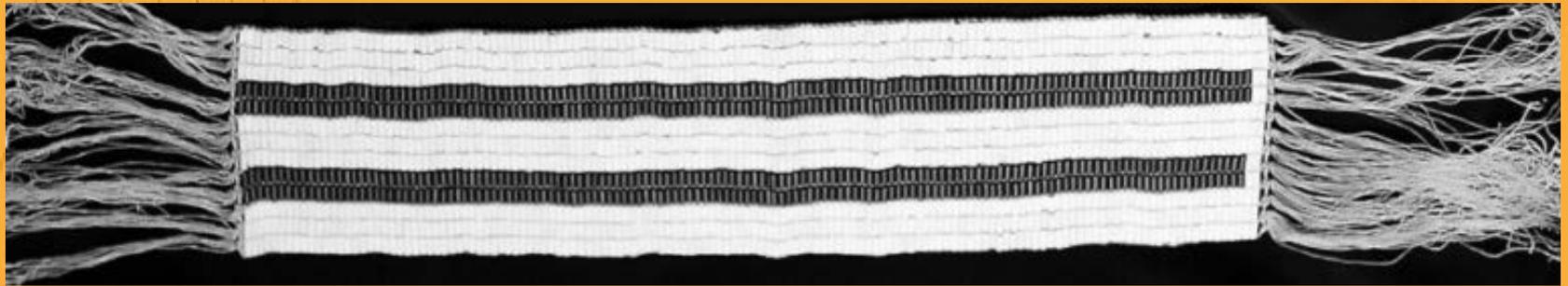


Literature Review on Intersectionality, Anti-Oppression and Collaborative Leadership in Practice



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Collaborative Leadership in Practice

Land Acknowledgement



Two Row Wampum photo by: Nativemedia (own work)

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Thanks for joining us!

Moderator:

Gillian Kranias, Project Coordinator
Health Nexus, Collaborative Leadership in Practice

Webinar Purpose:

- Share the results of the CLiP literature review
- Provide greater clarity on inclusive, equitable and collaborative leadership in the non-profit sector.

Agenda:

1. About the CLiP project
2. Literature Review presentation
3. Questions and Dialogue
4. Closure – online Evaluation

About our project

Collaborative Leadership in Practice (CLiP)
Leadership collaboratif en pratique (LCP)

CLiP Project: Context

Funded by: **Ontario Ministry of Citizenship and Immigration**

- to strengthen collaborative leadership in the non-profit sector

Ministry program goals

- better reflect the province's changing demographics and its increasing diversity
- welcome newcomers; and
- build a culture of inclusive leadership.

CLiP Project: Overview

- A two-year bilingual project to strengthen collaborative, equitable and inclusive leadership in the non-profit sector —specifically in the context of partnerships and networks.
- Developing and sharing of knowledge, tools and learning opportunities to further build peoples' understanding, skills and networks.
- Co-led by Health Nexus and OPHA, collaborating with many external partners.
- For more details, visit our website.

CLiP Achievements

- **Website** : www.clip-lcp.org
- **Stories from project partners**
- **Tools and templates**
- **Literature Review**
- **Webinars** - (all webinar recordings are posted online)
- **Learning Institute** (Toronto, Sept 2016)
- **Regional Gathering** (Brantford, Nov 2016)
- **Rassemblement régional** (Ottawa, Nov 2016)

Dr. Roberta Timothy

Project Coordinator
Ontario Public Health Association
Collaborative Leadership in Practice

For over 20 years, Roberta Timothy has worked utilizing anti-oppression approaches as a community organizer, therapist, trainer, group facilitator, researcher, professor, and clinical supervisor in community and educational settings, and in private practice. She is also the co-founder of Continuing Healing Consultants.

Locating myself

Locating myself in the research and project:

I identify as an African/African Diasporic woman, from a working class background, daughter of immigrants, via the Caribbean, mother of 2, living and resisting with a visual disability in Turtle Island (Canada).

I am a researcher, community organizer, and therapist who brings over 25 years of intersectional anti-oppression praxis/experience to this joint project.

I am very excited today to share some of the results with you and to further engage community members with the importance of practicing from an anti-oppression/equitable collaborative leadership framework in your partnerships and networks in the Non-for Profit sector.

1. Methodology
2. Objectives
3. Findings
 - 3.1 Collaborative leadership (CL)
 - 3.2 Collaborative leadership characteristics competency models
 - 3.3 Collaborative leadership in action
 - CL in education
 - CL in health interprofessional collaboration
 - CL in the not for profit sector, anti-oppression
 - CL and intersectionality
4. Conclusion

Methodology

The scoping review aimed at evaluating the status of inclusive, equitable and collaborative leadership frameworks, models, and practices across different disciplines, particularly in relation to the not-for-profit sector.

Particular attention was paid to existing policies that promote diversity and inclusion in governance, volunteer management and delivery of services. Additionally, the overall implementation of anti-oppression practices in collaborative organizational processes within the non-for profit sector are examined.

Objectives

- a) Identify the extent, range, and nature of inclusive, equitable and collaborative leadership studies/models/frameworks/practices/procedures/policies/training programs and protocols.
- b) Explore the frameworks and procedures implemented as well as the outcomes and gaps from the models and frameworks studied (strengths and weaknesses)
- c) Explore the applicability of the models and frameworks studied to Ontario not-for-profit sector.
- d) Identify gaps and potential models or elements that could be integrated into best practices, tools and resources for an optimized model of inclusive, equitable and collaborative leadership in the non-profit sector

FINDINGS

3.1 Collaborative Leadership

Simultaneously, a concept, an action and a form of leadership (Planche, 2004).

Involves macrosocial, institutional, structural, and interpersonal contexts, power dynamics and subjectivities.

Involves joint cooperation in intellectual endeavours (Singley & Sweeney, 1998).

Underlying assumptions, values and experiences (Fullan & Hargreaves, 1991; Hargreaves, 1996; Little, 1990; Leonard, 1999).

Getting things done, without exercising power and control over (Li, 2010).

A requirement for sustainable success in the current interdependent global context, particularly as it allows leaders to build relationships, handle conflict, and share control (Archer & Cameron, 2012).

Leaders report difficulties in learning collaboration skills as they are not taught (Li, 2010).

3.2 Collaborative leadership characteristics - competency models

Personal traits or characteristics of the leader.

Big picture thinking, coaching, mediation, negotiation, risk analysis, contract management, strategic thinking, interpersonal communications, and teambuilding, are some of the skills identified as necessary to successfully lead collaboratively (Goldsmith & Eggers, 2004).

Ability to resolve conflict, communication skills, ability to understand other perspectives, and expertise in the problem area (Foster-Fishman, Berkowitz, Lounsbury, Jacobson, and Allen, 2001).

Listening skills (Bardach, 1998), collaborative leadership is also conceptualized as the ability to convene others to solve problems jointly, to energize around a problem, to facilitate the work of others, to create a vision and solve problems (Chrislip and Larson, 1994).

Competency Models (cont.)

There is discordance between the competencies human resources managers believe are required to collaborate and the competencies exemplary collaborators demonstrate (Getha-Taylor, 2008).

Getha-Taylor (2008) Competency Model of Effective Executive Collaborators

Getha-Taylor (2008) competency model of effective executive collaborators	
Competency	Indicator
Interpersonal understanding: Demonstrates empathy	(+) Listens to understand other perspectives and needs (+) Develops close relationships with people at all levels (-) Receptiveness to others is dependent on position, rank (-) Unable to understand perspectives outside own expertise
Interpersonal understanding: Understands motivation	(+) Understands needs for power, affiliation, and achievement (+) Adapts own strategies to motivate others effectively (-) Writes off unproductive collaborative members automatically (-) Seeks sanctions for unproductive collaborative members

<p>Teamwork and cooperation: Inclusive perspective on achievements</p>	<p>(+) Inclusive achievement perspective: “We did this” (+) Identifies outcomes that benefit all involved partners (+) Reluctant to claim individual credit for collaborative outcomes (-) Individual achievement perspective: “I did this”</p>
<p>Teamwork and cooperation: Altruistic perspective on resource sharing</p>	<p>(+) Shares resources readily with others: Supports altruistic behavior via personal example (+) Balances needs of own organization with needs of others (+) Does not expect return on investment (-) Unwilling to commit resources until others commit first (-) Views resources as organization property, not public goods: Protects “turf”</p>

Competency Model of Effective Executive Collaborators

Getha-Taylor (2008)

<p>Teamwork and cooperation: Collaborative conflict resolution</p>	<p>(+) Welcomes conflict for the purpose of gaining new perspective (+) Seeks win-win solutions to problems (+) Uses boundary-spanning language to find shared meaning (-) Avoids conflict to maintain peace (-) Maintains interest-based positions</p>
<p>Team leadership: Bridges diversity</p>	<p>(+) Values other perspectives on shared problems (+) Defers to others' expertise when appropriate (+) Treats others as equals, regardless of rank (-) Skeptical of strangers involved in the same collaborative effort (-) Prior negative relationships affect current collaboration</p>
<p>Team leadership: Creates line of sight</p>	<p>(+) Identifies opportunities for collaboration that connect organizational goals with public service goals (+) Connects collaborative effort with noble public sector outcomes (+) Demonstrates enthusiasm in connecting personal effort with larger outcomes (-) Unilaterally creates and communicates collaborative vision</p>

Strategies for building core collaborative capacities

(Foster-Fishman, Berkowitz, Lounsbury, Jacobson, and Allen , 2001)

Building Member Capacity

- Build diverse membership
- Support Diversity
- Foster positive intergroup understanding
- Engage in incentives management
- Enhance current member capacities
- Value the diversity of member competencies
- Understand current member capacity

Building relational capacity

- Build positive intergroup interactions
- Create group norms
- Develop superordinate, shared goals
- Create inclusive decision-making processes
- Value member diversity
- Build external relationships

Building organizational capacity

- Proactively build leadership
- Develop task focus
- Formalize roles/processes
- Develop quality plans
- Create committee infrastructure
- Promote active communication
- Build financial resources
- Develop an outcome orientation
- Develop a monitoring system
- Develop skilled staff

Building programmatic capacity

- Develop innovative programs
- Seek community input

3.3 Collaborative Leadership in Action

CL in Education

Research in the field of collaborative leadership in education point out to the relevance of individual values as well as organizational culture, as facilitators or obstacles for implementing collaborative learning and leadership (Leonard, 2003; Leonard & Leonard, 2001).

Teachers perceive significant deficiencies in their schools support for collaboration; they perceive that their work environment main focus is on individualism and competition, lacking the trust and care which would be conducive to collaborative practice.

Teachers in primary and elementary grade level schools tend to collaborate more by way of team planning and teaching, mentoring, and peer observation in comparison to middle schools, junior high schools, and high school teachers

Teachers in larger schools collaborate less than those working in smaller schools (Leonard, 2003; Leonard & Leonard, 2001).

Leonard (2002) advocates for greater focus on articulating underlying values and beliefs about educational practice, as well as for professional development focused on collaborative skills.

CL in Health

Interprofessional Collaboration

The Canadian Interprofessional Health Collaborative (2010) outlines the following leadership qualities to facilitate interprofessional collaboration:

- Working with others to enable effective patient/client outcomes.
- Advancement of interdependent working relationships among all participants.
- Facilitation of effective team processes.
- Facilitation of effective decision-making.
- Establishment of a climate of collaborative practice among all participants.
- Co-creation of a climate of shared leadership and collaborative practice.
- Application of collaborative decision-making principles, and
- Integration of the principles of continuous quality improvement to work processes and outcomes.

CL in the Not For Profit Sector-AOP

Nelson et al.(2016)

What worked well	<ul style="list-style-type: none">⦿ Choosing a programme solution around which multiple partners could rally⦿ The values of the project, including consumer choice, recovery, community integration and social justice provided a common vision and purpose for local level collaboration in planning⦿ Creating Site Co-ordinator positions and selecting someone with credibility within multiple spheres who understood the different worldviews of stakeholders⦿ Organizing consultation sessions with people with lived experience, establishing reference groups to regularly solicit their input, hiring people with lived experience for project positions, providing training for their participation in research,⦿ Service provision, governance, and having a national Consumer Research Consultant who assisted the sites in promoting the involvement of people with lived experience
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Challenges	<ul style="list-style-type: none">⦿ There was little time to address questions of structure and relationships and process⦿ The limited time for planning was particularly apparent when issues of power needed to be addressed. Bringing marginalized groups meaningfully into the collaborative structures, relationship and processes required more time.
Lessons learned	<ul style="list-style-type: none">⦿ Establish a clear purpose of the collaboration⦿ Dedicate time for partners to familiarize with the nature of the planning tasks and processes, to learn about each other, and to establish a common vocabulary and practices for achieving their goals⦿ Define clear expectations about the nature of the hybrid planning environment, which is not fully participatory, involving implementation of evidence-based interventions with clear fidelity standards under tight timelines⦿ Extra attention must be given to attending to issues of power, social justice, and creating structures and processes that are inclusive of people with lived experience and other marginalized groups, such as Aboriginal people and various ethno-racial groups

CL and Intersectionality

Combahee River Collective (1977):

“We . . . find it difficult to separate race from class from sex oppression because in our lives they are most often experienced simultaneously”

Legal scholar and critical race theorist Kimberle Crenshaw (1989/1993) is credited with originating the term intersectionality

INTERSECTIONALITY

(Cole, 2009)

Helps in understanding how multiple social statuses might be experienced simultaneously.

Early articulations of intersectionality focused on groups experiencing multiple oppressions

Highlights the ways that analyses considering categories such as race and gender independently may be limited because, in practice, individuals experience these oppressions simultaneously.

Also assists in understanding how some members of oppressed groups also can hold privileged identities

INTERSECTIONALITY

“Intersectionality helps to make sense of the experiences of people who find themselves living at the intersections of social identities, intersectionality also is concerned with the systems that give meaning to the categories of race, gender, class, sexual identity, among others. In other words, at the societal level intersectionality seeks to make visible the systems of oppression that maintain power hierarchies and organize society while also providing a means to theorize experience at the individual level”

(Smooth, 2013)

- The richness of intersectionality as a concept and method has not been utilized fully to examine the systems that perpetuate power imbalances in the workplace (Rodriguez, Holvino, Fletcher, & Nkomo, 2016) .
- Glenn (1985, 1992, 1999, 2002) identified three main levels where processes of racialization and engendering take place in the market economy and citizenship: Representation (symbols, language, and images to express and convey and spacial rules to orchestrate interaction within and across of race/gender boundaries) and social structure or the allocation of power and material resources along race/gender lines (Glenn, 1999).
- Other analysis of how power is exercised in the workplace assert that power is organized and maintained in four areas: Structural (institutions); disciplinary (practices that sustain bureaucratic hierarchies); hegemonic (images, symbols and ideologies that shape consciousness) and interpersonal (patters of interaction between individuals and groups) (Dill & Zambrana, 2009).

Intersectionality

Criticisms have emerged in relation to a tendency to talk about intersectionality in reference to subjective personal experiences of difference, without seeking to understand the processes and mechanisms that transform difference into inequities and oppression (Woodhams & Lupton, 2008; Luft Ward, 2009).

Implementing an intersectional methodology in the establishment of collaborations can be simultaneously complicated and powerful. Some argue that this methodology can facilitate the creation of collaborative efforts that move beyond single identity issues. This, however, requires constant negotiation among participants, to ensure that consensus building is reached without further marginalizing or silencing.

Intersectionality and Collaborative Leadership

Organizational example:

Committee for Accessible AIDS Treatment

<http://www.hivimmigration.ca/>

4. Conclusion

- A definition of Intersectional, anti-oppression, collaborative leadership
- Steps needed to make intersectional, anti-oppression, collaborative leadership work in your organization

Questions and Dialogue