Collective Action

Leadership for Universal Health Coverage

A High-Level Program to Help Leaders Deliver Results
A collaborative Program by GIZ-WB-P4H

Nairobi, Kenya
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Friday, November 14, Flow

- Collective Action Initiatives
  - introduction to results (1 hour)
- Change process
  - Range of relationships in driving change including coalitions (30 minutes)
    - » Tea Break
- Stakeholder identification and strategy for Collective Action Initiatives
  - Stakeholder mapping
  - Strategic Communications (2 hours)
    - » Lunch Break
- (if time permits) Adaptive leadership
  - formal and informal authority;
  - circle of influence;
  - rest of adaptive leadership principles

CREATING A RESULTS ACTION PROCESS (1 hour)

Taking your country team's collective action idea(s) from yesterday,
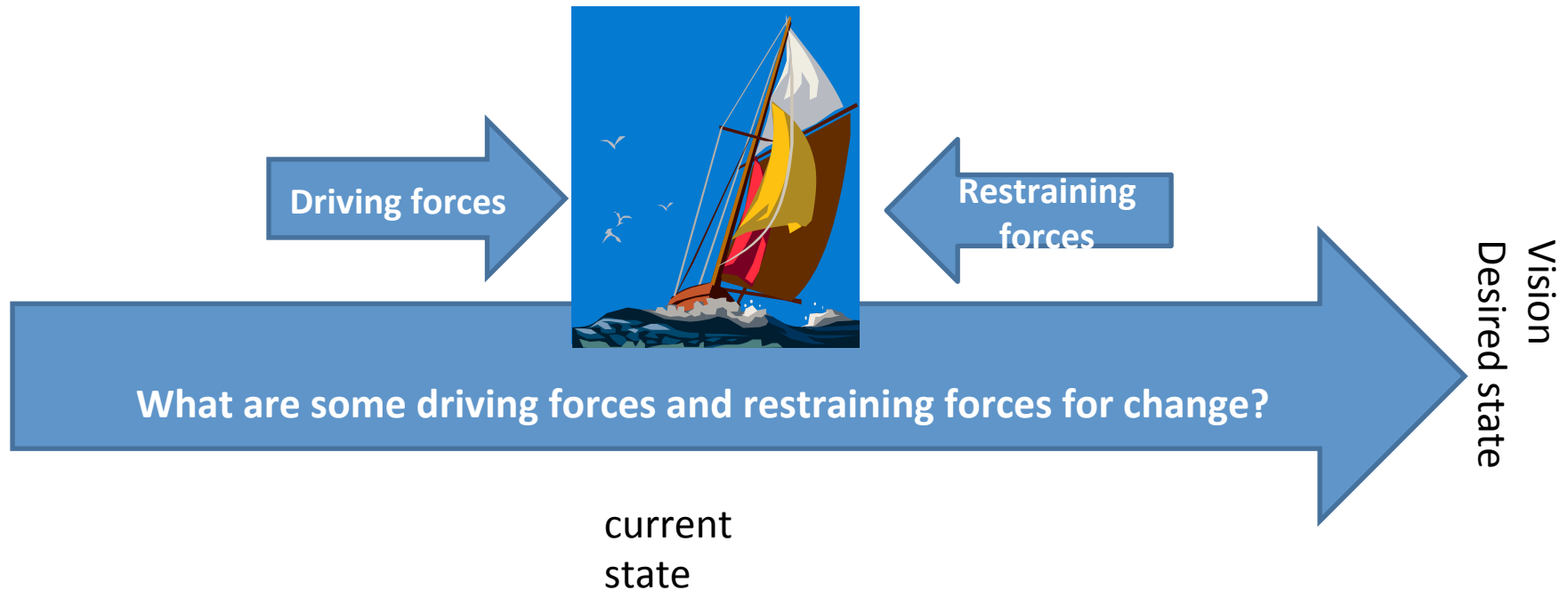
- please as a team **discuss, answer, and write down your collective answers to** the results action questions in **1 hour**.

- The method to do this is by team dialogue. Be clear and concise in your remarks, and support your team mates by being cognizant of making space for them to participate fully! ☺

- Please use one of the faculty as your team's thinking partner.

CREATING A RESULTS ACTION PROCESS:
Key questions to guide the process

1. What is the population level result?

• Who are the people you seek to support? Who should benefit?

• What is the impact you seek for these people? What will happen?

• What will be different?

2. What is the indicator for this result?

• What would it look like if this result is achieved?

3. How will you know you are making progress towards the result?

4. What data do you need to help you towards tracking the indicator?

5. What strategies will address the result?

• What factors cause the indicator trend to go in the "wrong" direction?

• What factors cause the indicator trend to go in the "right" direction?

• What existing strategies would achieve the results?

• What strategies are missing?

6. Who are the "partners" who are currently supporting this work?

7. Who is missing? What groups, who should be part of these groups?

8. What can you do without external resources?

9. What program-level results (performance indicators) could those groups/partners commit to? What milestones?

• How much, how well, is anyone better off?

• What can we show in 3-6-9 months?

10. Next steps?

Force field: What are the key driving and restraining forces for change?

Driving forces → **Restraining forces** ←

What are some driving forces and restraining forces for change? →

Vision
Desired state

current
state

Change Process

Change process goes through a series of stages that, in total, usually require considerable length of time. Skipping stages creates only the illusion of speed and never produces a satisfying result.

John Kotter, Leading Change

Kotter's 7-steps

ALIGN

1. Understand: understand the need for change

2. Enlist: enlist a core change team

3. Envisage: Develop vision and strategy

EXECUTE

4. Motivate: create a sense of urgency

5. Communicate: communicate the vision

6. Act: Take action.

7. Consolidate: Consolidate gains.

All three are important. All three are aspects of teamwork. But they are not the same!

independent

- *Independence* if resources are scarce, this pits one group against other and creates a winner take all environment which is not productive

- *Cooperation* is important in networks where individuals exchange relevant information and resources in support of each other's goals, rather than a shared goal. Something new may be achieved as a result, but it arises from the individual, not from a collective team effort.

- *Coordination* is sharing information and resources so that each party can accomplish their part in support of a mutual objective. It is about teamwork in implementation. Not creating something new.

- *Collaboration* is working together to create something new in support of a shared vision. The key points are that it is not through individual effort, something new is created, and that the glue is the **shared vision**.

interdependent

Challenges of Collaborating

- Everyone struggles with collaboration—it means "giving up" what I want in order to get what we want
- The system is under-organized
- Power and leadership is diffuse
- How to proceed is uncertain and ambiguous
- Doing things collaboratively at first takes time

If you want to go FAST, go alone. If you want to go FAR, go together.
— african proverb

Working in Coalitions

- Coalitions are a powerful way to achieve impact. They require ability to promote and support mutual leadership, including: shared goals and strategies, collective implementation and conflict resolution.

- Broad-based coalitions can have critical mass and more resources and are impressive, but only if they can **act** collectively!

Coalition Building Process

Process + **Participation** + **Capacity** = **Coalition Delivering Change**
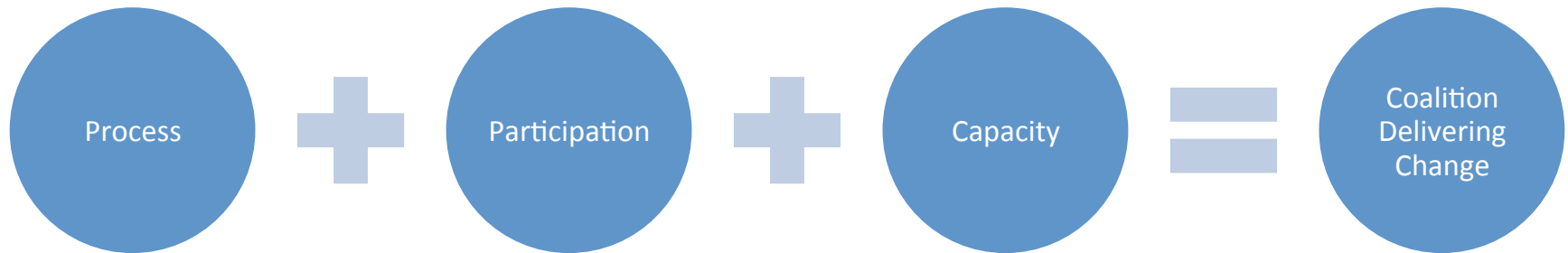
A well designed process to deliver collaboration and commitment

Participation of a microcosm that represent the whole system.

Building the capacity to lead the change together

A coalition able to deliver innovation and change in complex system.

What works?

- Goals are important up front. They should not be too rigid. What do we want? And, what will we not accept as compromise?

- Learn from coalitions that succeeded.

- Sustainable change takes time. Recognize and celebrate incremental success.

- Decision making is critical. Quick collective action may be needed. Must have decision making mechanisms worked out and practiced.

Why collective action is hard to achieve?

- <u>COSTS</u> tend to be concentrated on organized groups, that possess political resources

- <u>BENEFITS</u> tend to be spread across non-organized groups, that lack political resources

Stakeholder mapping

A stakeholder is anyone who can influence a change and/or anyone who is affected by the change (or thinks they are)

Who are stakeholders?

- Anyone that can affect what you are trying to achieve
- Anyone who can ruin your day…

Some key Stakeholder Related Questions

Who is involved?

How are they linked?

What do they want?

What is their influence?

What are opportunities and constraints?

Do networks change over time?

What can we do?

Stakeholder Mapping

- Benchmarking stakeholder mapping best practices reveals three consistent practices.
  - Practice #1: Some form of "matrix" assessment—such as influence and support
  - Practice #2: Best done collaboratively by a team (or teams) of problem holders.
  - Practice #3: Some form of a "network" assessment.
- Most important questions for the team doing this exercise:
  1. which stakeholders are of highest priority?
  2. what engagement tactics might be most appropriate for which stakeholders?
  3. which stakeholders to engage directly and which to engage through others (indirectly)?
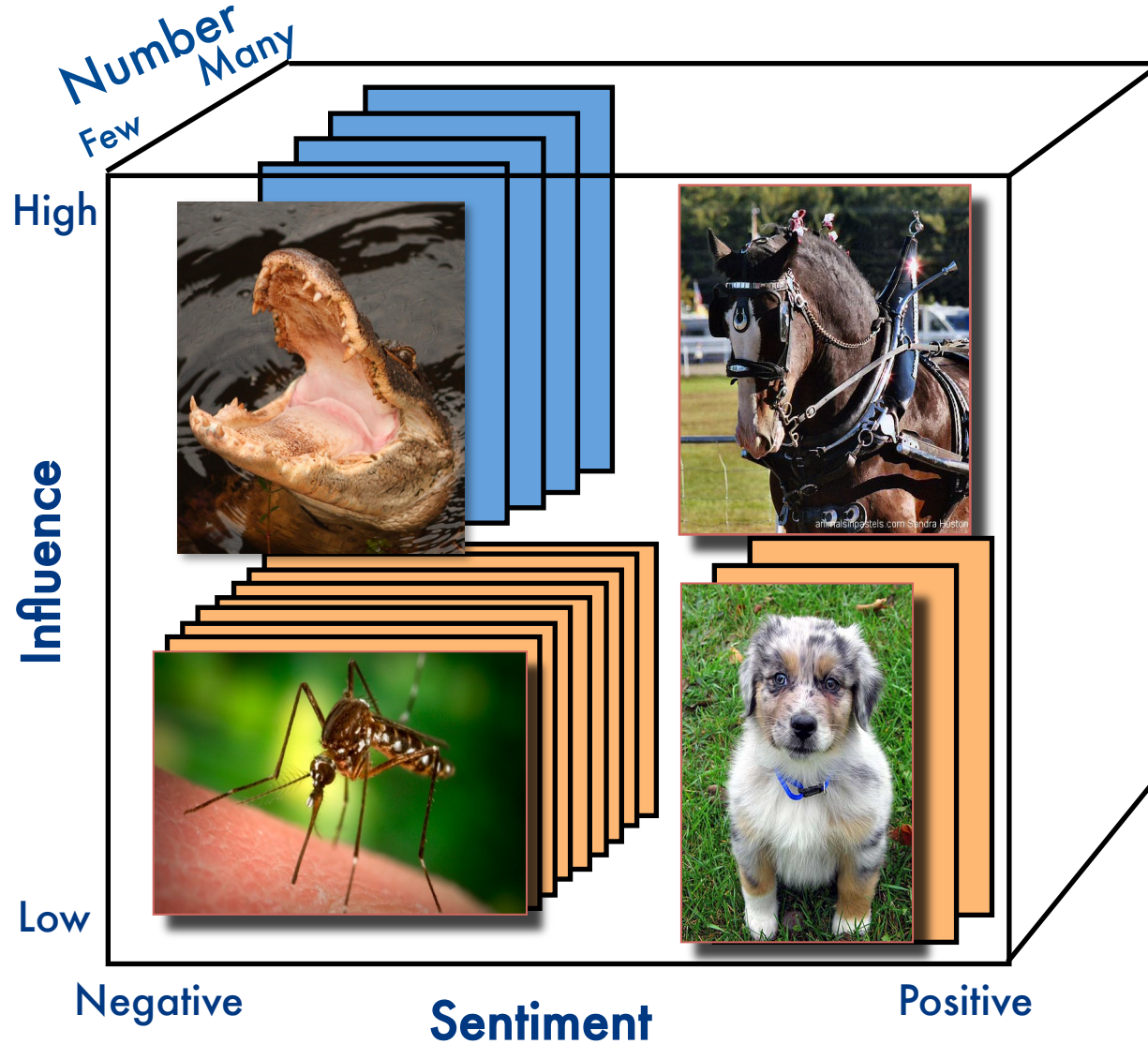 4. What communication channel is best for the key stakeholders?

Stakeholder Mapping

High

Influence
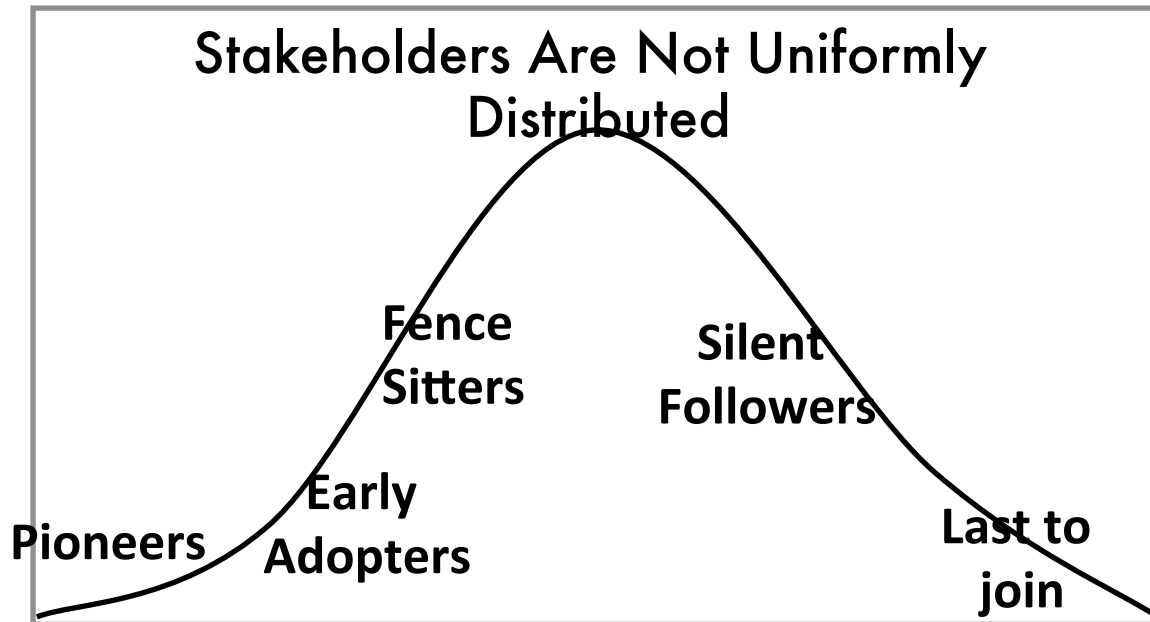*(Power)*

Low

Negative   Support   Positive
              (Agreeableness)
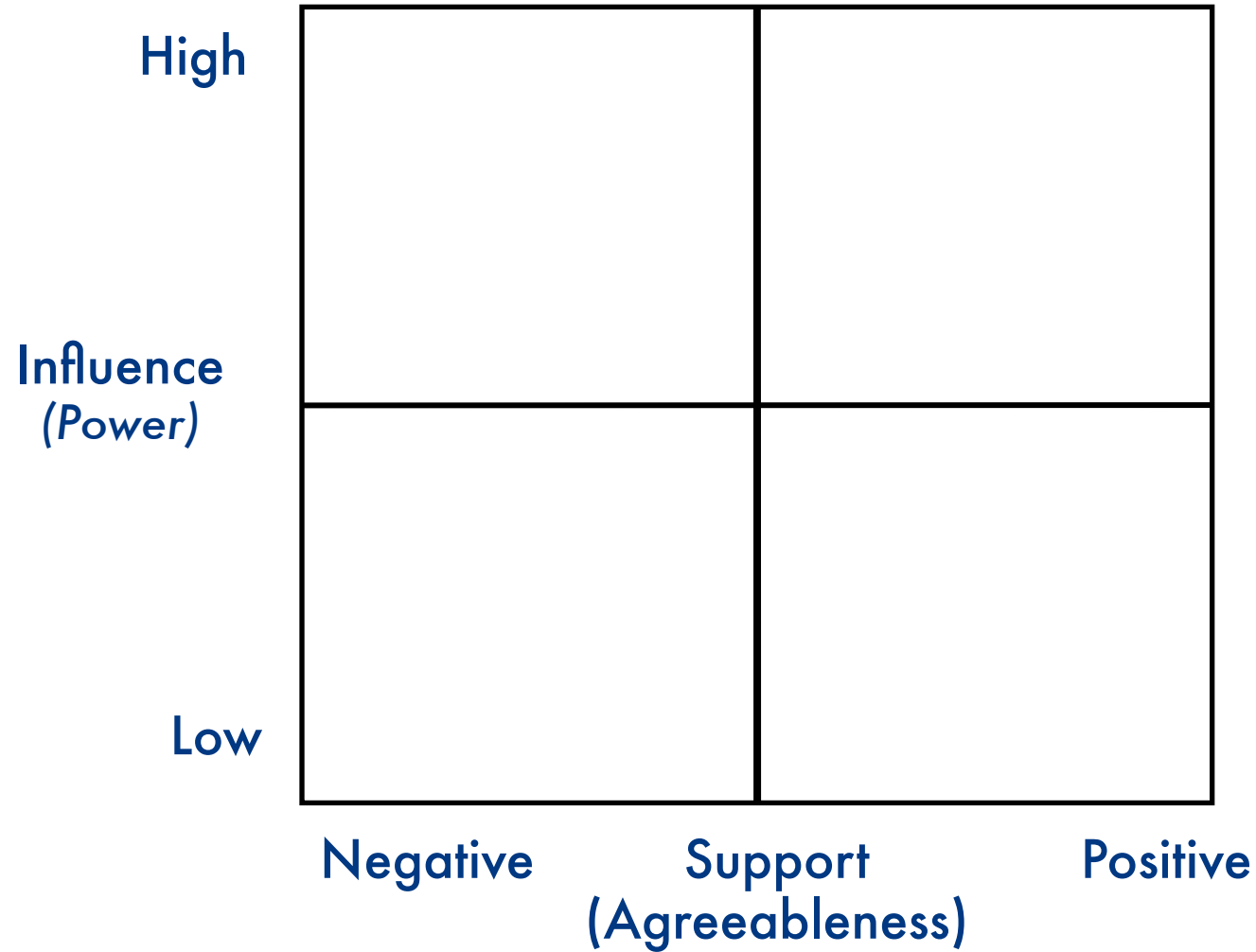
Stakeholder Mapping
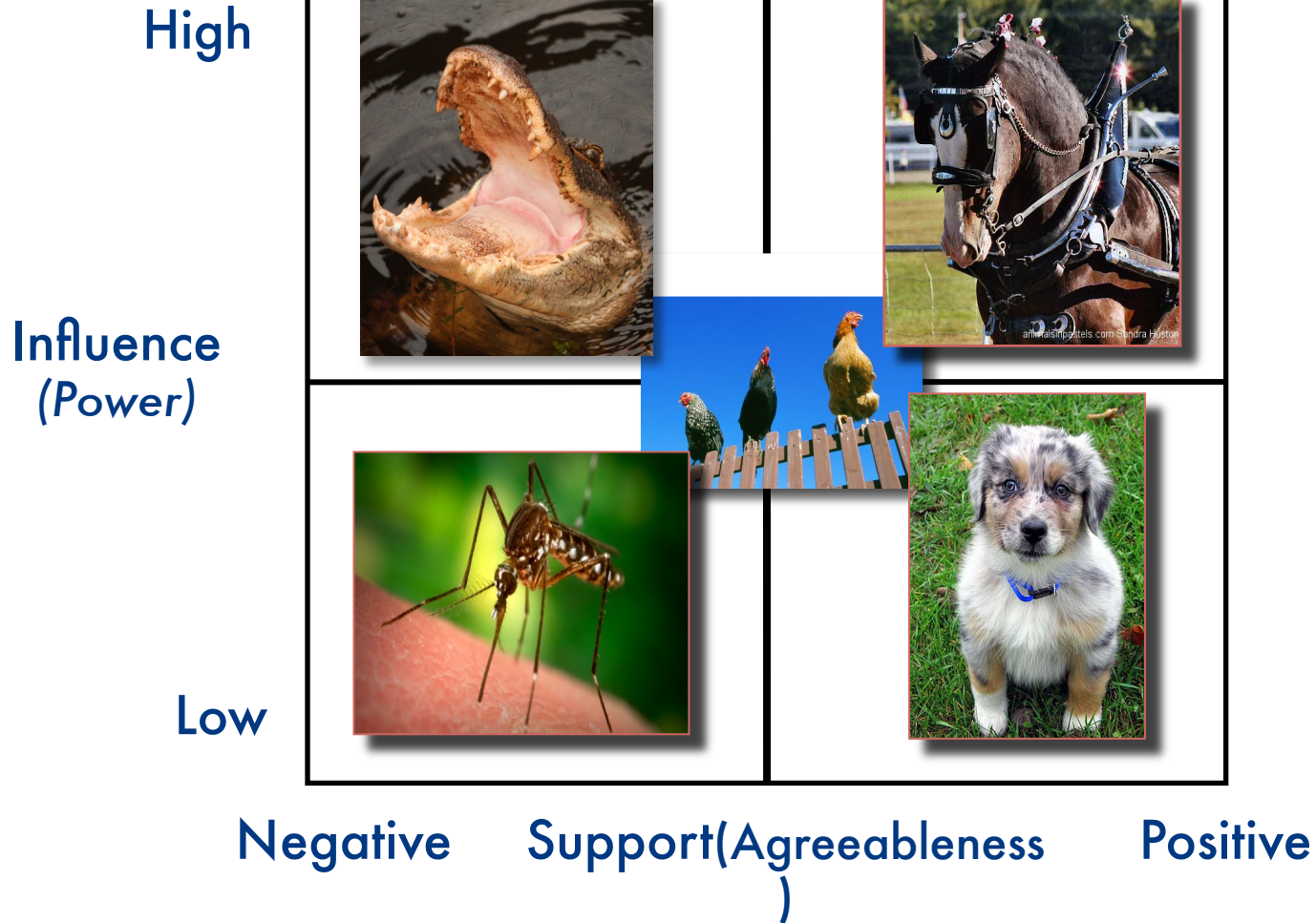
Stakeholder Mapping

Stakeholder Mapping

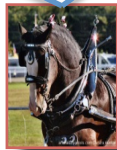|	**Negative**	**Positive**
High	**Powerful Resisters:** Co-opt or Marginalize. Timing may matter.	**Powerful Supports:** Reinforce and Leverage. Do not take for granted.
Low	**Weak Resisters:** Investigate and Understand. Past is not future.	**Weak Supporters:** Involve and Strengthen. Don't over-estimate.

Influence *(Power)* — vertical axis (High / Low)

Support (Agreeableness) — horizontal axis (Negative / Positive)

Stakeholder Mapping

Stakeholders Are Not Uniformly Distributed

Pioneers

Early Adopters

Fence Sitters

Silent Followers

Last to join

? ?

5 Is of Stakeholder Identification

Interest –Who has an interest in your issue or Project?

Involvement—Who is involved in the issue?

Impact—Who is impacted? Who can have impact?

Influence—Who has influence?

Interdependencies—What are the interdependencies among the influencers? Who are they connected to?

"Why should I work with you?"

WIIFM?

What's in it for me?

"What's In It For Me?" (WIIFM?)

- For each stakeholder:

  – How do they view our change effort?

  – What's the benefit/loss for them?

  – What do you expect their state of mind to be at the point of engagement? Focused or unfocused attention?

Types of Communication Interventions?

- Short exercise (in pairs)

- Two general categories:

Advocacy

Using best arguments; appeals

Inquiry

Asking "Why?" to understand underlying interests

Focus on Collective Action

Developing your messages based on:

- Shared Purpose…

- Rewards…

… a purposeful shift from "What's in it for me?" to "What's in it for us!"

Focus on Key Stakeholders (in groups)

- Select one of the key opponents from your stakeholder map:

- For this opponent, fill out the boxes with the following information:

    (a) Profile: demographic and personal details;

    (b) How are they most affected by the change you propose?;

    (c) What are their underlying interests relevant to the change you propose?;

    (d) How they can help move your change effort forward?

A helpful process to understand and craft communication for each of your key stakeholders

(a) Profile *(demographic details such as educational level, income, occupation, age, etc., as well as personal details such as beliefs and values)*	(b) How they are most affected by your change initiative?
(c) What are their underlying interests relevant to your change initiative?	(d) How they can help move your change initiative forward?

What are key considerations while crafting your communication

- What should they remember from your message/intervention?

- What should they do?

- Why should they do it?

Your challenge: Can all this be summarized in a clear and simple sentence?

Two routes to engaging and bringing on board your stakeholders

Systemic engagement

- Full engagement
- Novelty
- Relevance
- Importance
- Direct impact
- Critical thinking and analysis

Persuasion

- Minimal engagement
- Familiar
- Lack of importance/ time
- Use of short cuts

Some examples of Heuristic Persuasion

- Signs of a reason "I need it because"
- Reciprocation "I'll scratch your back"
- Social proof/uncertainty "everyone is doing it"
- Identification "this band of brothers"
- Liking "a nice person"
- Expertise/authority "he has a PhD"
- Consistency "you did this before"
- Scarcity "only two left"

Elements of Trust
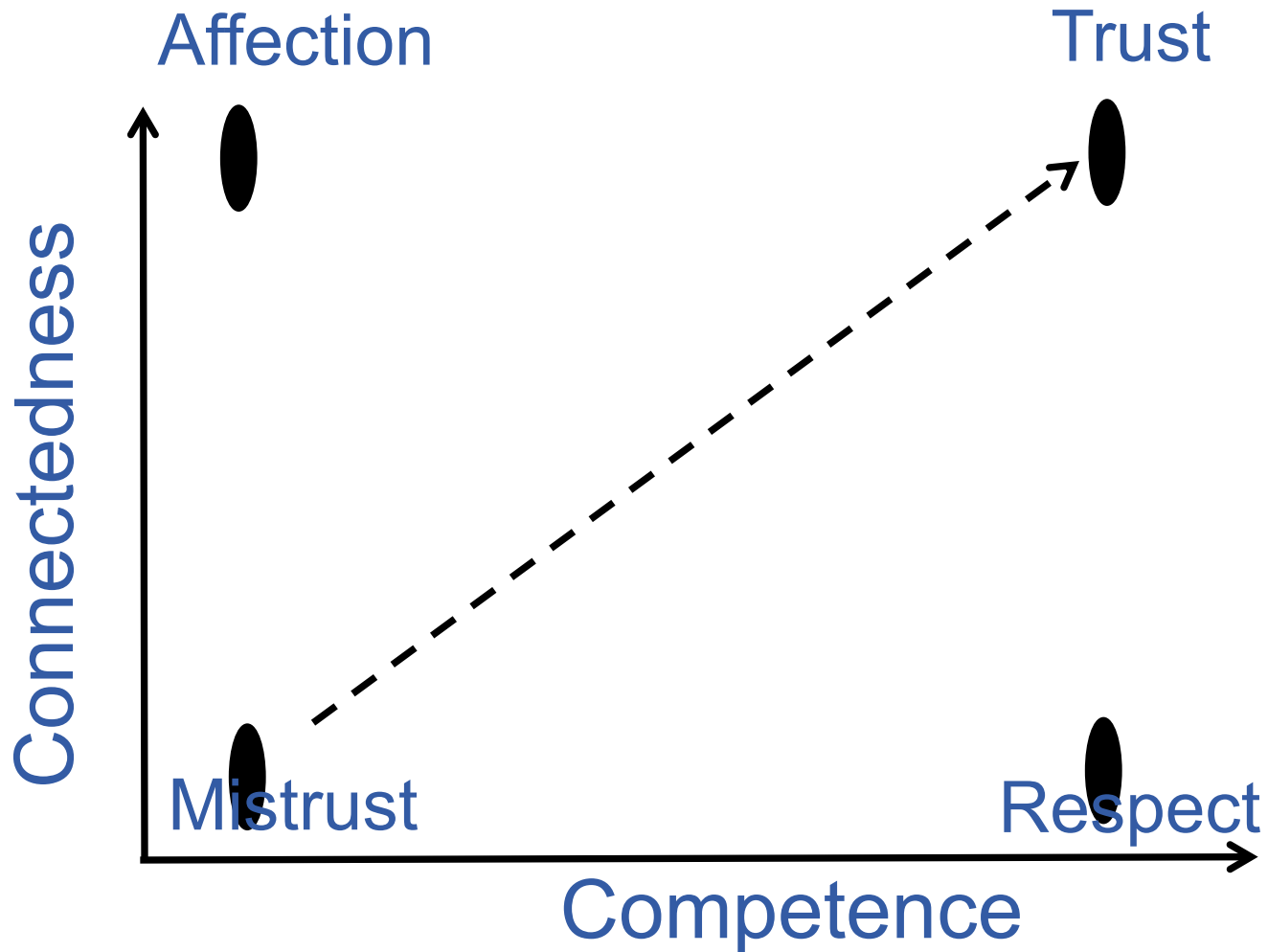
Formal and Informal Authority

Formal Authority: comes with various powers of the office and it is granted because the office holder promises to meet a set of explicit expectations (job descriptions, legislated mandates, etc.).

Informal Authority: rests on legitimacy and trust and comes with the power to influence attitude or behavior *beyond compliance*.
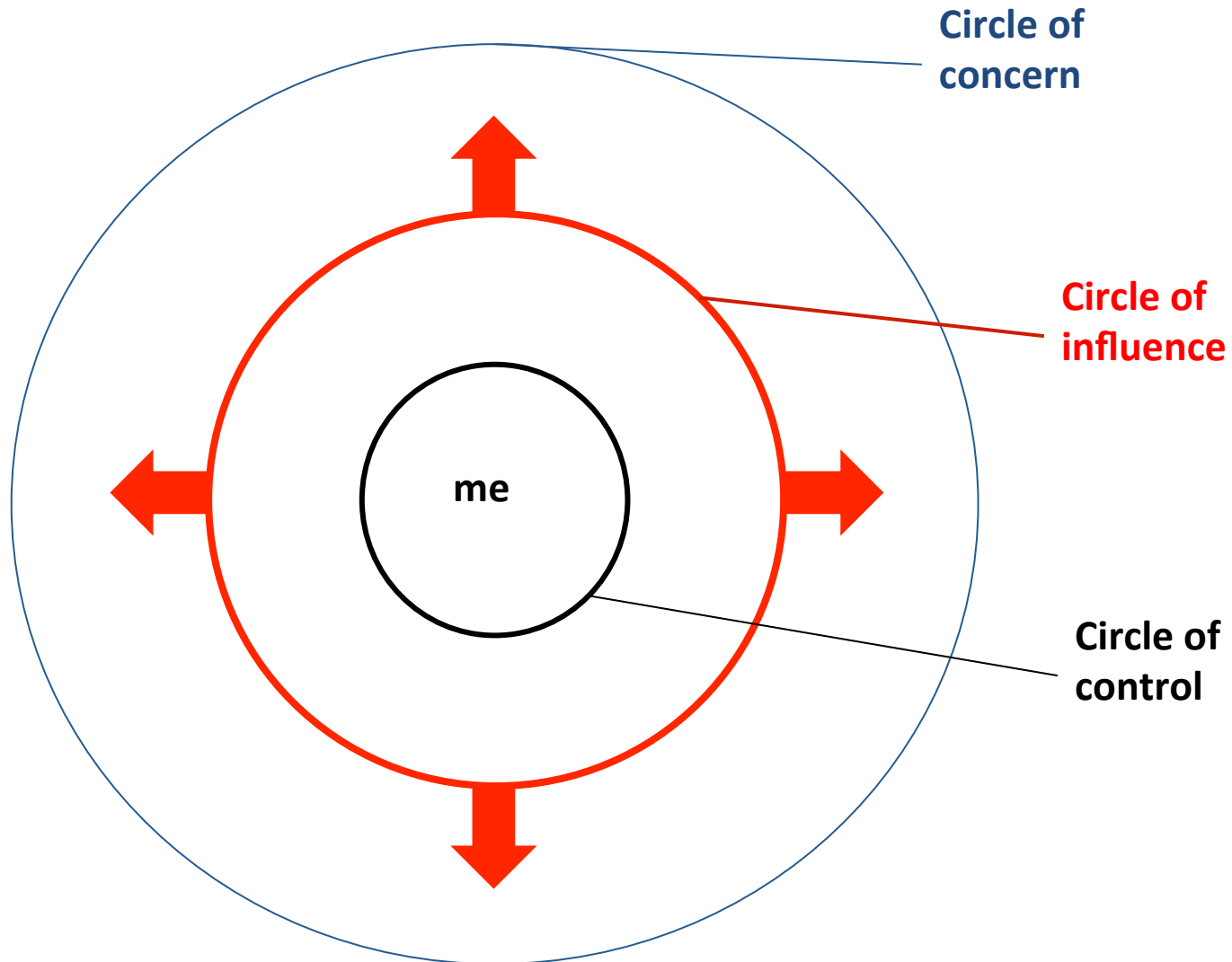
Trust: Predictability on values and skills

(Heifetz, 1994)

Authority as a resource

1. Managing the holding environment
2. Directing attention
3. Testing reality
4. Managing information and framing issues
5. Orchestrating conflicting perspectives
6. Choosing the decision making process

(Heifetz, 1994)

Circle of Influence

Adaptive Leadership Strategic Principles

1. Get on the balcony.

2. Identify the adaptive challenge.

3. Regulate distress.

4. Maintain disciplined attention and prevent work avoidance.

5. Give the work back to the people.

6. Protect leadership from below.

Get on the balcony

- Leadership is both active and reflective. One must alternate between **_participating_** and **_observing_**.

- Take perspective
- Develop capacity to distinguish the patterns
- Don't be swept away by the music!

Disequilibrium and work evasion

- To exercise leadership one must overcome the work evasion mechanisms and help people learn despite their resistance.

- Leadership requires that one regulate the level of stress and the pace of learning at a rhythm within a range that people can tolerate.

Common mechanisms of work avoidance

- Hold on to the past.

- Blame the authority figures.

- Find a scapegoat.

- Deny the problem.

- Draw conclusions too quickly.

- Use a distraction.

How to control the heat

Raise the temperature

- ✓ Draw attention to tough questions
- ✓ Give people more responsibility than they are comfortable with
- ✓ Bring conflict to the surface
- ✓ Protect dissenting voices

Lower the temperature

- ✓ Address the technical aspects of the problem
- ✓ Establish a structure for the problem-solving process
- ✓ Temporarily reclaim responsibility for tough issues
- ✓ Employ work avoidance mechanisms
- ✓ Slow down the process of challenging norms and expectations

Regulate distress

- Balance between tension necessary for change and being overwhelmed by change

- Holding environment

- Orchestrate the sequence and rate of change

- Poise and tolerance: Control change

- Emotional capacity to tolerate uncertainty, frustration and pain

Maintain disciplined attention

- Allow people to face difficult alternatives in terms of values, procedures, operating styles and power

- Uncover conflicts to use them as sources of creativity

- Limit work avoidance

Giving the work back to the people

- Achieve that people assume greater responsibilities
- Develop the collective trust in oneself

Protecting leadership from below

- Resist the temptation to quiet voices from below to restore equilibrium.
- Protect those who put the internal contradictions of the organization on the table
  - What are they **really** talking about?
  - Is there something we are missing?

Bright spots

- Gather data
- Find the unusually positive performers
- Understand how things are normally done
- Study how the bright spots do things differently
- Make sure the bright spots are not exceptional in some way
- Find a way to reproduce bright spots among other people