapters 3 and 4 we report in detail the process of start-up initiatives, designs for planning.

In Chapter 5 we present case examples of some of the varieties of purposes, designs and products of community consultation.

Chapter 6 summarizes our feedback data about the follow-through and outcome of these community mobilization efforts.

In Chapter 7 we present some ideas about guidelines and implications for development of leadership and consultant competencies in collaborative community ventures.

In Chapter 8 we share our learnings, images and derivations for improved models for the development of the collaborative community, and some ideas for applications to other systems such as the state, national organizations, multinational corporations, and international organizations.

Finally, we share a "tool kit" of resources and a bibliography, which are basic to the repertoire of the community facilitator (Chapter 9).

Eva Schindler-Rainman
Ronald Lippitt
August 1978

CONTENTS:

Chapter 1

SOME VOICES FROM THE COMMUNITY AND ABOUT THE COMMUNITY — AND SOME PROMISING TRENDS

Anyone who tries to tune in on the voices of the community hears a medley of frustration, hope, despair, defenses, needs, visions, anger, pleas and defeated silence. They speak from the many corners and sectors of every community. They confront and challenge anyone seeking to find ways to support development of problem-solving communication, intergroup collaboration, and community improvement.

If we turn our ears in another direction, outward from the community, we hear another chorus of voices. These belong to scholars, social workers, engineers and planners in the community and local, state and federal leaders and administrators. They would like to see the community become a more effective medium for the welfare, education and life-enrichment of those who live there.

Becoming aware of these voices has helped us develop our roles of facilitator, stimulator, consultant and collaborator.

VOICES FROM THE COMMUNITY

Voices from Citizens-Consumers-Clients

"This is not a neighborhood anymore, I don't know anybody and even our neighborhood grocery store and school are gone."

"It's a struggle every day to get to work and back."

"I don't dare take my walk around the block with my dog anymore."

"I doubt if our children are getting a good education with all that busing, but I really don't know."

"There's lots of talk, in meetings, about needed improvements, and whether we should have a park, and what to do about safety, but nothing seems to ever happen and we never hear anything after the meetings."

"I think too many administrators are being paid too much and doing nothing."

"Rents and taxes keep going up but housing and services seem to get worse."

"It doesn't do any good to complain, it just goes into a file someplace."

"They send you from one office to another when you need help, and mostly you sit and wait."

"I read in the paper about plans for developing neighborhood security patrols, but I haven't heard anything around here."

"Around this part of the city things are getting bad enough so those that can are moving out, but we never seem to qualify for urban renewal or any kinds of improvements or services."

"There used to be good programs for the children after school, but now you have to pay for everything."

Voices from the Administrators of Agencies and Services

"There are more people demanding more services but there is no increase in budget or staff."

"It's getting harder and harder getting new blood for our Board."

"How can we get public funds to supplement the inadequate private philanthropy we have been depending on?"

"The staff may be better trained, but they don't have the old service motivation. They are oriented toward shorter hours and meeting their personal needs."

The amount of vandalism is really discouraging and it's getting terribly expensive."

"There's more and more pressure to evaluate our program and demonstrate accountability, but they don't seem to understand what we are trying to do or how we should be evaluated."

"I'll admit to you privately I'm not sure we are serving the right clients with the right services, but that's what our staff knows how to do and that's the charter our Board was comfortable with. It's our tradition."

"I'm tired of competing with agencies X and Y for the same clients, with essentially the same services, but trying to get together always seems to stir up territoriality and defensiveness."

"We tried to work with them and they tried to take over."

"The new programs funded by public money are threatening our existence. We could do it better but they won't give us the funds."

"While the private agencies persist with their limited programs, clients and traditions we have to tackle the tough service programs with our limited public funds and staffs; we should try to find some ways to work together."

Voices from the Board Member/Decision Makers — the Policy Makers

"Our decisions are becoming more complicated but we don't seem to get the information we need to make them."

"It gets harder every time we try to raise our budget. There is resistance to our fund raising and some sources are drying up."

"We are trying to get wider representation on the Board but most of the new ones don't contribute much and they don't attend meetings regularly."

"A small number of us are carrying too much of the load on our backs. There is too much apathy and irresponsibility."

"The United Way study tells us there's some duplication of services we are involved in, but I don't see any readiness or rational plan for collaboration and coordination."

"Our agency provides a very unique and special service."

"Our national office has all kinds of guidelines and regulations but not much understanding of what we are really all about here."

"This accountability is scary. Somebody always seems to be ready with a lawsuit."

Voices from the Direct Service Givers — Staff and Volunteers

"More and more of them say they don't have time to participate."

"We are not reaching the ones we should be reaching who really need us."

"We don't know what the others are doing. Everybody is in their own corner and I don't know what it adds up to."

"We are having to drop our standards to try to respond to the increased demands with no additional budget."

"More and more they seem to be suspicious of what our intentions are when we try to be helpful."

"I don't feel any longer like it's worth sacrificing my family life and my personal interests."

"Every time they try to coordinate us or evaluate us, something seems to get lost."

VOICES FROM OUTSIDE THE COMMUNITY

Voices from Decision Makers and Administrators Outside the Community

Many outside the community have a vested interest in its effectiveness and how it functions. There are the national boards, administrators and program staff of churches, youth service organizations, health and welfare associations, environmentalist groups and many other national associations whose vitality and success depend upon their local units across the country. There are officials in the state departments of health, mental health, welfare, education and others responsible for facilitating and monitoring activities in communities and counties. There are political representatives and staffs in federal agencies responsible for linking local communities to national resources and programs. As we listen to these outsiders, with their various interests and responsibilities, we hear different concerns and needs. Here are a few.

LACK OF PLANNING

"They don't do any effective local planning. They seem to respond on a day-to-day and crisis-to-crisis basis rather than looking ahead."

LACK OF LOCAL COLLABORATION

"They don't seem to be able to bring the local leadership together. They can't seem to make up their minds what they want. Everybody seems to be concerned about his/her own group or organization rather than the community."

NATIONAL VERSUS LOCAL IDENTITY

"Our local units get so tied up in local pressures and situations that they begin to lose identity and loyalty as part of our national organization and program."

On the other hand:

"By interpreting our national program too rigidly and traditionally, they alienate the collaborators and associations they need locally in order to be accepted and effective."

DON'T USE AVAILABLE HELP

"Our state staff (or national) is available to help them in program development and funding proposals, but they seem to resist help from outside."

LACK OF QUALITY CONTROL

"They just don't seem to know how to deal with accountability. There is a great lack of quality control procedures. They resist outside monitoring and seem to expect funding anyway."

CONTINUITY OF LEADERSHIP

"You just get things going smoothly when they elect a new board or the leadership changes. One of the biggest problems is you always seem to be dealing with different persons every time you make a telephone call or a field visit."

Voices from the Students of Community

Seven themes seem to recur in their observations of the function and problems of the community. Extensive analysis is not our purpose here; the following are brief summaries of the scholar-observers' views.

FRAGMENTATION

Many observers comment on the increasing fragmentation of communities into polarized interest groups, each with special demands on services and resources. There is increased specialization of services, technical and human, available to citizens; but these become more and more complicated to understand, search out and utilize. Frequently noted is the increased separation between various parts of individuals' daily life — work, family, leisure, and membership in church and other organizations are increasingly separated in terms of geography and clusters of human association. The way community life has developed also tends to separate and fragment relations between generations as boundaries of community, neighborhood, or other clusters of human association become more difficult to define.

DISTRUST, DEPERSONALIZATION, "PLURALIZATION"

The loss of neighborhood and of meaningful interpersonal relationships is one of the most frequent observations. Various phenomena are associated with the loss of neighborhood: crime, loss of privacy, increasing heterogeneity, increased mobility (lack of "roots" and home ownership). Voices from the community underline the lack of supportive, interpersonal relationships and of intimate networks.

LOSS OF INVOLVEMENT AND INFLUENCE

Forces outside the community influence and control more and more aspects of daily life. The increasing professionalization of community leadership tends to be expressed by "we know what is best for them," and a lack of motivation and skill to reach out and involve citizens in planning and decision making. One reaction to a sense of loss of control is the proliferation of many types of "cause" and consumer groups with anti-establishment missions. Some cause groups become effective mobilizers of citizen energy and important contributors to community improvement. Unfortunately, a majority of these groups never organize successfully and fail to convert their sense of concern or irritation into constructive action. Most members of the community remain inactive and frustrated, and their perception that they lack influence in city affairs remains.

THE MAINTENANCE ENERGY DRAIN

The more time and energy required for the routines and requirements of living, the less available for productive and fulfilling living. Most observers of trends in community living are sensitive to the time and energy requirements of getting to work, shopping, child care and education, contacts with various bureaucracies, and finding and arranging for needed services. Frustration with this time and energy drain is certainly one of the motivations leading many to explore ways of "finding a simpler life."

FRUSTRATIONS AND REACTIONS TO AWARENESS OF DISCREPANCIES

The pervasive development of mass media and the growing pluralization of human association (i.e. the variety of people we come in contact with) has stimulated awareness of the discrepancies between what we might have and what we do have; what we might be and what we are; what we might experience and what we experience.

These discrepancies between potentialities and actualities, wants and resources, make low income and unemployment more painful and credit more tempting. The awareness of all our unrealized opportunities in the community, for ourselves and our children, is stimulating, frustrating, challenging, confronting, and guilt producing.

Information about other life styles and opportunities for mobility have encouraged many women to move out of the home into exciting new lives. The same knowledge is a source of frustration for many young people who lack opportunity, preparation and guidance to cope with motivations generated by their awareness of discrepancies. Major issues for many members of the community are educational status and housing. Clearly such awareness of discrepancies can be a significant and positive stimulus, but it can also be a source of frustration, anger, futility, flight, alienation and withdrawal.

SECURITY-DEPENDENCY RUTS

Experiences of depersonalization, lack of influence and insecurity provide a strong motivation to search for stability, support and security. This search is the basis for another set of phenomena in occupational and community life: the growing importance of fringe benefits, tenure, seniority rights, packaged retirement plans, unions and other protective associations. It seems likely that the growth of this security and dependency orientation has led to a decrease in risk and innovation, as individuals and groups cope with the challenges and problems of living.

URBAN FLIGHT AND RENEWAL PATTERNS

Much has been written about flight from the community — to the suburbs, to rural life, to household crafts and industry, and to simplified subsistence living. This theme is probably more reported about than acted upon, but its "pioneers" represent an important example for us as we reflect on the meaning of community and the trends in community life today.

Perhaps more active and constructive is the variety of renewal efforts, notably the physical and economic renewal of "downtown." Other important renewal themes are the growth of efforts to rehabilitate neighborhoods and to break the community down into more workable and intimate political, economic and geographic units to simplify administration and community development.

We will return to these observations by the many and varied analysts concerned with the present and future of a viable, collaborative community.

SOME PROMISING TRENDS

Our chorus of voices ranges from despair, anger and frustration to confrontation and commitment; from deep involvement in the life of the community, to objective analysis, to apathy.

The summary does not stop there. It includes emergent trends and activities in response to needs and problems expressed by these concerned voices. There is a growing number of success stories.

Our report in this volume is one such story. But our work in these many communities has been possible only because of the variety of trends toward change that are creating support for efforts like ours. Attempting to identify some of the trends will provide a perspective as we work on the challenge of enhancing the quality of community life today. Following is a brief summary of some emerging trends.

Toward Cooperative Interdependence

The guidelines for federal **funding** of community programs and the policies of private philanthropy increasingly require interagency collaboration to apply for and use such funds. For example, the guidelines and requirements of many United Way boards are requiring evidence of coordination and collaboration among agencies as a basis for continuing or increased support. Furthermore, the increasing demand for services and concerns about services and unmet needs have resulted in joint planning of public and private resources. We are also seeing an increase in the number and importance of "connector volunteers" who have membership on overlapping boards, are more involved in community-wide functions as compared to specific organizational functions, and serve as linkers of clients to appropriate providers in the maze of community organizations and services.

Another development that is having an impact in the reduction of local fragmentation is the **creation of a variety of national coalitions,** consortia and alliances of national organizations. There is the National Alliance for Volunteerism, a consortium of twenty national organizations with representation at the local community level. One of its objectives is the promotion and support of collaboration between their local community units. Other examples are the national coalitions of youth service organizations, an alliance of organizations concerned with the welfare of the elderly, and The Assembly, an association of governors' offices of volunteerism promoting the mobilization of volunteer human resources at the state and community level. Reinforcing this trend is the urban renewal program of the Carter administration, which is emphasizing and requiring collaboration between public and private sectors of the community to receive funding for neighborhood renewal projects.

At the present time, responses to the problems of community fragmentation and lack of coordination of services have brought about involvement of some important sectors of the community at the level of policy, planning and funding, but designs for implementation have not been very thoroughly considered.

Trends Toward Inclusion and Outreach

A combination of neglected resources, guilt about discrimination, and political pressure is resulting in a strong trend toward inclusion and utilization of several diverse parts of the community which typically have been overlooked.

For example, more women and young people are being included on decision-making boards and the staffs of human service organizations. There is a continuation of the trend which began earlier to include Blacks, Chicanos, Asians and native Americans as volunteers and at all levels of staffing, although resistance to this is manifest in complaints about reverse discrimination and efforts to modify the concept of special quotas for the disadvantaged. Recognition of religious and ethnic minorities is increasing, and there is a very strong push toward recognition and adaptation to the needs of the physically handicapped.

A growing concern is evident for the problem of unemployed youth, with new realization that the United States lags behind many other societies in viewing youth as a major resource of every community, to be nurtured and supported in their growth and included in all aspects of community life. Also our elder citizens are being recognized as a major responsibility and resource, grossly neglected in our designs for community life.

Toward More Citizens' Involvement

Pressure on community leadership to accept accountability for delivery of services and leadership toward a more satisfactory quality of life has resulted in an increase of invitations from public and private leadership for citizens to serve on advisory committees, coordinating councils and monitoring panels, and to participate in ad hoc consultative conferences. Professionals are still cautious about sharing power and offering fuller partnership in planning, decision-making and action implementation, but we predict that this movement will develop major momentum in the next ten years.

More Recognition and Utilization of Volunteer Resources

The national awards by the Alliance for Volunteerism to mayors who are making the most effective use of volunteers to provide community leadership and services, is a symptom of the vigorous trend toward recruiting, training, organizing and rewarding volunteers who provide time and energy to public service activities. A growing number of Voluntary Action Centers (VAC's) and Volunteer Bureaus are helping coordinate volunteer services in the various parts of the community where their help is needed and where they will find a rewarding experience. In the future we may see an increase in the development of human resource banks which record on computers or other filing systems the competencies, interests and readiness to serve of persons in the community.

We believe this trend toward volunteerism will grow rapidly. Polls indicate that only a small part of the time and energy citizens are ready to give in volunteer service is now being used.

More Use of Experts in the Planning and Operating Functions of the Community

A traditional cleavage in many communities has been the separation of "town and gown." Those dedicated to research, analysis and reflection have been sharply separated from those for whom decision-making, negotiation, "strategizing" and action have been the realities of life.

The focus on community has prompted a movement toward urban studies centers in universities, initiated by sociologists and social workers, political scientists and planners. Advanced degrees can now be earned in urban studies centers, and persons entering this field may come from several disciplines including public administration, social policy, social work, social psychology, sociology, religion, business administration and the behavioral sciences.

"Futuring"

People are increasingly interested in understanding what the future will bring. They are trying to synthesize predictions from futurists, their own goals, their own images of what they see happening, and discrepancies between what they wanted to accomplish and what they have accomplished. They want to act so that the future will have the quality they desire, rather than react to trends they deem negative or destructive.

Diverse groups are getting together in communities to analyze the future and make plans to improve community life and the quality of service to citizens.

Increased Concern About Funding

Another promising trend is exemplified by passage of the now famous Proposition 13 in California. By decreasing property taxes appreciably, it reduces services as well. Funding sources are becoming more critical of persons and organizations making proposals for funds. Many government and private sources are requiring that organizations collaborate on proposals, to prevent overlapping funding and ensure utilization of the greatest number of human and material resources.

Collaborative Experiences

As collaboration becomes more necessary and usual, persons experienced in collaborative activity will be very much in demand as volunteer and professional administrators and decision-makers. Volunteers are finding these experiences useful in continuing their education, and qualifying for paid employment or more exciting and sophisticated volunteer jobs. Volunteer experience should be recorded in volunteer personnel records, just as professional experience is recorded.

Public-Private Sector Interdependence

Collaboration and interdependence is increasing between public and private sectors. Private voluntary organizations and businesses are working with local, state and federal government organizations.

New skill is being acquired by persons from different backgrounds, and variously funded and functioning organizations, to work together toward a common cause or goal. Such causes cut across the private and public sectors. Advocates for mental health patients, the legally underrepresented, victims of rape or child abuse, may be volunteers and/or professional persons who take on the advocate role as a way to be heard. They are finding that collaboration across sectors strengthens their cause and their advocacy positions.

The foregoing is a sample of positive community responses, however partial and tentative, to the concerns and needs articulated in this chapter. During the years 1970 through 1977 the authors worked with many communities to develop a new model of positive response.

Through our work as consultants to groups planning and conducting collaborative programs, we have seen communities begin to address their concerns and reinforce promising trends. In the chapters that follow we describe that experience and the designs for involvement that developed from it. We believe this is a significant model to create sensitivity to the challenges; it provides a procedure for all sectors of the community to help define community goals and develop priorities and, most important, to generate action.

OUR SAMPLE OF COLLABORATORS

We want to acquaint you with the people, organizations and communities with whom we collaborated, the settings in which planning, conferences and follow-up took place, and the patterns of work we developed to help the initiation and evolution of these cooperative efforts. The time period is from fall 1970 through December 1977. Our sample consisted of 82 communities in six states.* We worked with nine small communities ranging in population from 5,000 to 25,000, 31 of medium size with 25,000 to 100,000 people, and 20 large communities from 100,000 to 500,000. There were 20 metropolitan areas of 500,000 or more, and eight states or larger geographic units. Altogether that comprises a sample of 88 distinct "communities" in which collaborative conferences took place. Some communities held one or more follow-up conferences a year or two later. Our returned questionnaires documented 74 conferences and institutes in 60 communities.

*See list at end of Chapter 9.

Though there were many differences, there were common ingredients too. The same outside consultant(s) were invited. Most took between eight and twelve months to plan (a few took sixteen months). Most planning activities resulted in some kind of community conference, meeting or seminar, from half a day to five days in length.

The communities — small, medium, large — were in the United States, Canada and Micronesia: east, west, north, south, and in the middle of the Pacific. We are describing only community activities in which some form of interorganizational collaboration occurred. Usually public and private, government and business sectors were involved, as were the affluent and the disadvantaged, and urban, suburban and sometimes rural areas. It is difficult to draw a profile of the participant groups, since they varied with the community, purpose, composition and values of the planning group. But in all the conferences, beginning with Evansville, Indiana in 1970, an effort was made to build-in registration scholarships and other enabling funds that would support participation regardless of personal or group economic resources. The participants always included both professionals and volunteers. Age and socioeconomic background, life style, religious, ethnic, national and racial variations were great. Physically handicapped persons were often important participants.

The collaborative activities were initiated by one or several organizations or agencies, or an ad hoc group of leaders. The collaborative sponsorship was always enlarged during the planning process. Sponsorship could mean total financial support, or partial financial support with fees and other sources of funding making up the total budget. It is interesting that in most communities where there was more than one event, the first may have been sponsored by one organization but the second was always sponsored by a collaborative committee. The sponsors learned that a broader planning team meant greater participation in the event itself.

The Junior League initiated or cosponsored more meetings than any other organization. This is a nonpolitical organization with deep roots in the community and wide networks of influence available to it. It is, in most communities, active and highly respected and it can involve a broad cross-section of the community. Furthermore, the League generates its own funds and is therefore able to carry through projects.

Ad hoc cross-section committees were initiators in 39 cases. This type of group usually consisted of a variety of community-wide organizations, some cause groups, neighborhood organizations, and ad hoc community leaders.

A strong effort was made to include all sectors of community in the planning group so that people from all sectors would be attracted to participate, and would see in the planning group representatives of their background and interests. The great majority of planning groups included persons representing the upper, middle and lower income segments of the community, as well as different age, sex, race, ethnic, religious and national groupings.

Publicizing the meeting in all parts of the community was an important factor in many cases, even when there was broad representation on planning groups. Many planning groups put much effort into getting some of their local citizens interviewed on talk shows or in the paper, and some developed a speakers' bureau so that the planners could attend meetings in the community to invite people to the collaborative event. The consultants were often interviewed beforehand by a local paper or radio station. Another invitation procedure, described in Chapter 2, was to involve a few knowledgeable resource persons or the total planning committee in nominating the most influential persons in various sectors of the community. Personalized invitations went to those nominated.

The purposes of the collaborative events and followup activities varied a great deal: they focused on information, inspiration, education, action; development of ongoing collaborative projects and task forces; opportunities to meet and get to know new people; providing an opportunity for visibility for the sponsoring organizations; and exposure to new community and consultant resources. All of these purposes were locally defined, and the outcomes in a particular setting were directly related to the original, locally defined hopes and needs. The most successful collaborative meetings developed a number of specific action projects on which to work. For instance, if the focus was on future planning to improve the quality of life, then task forces might form with projects ranging all the way from developing a Voluntary Action Center to beautifying the local dump. When specific task forces were formed at the collaborative meeting and had an opportunity to have their first meeting as part of the conference, the followup actions were successful more often than not. Our questionnaires indicate that in most communities where followup was built into the beginning of the planning process, cooperative action continued after the event.

The length of the conferences varied. Thirty-eight lasted from one to 1½ days, 43 were two to 2½ days in length, and seven lasted three or more days. Many of the one- to 1½-day conferences were in communities which later held a second conference, this one often a bit longer. Meeting times varied — meetings might be scheduled from 9 a.m. to 4 or 5 p.m., or from 1 p.m. to 8 or 9 p.m. It seems to us now that two days is about right.

The size of conferences varied. We have data on the size of 82 meetings: ten had 30 to 99 participants, 44 had 100 to 199, and 28 had 200 or more. We estimate that a minimum of 15,000 participants were active in all 88 meetings.

Our followup data were collected from a questionnaire* sent to the organizers and sponsors of the collaborative events. The questionnaires were mailed in July 1976 and the results arrived between the first of August 1976 and the fall of 1977. We sent 88 questionnaires and received 74 in return. With each questionnaire went a personal letter, which may have much to do with the good returns. Many of the answers were accompanied by explanatory letters, reports, newspaper clippings and other informational materials. Many respondents wrote personal letters telling us in more detail about the followup activities that had occurred. The questionnaires even initiated new activities by suggesting that people get together to look at what had occurred since the collaborative meeting. There are also 57 printed reports of the conferences and meetings we describe. Most of these were published locally and disseminated to all conference participants. Some were placed in the local library and made available to persons and agencies not able to participate. Many of the participating organizations sent reports to their national headquarters. These reports constitute a rich library of community action patterns and priorities.

In Chapters 3, 4 and 5 we describe the major variations, steps and traps in initiating, planning, conducting and following through the community collaboration development process.

*See questionnaire at the end of Chapter 9.

Chapter 2

TOWARD THE COLLABORATIVE COMMUNITY: AN EXAMPLE

A generic model for helping the development of the collaborative community has gradually emerged from our work with a variety of communities over the past several years. Development of the model has been guided by our awareness of and efforts to be sensitive to the kinds of issues and challenges summarized in Chapter 1. Just as a reminder, some of these were identified as:

1. Non-communication, "turfdom" competition, possessiveness, distrust between agencies, organizations, community sectors, populations.
2. Lack of patterns of collaborative goal setting and planning by representative participation.
3. Lack of involvement of the voices that should interact and be heard.
4. Sense of impotence, frustration, lack of influence.
5. Discontinuity of leadership.
6. Lack of accountability, monitoring, evaluation of commitments.
7. Failure to use expert resources or exchange know-how.
8. Flight, from involvement and from the city.

Converting these challenges into design strategies, the following have emerged as ingredients of an effective intervention:

1. Involve the leadership of "the community" who represent "functional sectors," which include **public safety** (courts, police, probation, parole services); **recreation** (public, private, commercial); **social welfare** (private and public human service agencies); **education** (public, private and parochial); **health**

(physical and mental, public and private), **the economic community** (business, industry, labor); **the political community** (elected and appointed officials as well as the more informal political influence); **the cultural community** (art, music, dance, zoos, museums, etc.); **the religious community** (orthodox and unorthodox belief groups — Catholic, Protestant, Jewish, Buddhist, Moslem, etc.); and **mass media** (television, radio, newspapers).

2. Find ways to recruit, motivate and mobilize the young, middle-aged and elderly; women and men; establishment and ad hoc informal leadership; the advantaged and disadvantaged populations; racial, national and ethnic minorities; the organized and the unorganized; handicapped community groups.
3. Develop new ways for the polarized, distrustful segments of the community to be included in the collaboration and therefore to communicate more openly and frequently and learn new designs and skills for collaborative effort.
4. Develop methods and situations that emphasize and demonstrate the value of differences of traditions, ideas, beliefs, needs and expectations as a resource.
5. Help appropriate persons and groups learn the skills required to develop collaborative networks and support their effective functioning, including development and training of internal "change agents."
6. Increase the awareness, sensitivity and skills of professionals, volunteers, leaders and members in order to enable them to develop opportunities for, and collaborations with, underutilized citizen volunteers and groups.
7. Develop procedures and mechanisms for linking ad hoc initiators and groups into the ongoing structures, operating traditions and "continuities" of the community.
8. Develop commitment, designs and mechanisms for followup work on goals, intentions and plans discussed in the initial startup conferences.

AN ILLUSTRATIVE EXAMPLE

The condensed example presented here is drawn from our experience with our sample communities. All elements of this design have been used and tested in many of those communities.

The "Start-up"

Typically things begin with a telephone call or letter from some community group such as the Junior League, Chamber of Commerce, city manager or mayor's office, governor's office, community college, business council, city planning department, or voluntary action center. The group has a concern about some aspect of the quality of community life, or wants to stimulate collaboration among non-collaborating organizations. Or they may be concerned about some issue or problem: utilization of volunteers, improvement of education, coping with the drug problem, or improving the process of long-range planning for better housing for all community citizens. The first consultation involves helping these initiators clarify their ideas and explore possibilities of "start-up" community representation and involvement.

It is necessary to help the initiators identify young, middle-aged and older persons, and plan to recruit participation from a variety of economic, lifestyle, religious and racial groups. Usually the initiators want guidance on the most productive size for the planning group. We usually suggest not more than 15 persons, and introduce the idea of temporary groups to work on such specific tasks as publicity, invitation and involvement of potential participants, conference site selection, and others.

When the "hoped-for outcomes" have been clarified and an initial planning group formed, the next task is to think about who might be used as nominators to help identify leadership groups and individuals in various functional segments of the community and from racial, ethnic, religious, age, sex, income and other population groups. The ad hoc startup committee is helped to organize and carry out this nomination process, identifying typically 100-250 key persons truly representative of all aspects of community life who can be invited to a community-wide conference. Methods* are available to make this an efficient and feasible process for reaching influential people from all parts of the community.

*See "Tool Kit," Chapter 9, page 131.

The Invitation Process and Pre-Conference Involvement

One great strength of this process is that no particular organization or institution is seen as the dominant, visible sponsoring group. A representative, ad hoc planning committee drafts the invitations to people who have been nominated as key community leaders. They are invited to participate in a community conference on some aspects of community life, setting community goals and working out creative patterns of collaboration among organizations to reduce budgetary and human waste, program overlap, unnecessary competition, etc. Typically, everyone who receives an invitation is connected with the nominators or someone on the planning committee and there is a personal, handwritten note on the invitation urging a positive response.

The invitation indicates the purpose of the conference, who is being invited, who the planners are and what kind of outcomes are hoped for. It is made clear that participation in the conference should be a complete commitment for the one or two days because it is an integrated, problem-solving process leading to action, not a program of discrete sessions which can be attended part time.

Design and Arrangements for the Community Conference

The case we present here, which is quite typical, is a two-day conference. The Planning Committee divided itself into three teams. Each was encouraged to utilize temporary sub-groups. One team worked with the consultants to design the flow, materials and budget for the conference. The second worked on physical facilities, room arrangements, etc. The third team followed through on the invitations and worked with the local newspaper, radio, TV talk shows and others on announcements of the conference, its purpose and the anticipated involvement of the total community in follow-up actions. The same team took responsibility for recruiting conference facilitators who would participate in a training session the night before the conference and work as members of the conference team during the event itself. There should be at least one pretrained facilitator for every table group of five to eight people.

An excellent conference site was located in one of the old downtown churches, which had an accoustically-treated room large enough for 200 participants to work in table groups of seven or eight. Flexible table arrangements were possible, thanks to a large supply of card tables. A local newspaper contributed newsprint needed for recording ideas under discussion. The school system lent an overhead projector and portable loudspeaker units. Several agencies contributed name tags and other supplies. The church had the necessary ditto machine. The committee planned to purchase duplicating masters, big felt-tipped pens, masking tape and other supplies from the conference fee of $10. A simple buffet lunch was planned, to be served by the Ladies' Guild of the church. Several organizations agreed to contribute "conference scholarships" if any of the invited participants felt the conference fee might be a hardship.

The Voluntary Action Center agreed to have their telephone number used on the invitation. The subcommittee provided volunteers to cover the telephone at certain hours each day, to make follow-up calls to invitees who had not responded, and to answer inquiries about the conference with accurate information and enthusiasm.

The Committee was planning on about 200 participants, so table leaders were needed for an estimated 25 tables of eight each. The leaders' job was to make sure that the products of the groups' thinking were thoroughly documented and provide facilitative leadership throughout the group discussion periods.

The Committee decided to recruit teams of two volunteers for each table. The teams would decide between themselves who would be documenter and facilitator. The Committee found it remarkably easy to recruit fifty willing helpers, both volunteers and professionals, from the local high school, community college, county hospital, Junior League, Junior Chamber of Commerce, Economic Development Agency and the staffs and boards of several private and public agencies.

The image of a significant conference was developing through the grapevine, through interviews on TV and brief stories reported by the local media. Because the conference consultants did not live in town, they arranged for several phone conferences with the design team. After the first one-hour telephone conference, the consultants prepared a tentative conference design. It was sent to the design team for their review and reaction, which would then be discussed at a second phone conference. The consultants suggested purchasing a small plastic phone amplifier (about $20) so that all the committee members could talk with the consultants on one phone.

The Day Before

The consultants met the preceding afternoon at the conference site with the "facilities team." They reviewed the physical setup of the space for small group work, pre-tested equipment, and ran off some instructions from ditto masters they had brought to use in the evening training session with facilitators and documenters. Plans for a rapid-service buffet lunch, and the continuous availability of coffee, tea and soft drinks during the day were clarified.

The chairperson of the local planning group reported with pride that he had been able to get a subsidy of $3,000 from a local foundation to support production and printing of the conference proceedings and pay for some additional days of follow-up support from the consultants, if needed.

From four to six-thirty that afternoon the consultants conducted a "mini-conference" with the fifty group leaders and ten alternates, orienting them to the steps and procedures of the conference, and giving them a chance to decide what they would do and to try out their chosen roles as table facilitators and conference documenters. High morale and commitment to the significance of their own roles in the conference developed during this session. Some decided to trade off being documenters and facilitators during the conference.

The consultants then had dinner with the Planning Committee to go over last minute details and changes. The conversation was a mixture of anxious anticipation and pre-conference celebration.

The Community Conference in Action

GETTING STARTED

As the conference participants arrived they found welcoming coffee, tea, soft drinks and coffee cake (baked by the Ladies' Guild) and a table with large name tags and folders. One of the registration helpers explained that the number on their name tag indicated their table number, and asked them to put their names at any and all appropriate places on a large chart on the wall. The chart, superimposed on a rough map of the community, indicated the major sectors of community function (i.e. economic, political, religious, educational, recreational, cultural, health, public safety, welfare, media). The briefing instructions asked participants to fill in their full names in the sector where they spent most of their time and jot their initials in all other sectors where they were active in some way, either professionally or as a volunteer. They were then invited to find their tables where their table facilitator would be waiting to greet them.

As soon as two people had arrived at a table, the facilitator and documenter engaged them in conversation about the nature of each person's activities in the community sectors where they had located themselves on the chart. The documenter kept notes on this information.

The conference had been announced for 9:30 a.m. By 9:45 eighty percent of the 190 participants who had accepted the invitation had arrived.

The chairperson of the Planning Committee introduced the two conference consultants who began with a ten-minute interview with four well-known community leaders from the conference planning committee. They discussed the origins of the conference, its purposes and some hoped-for outcomes.

The consultants then asked two members of the committee, who had been summarizing data from the signup chart in the hall, to make a "who we are" report. As they reported briefly the number of participants related to each aspect of community functioning, one of the consultants wrote the information on the overhead projector transparency so that the total "who we are" report was visible to everybody. It was most interesting that a large number of persons were active in three or more sectors of community life in addition to their primary "home base." The consultants pointed this out as a great "linkage resource" for the development of communication and collaboration between various parts of the community.

In three or four minutes the conference leaders gave a brief overview of the plans for the two days, reminding the group that work would be terminated at 4:00 p.m. and reconvened the next day from 9:30 a.m. until 3:30 p.m. The importance of continuous participation was again emphasized.

PERSPECTIVE ON OUR PAST

By 10:15 a.m. participants were ready to launch into the first inquiry event of the day, a half-hour exploration of significant highlights, events and trends in the history of the community which might help in understanding the nature of the community today. One of the conference consultants stimulated an active dialogue between the head of the County Historical Society and a professor of history at the local community college. Both had been asked to be prepared to share, in an informal way, interesting anecdotes and interpretations of major themes of community development, critical turning points and trends, and insights that might help everyone understand "why we are the way we are today" as a community. The table groups were then asked to hold brief discussions to formulate further questions about community history and offer comments about "why we are the way we are today." The table discussions were very active and the question and discussion period was still going strong when it was terminated at 11 a.m. in order to move to the next phase of community diagnosis.

WHAT WE ARE PROUD ABOUT AND SORRY ABOUT TODAY

Using sensitization to the past as a warmup and stimulus, the table groups were now asked to use the two pieces of newsprint on their tables to conduct two 10-minute "brainstorms." They were asked to take the roles of observers of their own community and, first, list as rapidly as possible all the things about the community and community life they were proud of. In the second brainstorm they were asked to list the things about the community and community life they were sorry about. Before beginning, the conference consultants put up on the overhead projector four key rules of brainstorming* and emphasized the importance of using these rules to ensure productivity of the brainstorm activity. The table documenter acted as recorder for each table.

At the end of the ten minutes, time was called to shift to the second brainstorm. At the end of the two brainstorming sessions, each table group was asked to spend a few minutes checking two or three items which were the "greatest prouds" and the "sorriest sorries." Each table group was invited to call out one of their priority items, and by a show of hands other groups indicated whether they had checked the same item. It was obvious there was quite an interesting consensus about what the groups were proud and sorry about in looking at their community. It was announced that the documenters would work as a committee to summarize these brainstorms as part of the conference

*See *Taking Your Meetings Out of the Doldrums*, page 134.

report. During the lunch hour, they would be posted on one wall as a resource for all participants for the rest of the conference.

PROJECTING IMAGES OF POTENTIAL

It was now 11:30 a.m. and the conference was ready for the third inquiry project, a trip into the future to develop the data needed for prioritizing community goals and exploring areas of consensus and disagreement. The conference consultants explained the nature of the trip into the future, proposing a one-year time perspective. They explained that everyone would be going ahead one year and making observations of what was happening in community life and intergroup cooperation that pleased them — that showed progress toward improved collaboration and quality of life — that they had helped to happen. This was neither a fantasy trip nor a prediction, but a freeing of imagination to observe credible, realistic, usable "images of potentiality" that could happen, given the necessary collaboration and effort.* To start the trip, the conference leaders asked for illustrations from anybody in the group who could think of examples of what they were seeing as they looked down one year from now and observed things that pleased them very much. Two or three illustrations were quickly forthcoming from participants. It was possible to emphasize the importance of concreteness and of talking in the present tense about what they were actually observing from their position a year from today. It was then suggested that the participants take a minute or two to "rev up" their own imaginations. They jotted down these ideas to prepare for pooling images for a table report on images of life in their community a year hence. In a minute or two, pooling of images began at each table, and facilitators helped those at their tables clarify and articulate their images. The documenter recorded them on a large newsprint sheet. By noon each table had produced, tested and clarified a list of desired future images and was ready to post them on a wall for a conference reading period.

LUNCH, READING, CHECKING

The conference leaders announced an hour and a half break for participants to pick up a buffet lunch to eat at their tables, wander and read the future images reports, and check the four or five images they personally felt were the highest priorities. They were told that

*See *Choosing Your Preferred Future*, Edward Lindaman and Ronald Lippitt, Ann Arbor, Michigan 1979.

their priorities would be the basis for forming task forces in the afternoon, and all participants would get their first choice of an interest-action group in which to work on plans for community action and improvement.

The volunteer church catering subcommittee (using the budget provided by the conference committee) had set up a simple lunch in the hall outside the conference room. Participants could pick up their lunches easily and quickly, walking down either side of the long table. Some immediately began reading future images sheets on the wall and checking them, others ate before beginning their reading project. At 1:30 came a reminder that half an hour remained to finish the very important process of checking priorities, so that interest-action groups could be established on the basis of the votes of all 190 participants.

During this period, the consultants and three helpers were scanning the checks on the wall to see which items were being selected as priorities, and combining similar items. By 2 p.m. it was clear that twelve or thirteen images were most frequently selected. The high priorities were:

1. A senior citizen resource center
2. A community talent resource bank
3. A coordinating council for child and youth development, advocacy and education
4. A 24-hour "help for anybody for anything" service
5. An interagency parent and family life enrichment program
6. A downtown improvement group
7. A cultural council (coordinating all art, music, dance, writing activities)
8. A teen employment and occupational exploration committee
9. A women's advisory and career development center
10. A community calendar planning group
11. A community "ombudsman"
12. A community closed-circuit TV forum
13. A low-cost housing advisory group

These interest groups were listed on the overhead projector, and were assigned table locations by number. Conference leaders suggested that some participants might feel a very high priority had been neglected and might like an opportunity to "sell" it before people made final choices. If any new interest group could attract at least three or four volunteers, it could become one of the planning task forces. Two additional groups were formed after effective presentations by advocates: a mental health coordinating council and a bicycle path development group.

Everyone then moved to the table locations of their chosen action-interest groups. In two cases more than twelve people chose a particular group, so two were formed on the same topic to ensure an effective small group process. The related groups worked near each other so they could help and consult with one another.

DIAGNOSIS AND ACTION PLAN DEVELOPMENT

During the next hour and a half the table facilitators helped each task force clarify and add detail to the statement of their desirable outcome or goal image. Then the groups did a diagnostic force field analysis* of resources and supports that would help them move toward their objective, and of major barriers, blocks and inhibitors. They brainstormed alternative possibilities for effective action and used a planning sheet** to formulate first steps and identify whom to involve in what ways to help make these steps successful.

Each group was introduced to the procedure of a five- to ten-minute "stop session." They used a brief evaluation check sheet*** to look at the degree of their satisfaction with their own groups' process and share ideas about ways of improving productivity as they continued to work together. Final plans and ideas for needed next steps were recorded on ditto masters so they could be reproduced immediately and made available for participants in the other groups. Each interest-action group, looking ahead to the following day, identified three or four persons (not necessarily attending the conference) whose reactions to their ideas and plans might be important. These might be resource experts, policy or budget "gatekeepers," or important "sanctioners."

*See "Tool Kit," force field diagnosis technique, page 107.

**See "Tool Kit," action planning sheet, page 110.

***See "Tool Kit," process review techniques, page 123.

During this work period the consultants were actively moving among the groups to support the facilitators and help any group having difficulty in its planning process or deciding whom they wanted to invite for the next day's review process. Each group was responsible for inviting its own reaction consultant members, either contacting them at another table to make an appointment for the following morning or deciding who would telephone to invite persons not present at the conference. By the end of the afternoon, all participants received dittoed, one-page summaries of the reports of the other task forces.

PULSE TAKING AND PREPARATION FOR TOMORROW

As the participants left they jotted, on a prepared feedback sheet,* their personal evaluations of their participation during the day, of the progress and needs of their group, and their hopes and suggestions for the next day.

The planning committee met at the end of the first day to review the reactions and expressed desires for the next day, discuss needed changes in the design and go over plans for Day Two.

The Second Conference Day

FEASIBILITY TEST REVIEWS

The participants were remarkably on time the second day, with much evidence of vitality and eagerness to "get on with it." Coffee was picked up quickly and taken to task force tables as members convened to move ahead on their planning. The consultants conducted a fifteen-minute general session. Verbally and on the overhead projector they presented questions the group might consider in testing the feasibility of their action ideas with the invited resource persons. About a dozen newcomers had been recruited by telephone to come help task forces assess the feasibility of their ideas and planning. These new participants were welcomed and given a brief perspective on what had happened the day before and the importance of their specific function. They were invited to stay for the remainder of the conference, but assured that it was quite acceptable for them to leave whenever they wished after consulting with their groups. Until 10:30 a.m. all the task forces worked actively with their resource persons and each other, critically testing their action strategies, goals and first-step ideas.

*See "Tool Kit," feedback and evaluation methods, page 122.

ANTICIPATORY PRACTICE

During the next hour, the participants were introduced to the procedure of behavioral simulation or anticipatory skill practice. After a brief demonstration, the facilitators helped each task force identify critical action situations they could anticipate in initiating their first steps of action. These included recruiting new key persons, responding to criticism and resistance, presenting a proposal to a power group, being challenged by vested interest groups. In each task force there was an opportunity for a "dry run" to try out, through role playing, critical situations and brainstorm alternatives, strategies and actions for coping more successfully.

SUPPORT FOR RISK TAKING

During the buffet lunch period, the conference planning committee invited several key leaders, particularly from the political and economic sectors, to comment on their feelings about the significance of the conference and the planning activities of the task forces. These people had arrived during the morning to observe what was being planned. They were invited to indicate not only their sanction and support, but their readiness to collaborate in concrete ways, e.g., provide meeting facilities, help search for needed money, or provide links to external resources such as county, state and federal funds.

TOWARD TRANSITION AND CONTINUITY

The final period, starting about 1:30 p.m., was essentially a follow-up planning conference. Each task force worked to clarify the division of labor for next steps, set the time and place of the next meeting, and decide who would convene the meeting. They planned their agenda for the next session, interim work to be done by various members, steps for recruiting additional task force members, needs for continuing consultation and linkage to the relevant community "establishments." These plans were recorded on ditto masters so everyone could have a copy. Each task force prepared a two- or three-minute verbal report on their progress and plans.

At 3 p.m. the final general session was convened and each task force made its report to the total group. Reports were recorded by the conference documenters. The conference leadership committed themselves to prepare and distribute a conference report. They also welcomed and identified media representatives who had been invited for the afternoon report session.

After reports had been given, media interviews were encouraged with any of the task force members in order to prepare special interest stories. A press conference had also been arranged with the conference leaders and several other key community figures to provide a perspective and information on the conference and plans for continuity of effort.

A final personal evaluation form* was distributed, giving participants an opportunity to evaluate the conference, indicate their personal commitment, and give guidance to the steering committee regarding future needs.

The conference planning committee consulted with the convenors of each task force and announced a meeting of the planning committee in about a month. All task force convenors would attend to assess progress and clarify needs for future action and coordination.

We hope this condensed description has provided a concrete overview of the core design which emerged from our work with our sample communities. In the next three chapters, we describe in more detail some variations of design and techniques which seemed appropriate to the needs and readiness for collaboration of the different communities.

*See "Tool Kit," personal evaluation, page 124.

Chapter 3

WAYS OF GETTING STARTED

As one thinks about how collaborative efforts start, several questions arise. Why do groups or persons initiate such efforts? What has triggered them to do so? What gains or results do they hope for? Do they know what they are getting into? Often the image the initiators begin with is changed, enlarged, expanded as the process evolves. Rarely do the initiators seem to envision fully what they really hope to plan, or what will be required for successful collaborative action.

What, then, were some of the motivations for initiating a collaborative effort?

INITIATING COLLABORATION

Triggering Events

1. Sometimes the "trigger" was someone or several persons who heard about a successful collaborative effort in another community. When delegates of the Association of Junior Leagues met at Area or National meetings they exchanged reports of successful program activities. Some of our meetings were discussed, and a letter was sent by some members exploring the possibility of having a similar meeting in their own community.
2. Persons in one community might read about a collaborative meeting in another community that appeared useful and adaptable to their own setting. In one case, someone in Continuing Education at the University of Hawaii read, in *Adult Leadership*, an account by one of the authors of working with underdeveloped neighborhoods. She decided that the approach described might be adapted to some areas in Hawaii.
3. The network of Junior Leagues in America has a very good magazine in which they exchange successful practices on a regular basis. Some of our requests resulted from its account of one League's successful Community Conference.

4. Papers read by the consultants at professional conferences triggered some interest.

5. At a community meeting in a medium-sized eastern community, executives and board members of voluntary agencies expressed the need for better, more up-to-date training for board members. Discussion about collaborating on such training produced the idea to invite an outside person with special skills in training board members. The trainer might indeed be the key to pulling agencies together to plan the event, and to attracting board members to the training.

6. In another community it was the desire to do a better job of recruiting and referring volunteers to meaningful placement that resulted in a communitywide collaborative conference.

7. Sometimes persons from one community were sent as delegates to another where a collaborative conference was being held. These delegates were invited to participate, observe and decide whether a similar event might be useful in their own community.

8. Sometimes the motivation comes as a result of a community study (a formal study by an outside consulting firm or a community needs assessment self-survey) that has shown overlapping or lack of services. This motivates an attempt to find a more collaborative approach to decrease overlap and improve services. In one metropolitan community it was discovered that there were eight 24-hour telephone information and referral services. A communitywide conference resulted in an information and referral services network that eliminated overlapping and offered referral services to the aged, who previously had none.

9. Sometimes community planning groups feel there should be alternative strategies for community planning and action. They conclude that if all the various organizational resources could be mobilized, more creative strategies might be found and budget dollars saved. Often an outside consultant is asked to help because he or she may have alternative ideas, and may be the neutral person needed to pull divergent groups together.

In one community, there was a great deal of concern and planning for a variety of regional and community mental health services. Each interested agency sent in its own proposal and made its own plans, without contacting other similar groups. Coincidentally, most proposals suggested a Mental Health Center offering a variety of mental health counseling and other services. None of the groups had considered the possibility of housing branches of the extant mental health organizations within a center, so resources already available could be utilized with new and alternative action strategies. A conference resulted in the various groups withdrawing their individual proposals and submitting a proposal for joint funding and operation of several neighborhood mental health service centers.

10. Visibility for an organization is sometimes the triggering or motivating factor. For example, some organizations celebrate their twenty-fifth or fiftieth anniversary, and want to give their communities a "present" in the form of a communitywide collaborative meeting, conference, or workshop series funded by the celebrating agency. Or an agency may wish to become better known to the public, and choose sponsorship of a collaborative community conference to do so. A well-known family service agency in a large city was ready to expand counseling services to younger and older clients; it was known only for a particular kind of family counseling. In order to change its image in the community, this agency sponsored a communitywide, intergenerational, two-day conference to look at the changing American family and to generate new ideas for helping families in transition.

    Another example is the women's organizations that the community saw as "do-gooders," upper middle class, and limited in its interest to cultural areas. Sponsoring a communitywide conference on ways to decrease child abuse gave that organization a whole new image.

11. Several organizations may wish to get together to collaborate on some effort. Their need for help outweighs concern about merging or otherwise losing their individual identities. In one community the youth organizations wanted to make their

camps more available to churches, schools, and to youth organizations that did not have camps. They did not know how to go about offering their facilities, or how to differentiate one facility from another, in a way that would avoid competing for campers and camping programs. A community collaborative conference around camping opportunities for youth and families resulted in an Interagency Steering Committee that developed criteria for camp utilization, and made the camps available to the entire community.

12. Sometimes people are motivated by reading an article, or a book like *The Volunteer Community: Creative Utilization of Human Resources.** In one community the initial contactor wrote, "We would like to have a Volunteer Community here. Can you help us?"

13. More recently the trigger has been some kind of emergency caused by decreased funds and increased demands for services. Sometimes organizations decide they need to collaborate because funding sources have made it clear that funds will be available only if they do so. For instance, in one community there was a Volunteer Bureau, a School Volunteer Bureau, a Volunteer in Probation Services Program, and a Voluntary Referral and Information Service. Both United Way of America and some government funding sources said that all funds would be withheld from these four agencies until they found ways to consolidate their information and referral services, decrease their overlap, and increase their ability to give total service to the community. As a result of some community input through a collaborative community conference, one Volunteer Bureau/Voluntary Action Center was established with specialized referral and other services for schools, probation, mental health, hospitals and others.

14. Sometimes a specific meeting or conference is held on a specific topic (such as new trends in the world of the volunteer) which results in one action step (like a new Voluntary Action Center). Pleased with this success, the organizers decide they can use that conference as a springboard to a larger planning conference. In one medium-sized community, a Voluntary Action

*(2nd edition) See Bibliography

Center resulted from a conference on trends and needs in the volunteer world. Two years later a conference on improving the quality of life was held in the same community. Many planners from the first conference helped motivate and plan the second. From the second conference emerged some eighteen task groups on a great variety of topics, from bicycle paths to improving downtown.

15. Sometimes special monies become available, left over at the end of a fiscal year, because a special celebration is planned, or for any of a number of reasons. These funds are sometimes earmarked for collaborative activities, and the initiator must plan some way to use them. It is not unusual for a consultant to be called and told: "We have x number of dollars available for a collaborative event. Could you help us plan one?" This happened in one community where some funds were available and a foundation offered to match them if the collaboration included both black and white communities. This triggered a meeting with the consultant in that community, and a conference to work on such things as making integration work, developing social services available to both the black and white communities, developing a Volunteer Bureau, and other services heretofore not available.

The triggers to explore collaboration, and the sequences of activity, will differ, and such motivations do not insure that the process will go much further. Let's look at some of the "start-up" patterns that take the process from the trigger to the beginning of planning.

Different Start-up Patterns

We found a variety of ways in which individuals and/or groups began to explore the possibility of beginning collaborative activities.

1. Typical is a telephone call from one person in the community to the consultant, asking whether their ideas had merit, and whether they could explore the possibility of a collaborative activity. Instead of an individual call it might be a conference call, with several people from the community talking with the consultant. The conversation might go something like this:

   The caller: "We had a 'futuring' conference here last year, and it was very interesting, but did not get us any action. Now we are ready for a conference that will result in some action around here. Do you think you can help us?"

Or: "We have been reading that there are lots of people available to volunteer, but we are not sure at all that it's true in our community. Yet we need to involve more people in giving better services. Do you think you can help us find more volunteers and ways to utilize them better?"

Another call might begin: "In our community we have been complaining for years about poor housing, no services for the elderly, the deterioration of downtown, and the general apathy of the community. We would like to have a conference to see if we can do something about these gripes, and wonder if you can help us."

2. Another pattern is for a group to decide that they need a "collaborative something," call themselves a planning group and invite a consultant to meet with them to explore possibilities of designing a collaborative community "happening." It may be an already organized planning group: a planning council of community action agencies or a community coordinating council. It may be a temporary ad hoc group of concerned citizens. They get together to see if they can do something about needs and/or concerns they have identified.

3. Often the exploration is done in writing. A letter on agency stationery is sent to the consultant to explore the feasibility of collaborative work, and to ask questions about timing, fees, travel and other relevant data. These letters usually prompt suggestions from the consultant about possible next steps. Sometimes the suggestion is for a telephone conference to clarify items in the exploratory letter.

4. The call and letter may result in an agreement to work together, or the decision that at this time the activity cannot be carried out — the time is too short, or more budget resources need to be developed, etc. At this point, the whole process may stop, slow down, or acquire some new directions.

5. Sometimes the startup pattern is to arrange to meet the consultant personally. For example, the consultant may be leading, attending or speaking at a meeting in a large city. Interested

persons from a nearby community come to observe and confer with the consultant. This results not only in exploration of the mechanics and feasibility of current planning, but gives the potential client and consultant a chance to meet and get to know each other, and to look at alternative methods for proceeding.

6. The consultant may suggest that a caller arrange a one-time, exploratory meeting of relevant community persons to test the ideas that led to the original request. Often one person or agency gets a fine idea for a community collaborative activity, but does not test it with the potential collaborators. At this point testing can and should be done, if only on a temporary basis, to decide whether ideas are feasible and what adaptations may be necessary to get the kind of community collaboration and participation desired. Often additional interests and persons are now mobilized, and the original idea may change. For example, a request for a speech about changes in the volunteer world developed into a conference on extending and humanizing public and private human services in the community.
7. Sometimes a core group of interested individuals meet to talk about the possible purposes of a collaborative community meeting. Often this results in delineation of purposes and plans. The consultant can sometimes suggest through the initial phone call or letter that additional people be included or contacted before the core group makes its final decisions. Again, exploration with relevant potential participants is terribly important if "ownership" (responsibility) and follow-through are to be distributed among collaborating persons and groups.
8. At other times the impetus comes from community persons with whom consultants have worked before. In one community, a gentleman was called by a group who wanted to discuss improving aesthetic life in the community. He had been to a collaborative conference on improving the quality of life. He was included in the initial group, asked to contact the consultant from the previous conference, and became the "linker" and "connector" between the planners and the outside consultant.

These startup patterns have much to do with the time the planning process will take, which can vary from eight months to almost two years. This is often the point at which the seeds of a successful or unsuccessful experience are sown.

Traps in Starting

A number of traps have been reported in our survey. We and our community collaborators have experienced many more in our projects than we will enumerate here, but the ones most often mentioned by participants include the following:

1. An unrepresentative planning group gets together. That is, the wrong people, or not enough of the potential participants, are in the initial group exploring the community collaboration. This happens because one organization or agency gets the ball rolling and utilizes only people from its own turf, or because people invite others they know without considering the depth or breadth of involvement needed.

2. Some initiators have a very rigid purpose or a limited perspective. In one community, the purpose for a collaborative conference initially was "to find ways to involve racial minorities in citizen participation." The group had not thought at all of other groups that had been excluded from participating, such as the very young, the elderly, the handicapped and the poor.

3. Sometimes a date is set and a place chosen before the activity is planned or its purpose clear. It may turn out that the time is not good for the community because of other activities, the outside consultant may be busy, or the facility may not be adequate for the needs, purposes and design of the conference once these are defined.

4. Another trap is having a very small and inadequate budget and no plans for how to generate the necessary income. There are some groups that just believe it will all work out if the cause is good enough. That can become a real trap.

5. "Turfdom" can get in the way. That is, the persons or group initiating the idea cling to their need for credit for it; even though they invite others to participate, the originators want to take over all the important and visible jobs connected with the collaborative effort.

6. The purpose can be too grandiose for the time and money available. There was the community group that wanted to

improve the total quality of life for the entire community in a one- and one-half day conference. It was just not feasible, although it was possible to work on eight or nine major items that could improve the quality of life.

7. Initiating groups often fail to make step-by-step plans for movement from idea to implementation and are trapped because they cannot accomplish the work in the time available. Lack of planning prevents delegation of responsibilties and involvement of many people, and the project becomes the job of just a few.
8. Sometimes the initial group does not stop, after clearly delineating a desired outcome, to ask who else is needed to implement it. That is, groups often do not recruit permanent or temporary human resources from their own community to improve the planning process. They may fall into this trap because they are not aware of the resources available within their own community, and do not ask or find out. Often a successful outcome of a community collaborative activity is the discovery of "new" resources within the community that have been there for a long, long time. For example, city planning departments are rarely known for all their potentially helpful services to voluntary community agencies.
9. Another trap is failure to keep the outside consultants abreast of the initial process. This may be the fault of the consultants for not suggesting that they be kept up to date, or it may be the planning group who see themselves as really quite self-sufficient, and not in need of help except during actual planned activities.

Helps for Successful Starting

There are also some very specific helps in the initial process.

1. It is very helpful to have clear, committed and enthusiastic leadership, ready to "take the ball and run with it." In the communities on which we are reporting, these persons were recruited by an organization or collaborative planning group, or selected by a group after it formed. Others were elected. Willingness to work and enthusiasm are more important than skill with this kind of activity.

2. At the very beginning, planners should clearly establish the need and desire for collaborative activity, rather than hoping it will emerge as plans proceed.
3. A core committee of six to not more than fifteen representing some of the interests and people to be involved in the collaborative activity, are very helpful in the "startup."
4. It is very helpful if an initiating group is open to how activities might be planned or designed, with no preconceived notion about a speaker or someone who will come up with all the answers and need only be invited. The group should be open about how they will work together.
5. Adequate facilities help: for large conferences, a room large enough for everyone to sit at round tables seating seven to eight persons each, so that they can work in small groups and hear each other easily. "Each table must be an island in itself" for purposes of small group work.*
6. It is necessary at the very beginning to evolve a set of clearly stated hoped-for outcomes for the collaborative activity. Some groups want to collaborate but have no specific agenda or purpose. They just know it is a good thing to do. It helps to state these outcomes in action terms, such as: to discover priority needs that citizens are willing to work on; to establish beginning task groups at the end of the conference in priority areas of determined needs; to involve persons heretofore excluded from communitywide activities.
7. There should be a realistic plan for funding. As will be stated later, these.plans may take a great variety of forms, but it is necessary to have an estimate of the budget and know where sources of income might be.
8. Recording the deliberations of the "start-uppers" is very important; we have called it the documentation process. It is really more than taking minutes; it is a way to communicate what is going on to each other, absent members of the planning groups and the outside consultant. It is also a way to look back, at the time of evaluation, to see what the process was and how it might be strengthened another time.

*See *Taking Your Meetings Out of the Doldrums*, page 134.

9. Temporary committee people can be very helpful in the startup process. Specialized resource persons can be utilized when they are needed rather than becoming permanent committee members. For instance, the planning group may need to write a proposal for funding and invite experienced proposal or grant writers to participate in one or two meetings. These persons need not remain on the committee, but it is useful to have them available when needed.
10. Follow-up planning must be part of the startup process and must be built into the total conference design.

A sound beginning determines the quality of the process from there on in. All the respondents in our survey underline the importance of the startup period, and the need to consider the kinds of things we have described, so that the planning process can go smoothly and productively without too many obstacles. Indeed, many felt that a longer startup would have provided better planning and a better product in the end, even if it meant postponing the actual collaborative event.

Chapter 4

THE PLANNING PROCESS

Many questions should be asked by a person or group planning any activity, particularly an intergroup collaborative one. Following the checklist of questions below, we will discuss alternative ways to answer them.

1. Who should be in the planning group? How large should it be?
2. What are the objectives of the collaborative activity?
3. What kind of budget is needed; how shall we get funds?
4. What kinds of events or activity should we plan? At what intervals? When? How long?
5. Who will be our outside resources and who will they be teamed with from our inside group?
6. Who should be involved as temporary resources?
7. When shall we meet as a planning group? How often? All of us? Shall we divide into subgroups, meet separately, and come together only when necessary?
8. Who should be invited to the collaborative activity? How shall we decide?
9. How shall we document our process, decisions and deliberations?
10. Shall we involve the media — television, radio, newspapers? Which? At what point?
11. What kind of ongoing and/or follow-up activities shall we build in?
12. What will our "stepwise" action plan be, from ideas to implementation?

THE PLANNING GROUP

Our questionnaire results show that the planning group is a key dynamic to be considered. Its composition, size, interest and commitment have much to do with the degree of participation in the collaborative endeavor, and therefore its success.

Who should be involved?

Who can identify and attract the participants we hope to have in the activity?

Which decision makers need to be involved?

Which client and/or consumer groups need to be included in planning?

Should our planning include young, middle aged and older people, as well as the handicapped, religious, racial and ethnic minorities?

Should we combine experienced planners with persons new to planning?

We need leaders, persons with influence, persons who can work on this collaborative activity on an ongoing basis, and some special resource people — who?

At least half our respondents pointed out that, at the time the planning group is formed, some individuals should be given special responsibility to work on whatever follow-up activity or action task groups the planning group designates.

A variety of planning mechanisms were found to be successful. In a **one-group sponsored collaborative**, the planning group was made up largely of persons from one sponsoring group who invited additional community people to join them on a temporary or permanent basis. Another was a relatively small group of eight to thirteen, each **a link to several community organizations** with whom they checked, worked, and tested ideas the planning group was developing.

It seems that the broader the participation in planning, the greater the participation and involvement in the activity, and the greater the likelihood of meaningful follow-up afterwards. In some communities the planning group became the follow-up group, with the addition of interested people who had attended the meeting and conference. In others a new follow-up group was formed of conference or meeting participants, particularly the convenors of action task groups. Another form the follow-up took was to pair a "linker" from the planning group with a person from the follow-up action task force, to help the latter in a variety of ways from finding space to meet to offering support for their followup activities.

HOPED-FOR OUTCOMES, GOALS

It is clear from all the reports and study questionnaires that a most important early activity of the planning group is setting clear, "do-able," realistic goals for the collaborative activities. These "hoped-for outcomes" may be few or many; they may be very specific, or remain fairly general until the time of the event. Hoped-for outcomes included: better appreciation of the importance of aesthetics in our community; recruitment of new people into the volunteer world; increased information and understanding about the changes in volunteerism and how they affect our community; improvement of communication between citizens and agencies serving them; improvement of the quality of life in our community; greater appreciation and understanding of the variety of resources and agency services now available here; finding ways to help service groups and institutions work better together; determining unmet needs in our community, and ways to meet them.

With clear objectives it became much easier to consider the other questions, and often at this point additional persons would be thought of who should be added to the planning group or consulted during the planning process. In one community the improvement of the quality of life was the overall hoped-for outcome. It became clear that the group, planning a two-day conference, needed to include persons from both the social planning council and the city planning department, in order to learn what was already on the drawing boards to improve the social and physical quality of life.

Some communities decided on one major overall hoped-for outcome, and then had the meeting participants decide priorities. If, for example, the overall goal was improvement of the quality of life, then participants in the conference delineated such specifics as bicycle paths, a bridge repair, downtown rehabilitation, more parking spaces, low cost housing, a community center for the elderly, a youth recreation center, library outposts in neighborhoods, a Voluntary Action Center, and many others. In other communities there were specific hoped-for outcomes right from the beginning, such as development of a central volunteer referral and information system, and the event was designed to test its feasibility and make plans to implement it. In several cases, such centers were begun almost immediately on a neighborhood or city level, and in at least two cases, a state office of volunteerism resulted from a collaborative event.

The design of the activity must be closely allied to the hoped-for outcome or outcomes, or it is unlikely that the collaborative venture will be totally successful.

Financing Our Collaborative Venture

As the group continues to work and clarify what it is trying to do, it becomes necessary to look for financing and develop a budget. Financing can be done in several ways. Sometimes a fixed sum of money has been designated for community collaborative activities, and the conference activities are planned within that budget. At other times a group has an idea, and gets all the cosponsors to help finance the activities. The latter has been done with actual dollar gifts, in-kind services such as running off copies of needed materials, or by providing space, coffee, etc. Specific proposals have been written to get money for a particular collaborative event. For some there was a combination of funds from organizations and a registration fee paid by participants. When registration fees were collected, provision was made to grant scholarships to persons who needed and wanted to participate, but might not be able to afford the registration fee.

Typical budget items that need to be included are: rental of equipment such as microphones, projectors, screens, etc.; space rental; mailings, brochure printing; reproduction of documentation; scholarship registrations; some complimentary meals; telephone calls, conference call costs, and consultation costs for local and out-of-town consultants. If an outside consultant is utilized, travel and other expenses need to be budgeted for him/her in addition to the agreed upon fee.

Most budgets for the events we describe were $15,000 or less, with many in-kind contributions of materials and services.

What Kind of Collaborative Activity?

As the planning committee gets to work, much thought needs to be given to the type of event planned and how it will implement the hoped-for outcomes. These collaborative meetings are difficult to build around a speaker or a preset date. They flourish as the committee considers alternative possibilities. In our experience, the designs included three half-day meetings spaced several months apart, one-day, one- and one-half day, two-day, three-day and even five-day conferences and workshops. The kind of activity is related to outcome as well as to time and money budgets. It is important that the planning group, with the consultant, look at the options before deciding where and when to schedule the event and whom to involve.

Our survey results show that in the more successful collaborative activities there was a one-and-one-half day startup event with follow-up activities eight months, a year or even two years later. The follow-up was built in at the very beginning of planning. A strong plea was made by our respondents that follow-up study groups and action task forces have opportunities to meet alone and together to report to each other their successes as well as their failures. In some communities, meetings of the action task forces were announced regularly in the newspaper. Anyone who wanted to go to the meetings could do so, and there was indirect pressure of one group on another as they read about each others' activities.

Media Involvement — When and Who

It is important that the planning group give much thought to how, when and whether to involve television, radio and newspapers. In some cases, it was very useful to have a representative from the newspaper on the planning committee or as an ad hoc member. In others, it appeared best not to involve the media until the plan was settled and presentable. The planning group needs to decide the best strategy for its particular community based on their knowledge of local media and media people. There is no doubt that, shortly before an activity, local television talk shows have been very helpful in recruiting participants and sharpening interest in community collaboration. Usually, local planning committee participants are interviewed on these shows. They can be very specific about the hoped-for outcomes, and they should be representative of those viewing. It was also helpful to have both newspaper and television coverage at the event to spur additional interest, report to the community, and sometimes recruit additional persons for the follow-up activities.

When the media were included early they were usually interested, helpful and, with very few exceptions, gave much visibility to the collaborative activities and those involved in them.

Who Else Should We Involve?

About now the planning group needs to ask, "Should we consult with anyone else, or add to our group, now that we are clearer about what we want to do?" It is ideal to involve all the right people from the beginning, but more usual to find that additional people are needed. In one community the best facility available was a cafetorium in a local high school. Some of the people who could act as linkers and connectors were volunteers in that school system, but no one from the school system was on the planning committee. Once invited, they were very glad to help, and proved to be versatile and useful.

Whom Shall We Invite?

One of the really critical questions in any collaborative activity is "Whom shall we invite?" in order to implement hoped-for outcomes. The next question becomes: "How shall they be invited?" Should there be a variety of invitations — that is, mailing as well as some personal contacts, a general announcement as well as telephone contacts? What should the combination be? Things planning groups thought about included: who are the "movers and shakers" in this community in relation to our hoped-for outcomes? What new people could we involve? Who will be affected by what we decide, and need to be involved? What public, private and business organizations have special interests or resources to contribute? The ticklish question always is: whom do we need at the meeting to provide information and technical resources to enable us to make the best decisions and form the most feasible action task forces?

Thinking these questions through resulted, in most of our communities, in an invitation list that included consumers of services, policy makers, professionals, volunteers, active citizens, influential community leaders from private business and government, men and women, students, handicapped persons, and representatives of all minority groups and all geographic sectors of the community. It is, of course, important to be realistic about the size of the facility as well as the "do-ability" of a communitywide collaborative meeting. The smallest group reported was 45, the largest 300; others ranged anywhere between these two.

Documentation

The planning groups with fewest problems kept some record of their process and decisions as they went along, often at the suggestion of the consultant. When there is a change in leadership or in the composition of the group, an accurate record makes it much easier to bring new people up to date. A report of the planning process also enables people to look back and see what they can do to improve the process another time.

In most places the documentation was a modified version of minutes, carefully recording who participated, the process, and alternatives that were considered before decisions were made about program, timing, space, budget, etc. Of course, the decisions were also carefully recorded.

Do We Want Follow-up?

Our respondents spent a great deal of time commenting on the need for follow-up as an integral part of the planning process. Many suggested that follow-up be considered one of the hoped-for outcomes, unless a conference was clearly an informational one-day or one-time event in which follow-up had no place. The majority of collaborative events, by their very nature, need some follow-up. Collaboration will not continue just because people have met, even at a very successful conference.

Alternative suggestions for building follow-up into the planning included: delegate one or two follow-up coordinators; assign a subgroup of the planning group to follow-up; have the planning committee also do the follow-up; have several planning committee members commit themselves to be linkers for follow-up activities; or choose the follow-up group toward the end of the collaborative community event, when follow-up activities and/or task forces become clarified.

It was also suggested that much visibility be given to the follow-up process and persons so that recognition is built into the process, as well as some promise of successful, exciting activities. Several local newspapers provided that kind of visibility for a year or more after community-wide conferences. Special monthly news sheets were issued by some sponsors to all the participants and to community service groups, informing them of new things happening as a result of collaborative events. Follow-up was given recognition by semi-annual communitywide follow-up meetings, chaired by persons from within the community, where task groups reported to one another.

The success of the follow-up activity is directly related to how early it is built into the planning process, and how clearly the responsibilities for it are defined and accepted.

Outside Consultants

A planning committee must give some thought to resource persons. They may be available in the community; the cases reported here utilized outside consultants known to some of the planning participants personally, through reading or through referral from someone in another community. Always an effort was made to team the outside consultant(s) with the chairperson(s) from the community, creating an outside-inside team effort. This pattern developed most often, though in some communities the outside consultant was seen and treated as a distant expert, and did not become part of ongoing team activities. When that happened the event was rarely as successful or thorough as those with the pattern of teamwork developed via telephone, letters, planning conferences, or a combination of all these.

Certainly it would be wise for a planning group to develop some criteria for selecting their outside consultant before they think of specific people. The criteria might include such things as experience with community collaboration, experience designing small, medium and large community-wide events, knowledge of community dynamics and development, flexibility, ability to recruit additional resources for specific content areas, interest in seeing that the community "owns" the activity and events and does not become dependent on the consultant.

Calendar for Planning Group Meetings

It is important that the planning group develop a "stepwise movement" calendar to decide who will do what, when, to move the collaborative activity forward. Our respondents did this by scheduling a number of meetings, or sometimes with a chart listing everything that needed to be done and the people who would do the jobs. Charting was done in a variety of ways but our respondents made it clear that step-by-step timing was important to productive activity and to decreasing frustration and load levels. As activities were scheduled, decisions were made about how often the total group should meet, and the frequency and kind of reporting to be done. Calendars can always be revised. It is better to have a calendar from which to deviate than to have none at all.

Planning as an Open Process

It is good to decide the kind of needs assessment or consultation testing to be done as the planning process proceeds. Ideas may need to be tested for feasibility, or the focus of needs assessment tested; the invitation list may need to be checked out; other communities may need to be contacted for advice. It is also wise to think about what kind of consultation and experimentation should be done as the process goes on and the group becomes larger.

Collaborative planning is an open kind of process, open to new ideas, and most of all, open to new people as they become needed, interested and/or available. Preparation as we defined it means openness at all points. It is not a closed, refined, defined and inflexible system.

It is clear that these are important helps to the collaborative planning process:

— a representative planning group large enough to do the job

— good facilities

— planning follow-up as part of the whole process

— time for adequate planning with inside and outside, permanent and temporary persons

— teaming local and outside resources

— an adequate budget

— clear plans for documentation during and after the planning process

— a clear plan for whom to involve, when, and how

— ongoing checking and testing of plans.

Planning a community event is an exciting process, which itself leads to collaboration between the sponsoring individuals and organizations. It has often produced new, open communication and sharing of resources, very different from previous, more turf-oriented days. More than half our respondents reported that continuing communication and collaboration among persons in the planning group was one of the rewards for putting efforts into community collaboration. Furthermore, it continues to this day and they have great hopes that it will become a *modus operandi* in their communities. The important thing is that when four, five or six organizations begin to collaborate they become a model for others, and as successful models develop community-wide, collaboration becomes much easier.

As we look back at the planning process, nine clear phases emerge. These are summarized in the following guidesheet.

Phases

1. Startup impetus
   — word of mouth
   — publications & professional meetings
   — implications of research findings
   — consultant suggestion as alternative to planned meetings
2. Getting the idea underway
   — sending reprint or article
   — telephone linkage to someone who's had experience
   — excerpt of taped interview with successful collaborator
   — arranging a visit
   — micro experience
3. Building client system and planning group
   — identifying key persons for inside-outside team
   — who should be added
   — defining purpose; hoped-for outcomes
   — calendar of planning activities
   — helping group organize and develop identity
   — contracting development consultant
4. Startup activities
   — selecting leadership on rotating basis
   — planning follow-through activities
   — fund seeking

— site selection
— arranging for communication through a distance
— organizing subgroups
— discussion of participation-nomination process
— adding new resources
— careful designing of meetings

5. Increasing involvement and visibility
   — invitations — personal notes
   — media — T.V.
   — speaking at meetings
   — newspapers
   — in-house bulletins
   — at-the-elbow training of task force chairs

6. Securing external resources
   — decision on human and organizational resources needed for input, sanction & follow-through support
   — decision on material & financial resources needed
   — recruiting help for documentation & evaluation

7. The collaboration-development event
   — training of facilitators & documenters
   — check on physical ecology — materials — food
   — length of time
   — grouping & report-back procedures
   — duplication procedures
   — editing team for conference report
   — feedback methods
   — first planning sessions at conference

8. Momentum and follow-up
   — getting editing group briefed
   — public commitment for action plans
   — follow-up committee
   — meetings of task force leaders
   — progress report deadlines
   — interface between ad hoc groups & on-going agency & organizational groups
   — celebrations of progress & stepwise movement
   — skill training for successful action work
   — keep open to new resources

9. The job is done — or? (Feedback, becoming part of community)
   — annual review
   — new ideas & priorities emerge
   — becoming part of the community system
   — be ready to "die" as a group if job is done
   — communication of learnings to other systems
   — publishing report and dissemination to other systems
   — moving from interest task force to widening perspective of whole community.

Chapter 5

VARIATIONS OF DESIGN, SETTING, PATTERNS OF WORK

In no two communities was the design identical. The design in Chapter 2 is a summary of many local adaptations. The examples and models that follow vary in relation to the size of the community, participant composition, and length and design of the event. There are other differences, such as who initiated the process, the composition of the planning committee, and how the event came about. There were also similarities: the purpose in all cases was to bring about some kind of collaboration toward a specific outcome, and the same consultants worked with all of them.

STATEWIDE TWO-DAY COLLABORATIVE CONFERENCE

In the fall of 1976, a conference was held in a small community that offered easy access by car, a good low-cost hotel and a location approximately in the middle of the state. There were 181 participants working in teams for two days. How did this come to be? Who planned it, and what were its outcomes?

The conference was initiated by the state Commission on Volunteerism, with a subgroup recruited to design it and plan the details. Represented in the subgroup were rural, urban and suburban communities of varying sizes, with members of different organizations, agencies and interests in these communities. Two members were from the state commission. The planning group included both men and women, was intergenerational, interracial and varied in experience from two to more than twenty years.

The idea was initiated by the president of the state commission who had been to other state conferences. At a meeting of state coordinators of volunteers, he heard about the positive results statewide conferences can bring about. He felt strongly that his state needed such a conference, not only to perform a service for citizens of the state but to publicize the commission. He invited the authors as consultants.

It was decided that there would be no single registrations. Teams of persons would be invited from different community organizations or from a single agency with some specific project. Teams would be not less than three people and not more than seven (the experience of the consultants with teams at other conferences had shown that at least three people are needed to provide a support system for work "back home"). Teams at the conference averaged five persons.

Teams came to the conference from urban centers and rural areas, well established agencies and store-front programs, senior citizen groups and youth programs, the Department of Social Services and Junior League, a county alcohol program and a Black resource center, church and self-help groups, rape crisis centers and the YMCA. All who came were involved in volunteerism in one way or another, with varying degrees of experience. Slightly more than half the participants were volunteers, while the rest were staff members who worked with volunteers.

The conference centered around the commission's purposes:

1. To consult about its priorities with a variety of persons and groups in the voluntary sector from all parts of the state.
2. To exchange information, successful practices, concerns and problems.
3. To offer learning opportunities so participants could return to their communities richer in knowledge and more skillful in action.
4. To provide an opportunity for community teams to participate in action planning that could be applied to their own communities in developing collaborative action.

The design of the conference was as follows:

The evening before the opening session the consultants met with the table facilitators. This two-hour training session was to "walk through" the conference design and help the facilitators learn how to implement documentation, though not necessarily by doing it themselves. They became connectors between their table groups (often more than one team) and the consultants. Besides the facilitators, members of the commission and the planning committee participated in the pre-conference training.

The conference was designed to last from 10 a.m. to approximately 9:30 p.m. the first day, with a somewhat shorter second day. At the opening session delegates were welcomed by the president and executive secretary of the state commission, who introduced the consultants. The first item of business was a dialogue by the consultants about trends that affect the world of the volunteer. They would discuss two current trends, then stop to get table groups to participate with questions, inferences or suggestions. The groups "warmed up" and there was a lively exchange among members at each table as well as between participants and presenters. All this provided background on what was happening in the volunteer world and how it might affect action plans the teams would make later.

The first afternoon a series of six "skillshops" was scheduled from 1 to 4:30. They were repeated so each participant could attend two. Topics included media and community relations, training and design, recruitment and placement of volunteers, enabling funds, and recognition and retention of volunteers. The skillshops were led by persons from different parts of the state, some of whom were members of the planning committee and some recruited because of particular areas of expertise. They had met with the consultants before the conference to discuss what was expected from the skillshops.

Notes were kept on ditto masters at each skillshop so participants could read about the ones they had not attended. It was suggested that members of the same team attend different skillshops. At the end of the first afternoon, teams reconvened and shared what they had learned.

Dinner followed, and then a social hour to get better acquainted since people had been sitting in team groups most of the day. From 8 to 9:30 p.m. an optional consultation session was scheduled. People could sign up to meet with persons they chose for particular skills and knowledge. These resources included planning committee members, persons from throughout the state and the two outside consultants. A feedback sheet was distributed asking people to list the things they found helpful and their priorities for the second day. This sheet was analyzed and summarized by the inside-outside consultant team, and the results were shared with participants the next morning.

Priorities for Day Two included improving board and committee effectiveness, evaluation techniques, staff-volunteer relationships, terminating and turning down volunteers, the role of the volunteer coordinator as manager, the volunteer as advocate, strategies, to include the unincluded, how to motivate and keep volunteers, training volunteer recruiters, influencing administrators and other authority figures to want more volunteer programs. These priorities, which had been listed on the feedback sheet the day before, became the topics for "how-to" sessions on Day Two.

The second day lasted from 9 a.m. to 3 p.m. Resource persons were recruited from among the participants, many of whom had special interest and abilities in these subjects. In a 15-minute warmup session the two outside consultants shared some "how-to's" they had helped originate or had observed around the country. Then people went to their own "how-to" shops.

After lunch participants spent the next 2-½ hours in their back-home action teams, led by the two outside consultants, using the "images of potentiality" technique (see Tool Kit).* They were asked to project events a year hence, in the volunteer world of their agencies, that pleased them and showed they had made progress. From this list they were asked to select one priority item they wanted to begin working on immediately. Then each team was helped to translate the priority image into a "do-able" goal statement and make action plans. These plans included who would do what, who else would be needed and what actions they must take in their own communities as first steps.

At the end of the afternoon every team reported their plans to all the other teams. There was much applause and excitement as people talked about their specific plans for action.

At the end of the conference there was another opportunity for feedback and evaluation. Some of the things teams planned were: to improve staff-volunteer relations in mental health; to open a voluntary action center in a medium size community; to sponsor an organization of volunteer coordinators in a small community who could become community-wide trainers of volunteers; to address the unemployment problem in a large urban area by establishing a

*See also *Choosing Your Preferred Future*, Edward Lindaman and Ronald Lippitt, Ann Arbor, Michigan 1979.

volunteer clinic to train the unemployed. One community team planned a similar conference in their own community to attract and train volunteers. Another team planned to place volunteers in probation. And so it went, with exciting action plans, many of which were implemented after the conference.

About two weeks after the conference all the participants received a postcard signed by the president of the commission, telling them he was glad they had participated and wishing them luck on their action plans. Later a report was issued, *The State Volunteer Community in Action*, and sent to all the participants to remind them of the things learned and the process utilized. Beyond that, there has been some individual follow-up in particular communities by the executive secretary and some members of the commission.

In the evaluation after the conference it was evident that this had been a good experience for most participants and that it would lead to action and application. A good way to improve and build on this conference would be to plan follow-ups — local and/or regional conferences — six to eight months afterward, to give support and keep in contact with the teams.

MIDDLE-SIZED COMMUNITY IN MIDDLE AMERICA: A ONE-DAY CONFERENCE

In this highly industrialized, middle-sized community a one-day collaborative conference to improve the skills of board members and decision makers of public and private agencies was initiated by the Junior League. Members of the League had felt that the decision-making bodies in their town needed some new blood, ideas, knowledge and skills. The planning committee consisted of Junior League members only, who invited a consultant to work with them. The consultant suggested that the League find cosponsors to broaden the group planning the event. After the initial planning by the League, four additional organizations participated in cosponsoring the event with material and human resources.

Invitations were sent to all United Way organizations in the community, public human service agencies with advisory committees, boards of trustees or directors and neighborhood and cause groups with decision-making bodies.

The meeting was held in a local hotel from 8 a.m. to 1:30 p.m. The planning committee had discovered that since many of the decision-making bodies were composed of working professional men, it would be best to hold the meeting with the working brunch in the late morning. This would enable the men to attend the whole time and make it possible to attract some of the key leadership in the community.

A careful invitation process and the interesting timing drew approximately 100 persons. For the first time in this community there were both black and white participants. Neighborhood centers, Head Start, United Way, the welfare department, Community Action Council, Junior League, Women's Club, youth agencies and many others were represented by two or more board members. There was an interesting mixture of old-time "status" leadership and new, less experienced decision makers.

The design of the day invited people to join mixed groupings so that they would get acquainted during the day. The meeting began with a 10-minute look at things that were happening in decision-making bodies, presented by the consultants with additions from table groups and discussion of such things as citizens' increasing mobility, requirements for more intergroup participation on decision-making boards, overlapping board memberships and the need for more minorities and women on boards. As some of these changes and trends were identified, the consultants singled out major concerns and organized participants into smaller work groups. Topics for the work groups were how to recruit new members in the community, ways to make board meetings more interesting, ways to recruit minority persons and younger citizens. As groups worked, they put their suggestions on large sheets of newsprint paper which were put up around the wall.

Participants were asked to move around the room and check those ideas they thought might be useful (and could be implemented) in their own boards. This moving around and voting gave participants, who were all wearing very large name tags, another opportunity to meet and talk with each other.

The brunch was served while people were voting. This took about half an hour and people then returned to their small table groups. It became very clear that a whole variety of things could be done almost immediately to improve the productivity of decision-making bodies in the town. The majority felt that what most needed changing was the fact that so many top decision makers served on more than six boards. A recommendation came out of the conference that, except in rare circumstances, persons not serve on more than two or three boards. It may be added here that the recommendation has been religiously followed. Thus more persons have been offered the opportunity to become decision makers and overlapping board membership has significantly decreased.

The methods used in the conference so far were then reviewed. A discussion followed of how these methods might be applicable to board and decision-maker meetings in participants' own agencies. After this came a 15-minute "input" by the consultants on ways to design more productive, effective and entertaining meetings. Then at each table someone was chosen who was currently involved in planning a meeting. The group helped that person design a meeting they felt would be more open, participative and productive.

Toward the end of the conference key discoveries and "experiments were shared that would make meetings more effective. People took home the large sheets of newsprint on which they had worked, to help them implement the ideas in their own agencies.

It was a short but exciting conference. Many positive outcomes evolved in the organizations and agencies represented, from redesigning their meetings to encouraging board members not to run again if they had served a long time or were on too many boards. It would have helped to have a two-day conference so that some of the learning could be applied while people were still together. Also a second day would have solidified new acquaintanceships made the first day. It would have been helpful to assign members of the planning committee to do follow-up consultation with two or three decision-making bodies. This was done only informally, and we are sure that this kind of post-conference support often makes important changes easier.

A LARGE URBAN AREA: A TWO-CONFERENCE SERIES

Two conferences, two years apart, were planned and supported by both the private and public sectors of a very large urban community.

The first conference was initiated by several people from two major private organizations — a volunteer bureau and the Junior

League. This group was very quickly enlarged at the suggestion of the consultants. Members of these two organizations had worked with the consultants before, and had heard of the value of community-wide collaborative conferences. They were determined to bring a conference to their own community.

Conference No. 1 was sponsored entirely by the private sector with some support from the public sector. **Conference No. 2** was sponsored by the public sector with some support from the private sector. The purpose of both conferences was to utilize city volunteers better, to determine whether there was a need for a state office on volunteerism, and to organize volunteer resources better in suburban communities and neighborhoods. The first conference had 270 participants and the second more than 300. The first was held in the large local meeting hall of a synagogue; the second on a college campus. Individuals participated in the first conference, while teams of three to eight persons came to the second.

The invitation list for the first conference was composed of agencies and persons nominated by the voluntary sector planning group. They considered all the organizations that should be represented and invited both organizational and individual participation. They also had a member of the popular local newspaper on the planning committee and invitations were issued to the public through the newspaper. With one outside consultant in the first conference, professionals from the state Departments of Sports and Recreation and Social Services, private agencies and colleges, were invited to be resource persons.

The first conference, held on three days in 1971, began with a public lecture at the local auditorium on changing trends in volunteerism. The consultant gave the lecture; it was videotaped and broadcast later. A very large audience participated with comments and questions. Three persons turned around to three seated behind them and formed a discussion/question group of six. This process involved people so much that they decided to continue attending for the next two days.

The rest of the conference focused on small table groups working on ways to open communications among oranizations and agencies to encourage more collaboration. The groups looked at what helps and hinders good communications between organizations and worked on ways to improve communications. They spent time exploring how to improve communication between geographic entities and between local units and the state.

One major result of this first conference was a recommendation by the total group to open an office of volunteerism at the state level, which subsequently was done. There was also a recommendation to request consultative services and material support from the state government, and this too was implemented almost immediately.

A report, listing all the participants and all the suggestions made, was published and disseminated widely after Conference No. 1. The printed report was small enough to put into a pocket or purse.

The second conference, which lasted two days, was built on the first one. Its major difference was a half-day training session for team facilitators. Each team contained a person who knew the design of the conference and could facilitate discussions and action planning. Both authors were consultants to this conference. The activities resembled the state conference described above, but in this case teams worked on priorities for their own agencies and how to implement them. At an "exchange of successful practices" session* teams shared successful ways of moving from intention to action, recruiting volunteers, making changes within an agency and influencing administration toward better utilization of volunteers. As evidence of the success of this conference, many of the teams went back to their agencies and communities and implemented the things they had planned.

The greatest drawback to both conferences was the very large size of the participating groups, which made it difficult for consultants to give individual attention to the teams. This was offset, however, by an ongoing support system built in after Conference No. 2, so that each team had a local professional person they could contact as they began to work on their particular implementation actions.

A SMALL, MORE RURAL COMMUNITY: A TWO-CONFERENCE APPROACH

In one community with large rural areas, there had been no communitywide meetings about human services that anyone could

*See "Tool Kit," Exchange of Practice Instrument, page 126.

remember. Besides the rural population, this community contains a large native American population and a military base. The first conference, held here in 1975, was initiated by the Junior League. Some League members had been to a national convention where collaborative meetings were discussed. It had been stated there that Junior Leagues are good organizations to initiate community communication events.

A phone call from the president of the Junior League to the consultants began the process of planning. In this case, the Junior League utilized community persons as consultants for their planning committee, but did not actually make them members in the first conference. The purpose of the conference in 1975 was to raise the consciousness of the community about volunteer resources, and hopefully to initiate the establishment of a volunteer bureau. Earlier this community had tried a volunteer clearing house, but it had not been able to sustain funding for that agency. The Junior League funded the new collaborative effort because they wanted their community to become more aware of volunteerism and concerned about its lack of a volunteer bureau.

The first conference lasted a day and a half and had approximately 200 participants, invited through personal letters to selected people in each organization, public and private, in the community. Leaders of business and industry and key government people were invited. Representatives of the military facility, the native American, black and rural populations were invited. Since churches are very active in this community, a special effort was made to include all of them.

The first meeting was held in a large meeting hall in the new senior citizens home. All the chairs had been arranged in rows, so the meeting began with people sitting in rows, but at noon the furniture was moved to encourage them to sit in small subgroups. The design included a presentation and discussion by the outside consultant on trends in the volunteer world and on trends in the local community by one of the community people who had helped plan the conference. Lively small group discussion followed on implications of the trends mentioned and what actions would be necessary to modernize the volunteer world in this community. Many ideas evolved, and small groups formed to see how and if they could be implemented and to make realistic plans.

The concrete results of this first meeting included establishment of a voluntary action center in the offices of an agency well known in the community. The recommendation was made at the first meeting, and the offer to house the office was made and accepted right there. The center has since moved out of the agency and is presently funded by both private and public funds.

Another outcome of the conference was a follow-up linker committee that would help organizations implement some things they thought they could do. Among these were communitywide training of volunteers, communitywide meetings on needs that could be met through volunteers, a meeting with the antipoverty agency to see how volunteers could be developed, and a search for unused facilities where public meetings could be held.

It turned out that the follow-up linker committee became the planning committee for a conference three years later. This one had an entirely different focus. Its purpose was to improve the quality of life in the community. The planning group for Conference Number Two was made up of representatives from many different organizations, including the Junior League, and including city government. Funding came from many sources, and the local newspaper played a very important role in publicizing and supporting the conference.

A large participant group was expected and table facilitators and documenters were trained the night before the conference. The meeting was held in an old, unused downtown hotel, opened for the conference since it had the biggest ballroom and the most useful facilities, was accessible to people from all over the community and was seen as a neutral meeting place that held no particular status implications for anyone. Two hundred ninety-five participants stayed the whole two days.

The first day began with a luncheon. Participants were greeted by the city manager and welcomed by some members of the planning committee. Then the consultant was interviewed by one of the planning committee members about the purposes of the day, the reasons for the conference, and some of the consultant's background. Table groups, made up of a cross-section of the community, were then asked to list changes they had noticed in their community and decide which made them proud and which made them sorry.

Almost immediately table groups began enthusiastic discussions. Luckily the acoustics were very good and people had a productive time. After the discussion and the labeling of "prouds" and "sorries," each table was asked to share one "priority proud" and one "priority sorry" with the others. It was interesting that there was very definite agreement on many of these. The "prouds" included rebuilding downtown, the beautiful park system, the beginning of a historical society and the excellent services of the mental health council. The "sorries" included the closing of an important bridge linking communities, the state of downtown parking, the lack of bicycle paths and the unattractive environment around the local dump.

From this activity the consultant moved to an "images of potentiality" session in which participants were asked to take a trip one year into the future to see what was going on in their community that they were pleased about, and had helped cause, to improve the quality of life. The total group took part in contributing examples, after which individual tables worked on projecting future images.

Each of the 40 tables produced one or two newsprint sheets of ideas and images. These were hung on all four walls, and table groups were each assigned one wall of sheets to read and vote on. Each person voted for eight images (every wall had some that were similar). During this voting period, refreshments were available and participants had a chance to talk with one another. As votes began to pile up the consultant, with some planning committee members, wrote down those images with the most votes. Approximately 21 priorities were put onto a transparency that could be seen on an overhead projector. Everyone was told to decide which they would like to work on at the conference and afterward. Persons were encouraged to add items they felt had been missed, or priorities they would like to see implemented. Three were added, bringing the total to 24. The participants were then instructed to vote for the one they most wanted to work on. If there were more in an interest group than one table could accommodate, there could be several groups in any interest area.

Eighteen priorities were chosen, among them development of bicycle paths, improvement of downtown parking, initiation of a bus system for senior citizens, development of outpost or storefront libraries in outlying areas, improvement of the area around the dump, reopening the bridge and development of low cost housing.

Tables were assigned by numbers to each topic, and people moved to their own interest groups.

The first job of the new table groups was to get acquainted and clarify what they were working on. Using an old file folder, they made big signs for the middle of their tables describing their goals. The consultants moved around to help the tables with their work.

Just before dinner everybody was in the right place. They had agreed upon their goal statements and were ready to go to work. Dinner was served and, after some instruction from the outside consultant, each group worked on identifying factors that would help them reach their goal and those that would block or hinder them. They worked on this Force Field Analysis* for about an hour, then determined which was the strongest negative force they could do something about. If they needed to invite people the next day to help them, they were to do that in the evening. If it meant consulting with people who were in the room, they were to step to any of the microphones around the room and ask for help. They ended the day with plans to spend the morning addressing the strongest do-able negative and making action plans.

The second morning the participants reconvened very early and began work almost immediately. They worked on diminishing or eliminating their do-able negatives: what their first steps would be, whom else they would need, and what questions they needed to answer. At about 11:30 the table groups, now styled "action task forces," reported where they were, what their first steps would be, and who would convene their next meeting. A newspaper reporter was available throughout the meeting. She told the groups they would be on the front page the next day. There had been very good newspaper coverage before and during the conference, and the groups were excited about the publicity possibilities. As each group reported, a linking person from the planning committee and/or the total group was assigned to the task force to help with follow-up meetings and refer them to relevant resources in the community.

All the task forces had follow-up meetings, and many of their goals have been implemented. Low cost housing is a reality in the community, a senior service center has opened, the libraries received

*See "Tool Kit," page 107.

additional funds to make services available in outlying areas, and the voluntary action center has been enlarged and strengthened. There have been other significant changes as a result of this conference, and the planning committee continues to support the action task forces.

It was a successful model. A useful adjunct to it would be an opportunity for the various task forces to meet, report and brag to one another about their successes, difficulties and needs for more help. Three years later, the community is still implementing plans made at the second conference and benefitting from the collaboration of its active, alert and productive citizens.

The above case examples demonstrate that collaborative meetings can take various shapes and forms. They can have small, medium and large participatory groups. They can have a single purpose such as improving decision-making skills or a more global one like improving the quality of life. Regardless of the purpose of a collaborative conference, the size of the group or the community, or who initiates it, it becomes very clear that a disciplined, well thought out participatory design is essential. Given such a design, people who come to collaborative events can leave with a better knowledge of their community and a feeling that they can act to improve it. Additional skills and new knowledge of the resources, strengths and liabilities of the community, will enable the participants to move ahead for themselves and for all the citizens who live in their community.

Chapter 6

WHAT HAPPENED: SUCCESSES, SUPPORTS AND TRAPS

How much follow-through action could be stimulated by this design for a startup conference? What kinds of collaboration could be activated by the process? Would the efforts stimulated become part of the permanent "establishment" structure, or would their impact be slight? What new leadership and coordination might emerge? What would generate follow-through energy and accomplishment? What would block and inhibit momentum?

We attempted to explore these and other critical questions with our follow-up questionnaires and correspondence. We had no budget for systematic field work, but relationships with our linking persons proved solid enough to produce replies to 74 of the 88 questionnaires we mailed. These 74 reports came from 60 different communities, and most of those who responded added case material and conference reports. Nearly half (45%) came from communities where the startup conference had been held five to seven years earlier. Another 35% had taken place three or four years earlier, and 20% within the past two years.

Momentum Beyond the Conference

Fifty-seven of the responses included published conference reports which had been disseminated (from a few hundred to several thousand) beyond the conference participants. Many were effectively and artistically presented. They ranged from 50 to 100 pages, and summarized a variety of recommendations, action plans and invitations to participate. Some of the titles reflect the planners' thinking:

Strategies for Influencing Change

Creative Planning for the Use of Human Resources

Together We Make It: Divided We Fall

Happening — 1972

Community Action Conference

Volunteerism: The Challenge and the Commitment

Genesis 2: New Beginnings in Volunteerism

The Day That Dr. Eva Came

Forum 1971 — Volunteer Community at Work

Toward a More Humane Community

Community Communications Workshop

As evidence of the follow-through momentum, nearly two-thirds of the 74 respondents reported that follow-up task forces had been organized, with particular project commitments. Some cited as many as fifteen ongoing task force commitments. More than half reported the formation of a follow-up committee with follow-up leadership responsibility. Seventy percent indicated some type of volunteer signup procedure for individuals. In 31 of the 60 communities there had been a follow-up conference a year or two later, and eight reported a second follow-up conference.

Results of Follow-Through Activities

Did this initial momentum result in significant outcomes? Seven reports indicated "no significant outcome" beyond the day of the conference. Although there were statements about their positive value and the communication they stimulated among participants, there was no concrete evidence that the conferences had paid off in terms of new, continuing patterns of collaboration or new action.

In the other 67 responses we found 272 reports of concrete outcomes. We have attempted to organize and summarize them below.

1. **Follow-up Work of Task Forces**
   Reports of the followup work of 41 task forces seem to cluster into nine different areas:

— **Concern for Children** — Two different task forces reported working on child abuse problems, and another on the development of a well-baby clinic.

— **Youth Development Concerns** — Three task forces organized to work on an emergency youth shelter, three on residential youth centers, and another on a chemical dependency treatment center. Two worked on teenage work programs and one on the coordination of community youth programs.

— **Parent Development** — One task force worked on developing a "parenting guidance center" and another on coordinating parent education activities.

— **Concern for Elders** — One task force was organized to work on an information center for the elderly, another on a senior citizen center, and two on transportation for the elderly.

— **Improvement of Education** — One task force explored development of an alternative school and another a child learning resource center.

— **Community Improvement Efforts** — Two task forces were working on community beautification associations, one on the development of bikeways, and one on the conversion of a junior high school building into a community cultural center. Two were working on improving the downtown business district; one called itself a "green belt task force"; another was working on community growth policy. One task force focused on low income housing, another on mass transit, one on the development of a multipurpose convention center, and another on the development of an arts-cultural complex. One task force reported working on a community service fair and another on involving citizens in community politics.

— **Community Leadership Development** — One task force was working on a summer institute for community leaders and another on a follow-up interpretation of the conference findings for community leaders.

— **Interagency Coordination and Collaboration** — One task force focused on the development of a coordinating council of service agencies, another on the coordination of youth programs, and a third on a forum for community leaders.

— **Development of Volunteerism** — Three task forces were working on development of a new voluntary action center or volunteer bureau. Two were working on the recruitment and training of volunteers, another on community-wide advocacy of volunteerism, and another was developing an annual volunteer fair. Two statewide offices of volunteerism were established.

We believe this represents a good sample of the types of focal interests that emerged as priorities from startup conferences. The section below lists outcomes and accomplishments reported.

2. **Relationship, Process and Attitude**

   The least concrete items in the follow-up reports were comments on improvement in communication, collaboration and positive attitudes. Fifteen stated that the amount of interagency collaboration had improved or increased. Others mentioned greater commitment of board members (5); improvement in the planning and participation at board meetings (2); improved volunteer-staff relationships and administrative support of volunteer programs (4); increased credibility for the idea of interagency collaboration and improved attitudes among leaders (3); a more active seeking and use of consultation (2). More active involvement of the media, and new awareness of the significance and possibilities of joint goal setting activities were each mentioned once. There were two reports of better rapport between schools and the volunteer agencies.

3. **New Community Mechanisms and Structures**

   We found a rather impressive — and more tangible — series of reports of new mechanisms and structures for collaboration in community activity, including eleven new volunteer action centers or volunteer bureaus, five new community coordinating councils, five directories of human resource services, three new councils of volunteer coordinators, three coalitions of human service agencies (two others reported the development of a network of community resources).

   Three emergency youth shelters had been established, plus a juvenile justice project, a child abuse hot line, a peer counseling project, a parent guidance center, three senior citizen centers and a jointly funded information center for volunteers working with the elderly. Success was reported in converting a junior high school into a community center.

   There were several reports of increased investment by United Way in volunteer programs and in continuing education programs for volunteers and volunteer administrators.

4. **Surveys and Diagnostic Activities**
Three groups had surveyed agency services, needs and duplication of services. Two others conducted surveys of community needs, and one surveyed citizen readiness to volunteer. There were two surveys to develop a human resource file of community leaders and consultants.

5. **Specific Interagency Collaborations and Events**
Evidence of interagency collaboration was heartening. There were reports of four interagency seminars and three interagency round tables with rotating leadership, five interagency retreat conferences and experimentation with follow-up phone conferences. There were three reports of ongoing interagency board training, three interagency volunteer orientations, and five joint interagency volunteer recruitment efforts using a jointly produced booklet and other materials. There were four joint funding proposals, and several agencies shared resources — materials, newsletters and training materials.

6. **Impacts on Specific Agencies**
A variety of other results indicated an impact on one of the agencies participating in a conference, or on relationships between two of them.

   Five agencies published volunteer handbooks. Several created in-service training courses and developed university credit relationships for their training activities. Five agencies established annual board training. Several reported new placement procedures.

   A number of agencies had increased involvement of minority leadership in their board and program activities, and several reported that staff members had become motivated to go to national training events. Others reported cooperating with another agency to develop joint programs and training activities.

7. **Statewide Follow-up Activities**
From the eight statewide conferences came reports of six resolutions (later followed through) to create state offices for volunteerism, and the formation of two state interdepartmental committees on the use of volunteers. There were several state-

wide follow-up workshops, stimulated by the startup conference and planning activities.

We hope this provides a balanced summary of concrete follow-up activities and achievements, initiated in collaborative conferences and maintained by the procedures and sub-groupings that were part of the conference design.

Factors Supporting Follow-up Efforts

Other questions we asked were about the most important factors influencing follow-up efforts. Our respondents provided some thoughtful perceptions of significant support for following through. They are ranked here by order of frequency; five to ten reports mentioned similar reasons. Many are closely related.

1. "A follow-up committee was delegated in the beginning and **dates were set** for follow-up reporting."
2. "Follow-up design was **built into the initial planning.**" "We did a forcefield* on the follow-up." "We **planned for a follow-up consultation** to check our progress."
3. "**The conference was long enough** for follow-up planning, two days instead of one." "There was good **action planning as part of the design.**" "The task forces were set up **early enough in the conference to do good planning** work and get consultation."
4. "There was a **follow-up by dedicated leadership.**" "There was **clearly accepted responsibility and accountability** for follow-up."
5. "There were **clear follow-up commitments** with dates for meetings and dates for follow-up reporting."
6. "There was a **follow-up coordinator** with assigned time as part of a paid job."
7. "There was a **follow-up planning session** with the consultant."
8. "There was a **steering committee** of task force leaders."
9. "**The right persons** were there to be able to take follow-up action."
10. "We had some **financial support** for follow-up work."

*See "Tool Kit," page 107.

11. "There was **a lot of volunteer energy turned on** for follow-up and **an informal network among them** for support."
12. "We had **some immediate goals.**" "We had **some fast successes.**" "We had **realistic goals.**"
13. "We had available, and used, **specialized knowledge** about the power structure of the community."

Reasons for Lack of Follow-Through Effort and Achievement

In this category we found thirteen different reasons given in two or more reports.

1. Ten reports spoke in terms of failure to designate **a follow-up committee**, not having follow-up as a **specific goal of their planning**, and failure to **build follow-up planning into the design.**

2. **Lack of leadership continuity** was the second most frequently given reason: "We didn't build follow-up into our planning." "We focused on the conference, but not on follow-up." "The chairman moved . . ." "The key leader became ill . . ." "Leadership was rotated in the organization." "The executive director resigned." "Leaders with the know-how were overburdened."

3. The failure to get commitment to follow-through was another issue. "**Who was responsible** was never figured out." "They seemed to **hesitate to make commitments** to each other."

4. A fourth type of comment focused on the lack of an adequate nomination process to identify **key participants** to be invited to help with continuity in order to guarantee adequate follow-up.

5. The issue of lack of time was another problem. "It was a little **too short.**" "It was two hours too short." "There was **lack of time** for the future planning." "There was lack of public commitment at the end for follow-through."

6. Another key item was the **lack of adequate involvement of volunteers** because **too much of the initial work was done by professionals**: "The professionals did too much." "The professionals didn't team enough with volunteers."

7. Many persons and organizations seemed to have a **short term time perspective** about involvement in projects. They had a tradition of going "on to the next thing" before doing anything significant with a current enthusiasm: "We planned a new conference before working on the follow-up of the last one."
8. **Inadequate development of a consensus** about priority goals, resulting in fragmentation of effort and lack of commitment, was cited in three reports. "We didn't prioritize enough." "We spread our efforts too much."
9. Momentum was lost through **lack of local resources** to supplement the outside consultant. One reporter commented that it would have been good to have **more skill training** to go along with the planning. "We felt lost without our consultant." "We needed more training in 'how to.' "
10. Two reporters felt there had been an "anti-change collusion" among some professional leadership because the projects that emerged offended some of their "turfdom" sensitivities. "Some of the action plans stepped on vested interest toes."
11. An unfortunate time lag was another issue. "The summer **holiday intervened.**" "The **gap** between the conference and the Fall was too great to maintain momentum.
12. "**There wasn't a plan** for contacting the back homers."
13. "**We didn't get the funding** support we needed for some of the key activities."

Summary Comments

Many conferences had significant impact on communities and on the professionals and volunteers who participated. But certainly all were not equally successful. Momentum sometimes diminished rather than accelerated. Some commitments weakened, some efforts faded. Participants were very perceptive in identifying dynamics that promoted or blocked success.

It seems clear that planning for follow-through is a crucial aspect of the pre-planning activity. Leaders must be identified and accountability commitments made concerning planning and follow-up leadership of the collaborative event. Potential turnover of leadership must be taken into account in order to avoid some of the problems of discontinuity that were reported. A follow-up subcommittee is as important as a conference committee.

Certain characteristics of the conference itself were identified as crucial determinants of follow-through. Emphasis was placed on providing adequate time in the design for development of task forces and identification of needed resources. Some conferences lacked key persons whose participation could guarantee commitments to follow-up activity. The importance of setting goals and priorities was emphasized.

A third set of factors was identified as characteristic of the follow-up period after the conference, among them coordination and support of task force chairpersons and a sequence of dates for reporting and for face-to-face renewal of motivation. Some immediate successes were an important support for continuing motivation. We would add that "celebrating" progress is also supportive, and timing the conference to prevent the intervention of "summer doldrums" can be important.

Our participants, in reviewing their experiences, have provided useful guidelines for successful follow-through and for avoidance of traps.

Chapter 7

IMPLICATIONS FOR THE DEVELOPMENT OF LEADERSHIP AND CONSULTANT "COMPETENCIES"

It is clear that in an intergroup collaborative setting the kinds of knowledge, attitudes, values, skills and competencies of leaders and consultants must be somewhat different from those in other leader and consultant situations. The very climate of the collaborative situation requires an ability to see, sense and respond to multiple voices, of individuals and organizations. In one moment things are happening in several settings, not under one roof but spread over the entire community. The leader and the consultant need to have their "antennae" out, sensitive to many verbal and nonverbal communications from individuals and groups to the leadership, and from one person to another and one organization to another.

We report here the kinds of things **leaders** needed to do in successful collaborative situations, competencies they needed, and some of the ways skills, responsibilities and competencies can be learned. We then review the **consultant's** role in a collaborative situation, competencies he or she needs, and again some ways in which these may be developed.

The Leader's Roles and Responsibilities

"Leader" here may be singular or plural. We use the singular to make writing and reading easier, referring to leadership responsibilities carried out by one or several persons. When the collaborative task is decided it is the leadership's responsibility to recruit a representative group of people who can plan the collaborative activities, events and/or conferences.

1. The initial planning group must represent the various sectors of the community as well as all age, racial, ethnic and religious groups. The leader may decide to invite individuals personally,

write to them, telephone, or call small meetings to explain what is going on. If a collaborative effort is to lead to some kind of change, the way it is started, with whom, and the thought given to the initial group is of utmost importance.

2. The leader must also be able to chair and plan small (2-3), medium (20-30) and large (50-500) meetings of diverse populations. Others may be asked to chair meetings, but leaders should know how to do it and be able to plan for productive, useful, "fun" meetings. In a collaborative group it is very likely that levels of sophistication will vary enormously, as will members' motivation and need to represent themselves or their organizations, and their willingness to participate. Well planned meetings can be one area in which consultant and leader work closely together to make the collaborative get-togethers worthwhile for all participants.
3. Leaders must identify human and material resources and have some ideas about how to tap them. Again, the leader need not do this alone, but it helps to have one who can, or who is very gifted at delegating such tasks to others. Organizations can offer material help. Although organizations and agencies may not have extra money in their budgets, they can reproduce materials, get out bulletins, lend audiovisual equipment, all of which are material resources. It is important to be highly creative in obtaining financial resources since they may need to come from many sources. For instance, it may be possible to get some donations from agencies, but it may also be necessary to write a grant proposal. It may be necessary to charge participants a fee. One local organization may sponsor an event or series of events. The development of a realistic budget, and finding realistic ways to finance it, is a major leadership task.

4. Good leadership skills also entail the ability to work with a variety of people, including professional consultants. The leader must be able to make suggestions, ask for help when necessary, and be comfortable sharing ideas, plans, strategies and work with the consultant. Often the consultant is not a local person and extra effort is needed to write letters and make telephone calls to keep the interaction going if it is to be productive.

5. Teamwork is one of the themes of any collaborative effort. The leader must be able to build and be part of a team: it may be the leadership team, the inside-outside planning group that includes the consultant, or an action task force that forms during a collaborative effort. Teamwork is at the heart of a collaborative strategy. In our experience, it is vital that the leader be able to recruit and work with ad hoc or temporary groups that meet (for example) to decide who should be invited to a conference or to write the post-conference report. Or a group may meet once or twice to decide how to finance the effort. Whatever the task, the temporary group meets only as often as necessary to complete it. Strong leadership helps them reach completion and rewards them when the group disbands.

6. The leader must know the art of connecting people and groups, volunteers and professionals, across turfdoms, boundaries, territories, with suggestions that temporary groups get together. For instance, it may be helpful for a group working on the design of the conference to meet with the group doing the inviting and hosting. The group that is communicating news about the collaborative effort needs to meet with groups that are making some of the news. Creative connections are a uniquely important aspect of the leader's responsibilities in a collaborative effort. Often people cannot see beyond their own turf and it takes the suggestion of another person to connect them with others.

7. Openness to new and different leadership styles is a useful characteristic for the leader of collaborative efforts. In the past we have thought of a leader as the person who gives all directions, delegates all tasks and sets up the operation. We now know there are a number of leadership styles, including co-leadership, where the leadership tasks are shared equally or paired leadership, where the leader has an assistant or two with particular skills and preferences that relate to the collaborative effort. Another possibility is rotating leadership, where one person agrees to serve as leader for a short period and then is replaced by another. Whatever the pattern, willingness to try different styles and encourage the leadership efforts of others is extremely important.

8. In collaborative groups it is also important for the leader to be able to work with power figures and groups in the community, as well as those people and groups who are powerless or so perceive themselves. Often, for example, board members of United Way have a good deal of power in both business and voluntary agencies. At the same time the board members of a neighborhood center, though visible and important in their neighborhood, may not be powerful communitywide. The leader needs to be able to perceive these differences in power and help individuals and groups see their strength and utilize their different kinds of power, with each other as well as within the community.

   As decisions are made about jobs that need to be done, the leader must be able to make decisions about grouping. In a collaborative effort, subgroups must always represent some kind of cross section of the collaborative effort. It is always important that the different interests, aspects, ideas and values of the collaborating group and individuals are represented.

9. The leadership needs to provide supportive follow-up on delegated work, helpful to subgroups in getting that work done. This may involve suggesting additional resources or a consultant, or the leader may offer to help.

10. Leaders of collaborative efforts have a responsibility to initiate and get feedback on how things are going, to use that feedback and keep the group informed about its use. Feedback efforts can be discussed with the consultant and may happen as "intervention" at different times during the planning stage. It may also help particular groups or subgroups to see what part of their own process is going well and what could be improved, and thus provide their own feedback. Leaders of collaborative efforts need to be comfortable as leader or follower, depending on the situation, the task, the equipment and the abilities of others who take part. Leadership of a collaborative effort is a challenging, creative job and often leads to the discovery of a great deal of leadership talent in others, because the situation is open for everyone to contribute.

We have looked at the role and responsibilities of leadership in a collaborative effort, and now turn to a description of the competencies, attitudes and values that help leaders of collaborative efforts succeed.

Competencies, Attitudes, Values of Successful Leadership

1. Commitment to the belief that all humans have untapped resources is most important. The leader must feel that everyone has something to offer to the effort that a creative, sensitive leader can uncover. We have observed that when leaders believe in the resourcefulness of human beings, group members almost always demonstrate ability and commitment.
2. It is also essential that leaders develop the ability to identify and utilize peers, colleagues and others as collaborators, co-chairpersons, co-planners, acting on the belief stated above.
3. The ability to recognize, implement and value creative compromises is important. The leader must see in difference, hostility and controversy, the possibility of solutions better than either side proposes. That's what is meant by creative compromise: there are win-win solutions in an interdependent situation where people have very different ideas about needs, purposes, goals and actions. The leader values interdependence because out of differences can come new, creative solutions that would not have evolved without the controversy.
4. Stimulating involvement of others is probably important in most situations, but even more so here because it must include involving others in diagnosis, planning, conducting meetings and more. In all aspects of the collaborative effort the actual leading should be done in a collaborative way. The leader nurtures cooperation through temporary task groups, small group work and personal, written or telephone consultation.
5. Communication, verbal and nonverbal, is of utmost importance. Since the leader deals with so many different persons and groups, she or he must communicate easily-directly or by phone, in writing, on audio or videotape or even television. From the start the message is that the project is a collaborative effort, and communicating this takes special skill.
6. It is important for the leader to value, enjoy and be able to work with people who are different in many ways: in status, sophistication, age, race, religion, ethnicity, national origin and with

different levels of energy, time and commitment. The leader should feel comfortable working with both volunteers and staff persons, and be able to value and work with differences of opinion, skepticism about the project or its purpose, sometimes even negativism about what is going on. Difference is the one ingredient characteristic of all the collaborative groups we know, and often it is the most difficult for leaders to handle and to value.

7. As distinct from identifying with one cause or one organization, leaders of collaborative efforts need to identify with the total community. The leader must try to get to know the total community and acquaint him/herself with persons and organizations in all its sectors. At least, the leader should see the community in relation to the participative, collaborative effort that is under way. This is often easier said than done because not only is it important how leaders perceive the community, but also how they are perceived and received by the community. Often a leader needs to change his/her image to be seen as part of the total community rather than of a particular turf or territory.

8. Closely related to the foregoing is the ability to identify with and mobilize temporary groups as well as the leader's own, to develop creative strategic procedures and avoid old bureaucratic ways, to be open to a variety of ways and resources to get the job done. Ability to develop a stepwise plan from beginning to middle to action strategy is an important competency for leaders of collaborative efforts. The leader need not do the planning alone, but it will be initiated through the leadership. This planning may include a time sequence chart indicating what needs to be done, when, and by whom. It usually includes a series of meetings with the persons who will carry out the action. It means being flexible when time schedules need to be changed because of unrealistic planning or blocks that have emerged.

9. Ability to demonstrate "how to" is a competency many experienced leaders do not have. They are more comfortable delegating to others and remaining aloof from the actual process. In a collaborative effort it is important to participate and demon-

strate, and to integrate decision and action. This can be much more fun than the stereotyped leader's role; it allows leaders to be members and followers.

A positive value must be placed on temporariness of task groups and leadership. What matters most in the collaborative effort is the plan for change, not recognition for any one person or group. Recognition needs to focus on the importance of the change effort and the product. This does not mean that recognition of stepwise success ought to be withheld, but that all persons and groups helping should be recognized, and celebrations of successes should be frequent.

10. The ability to build and be a part of teams as a leader is another important competency. Often members of a group perceive the leader as different from themselves. It takes real skill for a leader to become part of a teamwork group and integrate the leadership.
11. Ability to elicit, use, develop and report on feedback usually has to be learned during the process. The outside consultant can help if there is no one in the group who has experience with feedback and evaluation procedures.

The person who leads a collaborative effort can grow in skills, awareness and competence.

Developing Collaborative Leadership Competencies

No one person or group assuming leadership of a collaborative effort is able to carry out all the responsibilities or has all the competencies, attitudes and values mentioned above. Nor can one person develop them all, but most people can learn some of them given the opportunity. There are many ways of learning to lead collaboration-development efforts.

1. One place to learn is on the job, working as a team with the outside consultant(s). By participating as plans develop, ideas are tested and strategies are drawn up, it is quite possible to learn the knack of collaborative leadership.
2. Seminars and workshops that develop leadership skills and awareness are available in some communities. When selecting such an experience, it is important to find out whether it is

geared for the leadership of collaborative efforts.

3. Sometimes it is possible to expand one's leadership ability on the job with "at-the-elbow" help from colleagues, peers or consultants. Often this can help even a person who has led or participated in a collaborative effort before.
4. Some persons have learned a new leadership role and style through interning with a competent, experienced collaborative leader. This may be possible in one's own community, or the opportunity may have to be sought elsewhere.
5. Co-chairing an effort of this kind often leads to a great deal of awareness and mutual and reciprocal learning. It is interesting how co-chairpersons can help each other, particularly if they elicit feedback from the group. This is perhaps another variety of on-the-job learning, but with the ingredient of shared leadership.
6. Some persons learn easily through reading or seeing case studies. This may be another way, when the above methods are not available or feasible. Indeed there are people who can learn a great many things through reading and/or observing others.
7. A method the authors have found very useful is an "exchange of practices," where people meet to recount their successful and unsuccessful experiences of collaboration. A good exchange of practices session takes at least one day and utilizes a structured schedule for describing methods, documenting them and making them available to all the participants.*
8. Skill practice is another training method used to help develop alternative leadership styles and skills. Here there is an opportunity for persons to try out, in a safe situation, behaviors and skills they will later use in a real collaborative situation. It is a modified form of role-playing or simulation; the skill practicer plays him- or herself while others assume roles that will make such practice relevant and useful.
9. Another kind of on-the-job training includes peer "debriefing;" that is, inviting and getting feedback from peers as to how things went and how they might be improved.

*See *Taking Your Meetings Out of the Doldrums*, page 134.

In concluding this section it can be said that collaborative leaders are not born, but that leadership can be developed and may be a rich addition to a person's skills and abilities. It is clear to the authors that when persons have had a successful collaborative leadership experience they become better leaders of other efforts.

Consultant's Role in Leadership Development of Collaborative Efforts

We refer here to a consultant or consultants who are skilled professionals, often from outside the community in which the collaborative effort is taking place. They have been selected to consult on the collaborative effort because of their experience, competence and reputation. The contract for their services has been settled in terms of both time and fees. We have found that consultants for collaborative efforts, just as leaders, have some particular jobs to do and need specific competencies.

1. The consultant must give at-the-elbow help and support to the leader or chairperson, often to a variety of committees, and to task groups that may develop as the collaboration evolves. This can be via "mini-training" and/or "macro-training" events, telephone consultations, consultations via audio- and/or videotape, and through co-designing and planning meetings and conferences. This is a major task of the consultant if his/her clients are to be helped to do things in new, creative and productive ways.

2. The consultant often has to initiate ideas for recruiting and tapping human resources and strategies for action. Usually the consultant does not do this alone, but sometimes the leader may ask the consultant to do a particular task. It is up to the consultant to decide whether or not the request is appropriate.

3. Often consultants have to help plan who is to be involved or, more often, how they should be involved: how they might be invited, whether they would be part of the core planning or steering group or of a temporary group. Consultants need to know about resources beyond those the planners may have considered. For instance, one group had not included anyone from predominantly lower middle class or lower income areas in the community. The leader simply did not know people

outside his own social circle, and therefore did not think of them as leaders or facilitators. When the consultant pointed out that certain parts of the community had not been included, the leader and the planning group were delighted and succeeded in involving them.

4. "Process interventions" at meetings, in the planning process and in the action phases, are essential to help a collaborative group with lots of internal differences become productive and cooperative. Process reviews often must be suggested by the consultant. The consultant and the leadership may design them together, but many leaders prefer that the consultant initiate the intervention so the leader can participate in the same way the others do.

5. The consultant may need to model behavior or ways of working that will condition the expectations of others. For example, the arrangement of the room for meetings can be done by the consultant to help others learn comfortable ways to sit and communicate. The consultant may design the beginning of a meeting so that as people come in they are greeted, seated and involved in some useful activity. This leads them to expect the collaborative meeting to be productive and efficient. The consultant may suggest subgrouping as people arrive, so that the first task is done in pairs or trios which sets the precedent for working in small groups.

6. Other important jobs of the consultant are anticipatory practice with the collaborative leader and debriefing after an event is over. Anticipatory practice may include practicing how to handle distracting behavior such as skepticism or negativism, or how to deal with a variety of useful and useless suggestions. This would be the skill practice described above, with the consultant perhaps taking the role of the skeptic and the leaders playing themselves.

   Debriefing includes discussions after a meeting to increase awareness of why things went well, how things might be improved, and what activities may be needed between this meeting and the next. The debriefing should take the form of a scheduled conversation between consultant and leadership, to look at the dynamics of the meeting together and discuss them fully. The purpose of the debriefing is to build new awareness and develop new skills for next time.

7. We have found that documentation of the activities of a collaborative group is essential to keep the group going, and very important to integrating new members or groups.

   Documentation is also essential if the leaders and participants are to have a chance to look back and see what they did, how they did it, and what they might carry over or improve in their next efforts.

   Documentation can prove helpful if an individual or group wishes to know why they were or were not included in the initial group. If the criteria for invitations and inclusions are documented, they can be utilized to explain the actions of the planning group. In an age of distrust, questioning and malpractice suits, it appears essential that efforts to promote change should be documented to provide proof of the activities of the collaborative group. In addition to this, much of the documentation in the cases referred to in this book was helpful in producing reports of actions planned and taken, and thus were utilized to disseminate information and inform and involve more citizens.

8. The consultant's role in collaborative leadership development is a varied one. It is necessary for the consultant to shift from resource to counselor, to leader, to member or participant. In a collaborative situation the consultant takes on all these roles and perhaps others, and it is important that he or she be comfortable and able to make these shifts consciously and time them appropriately.

Attitudes, Values, Competencies of Consultants

We believe that the competencies of consultants in collaborative situations are very different from those needed in community or organizational development. The collaborative situation is quite different because of its variety of persons and units which are, at the beginning at least, not at all interdependent, nor often even related to one another.

1. Ability to build a client system is a prime necessity in working in a collaborative situation. In an organizational or community

setting consultants may have a ready-made client. In a collaborative situation an initiator or small initiating group contacts the consultant, but from there (in our experience) the consultant has to build or help build the larger collaborative client system. Indeed, without success in building that collaborative group, there is no appropriate client with whom to work.

In most collaborative situations there is no ready-made internal core team. Here too the consultant must help build an internal team that is a mini-model of a collaborative group. The consultant needs to work closely with the leader or leaders of the internal group, which may be the planning group, the initial startup group, or a subgroup responsible for specific events.

2. Among the tools the consultant brings to this situation must be skills of diagnosis and strategy planning. Among diagnostic tools most useful to the authors have been people with ideas for nominating persons and groups to include in the collaborative effort. We have found an "action research" model very useful in both diagnosis, needs assessment and strategy building.

3. A unique feature of consulting in a collaborative situation is the need to conceive simultaneous entry strategies — to make similar initial contacts with various persons and groups at the same time. For instance, the consultant may interview a number of community leaders the same day or week with a prearranged interview schedule, or attend several meetings of decision makers — boards of trustees, etc. — in a given month. These must be seen as simultaneous so that there is no importance given to first versus fifth contacts. In our society we tend to equate "first" with "important," and the consultant in a collaborative effort must be extremely sensitive to this. Consultants must be able to interpret the contacts as simultaneous and equally important when they are made in a given time span, and not subjectively rank them in some order of importance. We have pointed out elsewhere in this book that intergroup competition is a very real factor in a collaborative setting, particularly in the initial stages before trust and interdependence become a reality. To facilitate these multiple initial contacts, a consultant needs the ability to build and maintain a variety of concurrent relationships and activities with indivi-

duals and groups. Collaborative consultation probably takes a great deal more time than consultation with a single unit. The consultant needs the skill to differentiate between concurrent relationships, contacts and activities, yet connect and correlate them appropriately.

Not only are there many concurrent relationships but they may change as the collaborative effort gains momentum. The consultant may work initially with organizations in the community, then later with collaborative task forces. The initial group may be a variety of individuals from different sectors and strata of the community. Later consultation groups may be composed of individuals related to the planning group or subgroup.

Skill in working with vastly different people is much needed by the consultant. In addition to differences in sex, sophistication, education, social class, race, religion and ethnicity, there are differences in time available and in commitment. There is a difference between working with volunteers and staff. There are differences in the mental and physical health of individuals. Organizational differences include size, time available, volunteer and staff structures, skills and commitment. There are great differences between organizations and agencies in their ability to be interdependent rather than oriented to their own system.

4. In addition to the roles already mentioned, a very important competency for the consultant is to be able to act as a connector or linker. Often the consultant helps the leadership link people or groups. The consultant must be able to play a third-party role, not only as a connector but to mediate differences that, appropriately utilized, can result in creative compromises and win-win situations. If the consultant is from outside the community, she or he can be objective, and perceived by clients as free of the emotional or psychological involvements of one who lives in the community.

5. A much needed skill is the ability to help the leadership develop consensus, and work with the leadership and the groups to develop priorities for action and change. Often participants' only previous experience is through membership of a board or city council, where Robert's Rules of Order are the only way

business is done. If the consultant has a repertoire of consensus and prioritizing strategies available, it is very helpful.

6. Sophisticated and able consultants in any situation can probably utilize additional resources when they do not have all the answers. In a collaborative situation it is absolutely essential that consultants be keenly aware of their own abilities and limitations and supplement them by recruiting appropriate additional help. Often consultants perceive themselves (and are perceived) as all-knowing. This can be a serious trap if the consultant cannot see the utility of other human resources and skills.

7. Competence in designing and conducting training is essential to the collaborative consultant, whether with individuals, small or large groups. It requires the ability to design, often on the spot, participatory training experiences for planning groups, ad hoc task forces, and other groups.

8. The collaborative consultant must be able to get the client to utilize the consultant's help. It can be hard for clients to know when and how to ask for help, and to feel that their competency is not overshadowed by that of the consultant. A skillful collaborative consultant makes him- or herself available in ways that add to the client's self-image of competency rather than diminishing it.

9. The consultant must be sensitive to ethical issues in intervention decisions. For example, a planning committee may be willing to invite poor people to participate, but unable or unwilling to provide the necessary funds. Another such issue might be a plan to hold a large communitywide conference in a facility that does not ordinarily open its doors to people of all racial, religious and economic backgrounds. In some cases, persons who ordinarily participate in activities there will not participate in a communitywide meeting, even when it is advertised that an exception has been made. Core teams, planning groups, collaborative collections of individuals and groups face many ethical issues, and it is often up to the consultant to point out the issues and the consequences of specific decisions and behaviors.

The consultant involved in collaboration/change agentry needs a specific bag of tools, competencies and values. The list above is but a beginning. We believe that as we work with and train consultants in these situations, we will see more clearly the differences and similarities between this kind of consulting and others.

Some Ways to Develop Collaborative Consultation Skills

Many professionals have some collaborative skills and competencies already. They may come from such backgrounds as public administration, social work, religion or public health. But in addition to whatever has been learned in these disciplines there are opportunities for stretching the consultant's competencies as collaboration organizers.

1. Perhaps one of the best ways for a consultant to learn to be skillful and helpful in collaborative situations is to intern with someone who does this kind of consultation. We have found this extremely successful and useful.

2. The authors and others offer workshops in consultation, a few with particular emphasis on collaborative consultation. Here new skills can be learned and practiced. Consultants can bring along case situations on which they want help or which they wish to review. Workshops can range from two days to two weeks, and are available in several parts of the country.

3. Being a part of an interdisciplinary group or team is a way to begin to learn some specific aspects of collaboration. Such a group usually mixes the conceptual and the practical, and helps one to look at one's own practice and expand one's ideas and skills. This kind of group may be available as part of graduate curricula, through faculty team teaching workshops and/or seminars, or it may be an interdisciplinary group planning a collaborative activity.

4. Observation with participation is another way to learn. Since there are now so many coalitions, collaborative groups and interdependent cooperating bodies emerging in our society, it becomes increasingly possible for consultants to participate in them and learn more about collaborative consultation. These systems are being developed on national, state and local levels.

5. A consultant might volunteer to work with collaborative groups to get experience. Often short volunteer experiences can be good on-the-job training, and may be the most available way of gaining such training in a relatively short time.
6. Meetings where consultants exchange practices are another way competencies in collaborative consulting can be developed. These exchange of practice sessions can be as short as one day. Some utilize a prepared instrument for interviewing the consultant and documenting answers and comments. At the end of the session participants receive a dittoed copy of the documented collaborative consulting practices that have been discussed. The instrument will include the name, address and telephone number of the consultant who has described the practice, so that other participants can contact her or him for additional information.
7. Another way to develop competencies is to study documentation of collaborative activities and events. We have found the reports referred to in this book extremely useful in "stretching" ideas about collaboration and illustrating differences among communities. Case studies can also be put on audio or videotape and made available as learning tools.

This is a relatively new field of consultation, and not all competent consultants will become competent collaborative consultants. However, it is realistic to expect that any consultant interested in working in the collaborative field can do so given willingness, effort and commitment to learning. This is an exciting and expanding arena, one that needs many different backgrounds, efforts, ideas and skills.

Chapter 8

IMAGES OF POTENTIAL: ADAPTATIONS TO OTHER SYSTEMS

Our experiences of building collaborative systems have focused on the community. From them we have derived underlying principles and guidelines for successful collaboration development. We believe the basic design is quite adaptable to other systems where there is fragmentation, lack of interdependence, typically poor communication and planning, and a dearth of merged energy for taking action.

As illustrations of potential adaptations we have selected eleven contexts in which to project brief images of what such designs might be. We have selected:

1. Collaboration development within a local organization; in this case a public sector organization, the mayor's office.
2. A community planning activity growing out of an innovative adult education program.
3. Collaborative development within a national organization with regional offices and local units.
4. A regional university-based forum sponsored by an urban studies center.
5. State level collaboration development, including collaboration between public and private service delivery as a state level function for local communities.
6. A Governor's Conference focusing on development of citizen participation.
7. A national interagency collaboration of youth service organizations.
8. A national collaboration among public, private and business sectors.

9. Multinational collaboration development between corporate business and private human service sectors.
10. Multinational collaboration development within the public political sectors.
11. Multinational collaboration within human service network systems.

Our purpose is to provide some "starters" for readers who might wish to develop adaptive models.

1. **The Mayor's Office**

The Director of Human Resources in the mayor's office reads a report in the newsletter of the Municipal League about a collaboration development design used in another city to strengthen interdepartmental teamwork, development of public service volunteers, and collaboration among private agencies to carry out some city programs. She reports her idea to the mayor, who at the moment is feeling pressured to do something about improving the variety of youth services — employment, recreation, legal services, drug rehabilitation, and the juvenile justice system. He initiates an ad hoc interdepartmental team of five, chaired by the human resources director, to find out more about the program and come back with recommendations for initiating some kind of collaborative effort.

The interdepartmental group is referred to an external consultant, who meets with them to map out a possible sequence and design. A planning group is initiated which includes members from five city departments and two youth service organizations, the very active youth administrator of one of the churches, the assistant superintendent of schools, the president of the Junior League, the director of the Voluntary Action Center, and key leaders from the Asian, Black and Mexican-American communities. Later two youth members are added.

With the help of the consultant, this group uses the nomination process to identify key power figures and program service people involved in youth services. The focus of the collaborative event is consultation to the mayor's office on priorities for a coordinated youth services program, and collaboration with the mayor's office to implement recommended priorities. Two ad hoc task forces are activated as part of the preplanning activities: one to identify and describe briefly existing youth services in the community, and the second to collect whatever data are available on youth problems and needs.

Eighty-five key people are invited to participate in a one-day work conference on planning and coordination of youth services. During the conference the mixed table groups of public and private service personnel become acquainted, many for the first time, and find unexpected consensus about priority needs and ideas for action. Eight task forces emerge from the day's conference, with secretarial support from the mayor's office and United Way for their continuing task force work. For the first time the mayor feels genuine support from all the key elements of the community for budgeting and staffing this aspect of municipal services. For the first time the school superintendent and public agency leadership experience a general availability of public facilities and funds to complement and help coordinate a basic design for youth services in the community.

2. **A Community Adult Education Program-Course Sponsored by the Local Community College**

This is a course designed to help participants learn about community development and how to bring about change. Participants have been invited to come as teams from organizations, agencies, governmental units or neighborhoods. Teams must consist of between three and seven or eight people.

There are 87 persons in the six-session course.* Sessions last two days each, from 9:00 a.m. to 4:00 p.m. The timing is worked out so that team members from in and around the community can spend concentrated time together to learn, plan and try out their strategies as part of the course. Each team has the opportunity to listen to, learn from and give additional ideas to each other as plans, problems, goals and strategies are presented.

The course content included:

1. Alternative ways to make change happen
2. Strategies for "influencing upward" — affecting decision makers who can help with projects

*This type of course is described in *Team Training for Community Change*, by the authors and publishers of this volume. See page 162.

3. Designing meetings that are fun and productive
4. The power structure — who makes things move and shake around here?
5. Community analysis, diagnosis, and plans for organization and development
6. Understanding differences
7. Recruiting, recognizing, educating, maintaining citizen participation
8. Designing feedback and evaluation tools — and using them

Between sessions teams work on their own projects. If necessary they can contact one of the community persons leading the course. They keep a "path of progress" chart to indicate their successes and upsets. Regular celebrations are held during the sessions, when a team takes a successful step toward their goal or hoped-for outcome.

All the teams are excited about their projects. They are working on such things as:

1. Getting the Welfare Department to open one evening a week
2. Developing outpost libraries
3. Developing a directory of services in Spanish
4. Improving transportation for the elderly
5. Initiating public health nutrition courses in Spanish
6. Developing employment opportunities for ex-felons
7. Developing a financial support system to build a new community swimming pool
8. Designing a voter registration drive in poor and bilingual neighborhoods
9. Developing strategies to get the Board of Supervisors to finance twelve probation aides
10. Renovating an old municipal building to make it into a community recreation center

Everyone is involved; all 87 participants, and many more citizens recruited by course members to help their projects.

3. A National Private Human Service Organization

A member of the organization's national board (occupationally the president of a decentralized corporation) suggests to the national board and executive committee that a great deal needs to be done to involve regional and local units in long-range planning and goal setting, and that much more coordination is needed between national and regional offices in delivering training, program and financial support services to local units. The national executive recently heard a presentation by a prominent professional about collaboration development designs. He calls an executive in another national agency to identify the resource person. After a lunch session with several members of his staff and the resource person, he proposes a plan and budget to the executive committee. The plan outlines a vertical teamwork development process which starts with recruiting an ad hoc committee of volunteers and professionals from (1) the national office, (2) regional offices, and (3) local units. The outside resource person is asked to serve as consultant. Two members of the national staff serve as internal consultants. These three become a consultation team to help design and facilitate the process.

After four months of preparatory work, a one-day national consultation is convened. It focuses on a design for collaboration between the national board and local units in a process of national goal setting and local planning for implementation. The second focus is an assessment of needs for consultation, support and services for local units and coordination and collaboration between regional and national offices to provide these services. One interesting innovation here is the development of core task forces with members in geographic proximity for meetings, but with a wider circle of "affiliate task force members" to provide agenda ideas and input for each meeting, and to be consulted on the task force's deliberations and recommendations within two weeks of each meeting. A budget for telephone consultation is set for each task force.

Deadlines are set for recommendations to the national board and staff, the regional units, and the leadership of local units. A vertical steering committee is appointed with accountability for monitoring the follow-up process, to review reports, and to present progress reports at each national board meeting. The national director and the chairperson of the board request that at the end of twelve months the original core group conduct a review consultation with the task force chairpersons and other relevant people, to evaluate progress and make recommendations for continuation and modification.

For the first time the leaders of many of the local units see an opportunity to influence directly the policy of the national organization. The national leadership feels new support, and is confident that national goals will guide and facilitate local program activities. Regional staff and volunteers feel they are a significant, integral part of the national system, and at the same time are respected and utilized as resource centers by local units who before have typically gone "directly to national."

4. **An Urban Studies Center Forum**

The Urban Studies Center of the University has an interdisciplinary staff with joint appointments to the Departments of Sociology, Political Science, Public Health, Natural Resources, Architecture, Economics, and Anthropology. The Center Advisory Committee is composed of 23 community and regional leaders and professional practitioners. Several task forces on regional problems of transportation, energy utilization, health services, educational resources, population and housing, and economic development have been working for a year (with a deadline) on a Regional Future Forum.

Through a nomination process, 200 key persons have been identified and invited to participate, and an open invitation has been issued to all citizens through advance registration coupons in the newspapers.

The one-day forum draws 230 participants, including 187 of the invited leaders. Everyone participates in a regional "futuring" exercise and then chooses one of the task force clinics where participants review their selected goal and work on implications for action. All participants have the opportunity to join one of the variety of "action teams" to work on implementation of the 18 priority goals that have been generated. Each action team selects a convenor, decides on future meetings and consults with Center staff members about available resources. Graduate students and Center staff members are affiliated with all action teams as resource persons and linkers to the resources of the Center. About fifteen Community College students are working as volunteers with the forum, as a project for their class in "Planned Change." They are helping with documenting, developing a conference report, locating data for the action teams, etc. The follow-up work to keep up the momentum of the action teams is being coordinated by a Forum Follow-up Team of three.

5. **A Statewide Collaboration**

The special assistant on volunteerism in the governor's office is delegated to come up with recommendations for facilitating statewide recruitment and utilization of volunteers to answer increased service demands. The budget for this is somewhat decreased due to a citizen movement for a cutback in tax revenues. A colleague in the State Department of Mental Health has loaned her a recent report on design for collaboration development and utilization of human resources at the community level. Consultation with the governor's office on volunteerism results in a limited consultation budget and she secures a skilled consultant to talk over relevant possibilities. The following idea emerges: the eight regions of the state might become foci for coordination of efforts to recruit and place volunteers in state institutions and other public service activities and to support collaboration with the private sector. An ad hoc planning group is activated which includes individuals from several state departments, two or three state level representatives of the private sector, representatives of the state university and the two regional community colleges and representatives of two regional federal agency offices. They review possible designs with the consultant and come up with a plan to invite teams of public officials and private service agency personnel from each region for a one-and-a-half-day conference. The consultant helps develop a four-person consultant team: a staff member from the governor's office on volunteerism, an organization development and training specialist from the state university, a community development specialist from the state Department of Social Welfare, and a young member of the state legislature who has a background in social work.

The state level conference releases and develops a great deal of energy, with the creation of regional teams. This leads to the recommendation that a workshop on the development of volunteerism be conducted in each region with consultative help to develop and implement a one-day workshop and a program of public dissemination.

Each regional team begins an inventory of local resources (such as volunteer bureaus and voluntary action centers) which can help in recruiting, screening and placing volunteers. A major thrust is to orient public officials to the potential of volunteers and provide training in the administration of volunteer programs. Researchers from the community colleges assist in gathering data. The governor directs his budget office to develop a procedure to document volunteer services and provide an annual accounting of the human resource contribution to the state budget.

For the first time, state departments become aware of the value of volunteer staff members; the regional centers become a functional base for communication and collaboration between public and private sectors; and many citizens see opportunities for a meaningful connection to the political and governmental processes.

6. **A Governor's Conference on Citizen Participation**

Because the President of the United States is planning a national conference on citizen participation, each state is holding similar conferences. The purpose of the state conferences is to select key issues and concerns, and to elect delegates to the national conference.

The key question at the state level is how to get participation from all parts of the state, as well as from all functional sectors: all age, economic, race, ethnic, religious and lifestyle groupings; the well and the handicapped; women and men. A plan to get this representation for a three-part conference is .being developed.

Plan I is a one-day session to prepare participants, table leaders, recorders, and liaison persons for their particular roles and jobs.

Part II is the conference itself. About 500 will be there, seated at 50 tables for ten persons each. At each table will be a trained table leader, and a recorder. Discussions of issues, prioritizing concerns, and formulation of recommendations will be done at each table. A highly skilled group facilitator will lead the total group. There are no invited speakers. There are microphones on the floor, and representatives speak and report for their table groups. All the ideas are recorded on large sheets of paper, so they can be summarized, disseminated and used by everyone.

Part III is a follow-up meeting of persons who agreed to pull together the materials from the conference for the participants, and for the national planning committee in Washington, D.C.

Altogether about 1,000 citizens of the state are involved in this ongoing effort. Only 48 go to the national meeting, but the real payoff is action at the state and local levels.

7. A National Interagency Collaboration

The following outlines an actual case in which the authors were involved as initiators and facilitators.

The national director of a youth service organization received a memo from his research and development unit suggesting that he convene a national consultant of seventeen similar public youth service organizations. He liked the idea but was concerned that "turfdom" orientations would result in suspicion of an effort by one organization to assume a convening role. After several roleplaying sessions with his two consultants, he convened a "Dutch treat" lunch with the directors of the seventeen national organizations to explore the idea of collaboration. In the first twenty minutes, thanks to his anticipatory practice, he was able to communicate credibly that he had no "empire" motivations, and that what happened after the luncheon would result from the group's decisions. He offered to provide a part-time staff person directly responsible to a coordinating committee and suggested rotating leadership of whatever continuing group might be established.

A coordinating committee did emerge, and worked with the consultants to design a two-and-a-half-day national consultation of teams from each of the agencies. Subgroup work would be a major part of the national consultation design. Each team was invited to bring an exhibit of resource materials for an exchange of successful practices as part of the program.

A design very much like those described elsewhere in this volume was developed. The subgroup work moved back and forth between heterogeneous interest task forces and agency teams. Seven interagency task forces emerged to do developmental planning and design future meetings and work assignments. Assignments included drafting interagency funding proposals to foundations and government agencies, some of which were remarkably successful. Interagency coordinating committees continued as a support system, with a half-time staff resource person. This national collaborative group has grown and is still very active some five years after it began.

8. National Collaboration of Public, Private and Business Sectors

The White House develops a concern for more active citizen involvement at national, state and local levels to improve the quality of government functions and delivery of services to communities. This encompasses collaboration between national public and private agencies to coordinate efforts to utilize volunteers. Business and labor are included.

The White House secures consultation from the National Alliance of Volunteerism, a consortium of private and government agencies focused on volunteer advocacy. With this guidance a planning panel is established of appropriate leadership from federal agencies, national human service and educational organizations, business and labor. This twelve-person panel is given the responsibility of developing a three-day White House conference on policies and strategies for development of collaboration at the national regional, state and municipal levels. Through a careful nomination process, 75 key figures are invited to work together on four tasks.

The first task is to create a clear policy statement, supporting collaboration among volunteer, public and business sectors to develop significant opportunities for volunteers in public services of all types, at all levels. The second is to develop a multimedia resource kit, for public officials and private administrators, to clarify concepts and suggest techniques to recruit and utilize volunteers as extensions of staff resources. The third task is to outline a series of training modules which will orient all supervisors to effective recruitment, training, support and reward of volunteers. The fourth is to develop strategies to identify and recruit a national network of professionals who will utilize the trainers' modules to provide needed support for effective volunteer development. The network development concept includes identifying campus-based personnel and professionals in all areas of the country, at all levels, as a professional support team.

The consultation also recommends that a White House conference on Volunteer Human Resource Utilization be convened in two years. It will be preceded by state conferences to document and share significant models of human resource utilization; to give national visibility to outstandingly successful practices; and to provide nationwide sanction and support for development of the country's greatest resource, the volunteer time and energy of its citizens. As a complement to the national dollar budget, the President prepares a "human resource budget" statement indicating the magnitude — in many billions of dollars — of citizen time and energy.

9. Multinational Collaboration of Corporate and Human Service Enterprises

At an annual conference of the International Consultants' Foundation, the director of cross-cultural training and orientation for a large multinational corporation mentions the need for an exchange among groups involved in preparing personnel for transition from their homes to jobs in other countries. Another participant, from one of the large international student exchange associations, expresses a similar need. A small ad hoc task force is set up to explore possible participation and funding for an international conference on training for cross-cultural transition. The task force discovers much interest on the part of educational, human service and business organizations. With this evidence of interest it is not difficult to find funding support for conferences in the United States, Europe and Japan. A conference planning committee is established to provide leadership in the three areas. One committee team works on identifying appropriate invitees to insure an effective mix of participants at each conference. A second team works on documentation and follow-up evaluation, and a third on design and procedures. As in the community-level conferences, the principle of heterogeneous subgroups is important in developing collaborative relationships and sharing experiences. An important addition to each conference is resource teams from the receiving countries. These teams provide information and collaborate in developing role-playing exercises and briefing documents.

The collaborative network that develops in each conference provides a rich resource for training and consultation activities. One interesting development is identification of the need for orientation and training meetings in receiving countries to promote the most effective utilization of their cross-cultural visitors.

10. A Multinational Public Sector Collaboration

A member of the United Nations Secretariat hears a report of the multinational collaboration described above. It seems to her quite feasible to utilize this design to develop an exchange of skills among the many nations with problems of involving the young more effectively in their societies, and supporting the elderly and utilizing their wisdom. Communicating with a colleague in UNESCO, she is able to activate a task force with the responsibility for designing cross-national conferences on innovative successful practices, using the collaborative design.

11. Development of a Multinational Network on Volunteerism

Two board members of the International Association of Volunteers, attending a workshop on volunteerism, pick up from the exhibit table a reprint of the case study in Chapter X of this volume. They become excited about the idea of a "collaboration through distance" model as the pattern for an international network of leaders in volunteerism.

In a half-day consultation with some colleagues, they develop the idea of an audiotape/written "dialogue stimulus package." They identify a leader in each country who will use the package as the basis for convening a team of colleagues representing the public and private sectors, each team to communicate with teams in other countries. The first kit includes Polaroid pictures of the initiating team, a tape, and a suggested agenda and design for a session with questions and alternative ideas for action. Also included is a list of leaders the initiators have identified in other countries, and a suggested communication to send other members of the network to document each team's meetings.

As the process develops, communications begin to include reports of successes, questions about problems and plans for exchange visits.

A great deal of developmental work begins in each country. The international network of volunteerism has escalated the significance of connection and influence.

We hope these brief vignettes have suggested a few potential adaptations of our basic collaboration-development design. It will be fruitful to share adaptations as we all develop them. If you will send reports to us, we shall try to find ways to share them among those of us who want to communicate about collaboration.

Chapter 9

TOOLS USEFUL FOR COLLABORATIVE MEETINGS

We have tried to select in this final chapter some tools you may find helpful to adapt as you plan a collaboration-development design or activity. All were created to be used in specific situations, but we have found adaptations of them useful in most community consultations. The checklist (Tool #10) is a summary of cumulative experience. Our volume, *Taking Your Meetings Out of the Doldrums,* provides much more detail on the development and use of some of these tools.

1. From Goals to Action
2. Action Planning Steps
3. Sample Instructions for Table Facilitators and Recorders
   - 3A. Sample Leadership-Facilitator Guidelines
   - 3B. Some Hints for Documentation on Newsprint.
   - 3C. Sample Guide Sheet for Facilitators
   - 3D. Sample Instructions for Table Facilitators and Documenters.
   - 3E. Recorder's Sheet
4. Brainstorming
5. Evaluation, Feedback and Stop Session Samples
   - 5A. End of Meeting Reflections
   - 5B. Table Group Stop Session
   - 5C. Stop Action for Small Groups
   - 5D. "Face Scale"
   - 5E. End of Day Feedback Graffiti Sheet

5F. Follow-up Questionnaire
6. Sample Exchange of Practices Instrument
7. Our Follow-up Questionnaire
8. Nominating Key Persons for Invitations
   8A. Sample Invitation Letter
   8B. Invitation Memo to Agency Team
9. Take Your Meetings Out of the Doldrums
   9A. Planning a "Turned On" Meeting or Conference (Part I)
   9B. Data for Part I
   9C. Sample Telephone Conference Agenda
10. Checklist for Planning Meetings
11. A Collaboration Developer's "Do" Checklist
12. A Community Developer's "Watch Out" Checklist
13. The Volunteer as a Researcher

Following the tool kit is a list of the communities where collaborative conferences were held, and titles of some of the task forces that were formed during these conferences. Finally we have provided a bibliography of background reading for planners of collaborative action.

TOOL #1: FROM GOALS TO ACTION

A. Assumptions Underlying this Approach

1. Persons to be affected by plans and decisions should have a part in making these plans and decisions.
2. Involvement leads to an investment of interest, time and responsibility on the part of the participants.
3. This process requires the selection of realistic "do-able" goals.
4. It is a way of working **toward something, rather than getting away from** pain or problems.
5. Brainstorming stimulates creativity because of its nonjudgmental, free atmosphere for getting ideas.

6. There are no preconceived ways to reach the goal.
7. There is an emphasis on alternatives all the way through the process — alternative goals, and alternative action patterns.
8. Since the work is done in a group, there is much opportunity to build on each other's ideas.
9. There is orderly movement from image of potentiality brainstorming, to goal selection, to diagnosing forces that will help or hinder reaching the goal, to alternative actions on the strongest forces, to beginning startup action steps.

B. Images of Potentiality

1. In this process you take an imaginary leap of five years, one year, six months or any time span **ahead** and look at what is **now** happening that makes you pleased with the progress since five years, one year, or six months ago — you brainstorm and list **all** the images you see. You do this in the present tense.

2. **EXAMPLE:** It is now ____________________. You are floating in a helicopter above your department, district office, branch, service, or office. As you look down at **your area of work** you are pleased with the improved communication you see going on. Specifically, what do you see?"
   - "Easy access by employees to the boss"
   - "Productive, fun, short staff meetings"
   - "Clear understanding and use of program goals by most employees"
   - "More involvement in decision making" — etc.

   RULES FOR BRAINSTORMING

   a. List **all** ideas
   b. Do **not discuss**
   c. Do **not judge**
   d. Repetition is O.K.

4. After the group gets out ALL the possible images, the members look back at the list and choose the one they feel is most important; that they would like to work on. If the group is large (over seven people), choose two images and divide the group to work on both.

5. Now translate the image into a goal on which you will work (e.g., "to involve more employees in decision making").

C. **Force Field Analysis** (an adaptation from Dr. Kurt Lewin)

1. Discuss and list **all** the things — all the forces — that you know will **help** you reach the goal. These are things that are now in the picture (field) that will be driving (+) forces toward the goal.

2. Then do the same for **blocks** or restraining forces (-).

3. **EXAMPLE:** (also see Force Field under C-5)

   Goal: To involve more employees in decision making

   Helps +

   (1) Some supervisors want help in decision making
   (2) In our organization there is a trend toward participatory management
   (3) It has been successfully tried in some areas
   (4) etc.

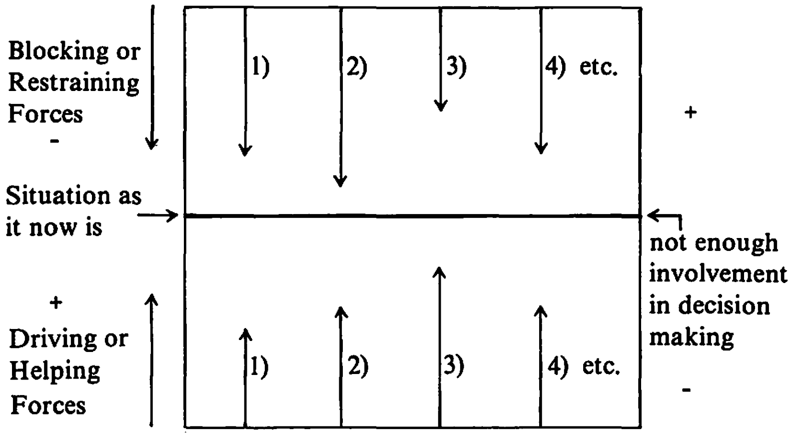
   Blocks -

   (1) Little history of participatory decision making in the department
   (2) Many supervisors lack skill in involving employees
   (3) Some decisions need to be made immediately
   (4) It takes time
   (5) etc.

4. When all the driving (+) and restraining (-) forces have been listed, plot them on a force field. As you plot them you will need to decide on the strength of **each** force. How big or how important are the forces in relation to reaching or blocking your goal attainment?

5. **EXAMPLE:**

Goal: To involve more employees in decision making



6. After listing all the forces you can think of and plotting them on the force field, these are your action choices:

   a. take the strongest negative force or forces that you can do something about and brainstorm all the things you could do to diminish or demolish them.

   b. strengthen the strongest positives — again brainstorm all the ways to do this.

   c. combine strong positives, if possible.

   d. reverse a strong negative into a strong positive.

   e. remove forces, if possible.

7. The best payoff usually comes from diminishing the strongest do-able negative force(s), so let us start there — **brainstorm** all the alternative actions you could take here.

D. Action Strategies

1. Now look back over this list and select those actions you can take to begin to decrease the selected restraining force.

2. You may wish to select one or several to begin on.

3. On selecting your beginning entry steps, answer these questions very specifically:

   a. Besides us, **whom else do we need to work on this?**

   b. **where** do we begin?

   c. **how** do we begin? (phone call, meeting, letter, etc.)

   d. **who** will do what to get us started?

   e. **when** do we start?

   f. **when and where** do we meet next?

4. EXAMPLE:

   a) The biggest restraining force selected is: "Supervisors' lack of skill in involving employees in decision-making" (see C-3)

   b) From the brainstorm list, the choice is to set up a one-year (meeting twice a month) training event to help supervisors learn these skills.

   1. to involve some supervisors in planning the training.
   2. we begin by asking three supervisors to join our group.
   3. we ask them personally on Monday morning at the office.
   4. a meeting date for all of us together with the Director of Training will be set for Wednesday afternoon.
   5. different members of our group are willing to take responsibility for each of the above steps!

HOORAH! — You are now on the way to action that will move you in the direction of the goal **you** selected!

Be sure you plan some "celebrations" as you make stepwise movements toward accomplishing your goal!

From: *The Humanized Future: Some New Images* by Fox, Lippitt, Schindler-Rainman, University Associates, La Jolla, Calif., 1976. Originally published as *Toward a Humane Society: Images of Potentiality*, NTL-Learning Resources Corp., Fairfax, Va., 1973.

TOOL #2:

ACTION PLANNING STEPS

DEFINE THE PROBLEM 1

1. Who is involved?
2. What behaviors describe how people act toward the problem?
3. What information do we need?
4. Is the problem manageable?
5. Is there agreement?

DESCRIBE DESIRED OUTCOMES 2

1. How will we know when we have solved the problem?
2. What outcomes do we want?
   a. Conditions b. Behaviors c. Attitudes
3. Is there agreement?

PROPOSE ALTERNATIVES 3

1. How many different ways could we reach out desired outcomes?
2. Have we exhausted all possible ways of succeeding?

ANALYZE ALTERNATIVES 4

1. What resources do we need for each alternative?
   a. People b. Time
   c. Money d. Materials
2. What are the benefits of each?
3. What are the restraining forces for each?
   a. Can these be reduced?

SELECT THE BEST ALTERNATIVE 5

1. What decision-making techniques shall we use?
2. Do desired outcomes need re-evaluation?
3. Is there general agreement on priorities?

PLAN ACTION STEPS 6

1. What procedures will we take?
2. Who is responsible for what?
3. When will the action take place?
4. Do we need a back-up plan?

TAKE ACTION 7

1. DO IT!

EVALUATE 8

1. Have you reached the desired outcomes?
2. What steps helped or hindered your program?
3. Provide feedback to all concerned!
4. Redefine problem if necessary

From: *Quest For Quality Education*, by Larry Lippitt, W. D. Edmundson, Kendall Coving and Ronald Lippitt, HRDA of Ann Arbor, 1975. (page 112)

TOOL #3(A):* SAMPLE LEADERSHIP-FACILITATOR GUIDELINES

Guidelines for Leadership

A. THINGS YOU NEED TO KNOW — FIRST:

1. There will be **four sections** meeting simultaneously.
   a) Each section has twenty discussion groups
   b) Thus there will be eighty discussion groups meeting in the Embassy and Magnolia rooms
   c) Each section has been assigned:
      (1) different colored coded cards
      (2) Each set of cards will be numbered 1-20, so that your participants will be randomly mixed

2. A **discussion leader** has been recruited for each of the eighty discussion groups.
   a) Thus for each section there are twenty leaders, one section moderator and some resource persons available to help on specific areas of interest
   b) Each room has twenty round tables with ten chairs at each table
   c) Necessary materials will be on the tables
   d) There will be four floor microphones and one microphone at the front table

B. THE FLOW OF THE DESIGN:

1:45 to 2:00 p.m.	People **walk in** and get their table assignments and look for their tables
2:00 p.m.	(1) The **Discussion Section meeting is called to order.** and the Moderator is introduced
	(2) Moderator reviews the ground rules governing the discussions
	(3) Moderator introduces the kickoff speaker

*The tools in Series #3 were developed by Eva Schindler-Rainman

2:15 p.m.	**Speaker** will discuss some of the dynamics and trends affecting collaboration and direct participants' attention to relevant information on materials for their deliberations and discussion
2:30 p.m.	Moderator invites all discussion groups to consider the information, come up with ideas and priorities for action.
2:35 p.m. to 4:00 p.m.	**Round Table Discussions** (a) during this period the moderator may ask for discussion **progress reports** once or twice. (b) **Resource persons** are available if specific areas come up that need specific answers or guidance
4:00 to 4:30 p.m. (approx.)	Moderator will open floor for **comments** from discussion tables Questions also will be entertained at this time.
4:30 to 5:00 p.m. (approx.)	This time will be utilized to establish a consensus of the priorities to be reported to the General Session the following morning.

*** * BE SURE NOTES ARE COLLECTED * ***

FINIS-END. ON TO OTHER EVENTS!

You and Your Table Group —

C. Your Important Job as Discussion Leader

Early Items to do — 1:45 to 2:00 p.m.

1. Please be at your table at **1:45 p.m.** so that you can meet, greet, and seat your table participants.
2. **Help people at your table get acquainted;** this is important if they are to work productively and happily together.
3. Help them have the appropriate background written materials at hand.

4. On your table should be:
   - one large marking pen
   - some sheets of newsprint

The Show Is On!

1. Listen carefully to your kickoff speaker.
2. You may wish to jot down on newsprint the major points being made and the charge to the table groups.

And Now — 2:30ish

1. Review the major trends.
2. Give table participants a chance to add any they picked up besides the ones you mention.
3. Review the charge to the group and share with them the time available for your discussion.

There You Go! — 2:40 or so

Suggested Design for Table Discussions

1. 2:40 to 3:00 p.m.: List on newsprint all the possible images of things that have improved the quality of life in this community one year hence. Then help group select 4 or 5 priorities they would be willing to help make happen.
   a) it is suggested that you encourage a free flow of ideas here to open up discussion and thus **include all** table participants.
   b) you may want to ask someone else to record while you keep the ideas coming.
2. Around 3 p.m: Review the list and give a chance for discussion and clarification.
3. 3:15 or so: Now inform your group that the next task is to decide on the four or five items that are the priorities as your group sees them:
   a. this can be done by consensus or
   b. they may wish to vote with **each person** having **five votes** (written ballot or open vote) or
   c. they may wish to go down the list and cross out the ones they do not see as priorities

d. your choice of method.

4. About 3:40: Your last task is to ask your table members to suggest some steps of action toward achieving their priority objectives:

   a) these steps should be documented — written down on new sheets of newsprint

   b) if there is time ask your table participants to indicate steps they feel especially strongly about being implemented —star these on the newsprint sheet.

5. 4:00 p.m. or so: Thank your table group for its hard work and assure them that all of their deliberations will be read, summarized, and utilized. Then action-task forces will be formed according to priorities selected.

6. You need to be sure at the end of the meeting that your table report is picked up or given to the appropriate person(s).

THANK YOU! Hope you had a fun and productive meeting.

TOOL #3(B): SOME HINTS FOR DOCUMENTATION ON NEWSPRINT

Production Hints:

1. Please use the large felt tipped pens.

2. Write large — don't save paper this time!

3. Label **each sheet** with your section and table numbers.

4. There are two major headings under which to write down ideas:

   a) Sheets 1 and 2 (and more if needed):

      1. heading: **All of our Images for one year from now**
      2. **Star the four or five priorities** decided on by the group.

   b) Sheets 3 or 4 or:

      1. heading: **Suggested First Steps of Action**
      2. **Star key ones.**

Who Should Record?

1. You can be the recorder or

2. You can ask one person to volunteer, or

3. Several people at your table can volunteer so the job is divided.

******Remember,** you don't have to do it; you just need to cause it to be done!!

Be sure it is legible!

Be sure it is handed in!

THANK YOU MUCHLY!

TOOL #3(C): SAMPLE GUIDE SHEET FOR FACILITATORS (TEAM LEADERS)

WELCOME TO A FUN JOB!

YOU will help important things to happen
at and after our conference!

Important Information

1. Your job begins with the General Session No. 1 at 9:15 a.m., Saturday, April 3rd, in ______________________ .
2. Participants will be seated in mixed groups of eight to ten persons at tables all around the room.
3. You are assigned to table number ________________ .
4. On each table will be sheets of paper, a large felt tip pen, and masking tape.
5. Your table is your discussion group.

Some Things You Can Do

1. Introduce people at your table to each other and to you.
2. Make your group as comfortable as possible — please!
3. Give opportunity for speaking and recording to as many of your group members as possible.
4. You can clarify directions given.
5. You can ask questions of program leaders to help your table "connect" to what is going on.
6. You can cause things to happen at your table; you need not do it all yourself.
7. Make sure each time the group discusses its tasks and plans their ideas are recorded on the newsprint — with the appropriate heading — so that a summary can be prepared later for all participants.

The Program Design and Flow in the A.M. — Session Ia.

Note: The time schedule is approximate.

(*) = RECORD, PLEASE

9:15 to 9:30	Greeting and Seating
9:30	Welcome Interview-Introduction
9:35 to 9:45	A few beginning remarks
9:50 to 10:15	Table Discussions Begin (1) What does collaboration mean to Table Group Members? (*) (2) What kinds of collaborative efforts are happening in our community? (*)
10:15 to 10:30	Pop up reports from some tables
10:30 to 10:50	Table Discussion continues (1) What kinds of collaborative efforts do we need here? (*) (2) Who needs to be involved? (*)
10:55 to 11:30	Floor reports and back-and-forth discussion conference with leaders
11:45 to 1:15	L U N C H (Special lunch for facilitators together to discuss how things are going and check plans for the afternoon).

*Any table member may stand up and give one idea for her/his table.

Design and Flow in the P.M. — Session Ib 1:30-5:00 p.m.

DESIGN:

1. There will be a number of **Action Groups** meeting simultaneously.
2. Groups have different topics, but we hope the processes and products will be similar.
3. Each group has team **leaders-facilitators and resource person(s).**
4. Participants will again be at tables of their choice. There will be eight to ten persons.

SUGGESTED FLOW: (*) = RECORD, PLEASE!

1. Some opening remarks in relation to the particular topic area by the resource person(s) and/or facilitator.
2. Discussion among participants:
   — What we are doing in this area (*)
   — What we could do (*)
3. Reports of discussion
4. Back to specific discussion:
   — Recommendations for what could now be done at **local level** to get started (*)
5. Reports, discussion and decisions on what will be reported out at General Session II. Put recommendations on cards, please.
6. Also decide who will be the group's reporter(s).

Design and Flow of General Session II

9:30 a.m. to 11:30 a.m.

1. Small table seating (probably persons from the same action-task groups will want to sit near each other).
2. Reporters from these groups will be interviewed by ________ and ________________________________ .
3. There will be mikes on the floor, so that reporters can speak from there. Table discussion will follow major recommendations.
4. Oral reports and recommendations should be on cards that can be handed to ________________________ at the conclusion of each report.
5. An informal consensus vote will be taken on major ideas presented, so that the decision makers will know the "will of the assembled persons."
6. ____________________ and ____________________ will respond to ideas and recommendations given at General Session III on Monday, as well as making some preliminary comments during Session II.

HAVE A FUN,
CREATIVE,
PRODUCTIVE
TIME TOGETHER!

TOOL #3(D): SAMPLE INSTRUCTIONS FOR TABLE TABLE FACILITATORS AND DOCUMENTERS

Instructions for the Recorder*

1. Each group may appoint or select a Recorder. The attached sheet is to help the Recorder get down some of the salient points in each group.
2. It is possible to have a different Recorder for each session if you prefer.

Enjoy your group. Work towards our goals. Both you and the group will feel productive if you do. Have fun!

*Any table member may stand up and give one idea from her/his table.

Recorder's Name

Task Group

RECORDER'S SHEET

Priority Task Selected	Main Ideas on How to Proceed	Group's Action Suggestions and Plans

TOOL #4: BRAINSTORMING

The purpose of this method is to get out as many ideas on a given question or problem as possible, utilizing **all** the resources of the group without stopping to discuss or judge the worth of any of the ideas during the actual brainstorm session.

The time required varies from ten to twenty minutes depending on the size of the group and the complexity of the question or problem. The size of the group we find best is between three and fifteen persons. One person can brainstorm alone and sometimes two can do it well if this seems necessary or desirable.

Recording the ideas is very important. One person can do this or the responsibility can be shared. It helps to have large sheets of flip chart paper and a broad-tipped felt pen, so that the ideas can be seen going onto the sheet and can be easily read afterward.

The question to be brainstormed about must be one to which all the participants can speak, e.g.:

— all the ways to recruit volunteers

— all the ways to improve our meetings

— all the ways to give information other than through speeches.

There are four rules that help group members do productive brainstorming. Have these rules available to the group through verbal listing and/or posting them in easily visible written form:

1. List all the ideas anyone has
2. Do not discuss
3. Do not judge — all ideas are go!
4. Repetitions are O.K. (just write the idea down again).

A helpful hint to the group if they hit plateaus or silent periods: "Just enjoy your silences because often the best ideas come after the silence."

After the brainstorm it is possible to do a variety of things with the product(s). For instance:

1. Encourage group members to look over their list, mark four or five priority items and report those.

2. If several groups are brainstorming the same question, put the lists on the wall with masking tape and have participants "mill" and read and mark on one another's sheets those items they find most exciting or consider priorities.
3. Or have them check all the items they feel they could do easily (such as ways to improve their meetings).
4. You'll find other uses for brainstorm lists.

Just be sure that there is a use made of the brainstorm products(s). Most people love to brainstorm and enjoy seeing their ideas recognized and utilized. It is one of the best ways to help reluctant participants become active.

From: *Taking Your Meetings Out of the Doldrums*, by Eva Schindler-Rainman and Ronald Lippitt, with Jack Cole, University Associates, La Jolla, California.

TOOL #5(A): EVALUATION, FEEDBACK AND STOP SESSION SAMPLES

END OF MEETING REFLECTIONS

1. Highlights of our meeting for me were:

2. Low points for me were:

3. Things I'd like to see happen at our follow-up meeting:

4. Suggestions I have for the staff are:

TOOL #5(B): TABLE GROUP STOP SESSION (at end of first table group meeting)

1. How do you feel about the **productivity of your table group?** Please check:

   Very productive   Fairly prod.   Fairly unprod.   Very unprod.

   Please comment on why you answered as you did.

2. How do you feel about your personal productivity in your table group so far? Please check:

   Very satisfied   Fairly satisf.   Somewhat dissat.   Very dissat.

   Please jot down why you answered as you did.

3. Now jot down a few ideas of how your group could improve its productivity.

   Please discuss No. 3 as a total table group and make any changes you desire so that your group will function more productively.

TOOL #5(C): STOP ACTION FOR SMALL GROUPS

Jot down and then discuss:

1. What barriers to communication, if any, are operating in our group?

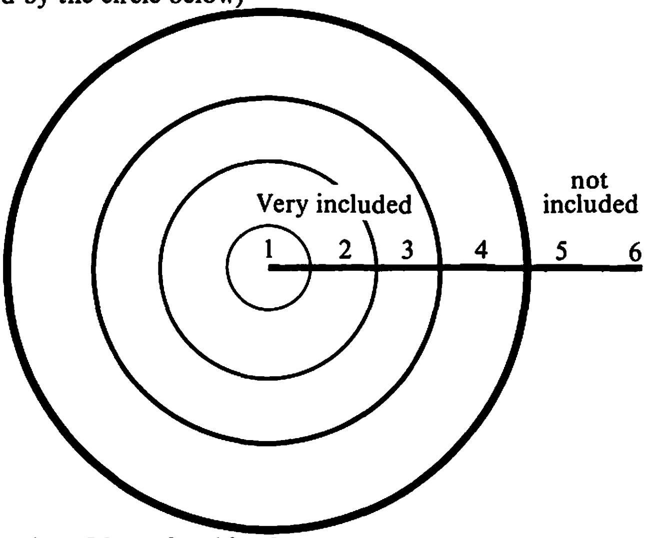
2. What can we do to minimize these barriers?

3. What can you/other members do when you feel the barriers reappear?

TOOL #5(F): (at end of morning — or at end of first day)

1. On the "face scale" please mark an X which represents how you feel now:

2. How much do you feel included in this community? (As represented by the circle below)



3. Suggestions I have for this afternoon (or tomorrow)

TOOL #5(E): END OF DAY FEEDBACK GRAFFITI SHEET

1. Use words, symbols, phrases to express how you are **feeling** right now.

2. Use words, symbols, phrases to express any **learnings** you derived from today:

*Large pieces of newsprint can be put on the doors, so as people leave they can make their graffiti contributions — using a large felt pen.

TOOL #5(F): A BRIEFER FOLLOW-UP QUESTIONNAIRE (sent four weeks after the conference)

1. What do you now feel you learned at the ________________ conference?

2. How and to whom did you report the happenings of the conference?

3. What follow-up activities are you involved in?

4. What kind of workshop would you attend in the future?

The planning-follow-up group really wants to hear from you. Please jot down your answers to our 4 short questions now.

TOOL #6: SAMPLE EXCHANGE OF PRACTICES INSTRUMENT (for interviewing the successful practice informant and recording the answers)

Name of inventor

Address

Telephone No.

1. What is the title — or descriptive phrase — for this practice?

2. Describe the practice so we can see it; a step-by-step description.

3. Where and with whom can it be used?

4. What kind of resources (facilities, people, equipment, etc.) are needed?

5. What are the approximate costs?

6. What are some of the problems or traps we need to know?

7. What makes it a successful practice? Have you evaluated it? If so, how? What were the results?

8. What adaptations have you (or anyone else in the group) used?

9. Other comments?

*See *Taking Your Meetings Out of the Doldrums*, page 134.

TOOL #7: OUR FOLLOW-UP QUESTIONNAIRE (for community conferences)

Dear

It is so nice to be in touch again!

Ron Lippitt and I have decided to pull together our experiences with helping communities develop new patterns of collaboration, goal setting, planning, and action to improve the quality of life, and mobilize human resources and services.

We need your help, because we want to include the community conference with which you helped. We are not interested just in success stories, but rather in a realized picture of problems, successes, frustrations, planned and unplanned consequences.

We have enclosed some guide sheets for you to share your observations, memories, and conclusions. If you feel others could help you respond, perhaps you could invite them for a cup of coffee to share and supplement your ideas. Please, do this as soon as you can. We don't want you to make a "big thing" out of it. If at all possible, please, send the data to us by the end of August at the above address.

Yours,

Eva

P.S.: If you can't fill out the enclosed sheets, is there anyone to whom you could give them?

Name of community(ies) participating: ____________________

____

Sponsors: ______________________________________

____

____

Title — Theme of Conference: ______________________________

____

When held? ________ Length: days ________ hours ________

Number participating: ______________________________

Agencies, organizations represented: ______________________

____

____

____

At the end of the conference there were:

Task Forces:	Yes:	No:
Follow-up committees:	Yes:	No:
Volunteer sign up:	Yes:	No:
Other:	Yes:	No:
We produced a report:	Yes:	No:

How many reports? ____________ How used? ________________

____

Any follow-up events? ______________________________

____

____

____

Name of person or persons: ____________________________

____

____

Some General Outcomes: (Things we think happened because of our conference):

Any ongoing Collaboration?

Between Whom?

What have they collaborated on?

What are the main reasons for lack of follow-up in conferences like this?

What would have facilitated better follow-up?

If there has been follow-up, how would you characterize the leadership persons?

Men:	__________	Mixed Group:	__________
Women:	__________	Age Range:	__________
Volunteers:	__________	Other:	__________
Professionals:	__________	____________________	

Any other comments:

Activity	Things done	What has happened to the People or Committees? (1) completed and terminated (2) merged with another group (3) lost momentum and petered out	Comments on Main Reasons for Success or Failure
Task Forces:			
Follow-up Committees:			
Volunteer Sign-up:			
Other:			

TOOL #8: NOMINATING KEY PERSONS FOR INVITATIONS

Dr. Howard McClusky and his students discovered that by using a few selected informants, devising a rank ordering procedure, and asking the right questions, they could very efficiently and validly identify the key influential people in any community.

We have found this procedure very effective for any planning committee to use in developing an invitation list of key leaders for a collaborative-development conference.

The Procedure

1. Decide which sectors and populations of the community you want represented at the conference (e.g., the "sectors of community" we have described in Chapter 4).

2. Have the members of the ad hoc core committee agree on two or three "oldtimer" informants in each sector.

3. Ask these informants to help you identify the key persons "who can make things happen" or "whose ideas are most listened to" in "the religious community" or "the welfare community" or "the black community" or whatever. They are asked to list ten persons in rank order. A first choice is given a score of 10, second 9, etc.

4. Scores from the lists are combined to give a priority weight for the number who will be invited from that sector. Usually other criteria are used in the invitation decision, such as sex, age, memberships.

5. If there is very little overlap in the lists of nominations, this is a clue that additional nominators are needed.

6. McClusky found that in smaller communities several overall nominations of "influentials" in the total community, without reference to sectors, was sufficient.

7. The letter of invitation begins with "You have been nominated as one of the 75 (or whatever number) key persons in our

community who can make an important contribution to setting goals for improvement of our community (or whatever the purpose may be). We look forward to your being a participant of the GOALS FOR ________________ Conference on February 17, etc."

8. Usually each invitation has a handwritten note from someone on the sponsoring committee who knows the person to whom it is addressed.

TOOL #8(A): SAMPLE INVITATIONS

SAMPLE INVITATION LETTER TO INDIVIDUAL CITIZENS

Dear ______________:

We want to invite you to participate in a two-day conference, April 16 and 17, 1980. Together we shall work on how to improve the quality of life in our community. This will be a "Community Action Conference" because we shall form actual work task forces to continue after the conference. It will be held at ______________ from 9-3:30 both days.

You are needed to help determine our priorities for improvement in ____________________________. Please sign the enclosed card to let us know that you can and will participate.

We promise you fun, no speeches, a chance to be creative, an opportunity to meet new people AND the beginning of a better life in ______________________. A good lunch will be served too!

Sincerely,

Ann Smith
Conference Co-Chairperson

Joseph Brown
Conference Co-Chairperson

TOOL #8(B): SAMPLE INVITATION MEMO TO AN AGENCY TEAM

TO: ____________ President, ____________ Executive Director

FROM: __________________________ , members of Community Conference Planning Committee

As leaders of your agency we want you to become involved in the important community-wide planning conference to be held May 23 at the Downtowner Hotel. We have two outstanding consultants to help us make new plans to improve the human services in our city.

Since everyone at the conference will be involved in making plans, setting priorities, and carrying out these plans after the conference we would like **your** agency to participate in these ways:

1. Nominate a team of 3 to 5 persons to represent your interests and organization (we hope you will be on the team you nominate).

2. Fill out the enclosed sheet to tell us who is coming.

3. Send us $10.00 for each participant (this fee includes lunch and coffee and tea).

4. Bring any brochures or other materials that describe your services. If possible we would like 100 copies (one for each participant).

We enclose a statement of the purposes of the conference and a list of persons who have been the planners so far.

If you have any questions or ideas please call any one of us at these telephone numbers ________________ ________________ .

TOOL #9: TAKE YOUR MEETINGS OUT OF THE DOLDRUMS!!

Join Us, Please!

We have had an absorbing time, with many an "aha" reaction, formulating our experiences in meetings and clarifying how to improve them. Many frustrations have been activated and analyzed. Many ideas that have worked have been integrated into our agenda to share with you. As you can see, the agenda is a full and varied one: full of opportunities for you to add to and enrich the wisdom about alternatives for taking all our meetings "out of the doldrums."

The dictionary definitions of "doldrums," by the way, include the phrases: "a dull and depressed condition," "the dumps," "a state of inactivity or stagnation," "a place in the ocean where baffling calms and winds prevail." These notions sum up many of our experiences at a lot of meetings. But in contrast, we have all shared the joy of productive, participatory meetings where all of us become excited, motivated, lifted up and committed, because of the sharing and interactions that went on among the participants. Also, these meetings created significant changes in us and made impacts on the larger community.

We are convinced by our own experience that all meetings can be improved somewhat, and most of them a great deal. The time spent in using this resource kit, planning your meetings more effectively, and training others to plan theirs, may be the most valuable time you will spend as a "people-helper." We don't know of a more rewarding function than being an effective "meeting-helper."

So join us as we

— identify some of the problems and issues of getting participation in meetings (Unit 1)

— review some of the similarities and differences in all meetings (Unit 2)

— go through the steps of designing all types of meetings (Unit 3)

— use a checklist reminder of things to remember in planning and conducting a meeting (Unit 4)

— scan a checklist of the kinds of resources there are for use in improving our meetings (Unit 5)

— remind ourselves of the traps we need to avoid in planning and leading meetings (Unit 6)

— share with you some alternative ways to cope with typical problem situations (Unit 7)

— expand your repertoire with a toolkit of illustrative designs, instruments and procedures for your meetings (Unit 8)

— help you develop and think about ways to use this resource (Unit 9)

— give you a selected bibliography (Unit 10)

We believe you'll be able to do much about the doldrums and problems in all the groups you are in touch with — and we hope you'll share your resources with us so we can pass them on. Just write to the publisher and we'll get your messages. Improving our meetings is one of the greatest things we can do for ourselves, our groups, our agency, and our democracy.

Eva Schindler-Rainman
Ron Lippitt
Jack Cole

From: *Taking Your Meetings Out of the Doldrums* University Associates, La Jolla, CA 92037, 1977

TOOL #9(A): PLANNING A "TURNED-ON" MEETING OR CONFERENCE (PART I)

1. Who is going to be there? What do we know about their expectations, attitudes, needs, etc?

2. What outcomes would make this a successful meeting? At the end of the meeting what would the participants be saying, doing, planning to do that would be evidence of a successful meeting?

3. What are some of the things we might do in the meeting that would help it move toward these outcomes?

4. Who needs to be involved ahead of time — in planning, making contacts, producing material, or whatever?

PART II: PLANNING AND CONDUCTING A "TURNED-ON" MEETING

Time Flow Estimate	The Content or Activity	Who does What to Facilitate & Lead	Methods, Resources, Facilities, Equipment, Set-up

TOOL #9(B): SAMPLE DATA FOR PART I

1. **Who should be there?** What do we know, what can we assume, about their expectations, attitudes, needs; what different subgroups will be represented?

People from the communities, young parents, senior citizens, taxpayers, key community leaders, city council, chamber of commerce, the transient families, the less educated.

Some will be uninformed but friendly; others distrustful about the expenditure of funds; others, curious about education, will be impressed by the new building facility; others . . .

2. What **outcomes** would make this a successful meeting?

Enough understanding of the plans for the new building to be able to communicate to others; positive attitudes about the plan and about being listened to; volunteers to participate in small meetings about specific aspects of the new program; less resistance and distrust.

3. What are some things we might provide in the meeting to facilitate these outcomes?

Opportunities to ask questions — small groups (three or four) formulate questions.

Chance to be turned on by participating in images about the use of the new building and improvements over the past

A visual image of the new facility

Information about costs and comparison with others' costs

Chance to sign up for future meetings

4. Who needs to be involved ahead of time — in planning, promoting, producing materials, etc?

Building committee of the board

The architect

The superintendent, some of the faculty, some students

Representatives from the population — we want to get them to advise on how to invite people

TOOL #9(C): SAMPLE TELEPHONE CONFERENCE AGENDA (½ hour)

1. Quick introductions of ten participating persons (9 from the community and 1 consultant)
2. Report from planning chairperson on progress of invitation list formulation
3. Progress report on sight selection for conference
4. Discussion on:
   — size of group to be invited
   — fee to be charged
   — materials needed
   — lunch arrangements
5. Suggestions for next steps from the consultant and from the participants
6. Agreement on date for next telephone conference

TOOL #10: CHECKLIST FOR PLANNING MEETINGS

It is so easy to forget some crucial items in the planning of meetings — some materials you wanted to be sure to have available, the telephone call to the custodian, the name tags, extra minutes of the last meeting, and many others. We have found it indispensable, and an embarassment-prevention to have a checklist to review and check off as part of the process of planning and leading meetings. The one on the following pages should be a good starter; one to add to, because all meetings, of course, are different — all items are not relevant for every meeting. But in our experience the main headings and most of the items are quite universal.

The checklist is organized under:

1. Publicity — Promotion — Notifying
2. Agenda and Resource Materials
3. Responsibilities at the Meeting
4. Space Check-out

5. Equipment for the Meeting
6. Materials for the Meeting
7. Budget
8. Just before the Meeting
9. At the Meeting
10. After the Meeting

This checklist complements our three planning sheets.

CHECKLIST

	1. Publicity/Promotion/Notifying	Who responsible	By when
______	notices — to whom	______________	______
______	letters of invitation	______________	______
______	direction to meeting place	______________	______
______	phone calls	______________	______
______	news releases	______________	______
______	contact with the media	______________	______
______	copies of speeches	______________	______
______	copies of meeting plans	______________	______
______	pictures/photographs	______________	______
______	bulletin boards	______________	______
______	personal contacts	______________	______
______	other	______________	______

	2. Agenda and Resource Materials		
______	copies of agenda	______________	______
______	contact people on the agenda	______________	______
______	materials needed (e.g., reprints)	______________	______
______	previous minutes	______________	______
______	commitment reports	______________	______
______	previous agreement and time commitments	______________	______
______	others	______________	______

3. Responsibilities at the Meeting

______ leadership assignments ______________________ ______

______ documentation or recording assignments ______________________ ______

______ resource persons? ______________________ ______

______ observers? ______________________ ______

______ "hosting" roles ______________________ ______

______ making reports ______________________ ______

______ trying out equipment ______________________ ______

______ test whether charts, posters are readable ______________________ ______

______ test electrical outlets ______________________ ______

______ preview films for timing and content ______________________ ______

______

4. Space Check Out

______ size and shape of space

______ electrical outlets

______ mike outlets

______ accoustics

______ doors

______ bathrooms (where, no. can be accommodated)

______ stairs — ramps

______ elevators

______ heat/cold regulation

______ ventilation

______ parking facilities: number & access

______ registration area

______ location

______ transportation, access to facility

______ room set up arrangements

______ access to meeting room(s)

______ lighting

______ name of custodian, engineering, where to be reached

______ telephone access for messages and calling out

______ exhibit space

______ wall space for newsprint, etc.

______ emotional impact (color, aesthetic)

______ others

______

______

______

______

______

5. Equipment for Meeting

- ______ table (number, size, shape)
- ______ chairs (comfort, number)
- ______ microphones
- ______ audio tape recorder
- ______ audio tape cassettes
- ______ video tape recorder
- ______ video tape cassettes
- ______ extension cords
- ______ overhead projector
- ______ newsprint easel (chart stand)
- ______ film projector
- ______ chalkboard-chalk
- ______ typewriters
- ______ waste baskets
- ______ bulletin boards
- ______ pillows
- ______ chalkboard eraser
- ______ projection table
- ______ flannel board
- ______ easel
- ______ slide projector
- ______ screen
- ______ platform
- ______ record player
- ______ records
- ______ gavel
- ______ coffee, tea dispensers
- ______ water pitchers
- ______ cups
- ______ camera
- ______ film
- ______ transparencies and appropriate pens & grease pencils
- ______ extension cords
- ______ ditto machine or other duplication equipment
- ______ others
- ______
- ______
- ______
- ______
- ______
- ______
- ______
- ______
- ______
- ______
- ______
- ______
- ______

6. Materials and Supplies for the Meeting

- ______ name tags/tents
- ______ small tip felt pens
- ______ large tip felt pens
- ______ masking tape
- ______ decorations
- ______ posters
- ______ instruction sheets
- ______ resume of resource people

______ paper clips
______ crayons
______ pins
______ scissors
______ stapler
______ glue
______ newsprint paper
______ scratch paper
______ pencils
______ ditto paper and ditto masters
______ fluid for ditto masters
______ self carbon paper
______ reprints of articles
______ copies of previous minutes
______ copies of reports
______ books
______ visual aids
______ puppets
______ colored paper
______ pamphlets
______ display materials
______ flowers or flower arrangements

______ directional signs (to meeting)
______ others
______
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7. **Budget***

Costs		Estimated Cost
______________	mailing and stamps	______________
______________	telephone calls	______________
______________	telephone conferences	______________
______________	rental of equipment	______________
______________	rental of space	______________

*(Some of these will not be budget cost items for some planners)

Costs			Estimated Cost
______	paper materials		______
	______	name tags	______
	______	newsprint	______
	______	paper	______
	______	construction paper	______
______	writing materials		______
	______	pens	______
	______	crayons	______
	______	special pens for overhead	______
	______	grease pencils	______
______	secretarial time		______
______	transportation		______
______	meals		______
______	bar		______
______	coffee, tea, juice		______
______	reproduction of materials		______
______	folders		______
______	tapes		______
______	operator of projection equipment		______
______	operator of P.A. equipment		______
______	speaker fees		______
______	consultant fees		______
______	entertainment		______
______	flowers		______
______	film reproduction		______
______	tape reproduction		______

Costs		Estimated Cost
________	others	________
________		________
________		________
________		________
________		________
________		________
________		________

Income		Estimated Income
________	registration fees	________
________	sale of materials	________
________	grants	________
________	sale of meal tickets	________
________	donations	________
________	membership fees	________
________	coffee and tea charges	________
________	others	________

	8. Just Before the Meeting	Who Responsible
________	seating arrangements — general session and subgroupings	________
________	extra chairs	________
________	extra tables	________
________	P.A. system checkout	________
________	equipment (easels, screens, etc.)	________
________	materials (paper, pens, etc.)	________
________	ash trays	________
________	water, glasses	________
________	thermostat	________

		Who Responsible
________	opening and closing of windows	________
________	refreshment set-up	________
________	registration set-up	________
________	check that charts, boards, screens can be seen from everywhere	________
________	agendas available	________
________	other materials available for handouts	________
________	name tags/tents	________
________	table numbers	________
________	coffee, tea, etc.	________
________	evaluation forms ready	________
________	reproduction equipment (e.g., ditto machine)	________
________	audio-visual equipment	________
________	others	________
________		________
________		________
________		________

9. At the Meeting

		Who Responsible
________	meeting, greeting, seating of participants and guests	________
________	documentation — recording	________
________	greeting of late comers	________
________	evaluation activity	________
________	handing out materials	________
________	operation of equipment	________
________	process review, stop session, etc.	________
________	announcements	________

Who Responsible

____________ others ____________

____________ ____________

____________ ____________

10. End of Meeting — And After **Who Responsible**

____________ collect unused materials ____________

____________ return equipment ____________

____________ clean up ____________

____________ thank helpers ____________

____________ read and analyze evaluation/ feedback ____________

____________ prepare feedback on feedback ____________

____________ mail follow-up materials ____________

____________ remind people of their follow-up commitments - phone ________ write ________ ____________

____________ lay plans for next meeting; dates if there to be one ____________

____________ pay bills ____________

____________ collect outstanding monies ____________

____________ others ____________

____________ ____________

____________ ____________

____________ ____________

A few ideas about the use of this checklist

For your particular kinds of meetings you may want to create an abbreviated checklist. We suggest you reproduce whatever form is appropriate for you, making enough copies so that you and your co-workers can use one for each planning activity.

Then you will also have it available to hand to volunteers and other associates to whom you care to give help and support in their planning and leading of meetings.

TOOL #11: A COLLABORATION DEVELOPER'S "DO" CHECKLIST

Here are some items that will help any collaborative effort:

(1) Develop a planning or steering committee that includes persons from all relevant functional sectors of the community (public safety, recreation, religion, human services, mental and physical health, education, mass media, culture, economic, political, etc.). There should be both professionals and lay persons on such a committee.

(2) The planning or steering group must develop clear hoped-for outcomes, goals and/or purposes for the collaborative effort(s).

(3) Guidelines for participation and the sharing of financial, human and material resources should be organized.

(4) Top decision-maker support for the collaborative group and its work is imperative.

(5) Maintenance of successful collaboration is related to skillful, rotating leadership, so that no group can be seen as taking over the collaborative efforts.

(6) Build in feedback and review mechanisms so that the group process can be openly monitored and improved. Also, as achievements begin to be realized there can be occasions for joint celebrations on a stepwise basis, rather than only at the end of the whole effort.

(7) A third party neutral consultant is often very helpful. Her/his job is to help with the process and methods the planning group uses to move forward.

(8) Make a list or file of all the skill, knowledge, special interest, contact, etc. resources of each participating member, so that these resources can be tapped appropriately.

(9) It is important to provide for ongoing communication with all members of the collaboration team and their organizations,

whether or not they attend all meetings. This may include:

— written bulletins

— telephone calls

— audio-tapes of important parts of the meetings

— personal contact

(10) Recognize all individual and organizational contributions made to the effort, including contributions of time, leadership, action efforts, meeting participation, taking of minutes, sending of mailings, etc.

(11) Careful documentation of meetings, recommendations, action suggestions, etc. is supportive to present and potential participants, and keeps the processes open to all.

(12) Keep the group open to new participants. As people hear about the effort and get interested they often offer to participate. Ongoing orientation for new participants is imperative.

(13) Build in ways for planning team members to keep their organizations and agencies informed, so that they can bring their responses, reactions, and ideas back into the deliberations of the planners.

(14) Develop ways to keep non-participating, but interested persons and organizations informed also.

(15) Clear agreed upon guidelines for financing the collaborative effort(s) must be developed.

TOOL #11(A): A COMMUNITY DEVELOPER'S "WATCH OUT" CHECKLIST

There are some things to be careful about in any collaborative effort. Here are some of the "watch out" items:

(1) Lack of relatively balanced representation of large and small, known and unknown organizations and groups, and all sectors of community.

(2) Fixed, "forever" leadership persons.

(3) Static, preconceived subgroups, rules, and/or ways of work.

(4) Lack of clear understanding of purposes and roles by all participants.

(5) Lack of a common cause.

(6) Lack of clear understanding of job delegations by everyone.

(7) Fear of merger and/or loss of identity by participating organizations, agencies, or groups.

(8) Duplication of efforts by persons or groups, or overlapping functions.

(9) Lack of clarity in relation to representation — are persons representing their agency or themselves — and what kind of report back procedures are necessary, or unnecessary?

(10) Such deep involvement by the collaborative group in its activities that the members lose touch with the "rest of the world."

(11) Lack of documentation of meetings so that it becomes difficult for new persons to catch up, or for persons who missed a meeting to know what was discussed and done. Also the history of the group effort gets interrupted and/or lost when documentation is not thorough and on-going.

(12) Not utilizing outside resources or consultants when it is appropriate to do so.

(13) Expecting equal time commitments from all persons, small and large agencies, rather than tapping into varied resources as needed and available.

(14) Becoming a closed system rather than remaining open and able to integrate new participants.

(15) Lack of clear guidelines and understandings about financial commitments.

(16) Lack of recognition of stepwise movement; of contributions of time, ideas, and energy by individuals and/or organizations.

(17) Lack of a good support systems for participating individuals.

TOOL #3: VOLUNTEER RESEARCHERS PAY OFF

• Most grants for a special project to develop a volunteer activity require some type of evaluation of the project's success or call for a needs assessment procedure.

• Increasingly, agency boards are asking for information about the pay off of various program activities in making their program and budget decisions.

They ask, "Were attitudes toward the teenagers' work affected by the 'older friend project'?" "Did the tutorial project improve the motivation to learn?" "Were the retirees helped by the preretirement sessions presented by the volunteer team of retired persons?" "What evidence is there that this service is actually needed?" "Was littering actually reduced by the squad of 'litter awareness' volunteers?" The answers to such questions are urgently needed by every program leader and every policy board.

The great dilemma for most program leaders is that they lack the funds "to do a real evaluation," and "very few respond to those questionnaires." Almost all significant needs assessment and evaluation efforts require human, rather than paper-and-pencil instruments. What is needed are interviewers, observers and analyzers of records.

A great stumbling block, however, is the myth that such data collection and analysis activities require the skills of professionally-trained research personnel. The evidence is to the contrary. Volunteer researchers are a great resource!

In a number of projects I have discovered that:

• Research activity is a very attractive opportunity for many volunteers, ever more appealing than direct service functions.

• There is a very high motivation to learn research skills and "become a researcher."

• Most who volunteer for research opportunities become very competent in carrying out the needed function after two or three training sessions with supportive supervision.

• Participation as a volunteer researcher generates very high involvement in the program of the organization and in getting the data utilized for program improvement.

Here are a few snapshots of volunteer researchers at work:

Community Survey

An interagency committee wanted a diagnosis of community attitudes toward the nature and adequacy of youth services and perceptions of the causes of problem behaviors. The committee decided to interview a stratified sample of youth and adults representing all areas of the city, ethnic and racial populations, education levels, etc. Three hundred volunteer interviewers were recruited so that every person was interviewed by someone of the same sex, race and approximate age level. The committee recruited volunteers by having announcements made in churches, service clubs, schools and newspapers.

In three weeks they had plenty of recruits and a very enthusiastic participation in the first training session. Orientation included review of the interview schedule, role-playing demonstrations and sessions in small teams. Volunteers were asked to make a commitment to try out one interview before their next meeting. At their next training session each interviewer received an assignment (a quota of two or three interviews). He or she was linked to a volunteer helper responsible for reviewing the interviews as they were turned in and serving as part of the analysis team. Several professional researchers judged the quality of the interviewing and the coding highly proficient. Motivation of this "community research team" was tremendous, as indicated by its desire to follow up on the findings presented in feedback sessions to community leaders.

Organizational Effectiveness

In another project research was needed to discover the reasons for effective and ineffective functioning of parent-teacher associations in a variety of communities. A group interview procedure was selected in which a part of interviewers conducted group interviews with the executive committees of each of the associations. Volunteers were recruited from the leadership of other associations. Several pairs from the same geographic area were trained through listening tapes and role-playing practice.

Within a three-month period all of the interviews were completed and coded by a professional research organization. Again, the professionals stated that the quality of the data was comparable to those produced by their network of interviewers. Many of the volunteers felt that the training and conducting of interviews had been their most meaningful volunteer experience.

Workshop Follow-up

A religious organization wanted to know whether its workshops for youth leaders were effective and if other types of support were needed. The group recruited research volunteers from the participating churches to follow-up on the workshops. It trained the volunteers to use three types of procedures: individual interviews, telephone conversations and meeting observations. The needed data and analysis would have required a budget from $35,000 to $50,000 for any professional research group. The $2,000 accounting submitted for the project represented travel expenses, telephone costs and box lunches for the training sessions and the evening analysis periods.

Several of the volunteers, including three retired persons, had backgrounds in social science training. They were able to collaborate effectively with the professional staff person who was devoting only quarter-time to the project. Again, there was evidence of the volunteers' high level of motivation, responsibility and disciplined competence in collecting and processing the information and developing some creative visual presentations of the findings.

I could report a variety of other exciting projects where volunteers of all age levels and educational backgrounds have found a rewarding experience in functioning as volunteer fact-finders, analysts and reporters.

When we think of the various potential roles for volunteers in our organizations we tend to think of direct service activities with clients, or administrative functions, or policy-making responsibilities on boards and committees. I urge you to think of research volunteers as another important part of the team. You will find they are a great pay off in providing crucially-needed accountability data and needs assessment information. At the same time, you will be providing a significant volunteer opportunity to many who find it very attractive.

In the Winter 1978 VAL I presented the idea of volunteers as researchers. I'd like to explore this topic further by illustrating with a case study. I asked Eva Schindler-Rainman to meet with me to describe a very interesting example of the utilization of volunteers as a key fact-finding group.

Ron: Eva, what was the organization that made you think there was a good opportunity to mobilize volunteers as researchers and what was their need?

Eva: The group was Church Women United whose board wanted to find out what really was going on in all of its local units for future planning purposes. The board wanted to develop realistic goals and plans that would meet some of the suggestions, requirements and needs of the local units.

Ron: So it was kind of a needs-assessment interest, in order to set goals?

Eva: Yes, the purpose was to get local data so the national board could be informed for its job of goal setting and programming.

Ron: This sounds like quite a challenge — to mobilize volunteers all across the country and to develop some tools they could use without much training.

Eva: That's right. We developed a multi-media package that was sent to all of the units — about 1,500 I think. I worked directly with Claire Randall, the associate director for programs of Church Women United at the time. She and I (as insider/outsider) sat down to think of a way to get the local units' members really involved. We developed a group inteview which eventually was given the title, "Listen and Respond." I tested the first model in Pasadena, Calif., and Claire tested it on the East Coast with members of Church Women United. The volunteers' input on what we ought to be asking enabled us to refine the instrument.

Ron: So you were both testing the tool you would be using, and testing the feasibility of volunteers doing that kind of work as well as getting feedback on how to improve this instrument?

Eva: Yes. They really became consultants to us and we audio-taped the pilot meetings so that we could exchange tapes and use some of them as part of the multi-media package. For example, the instructions on brainstorming and the instructions on how to sort cards to get priorities were taped and later put on the record that became part of the package.

Ron: And what kind of tool did the volunteers have to conduct their group interviews?

Eva: The group interview package we developed contained a face sheet seeking information about the group. Anybody in the group, usually the president, could fill it out. It asked how many people were at the meetings, what was the age range and racial composition, how many were new to Church Women United, and how many had been there for a period of time. We had to have some kind of information on each of the units participating in the study. So that was the first item in the kit. The second item was the group interview schedule, and the third item was a recorder schedule paralleling the interview schedule so that a recorder could be writing down the answers given and any resulting discussion.

Ron: Does that mean the data collection team was two people rather than one?

Eva: That's correct. In each unit we suggested there be a leader and a documenter or recorder. They could listen to the plastic record, another item in the package giving instructions. Then there was an instruction sheet which reviewed each of the questions to be asked. I gave samples of how to handle it, including how to ask questions and probe.

Ron: Did the local leaders have difficulty finding volunteer researchers?

Eva: No, not at all. The volunteer researchers were members of the local unit. They did the group interview with their own members. There was one other important item. The national president of Church Women United made a small record that was sent out in advance to alert everybody to the "Listen and Respond" package. She invited them to participate to help the national board help them. She also promised all of the participating units feedback on the kinds of ideas they contributed. What she said, in effect, was "We of the national board want to be influenced by you and we will let you know how we were influenced by responding back to you."

Ron: Were there any suggestions to local leaders about the kind of persons they should recruit to be adequate interviewers?

Eva: No, we just said that the people who should do it should be people who wanted to do it. If they read the material and listened to the record before the actual meeting, they could do it. And indeed they did.

Ron: As a professional researcher, what would you say about the quality of the data these volunteers produced and sent in to you?

Eva: This quality was great. The answers were legible, they were succinct, they were useful, and they came in great quantity. There was no problem with the data at all.

Ron: What about the analysis of the findings? Did the volunteers do that?

Eva: The analysis was done by a combination of professionals and volunteers at the national level.

Ron: Do you think that because volunteers collected the data the likelihood was greater that the findings would be used?

Eva: I think so for several reasons. First of all, the national board wanted the data and was involved in thinking through the question of how to get local participation. So they had an investment in it. Second, the local units who participated became very animated and active. Some of them, as a result of the group interviews, got ideas of things they could do in their own units. Some of their suggestions to the national body were very articulate. Third, the national board's job of setting goals and future planning was a great deal easier because they had recent, useful, accurate data which the trusted.

Ron: Besides credibility and the good quality of the data, another benefit of using the volunteer researchers must be in cost savings. As a researcher I'd say that if the work was done by professionals, the cost would be, what do you think, $35,000?

Eva: More, for that size national sample. I don't remember the budget, but it was very, very low, because the only costs were the costs of the package, the making and editing of the tapes and turning them into a record, and the costs of the outside consultant. It was an extremely low budget.

Ron: What are some other kinds of data collection needs for which you feel organizations like this can utilize volunteers in order to get the facts within the bounds of their budget?

Eva: I'll give you another recent example. In a junior high school where they were going to have a series of in-service institutes for faculty, the planning committee had no idea what the faculty needed or wanted. We set up a little research team of eight faculty members.

Each was going to do individual interviews with ten faculty members, again with an interview schedule that we developed together to find out what the faculty thought their professional development needs were. The result here was really tremendous. In this school they usually *required* professional development activities. In this case, participation was voluntary, but because they were involved in building their own program, the faculty's attendance was 100 percent.

Ron: Do you think group interviews have any advantages over individual interviews?

Eva: I prefer them because I think that you get better data. As people begin to talk, they build on each other's ideas. You get a lot of nice diagnostic material that you would never get from a one-to-one interview in which one is really just responding to you as the interviewer and also probably trying to please you. I would say another value is that usually the group learns some things it never had time for before, and it can make use of that knowledge almost immediately.

Ron: This notion of volunteers as researchers is a rather new one. How would you comment on the value to the volunteers themselves of this kind of activity as compared to — let's say — a direct service role or a policy-making role?

Eva: In some ways of course this is a direct service. I would say that there are a number of values for the volunteer. One, they learn new skills; two, they often get insight into their own organizations that they wouldn't get any other way and therefore could become helpful in moving the organization in other directions or making changes. And three, for some volunteers the value may very well be a new career. They could get really turned on by how easy it is to collect data when they know how to do it. I'm sure that some of our volunteer researchers will go into it professionally.

If you want to explore these ideas further, Ron and Eva have co-authored:

The Volunteer Community
Team Training for Community Change
Taking Your Meetings Out of the Doldrums
The Educational Community
The Humanized Future
Building the Collaborative Community

COMMUNITIES WHERE CONFERENCES WERE HELD

1. Abilene, Texas
2. Albuquerque, New Mexico
3. Amarillo, Texas
4. Augusta, Georgia
5. Austin, Texas
6. Bethel, Maine
7. Binghamton, New York
8. Birmingham, Alabama
9. Boise, Idaho
10. Boulder, Colorado
11. Calgary, Alberta, Canada
12. Cedar City, Iowa
13. Chattanooga, Tennessee
14. Columbus, Ohio
15. Corpus Christi, Texas
16. Dallas, Texas
17. Dayton, Ohio
18. Denver, Colorado
19. Des Moines, Iowa
20. Edmonton, Alberta, Canada
21. Erie, Pennsylvania
22. Evansville, Indiana
23. El Paso, Texas
24. Eugene, Oregon
25. Flint, Michigan
26. Fort Bliss, Texas
27. Fort Worth, Texas
28. Galveston, Texas
29. Great Falls, Montana
30. Harrisburg, Pennsylvania
31. Hawaii Island, Hawaii
32. Honolulu, Hawaii
33. Indianapolis, Indiana
34. Kansas City, Missouri
35. Kauai, Hawaii
36. Lake Charles, Louisiana
37. Lancaster, Pennsylvania
38. Las Vegas, Nevada
39. Lincoln, Nebraska
40. Lubbock, Texas
41. Maui, Hawaii
42. Milwaukee, Wisconsin
43. Minneapolis, Minnesota
44. Montgomery, Alabama
45. Montreal, Quebec
46. New Orleans, Louisiana
47. Omaha, Nebraska
48. Oklahoma City, Oklahoma
49. Maplewood, New Jersey
50. Palo Alto, California
51. Peoria, Illinois
52. Philadelphia, Pennsylvania
53. Pittsburgh, Pennsylvania
54. Portland, Oregon
55. Racine, Wisconsin
56. Saginaw, Michigan
57. Savannah, Georgia
58. San Francisco, California

59. Seattle, Washington
60. Sioux City, Iowa
61. Stockton, California
62. Syracuse, New York
63. Tacoma, Washington
64. Tallahassee, Florida
65. Tampa, Florida
66. Topeka, Kansas
67. Toronto, Ontario, Canada
68. Troy, New York
69. Tucson, Arizona
70. Tulsa, Oklahoma
71. Vancouver, British Columbia, Canada
72. Waco, Texas
73. Waterloo, Iowa
74. Westchester, New York
75. Wichita, Kansas
76. Wichita Falls, Texas
77. Williamsport, Pennsylvania
78. Winnepeg, Canada
79. York, Pennsylvania
80. Youngstown, Ohio

STATEWIDE CONFERENCES

1. Illinois
2. Michigan
3. Minnesota
4. Oregon
5. Oklahoma
6. Nebraska
7. Texas
8. Washington

SOME SAMPLES OF TASK FORCES THAT EMERGED FROM THESE CONFERENCES

1. Transportation for Older Citizens
2. Providing Low Cost Housing
3. Developing a Crisis Center for Adolescents
4. Initiating an Information and Referral Service for Foreign Visitors
5. Developing Bicycle Paths in our Parks
6. Starting two local Outreach Libraries
7. A Bi-lingual Information and Referral System
8. Beautification of the Downtown Mall

9. Decreasing signage on our Main Streets
10. Beautifying the area around the Air Force Base
11. Providing Mental Health Services for Adolescents
12. Providing group work services for Black and Mexican-American youngsters
13. Attracting shoppers to Downtown Business Area
14. Storefront Youth Service Centers
15. Volunteer Bureau Task Force
16. Improved Commercial Signs
17. Beautification around the Dump
18. Arts Coordinating Council
19. New Volunteer Opportunities for Older Persons
20. A Rape Clinic
21. Collaborative Network on Services for the Elderly
22. Walk-in Service for Troubled Parents
23. Multi-Media Clearing House
24. Substance Abuse Counseling Service

SOME SAMPLE TITLES OF CONFERENCES

Look In — Reach Out

Keeping Boards from Being Bored

Community Action Conference

The Beginning — of Action

Genesis II — New Beginnings in Volunteerism

Community Key Conference

Projections and Action '78

Designs for Decision Makers

Communication-Collaboration-Creative Change!

Planning, Collaboration, ACTION!!

Improving Our Quality of Life
Off the Diving Board and Into the Water!
Adventures in Leadership
Community Action 1970's
You and Your Community
Citizen Participation Counts! Can We Count on You?
The Generation Mix
Dennis Is No Menace
Creative Use of All Human Resources
The Youth Connection

SAMPLE RECOMMENDATIONS FOR ACTION FROM CONFERENCES

1. That the Governor establish an Office of Volunteerism for the state.

2. That the city government provide revenue sharing funds to establish a Community Coordinating Council

3. That the city repair and reopen an important bridge connecting two parts of the community

4. That a Voluntary Action Center be established

5. That no person serve on more than two boards of directors at the same time in this community

6. That the Parks and Recreation Department extend services to more persons through utilization of volunteers

7. That every decision-making body in this community be representative of our people: male, female, all racial, ethnic and religious groups, young to older ages, handicapped persons

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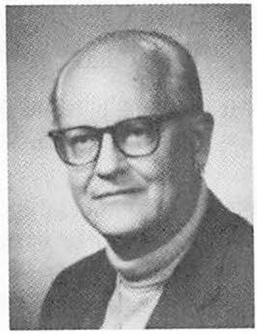
ABOUT THE AUTHORS

EVA SCHINDLER-RAINMAN, a specialist in community organizations, has consulted with volunteer and community groups, private organizations, industry, governmental units, and UNESCO. She also teaches university courses and conducts seminars through professional organizations. She received her undergraduate and graduate training in psychology, adult education and social work, and has developed resources in nonverbal communication, adult education and interracial and community dynamics. Dr. Schindler-Rainman's early international background has given her fluency in several languages.



RONALD LIPPITT is well known as one of the founders of the T-group and of National Training Laboratories. After graduate training in child development and social psychology, Dr. Lippitt helped to initiate the field of group dynamics. He has also been a university professor, a behavioral science researcher and a group trainer. Currently he is working in the fields of professional development for laboratory trainers, childhood education, staff development and training, community development, communication and collaboration within society, volunteerism and multimedia resource development.

The two authors have functioned as a professional team for more than 15 years. Both enjoy the variety of working with all types of organizations and communities, and traveling and working in all sections of this country and abroad. They share common beliefs about volunteerism, intercultural and interracial pluralism, value awareness and a humanistic quality of life. Individually, and as a team, they have authored or contributed to more than two hundred books and articles. They have pioneered in designs for integrating group dynamics with organizational development, and intergroup relations with community development.