



# **Literature Review on Collaborative Leadership**

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## Introduction

This literature review was conducted as part of the Collaborative Leadership in Practice project. A joint effort of Health Nexus and the Ontario Public Health Association.

First, the document explains the methodology utilized to identify, collect and analyze documents from academic sources and from the grey literature. Secondly, a brief overview of Collaborative Leadership is provided, particularly looking at collaborative leadership competency models at the individual and organizational level.

Thirdly, the document presents examples of collaborative leadership found in relation to the fields of education, interprofessional collaboration, and in the not for profit sector. This is followed by a discussion of anti-oppression and intersectionality models in collaborative leadership.

Literature in relation to collaborative efforts as well as on intersectionality and anti-oppression abound. However, this review found a lack of documentation and research on organizational collaborative processes and leadership in the non-profit sector. The main finding from this review relates to the need for the development and utilization of intersectional research methods in organizations and the workplace, particularly in relation to strategies to build and strengthen collaborative efforts.

## Methodology

The literature review followed a scoping review methodology from an anti-oppression perspective. The scoping review synthesizes and analyzes a wide range of research and non-research material with the objective of providing greater conceptual clarity on inclusive, equitable and collaborative leadership in the non-profit sector.

The scoping review provides a panoramic overview regarding the extent and context of models, frameworks, tools and teachings, also looking into influencing practice developments and their applicability. Over 400 documents have been reviewed. 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. Additionally, the overall implementation of intersectional anti-oppression practices in collaborative organizational processes within the non-for profit sector were examined.

Objectives of the Literature review were as follows:

- 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's 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.

The scoping review design followed a narrative synthesis approach (Arksey & O'Malley, 2005) based on an iterative, conceptual, and interpretative approach that emphasized the relevance, credibility, and contribution of evidence. In the scoping review, eligible papers/documents were identified using explicit search strategies across a range of data sources.

The coordinator determined specific exclusion criteria. The final papers and documents selected for inclusion have been read in full and data has been extracted using a form developed specifically for the scoping review. Data from each of the papers/documents was sorted in relation to purpose, objectives, methodology, search and analytical strategies, outcomes and origins of the studies/frameworks/models /policies/training programs.

## Findings

### 1. Collaboration, Collaborative Leadership

Defining and examining collaboration is complex as it is simultaneously, a concept, an action and a form of leadership (Planche, 2004), involving macrosocial, institutional, structural, and interpersonal contexts, power dynamics and subjectivities.

Collaboration involves joint cooperation in intellectual endeavours (Singley & Sweeney, 1998), with underlying assumptions, values and experiences (Fullan & Hargreaves, 1991; Hargreaves, 1996; Little, 1990; Leonard, 1999). It manifests in getting things done, without exercising power and control over (Li, 2010). Collaboration is considered 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). In spite of this, leaders report difficulties in learning collaboration skills as these are not taught (Li, 2010).

Some of the benefits of collaborative leadership are the creation of inclusive environments that energize teams, and release creativity (Goman, 2014). In many instances, for some organizations, the continuation of operations is dependent on the success of collaboration, particularly in the current business context where companies have broken their activities down into smaller units (Archer & Cameron, 2009).

## Findings (cont'd)

### 2. Collaborative Leadership Characteristics-Competencies Models

Inquiry into collaborative leadership has focused predominantly on 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). Other core collaborative leadership competencies include 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).

In addition to encompassing 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).

In terms of models of collaborative leadership competencies, research has showed that there is discordance between the competencies human resources managers believe are required to collaborate and the competencies exemplary collaborators demonstrate (Getha-Taylor, 2008).

Below is Getha-Taylor (2008) competency model of Effective Executive Collaborators based on evidence from superior performers:

<b>Getha-Taylor (2008) Competency Model of Effective Executive Collaborators</b>	
<b>Competency</b>	<b>Indicator</b>
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
Teamwork and cooperation: Inclusive perspective on achievements	(+) 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"
Teamwork and cooperation: Altruistic perspective on resource sharing	(+) 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"
Teamwork and cooperation: Collaborative conflict resolution	(+) 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
Team leadership: Bridges diversity	(+) 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
Team leadership: Creates line of sight	(+) 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

## Findings (cont'd)

After conducting an extensive review of coalition and multiple stakeholder collaboration literature, Foster-Fishman, Berkowitz, Lounsbury, Jacobson, and Allen (2001) developed an integrated model for building the conditions needed for coalitions to promote effective collaboration and build sustainable community change, a concept known as collaborative capacity (Goodman et al., 1998).

This concept is based on the notion that success in collaborative efforts encompass individual as well as organizational dimensions. Foster-Fishman et al (2001) model argue that coalitions require collaborative capacity within their members, relationships, organizational structure and the programs they sponsor. In addition to describing each aspect, their model also proposes strategies to develop each component as shown in the table below:

<b>Core Collaborative Capacities</b> Foster-Fishman et al (2001)	
<b>Member Capacity</b>	
<b>Core Skills and Knowledge</b>	
<b>Ability to work collaboratively with others</b>	Skilled in conflict resolution Effective communication Knowledgeable about norms and perspectives of other members Broad understanding of problem domain
<b>Ability to create and build effective programs</b>	Understands targeted problem or intervention Understands target community Knowledgeable and skilled in policy, politics, and community change Grant writing and program planning, design, implementation, and evaluation skills
<b>Ability to build an effective coalition infrastructure</b>	Skilled in coalition/group development Knowledgeable about coalition member roles/responsibilities, committee work
<b>Core Attitudes Motivation</b>	
<b>Holds positive attitudes about collaboration</b>	Committed to collaboration as an idea Views current systems/efforts as inadequate Believes collaboration will be productive, worthwhile, achieve goals Believes collaboration will serve own interests Believes benefits of collaboration will offset costs
<b>Committed to target issues or target program</b>	
<b>Holds positive attitudes about other stakeholders</b>	Views others as legitimate, capable, and experienced Respects different perspectives Appreciates interdependencies Trusts other stakeholders
<b>Holds positive attitudes about self</b>	Views self as a legitimate and capable member Recognizes innate expertise and knowledge bases
<b>Access to Member Capacity</b>	
<b>Coalition supports member involvement</b>	Logistical supports to assist members in attending meetings Social supports to facilitate active involvement Organizational support and institutional backing of coalition participation
<b>Coalition builds member capacity</b>	Provides technical support in needed areas Helps members identify innate expertise
<b>Relational Capacity</b>	
<b>Develops a positive working climate</b>	Cohesive Cooperative Trusting Open and honest Effectively handles conflict
<b>Develops a shared vision</b>	Superordinate goals Shared solutions Common understanding of problems
<b>Promotes power sharing</b>	Participatory decision-making processes and shared power Minimizes member status differences

## Findings(cont'd)

<b>Values diversity</b>	Individual and group differences appreciated Multiple perspectives, unique interests, and competing desires and goals coexist and are incorporated into the work plan as much as possible
<b>Develops positive external relationships</b>	Links with organizational sectors unrepresented on coalition Engages community residents in planning and implementation processes Connects with other communities and coalitions targeting similar problems Links with key community leaders & policy makers
<b>Organizational Capacity</b>	
<b>Effective leadership</b>	Excellent administrator Skilled at conflict resolution and communication Develops positive internal & external relations Visionary Effective at resource development
<b>Task-oriented work environment</b>	
<b>Formalized procedures</b>	Clear staff and member roles, responsibilities Well-developed internal operating procedures and guidelines Detailed, focused work plan Work group/committee structure
<b>Effective communication</b>	Timely and frequent information sharing, problem discussion, and resolution Effective internal communication system
<b>Sufficient resources</b>	Financial resources to implement/sponsor new programs and operate the coalition Skilled staff/convenor
<b>Continuous improvement orientation</b>	Seeks input, external information/expertise Develops monitoring system and adapts to evaluation information Responds to feedback and shifting conditions
<b>Programmatic Capacity</b>	
<b>Clear, focused programmatic objectives</b> <b>Realistic goals</b>	Identifies intermediate goals Achieves "quick wins"
<b>Unique and innovative</b>	Program fills unmet community needs Program provides innovative services
<b>Ecologically valid</b>	Program driven by community needs Program culturally competent in design

## Findings (cont'd)

<b>Strategies for Building Core Collaborative Capacities</b> Foster-Fishman et al (2001)	
<b>Building Member Capacity</b>	
<b>Understand current member capacity</b>	Determine what skill/knowledge sets are necessary for the coalition's efforts, which ones members currently possess, and which need to be developed or brought in
<b>Value the diversity of member competencies</b>	Reinforce, and maximize use of existing skills/knowledge Determine the unique assets (e.g., culture, language, skills, connections) of each member; create settings where these talents are used
<b>Enhance current member capacities</b>	Provide training in technical, programmatic, and relational areas Foster sharing and dissemination of knowledge Recruit new members with needed skill sets
<b>Engage in incentives management</b>	Understand and build on individual members' motivations for joining the coalition; create and enhance incentives to participate; assess and reduce participation "costs" Look for and address signs of member dissatisfaction (e.g., missing/coming late to meetings) Periodically reassess vision and goals with members; revise action plan if necessary
<b>Foster positive intergroup understanding</b>	Identify and share positive stakeholder qualities and mutual interests Ask stakeholders to share their relevant expertise, experience, and incentives for joining Consciously develop meaningful projects that people from different organizational and social/cultural backgrounds can plan and implement together Discuss differences in language, style, attitudes, and traditions of stakeholders
<b>Build diverse membership</b>	Determine critical constituencies given coalition's issue and context Include the most diverse and representative array of stakeholders as is feasible Target recruitment strategies/frame issues to appeal to a diverse set of stakeholders Include different types of people in leadership positions
<b>Support Diversity</b>	Identify barriers (through surveys or discussions) that may impede participation Create supports and strategies for reducing barriers (carpooling, hiring an interpreter) Create subcommittees whose members represent stakeholder diversity Provide technical assistance to enhance current capacities
<b>Building Relational Capacity</b>	
<b>Build positive intergroup interactions</b>	Create informal opportunities for members to socialize Use informal conversations to build consensus and curtail potential conflict Celebrate successes
<b>Create group norms</b>	Develop criteria for decision making and conflict resolution Deal with conflict as it emerges. Discuss openly, or with interested parties Create norms about participation, member involvement, and meeting behavior
<b>Develop superordinate, shared goals</b>	Identify common needs and emphasize shared concerns Help group move toward consensus by highlighting points of intersection
<b>Create inclusive decision-making processes</b>	Ensure that all members have a voice in the decision-making process Ask quiet members for their opinions Provide members with supports needed to be actively involved in the process
<b>Value member diversity</b>	Acknowledge that self-interest is to be expected and should be respected Encourage group members to voice their unique concerns in each meeting Incorporate diverse goals into the workplan
<b>Build external relationships</b>	Seek input from sectors not represented in coalition membership Share information with external constituencies in a timely manner Seek out best practice information Involve community residents in program planning, implementation, and evaluation Make accomplishments visible to the community at large

## Findings (cont'd)

<b>Building Organizational Capacity</b>	
<b>Proactively build leadership</b>	Develop the leadership skills of multiple coalition members Train coalition leaders in meeting management, conflict resolution, and communication Support leaders to build relationships with outside constituencies
<b>Develop task focus</b>	Manage time effectively during meetings, with realistic agendas Keep group members on task during meetings If necessary, appoint a timekeeper to help members keep to the agenda Summarize points during lengthy discussions
<b>Formalize roles/processes</b>	Make explicit any interorganizational agreements or partnerships Specify and regularly review coalition policies, rules and processes Clearly define roles of staff and coalition members Gather from each member a formal commitment to the process
<b>Develop quality plans</b>	Create work plan articulating strategies and responsibilities for accomplishing coalition goals; monitor progress; periodically review and revise
<b>Create committee infrastructure</b>	Develop an active subcommittee or workgroup structure. Create subcommittees that include diverse representation Delegate specific responsibilities to each subcommittee
<b>Promote active communication</b>	Disseminate information in multiple ways (e.g., meeting minutes, e-mail, WWW, phone tree) Provide frequent opportunities for open communication among and between members, staff, leaders, and the community Train leadership/staff/ members to become responsive communicators and listeners
<b>Build financial resources</b>	Anticipate the need for and actively seek needed resources Seek out technical assistance for grant writing if needed Plan for institutionalization of programs
<b>Develop skilled staff</b>	Recruit staff trained/experienced in administration, community organization, relational skills
<b>Develop an outcome orientation</b>	Develop explicit outcomes, measurable outcome indicators, and track progress Develop both short term and long term goals
<b>Develop a monitoring system</b>	Conduct baseline and periodic assessments of community needs and wants Evaluate coalition progress Periodically reassess coalition mission, objectives, and strategies
<b>Building Programmatic Capacity</b>	
<b>Seek community input</b>	Conduct regular needs assessments Seek community input in planning processes
<b>Develop innovative programs</b>	Use member and community input to identify innovative ways to meet needs Identify your niche – avoid duplicating or competing with existing programs/strategies

## Findings (cont'd)

### 3. Collaborative Leadership in Action

#### ***Collaborative learning/collaborative leadership in education***

Collaboration is an important aspect for teacher capacity and professional knowledge (Lambert, 2003). 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.

Inquiry into collaborative leadership in education conducted in the USA and Canada, (Leonard, 2003; Leonard & Leonard, 2001) concluded that 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.

Research in the area indicated that teacher's self-reported collaborative practice was predominantly joint or shared in servicing; additionally, 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; also, the research indicated that teachers in larger schools collaborated 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.

Focusing on English as a Foreign Language (EFL) instruction, Davut Göker (2012) proposes the following reflective leadership framework principles to promote collaboration in learning:

1. Powerful and equitable student learning is the central goal of leadership.
2. EFL schools are reflective learning communities where action research is used under a school-based organizational structure in which all individuals are empowered to lead, as well as contribute to, particular strategies that focus on learning.
3. EFL schools develop a sense of community with shared vision and goals and the primary focus in these schools is communicative competence.
4. Reflective teaching is an essential part of methodology.
5. Learners, teachers, and principals determine their own readiness for change.
6. EFL schools recruit quality teachers.
7. EFL schools engage in continuous restless self-examination and have the policy of openness about performance data within the school.
8. Teachers convey and reinforce high expectations and learners are encouraged to use their creative imagination and powers of problem solving with communicative tasks and activities.
9. Positive reinforcement is a very effective system for the teacher and the students.
10. Accountability: As accountability systems evolve, they are likely to have considerably stronger impacts if they move in the direction of more precise incentives for individual schools.
11. Well-established mechanisms are used in EFL schools for monitoring the progress of learners, classes, the school as a whole.
12. Students are active and they have responsibility for their own learning, and thus student self-esteem is raised.
13. There are strong home-school partnerships in EFL schools.
14. Language learning is not confined to the classroom in EFL schools in terms context and resources which provides access to more authentic input and learning processes.

#### **Collaborative leadership in health interprofessional collaboration**

Interprofessional collaboration relates to decision making processes and service delivery in health care. Interprofessional collaborative practice requires a partnership between a team of health providers and a client in a participatory, collaborative and coordinated approach to share decision-making around health and social issues (Orchard et al., 2005).

Adapting Kouzes and Posner (2006) leadership practices, Orchard and Rhykoff (2015) propose a model of collaborative teams reflecting shared responsibility for performance, as outlined in the table below:

## Findings (cont'd)

Leadership Element (Kouzes & Posner, 2006)	Transformative Leader	Interprofessional Client Centered Collaborative Team
Model the way	Clarifying your own values and validating and connecting actions to the group's shared values	Team members know their own personal values and how these may enhance or interfere in working with others; helping the team to stay focused on client care and their own well-being
Inspire a shared vision	Helping the group to see a desired future	Members focus on client-specified goals and when the team considers how to get there; help each other to bring their ideas together in an agreed-upon plan with the patient
Enable others to act	Seeking opportunities to innovate and take risks	Members help to guide the team in promoting respect for all members and in arriving at shared goals with patients and team members; encourage other members to take on the leadership role and support patients in their decision-making with the team
Challenge the process	Seeking opportunities to innovate and take risks	Carrying out on-going reflection on how the team works together with the patient and, based on feedback, make necessary changes; thinking about their provider roles within an interprofessional patient-centred context
Encourage the heart	Recognizing contributions of others	Collaborative leader in the team recognizes the positive work of all team members, including the patient, towards meeting patient-set goals for care; help team members with the patient; celebrate achievement of steps towards patient-set goals of care and well-being

## Findings (cont'd)

Orchard and Rhykoff (2015) suggest that transforming healthcare from multidisciplinary to interprofessional requires a focus on change through teams.

Collaborative leadership has been demonstrated to promote better outcomes in patient care; however, its implementation requires significant changes in functioning at the organizational, team and personal professional levels.

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.

### Collaborative leadership in the not for profit sector

Collaboration was identified as an important theme in not-for profit organizations, often mentioned as examples of community research published mainly in academic journals.

Collaborative leadership models presented in previous sections highlighted the importance of shared power and control, building trust, conflict mediation, and prevention as well as valuing diverse perspectives. Within the not for profit sector, this aspect appears to be addressed from perspectives that emphasize inclusion of diversity, and anti-oppression frameworks in research, community work and advocacy.

### ***An example of an evaluation of the collaborative process of a multi-site research project***

Examining the complexities of implementing a collaborative multi-site research project involving multiple stakeholders, service providers and people with lived experience of mental health and homelessness, Nelson et al. (2016) outline what worked well, their main challenges and lessons learned as follows:

<i>What worked well</i>	<ul style="list-style-type: none"> <li>• Choosing a programme solution around which multiple partners could rally</li> <li>• 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</li> <li>• Creating Site Co-ordinator positions and selecting someone with credibility within multiple spheres who understood the different worldviews of stakeholders</li> <li>• 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,</li> <li>• Service provision, governance, and having a national Consumer Research Consultant who assisted the sites in promoting the involvement of people with lived experience</li> </ul>
<i>Challenges</i>	<ul style="list-style-type: none"> <li>• There was little time to address questions of structure and relationships and process</li> <li>• 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.</li> </ul>
<i>Lessons learned</i>	<ul style="list-style-type: none"> <li>• Establish a clear purpose of the collaboration</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>

## Findings (cont'd)

### ***Anti-oppression models***

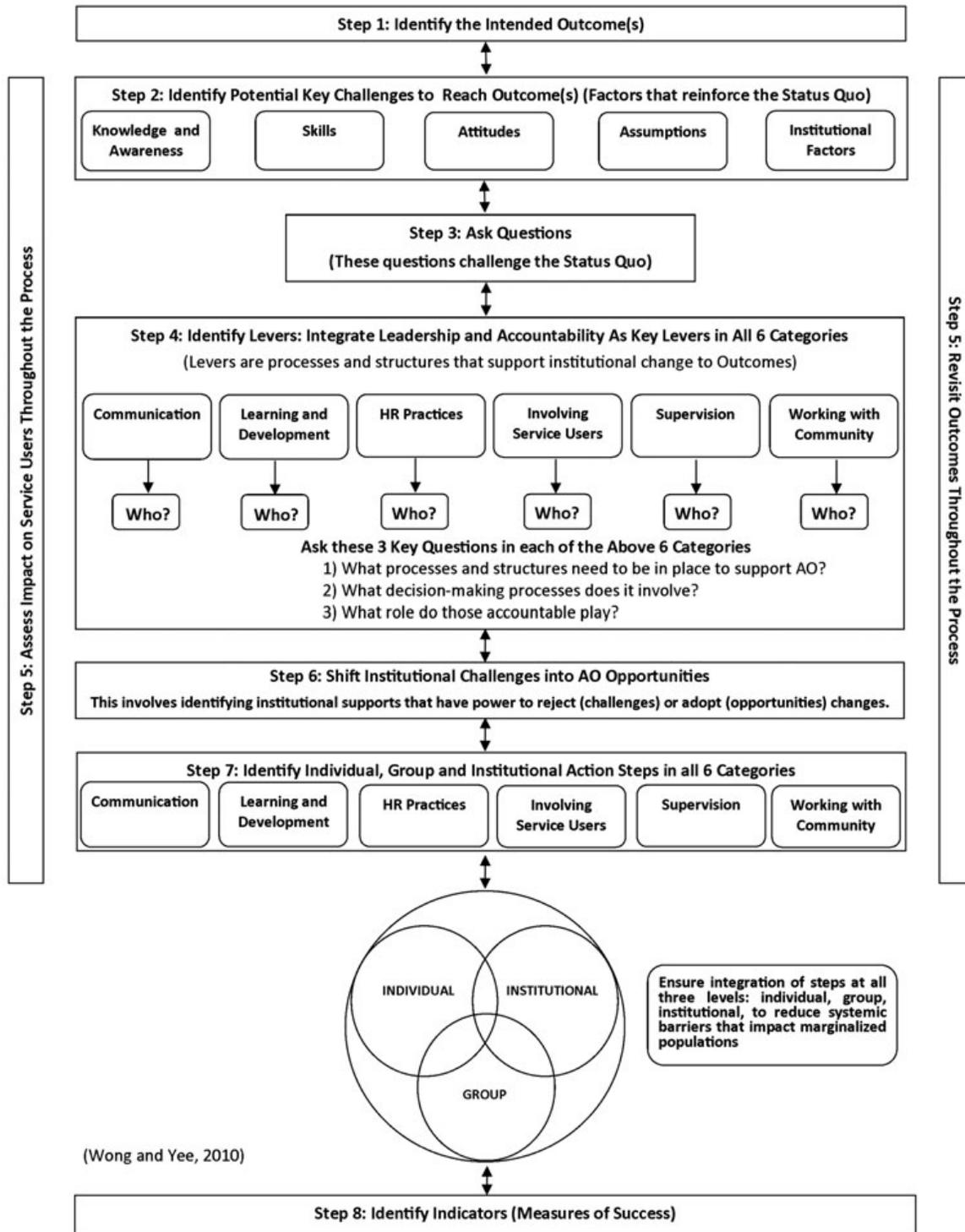
In terms of anti-oppression models, Barnoff and Moffat (2007) discuss how community based social service agencies have faced pressure from communities and funders to adopt anti-oppression frameworks in their daily operations. Emerging from feminist and critical race theories and activism, anti-oppression is considered the dominant social work model (Wilson and Beresford, 2000).

Anti-oppression analysis seeks to identify and eliminate interlocking oppressions and dominance providing the tools to critically analyse systemic inequities and contextualize intersecting sources of inequality (Yee & Wagner, 2013). Critiques of the framework have centered on its being predominantly general, theoretical, and abstract (Barnoff & Moffat, 2007) with a main focus on its applicability in education and mental health. Other criticisms center on its emphasis on oppression and identities as fixed, therefore limiting an analysis of the simultaneity of oppressed and oppressor subject positions (Razack, 1998). Other critiques of the model relate to its difficulty in considering all forms of oppression (Barnoff & Moffat, 2007).

### ***An example of an anti-oppression collaborative framework in the not for profit sector***

Considering the difficulties implementing large scale systemic and structural change due to the sociopolitical and structural mechanisms that preserve the status quo, between 2009 and 2010 Yee, Hackbusch and Wong (2015) conducted a consultation with 109 participants from 44 Children's Aids Societies from Ontario. Based on the material gathered from the collaborative effort with participants, including front line and management, Yee et al. (2015) produced an eight step anti-oppression framework for child welfare they illustrated using the following graphic:

## The Anti-Oppression Framework for Child Welfare



Step 5: Assess Impact on Service Users Throughout the Process

Step 5: Revisit Outcomes Throughout the Process

(Wong and Yee, 2010)

Yee et al. (2015) assert that by articulating and implementing the framework, organizations can constitute a process that can lead to gathering of evidence to enhance organizational and systemic accountability.

## Findings (cont'd)

### 4. Collaborative Leadership and Intersectionality

#### *Intersectionality*

The earliest articulations of intersectionality can be traced to the 70s, in the manifesto by the Combahee River Collective, a Collective of Black Feminists who stated in 1977:

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

In the 80s, many scholars elaborated on the limitations of the isolation of categories such as race, class and gender as the primary category of identity, difference or oppression. Legal scholar and critical race theorist Kimberle Crenshaw (1989/1993) is credited with originating the term intersectionality.

Intersectionality helps in understanding how multiple social statuses might be experienced simultaneously (Smooth, 2013). It highlights the ways that analyses considering categories such as race and gender independently may be limited because, in practice, individuals experience these oppressions simultaneously. In addition, this approach assists in understanding how some members of oppressed groups also can hold privileged identities (Cole, 2009)

Smooth (2013) explains that “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.”

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, microinteraction 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 (patterns of interaction between individuals and groups) (Dill & Zambrana, 2009)

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 ). This approach to intersectionality is usually purposely utilized under the discourse of “diversity”, with the goal of enhancing the cultural competency of staff, typically utilizing consultants, without a serious organizational commitment to dismantle power imbalances (Ward, 2008).

Another criticism relates to intersectional analysis and frameworks that limit the analysis to the triad race-gender-class. This approach is limited as it curtails the power of intersectionality to examine other identities and systems that create dominance and exclusion in organizations based on dimensions such as sexuality, sexual orientation, gender identity, language, (dis)abilities, age, and spirituality among others.

Intersectionality emerged from Black women’s activism and has been adopted predominantly in the fields of social sciences, law, health and women and gender studies. This has resulted in the need to operationalize the concept, and to develop terminology and research methods that would provide insight into the lived experiences at the individual level as well as into large data sets of quantitative variables in the study of workplace relations. Experts in this field have expressed the importance of supplementing qualitative inquiry with innovative statistical methods and designs that could capture the influence of different identity variable configurations into particular outcomes in the workplace, for example utilizing Bayesian statistics (Bright, Malinsky, and Thompson, 2016).

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.

Atewologun, Sealy and Vinnicombe (2016) provide an example of how intersectionality can enrich understandings of power relations and negotiations in the workplace through their concept of intersectional identity work. This concept could further assist in identifying critical pathways to strengthening collaborative leadership efforts.

## Conclusions

- There is a large body of publications in academic and grey literature in regards to the terms “collaboration” and “collaborative leadership”;
- The topic is discussed extensively in literature pertaining to business management;
- Literature in relation to collaboration and collaborative leadership was found in the fields of education, interprofessional collaboration in health, as well as in the not for profit sector;
- In this review, models related to traits and competencies of the collaborative leader were presented, along with a model on strengthening core collaborative capacities;
- Limited resources were found in relation to anti-oppression and collaborative leadership; documents and toolkits in this field referred to using anti-oppression in the work of organizations, not specifically on how to integrate the framework into collaborations, and collaborative leadership.
- The literature critiqued the popularity of the terms “diversity” and proliferation of “cultural competence” initiatives and consulting, pointing out that they do not address oppression and power imbalances in specific policies and organizational procedures, therefore not promoting systemic change;
- Findings pointed out the need to use an intersectional approach to overcome the limitations of an anti-oppression framework, particularly in relation to expanding the understanding of power dynamics involving simultaneous oppressed and privileged subject positions.
- Additionally, the findings indicated that utilizing an intersectional approach could assist in understanding systemic processes that turn individual differences into inequities, therefore providing valuable knowledge to strengthen collaborative leadership and to identify strategies to for systemic change.
- The literature highlighted a significant gap in the absence of research into the processes of collaborative leadership in the not for profit sector in general, and on the outcomes derived from the use of an intersectional anti-oppression frameworks in collaborations/collaborative leadership.
- This review encourages organizations to develop working definitions of what an intersectional, anti-oppression, collaborative leadership is and steps needed to make it work in organizations by engaging first in active research in this area. This is needed to establish a definition that is based both on theory and practice of lived experiences of oppressed and marginalized groups and their leadership such as Indigenous, African/Black, LGBTTTQ,/Queer, Feminist, Working class, Immigrant, Refugee, Non-status communities.
- Challenging and deconstructing systemic structures of power and dominance that continuously, historically and contemporarily, create disempowerment, often resulting in health, financial and well-being disparities and violence is a requirement for intersectional, antioppression collaborative leadership. A process of rigorous critical engagement in an anti-oppression audit of self/personal, community (ties), and organizational processes must be completed and evaluated to ensure implementation of intersectional leadership in a responsible and accountable way.
- Examining leadership “from the margins” and re-examining historical connections within often coopted practices such as health equity, and social determinants of health from critical lens will support empower centred intersectional leadership collaborations.

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## Appendix: Collaborative Leadership, Inclusion and Anti-oppression Tools

- An Integrated Anti-Oppression Framework for Reviewing and Developing Policy : A tool kit for community organizations (Springtide Resources Inc. 2008)  
<http://www.oaith.ca/assets/files/Publications/Intersectionality/integrated-tool-for-policy.pdf>
- Artful Anti-Oppression: A toolkit for critical and creative changemakers (Vol.1: Roots) AVNU 2015
- Center for Story based strategy (US example)  
<http://www.storybasedstrategy.org/anti-oppression-principles.html>
- Collaboration Toolkit North Etobicoke Local Immigration Partnership (2010 Nayar Consulting)  
[http://wiki.settlementatwork.org/uploads/North\\_Etobicoke\\_LIP\\_Collaboration\\_Toolkit.pdf](http://wiki.settlementatwork.org/uploads/North_Etobicoke_LIP_Collaboration_Toolkit.pdf)
- Participating Effectively as a Collaborative Partner A United Way Toronto Toolkit (2011)  
<http://www.unitedwaytyr.com/document.doc?id=232>
- Report on One Vision One Voice: Changing the child welfare system for African Canadians  
<http://www.oacas.org/what-we-do/government-and-stakeholder-relations/one-vision-one-voice/>
- Turning Point Collaborative Leadership Self-Assessment Questionnaires  
[https://ecvo.ca/wordpress/wp-content/uploads/2014/12/CL\\_self-assessments\\_lores.pdf](https://ecvo.ca/wordpress/wp-content/uploads/2014/12/CL_self-assessments_lores.pdf)
- Diversity in Governance, A Toolkit for Nonprofit Board  
<http://diversecitytoronto.ca/>
- Locking in your leadership, toolkit for developing a diversity and inclusion strategy, Canadian institute for diversity and inclusion 2014  
<http://ccdi.ca/wp-content/uploads/2016/06/20140910-CCDI-Report-DI-Strategy-Toolkit.pdf>
- Duke University Diversity Toolkit  
<https://web.duke.edu/equity/toolkit/>
- ASTC Equity and Diversity Toolkit  
[http://www.astc.org/wp-content/uploads/2014/11/ASTC\\_DiversityEquityToolkit\\_Leadership.pdf](http://www.astc.org/wp-content/uploads/2014/11/ASTC_DiversityEquityToolkit_Leadership.pdf)
- University of Prince Edward Island, Collaborative Leadership and Facilitation Certificate  
<http://www.upei.ca/programsandcourses/collaborative-leadership-facilitation-certificate>
- Access and Diversity Collaborative Toolkit  
<https://professionals.collegeboard.org/higher-ed/access-and-diversity-collaborative/advocate>
- Collaboration Toolkit: How to Build, Fix, and Sustain Productive Partnerships. Department of Justice, Office of Community Oriented Policing Services, 2001.  
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- Community Toolbox, Collaborative Leadership, Working Group for Community Health and Development at the University of Kansas.  
<http://ctb.ku.edu/en/table-of-contents/leadership/leadership-ideas/collaborative-leadership/main>
- American Association of University Women, Diversity and Inclusion Toolkit  
<http://www.aauw.org/resource/diversity-and-inclusion-tool-kit/>
- Salt Lake Community College, Diversity Toolkit  
<https://www.slcc.edu/inclusivity/diversity-toolkit.aspx>
- Royal Academy of Engineering, Increasing Diversity and Inclusion in Engineering, A case study toolkit

- Royal Academy of Engineering, Increasing Diversity and Inclusion in Engineering, A case study toolkit [http://www.raeng.org.uk/policy/diversity-in-engineering/diversity-and-inclusion-toolkit/about-the-toolkit/employers-\(1\)](http://www.raeng.org.uk/policy/diversity-in-engineering/diversity-and-inclusion-toolkit/about-the-toolkit/employers-(1))
- Engaging your community, a toolkit for partnership, collaboration, and action [http://www.jsi.com/JSIInternet/Inc/Common/download\\_pub.cfm?id=14333&lid=3](http://www.jsi.com/JSIInternet/Inc/Common/download_pub.cfm?id=14333&lid=3)
- College of Massage Therapists of Ontario, Diversity Toolkit, understanding difference in your practice [http://www.cmta.com/assets/diversity\\_toolkit\\_bulletin\\_04.pdf](http://www.cmta.com/assets/diversity_toolkit_bulletin_04.pdf)
- The Maytree Foundation, Diversity in Governance, A Toolkit for inclusion in non for profit boards [http://maytree.com/PDF\\_Files/diversity\\_toolkit\\_nonprofit.pdf](http://maytree.com/PDF_Files/diversity_toolkit_nonprofit.pdf)
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- Canadian Alliance of Community Health Centre Associations, Building better teams: A toolkit for strengthening team work in community health centres, resources, tips and activities you can use to enhance collaboration. <https://www.aohc.org/sites/default/files/documents/Building%20Better%20Teams-1.pdf>
- Stepup BC, Workforce diversity toolkits <https://www.stepupbc.ca/categories/workforce-diversity#.WEape7lrL3h>
- Toronto and York Region Labour Council, A leader's guide to strengthen unions, moving beyond diversity towards inclusion and equity. [http://www.labourcouncil.ca/uploads/8/8/6/1/8861416/equity\\_handbook.pdf](http://www.labourcouncil.ca/uploads/8/8/6/1/8861416/equity_handbook.pdf)
- York Region, strengthening diversity in your organization, a self-assessment tool. <http://www.yorkwelcome.ca/wps/wcm/connect/immigration/b4fd0295-4f20-4941-8a6e-e1cc76d30a2e/SelfAssessmentTool.pdf?MOD=AJPERES>
- Canadian Interprofessional Health Collaborative. A national interprofessional collaborative framework. [http://www.cihc.ca/files/CIHC\\_IPCompetencies\\_Feb1210.pdf](http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf)