



National Family Justice Center Alliance

**From Tension to Transformation:
Opportunities in Collaboration
Presented by Maureen Lowell, MA, LMFT**

August 17, 2016 • 10:00am-11:30am

Course Description

Title: From Tension to Transformation: Opportunities in Collaboration

Co-located collaboration is a complex undertaking that allows for a highly sophisticated process of emergent innovation. Family Justice Centers hold the rich opportunity to capitalize on the diverse knowledge, skills and perspectives of stakeholders to create change and enhance compassionate, survivor-driven services.

In this webinar, we will explore the difference between multidisciplinary, interdisciplinary, and transdisciplinary practices and how these can help us better embrace the promise of collaboration. We will look at conflict as a source of enhanced learning for co-located services and discuss the process of constructive controversy in building and enhancing collaboration. Through the introduction of these concepts, we will reflect on ways that we, collectively, can improve our co-located collaborations through the transformative power of difference.

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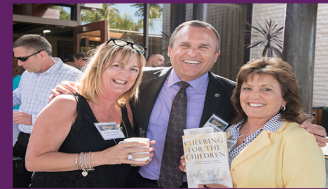
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Your presenter today:



Maureen Lowell, MA, LMFT
Project Director,
CASA, Institute for Collaborative Response for
Victims in Family Violence

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CREATING PATHWAYS TO HOPE

FROM TENSION TO TRANSFORMATION: OPPORTUNITIES IN COLLABORATION

ALLIANCE FOR HOPE INTERNATIONAL WEBINAR

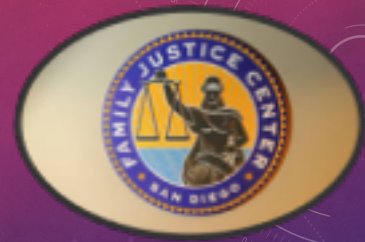
AUGUST 17, 2016

10:00 AM PACIFIC TIME

JUST STUFF



COMMON PURPOSE & SHARED VISION: SYSTEMS OF CARE





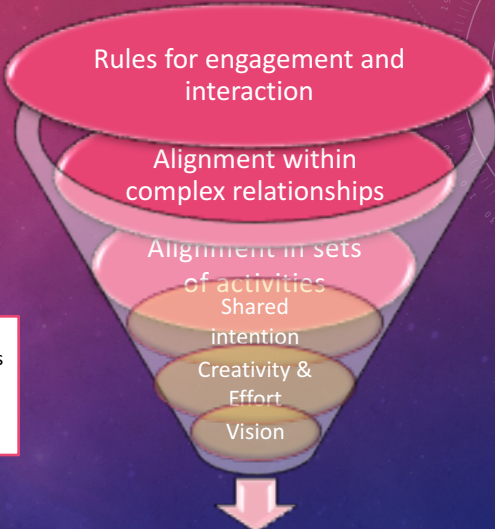
DYNAMICS OF COMPLEX SYSTEMS

- Constructive
 - Synergy
- Destructive
 - Interference

EMERGENCE

“An ongoing process arising from the interactions of a complex system's basic parts. Emergence is a property of certain systems that makes the whole greater than the sum of its parts” (Siegel, 2014, p. AI-27).

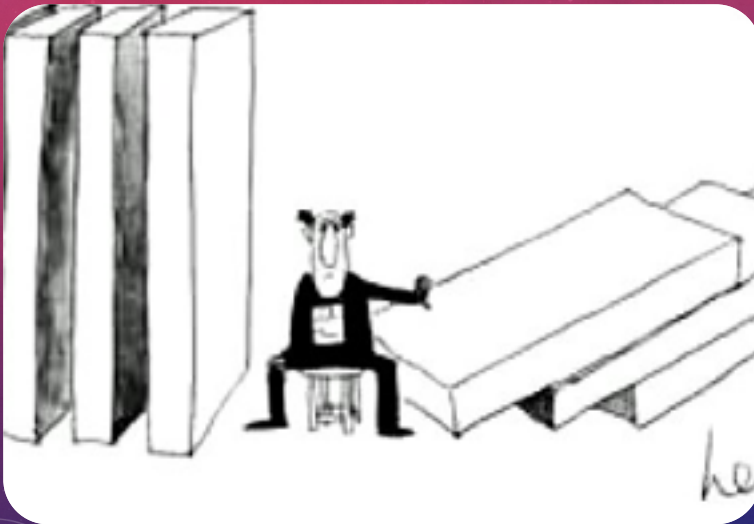
The rules for interaction from collective impact create an alignment within complex relationships and sets of activities which, when combined with shared intentionality, cause previously invisible solutions and resources to emerge.” (Kania & Kramer, nd, p. 3)



Emergent Solutions & Resources

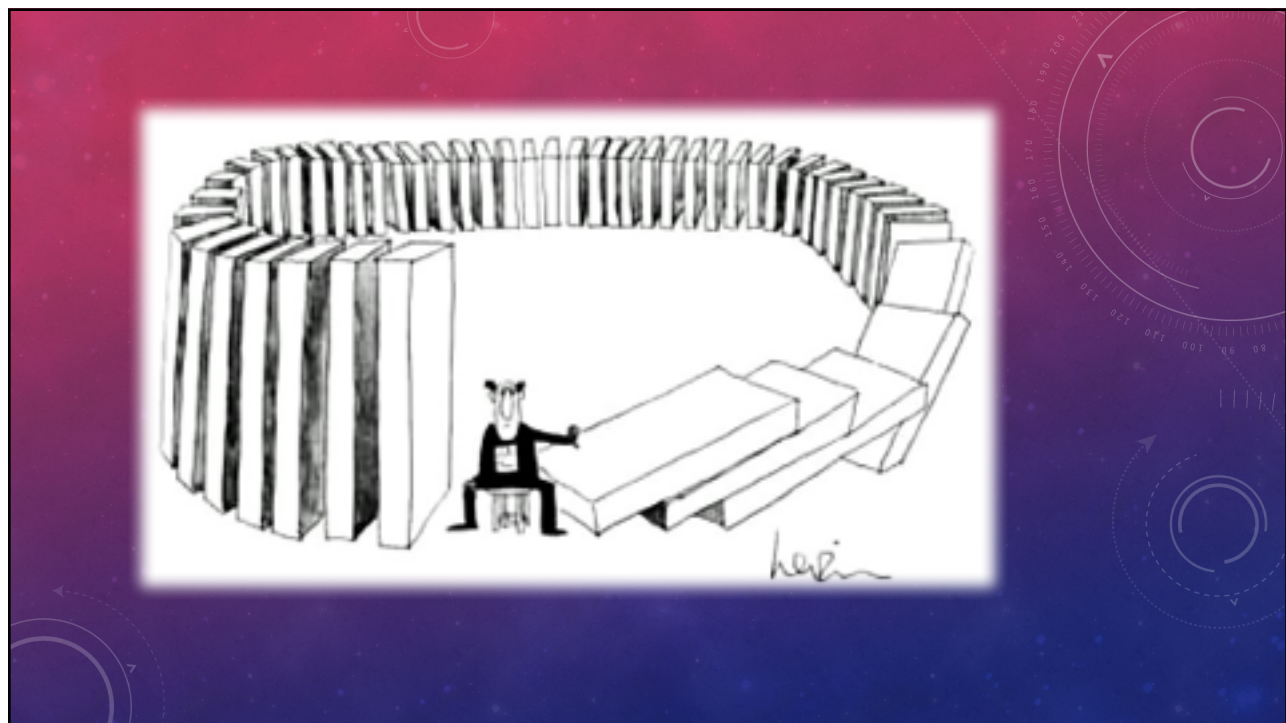
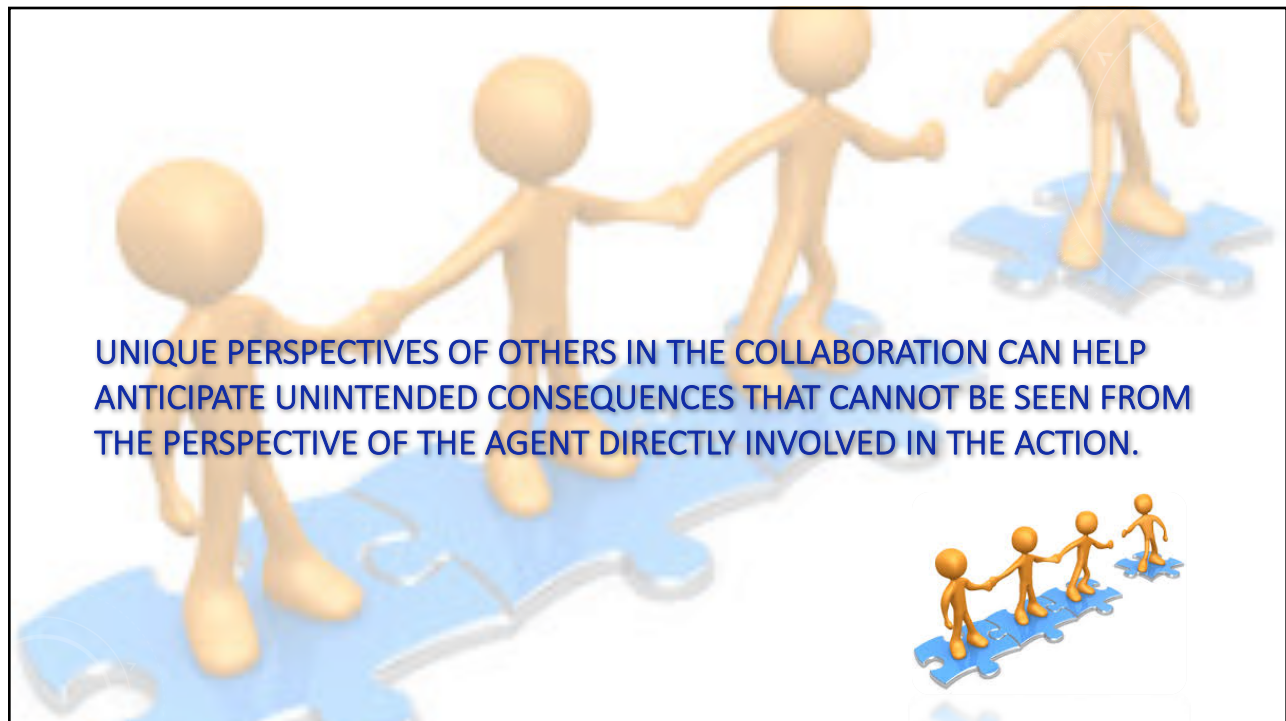
COLLABORATION ACROSS DISCIPLINES

- Multidisciplinary – a kind of group work that engages different disciplines to work on a common project to address a specific problem (Vanasupa, McCormick, Stefanco, Herter & McDonald, 2012);
- Interdisciplinary – working together to integrate different views; typically involves disciplines with common beliefs about the nature of knowledge and methods for acquiring knowledge (Vanasupa, 2012);
 - Interactive teamwork in which different disciplines adopt common methodologies in the pursuit of common goals in a coordinated whole (Holmesland, Seikkula, Nilsen, Hopfenbeck, Arnkil, 2010)
 - Involves sharing and coordinating across disciplines, but with members remaining tethered to models consistent with their own discipline. (Lawlor, Keuter, Sebert-Kuhlmann, & McBride, 2015, p. 599)



COMPLEX SYSTEMS

- We cannot always know the outcome of our decisions



TRANSDISCIPLINARY

- Multiple, co-existing viewpoints whose discontinuities are used as a source for further inquiry and emergent understanding (Vanasupa, 2012);
 - Used in systemic collaboration needed to address complex social issues, (Vanasupa, 2012)
 - Teams whose members have “established sufficient trust and mutual confidence to transcend disciplinary boundaries and adopt a more holistic approach” with the goal of fostering the emergence of new knowledge; emphasis on integration (Holmesland, 2010, p.2)
 - “Involve developing shared new frameworks that integrate and extend concepts and methods among different disciplines, thereby transcending disciplinary boundaries.” (Lawlor, Keuter, Sebert-Kuhlmann, & McBride, 2015, p. 599)

INTEGRATION

- Integration can be seen as the linkage of differentiated parts in a complex system.
- Protects against chaos and rigidity
- Leads to emergence



Organization A decides that they need to X to start to move the wheels of change

1. They do the research and write their theory of change;
2. They submit their grant proposal for funding;
3. get funding; and
4. put the wheels of change in motion.

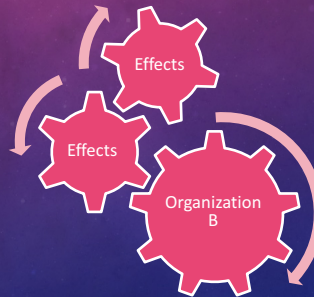


WHEELS OF CHANGE



Organization B decides that they need to Y to start to move the wheels of change

1. They do the research and write their theory of change;
2. They submit their grant proposal for funding;
3. get funding; and
4. put the wheels of change in motion.



WHEELS OF CHANGE



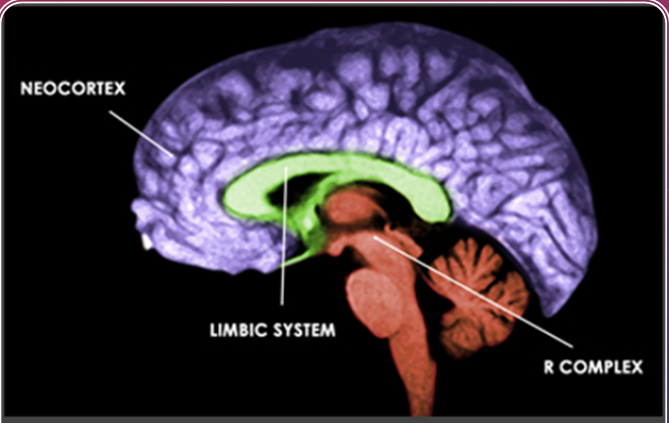
CONFLICT

“the interaction of interdependent people who perceive incompatibility and the possibility of interference from others as a result of this incompatibility.” (Folger, Poole & Stutman, 2005, p.4.)



"OFTEN THE PERCEPTIONS OF INTERFERENCE FROM THE OTHER CREATES THE STRUGGLE TO BE DEFINED AS HERO OR VICTIM IN CONTRAST TO THE VILLAINOUS ACTIONS OF THE OTHER. BECAUSE OF THE OFTEN COMPETITIVE DYNAMICS OF CONFLICTS, THERE IS A RHETORICAL, PERSUASIVE DIMENSION TO THE NARRATIVES THAT REFLECTS THESE DESIRES TO BE SEEN IN A PARTICULAR WAY AND TO PORTRAY THE OTHER IN PARTICULAR WAYS" (KELLET, 2007, P. 21)

BUT WHY?



TRIUNE BRAIN MODEL

Neocortex

- Structure allows for complex mental functions to emerge;
- Mediates information processing, perceiving, thinking and reasoning.

Limbic Region

- Includes the amygdala and the hippocampus;
- Coordinates input from higher cortical areas with input from brainstem and body;

Reptilian Complex

- Mediates states of arousal and alertness
- Regulates physiological state of the body (temperature, respiration, heart rate)
- Activates fight, flight, freeze reactions

The Triune Brain

STRESS RESPONSE SYSTEM

- Autonomic Nervous System (ANS)
 - Controls bodies arousal levels to balance need for mobilization with restoration of energy and organ functioning
- The sympathetic branch of ANS and the neurotransmitter noradrenalin increase arousal in many bodily systems
 - Reduce brain function in favor of fight or flight, including
 - Planning and conscious judgment (Prefrontal cortex – PFC - executive function)
 - Emotion and Information processing (PFC)
 - Memory
- The parasympathetic branch of the ANS acts as a brake on arousal via the vagus nerve, conserving energy: Rest and Restoration;
 - In stress response, the brake is released allowing the expression of more primitive, limbic system response.

Courtois, C. & Ford, J (2009) Treating Complex Traumatic Stress Disorders: An evidence-based guide. New York, NY: The Guilford Press.

POLYVAGAL THEORY

- **Immobilization**
 - Dorsal Vagus Nerve
 - Shutdown
 - Targets internal organs
- **Mobilization**
 - Sympathetic Nervous System
 - Global arousal system
 - Targets body and limbs
- **Social Engagement**
 - Parasympathetic Nervous System (Smart Vagus Nerve: 10th Cranial Nerve)
 - Mediates complex social and attachment behaviors
 - Linked to cranial nerves of facial expression and vocalization
 - Requires Safety!

TRIUNE ETHIC THEORY

- Triune Ethics Theory postulates that the emotional circuitry established early in life relates to morality and ethical expression later in life. (Narvaez, nd, p. 2)
- Three Moral Orientations
 1. Ethic of Security
 2. Ethic of Engagement
 3. Ethic of Imagination



ENGAGEMENT + IMAGINATION: THE GIFTS OF COLLABORATION

- “The mind is truly both embodied and relational and we have the power in our relationships to support mental processes that are integrative and filled with vitality. This is the power of intention to create integration.” (Siegel, 2012, p.36-41)
- We need co-constructing narratives within relationships that can provide both shared meaning-making and ongoing social supports in order for individuals to fit into an emergent WE. (p. 39-3)
- In order to meet this potential, we must feel safe. We must be free to engage.

SYSTEMS OF CARE RESEARCH: FINDINGS

- Conflict was common within Systems of Care (SOC) regardless of their developmental stage;
- Conflict tended to reflect incompatibility of goals, interpersonal relationships and overlapping authority;
- Methods for preventing conflict, included:
 - Planning how to handle differences constructively
 - Identify past conflicts that had the potential to interfere with the development of true collaboration.
 - Developing structured dialogues

Boothroyd, R., Evans, M., Chen, H., Boustead, R., & Blanch, A. (2015). An Exploratory Study of Conflict and Its Management in Systems of Care for Children with Mental, Emotional, or Behavioral Problems and Their Families. *Journal Of Behavioral Health Services & Research*, 42(3), 310-323. doi:10.1007/s11414-014-9448-1

IMPLICATIONS & RECOMMENDATIONS

- “These differences suggest that the conscious introduction of a conflict transformation approach could make a difference in the functioning of systems of care.” (Blanch, 2015, p. 332)
 - Acknowledge that recognizing and addressing conflict is necessary and critical part of systems of care;
 - Stress that conflict provides opportunities for transformation and should be welcomed dynamic;
- “Introducing principles and techniques of conflict transformation early in the development of systems of care may affect their success as well as their long-term sustainability.” (p. 332)
 - Provide training in conflict identification and management;
 - Use conflict assessments as springboard for discussions;
- Include section on conflict and how it will be managed in operations manuals;
- Utilize community partners skilled in conflict mediation and dispute resolution;
- “Administrators and policymakers who mandate or encourage community coalition-building should include specific administrative requirements for conflict management processes.” (p. 332)

Blanch, A., Boustead, R., Boothroyd, R., Evans, M., & Chen, H. (2015). The Role of Conflict Identification and Management in Sustaining Community Collaboration: Report on a Four-Year Exploratory Study. *Journal Of Behavioral Health Services & Research*, 42(3), 324-333. doi:10.1007/s11414-015-9462-y

TALE OF TWO CITIES

Conflict-Sensitive

- Conscious of and reactive to conflict;
- Lack of skills integrated into the system to address conflict;
- Vacillated between recognizing they had a problem and avoiding it completely.
 - Opportunities for change became limited and energies were channeled to maintaining the status quo

Conflict-Informed

- Knowledge and skills needed to effectively address conflict were integrated into the policies and culture of the system;
- Routinely used conflict constructively to improve the systems effectiveness;
 - Break through existing barriers and take the community collaboration to the next level
- Recognized that the presence of conflict creates opportunity.

Blanch, A., Boustead, R., Boothroyd, R., Evans, M., & Chen, H. (2015). The Role of Conflict Identification and Management in Sustaining Community Collaboration: Report on a Four-Year Exploratory Study. *Journal Of Behavioral Health Services & Research*, 42(3), 324-333. doi:10.1007/s11414-015-9462-y

CONFLICT-AVOIDANT

- Conflict simmers just below the surface, neither openly identified nor addressed;
- Deny conflict happens;
- View conflict as a problem to be avoided;
- See conflict as antithetical to collaboration
- Identified sites would not agree to site visit
 - Closed system?



Blanch, A., Boustead, R., Boothroyd, R., Evans, M., & Chen, H. (2015). The Role of Conflict Identification and Management in Sustaining Community Collaboration: Report on a Four-Year Exploratory Study. *Journal Of Behavioral Health Services & Research*, 42(3), 324-333. doi:10.1007/s11414-015-9462-y

CONFLICT-INFORMED

- Conflict seen as:
 - Normal
 - Source of creativity
 - Essential in developing a collaborative culture
- Conflict management
 - Techniques institutionalized with protocols
 - Skills taught
- Sophisticated understanding of how conflict transformation can support change



Blanch, A., Boustead, R., Boothroyd, R., Evans, M., & Chen, H. (2015). The Role of Conflict Identification and Management in Sustaining Community Collaboration: Report on a Four-Year Exploratory Study. *Journal Of Behavioral Health Services & Research*, 42(3), 324-333. doi:10.1007/s11414-015-9462-y

TALE OF TWO BOARDS

High levels of conflict

- Lower levels of participation;
- Environment promoted back channeling politics and personal attacks;
- Boards more likely to ignore controversial topics;
- More likely to waste time posturing and protecting their own positions.

Low levels of conflict

- Perceived meetings as more interesting and lively;
- Encouraged the exchange of and discussion of ideas from all members;
- More likely to raise critical topics for discussion;
- Perceived ability by board to solve problems quickly;

Boothroyd, R., Evans, M., Chen, H., Boustead, R., & Blanch, A. (2015). An Exploratory Study of Conflict and Its Management in Systems of Care for Children with Mental, Emotional, or Behavioral Problems and Their Families. *Journal Of Behavioral Health Services & Research*, 42(3), 310-323. doi:10.1007/s11414-014-9448-1

“In their rush to collaborate, new coalitions may assume that conflict is something to be avoided at all costs, rather than recognizing its inevitability and planning for an effective response.”

Blanch, 2015, p. 331



MORAL CONFLICT

- Moral Order – “a moral order is the theory by which a group understands its experience and makes judgments about proper and improper actions” (Pearce and Littlejohn, 1997, p. 51, as cited by Fisher-Yoshida and Wasserman, p. 560)
- Moral dilemma – faced with incommensurate or conflicting values of a moral nature
- Engaging with other perspectives of a moral conflict requires a “capacity to see beyond one’s viewpoint and to correctly represent as well as to respectfully engage with those of the other.” (Fisher-Yoshida, B. & Wasserman, I 2006, p. 563)
- Requires the capacity to incorporate or synthesize other incommensurate worldviews with our own toward transcendent coherence and emergent meaning (p. 578)

Fisher-Yoshida & Wasserman, Moral Conflict and Engaging Alternative Perspectives. Found in Deutsch, M., Coleman, P. T., Marcus, E. C. (2006) The Handbook of Conflict Resolution: Theory and Practice, 2nd Edition. San Francisco, CA: Jossey Bass

PREFRONTAL CORTEX: INTEGRATIVE FUNCTION

- Attuned Communication
- Emotional Balance
- Response Flexibility
- Fear Modulation
- Insight
- Morality
- Intuition



MANAGING MORAL CONFLICT: EMERGENT MEANING

1. Strong Value for Listening
2. Seeking to Understand
3. A value for seeing both sides- broadening perspective
4. Have overarching commitment to the foundation, development and preservation of the relationship over seemingly disparate ideologies
5. Desire to learn and grow in the relationship
 - Interest and curiosity

Fisher-Yoshida & Wasserman, Moral Conflict and Engaging Alternative Perspectives. Found in Deutsch, M., Coleman, P. T., Marcus, E. C. (2006) The Handbook of Conflict Resolution: Theory and Practice, 2nd Edition. San Francisco, CA: Jossey Bass



DYNAMICS OF COMPLEX SYSTEMS

- Constructive
 - Synergy
- Destructive
 - Interference

DEFINITION: CONSTRUCTIVE CONTROVERSY

- “When one person’s ideas, information, conclusions, theories and opinions are incompatible with those of another,
- And the two seek to reach an agreement.” (p. 70-71)



Johnson, D. W., Johnson, R. T. & Tjosvold, D. (2006) Constructive Controversy: The value of intellectual opposition in Deutsch, M. Coleman, P., & Marcus, E. (2006) The Handbook of Conflict Resolution: Theory & Practice. Second Edition. Pp. 69-91 . San Francisco, CA: Jossey-Bass.

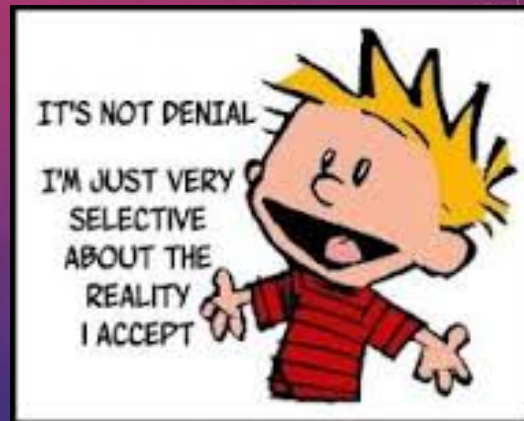
STAGES OF ENGAGEMENT IN CONSTRUCTIVE CONTROVERSY

1. Initial conclusion to the posed problem based on incomplete information from limited experience and specific perspective
 - High degree of confidence
2. Participants present their conclusion and rationale for the conclusion
 - Deepen their resolve through cognitive rehearsal and use of higher reasoning
3. Confronted with differing conclusions, based on others’ perspectives, experience and information
 - participant becomes uncertain, increasing arousal



Johnson, D. W., Johnson, R. T. & Tjosvold, D. (2006) Constructive Controversy: The value of intellectual opposition in Deutsch, M. Coleman, P., & Marcus, E. (2006) The Handbook of Conflict Resolution: Theory & Practice. Second Edition. Pp. 69-91 . San Francisco, CA: Jossey-Bass.

FACED WITH CONFLICTING POSSIBILITIES



MIND-READING & PERSPECTIVE-TAKING: A WARNING

- We have the capacity for mind-reading, an awareness of what is in the mind of another. But we must remember that this representation of another's mind is not always accurate (Epley, N., 2014)
- Mind reading requires that we imagine the experience of the other accurately. If we don't have access to an accurate understanding of that person's experience, we will be inaccurate in our perspective-taking (Epley, 2014)

- If our beliefs about the other's perspective is inaccurate, then perspective-taking will magnify the inaccuracy. (Epley, 2014)
 - "This is particularly likely in conflict, where members of opposing sides tend to have inaccurate views about each other. Ironically, conflict is also the time when perspective taking is most often endorsed as a solution." (<http://thepsychreport.com/essays-discussion/be-mindwise-perspective-taking-vs-perspective-getting/>, para 9)
 - "If the image you have about the other side's circumstance is mistaken, then considering yourself in those circumstances could *increase* misunderstanding." (ibid, para 10)
- In studies by Epley (2014) in simulated dilemmas for cooperation perspective-taking led to an exaggeration of difference, increased distrust and enhanced selfishness

"SHUT UP AND LISTEN"



- The best way to understand another is to *get* the person's perspective
- ASK
- Trust your ears more than your mind

ENGAGE

STAGES OF CONSTRUCTIVE CONTROVERSY (CONTINUED)

4. Uncertainty motivates an active search for more information, increased cognitive perspective and reasoning
 - Hope for resolving the conflict
 - Increase flow of energy and information
5. Accommodates the reasoning and perspectives of others; participant arrives at a new, reconceptualized, reorganized conclusion

IMAGINE



Johnson, D. W., Johnson, R. T. & Tjosvold, D. (2006) Constructive Controversy: The value of intellectual opposition in Deutsch, M. Coleman, P., & Marcus, E. (2006) The Handbook of Conflict Resolution: Theory & Practice. Second Edition. Pp. 69-91 . San Francisco, CA: Jossey-Bass.

6. Group arrives at novel solutions and decisions
 - Interpersonal attraction increases as participants co-create a solution
 - Process has been shown to increase psychological health



CONDITIONS FOR *GETTING IT*

PREFRONTAL CORTEX: INTEGRATIVE FUNCTION

- Attuned Communication
- Emotional Balance
- Response Flexibility
- Fear Modulation
- Insight
- Morality
- Intuition



- Cooperative
- Open-minded
- Interest
- Receptivity
- Induced feelings of comfort, pleasure, helpfulness
- Listening with motivation to hear opposing perspectives
- Accurate understanding of opposing perspectives
- Synthesis



Johnson, D. W., Johnson, R. T. & Tjosvold, D. (2006) Constructive Controversy: The value of intellectual opposition in Deutsch, M. Coleman, P., & Marcus, E. (2006) The Handbook of Conflict Resolution: Theory & Practice. Second Edition. Pp. 69-91. San Francisco, CA: Jossey-Bass.

CONFLICT MANAGEMENT: ENGAGEMENT ETHIC & IMAGINATION ETHIC

- Collaborative approach to problem solving
 - Not competitive, not individualistic
- Able to disagree with other's ideas while holding and affirming each other's competence (Differentiation)
- Exchanging information and opinions in process of perspective-sharing
- Process leads to personal and impersonal disclosure
- Messages are phrased so easily understood by others
- Increased understanding and retention of other's information and perspective

Johnson, D. W., Johnson, R. T. & Tjosvold, D. (2006) Constructive Controversy: The value of intellectual opposition in Deutsch, M. Coleman, P., & Marcus, E. (2006) The Handbook of Conflict Resolution: Theory & Practice. Second Edition. Pp. 69-91. San Francisco, CA: Jossey-Bass.

OUTCOMES: LINKAGE

- “Effective decision-making and problem solving includes higher-level reasoning, accurate understanding of perspectives, creative thinking and openness to influence.” (p. 77)
- “Constructive controversy tends to result in higher-quality decisions and solutions to complex problems for which different viewpoints can plausibly be developed.” (p. 78)
- Studies have shown greater mastery and recall of the shared information, higher reasoning and thinking skills reflected in both one’s own and others’ positions, more skilled transfer of learning and greater generalization of principles learned to new situations. (p. 78)

Johnson, D. W., Johnson, R. T. & Tjosvold, D. (2006) Constructive Controversy: The value of intellectual opposition in Deutsch, M. Coleman, P., & Marcus, E. (2006) The Handbook of Conflict Resolution: Theory & Practice. Second Edition. Pp. 69-91 . San Francisco, CA: Jossey-Bass.

BEST OF ALL!...



- The benefits in this process of constructive controversy “lies not so much in the correctness of an opposing position, but rather in the attention and thought processes it induces.” (p. 79)

Johnson, D. W., Johnson, R. T. & Tjosvold, D. (2006) Constructive Controversy: The value of intellectual opposition in Deutsch, M. Coleman, P., & Marcus, E. (2006) The Handbook of Conflict Resolution: Theory & Practice. Second Edition. Pp. 69-91 . San Francisco, CA: Jossey-Bass.

CONSTRUCTIVE CONTROVERSY PROMOTES

- Improved perspective-taking
- Creativity
- Attitude change
- Motivation to improve understanding
- Improved attitude toward controversy
- Improved attitude toward decision-making
- Improved self esteem

Potential Pathways to Hope

Johnson, D. W., Johnson, R. T. & Tjosvold, D. (2006) Constructive Controversy: The value of intellectual opposition in Deutsch, M. Coleman, P., & Marcus, E. (2006) The Handbook of Conflict Resolution: Theory & Practice. Second Edition. Pp. 69-91. San Francisco, CA: Jossey-Bass.

DIALOGUE

- Dialogue is a focused and creative form of communication that respects relationships and promotes shared solutions
 - In this process difference is approached as opportunity to engage in reasoned discussion, focused on shared understanding, that serves to integrate diverse perspectives into a new, more commonly shared account and emergent meaning (
- Thinking strategically about how to achieve the dialogic goals of getting people in the conflict to engage with each other's perspectives in meaningful ways
- Use the process of talking to generate both shared understanding of each others' personal meaning and then most collaborative solution

Kellet, P. (2007) Conflict Dialogue: Working with Layers of Meaning for Productive Relationships. Thousand Oaks, CA: Sage Publications.

“ Dialogue is usually marked by emergent meaning that may not have existed or been conscious to the participants before talking began. (p. 52)

Kellett, P. (2007) *Conflict Dialogue: Working with Layers of Meaning for Productive Relationships*. Thousand Oaks, CA: Sage Publications.

RELATIONAL ARGUMENT

- Generating ideas
- Collecting relevant information
- Organizing information
- Use of inductive and deductive logic
- Generating tentative conclusions
- Remain open-mind &
- Emergent conclusions

Johnson, D. W., Johnson, R. T. & Tjosvold, D. (2006) *Constructive Controversy: The value of intellectual opposition in* Deutsch, M. Coleman, P., & Marcus, E. (2006) *The Handbook of Conflict Resolution: Theory & Practice*. Second Edition. Pp. 69-91 . San Francisco, CA: Jossey-Bass.

PROCESS

- Collect stories
 - Start to see elements of conflict connect with deeper issues of difference and diversity
- Uncover layers of meaning
 - Identity and culture of membership
 - Power issues
 - Expectations
 - Historical relationships
- Uncover interconnection and central themes

Kellett, P. (2007) *Conflict Dialogue: Working with Layers of Meaning for Productive Relationships*. Thousand Oaks, CA: Sage Publications.

ARE WE CAPABLE OF TRUE COLLABORATION?
MANY EMERGING THEORIES SAY, "YES!"

“ We can rethink our systems. Adults can change cultures by developing institutions and selecting activities that minimize detachment but support our moral heritages. We can believe that communal morality is humanity’s default, not immorality, violence, or selfishness. As adults, we can use our imagination to bring awareness to the mind, courage to the heart and strength to each other so that we can construct a society and world where all thrive. ”

Darcia Narvaez (2014) Neurobiology and the Development of Human Morality: Evolution, Culture and Wisdom

FAMILY JUSTICE CENTERS ARE THOSE SYSTEMS MOST
ALIGNED WITH THIS VISION.

- “Social justice requires us to work at the intersection of trauma. Don’t accept silos of trauma-work.”
- “Not just a place; we need to see Family Justice Centers as a framework.”
 - Casey Gwinn, July, 2015

IMAGINATION

The frontal lobe of our brain and specifically our prefrontal cortex:

- Gives us the capacity to imagine;
- Holds the capacity for imagination, perspective-taking and planning into the future (Siegel, 2014; Narvaez, 2014);
- In its executive functions, coordinates our lower brain influences of emotion and impulse allowing us to envision the future, form and execute goals, shift and maintain attention and inhibit and guide action with flexibility. (Narvaez, 2014, p. 108);
- Allows us to take calculated action based on complex plans for meeting future goals rather than instincts for survival. (Narvaez, 2014)
- It is the only part of the brain that can integrate external information with internal information (our gut reactions)

“ Collaboration is not simply a series of prescriptive steps to follow when an organization wants to partner with another; instead, collaboration is a way of being. Collaboration is a behavioral result of having a collaborative culture, one that embraces particular values, principles, and behaviors that together, not only promote collaboration, but support an expectation of collaboration. (p. 7) ”

Sanchez, M. (2012) A Collaborative Culture: Collaboration is not something organizations do, but a way of being. Organizational Development Practitioner, Vol 44 (2), pp 7-12.

Wellbeing = Differentiation + Linkage

- A study conducted by Sanchez (2012) found that collaboration was a defining dynamic in the organization in which leadership used its authority to:
 - Promote collaboration as a normative process (not limited to critical times when the organization needed to pull together);
 - Recognized the need for autonomy and promoted it within the organization;
 - Engaged organizational units to work together to support the longevity and sustenance of all organizations, even when one organization was not threatened with cutbacks;
 - Adopt a community approach at client level and collaboration level where values of respect, equality, direct and intentional communication and feedback and transparency were practiced.
 - Promote the success of each subsidiary and respect individual needs and diversity of organizations while acting with the good of the larger collaborative organization in mind.
 - Intentionally engage partner organizations in joint-problem solving in cross-organizational committees

Sanchez, M. (2012) A Collaborative Culture: Collaboration is not something organizations do, but a way of being. *Organizational Development Practitioner*, Vol 44 (2), pp 7-12.

Challenge of Collaboration	Transformative Benefit	Strategy
Time to integrate different perspectives and reach consensus	Relationship building; distributed power; emergent ideas	Plan in time for collaborative process;
Opportunities for miscommunication	Communication	Allow time to check in with one another about decisions and unintended variations in interpretation
Responsibility to individual organization	Engaging while retaining authority and responsibility;	Leadership genuinely values and promotes autonomy while empowering organizations to open up conversations and work together for the common good of the collaboration.
Difficult conversations: turf issues, different priorities, resistance to change	Negotiating interests of diverse stakeholders	Continually go back to the shared goal; commit to constant process
Emergent challenges in collaboration	Not seen as a negative consequence to be minimized but seen as the ongoing process that builds culture	"View collaboration not as something an organization does when it needs or opportunities arise but as a way of <i>being</i> ." (p. 12)

Sanchez, M. (2012) A Collaborative Culture: Collaboration is not something organizations do, but a way of being. *Organizational Development Practitioner*, Vol 44 (2), pp 7-12.



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QUESTIONS?

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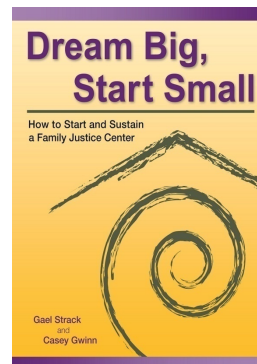
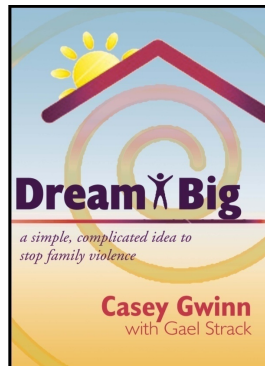


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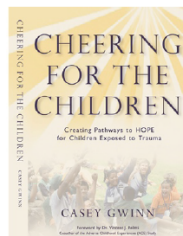
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BIO

Maureen Lowell has worked in the field of family violence since 1985, beginning first in child welfare, moving into domestic violence work in 1993 and accepting a teaching appointment in 2001. Her primary work has been as a practitioner, a perspective she has brought to training and teaching over the years. Her current pursuits include developing and launching a certificate program in collaborative response to family violence at San Jose State and completion of a certificate in Interpersonal Neurobiology at Portland State University.

Maureen Lowell began teaching a course on family and community violence in the Justice Studies Department in 2001. In 2009, she became Project Director of the Institute for Collaborative Response for Victims of Family Violence, a federally funded project through the Office for Victims of Crime. The program was designed to teach students across disciplines to respond more effectively to family violence through interdisciplinary collaboration. She continues to teach both the family & community violence course as well as the Collaborative Response to Family Violence course developed through this program. She currently teaches remotely from Portland, OR.

Maureen received her Master's in Counseling Psychology from Santa Clara University in 1988. She is a Licensed Marriage and Family Therapist in California where she had a private practice from 1997-2014. Over the years, Maureen worked in batterers' intervention and developed programs for women convicted of domestic violence and the first parenting without violence program designed to specifically address dynamics and effects of violence on parenting.

From 1993-2014, Maureen worked extensively in Santa Clara County on various committees to improve our response to family violence. Among her many commitments, Maureen served on the Santa Clara County Domestic Violence Council representing children exposed to intimate partner violence and was chair of the Children's Issues Committee. Maureen also served as Chair of the Council from 2012-2014. In 2012, Maureen received the Judge Leonard Edwards Champion of Peace Award.



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