



COLLABORATIVE FRAMEWORKS AND TOOLS

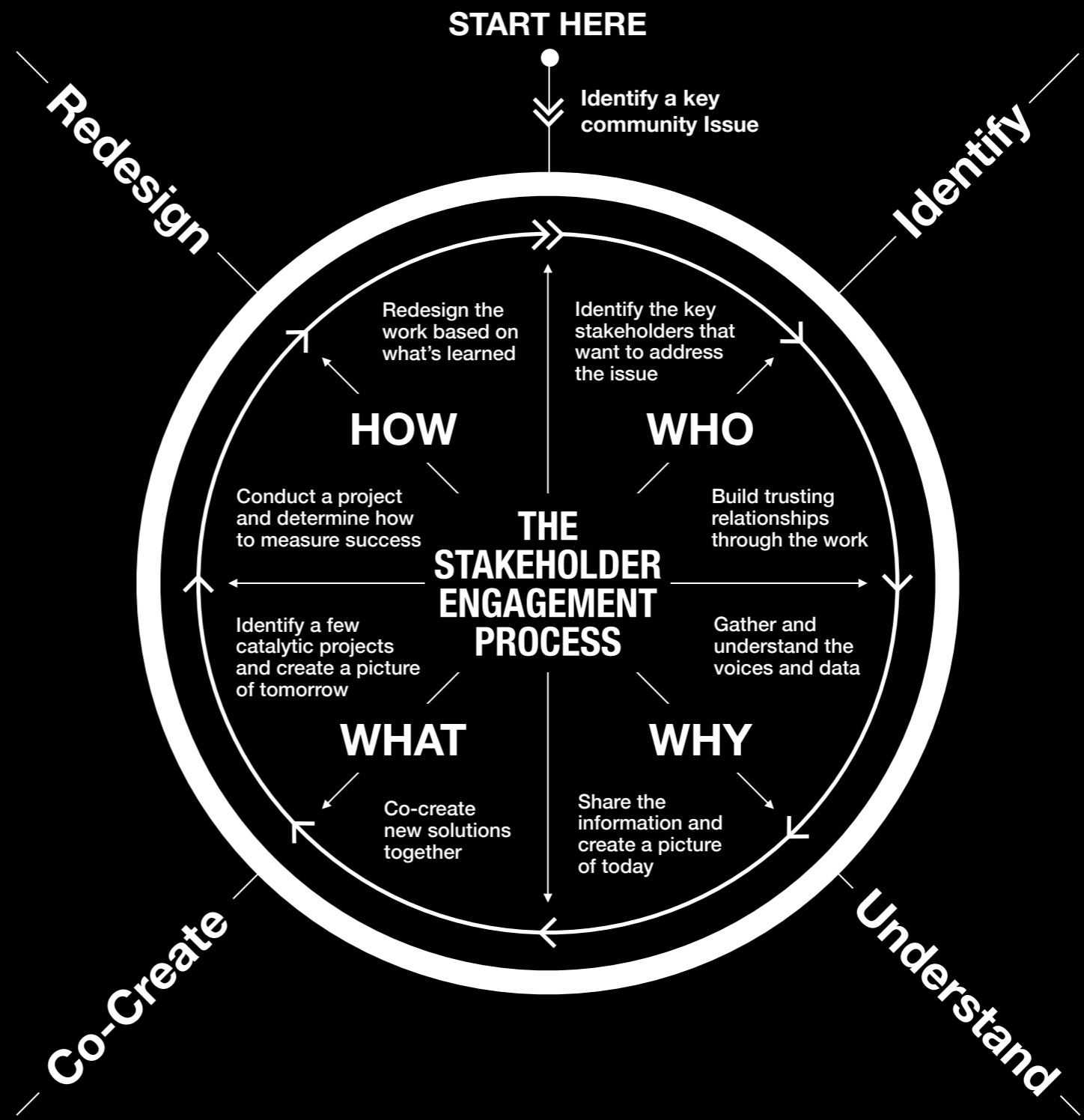
THE STAKEHOLDER ENGAGEMENT PROCESS

A Relationship-Based, Systems-Building
Approach to Community Collaboration

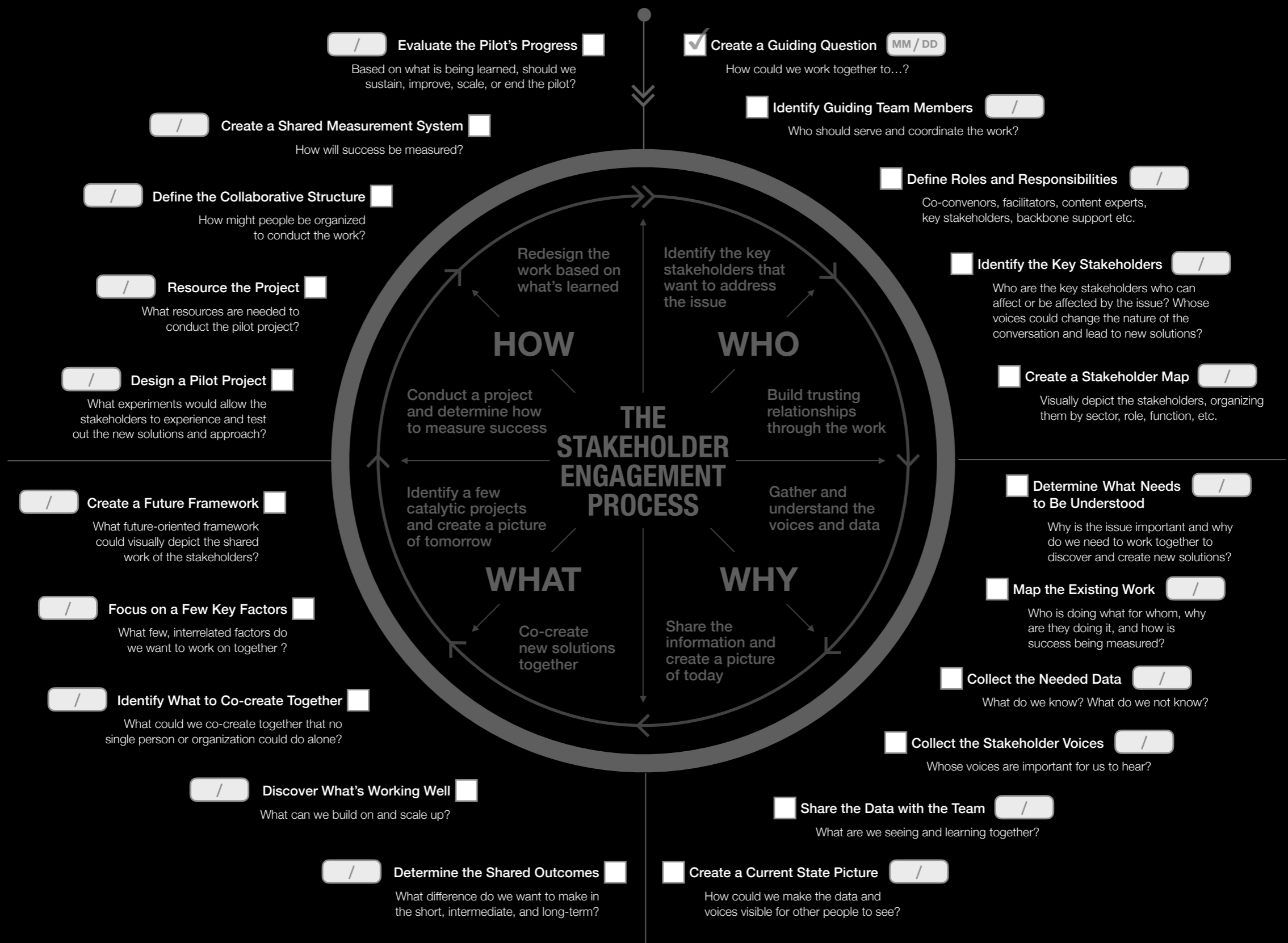
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THE ENGAGEMENT PROCESS



START HERE



THE GUIDING QUESTION

Open-Ended Question	Agreement to Collaborate	Action Verb	Challenge Subject	For Whom?	Located Where?

THE GUIDING QUESTION

How could we...	work together to...	ensure that...	the right food, gets to the right place at the right time,...	for the right people in need...	within Wayne County, Indiana?
Open-Ended Question	Agreement to Collaborate	Action Verb	Challenge Subject	For Whom?	Located Where?

A GUIDING QUESTION EXAMPLE

OTHER EXAMPLES	<ul style="list-style-type: none"> - What will it look like to create the kind of transformation at the Kostoyrz Elementary school that it draws the curiosity of the community and becomes a catalyst for transformation in Corpus Christi? - How can we provide holistic asset-based services so youth thrive in a unified and collaborative system in Bartholomew County? - Why, despite our very best efforts, are we still experiencing chronic homelessness in Calhoun County? - How can the community create a culture of continuous improvement and support that raises the rate of high school success? - How do we build on current structures and relationships to stabilize and enhance Medicare? How can Medicare contribute even more to the Canadian identity? - How can we achieve our prevention goals while treating all of those currently infected?
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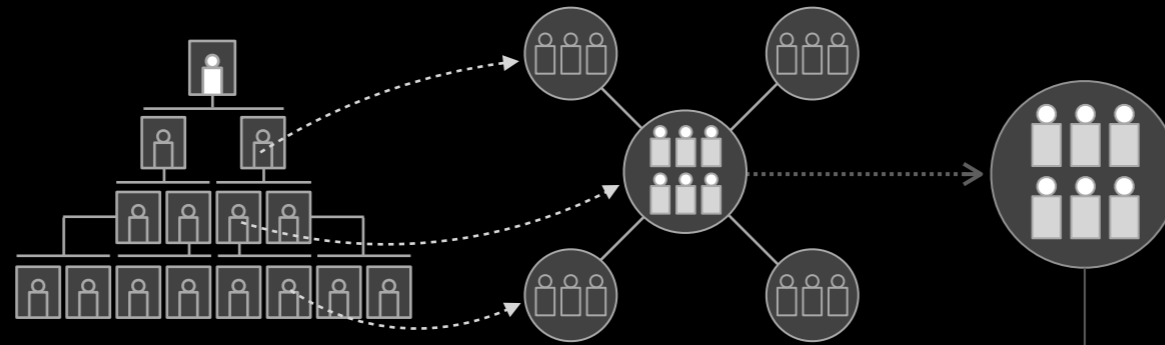
Identify



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THE GUIDING TEAM



Organizational Leadership

Orchestrates actions **within** an organization

Power is what holds things together lead by an individual leader

Determines the **role or function** of an organization from the aim of the system

Uses **top-down coordination** (hierarchies)

Addresses **complicated** organizational problems (agreed-on goals)

Oversees the efficient allocation of organizational **resources**

Examines how people process things **independently** (human capital)

Seeks a **competitive** advantage

Plans hold everything together (ends)

"Sells" finished plans **to** stakeholders

Closes the gap between the present and a projected **idealized future state**

Fundamentally an **analytical** process

Collective Leadership

Cultivates actions **across** organizations

Purpose is what holds things together served by a guiding team of leaders

Determines the **aim of the system** to improve relationships among the parts

Uses **self-organized collaboration** (networks)

Addresses **complex** community problems (limited consensus on goals)

Oversees the effective tending of stakeholder **relationships**

Examines how people behave **interdependently** (social capital)

Seeks a system of **cooperation**

Process holds everything together (means)

Creates solutions along **with** stakeholders

Managing the **evolutionary potential** of the present (limited knowledge cause & effect)

Fundamentally a **social** process

GUIDING TEAM ROLES

A guiding team is a small leadership group that works to shape the relationships among the people, programs, and organizations to achieve the essential goal of the whole system. The team acts as the glue for collaboration, serving and supporting the collective work. Rather than working vertically within organizations, a guiding team works horizontally across programs, organizations, and even the public, private, and social sectors of society.

Roles and Responsibilities:

Co-Convening Leaders

nurture relationships
A few strong, facilitative leaders in the stakeholder group convene, catalyze, and sustain these collaborative efforts.

Key Stakeholders

conduct the work
Stakeholders are the people and organizations that can affect or be affected by any decisions or co-created solutions. As their relationships evolve, the system is transformed.

Content Experts

inform the work
Experts provide stakeholders with the information necessary for making good decisions.

Process Facilitators

guide the work
Facilitators serve as a process guide, a tool giver, neutral third-party, and process educator.

Backbone Support Staff

serve and support the work
Backbone support services provide strategic and operational support to the collaborative effort.

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A RELATIONAL APPROACH

Identify



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TRANSACTIONAL APPROACH

Believes in a philosophy of **entitlement**; what's in it for me

Trust is **conditional** and is considered to be akin to a deal or contract

Relationships among stakeholders are valued as **means to an end**

Results in a **customer-supplier** relationship: I'm the customer, you're the supplier and your job is to serve me

The change process happens **to** or **for** people

Believes in holding others **accountable** for results, and that watching improves performance: an imposed extrinsic expectation or standard

Sees community building as a **zero-sum** game: for me to win, you must lose

RELATIONAL APPROACH

Believes in a philosophy of **commitment**; a path chosen for its own sake

Trust is **unconditional** and is considered a promise made with no expectation of return

Relationships among stakeholders are valued as **ends in themselves**

Results in a **true-partnership** relationship: we are collectively responsible for the success of the system

The change process happens **with** people, including the design of the process itself

Believes that **responsibility** is an intrinsic duty and that it should be personally accepted before holding others accountable: responsibility precedes accountability

Sees community building as a **positive-sum** game: things work best when we all win

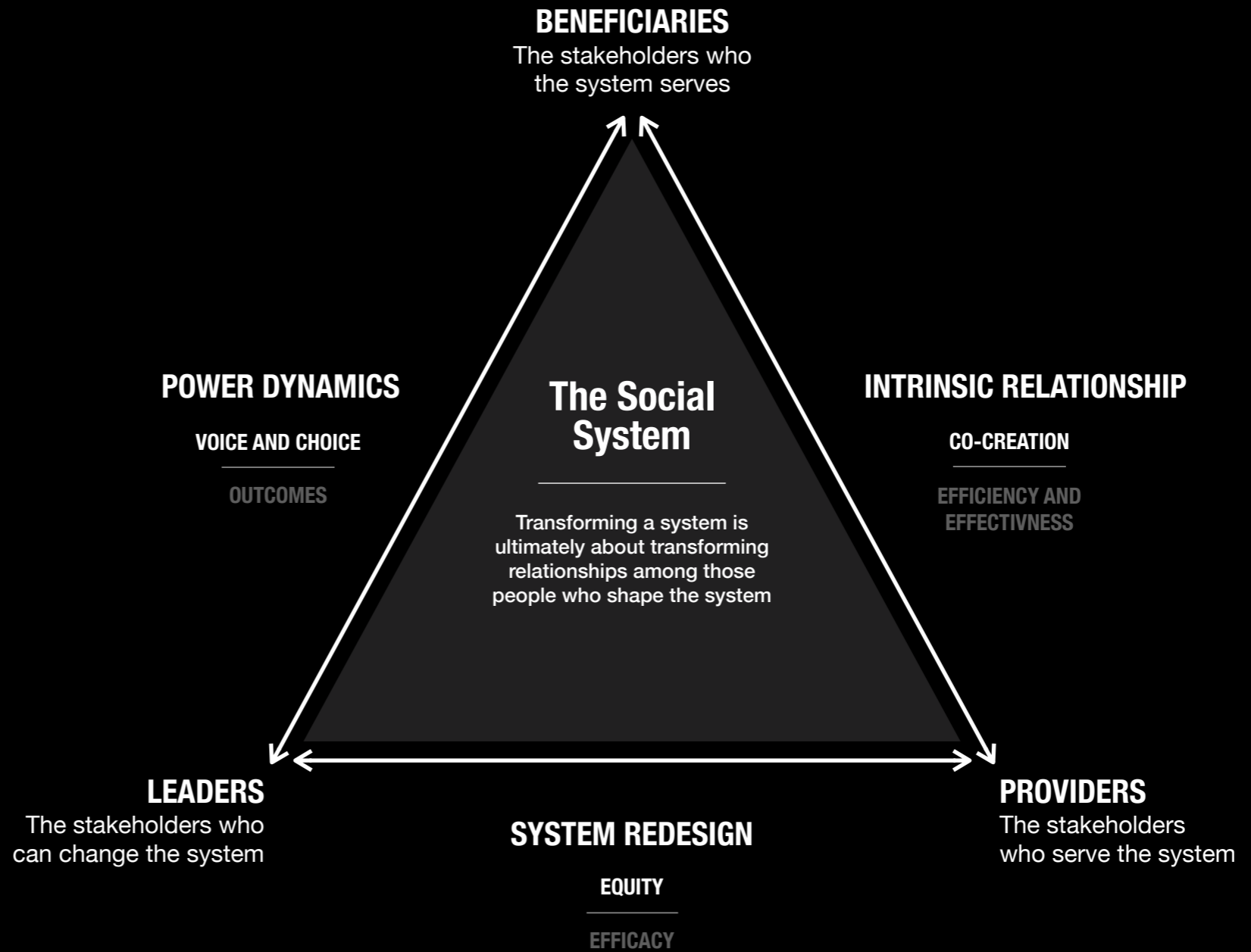
STAKEHOLDER TRIANGLE

Identify

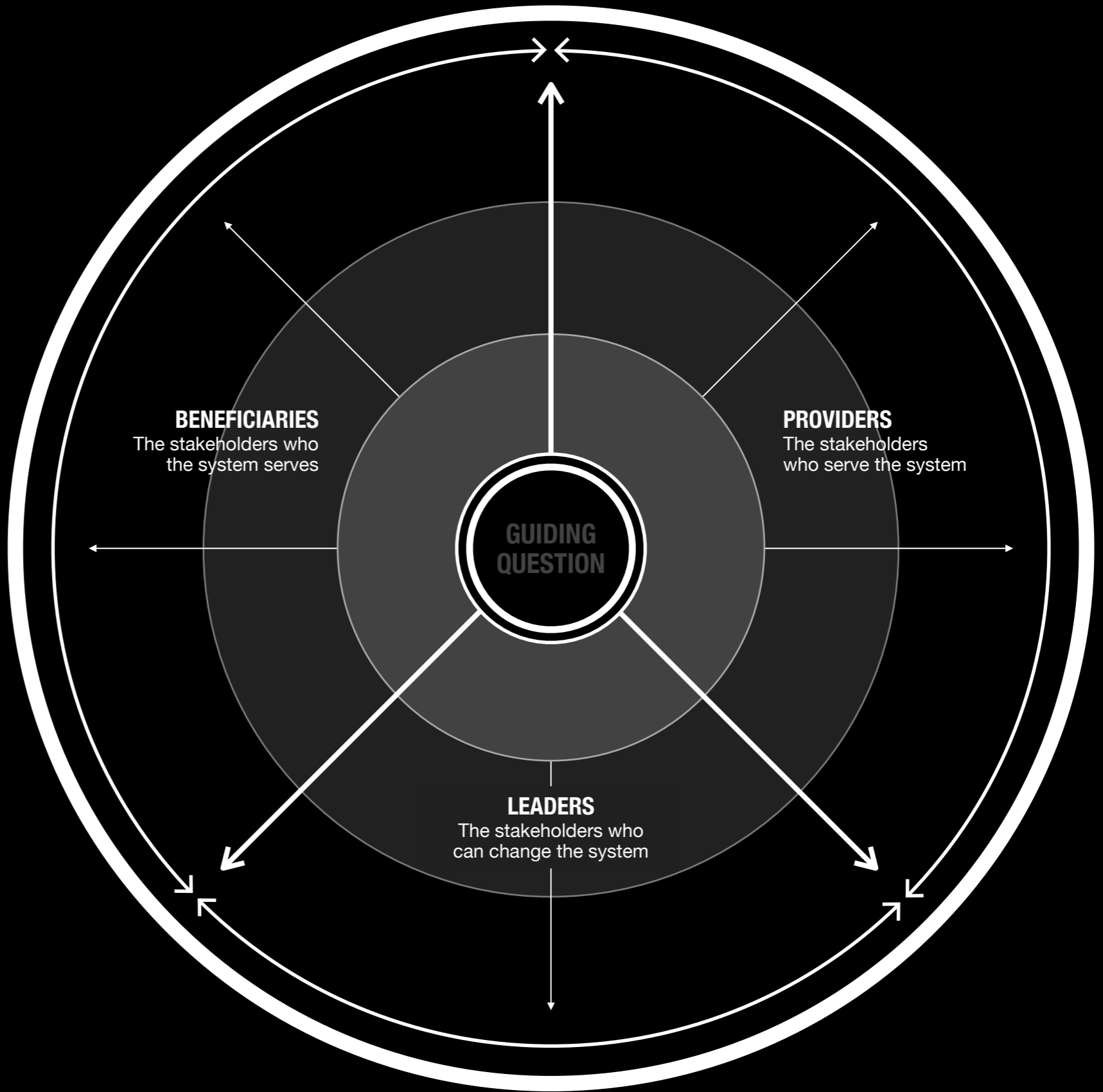


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THE STAKEHOLDER MAP



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THE LANDSCAPE OF WORK

TO MAP THE EXISTING LANDSCAPE OF WORK UNDERWAY, ASK EACH STAKEHOLDER...

Who...	is doing what...	for whom...	and why are they doing it?	How is success measured?
Identify the stakeholders who should be at the table	Identify the current work that can be built upon	Identify the customers being served	Look for strategic alignment, mutual interest, and shared outcomes	Determine what outputs are currently measured and what data exists?



Sample Interview Questions

"What is your name and your role in the community?"	"What program(s) is your organization working on related to the challenge?"	"Who is being served by each program and the work?"	"What is the purpose of the programs and the work?"	"How are you measuring success?"
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Example Responses

Who...	is doing what...	for whom...	and why are they doing it?	How is success measured?
Josie Smith with the Community School Corporation	iGrad Coaching Pilot Program	At-Risk High School Juniors	To increase the number of high school graduates ready for a career, certificate, and/or degree	Graduation Rate: 87.6% Attendance Rate: 82%

Understand



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THE RELATIONSHIP MATRIX

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HAVE EACH STAKEHOLDER COMPLETE THEIR ROW AND COLUMN

	STAKEHOLDER 1	STAKEHOLDER 2	STAKEHOLDER 3	STAKEHOLDER 4	STAKEHOLDER n
STAKEHOLDER 1	Mission/Purpose	Describe how the stakeholders are working together	Describe how the stakeholders are working together	Describe how the stakeholders are working together	Describe how the stakeholders are working together
STAKEHOLDER 2		Mission/Purpose	Describe how the stakeholders are working together	Describe how the stakeholders are working together	Describe how the stakeholders are working together
STAKEHOLDER 3			Mission/Purpose	Describe how the stakeholders are working together	Describe how the stakeholders are working together
STAKEHOLDER 4				Mission/Purpose	Describe how the stakeholders are working together
STAKEHOLDER n					Mission/Purpose

THE STAKEHOLDER VOICES

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VOICE OF THE CUSTOMER (beneficiaries)



CURRENT LANDSCAPE OF WORK (providers)



LEARNING JOURNEYS (internal)



BEST PRACTICE VISITS (external)

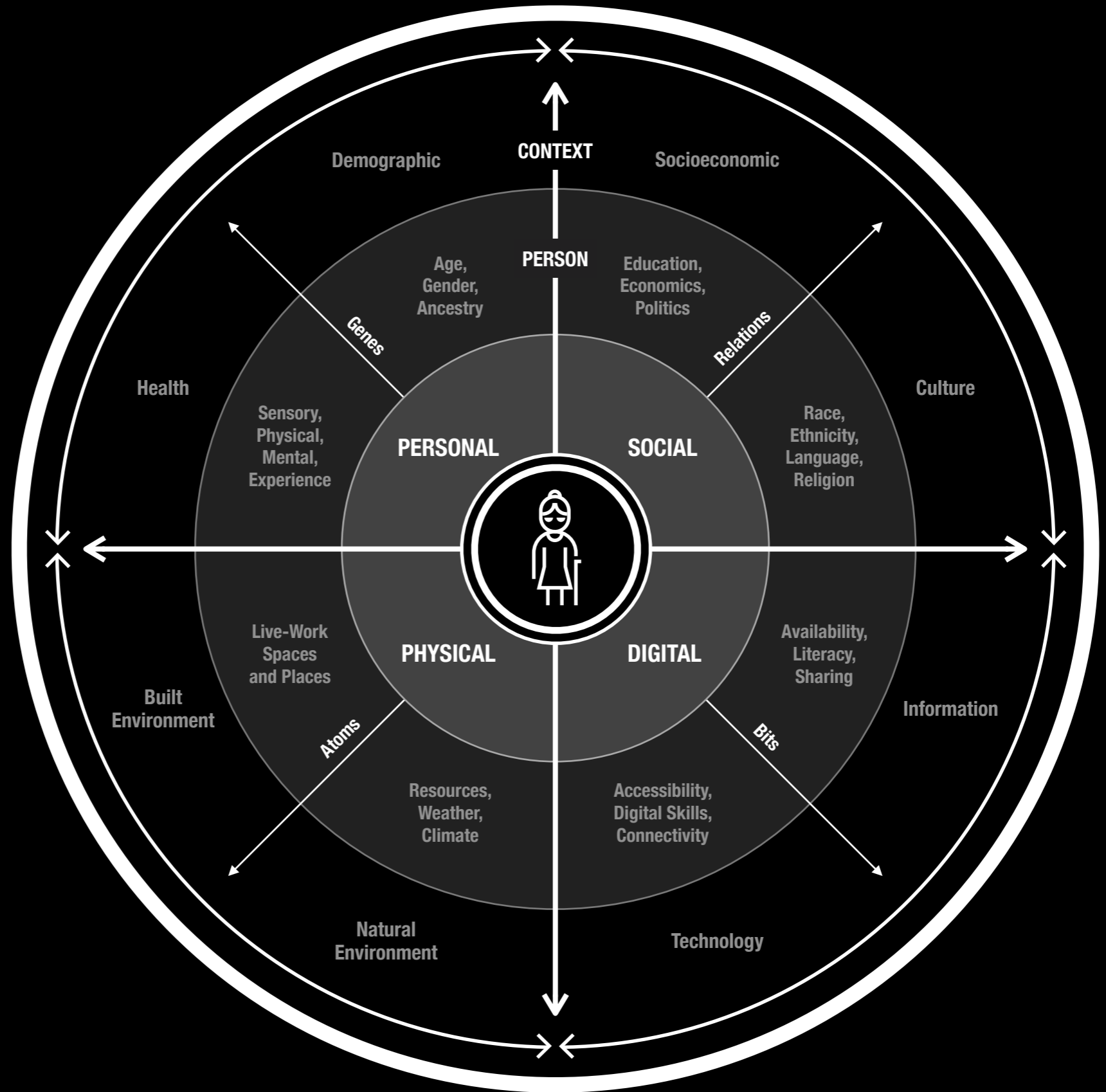


LIVED EXPERIENCE (challenges)



POSITIVE DEVIANCE (opportunities)

THE PERSON-IN-CONTEXT



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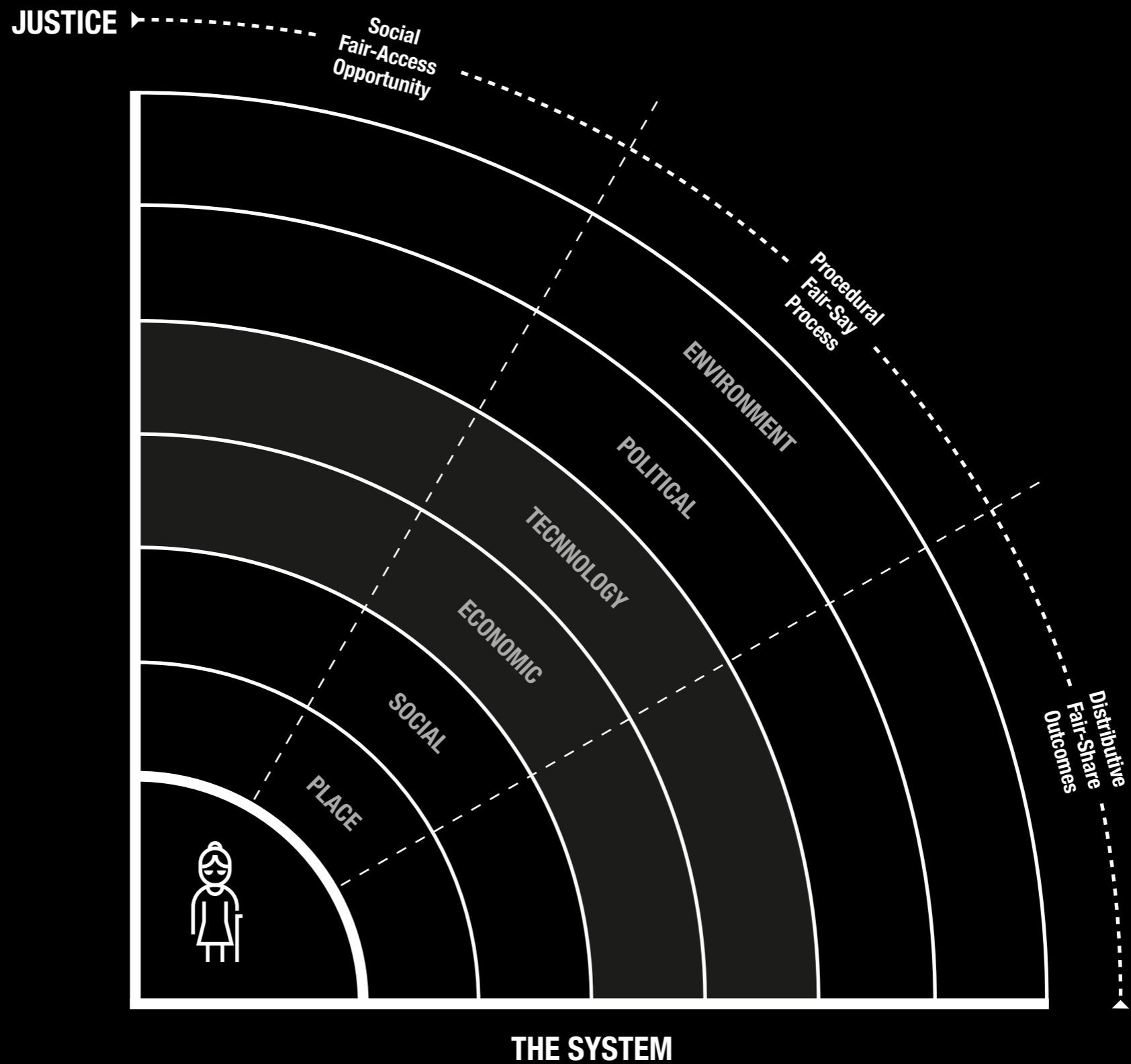
THE EQUITY MAP

Understand



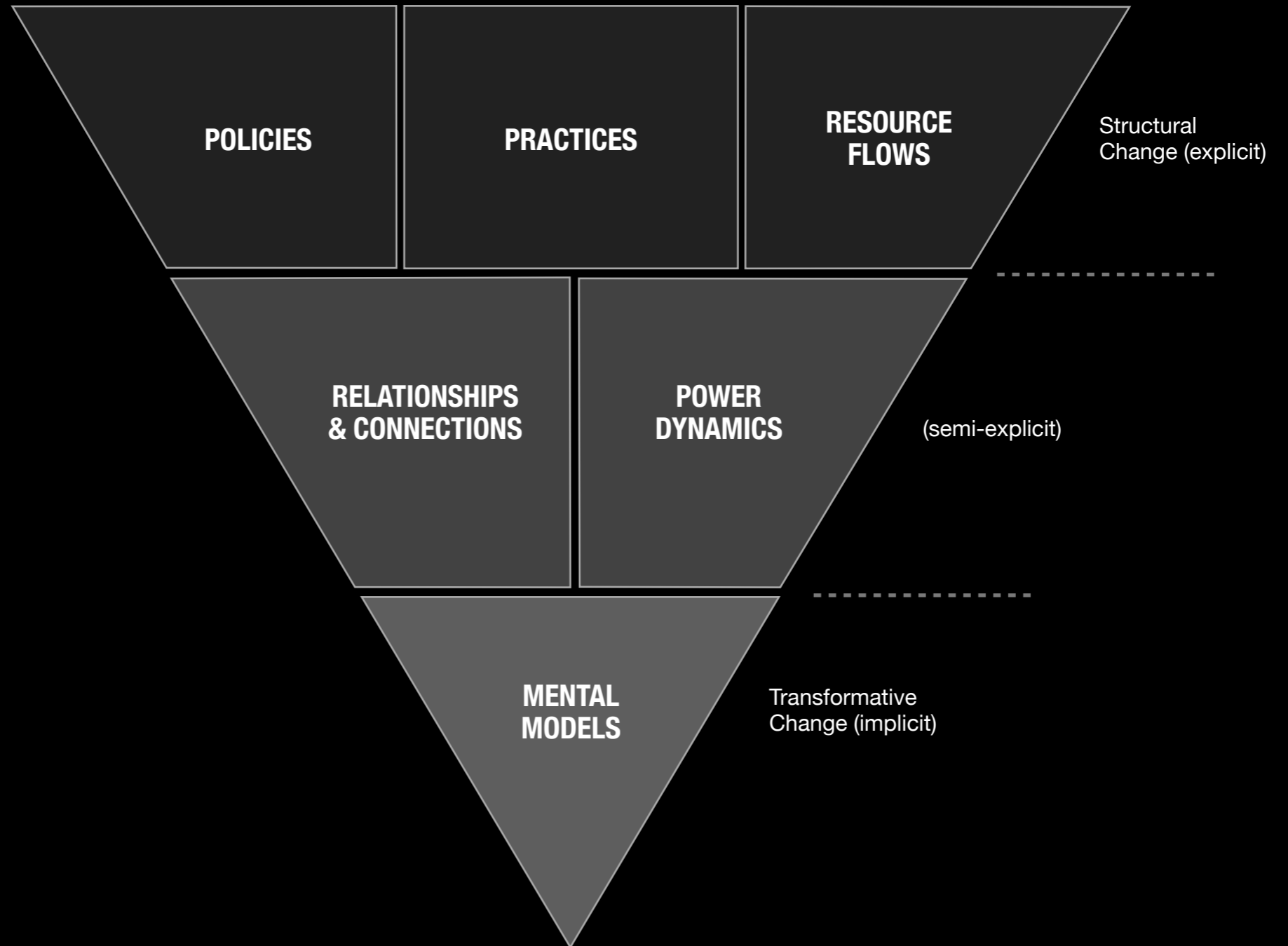
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THE SYSTEMS MODEL

SHIFTING THE CONDITIONS THAT HOLD THE PROBLEM IN PLACE



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Source: *The Water of Systems Change*, John Kania, Mark Kramer, Peter Senge

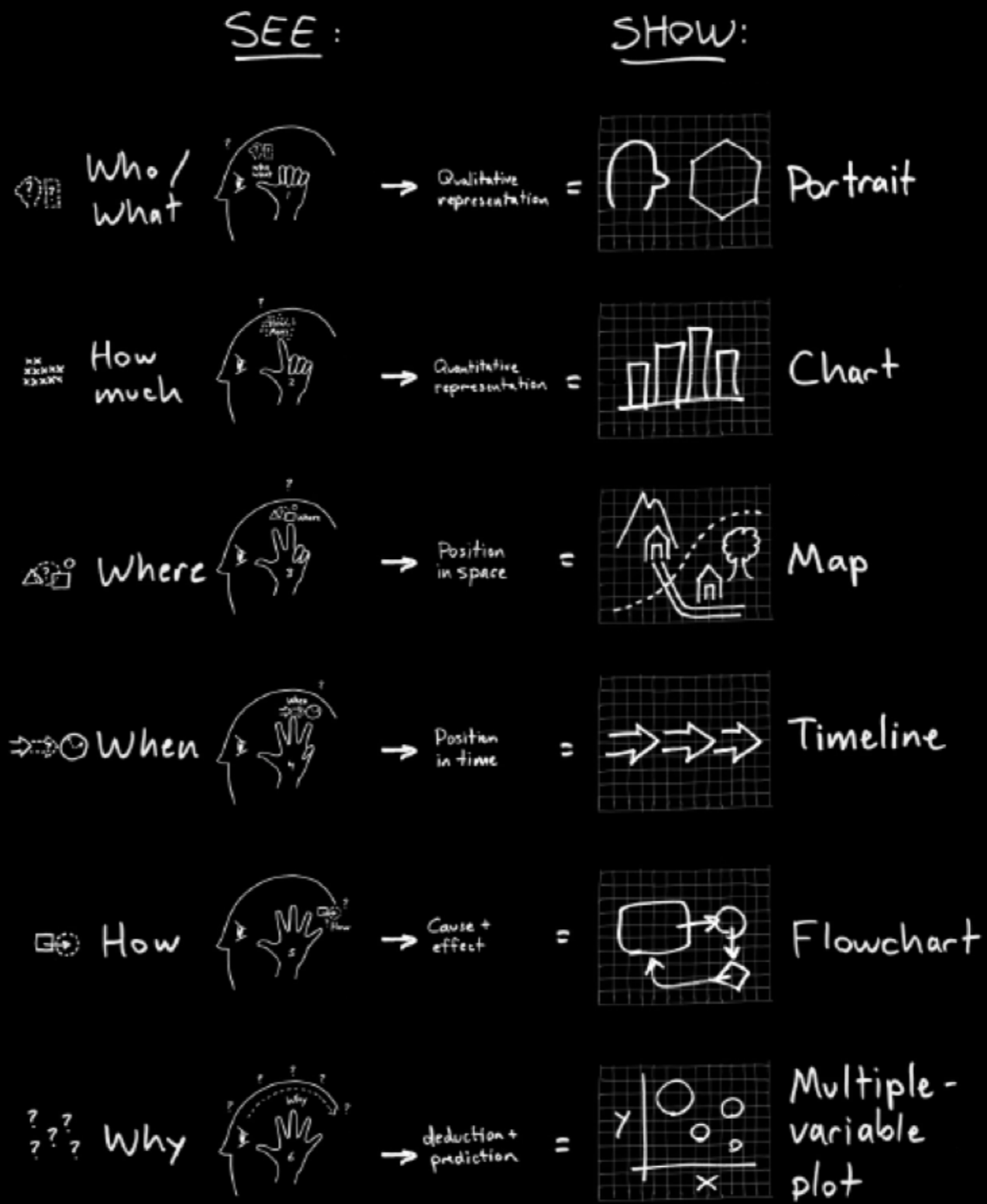
MAKING A SYSTEM VISIBLE

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Co-Create



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THE DIFFERENCE BETWEEN OUTPUTS AND OUTCOMES

OUTPUTS

Outputs are **the stuff we make**

An output involves a **process** as in production

Outputs are typically designated as the **accomplishment or product** of an activity, program or project

Outputs relate to "**what we do**" (**what**)

Example: products, services, programs, trainings, workshops, revenue, profit

Outputs are the **quantity of stuff** that is produced

Outputs, like revenue, fund outcomes

OUTCOMES

Outcomes are **the difference our stuff makes**

An outcome is the **result** of an action

The output of a factory is 20 cars an hour, but the outcome of replacing the manager is that the output rises to 25 per hour

Outcomes refer to "**what difference is there in the world**" (**why**)

Example: For a highway construction project, outputs are the project design specs and the number of highway miles built and repaired. Outcomes of the project are better traffic flow, shorter travel time, fewer accidents.

Outcomes create **benefits**, meanings, relationships, and differences

Without outcomes, there is no need for outputs

THE OUTCOMES MAP

WHAT DIFFERENCE DO WE WANT TO MAKE IN THE...

Short-Term

Learning, awareness, attitudes, relationships

Shared Measures

Intermediate-Term

Behavior, practices, decisions, coordination

Long-Term

Cultural, civic, social, economic conditions

Good outcomes usually begin with words like: increased, decreased, reduced, better, fewer, shorter, more, less, higher, lower, stronger, etc.

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HARLEM CHILDREN'S ZONE EXAMPLE

TIMEFRAME	OUTPUTS	MEASURES	OUTCOMES
<p>Short-Term</p> <p>Learning, awareness, attitudes, relationships</p> <p><i>Incubate & demonstrate</i></p>	<p>Creating a one-block pilot, activating "The Pipeline" among the stakeholders</p>	<p>Number of children participating in The Pipeline by age group</p>	<p>Learning what works, adapting based on the evaluation of the pilot, and demonstrating increased educational achievement and attainment</p>
<p>Intermediate-Term</p> <p>Behavior, practices, decisions, coordination</p> <p><i>Replicate</i></p>	<p>Replicating and expanding The Pipeline into additional city blocks within Harlem</p>	<p>Language and math academic achievement by grade level (HCZ lottery winners/losers and Black/White students)</p> <p>Number of city blocks</p>	<p>Ensuring fair outcomes by closing the equity gaps among Black students compared to all students in language and math grade-level performance</p>
<p>Long-Term</p> <p>Cultural, civic, social, economic conditions</p> <p><i>Work into public policy</i></p>	<p>Increasing the enrollment and completion of Black students in post-secondary education and connecting them to economic opportunities</p>	<p>Post-Secondary Enrollments and Completions</p> <p>Percent of population below the poverty level and inflation adjusted change in median household income</p>	<p>Breaking the cycle of intergenerational poverty</p>

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SYSTEM STRUCTURE

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“Why”
Understanding

SYNTHESIS

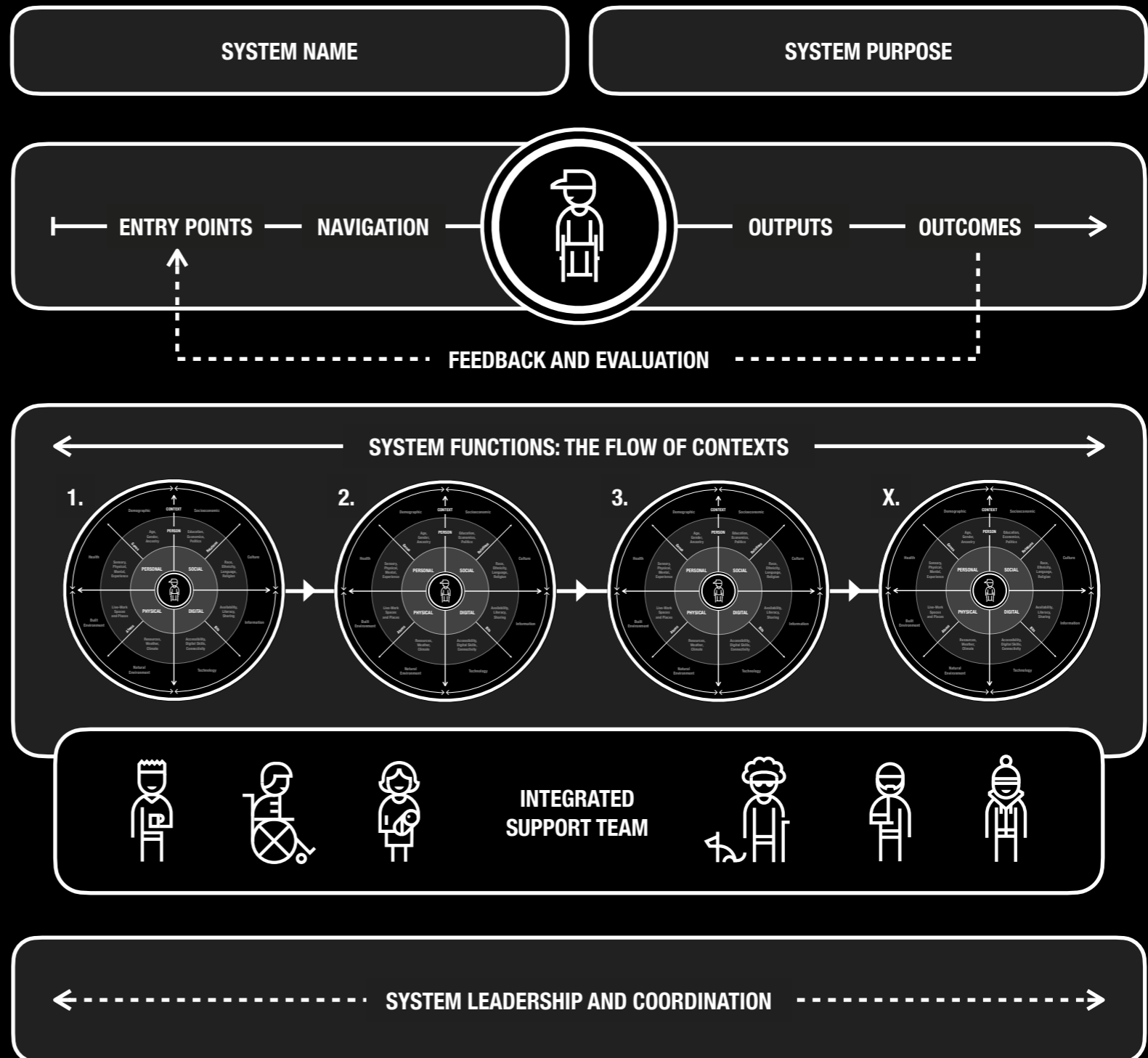
Look up for purpose and down for function

ANALYSIS

“How”
Knowledge



A system's purpose lies outside of it, in the larger containing system of which it is a part



Redesign

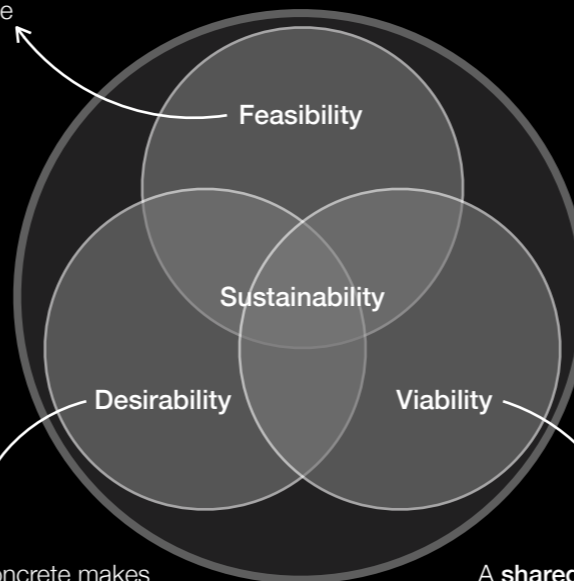


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A **concrete entry point** into a much larger problem which means progress can be achieved relatively quickly, albeit at a small scale

A SIMPLE WORKING SYSTEM



The potential for scale and sustainability is part of a project's **design**, not a phase of implementation

Tackling something concrete makes **storytelling** easier, which is essential to attract further collaboration, stakeholders, resources, and buy-in

A **shared experience** where stakeholders can witness the fullness of the new model, in both rational and emotional ways

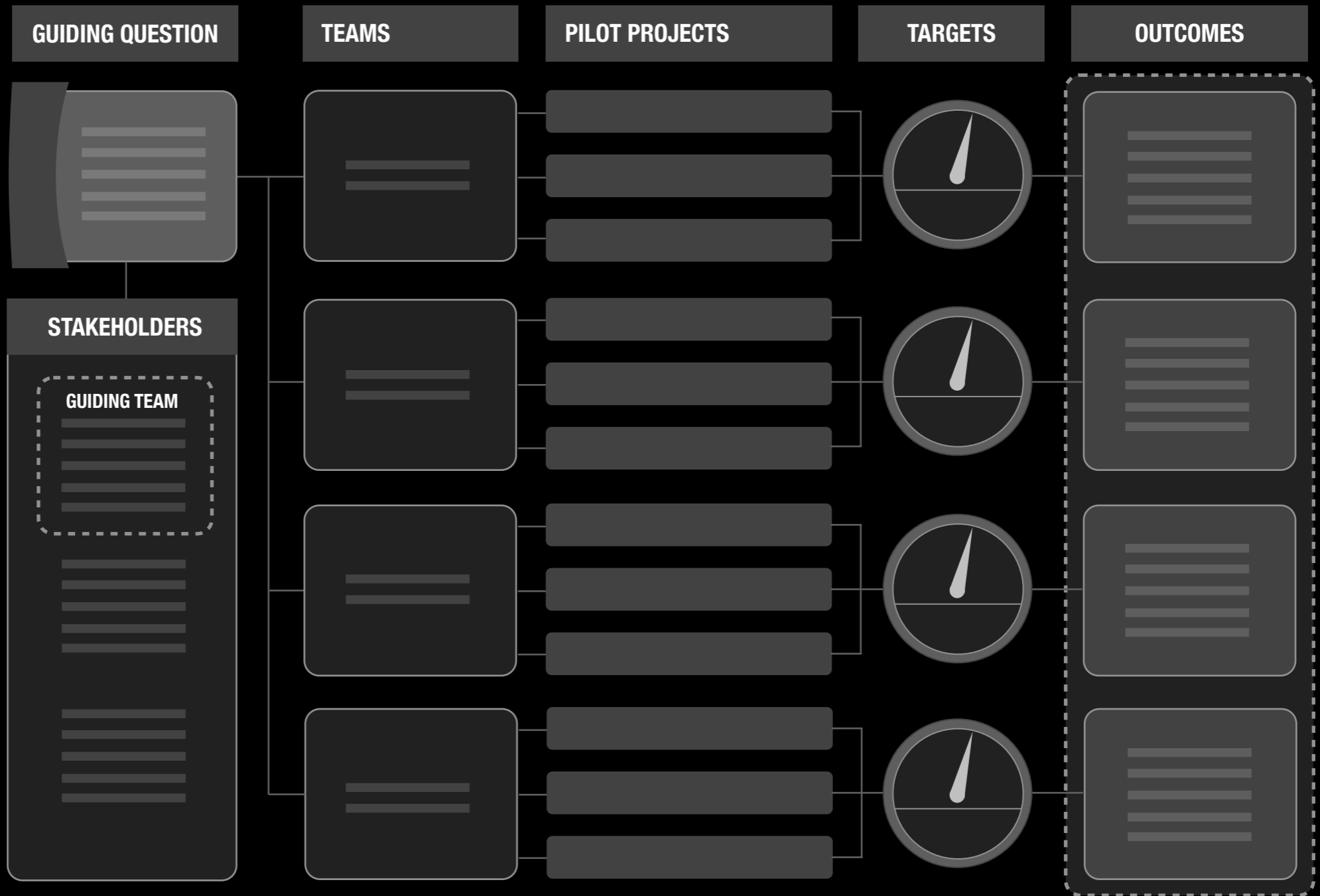
- Design at a Human Scale:** A pilot project should “re-humanize” a social system, reducing challenges down to a human scale, taking them to a local level, and re-engaging those that have a stake in the outcomes of the system.
- Create a Simple Working System:** A complex system that works is invariably found to have evolved from a simple system that worked. A complex system designed from scratch never works and cannot be patched up to make it work. You have to start over with a simple working system.
- Define the Learning Objectives:** Pilot projects should be low-risk, fail-safe, small-scale, rapid-cycle learning experiments. In systems, they represent “feedback” loops.
- Build the Project in Phases:** A good pilot project moves through the development phases of 1) incubate, 2) demonstrate, 3) replicate, and 4) work into public policy.

- Test Key Factors Systemically:** A set of key factors must be conceived and pursued as a coherent whole because they work together interactively. Identify a few interrelated factors that have the greatest leverage on system-wide performance, design a model that incorporates all of the factors, and then shift the leverage points in a sustained, coordinated way over time.
- Design for Sustainability:** The potential for scale and sustainability is part of a project’s initial design, not a phase of implementation.
- Create an Evaluation Process:** A well-designed evaluation process assesses the progress being made, while discovering lessons learned. Progress may include:

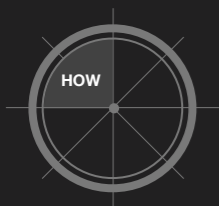
Rewiring Relationships: Pilot projects help people understand how their relationships work and how they could be rewired to create new practices and outcomes.

- Reconfiguring Resources:* Pilot projects can experiment with new funding models to “unlock” resources already within the system that may be configured ineffectively.
- Reviewing Shared Indicators and Targets:* A small, but comprehensive, set of shared indicators and targets that become the platform for ongoing learning that gradually increases the effectiveness of all stakeholders.
- Establish an Expiration Date:** Pilot projects should have an expiration date. At the conclusion of the project, either the system has learned something about itself, or the new practices cultivated by the project have taken root within the system changing behavior, or the project has not impacted the system. In the latter case, the project should be dissolved with its resources redeployed to new systems-based experiments.

THE GOAL TREE MAP



Redesign



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The Community Education Coalition is a partnership of education, business, and community leaders focused on aligning and integrating the Columbus, Indiana and region's community learning system with economic growth and a high quality of life.

WHAT DIFFERENCE DO WE MAKE

The Outcomes and Results

WHO WE ARE

The Stakeholders

Education

- Bartholomew Consolidated School Corporation*
- Flatrock-Hawcreek School Corporation*
- Ivy Tech Community College*
- IUPUC*
- Purdue College of Technology*

Business (100+ Partners)

- Cummins Inc.
- Columbus Regional Health*
- SIHO Insurance Services
- Johnson Ventures
- Coca-Cola Bottling Company Brands Inc.
- Force Construction
- Analytical Engineering Inc.
- Home News Enterprises

Community

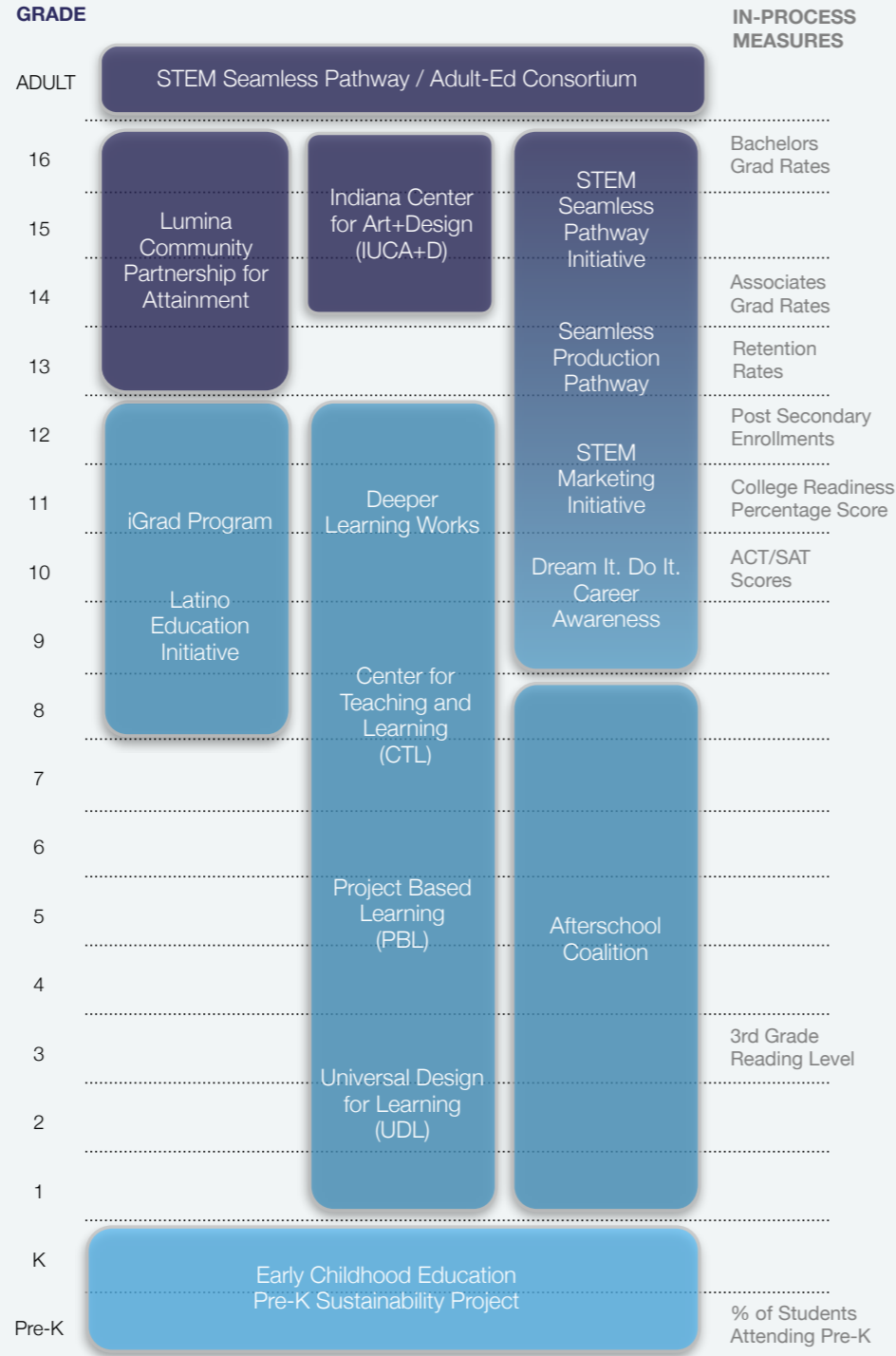
- Heritage Fund*
- City of Columbus*
- County Commissioners*
- Board of Aviation Commissioners*
- Workforce Development*
- Columbus Chamber
- Economic Development Board
- United Way of Bartholomew Co.

Regional Partners

- EcO15 Ten County Region Network
- Institute for Coalition Building

HOW WE DO OUR WORK

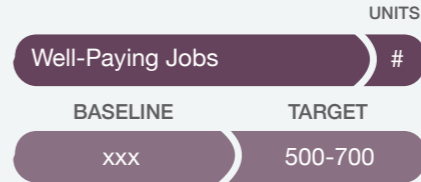
The Projects and Initiatives



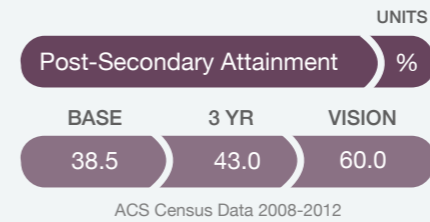
WHAT ARE OUR TARGETS

The Outputs We Measure

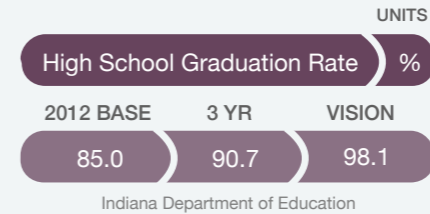
Matching Skilled People with Well-Paying Work



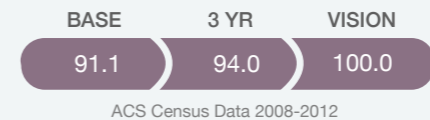
60% of Adults with Postsecondary Degrees or Certifications by 2025



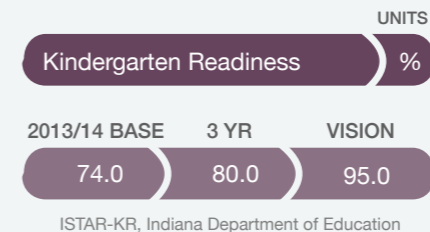
All Students Graduate from High School



Adults Age 25+



All Children Ready for Kindergarten



All data for Bartholomew County, Indiana

Stakeholder Engagement and Collaboration

- Increased cooperation among the business, community, and education stakeholders
- Increased communication among education institutions to advance learning
- Better coordinated and aligned learning system

The Economic Benefits

- A fully employed and employable workforce
- Healthier tax base
- Increased economic prosperity
- Better prepared and work-ready labor force with the necessary hard and soft skills
- More efficient and effective businesses
- Increased value of a two-year degree recognized by industry and community
- More companies choosing to grow and locate in the region
- Improved talent retention of young people staying in the region after graduation

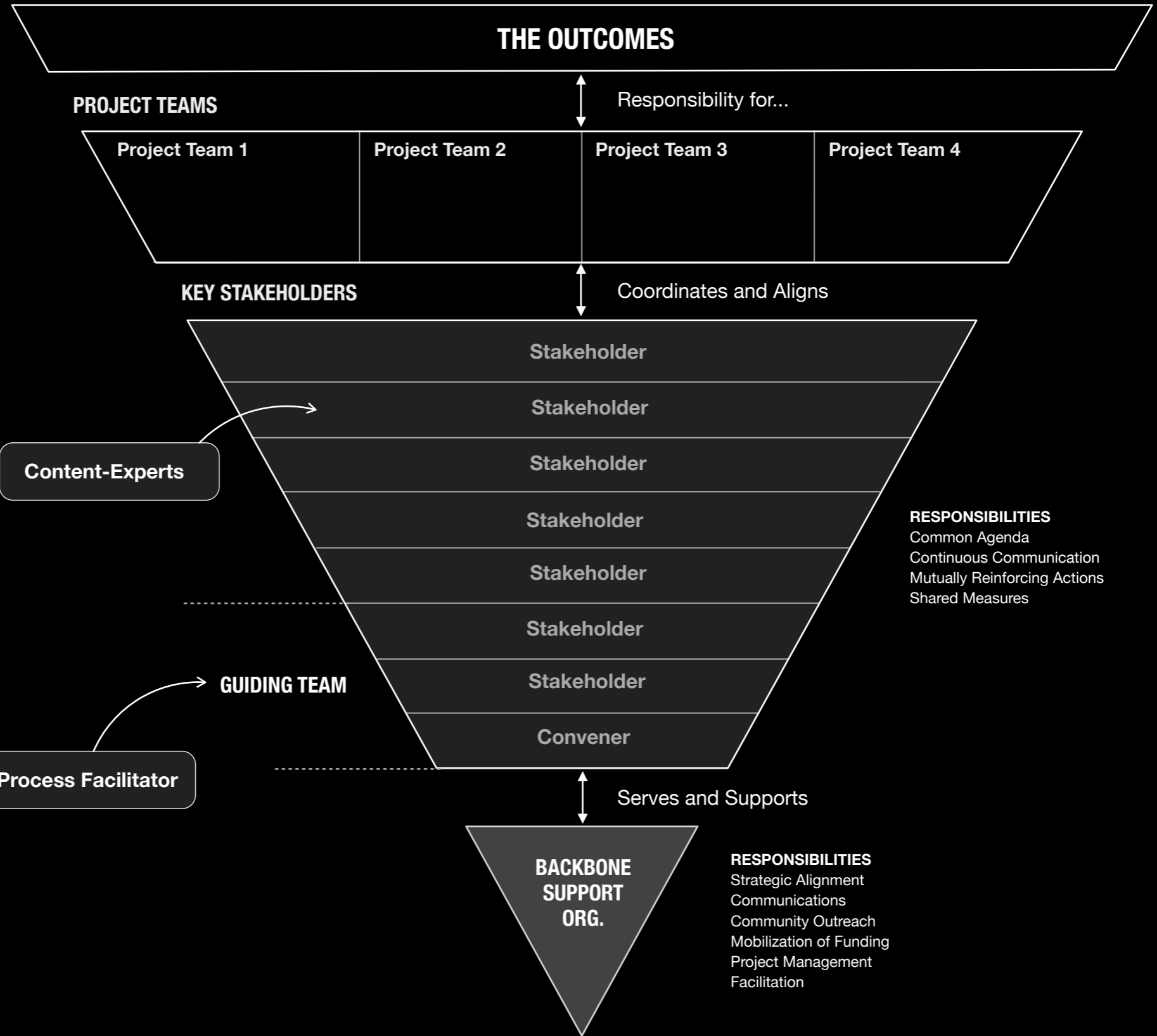
The Social Benefits

- Safer and healthier community
- Increased educational and career opportunities for students and the community
- Increased civic engagement
- Increased self-sufficiency
- Stronger family environment
- Better tolerance of differences
- Better understanding by youth of how school translates into workplace opportunities

The Equity Imperative

- Increased educational access, attainment, and success
- Increased awareness of the value of higher education
- Higher rates of at-risk youth going to college

THE STRUCTURE MAP



Redesign

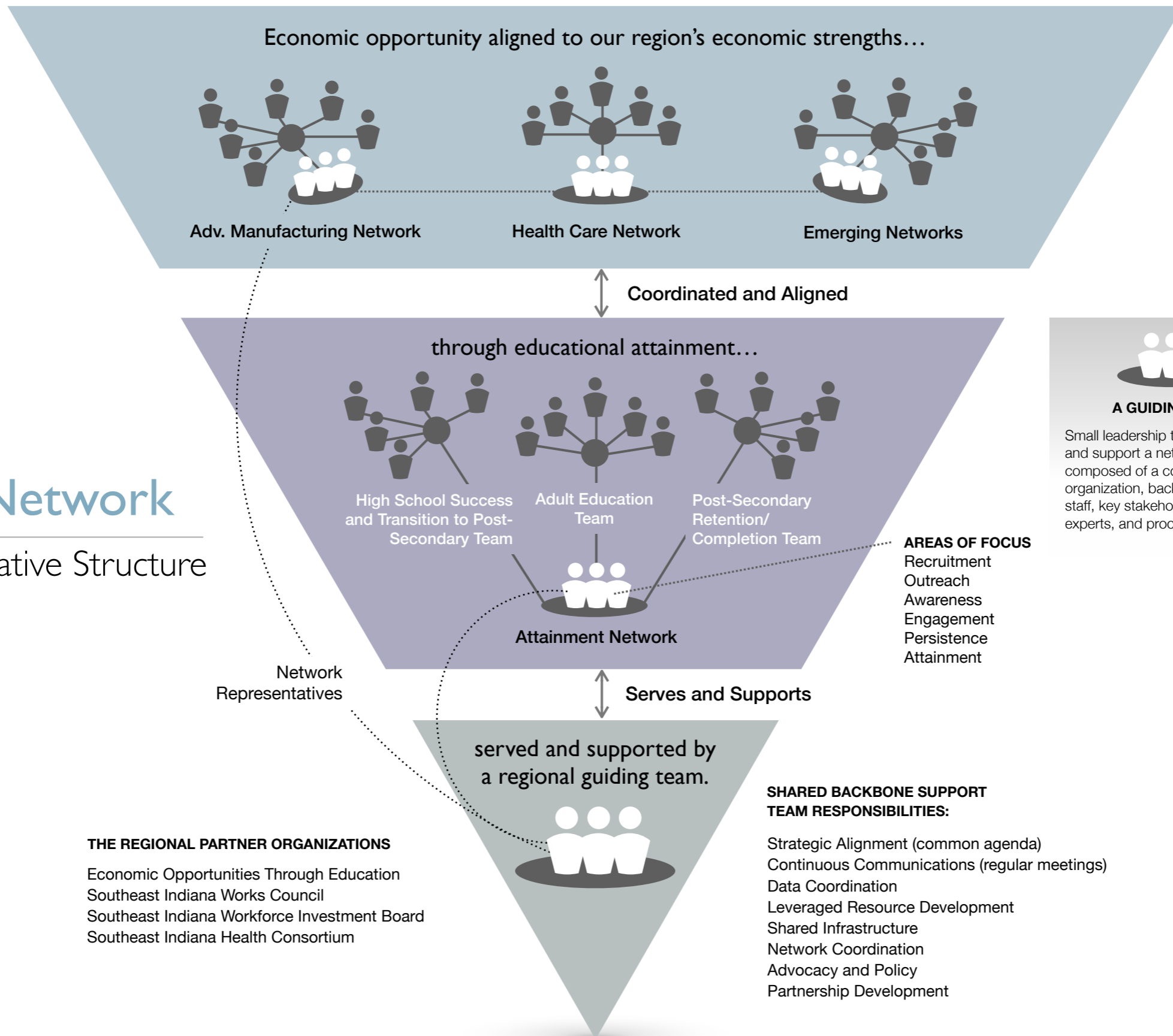


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EcO Network

Collaborative Structure



THE STAKEHOLDER ENGAGEMENT PROCESS

WHAT IS IT?

A relationship-based, systems-building approach to addressing complex social problems by redesigning the way people work together.

WHAT IS ITS PURPOSE?

When it comes to community collaboration, the process is the product. The purpose of the process is to discover and pioneer new ways of working together, creating a system that brings out the best in people. ↪ Frameworks 2-3

GUIDING QUESTION: What question are we collectively working to address? ↪ Framework 4

WHO: Identify the relationships that affect the guiding question

- *Improving a system is everyone's responsibility:* Who will accept responsibility for the various roles on the guiding team? ↪ Frameworks 5-6
- Whose relationships most shape and influence the guiding question? ↪ Frameworks 7-8
 - *Beneficiaries:* Who does the system serve? (targeted populations)
 - *Providers:* Who serves the system?
 - *Leaders:* Who can change the system?

WHY: Understand how the relationships currently work

- *Transforming a system is ultimately about transforming relationships:* What relationships currently exist among the stakeholders? (primary information)
 - *Providers:* How are the stakeholders serving the system currently working together? ↪ Frameworks 9-10
 - *Beneficiaries:* Have the voices and experiences of those being served by the system been collected and understood in context? ↪ Frameworks 11-13
 - *Leaders:* How is the current design of the system's structure creating problems and inequities for the beneficiaries and providers? ↪ Framework 14
- What do we know and not know about the guiding question? To foster a shared understanding, what data can we share and what does it mean to us? (secondary information)
- *We must ensure equity before we can enjoy equality:* Have we explored the primary and secondary data using an equity lens?
- *As long as it remains invisible, it remains unsolvable:* What is it that we want to make visible within the system? ↪ Framework 15

WHAT: Co-create new ways of working together

- Leveraging the evolutionary potential of the present, what outcomes do we want to co-create together? What difference do we want to make? ↪ Frameworks 16-18
- *It's a systems thing, not a single thing:* How could we change and improve the way we work together to achieve the desired outcomes?

- *Providers:* How could we improve the relationships among the providers who serve the system? (remember: the "system" is the way we work together)
- *Beneficiaries:* How could we improve the relationships among the beneficiaries whom the system serves? (empowering them to more effectively self-organize)
- *Leaders:* How could we improve the relationships among the leaders who can influence and change the system? (seeing and understanding the system)
- *Intrinsic Relationships:* How could we improve the way the providers serve the beneficiaries?
- *Power Dynamics:* How could the leaders shift more power to the beneficiaries, giving them more voice and choice about how the system works?
- *System Redesign:* How could the leaders and the providers better redesign the system to improve the way it serves all people? (coordinated entry, system navigation, coordination, integrated service teams, feedback loops, transforming the system by changing the type of system it is thought to be, etc.)
- Create a model or framework visually showing the new system. A set of key factors must be conceived and pursued as a coherent whole because they work together interactively. ↪ Framework 19

HOW: Redesign the work by rewiring relationships

- *A system cannot be controlled, but it can be re-designed:* How will we redesign the way we work together? What relationships should be formed, rewired, and strengthened? (based on the new co-created model or framework)
- *Start small, think big, aim high:* How will we pilot and test out the newly redesigned relationships? A pilot project should "re-humanize" a social system, reducing challenges down to a human scale, taking them to a local level, and re-engaging those that have a stake in the outcomes of the system. ↪ Framework 20
- *A dynamic problem cannot be solved with static data:* How will we measure the new outcomes produced by the rewired relationships? Over time, can we shift the way we measure the work...


From → To

- Isolated Measures → Shared Measures
- Programmatic, Organizational → Systems-Level
- Static, Episodic → Dynamic, Real-Time
- Secondary Data → Primary Data (People-Specific)
- Reactive Analytics → Predictive Analytics
- How will we evaluate what we learn and determine what measures have meaning to us? How will we return learning back to the system?
- *Sustainability is not an event, stage, or phase of implementation. It is a continuous process of situating the new ways of thinking, learning, and working within the system.* How will we organize, coordinate, and embed our new way of working together into the system giving it permanence? ↪ Frameworks 21-24


CIVICLAB

CIVICLAB is a nonprofit institute dedicated to advancing the practice of civic collaboration.

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Jack Hess, Executive Director for CivicLab jhess@civiclaborg

Jack Hess serves as Executive Director of CivicLab. CivicLab's approach is to learn what makes community collaboration work at its best, document the discoveries, and teach and share the practices broadly. As both an overarching set of principles and a hands-on practice for improving a community, CivicLab's stakeholder engagement process provides people with a common language and common approach for dissolving complex social problems. Prior to his work with the CivicLab, he was the President of the Columbus Area Chamber of Commerce where he set in place an aggressive strategy of building on the power of place, increasing member engagement, and promoting the principles of entrepreneurship and innovation. Within two years of implementing its new strategic plan, the Columbus Chamber was named the Indiana Chamber of the Year in 2008. One year later, the American Chamber of Commerce Executives (ACCE) presented the Columbus Chamber with the National Chamber of the Year Award. While at the Chamber, he helped to champion a number of collaborative projects including the state-of-the-art Advanced Manufacturing Center of Excellence, the formation of a regional learning system through Economic Opportunities 2015, an online training academy for entrepreneurs called SmallBizU, and the Indiana University Center for Art+Design.

John Burnett, Chief Executive Officer for the Community Education Coalition jburnett@educationcoalition.com

John M. Burnett, serves as President and CEO of the nationally recognized Community Education Coalition (CEC) of Columbus, Indiana. CEC is committed to development of a coordinated learning system linking to economic opportunity and quality of life. He is co-founder of CivicLab, An Institute for Civic Collaboration with his colleague Jack Hess. Burnett is a founder of Southeastern Indiana's EcO Network (Economic Opportunities through Education). Launched in 2008, the network focuses on educational attainment leading to well-paying jobs. EcO Network has been funded to-date by more than \$80 million in grants, including major gifts from Lilly Endowment Inc., and substantial funding by Cummins Foundation, Indiana Department of Workforce Development, and Lumina Foundation. Burnett and CEC recently supported start-up of Indiana University's J. Irwin Miller Architecture Program in Columbus, Indiana. Columbus, Indiana is ranked 6th in mid-century modern architecture in the United States. In 2017, Lumina Foundation named CivicLab to its national team in support of partnership health for Lumina's Talent Hub mobilization strategy. Burnett previously served as President of Irwin Financial Foundation, owner of a successful human resources firm; and as a human resource executive at Cummins Engine Company for nearly thirteen years, supporting U.S. operations and international joint ventures.

Amber Fischvogt, Director afischvogt@civiclaborg

Amber Fischvogt has over 15 years of business and community development experience. During this time she has managed a wide array of entrepreneurial education and development programs at both a local and national level that served several thousand entrepreneurs annually. She is the facilitator for Leadership Bartholomew County and the Coalition Through Collaboration Leadership course. Amber currently serves on the Centra Credit Union Board, is a past board member and Chair of the United Way of Bartholomew County Board and a co-founder and first Director of Columbus Young Professionals.