UNCG GUIDE *to* COLLABORATIVE COMPETENCIES

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POLICY CONSENSUS INITIATIVE

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ABBREVIATIONS

PREFACE

Since its founding in 1997, we at the Policy Consensus Initiative (PCI) have met hundreds of leaders, managers, and practitioners who are leading the way in creating better outcomes through collaborative governance. As their successes build, we - and the University Network for Collaborative Governance - get more and more requests for training in collaboration and its component skills. Like elite athletes to whom their sport just comes naturally, collaborative competence often comes naturally to the early innovators in the field of collaborative governance. While "swim faster" works well for the already advanced, the elements of swimming - or collaboration - often need to be broken down for those who are new to the field or who wish to encourage their colleagues and employees to take the first steps in using collaboration as an effective problem-solving mechanism.

That is where co-authors Kirk Emerson (School of Government and Public Policy, University of Arizona) and Steve Smutko (Ruckelshaus Institute, University of Wyoming) and their colleagues at more than 25 university-based centers that conduct scholarship and research on collaborative governance provide invaluable support. Steve and Kirk have drawn upon the collective knowledge and vast experience of the Network to provide an overview of the concrete skills needed to initiate and participate in collaborative approaches for public issues. This guide is designed to help teachers, leaders, trainers, public managers, and practitioners think deeply about what it means to be competent in collaboration and to help them decide where more training or other professional development might be helpful. Throughout the country, UNCG members are available to design and conduct training for those who need it, improving the ability of governments and communities to achieve their goals effectively and efficiently.

PCI is proud to join with the UNCG to present this *Guide to Collaborative Competence* and looks forward to working with all of you on the next wave of collaborative innovation.

Wendy Willis, Interim Director
Policy Consensus Initiative

ACKNOWLEDGEMENTS

INTRODUCTION

UNCG Guide to Collaborative Competencies
Kirk Emerson and L. Steven Smutko

Solving the complex public policy problems we face today has come to exceed the capacity of any one sector – private, public or civic. Increasingly, people are working across sectors, jurisdictions, and diverse interests to make decisions and take actions together. Cooperative problem solving, consensus building, and constructive conflict resolution were once considered interesting alternatives and last resorts when conventional approaches failed. Now, they are becoming standard management practices and are being integrated into the way we govern ourselves and our scarce resources, public services, and human capital. *Collaboration is becoming the 21st century's governance tool of choice and necessity.*

Local, state, regional, and national governing bodies are practicing collaborative governance more and more across the county. You can find examples of communities using collaborative governance in community development, energy, environment and natural resources, health care, human services, telecommunications, and land use and transportation. Collaborative governance can take many forms, as forums for public deliberation, community problem solving or multi-stakeholder dispute resolution (Henton and Melville, 2005). Collaborative governance is still evolving. New rules, new incentives, and new technologies are constantly being created and integrated into new and existing governance and management systems. However, collaborative governance requires people to develop and put to use collaborative behaviors, skills, and tools in order for it to be most effective. Public agencies must identify, cultivate, practice and reward such collaborative *competencies* if we are to work better together in doing the public's business.

The University Network for Collaborative Governance (UNCG) has prepared this guide to help build collaborative competence within the private, public and civic sectors. It is intended primarily for use by public officials and managers who are seeking to improve their own or their staff's collaborative competence through continuing education and training. Public managers play many roles within a collaborative endeavor- from conveners to decision-makers, process managers, participants, and resource experts. The guide should also be useful to professional trainers within and beyond UNCG as well as university faculty who are preparing the next generation for public service.

The *UNCG Guide to Collaborative Competencies* draws on a number of sources, including guidance from the federal Office of Personnel Management, the U.S Department of the Interior, the Environmental Protection Agency and the U.S. Institute for Environmental Conflict Resolution, as well as professional associations, such as the International City/County Management Association and university leadership development programs. From these sources, we developed a framework of five collaborative competencies that encompass ten specific skill sets and together constitute collaborative competence.

The Guide presents a description of these competencies and associated skill sets and a self-assessment tool for taking stock of your collaborative competence. The Guide also contains a catalogue of available training programs, useful weblinks, and references.

A word on terminology

In this report, we refer to "competencies" as the broader term for mastery over associated knowledge, behavior, and skills. "Skill sets" refer to a combination of skills, techniques, tools and information that constitute a given competency.

CASE STUDY:
Delaware Cancer Consortium

Cancer incidence and mortality in Delaware was among the highest in the nation in 2002. Governor Ruth Ann Minner formed the Delaware Cancer Consortium (DCC) to advise the governor and legislature on the causes of cancer incidence and mortality and potential methods for reducing both. The Consortium has implemented programs and services, driven awareness and education campaigns and many other activities to lessen the cancer burden in Delaware. Delaware's rate of improvement for cancer mortality now leads the country.

PCI, www.policyconsensus.org/casestudies/docs/DE_cancer.pdf

DEVELOPMENT *of the* COLLABORATIVE COMPETENCIES FRAMEWORK

The UNCG competence framework was developed in partnership with practitioners and academics from the fields of conflict resolution and consensus building, leadership development, civic engagement, and deliberative democracy.

The framework was largely derived from several published sources for collaborative competencies:

- *Qualifications and Competencies for Senior Executive Service*, U.S. Government Office of Personnel Management (OPM)

- *Action Plan: Competency-Based Approach to Collaboration and Partnering in the Hiring, Training, and Recognition of EPA Employees*, U.S. Environmental Protection Agency

- *Position Descriptions for Collaboration Levels*, U.S. Department of the Interior's Bureau of Reclamation (USBOR)

- *Practices for Effective Local Management*, International City and County Managers Association (ICMA)

- *Report on Collaborative Governance Leadership Training Options* for the Alberta Ministry of Municipal Affairs, Christine Carlson, Policy Consensus Initiative

- *Core Competencies of Public Issues Educators*, National Public Policy Education Committee, Cooperative Extension, Public Issues Education Competencies Task Force (PIE)

- *The British Columbia Competency Framework for Interprofessional Collaboration*, College of Health Disciplines, University of British Columbia (BCCF)

- *Teaching Democracy in Public Administration*, Matt Leighninger, Deliberative Democracy Consortium

- *7 Collaborative Competencies for Project Leaders*, Sue Dyer, International Partnering Institute

Combining and synthesizing these nine sources yielded five distinctive collaborative competencies: leadership and management, process dynamics, analysis, knowledge management, and professional accountability. These five competencies and ten specific skill sets with attendant skill areas comprise the framework.

The framework is consistent with the literature in graduate management education including the functions of network managers (Agranoff and McGuire, 2001), collaborative skills needed by emergency managers (Alexander, 2003), entrepreneurial strategies for inter-organizational managers (Page, 2003), general capabilities for collaborative public managers (Bingham, Sandfort and O'Leary, 2008), and knowledge and skills relevant to local deliberative practice (Carcasson and Bruns, 2009).

To test the relevance and accuracy of the competencies, the framework was field tested through surveys of college and university training providers and managers in the public agencies who are cultivating these competencies within the public service workforce. The field survey work verified the importance of these competencies to managers and trainers. Over 60 federal, state and local agency respondents rated process competencies, such as listening and participating in teams effectively, leadership and management competencies, and professional accountability among the most important competencies for their staff. Alternatively, most university providers are teaching primarily about process and leadership competencies.

CASE STUDY:
Massachusetts Forest Futures
Visioning Process

The MA Office of Public Collaboration (MOPC) at UMass Boston worked with the MA Department of Conservation and Recreation (DCR) to design and launch the Forest Futures Visioning Process (FFVP) in the spring of 2009. DCR's goal was to develop a long-term strategy for managing the 308,000 acres of lands in the State and Urban Parks system, taking into account the attributes of these forests and their place in the overall context of the state's three million acres of public and private forests. MOPC facilitated this year-long process, which included an eleven member Technical Steering Committee that developed recommendations on forest stewardship practices and strategies for continuing public involvement on these issues into the future. In addition, MOPC assisted an Advisory Group of Stakeholders (AGS) and designed and facilitated an extensive public comment process that included five public forums with over 500 participants. The public forums elicited feedback about public values, goals, and concerns and reviewed proposed recommendations. Each public forum included informational presentations followed by facilitated, small-group dialogues where participants were encouraged to deliberate about their values, priorities and concerns related to DCR state forests.

MOPC, www.umb.edu/modr/

COLLABORATIVE COMPETENCIES FRAMEWORK

The framework below presents an overview of the five collaborative competencies: leadership and management, process dynamics, analytic skills, knowledge management, and professional accountability. Each competency is described in more detail below with reference to other frameworks and related research. These descriptions highlight the associated skills sets and the bulleted items in the table, which are not intended to be all-inclusive, but rather to provide some of the basic building blocks for the competencies that many trainers and researchers have focused on in their work.

Collaborative Competencies

LEADERSHIP AND MANAGEMENT COMPETENCY

(1) Strengthening Collaborative Leadership, e.g.:

- Effective leadership roles
- Collaborative leadership styles and skills
- Political and entrepreneurial skills

(2) Planning, Organizing and Managing for Collaboration, e.g.:

- Designing and managing collaborative problem solving and conflict resolution processes
- Planning and building collaborative networks, partnerships, and cross-sector institutions
- Designing and sustaining deliberative civic engagement and public participation

PROCESS COMPETENCY

(3) Communicating Effectively, e.g.:

- Listening skills
- Presentation, persuasion and assertiveness
- Communicating in different modes and media to different kinds of groups
- Cross-cultural communication skills

(4) Working in Teams and Facilitating Groups, e.g.:

- Understanding group dynamics and building working relationships
- Facilitating group deliberation and decision making
- Participating in teams effectively

(5) Negotiating Agreement and Managing Conflict, e.g.:

- Two-party negotiation and conflict management styles
- Interest-based negotiation and conflict resolution in multi-party settings
- Managing conflict constructively in groups in different roles

ANALYTICAL COMPETENCY

(6) Applying Analytic Skills and Strategic Thinking, e.g.:

- Situation assessment and issue analysis
- Understanding political, legal and regulatory context for collaboration
- Decision analysis for negotiation and agreement seeking

(7) Evaluating and Adapting Processes, e.g.:

- Measuring outcomes and impacts of collaborative processes
- Setting group goals and indicators of success for performance evaluation
- Assessing and adapting ongoing progress

KNOWLEDGE MANAGEMENT COMPETENCY

(8) Integrating Technical and Scientific Information, e.g.:

- Assessing information requirements for informed decision making
- Developing methods and standards for collecting and analyzing information

(9) Using Information and Communication Technology, e.g.:

- Using computer-based decision support and spatial analysis tools
- Using web-based communications and social networking tools

PROFESSIONAL ACCOUNTABILITY COMPETENCY

(10) Maintaining Personal Integrity and Professional Ethics, e.g.:

- Enacting/enforcing principles of fairness, transparency and inclusive engagement
- Reflecting on personal and professional effectiveness and seeking feedback
- Balancing own personal, professional and institutional obligations with group or cross-sector organizational requirements

COLLABORATIVE LEADERSHIP *and* MANAGEMENT COMPETENCY

Collaboration requires special leadership and management competence to motivate and guide people in multi-organizational and cross-sector settings. All leaders are participants in "co-laboring," drawing on their authority as needed and sharing that authority when possible. All participants are leaders in their own right, representing different jurisdictions or constituencies, values and interests. Managing across institutional boundaries requires expertise in planning and organizing that fits the multi-faceted context in which collaboration is occurring.

1. STRENGTHENING COLLABORATIVE LEADERSHIP

This collaborative skill set incorporates an understanding of multiple leadership roles with collaborative leadership and entrepreneurial and political skills.

Clarifying leadership roles

Collaboration depends on multiple leaders, often playing several leadership roles. These roles include serving as sponsors, conveners, facilitators, and participants/partners. Although in some cases individual leaders can serve multiple roles in a collaborative process, it is important to distinguish these roles and their respective responsibilities. The potential for real or perceived conflicts of interest when a leader is playing multiple roles can threaten the legitimacy of collaboration among those at the table and for those being represented at the table. Clarity and transparency about these leadership roles are essential to their effectiveness in collaborative settings.

Leadership Roles

Sponsors *initiate the collaboration and often fund or co-fund its start up and operation*

Conveners *bring the different groups to the table by virtue of their good offices or trusted reputation*

Facilitators *guide the collaboration as an impartial process manager and consensus builder*

Participants *represent and advocate on behalf of their agency, organization or constituency while working for joint solutions and shared benefits*

> ***Carlson, 2007***

Leaders make decisions, and the parameters that affect their decision making in any given situation have an impact on their role in collaborative processes. Some decisions are theirs to make and theirs alone (required by law in some cases, as a function of their public office); other decisions are subject to external ratification (for example, in response to advisory committee recommendations); and others can be shared decisions based on consensus or other agreed-upon decision rules. Leaders in collaboration must be clear (with themselves and others with whom they are collaborating) about which decisions they legally can and professionally are willing to make together with their collaboration partners. This calculus about decision making also includes understanding the available "decision space," which refers to the range of possible choices that participants are able and willing to consider and negotiate.

Collaborative leadership style and skill

The context of collaborative governance calls for a different kind of leadership style that builds and maintains trust among a range of individuals and groups; inspires shared learning and deliberation; and motivates joint problem solving and implementation of shared goals. Facilitative, collaborative leadership requires considerable versatility to simultaneously work with many different people individually as well as together. It requires integrative thinking that can handle multiple, competing missions, ideas and interests at the same time. Described as "leading when you are not in charge," collaborative leadership requires the ability to exercise one's authority while being participatory and to balance advocacy, given what is known, with needed inquiry, given what is not known (Connelly, Zhang, and Faerman, 2008; O'Leary, Bingham and Choi, 2010).

Facilitative Leadership

"Building cooperation and consensus among and within diverse groups, helping them identify common goals and act effectively to achieve them; recognizing interdependent relationships and multiple causes of community issues and anticipating the consequences of policy decisions."

> ICMA, 2010

Political and entrepreneurial skills

Leaders and managers who pursue collaborative engagement beyond their agency boundaries need to hone their political and entrepreneurial skills to inspire new ways of thinking, new perspectives on problems and new approaches to shared decision making. These skills may be needed within one's own agency as well as with other organizations, stakeholders and the public. The power of persuasion and the ability to instill confidence and trust are important political assets for overcoming fear of and resistance to collaborating with those previously viewed as opponents or under-represented stakeholders. At the same time, these skills need to be balanced with political sensitivities to timing (e.g., the available windows for policy change) and to the flexibility of the decision-making arena to stretch or accommodate new ideas and alternative strategies.

This balancing of political skills also requires risk-taking, a competency that OPM calls entrepreneurship. Collaboration across agencies and sectors requires pushing beyond the expected ways of doing business in order to solve problems and accomplish gains that are otherwise not possible. Collaborative leadership is not for the faint-of-heart.

Being entrepreneurial means

"willing to take risks; initiates actions that involve a deliberate risk to achieve a recognized benefit or advantage."

> OPM, 2010

2. PLANNING, ORGANIZING & MANAGING FOR COLLABORATION

This collaborative skill set includes the planning and managerial skills needed to serve collaboration across three different but often intersecting contexts: collaborative problem solving and conflict resolution; collaborative networks, partnerships and cross-sector institutions; and deliberative civic engagement and public participation. The purposes and dynamics encountered in these different contexts vary with respect to the extent to which participants are seeking to reach agreement or build consensus and the extent to which they are actively involved in shared decision making and implementation of decisions.

CASE STUDY:
Collaboration Results in Sustainable Dredge-Material Projects in Oregon and Washington

Contentious issues relating to dredge material disposal in the Columbia River led the governors of Oregon and Washington to convene a group of key government, fishing industry, and environmental stakeholders. With help from the National Policy Consensus Center at Portland State University, the Lower Columbia Solutions Group was formed. The group has reached consensus on a number of cooperative planning and implementation strategies aimed at sustainable, beneficial-use projects along the lower river.

> *PCI, http://www.policyconsensus.org/ casestudies/docs/OR_WA_dredge.pdf*

Designing and managing collaborative problem solving and conflict resolution processes

In the context of conflict resolution and collaborative problem solving, diverse participants represent agencies with jurisdiction, parties specifically affected by a current situation or potential decision, and stakeholders with long-standing interests. These participants work together on a specific issue that cannot be addressed effectively by one agency or organization or through conventional administrative means or formal adjudication.

It is difficult enough to manage an interdepartmental team within one's own agency. Working across agencies or sectors to solve a joint problem or resolve a public dispute requires competency in collaborative design and management. Basic principles of collaboration such as fairness, transparency and inclusiveness must be translated into concrete process design techniques and inter-organizational behavior.

This requires "expertise to create processes, procedures and policies that bring the right people together, in the right way" and manage them effectively, whether it is running meetings efficiently, charting a collaborative course based on shared priorities, preventing bottlenecks, or anticipating conflicts (Dyer, 2010). Cross-boundary management requires agility and deftness that draws on facilitative approaches as well as appropriate directive methods to support the progress of the group while attending to individual concerns.

Basic Principles for Agency Engagement in Environmental Conflict Resolution and Collaborative Problem Solving

Informed Commitment Confirm willingness and availability of appropriate agency leadership and staff at all levels to commit to principles of engagement; ensure commitment to participate in good faith with open mindset to new perspectives

Balanced, Voluntary Representation Ensure balanced, voluntary inclusion of affected/concerned interests; all parties should be willing and able to participate and select their own representatives

Group Autonomy Engage with all participants in developing and governing process; including choice of consensus-based decision rules; seek assistance as needed from impartial facilitator/mediator selected by and accountable to all parties

Informed Process Seek agreement on how to share, test and apply relevant information (scientific, cultural,

technical, etc.) among participants; ensure relevant information is accessible and understandable by all participants

Accountability Participate in process directly, fully, and in good faith; be accountable to the process, all participants and the public

Openness Ensure all participants and public are fully informed in a timely manner of the purpose and objectives of process; communicate agency authorities, requirements and constraints; uphold confidentiality rules and agreements as required for particular proceedings

Timeliness Ensure timely decisions and outcomes

Implementation Ensure decisions are implementable; parties should commit to identify roles and responsibilities necessary to implement agreement; parties should agree in advance on the consequences of a party being unable to provide necessary resources or implement agreement; ensure parties will take steps to implement and obtain resources necessary to agreement

U.S. Office of Management and Budget and President's Council on Environmental Quality, 11/28/2005

Depending on the history and level of conflict that exists among participants, managers may choose to use a third-party process consultant, facilitator, or mediator to design and manage certain processes. This still requires familiarity with the basic tenets of collaboration and conflict management and an awareness of the operational requirements for agency participation and support.

Planning and building collaborative networks, partnerships, and cross-sector institutions

Collaborative action also occurs through ongoing interactions within networks, partnerships and cross-sector institutions created to address repeated challenges that extend beyond one organizational boundary or jurisdiction. Formal and informal cooperation enables the sharing of lessons learned from individual members and the diffusion of innovative ideas and technologies. These collaborative institutional arrangements can also leverage and pool needed resources and exchange expertise and manpower as well as share risk in policy experimentation (Agranoff, 2008; Provan and Milward, 1995; Cooper, et al., 2006).

Collaboration in this context is neither automatic nor self-sustaining. It takes planning, stewardship, and coordinating resources to build and maintain such cooperative structures. It also takes "political savvy," as OMB refers

to one of its competencies required "to build coalitions internally and with other Federal agencies, State and local governments, nonprofit and private sector organizations, foreign governments, or international organizations to achieve common goals."

Designing and sustaining deliberative civic engagement and public participation

Increasingly, as the demand for more deliberative forms of democracy continues to grow and the technology for social networking and information management continues to improve, the potential for more collaborative public participation grows. Forums for public deliberation are being created at all levels of government and across governmental jurisdictions as well as public and private sectors. Public dialogues, study circles, community visioning processes, and collaborative budgeting are just some of the processes that are creatively involving the public in collaborative governance. Designing the right forum for such public engagement, as well as preparing, executing, and following through post-forum all require additional knowledge and expertise.

CASE STUDY:
San Diego Dialogue

A group of civic leaders asked the University of California, San Diego, to set up an independent organization to help put facts on the table and bring citizens together to discuss several regional policy issues, using a structured dialogue process to identify areas of consensus. Citizen engagement led to a better understanding of common interests surrounding core values, which in turn led to the development of a new public agenda for discussing difficult issues. From this dialogue have come a number of specific breakthroughs, including recommendations for improving border crossing infrastructure, educational reforms, and land use and transportation improvements (Henton and Melville, 2005).

PROCESS COMPETENCY

Collaboration is a process of engagement. People discover information about each other and the issue at hand. They define their terms of engagement. They deliberate and make determinations together. This process of engagement requires competency in communication, in teamwork, and in negotiation and conflict management. Through these competencies, managers can help create the conditions required for more open communication and trust-building among participants. Case studies and role playing can be particularly helpful in cultivating the competencies in this process skill set.

3. COMMUNICATING EFFECTIVELY

This collaborative skill set includes the interactive communication skills of listening, presenting and influencing. Verbal communication is only one mode of communicating and several different modes may be helpful when communicating with different and mixed audiences. Cross-cultural communication is another important aspect of this competency.

Listening skills

Listening is the cardinal communication skill, essential for effective collaboration. Managers are well schooled in most communication skills, but active listening is often given short shrift. Active listening begins with non-verbal communication. It not only enables the exchange of information, it also conveys interest in and respect for others as well. There are several techniques for enhancing the power of listening that can be practiced to hone this important competency.

Communicating Effectively

- *Ability to listen actively and ask questions effectively.*
- *Ability to provide constructive feedback.*
- *Ability to monitor one's own communication behaviors and those of others.*
- *Ability to encourage and maintain constructive dialogue among participants.*

    PIE, 2002

Presentation, persuasion and assertiveness

In addition to listening and learning from others, managers (and all participants) must be able to express themselves and convey their knowledge effectively. In the context of collaboration, this competency includes the ability to influence and persuade in a constructive manner that takes everyone's interests into account. It requires respectful assertiveness skills that are based on "perspective-taking," that is, grounded in an appreciation for others' points of view.

Influencing/Negotiating

- *Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.*

    OPM, 2010

Communicating in different modes and media to different and mixed groups

People differ in how they receive and process information. Preparing information in multiple modes – verbally, orally, through maps and charts, case examples and storytelling – can be useful for groups, particularly when there is a mix of backgrounds and education levels. Not only will multiple communication modes reach more people, but they will also reinforce everyone's learning.

Cross-cultural communication skills

Expertise in cross-cultural communication is essential for working in culturally diverse settings. Careful exploration of one's own cultural sensitivities and racial or gender biases is the starting point for developing this competency. Participants in cross-cultural groups can expect miscommunication, so they should anticipate and prepare for such situations. Cross-cultural groups require more frequent testing or checking in about how people understand what is being said or communicated non-verbally. Humor can be very helpful, but recognize that humor itself may not be appreciated in the same way by everyone.

4. WORKING IN TEAMS AND FACILITATING GROUPS

This collaborative skill set encompasses familiarity with group dynamics, facilitation skills, teamwork and relationship building in groups, as well as how to participate in teams.

Understanding group dynamics and building working relationships

Group dynamics plays an important role in the effectiveness of collaboration. Social psychology, sociology and communication research has deepened our understanding of group norms, patterns of communication, subgroups and coalitions, and the role of power at the table and behind the scenes, among other topics. Developing a familiarity with group dynamics will help public managers know what to expect in different group settings, how to identify dysfunctional group processes, and how to contribute to constructive group dynamics.

Building and maintaining working relationships are important process dimensions of effective collaboration. There are specific team building skills and techniques that can be helpful to strengthen group dynamics and improve team functioning. These are useful skills for all participants to develop, as collaborative processes often require delegating work to small teams or sub groups for specific functions or tasks.

Facilitating Group Discussion and Decision-Making

- *Knowledge of group decision-making dynamics.*
- *Knowledge of negotiation processes, strategies, and tactics.*
- *Ability to keep participants on task and engaged.*
- *Ability to help participants move from advocacy toward inquiry within a group setting.*
- *Ability to explain and facilitate the processes of collaborative learning, planning, and problem solving.*
- *Ability to help participants to clearly define their roles in all phases of the process.*
- *Ability to promote civil discourse through open and balanced discussions.*
- *Ability to protect people and their ideas from attack.*
- *Ability to manage multiple lines of thought and discussion.*
- *Ability to organize information for efficient and effective use.*

   PIE, 2002

Facilitating group deliberation and decision making

Facilitating collaborative groups is another useful process competency. Facilitation requires a range of skills that enable people to interact constructively and effectively over time.

It is important when assuming the facilitator role to verify that participants are comfortable with and agree to that assignment, particularly if the facilitator is from a participating agency. Facilitators must assure participants of their impartiality and fairness as well as their experience when serving in that role.

Participating in teams effectively

As a member of a collaborative group or team, public managers should develop their own participatory skills. This includes fostering a self-awareness of one's own strengths and weaknesses as a team member, developing needed flexibility when interacting in groups, and following through on commitments in a timely manner. Building interpersonal skills is an important aspect of this competency.

Maintains flexibility and adaptability when working with others:

- *Re-evaluates one's position in light of new information from others;*
- *Cooperates with others involved;*
- *Ensures that complexity, uncertainty and other stressful situations do not negatively affect relationships;*
- *Ensures that conflict does not affect professional service*

   BCCF, 2009

5. NEGOTIATING AGREEMENT AND MANAGING CONFLICT

This collaborative skill set includes basic negotiation skills between two parties, as well as interest-based negotiation among multiple parties. It also incorporates managing conflict with groups and different approaches to mediating conflict.

Two-party negotiation and conflict management styles

Negotiation skills are necessary in one's personal and professional life. Many texts demonstrate the centrality of the role that managers play as negotiators (e.g., Lax and Sebenius, 1986). There are different approaches to negotiation, some are power-based, others rights-based, and others interest-based. Interest-based negotiation, as described in *Getting to Yes* by Fisher and Ury thirty years ago, is a non-adversarial approach to negotiating for joint gains and reduced overall losses and is the basis for most collaborative problem solving and consensus-building processes. The way in which one negotiates relates to the situation and the level of disagreement or conflict between people. People have preferred styles for managing conflict and that affects their approach to negotiation. Strengthening one's skills in negotiating with another person is important for learning how to negotiate with multiple people in a collaborative setting.

Interest-based negotiation and conflict resolution in multi-party settings

Two-party negotiation and multi-party negotiation are similarly based on interest-based negotiation in collaborative settings. Multi-party negotiation is more complex, allows more room for trade-offs, and is much more contingent on external factors. In such negotiations, participants tend to form coalitions, more work takes place "away from the table," and additional negotiations must occur within the groups or agencies being represented at the table. The more information that a group can share and generate together, the negotiations will be more informed and the more likely the group can achieve constructive outcomes. While consensus is the primary means for making group decisions, specific decision rules and ground rules must be established early on to guide group behavior and establish constructive group norms. Practicing multi-party negotiation through role playing and simulations can be helpful in building competency in this area.

Managing conflict constructively in groups

Conflict among people with different values, needs or interests is inevitable as is conflict among different agencies, groups and constituencies involved in working toward shared goals. Conflict is usually seen as negative, when often it is through conflict that new ideas and opportunities arise. Anticipating, managing and transforming conflict are essential skills for collaboration. Independent mediators or facilitators can be very helpful in high conflict, low trust settings, but public managers can also be constructive conflict managers in whatever role they are playing in the collaborative process.

Managing and Transforming Conflict:

- *Ability to recognize sources of conflict.*

- *Ability to intervene into the conflict in a constructive and instructive manner.*

- *Ability to help participants establish ground rules of effective communication.*

- *Ability to facilitate communication and information exchange in an emotionally charged climate.*

- *Ability to build and maintain trust among the participants by establishing a positive climate.*

- *Ability to minimize or neutralize the effects of negative emotions and behaviors.*

    PIE, 2002

Conflict Management

Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.

    OPM, 2010

ANALYTICAL COMPETENCY

Processes that employ face-to-face deliberations and consensus building typically evolve from complex and often confounding issues that involve many parties and multiple levels of governance, and are systems-oriented and technical. Moreover, the processes themselves can be intricate and multi-layered. Analytical competencies help participants make sense of complex issues, and manage information to solve problems. Process managers use analytical skills to help them design and implement relevant, practicable and adaptable processes.

Analytic Skills

- *Experimental evidence shows that, when left to our own devices, we are not much good at negotiating optimal deals. Analytical perspectives can help. But to achieve the best solution that you can, you will need to strike a balance between your analytical endeavors and your cognitive capabilities. Implementing the fruits of analysis relies on your bargaining skills, your powers of persuasion, your nimble thinking, your knowledge of body language, your inventiveness and creativity, your willingness to use credible threats, your skills at drafting complex deals, your coalition-building expertise, your linguistic abilities… the list never ends.*

    Raiffa, 2002.

6. APPLYING ANALYTIC SKILLS AND STRATEGIC THINKING

A necessary condition for successful collaboration is a process that includes all relevant stakeholders, addresses the right issues, uncovers important interests, and enables participants to prioritize and focus on what is most important to them. Shaping such a collaborative process or system requires preparation, including a thorough analysis of the situation and careful strategic thinking before and during collaboration.

Situation assessment and issue analysis

Because collaborative processes vary from case to case, a standard blueprint does not exist for designing them. A comprehensive analysis of the relevant issues, stakeholders, and institutions prior to engaging in a collaborative process can set the stage for a successful outcome (Carpenter and Kennedy, 1988; SPIDR, 1997). Conveners and facilitative leaders must be able to gather and analyze information to design and lead a process toward successful completion. Situation assessment and analysis should not only yield information about who the key stakeholders are and their concerns, but also reveal under what conditions a collaborative governance process is likely to succeed. Participants in collaborative processes also benefit when they have the knowledge and abilities to assess the situation from their own perspective and are better able to effectively negotiate with other parties to secure joint gains.

Analytic and Strategic Thinking Skills

- **Level I:** *Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions and develop solutions.*

- **Level II:** *Analyzes diverse viewpoints to make planning decisions and solve work problems.*

- **Level III:** *Uses strategic thinking to develop innovative solutions.*

    USBOR, 2007

Understanding the political, legal and regulatory context for collaboration

The context in which collaboration takes place is a key determinant for whether processes succeed or fail. Understanding how legal constraints and incentives, regulatory requirements, and politics can bear upon a collaborative process is important for process designers, conveners, and participants alike. Collaborative governance processes usually involve public officials, who are subject to particular legal constraints because of their role in government. Procedural requirements imposed by laws and regulations, restrictions on the power of government representatives, and disclosure requirements

and liability concerns are all potential legal challenges that public officials must take into consideration (Golann and Van Loon, 1999). Correctly judging these contextual elements is essential to assuring outcomes that are both practicable and durable.

Decision analysis for negotiation and agreement seeking

Participants in collaborative processes can become more effective problem solvers by applying analytical methods. Adopting an analytical perspective helps participants to more clearly and explicitly define the problems and issues under negotiation, specify and prioritize their interests and objectives, generate creative options, evaluate the consequences and tradeoffs of options, and maximize joint gains (Hammond, Keeney, and Raiffa, 1999). By learning basic analytical techniques such as multi-criteria decision making, influence diagrams, and objectives hierarchies, negotiators are better able to manage complex problems and make effective, collaborative decisions.

Decision Analysis

Why do we have such trouble making decisions? It's simple: we don't know how to make decisions well. Despite the importance of decision making to our lives, few of us ever receive any training in it. So we are left to learn from experience. But experience is a costly, inefficient teacher that teaches us bad habits along with the good ones.

> *John Hammond et al, 1999.*

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7. EVALUATING AND ADAPTING PROCESSES

Collaboration across jurisdictions or sectors takes time and requires commitment that is often above and beyond one's normal job description or volunteer capacity. Success and effectiveness matter; "process for process sake" is rarely enough and certainly cannot sustain ongoing collaborative engagement. Hence, knowing how to evaluate collaborative outcomes and being able to benchmark ongoing progress is an important collaborative skill set.

Measuring outcomes and impacts of collaborative processes

Effective leadership and management of collaborative governance processes include "completing the circle" with a well-planned and executed evaluation process. Evaluation can help leaders and conveners determine which strategies and methods are useful, and under which conditions. Evaluation can also be a means of engaging participants to reflect on their own behaviors and skills, so that they may improve their efficacy in group dialogue and deliberation. Public managers should have the knowledge and abilities to develop evaluation criteria, group goals and indicators of success, including measures of objective and subjective outcomes and impacts. In addition, they should have an understanding of the range of evaluation methods available to them, and the relative merits of each.

Assessing and adapting ongoing progress

Collaborative processes are often fluid, changing in response to new directives, new people or information, or shifts in political support or pressure. Public managers in collaborative endeavors should be adept at recognizing and assessing changing influences, and adapting methods, procedures and processes to best accommodate the change. This requires a rich understanding of process methodology, sufficient to make necessary and appropriate adjustments in response to change.

KNOWLEDGE MANAGEMENT COMPETENCY

Managing knowledge- its generation, translation and distribution- is critical for effective collaboration. Knowledge builds on the assembly of all available information relevant to the problem or opportunity at hand. This includes integrating technical and scientific information as well as culturally significant and locally meaningful information. Knowledge management within collaborative endeavors can be greatly enhanced through skillful use of information and communication technology.

8. INTEGRATING TECHNICAL AND SCIENTIFIC INFORMATION

Participants in collaborative processes look to science and technical experts to help improve their decisions. In many cases, the science itself is at the heart of the controversy. Participants in collaborative processes must decide together how to integrate and interpret scientific and technical information into the collaborative decision making process. Often overlooked, additionally relevant cultural and place-specific information brings context, meaning and perspective to "expert-driven" data. Public managers in their roles as conveners, process managers, and participants can improve collaborative outcomes by recognizing the differences between data conflicts and other substantive conflicts, and applying best-practice tools and strategies to manage conflicting information sources and technical uncertainty.

Assessing information requirements for informed decision making

Public managers should have the skill and ability to identify underlying scientific and technical issues, information needs of all participants as well as the kinds of data they may be currently relying on, individual perceptions of risk and precaution, tolerance for scientific uncertainty, and the potential data conflicts that may emerge. This will help them to work with the participants in jointly identifying sources of information and information gathering methods, and selecting scientific and technical resources that all parties can trust.

Moreover, public managers should also be able to assess the need for expertise and participant training on technical issues, and tailor processes suitable to the level, amount, type, and scope of substantive knowledge that participants possess and are willing and able to acquire.

Developing methods and standards for collecting, analyzing and synthesizing

Public managers should be able to design processes that anticipate and intentionally incorporate relevant scientific and technical questions and promote joint finding of fact. A well-designed process should allow participants to define the information they need, where and how they will get it, when they need it, and what they will do with it. This entails developing strategies that support critical examination of technical information by process participants. It also requires the capacity to synthesize and manage knowledge.

CASE STUDY:
West Eugene Collaborative

In 2007, with the aid of Portland State University's Oregon Consensus Program, an ad hoc group encompassing a broad variety of viewpoints, including political and governmental leaders, business leaders, leaders of neighborhood groups, leaders of nonprofit organizations and leaders within the environmental community, came together to form the West Eugene Collaborative (WEC). WEC's purpose was to "develop an integrated land use and transportation solution, supported by stakeholders, that will facilitate movement of people and commerce from/through/to west Eugene and west of Eugene while enhancing community, business and the environment." Wiki pages (http://wiki.eugeneneighbors.org/wiki/West_Eugene_Collaborative) served as live working papers by WEC members. They include baseline and design storming maps, evolving design elements clusters and analysis, and more (Oregon Consensus, 2011).

9. USING INFORMATION AND COMMUNICATION TECHNOLOGY

Advances in computing and communication technologies are changing the way people can meet and work collaboratively. New tools and technologies are constantly being adapted for use in multi-party collaborative processes. Net meetings, chat forums, and instantaneous mass communication tools help people cross physical and social boundaries and participate in public deliberation. Decision support tools are becoming more accessible and transparent to participants in collaborative processes. It is critical that leaders and conveners of collaborative governance processes learn to adapt conventional collaborative processes that rely on face-to-face, interpersonal exchange to changes in the way people communicate, use, and share information today.

Using computer-based decision support and spatial analysis tools

The public issues that are the focus of collaborative governance processes are often highly complex, multi-defined, ambiguously structured, probabilistic, and hard to analyze. A variety of decision support tools and techniques are available to help collaborative groups generate a shared understanding of the complex systems under discussion, structure problems, prioritize multiple objectives, and describe decision outcomes and impacts. Geographic information systems (GIS) are a specific subset of decision support tools that can be highly effective in collaborative governance settings. Leaders and managers can more effectively support collaborative governance processes by being familiar with a variety of decision tools, understanding when and how decision tools and techniques are appropriate for collaboration, and communicating their use and application to process participants.

Using web-based communications and social networking tools

With the advent of the world-wide-web, collaboration has transcended physical and temporal boundaries. Wikis, blogs, web conferencing, social media such as Facebook and Twitter, and other digital tools enable web users to interact and collaborate without having to physically be present, creating opportunities for greater participation by a range of stakeholders. A new generation of stakeholders is embracing these tools, rapidly altering the means by which society communicates and collaborates. In addition, new federal and state policy initiatives are encouraging public agencies to use 21st century communications tools to improve and enhance public participation and collaboration in government. Collaborative governance leaders, conveners, and managers must learn to adapt these technologies to their own processes to remain relevant, transparent, and accessible. Moreover, leaders and managers need to understand the limitations of these tools for collaboration, and how and when to use them appropriately.

PROFESSIONAL ACCOUNTABILITY COMPETENCY

Public managers receive their professional training in a variety of fields, be it public administration, administrative law, economics, field biology, or laboratory science. They are already called on to uphold their own professional code of ethics and to carry out professional responsibilities as public servants. They are also bound by their agency's mission, laws and regulations, and individual performance standards. Working collaboratively with other professionals, stakeholders and the public adds another level of expectations to the manager's professional portfolio and an additional competency concerning professional accountability. This competency incorporates maintaining personal integrity and professional ethics in the context of collaborative practice.

10. MAINTAINING PERSONAL INTEGRITY AND PROFESSIONAL ETHICS

This skill set incorporates specific principles of professional conduct, careful self-reflective practice, and the ability to balance multiple priorities and commitments.

Creating an Environment of Professionalism

- *Ability to demonstrate a commitment to honesty, integrity and respect for all participants.*

- *Ability to separate one's personal values from issues under consideration.*

- *Ability to demonstrate sensitivity to participants' values and diversity, including gender, ethnic and cultural differences.*

    PIE, 2002

Enacting/enforcing principles of fairness, transparency and inclusive engagement

Working in collaboration demands a high level of professionalism. As many public managers who work in the field with the public know, their every action is scrutinized by individuals and organizations, often with diametrically opposed values and interests. This is why OPM counts "consistency in words and actions" as a central competency for those in senior executive service.

Working in the context of collaboration really requires "walking the talk" and upholding the underlying principles of collaborative engagement – fairness, transparency and inclusiveness. Treating every person respectfully with dignity is at the core of all professionalism and is essential for collaboration to work. The trust required for effective collaborative action to occur depends on all parties' - especially government officials' - ability to be transparent about the purpose and objectives of their participation in a collaboration and their ability to be very clear about their agency authorities, requirements, and constraints. While collaboration cannot always include every interested individual, public managers have a special duty to assure a balanced representation of all affected or concerned interests.

It is this entire process of reflection-in-action which is central to the "art" by which practitioners sometimes deal well with situations of uncertainty, instability, uniqueness, and value conflict."

    Schon, 1982

Reflecting on personal and professional effectiveness and seeking feedback

The idea of reflective practice is not new nor is it limited to working in collaborative settings. Indeed, developing the capacity for "reflection-in-action" has become integrated into public management training and professional development in many fields since the early 1980's.

What is new is the context of working outside one's own organizational setting and, at times, one's own comfort zone. In collaborative ventures, effectiveness must be

measured by many standards – personal expectations, organizational goals, and inter-organizational and partner accomplishments. Making those standards explicit for oneself and within the collaborative group over time is a valuable competency. Reflecting on progress towards those standards and one's contribution to that progress is an integral part of that competency. Also essential is the ability to seek candid feedback from others beyond one's organization or normal affiliation to inform and improve practice. Reflective practice enables what OPM refers to as "continuous learning" through assessing and recognizing one's own strengths and weaknesses in pursuit of self-development.

Balancing one's own personal, professional and institutional obligations with group or cross-sector organizational requirements

Professional accountability within the collaborative context requires an ability to balance multiple priorities, commitments and constraints. This requires knowledge and respect for multiple organizational, legal, and political contexts and an ability to integrate them sufficiently to allow for informed and timely collaborative decision making and implementation. Ultimately, collaborative engagement must deliver results consistent with the shared purpose.

In the collaborative context, professional accountability of public managers extends beyond one agency to the collaborative group as well as to the public. This also requires strategic thinking about short-term and long-term objectives, resources and constraints of one's own agency, of the other participating agencies and organizations, as well as of the collaborative group. It requires knowing (and being upfront about) one's own limitations as well as the extent to which one's agency can be flexible and adaptive. A particular challenge is guarding the confidential information that your organization holds, yet not be misleading about your views, realistic options, or likely consequences if the group reaches certain decisions.

HOW TO USE *the* FRAMEWORK

This collaborative competency framework is intended as a reference for those interested in improving their collaborative skills as well as for trainers and educators developing their course curriculum or program offerings.

Public managers may find this framework useful in drafting position responsibilities and skills sought, in personnel reviews, and in professional development/coaching of their staff. The skills assessment tools provided in the next section offer a vehicle for reflecting on available and needed competencies and skills for different purposes and different contexts. The framework itself should be useful in identifying which specific trainings to seek out to those seeking training.

We hope that trainers will use the framework to clarify their course content and update their offerings for collaborative skill development. Introductory training courses might provide a sampling of all the competencies and skills in the framework. Other courses may focus on one of the competencies or basic skill sets or specialize in their application in very specific contexts.

Finally, managers/organization leaders may find the framework helpful as they consider the collaborative skill sets their staff needs to meet their mission and address specific assignments and responsibilities. As they gain more experience with these different competencies and skill sets, managers will be able to develop realistic expectations as staff work in collaborative settings and set useful performance standards.

COLLABORATIVE COMPETENCY ASSESSMENT TOOLS

All of us have learned to collaborate to some extent in our own personal life with family and friends and there are few, if any, jobs where collaborative competencies are not necessary in some way, particularly in public management. But most of us are not proficient in all the five skill sets of collaboration nor do we necessarily need to be. The following questions are useful to ask yourself to determine whether your work provides opportunities for or requires the use of particular collaborative skill sets.

Assessing Your Needs for Collaborative Competence	Useful Collaborative Competencies
Are you called on to bring different people, organizations or constituencies together to work on a project, problem or controversy? *Are you in the position to develop and manage a collaborative process or project team?*	**Leadership and Management**
Does your job require that you communicate effectively with people from different walks of life, with different backgrounds and proficiencies, or from different cultures? *Do you often work in teams or on projects that involve coordinating with difference offices, agencies, or other organizations?* *Are you often in situations that require you to negotiate with others and find ways to reach agreement or resolve conflicts?*	**Process**
Are you in a position to prepare for analyzing situations and developing strategies for cooperative action, negotiation or conflict resolution? *Are you interested in or required to report group accomplishments, performance measures, or interim progress?* *Do you need to identify and evaluate creative options in groups and make choices in complex decision situations?*	**Analytical**
Do the issues you work on in groups require gathering or analyzing new technical or scientific information or integrating different kinds and sources of information, including local knowledge or culturally-relevant information? *Is or could your collaborative work be supported or facilitated by technologies for decision-support, mapped data, meeting and information management, or social networking?*	**Knowledge Management**
Have you found your own professional standards or organizational commitments challenged when working collaboratively in groups?	**Professional Accountability**

COLLABORATIVE COMPETENCY SELF-ASSESSMENT TOOL

Another way to help identify which skill sets or particular competencies might be useful to develop further is to ask yourself about your own past experience with collaborative work. Rather than think about this very generally, focus the question on a specific experience or upcoming challenge. Recall a recent experience where your collaborative competencies were called on:

Name the experience: _____

Place a check mark (✔) in the box next to each skill that characterizes your skill level.

LEADERSHIP AND MANAGEMENT COMPETENCY

1. Strengthening Collaborative Leadership, e.g.:	I was proficient in this skill	I lacked confidence in this skill	Not Applicable
Effective leadership roles			
Collaborative leadership styles and skills			
Political and entrepreneurial skills			

2. Planning, Organizing and Managing for Collaboration, e.g.:	I was proficient in this skill	I lacked confidence in this skill	Not Applicable
Designing and managing collaborative problem solving and conflict resolution processes			
Planning and building collaborative networks, partnerships, and cross-sector institutions			
Designing and sustaining deliberative civic engagement and public participation			

PROCESS COMPETENCY

3. Communicating Effectively, e.g.:	I was proficient in this skill	I lacked confidence in this skill	Not Applicable
Listening skills			
Presentation, persuasion and assertiveness			
Communicating in different modes and media to different and mixed groups			
Cross-cultural communication skills			

4. Working in Teams and Facilitating Groups, e.g.:	I was proficient in this skill	I lacked confidence in this skill	Not Applicable
Understanding group dynamics and building working relationships			
Facilitating group deliberation and decision making			
Participating in teams effectively			

5. Negotiating Agreement and Managing Conflict, e.g.:	I was proficient in this skill	I lacked confidence in this skill	Not Applicable
Two-party negotiation and conflict management styles			
Interest-based negotiation and conflict resolution in multi-party settings			
Managing conflict constructively in groups			

ANALYTICAL COMPETENCY

6. Applying Analytic Skills and Strategic Thinking, e.g.:	I was proficient in this skill	I lacked confidence in this skill	Not Applicable
Situation assessment and issue analysis			
Understanding political, legal and regulatory context for collaboration			
Decision analysis for negotiation and agreement seeking			

7. Evaluating and Adapting Processes, e.g.:	I was proficient in this skill	I lacked confidence in this skill	Not Applicable
Measuring outcomes and impacts of collaborative processes			
Setting group goals and indicators of success for performance evaluation			
Assessing and adapting ongoing progress			

KNOWLEDGE MANAGEMENT COMPETENCY

8. Integrating Technical and Scientific Information, e.g.:	I was proficient in this skill	I lacked confidence in this skill	Not Applicable
Assessing information requirements for informed decision making			
Developing methods and standards for collecting and analyzing information			

9. Using Information and Communication Technology, e.g.:	I was proficient in this skill	I lacked confidence in this skill	Not Applicable
Using computer-based decision support and spatial analysis tools			
Using web-based communications and social networking tools			

PROFESSIONAL ACCOUNTABILITY

10. Maintaining Personal Integrity and Professional Ethics, e.g.:	I was proficient in this skill	I lacked confidence in this skill	Not Applicable
Enacting/enforcing principles of fairness, transparency and inclusive engagement			
Reflecting on personal and professional effectiveness and seeking feedback			
Balancing own personal, professional and institutional obligations with group or cross-sector organizational requirements			

You could also use this assessment tool if you are taking on a future position or starting a new project that requires collaborative work. Review the competencies and ask yourself which of them will be particularly important to your new assignment.

If you are a manager, and are thinking about future staff assignments or staff performance, you might ask these questions with respect to particular people on your staff and consider their specific training needs. You could also ask your staff to answer these questions for themselves and identify skills and competencies they would like to strengthen. This guide could also provide a basis for group discussions within staff, or as a resource for people starting up a collaborative effort.

Once you have identified your training needs, you can make more informed decision about the kind of training or coaching or mentoring services you might need. The next section provides links to training programs offered by UNCG member organizations.

UNCG MEMBER PROGRAMS *and* WEBLINKS

University / College	Center / Program	Link
University of Arkansas Little Rock	Center for Public Collaboration	http://ualr.edu/iog/publiccollaboration/index.php/home/contact-us/
California State University, Sacramento	California Center for Collaborative Policy	http://www.csus.edu/ccp/
Pepperdine University	Davenport Institute for Public Engagement and Civic Leadership	http://publicpolicy.pepperdine.edu/davenport-institute/
University of California, Hastings College of Law	Center for Negotiation and Dispute Resolution	http://www.uchastings.edu/centers/negotiation-adr/index.html
Regis University	Institute on the Common Good	http://www.icgregis.org/
Colorado State University	Center for Public Deliberation	http://www.cpd.colostate.edu/
University of Denver	Conflict Resolution Program - Center for Research and Practice	http://www.du.edu/con-res/index.html
Florida State University	FCRC Consensus Center	http://consensus.fsu.edu/
University of Georgia	Fanning Institute	http://www.fanning.uga.edu/
Georgia State University	Consortium on Negotiation and Conflict Resolution	http://law.gsu.edu/cncr/
University of Hawaii	Matsunaga Institute for Peace, Program on Conflict Resolution	http://www.peaceinstitute.hawaii.edu/
University of Massachusetts - Boston	Massachusetts Office of Public Collaboration	http://www.umb.edu/modr/index.html
Creighton University	Public Issues Collaboration Initiative	http://www.creighton.edu/werner/thepublicissuescollaboration/index.php
University of New Mexico	Institute for Public Law	http://ipl.unm.edu/
Syracuse University	Program on the Analysis and Resolution of Conflicts	http://www.maxwell.syr.edu/parc/
North Carolina State University Cooperative Extension	Natural Resources Leadership Institute	http://www.ncsu.edu/NRLI/
University of North Carolina	Public Dispute Resolution Program	http://www.sog.unc.edu/programs/dispute
Cleveland State University	Levin College Forum	http://urban.csuohio.edu/forum/
University of Oregon School of Law	Appropriate Dispute Resolution Center	http://www.law.uoregon.edu/org/adr/index.php
Portland State University	Oregon Consensus	http://www.orconsensus.pdx.edu/
Portland State University	Oregon Solutions	http://www.orsolutions.org/
University of Texas Law School	Center for Public Policy Dispute Resolution	http://www.utexas.edu/law/academics/centers/cppdr/
University of Virginia	Institute for Environmental Negotiation	http://www.virginia.edu/ien/
Washington State University / University of Washington	William D. Ruckelshaus Center	http://ruckelshauscenter.wsu.edu/
University of Wyoming	Ruckelshaus Institute	http://www.uwyo.edu/enr/

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ABOUT *the* NETWORK
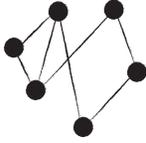
The University Network for Collaborative Governance (UNCG) consists of centers and programs in colleges and universities that conduct service and scholarship in order to enable citizens and their leaders to engage in dialogue, discussion, problem solving, and conflict resolution around public issues.

The Network supports centers and programs, helping them carry out their mission, connecting them with colleagues, sharing ideas and programs that work, offering consultation and assistance, and holding outstanding conferences.

In March 2008, the inaugural meeting of the Network was held in Atlanta, Georgia, where founding members of the Network adopted the Charter and identified objectives.

UNCG
UNIVERSITY
NETWORK for
COLLABORATIVE
GOVERNANCE

Network Objectives

The Network promotes and champions the role universities and their centers play as neutral forums and resources for collaborative governance. Network objectives are to:

- Advance teaching, research and outreach in public deliberation, collaborative problem solving and multi-party conflict resolution;

- Share knowledge, information and best practices among members;

- Assist universities in shaping and adapting their research, teaching, and community engagement to enhance their effectiveness;

- Acquaint university leaders, policymakers, and the public with the role universities can play in carrying out collaborative governance practices;

- Provide linkages between university centers and leaders interested in using collaborative governance practices;

- Promote policies that support the use of best practices and systems for collaborative governance.

AUTHORS

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UNCG GUIDE *to* COLLABORATIVE COMPETENCIES

The Guide to Collaborative Competencies arrives at a critical juncture in modern governance. In the world of public policy, the 20th century was an era of honing and deepening knowledge of individual problems and issues. Commensurate with that refinement emerged an ever-more-specialized set of offices, agencies, roles, and responsibilities. In many respects, the world of 21st century decision making confronts challenges of re-integrating the decision making context. Coordination, collaboration, networks, and shared decision making have gained momentum as public agencies strive to work together and with various citizens to address challenges that transcend jurisdictional boundaries, individual agency responsibilities, and public and private spheres of action. This setting requires skills in collaboration, dialogue, mediation, and coordination. The Guide distills these concepts and describes qualities and capacities that support successful collaboration. Through a set of questions, it helps managers and other professionals identify when these qualities and capacities are especially relevant. The guide provides a significant training and management tool for organizations--public and private--that increasingly operate in contexts of coordination and collaborative governance. The guide is timely, practical, and user friendly--a great contribution to the emergent world of collaborative governance.

> **Lynn Scarlett,**
> **Former Deputy Secretary of the Interior**

While organizations and jurisdictions collaborate, the competencies of the human beings representing those organizations and jurisdictions always affect the success of the collaboration. In other words, in the world of collaboration, you are only as good as the people at the table. This Guide enlightens us about what collaborative competency means in the areas of leadership and management, process, analytics, knowledge management, and professional accountability. It pushes the boundaries of public policy, public management, collaborative governance, and negotiation by merging them in a new and creative way. It is a must-read for every leader, manager, and student who works, or hopes to work, across boundaries to solve society's most challenging problems.

> **Rosemary O'Leary**
> **Distinguished Professor and Phanstiel Chair in Strategic Management and Leadership**
> **The Maxwell School of Syracuse University**

In the current climate, state governments no longer have the luxury to make single-outcome investments. Collaboration is essential to the way that states do business, and the Guide to Collaborative Competencies gives public managers a useful and useable tool to assist in hiring, training, team-building, and evaluation.

> **Mike Jordan**
> **State Chief Operating Officer, Oregon**

No less an authority on citizen participation than the late John Gardiner, former Secretary of Health, Education and Welfare, stated, 'With all due respect to the ancient arts of law and diplomacy, the recent development of systematic, teachable techniques for getting at the roots of conflict, and engaging multiple parties in disciplined and voluntary collaborative problem solving, represents something new in the 5,000 years of recorded history.' This Guide to Collaborative Competencies, designed for current and future public managers, is an impressive compendium of the techniques Gardiner referred to.

Knowledge of collaborative decision-making processes and skills is essential to insure the onward march of our democracy. This Guide helps to understand the nature of these processes and skills. Its framework will prove an invaluable tool to achieve the promise of Gardiner's belief.

> **Bill Ruckelshaus,**
> **Chairman Emeritus of the Ruckelshaus Institute of Environment and Natural Resources Board, Chair of the William D. Ruckelshaus Center Advisory Board, and 1st and 5th Administrator of the U.S. Environmental Protection Agency**

Back in Wyoming, folks would get together to resolve an issue by dropping by the house, leaning on the hood of a pickup truck for a chat, or going inside for coffee and a visit around the kitchen table. Typically, when we agreed on a course of action, a handshake or a simple nod sealed the deal. Issues were resolved and commitments were made around the kitchen table. In that tradition, I see a great need for public managers who tackle the toughest and most sensitive issues in the same manner, such as the Guide to Collaborative Competencies describes. We can solve the toughest and most sensitive issues facing our states, communities and country, if we have leaders who are well-versed in the skills the Guide covers.

> **Jim Geringer,**
> **Former Governor of Wyoming**

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