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Abstract

In an age of increasingly complex social issues, a global economy, renewed emphasis on positive outcomes, and a scarcity of resources; a culture of collaboration is becoming more prominent. hierarchical leadership is being overshadowed by a new way of leading via collaborative partnerships. This paper will seek to define collaboration and its advantages in today's society. It will identify how society encourages collaboration and various methods used to collaborate. It will explore strategies to build collaborations and what barriers are inherent within that process. Finally, the paper will take a close look at leadership within a collaborative environment. Personal characteristics of effective collaborative leaders will be identified. Effective leadership strategies to encourage collaborative environments will be explored. The paper concludes with the paradoxes inherent to collaborative leadership.

Keywords: Collaboration, collaborative, leadership, outcomes, resources, partnership, strategies

INTRODUCTION

Traditional, hierarchical organizations operate under the authority of a leader who creates a vision, seeks to inspire others to share in the vision, and represents the vision and the organization to the greater community. In recent years, a shift in the way an organization operates is occurring. Many organizations are choosing to pool resources and collaborate to achieve desired outcomes.

There are several reasons why collaboration has become more popular in the past decade. First, technological advances have broken down barriers that previously caused groups and organizations to exist in silos. Rosen (2007) reports, "Converged networking coupled with integrated systems creates a common platform so that business units, departments, and regional entities within organizations can easily share data and interact" (p. 5). Linden (2002) expands on this. He quotes author Tom McGehee: "Collaborative behavior is the only way to maximize the value of these sophisticated enterprise-wide information systems…We are moving from a work culture in which hoarding information is a source of power to a work culture in which hoarding information is impossible" (p.15).

In addition to being able to share information within organizations, technology has made it possible to collaborate in a global environment. Rosen (2007) contends that geography is less of a barrier as talent can be engaged regardless of physical location. Technology has leveled the playing field so that organizations can engage those with the best fit regardless of where they are located or when they are available.

A culture shift is taking place which creates an environment ripe for collaboration. With new cultural expectations of immediate results and real time feedback, collaboration is encouraged to be able to provide correct, accurate, and timely solutions which will result in value creation.

Finally, Rosen (2007) identifies that there is a new emphasis on regulatory accountability and reporting. He states that working together to understand and brainstorm compliance strategies that will result in value creation is another incentive for collaboration. When organizations collaborate, they can share insight into the regulatory quagmire and increase their chances of being compliant.

Given this innovative approach to creating value, it is reasonable to ask how collaboration is defined, why organizations should seek to collaborate, how organizations can best succeed in utilizing this strategy, and how leaders can best encourage and support collaboration.

Definition

Linden (2002) defines collaboration in this way: "Collaboration occurs when people from different organizations (or units within one organization) produce something together through joint effort, resources, and decision making, and share ownership of the final product or service….It is about co-labor, about joint effort and ownership. The focus is on producing (or implementing) something" (p.7). Morse and Buss (2008) emphasize cooperation among participants to achieve common goals. They point out that the amount of value to an organization determines the extent of the investment in the relationship. Hansen (2009) states more plainly, "Cross-unit collaboration takes place when people from different units work together in cross-unit teams on a common task or provide significant help to each other" (p. 15). According to Rosen (2007), these understandings of collaboration point to the breadth of the topic. "Increasingly…collaboration transcends hierarchy, education, field, function, and location. We can define collaboration as: Working together to create value while sharing virtual or physical space" (p.9). A study by the Council on Foundations (2002) identifies that collaboration is different from a coordinated or cooperative effort.

"Collaboration generally involves a higher degree of mutual planning and management among peers; the conscious alignment of goals, strategies, agendas, resources, and activities; and equitable commitment of investment and capacities; and the sharing of risks, liabilities, and benefits…..collaboration suggests joint action a bit out of the ordinary, requiring more conscious thinking about and commitment to ends and means, and a special set of capacities that facilitate successful voluntary association" (Fosler, 2002, p. 19).

As organizations become aware of new ways to accomplish tasks, leaders must evaluate whether the benefits of innovative methods outweigh the uncertainty of implementing new ideas and procedures. The next section will explore the reasons why an organization may choose to engage this emergent strategy.

Motivation to Collaborate

Collaboration can be a more complicated and complex mode of operation for organizations. If done well, however, there are several benefits to an organization. Linden (2002) identifies five benefits to collaboration. First, collaborating leads to a better use of scarce resources, saving organizations money. Second, when collaborating, organizations have the opportunity to create something that they would not be able to create on their own. Collaboration encourages innovation. Third, collaboration produces higher quality and more integrated products and

services for the end user. Fourth, there is a greater potential for organizational and individual learning. Finally, there is increased potential to achieve important outcomes.

According to Hicklin, O'Toole, Meier, and Robinson (2009), the ability to successfully collaborate leads to identifiable benefits for the organization. There is a higher level of support for the organization. The organization is more effective in pursuing policy goals. The organization is better able to obtain additional resources. Finally, the organization is able to proactively address potential threats.

Two studies, one by Fleishman (2009) and the other by Graddy and Chen (2009), identify three primary motivations that lead organizations to want to collaborate. The studies agree on two motivations: (1) an increased ability to leverage resources (especially information) that they may not otherwise be able to attain, and (2) to increase an organization's standing and connections in the community. The third motivation according to Fleishman (2009) is to share common goals. For Graddy and Chen (2009) the third motivation is to lower costs associated with the services. Fleishman's (2009) research identifies a gap between perception and reality of the data. Examination of the data reveals that when collaboration is sought to develop more effective programs and is done with organizations with a shared vision, client outcomes improve. Collaboration for the sole motivation of increasing the social network was shown to be less effective.

It should be noted that all of the primary motivations are not easily changed or accomplished, so the process of becoming a more collaborative organization is a gradual one. In a study of the likelihood of collaboration in emergency management, McGuire (2009) states that "collaboration can be learned and collaborative capacity can be developed" (p. 91). He recommends that future development of the theory of collaboration should emphasize the development of collaborative relationships over time, rather than a focus on whether collaboration is present or not.

Hansen (2009) advocates for a practice he calls "disciplined collaboration." He states, "Disciplined collaboration can be summed up in one phrase: the leadership practice of properly assessing when to collaborate (and when not to) and instilling in people both the willingness and the ability to collaborate when required" (p. 15). He contends that an important management skill is to understand the initiative or goal and be able to discern whether collaboration is the most effective strategy to accomplish the initiative or goal. In order to make this determination, it is important to be able to identify whether certain core components are present.

COLLABORATIVE RELATIONSHIPS

Characteristics

Rosen (2007) identifies ten elements that should be present in a successful collaboration.

> 1. Trust – Parties must be able to trust that ideas and resources will be honored among group members and not used for unauthorized gain.
> 2. Sharing – Freely sharing ideas and resources is needed for success.
> 3. Goals – There must be common goals which are agreed upon by all ahead of time.
> 4. Innovation – "The best collaboration produces new approaches" (p.11). There needs to be a real commitment by partners to coming up with fresh, new ideas and approaches, and an open spirit able to seek solutions outside of the box.

5. Environment – User friendly space is needed to collaborate – both physical space and the technology used to implement virtual collaboration.

6. Collaborative Chaos – Collaborative groups need to make room for the unexpected and allow the unintended to happen. There needs to be a spirit of openness to consider the unexpected as having value.

7. Constructive Confrontation – The ability to give candid, honest feedback and opinions without repercussions is essential within the collaborative group. Diverse perspectives need to be respected.

8. Communication – Contacting people should be effortless. Systems and infrastructure should accommodate the communication venues required.

9. Community – A sense of belonging must be present in successful collaboration.

10. Value – The primary reason to collaborate is to create value. Without value being created, there is no reason for collaboration. Increasingly, cross-sector collaborations among the public, business, and non-profit sectors are being formed to bring greater public value. Fosler (2002) refers to Bob Kipp's belief

that "the key to successful collaboration and partnership is to recognize the different characteristics of the three sectors. In the best partnership, each of the partners retains its own identity, but all come together for a purpose" (p. 75).

Fosler (2002) states that in order for cross-sector collaborations to succeed, each sector must be able to fulfill its own missions and duties successfully. If they do not, they will not be effective partners. They must also have an internal capacity to support their designated responsibilities within the collaboration. The author contends that anyone on the continuum from a neighborhood to a national organization who has a vision and the contacts to engage appropriate stakeholders can begin the process of collaboration. Likewise, leadership can originate from any of the three sectors at any level. Fosler's research reveals that the mission, goal, or outcome is the best indicator of who should lead any particular initiative. Geography, mission, and urgency of the collaborative initiative are most likely to be indicators of which sector would be most effective to provide leadership.

Once the identification of successful collaborative partnership is made, it becomes important to understand the process of formulating the collaborative process. Knowing when and how to engage as a group can either positively or negatively impact the outcome of the initiative.

Formation

Alexander and O'Leary (2009) studied the formation of a collaborative relationship using the U.S. Institute for Environmental Conflict Resolution (USIECR) as a model. They observed that when a collaborative organization is in the process of forming, a sense of competitiveness is perceived to be present. The authors conclude that leadership needs to "recognize the importance of relationship building with key stakeholders to maximize legitimacy in the pursuit of institutionalization" (p. 212). As the collaborative leader builds trusting relationships, the perceived sense of competing diminishes.

Emerson (2009) encourages parties who are interested in forming successful collaborations to place a greater emphasis on process. He states that "certain principles of engagement among parties are respected and consistently enacted" (p. 220). Morse and Buss (2008) outline a specific process that a group goes through to accomplish a successful collaboration as outlined in Table

1. They contend that there are five things which must be accomplished prior to the process of collaboration. The authors call attention to the need for a passionate, effective leader to jump start the process. Once the prerequisites are met, the process of convening begins. The assembled group further examines the issue and undergoes a strategic planning process to decide on effective actions. Once the actions have been identified, the group turns its focus to implementation, outcomes, and sustainability.

Linden (2002) likens the process of putting together a collaborative group as being similar to the stages of a relationship. Phase one is the courtship phase. The courtship is about forming the relationship, learning about the parameters of the collaboration, and assessing appropriate fit. The second phase becomes more serious. The emphasis switches from whether someone should participate to how best they can contribute. The third phase is the commitment of the parties to the collaborative effort. The formal structure of the relationship is defined and contributions are identified. The fourth phase is an emphasis on the legacy which the collaborative leaves, both on the individual participants and the impact of the collaboration on the goal or contribution to society.

Rosen (2007) shares Toyota's formula for building collaboration. He reports the first step to be "nemawashi, or consensus building" (p. 200). Toyota officials believe that giving many people input into ideas and processes leads to better, innovative ideas and a collaborative environment. The second step is "yokoten" (p. 202), or sharing knowledge from place to place. They believe it is not enough to have ideas. What you do with the ideas – who they are shared with – is critical to success. Hoarding ideas or processes is not tolerated. Rosen (2007) likens Mayo Clinic to Toyota in its emphasis on building effective collaborative leadership. Mayo Clinic employs strategies of sharing leadership roles between physicians and administrators, rotating department chiefs every few years to keep leaders practicing as well as leading. The author cautions that these initiatives must be coupled with an emphasis on timely decision making. Toyota and Mayo Clinic are examples of collaboration working within an organization. Between organizations, collaboration is increasingly being utilized as an effective way to achieve common goals. Public, private, and non profit sectors are more commonly seeking ways to partner to increase public value.

Sector Collaboration

In the public sector, a common perception is that privatization is the primary way to collaborate with the private and nonprofit sectors. A survey conducted by Brudley, Cho, and Write (2009) found that roughly two thirds of all state agencies utilize outsourcing via contracting as a way of meeting service needs. Over half of the survey respondents report that the contractual relationship leads to improved quality of service offerings to the public. Sufficient data has not been gathered to empirically support this perception. However, they concluded that privatization continues to be a viable option for the public manager to utilize in working with other sectors.

Van Slyke (2009) further explores the traditional contracting relationship the public sector has with the private and nonprofit sectors. He differentiates between contracting and what he terms relational contracting. A contract relationship is about identifying a partner and writing a contract for methodologies, goods, and services for which the private or nonprofit organization can be held accountable. The author writes, "Fundamentally, to move to a relationship contract requires

a philosophical shift on the part of public managers in terms of how contract relationships are to be managed; a shift toward trust, ongoing communication, and collaboration" (p. 148).

Table 1

The Process of Collaboration

1. **Prerequisites**
   Boundary-crossing problem or opportunity
   Complex problem that requires "adaptive work"
   Shared-power environment
   At least some willingness to work together
   A "sparkplug" or "catalyst" to initiate process
2. **Convening**
   Identifying stakeholders
   Issue framing
   Getting stakeholders "to the table"
3. **Exploring and Deciding**
   Choosing an appropriate process and facilitator
   Reframing the problem (or opportunity) as a group
   Identifying shared interests and desired outcomes
   Exploring and identifying strategies
   Identifying and gathering additional information necessary for decision making
   Forging agreements
4. **Doing and Sustaining**
   Building support outside the group
   Appropriate institutionalization
   Monitoring outcomes
   Network facilitation to maintain and strengthen commitment

Sources: Drawn from Gray (1989); Heifetz (1994); Luke (1998); Chrislip (2002); Linden (2002); and Crosby and Bryson (2005).

"Developing public leaders in an age of collaborative governance", R. Morse & T. Buss, 2008, *Innovations in public leadership development*, p. 84, Armonk, NY: M.E. Sharpe, Inc.

The interaction of organizations at the time of disasters is a phenomenon that has been studied within the context of collaboration. In their study focusing on collaboration in a crisis event, Hicklin, O'Toole, Meier, and Robinson (2009) found that "managers will engage in higher levels of collaboration when faced with larger organization shocks" (p. 107). They found that the manager's style of leadership is the determinant for a response in a crisis event. A manager who collaborates during times of normal operation will be even more collaborative in a crisis. This is not a habitual relationship, however. Managers are not more likely to restrict collaborations when in crisis to organizations with which they already have a relationship. Rather, the manager who regularly practices collaboration will collaborate with a wide scope of organizations, both familiar and unfamiliar.

Waugh (2009) studied the responses of organizations to large-scale disasters such as Hurricane Katrina. He found that emergency responders initially collaborated in their responses. However, according to Waugh (2009), collaboration with organizations who had no history of a working relationship with the government was not successful. These organizations did not understand the

workings of the federal government and the partnerships did not result in greater service delivery. Likewise, frequent federal turnover of staffing became a barrier to successful collaborative responses to disasters. To address these shortcomings, the federal government created more long term organizations (such as the Federal Incident Response Support Team) to develop relationships and build trust with potential partners when disaster response is needed.

As disaster response illustrates, collaboration is not without conflict. It is important to note the potential for barriers and conflicts when parties attempt to work together. The ability to identify negative signs that show that collaboration may not result in increased public value is critical.

Barriers

When forming collaborative relationships, it is important to recognize potential sources for conflict during the process. Hansen (2009) believes that typical modern management structures create barriers to collaborative relationships. Managers are given freedom to run their own departments and are held accountable for the outputs of their areas. Bonuses and raises are tied to successful outcomes. Systems are rewarded where managers concentrate on meeting their own department outcomes, rather than working for the larger good or helping other areas improve. This creates an environment of silos, where each leader in effect puts blinders on to what is going on around their areas to focus exclusively on the success of his or her organization or area of responsibility. When collaboration is attempted, it can be met with one of four potential road blocks.

1. **Insulated attitude** – This road block is characterized by people who do not want to reach out beyond their own departments or organizations. They want to be self-sufficient and stay within the known and familiar. There is also a fear that if an area reaches out, the department or organization can be seen to have a weakness or be perceived as lacking, making it more vulnerable.

2. **Territorial attitude** – Some people do not want to share their time or knowledge. It may be due to a lack of time and incentive – particularly in areas where incentives are based on individual performance outcomes of a leader or organization. It may also be due to a fear that with collaboration will come a loss of power or importance.

3. **The inability to locate needed information** – Unlike the first two barriers which have to do with a lack of desire to collaborate, the third barrier is created when parties are willing to collaborate, but they are unable to locate information necessary to the collaborative relationship. This may be because the collaborative group is too large either in number or in physical area covered. It could also be due to having too much raw data, general information, or a lack of people to serve as bridges in networks.

4. **Variation in skill levels leading to incompatibility** - Partners may also have a difficult time being successful in a collaborative relationship if the parties involved are not able to successfully transfer knowledge from one group to another. If the parties do not have a common interest in the outcome or do not form relationships with each other such that they are comfortable sharing knowledge, these could serve as impediments to successful collaboration. An important influence in overcoming barriers to collaboration can be an effective leader. The role of a collaborative leader is different and requires unique competencies. The following

section will formulate a picture of what makes a successful collaborative leader and how a leader functions effectively within a collaborative relationship.

COLLABORATIVE LEADERSHIP

Skill Identification

As mentioned earlier in the context of disaster response, a leader's mastery of skills necessary to bring successful outcomes from collaborative relationships is pivotal.

"Leadership for collaboration is different from traditional notions of leadership that are organizational (hierarchical) and ultimately about authority and motivating 'followers'. Collaborative leadership is about partnership and mutual learning. It emphasizes shared power or 'power-with' rather than 'power-over'. It is leadership from the middle as opposed to the top" (Morse & Buss, 2008, p. 82).

Linden (2002) states, "Collaborative leaders are passionate to achieve a higher good with others and don't need to get the credit" (p, 163). This is a very different model of leadership than the traditional hierarchical leader who takes center stage in the areas in which they lead. Linden (2002) identifies four personality characteristics that collaborative leaders share. First, they are resolute and driven. The author finds that effective leaders in collaborative settings "pursue collaborative efforts with extraordinary determination" (p. 152). Secondly, collaborative leaders tend to be very modest. This modest, humble demeanor contributes to effectiveness. These leaders motivate by focusing on the final outcome and shy away from accepting credit for success. They are quick to give credit to the team. Kouzes and Posner (2007) add that these leaders invite input and are willing to be convinced that others may know better. Thirdly, according to Linden (2002) they are inclusive. They are able to attract and encourage people to want to join in collaborative relationships. They are able to identify motivators so that people want to work together to accomplish the goal, rather than participate because of obligation or being mandated. Finally, Linden (2002) identifies that collaborative leaders have a collaborative mind set. They possess the ability to see not only which connections are needed, but how these connections will impact the final large goal, outcome, or purpose. Koezes and Posner (2007) add that collaborative leaders have a greater ability to trust others.

In Table 2, Morse and Buss (2008) identify core competencies for collaborative leaders. The six attributes are foundational characteristics that can be inherent within a leader but can also be learned. Their research reveals that the three skills are not usually found in hierarchical leadership but are an integral part of a collaborative leader. The seven behaviors identified in Table 2 are distinctive to a collaborative leader as opposed to a traditional, hierarchical, organizational leader.

Responsibilities

Linden (2002) proposes five "key tasks" (p. 183) of a collaborative leader. First, they are to help identify the shared purpose or goal. Notice that the leader is not to set the purpose or goal, but to facilitate the group in such a way that a purpose or goal emerges. Secondly, the leader

needs to demonstrate a desire to collaborate and a willingness to invest resources to accomplish the desired outcome. Verbal support is not enough to ensure that a leader is successful in a collaborative atmosphere.

Table 2

Attributes	Skills	Behaviors
Collaborative mindset	Self-management	Stakeholder identification
Passion toward outcomes	Strategic thinking	Stakeholder assessment
Systems thinking	Facilitation skills	Strategic issue framing
Openness and risk taking		Convening working groups
Sense of mutuality and connectedness		Facilitating mutual learning processes
Humility		Inducing commitment
		Facilitating trusting relationships among partners

"Developing public leaders in an age of collaborative governance", R. Morse & T. Buss, 2008, *Innovations in public leadership development*, p. 84, Armonk, NY: M.E. Sharpe, Inc.

The leader needs to demonstrate commitment by contributing something tangible that can be tied to the successful outcome. Thirdly, an important task of a collaborative leader is to bring the right people to the table. The leader needs to be a connector or be able to assess those who express an investment in the goal to see who will be the most effective and appropriate for the collaborative relationship. One component of having the right people is to also be able to motivate and inspire them through difficult times.

Another key task of an effective collaborative leader is to promote an "open, credible process" (Linden, 2002, p. 163). Transparency in operations encourages trust-building and further stakeholder investment. This promotion needs to be modeled by the leader both to the group and to the larger community. Van Slyke (2009) echoes the importance of building trust. In his examination of relational contracting, he found that "public managers supported the proposition that trust is at the center of contractual relationships and is the single most important criterion for how and under what conditions providers are to be managed" (p. 151-152). He concludes that trust and collaboration are inextricably linked. A leader needs to be able to ensure confidence in collaborative partners that processes and outcomes are in alignment with commitments. Finally, the collaborative leader will be an enthusiastic champion of collaborative initiatives. Within the collaborative relationship, the leader needs to be an encourager, supporter, problem-solver, and source of inspiration. The leader needs to be a proponent of the larger outcome, purpose, or goal and have the ability to continually unite participants around the goal or purpose of the collaboration.

Successful collaborative leaders have three leadership practices in common, according to research done by Hansen (2009). First, a leader challenges the hierarchical ideal of success. "The collaborative leader has the capacity to subordinate his or her own goals to the larger goals of the institution" (p. 151). The agenda of the collaborative leader is secondary to the collaborative group's overarching goals. An effective collaborative leader is able to appeal to a bigger picture. He or she also is able to influence others to subordinate their goals and agendas to pursue the common good or goal.

An effective leader places a priority on involving others. Hansen (2009) contends that "inclusive leaders invite a fairly diverse group of people into their decision-making process" (p. 154). They also "give serious consideration to different views. They listen well: they seek to understand what others think and why" (p. 154). Empathy is a key skill – a collaborative leader needs to be able to consider things from more than one perspective. The ability to create a safe environment where alternate, diverse, and opposing views can be expressed and considered is an important skill of a collaborative leader. An effective collaborative leader also needs to be decisive in order to circumvent a danger inherent in collaboration -continual discussions with no action or resolution.

Lastly, collaborative leaders stress the importance of accountability. According to Hansen (2009), "accountability is important in all kinds of management, but it is especially important in collaborative organizations because of the tendency to hide behind the collective" (p. 157). Collaborative leaders encourage both personal and corporate accountability. He cites the example of Carlos Ghosn who took over as chief executive at Nissan in 1999. In one of Ghosn's earliest speeches, he set three transparent, measurable goals for the organization. He said that if Nissan did not meet these goals, he would resign. He also then held his leadership team accountable by announcing that the senior leadership team would also resign if the three goals were not met. Collaborative leaders spell out what they are accountable for and accept responsibility for any mistakes or failure to meet goals.

Methods of Leading

Often, someone who displays the characteristics of a collaborative leader looks for ways to encourage collaboration within his/her organization. Rosen (2007) identifies eleven practices that a collaborative leader can integrate into his or her own organization to transform it to be more collaborative.

1. Encourage Mentoring – The process of mentoring involves consulting others. This consultation helps to build an ingrained habit or practice of bouncing ideas off others before implementing them.
2. Invite Constructive Input – Honoring opinions and suggestions from all sources creates a safe environment for innovative thoughts and ideas.
3. Identify and Implement Collaborative Tools – Utilize appropriate technology to facilitate the ability for people to connect and collaborate.
4. "Facilitate Cross-Functional Brainstorming" (p. 212) – The physical environment should encourage the exchange of ideas and discourage silo mentality.
5. Encourage and Reward People who get Input from Several Sources – Intentionally hold people accountable for how many sources they gain input from and reward those who seek input from others.
6. Reward People for Sharing Information – Emphasize that hoarding information costs more in time and resources. Rosen goes so far as to say that employees be rewarded with an extra day off for sharing information.
7. Use Incentives to Encourage Innovation – Short-term, issue based task forces should be formed and members given rewards or bonuses to participate. The suggested strategy is that those who have participated and been given bonuses will form other short-term task forces and continue to collaborate.

8. Promote Those Who are Skilled in Collaboration – Rather than promoting those with documented results, promote based on the processes of work – for example, whether they consult with others when making decisions.
9. Model Collaborative Leadership – By seeking the input of others, guiding rather than deciding, and mentoring others, a successful modeling of collaboration will encourage others to do the same.
10. Use a Smooth and Warm Tone of Voice – Use the same tone of voice you use when talking with a friend.
11. Discourage Internal Competition – When groups are pitted against one another, collaboration is discouraged and hoarding is a result.

Leadership Strategies

As a leader seeks to build both successful collaborative relationships and collaborative organizations, there are three strategies that leaders should utilize. The first step in effective collaboration is to create what Hansen (2009) refers to as a "unifying goal" (p. 74). To successfully collaborate, you must first establish a common end result. This result must be "simple and concrete" (p. 79) and inspirational. There must also be a sense of unity and teamwork. Kouzes and Posner (2007) support this first step stating, "Cooperative goals and roles contribute to a sense of collective purpose" (p. 243). Collaborative teamwork is decisive, global in outlook, and comprehensive in scope. The language used by an effective collaborative leader is also critical to the success of collaborative relationships. Rather than focusing on individualism or competition, leaders should emphasize the common goal and uniting participants to obtain the goal.

Secondly, Hansen (2009) proposes a leadership style he calls "T-shaped management" (p. 93). This style is especially effective in identifying successful employees who are effective in a collaborative environment. There are two competencies that employees who thrive in collaborative environments must have: individual performance (the vertical portion of the T) and cross-company or organization contributions (the horizontal portion of the T). He then pinpoints three types of employees that do not function well in a collaborative environment. Laggards score low on both individual performances and cross collaboration. Butterflies score high on cross collaboration but low on individual performance. Lone stars score high on individual performance but low on cross collaboration. The author recommends that leaders in the collaborative environment fire or downsize laggards and give coaching for change opportunities to butterflies and lone stars. If not successful, eliminating those employees as well will add room in the organization for employees that are successful in displaying both the vertical and horizontal T-shaped behaviors. When a collaborative leader eliminates the barrier of ineffective employees, organizations will be more successful with collaborations.

Finally, it is important that collaborative leaders build "nimble, results-based networks" (Hanson, 2009, p. 122). Networking is an important tool to bring about the end result or unifying goal. Hansen (2009) cautions that it is easy for a leader to get caught up in networking for networking's sake. He identifies six networking rules. The first four rules guide in the identification of opportunity. The last two rules help to "capture value" (p. 132). Rule one is to "build outward, not inward" (p. 124). Develop contacts outside of the organization rather than relying on coworkers. Rule two is to "build diversity, not size" (p. 127). A small but diverse array of connections can be more valuable that a large number of contacts. Rule three is to "build

weak ties, not strong…Research shows that weak ties can prove much more helpful in networking, because they form bridges to worlds we do not walk within. Strong ties, on the other hand, tend to be to worlds we already know…Weak ties are also good because they take less time" (p. 130).

Rule four is to "build bridges, don't use familiar faces" (p. 129). People who fulfill the function of bridge building have many questions and become the go-to person who will know who is able to help in a situation. Leaders promoting collaboration need to ensure that there are enough people able to serve as bridges to attain end results. Rule five is to "swarm the target, don't go it alone" (p. 132). Effective collaboration involves using contacts to make connections. Finally, rule six is to "switch to strong, don't rely on the weak" (p. 134). Leaders need to be able identify and prioritize network contacts. When contacts appear to grow in significance, leaders should begin to develop relationship with them.

Personality Traits in Relationship to Successful Collaborative Leadership

The ability to lead taken by itself, does not make one an effective collaborative leader. There are several personality traits that Hansen (2009) identifies as being prohibitive to effectiveness in a collaborative group. First, leaders who are power hungry are less likely to place their own agenda secondary to that of the good of the organization. They also tend to discourage inclusion of a variety of people, ideas, and accountability of action. Second, if a leader is arrogant and thinks that he/she always know best, this type of person does not tend to involve others in decision making or be able to effectively focus on a larger vision. Third, a leader who is defensive is not likely to be accountable or to be able to promote a larger vision. He/she is usually offended by criticism and so is less likely to encourage participation from a diverse group of people. Fourth, a leader with a strong "fear of losing" and "fear of humiliation if defeated" (p. 162) is not likely to be a successful collaborative leader since successful outcomes are dependent on a group. Linden (2002) expands on this concept by saying that involved parties are also motivated by a fear of losing quality of workmanship (they tend to have thoughts like 'when I am responsible, I know it will get done right – but I'm not so sure about you') and fear of losing resources, especially with diverse partnering collaborators (their fear expresses itself with thoughts like 'if you are much smaller than me, I will have to either do more or share my resources to help you meet your contribution'). A final barrier noted by Hansen (2009) is an inflated sense of self. This barrier was the weakest of the five. Leaders with elevated sense of self are less able to consider a larger agenda or to include others in planning and decision-making.

Finally, as personal characteristics and practices of collaborative leaders are examined, O'Leary and Bingham (2009) identify six seemingly contradictory characteristics that are necessary to be an effective leader in a collaborative environment. They advocate that these paradoxes are to be identified and embraced by managers as they seek to resolve the conflicts that may evolve within their roles as collaborative leaders.

1. Work both independently and within a group network – A collaborative manager is both a leader of a single program or organization and one of several other managers united to meet varied goals and outcomes.
2. Have both individual and diverse goals – A collaborative manager has the goal of their individual group or organization as well as uniting with others to meet common goals.

3. Work with a smaller number and greater variety of groups – As a collaboration, the group involved in striving to meet a common goal is small, yet they represent diverse groups with varied interests and expectations.
4. Be participative and authoritative – A collaborative manager is expected to be an equal participant with the network of collaborators yet as a leader of an individual group or organization, is the one to give instruction to the single organization.
5. Need to see both the forest and the trees – A collaborative manager needs to have a comprehensive, big-picture view while executing the detail work of the individual group or organization's specific assignment or responsibility.
6. Balance advocacy and inquiry – A collaborative manager is an advocate for the individual group or organization. Yet, the manager needs to be able to probe into issues and solutions to be able to most effectively work with the group to meet the common goals.

CONCLUSION

Collaboration is an operational strategy that can result in improved outcomes. It is a relationship among equals who work together to accomplish a common goal. Inter-organizational collaboration benefits the organization in improved processes and performance. Intra-organizational collaboration allows organizations to expand their service and product offerings while increasing their legitimacy. Collaboration between the three sectors creates value and allows for more efficient and effective service delivery.

Collaboration is the most effective strategy to engage in when there is potential for all parties to unite around a common mission. There are other reasons why departments or organizations will seek to participate in collaborative arrangements. If the issue is very complex with many facets, it can often be better addresses with multiple stakeholder or sector involvement. If one party does not have all the resources needed to address an issue, collaboration is an effective tool to gain access to what is needed. Finally, if a group is seeking greater visibility or legitimacy, collaboration is one way to accomplish that goal.

Building a collaborative group requires an individual who sees value in addressing the issue to initiate the process. This individual networks to pursue relationships with others who would be effective partners. The group would then meet to further investigate the issue and plan strategic initiatives for effective action plans. Once the plans are in place, the group works together to implement the initiatives and plan for initiative sustainability. Many public organizations begin with a contracting relationship and develop those relationships into collaborations as trust develops.

Collaborative leadership is a skill that can be learned. There are certain characteristics that a collaborative leader must have or develop. A leader must be an effective group facilitator who can reliably manage a workload and think strategically. A collaborative leader must be able to network and foster trusting relationships among group members. This individual must have a passion for the issue or goal and the ability to place the goal above thoughts of personal authority or gain. The leader must be able to connect with partners and encourage innovative solutions. Finally, a collaborative leader must have discernment about when to utilize collaboration as the most effective strategy for addressing an issue and be able to model collaborative leadership to others.

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