



March 2025

**Trinity Health
National Learning Institute**

Developing and Maintaining Effective Collaboratives

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Agenda

- Welcome and Overview
- What Makes a Collaborative Effective at Working Together for a Common Purpose?
- Aligning Systems for Health: The Featured Set of Measures
- Case Study Examples and Application Worksheet
- Effective Meeting Design and Facilitation
- Supporting Teams Through the Stages of Group Development
- Closing

Objectives

By the end of today's workshop, you will be able to:

- Identify top reasons collaboratives are effective and ineffective at working together for a common purpose.
- List at least 3 measures to determine if collaboratives are aligning well.
- Apply tips and techniques to improve meeting facilitation and group effectiveness.

Collaboration

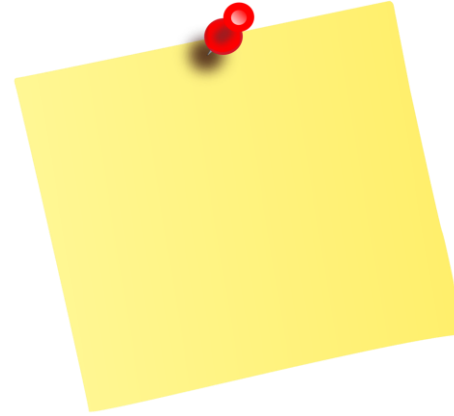
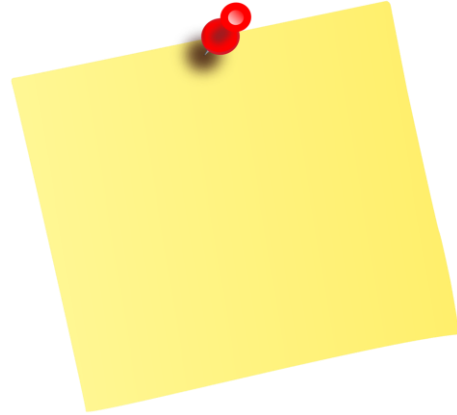
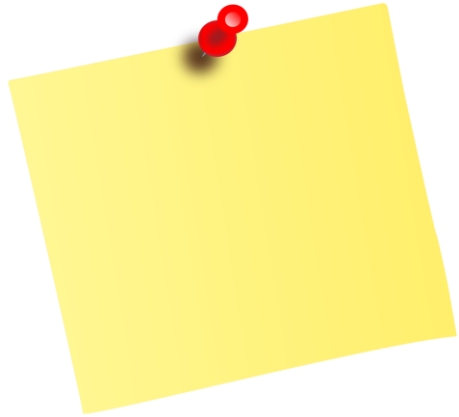
If you want to go fast, go alone. If you want to go far, go together.

– African Proverb

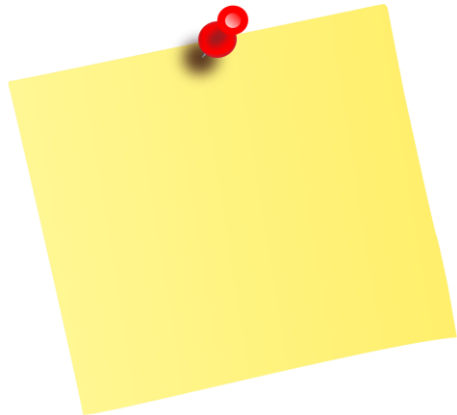
- Improves engagement
- Fosters inclusivity
- Builds connection
- Drives innovation
- What else?

Table Discussion

- What makes a multisector community collaborative **EFFECTIVE**?



- What is the biggest reason collaboratives are **INEFFECTIVE**?



1. Go around the table and each person will share their 3 ideas on what **Makes a Collaborative Effective**.
2. Group the same or similar concepts together on the table.
3. Repeat the same process for the top reason **Collaboratives are Ineffective**.
4. Groups will share their top findings with the large group as the facilitator records on the flipchart.



Georgia Health Policy Center



The Featured Set

Core Components

Shared Purpose

Shared Data

Shared Finance

Shared Governance

Adaptive Factors

Community Voice

Trust

Equity

Power

Outcomes

Policy, Practice,
Mindsets

Community Goals and
Needs

Health Equity

Racial Equity

The Featured Set

MeasuringAligning.org and Governance Notes

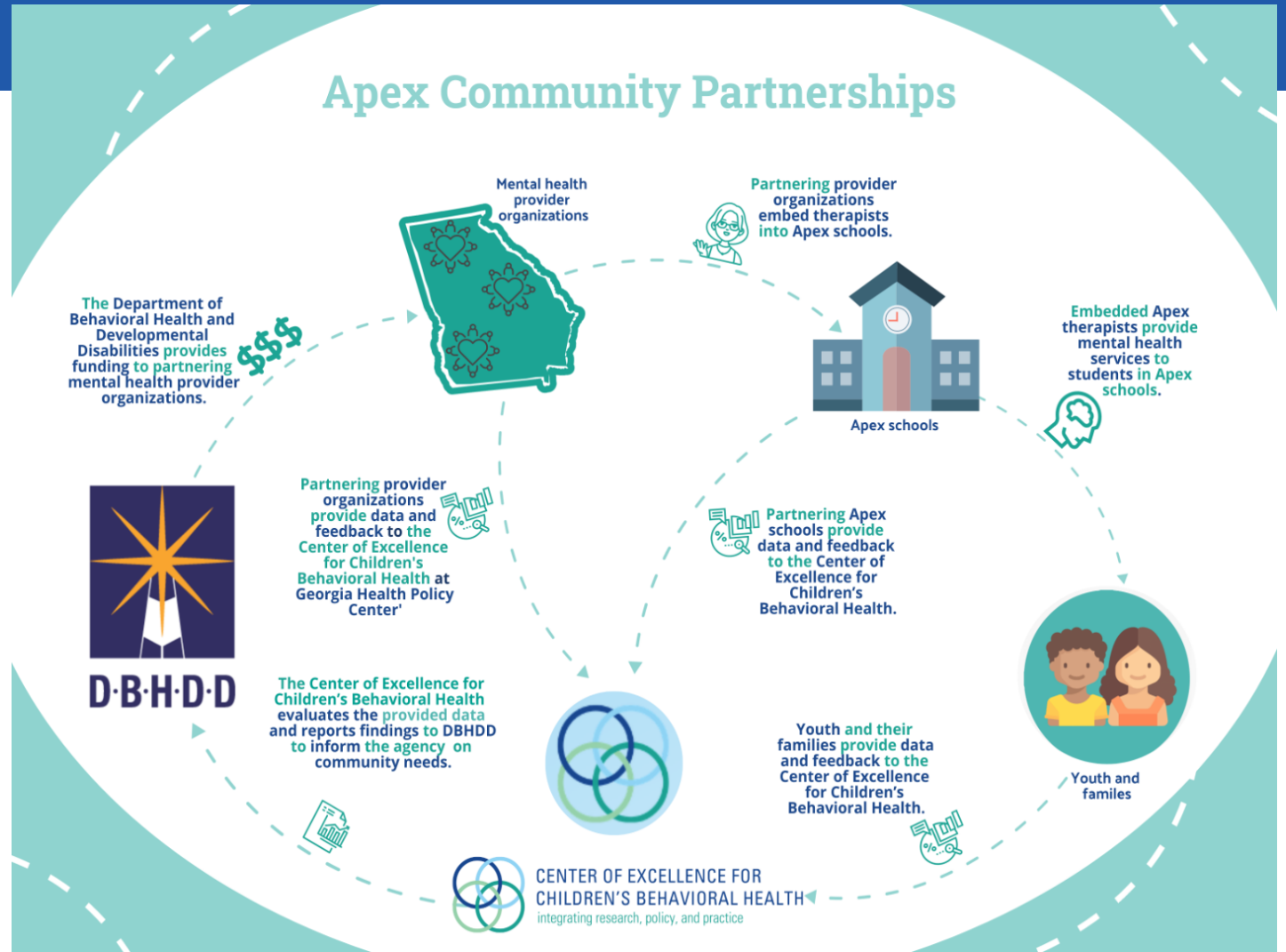
- Formalizing governance (may contribute to trust)
- Depth
- Repeatable
- Balancing mission and business
- Continuous improvement (and data)
- Connecting to policy and outside / broader governance
- Communication strategies
- Relationships
- Boundaries
- Clarity of vision and intent
- Risk management
- Transparency
- Change management
- Pivoting – taking time to evaluate the path
- Ownership to the community
- Investment (time & money)
- Clear lines of responsibility
- Mission creep – staying true to mission and goals
- Creative – not changing the work...changing the framing

Case Study:

The Georgia Apex Program: A School Based Mental Health Program in Georgia

- Began with a robust governance structure
- Built data collection into initiative from day one
- Used pilot data to obtain buy in from state government
- During the 2023 – 2024 school year:
 - 2 Government agencies
 - 30 community provider agencies
 - 468 community mental health staff
 - 808 schools (104 in pilot)
 - 6,328 students (1,565 in pilot)
 - 231,531 mental health services provided

Case Study: The Georgia Apex Program



Apex Coordination and Collaboration

- Source: MHPET 2023-2024

Apex staff coordinate with other service providers in the community



Meetings and training are regularly held with other health and mental health staff at the school



Apex staff coordinate with other health and mental health staff at the school



Apex staff provide consultation to school staff



Apex staff maintain relationships with school staff



1 (not at all in place) 2 3 4 5 6 (fully in place)

Apex Therapists Embed in Schools

- Source: YEAR 2023-2024

Indicators of the providers' **integration into the school** influence **successful program implementation**.

| | |
|--|-----|
| School counselors maintain communication | 91% |
| Have a dedicated workspace | 76% |
| Attend staff meetings | 76% |
| Administration maintains communication | 64% |
| Teachers maintain communication | 55% |
| Issued a school ID | 47% |
| Are part of the disciplinary team | 44% |
| Included in electronic communication | 38% |
| Issued a school email address | 23% |

Case Study

An Accountable Communities for Health Initiative in Northeast Texas

- Began with a robust governance structure
- Made obtaining data part of their initiative
 - Started with obtaining data, before even beginning their program
- Used granting period to pilot:
 - Innovative program to treat social determinants of health
 - Community and corporate partnerships
- Used pilot data to obtain buy in by city government

Case Study: An Accountable Communities for Health Initiative in Northeast Texas

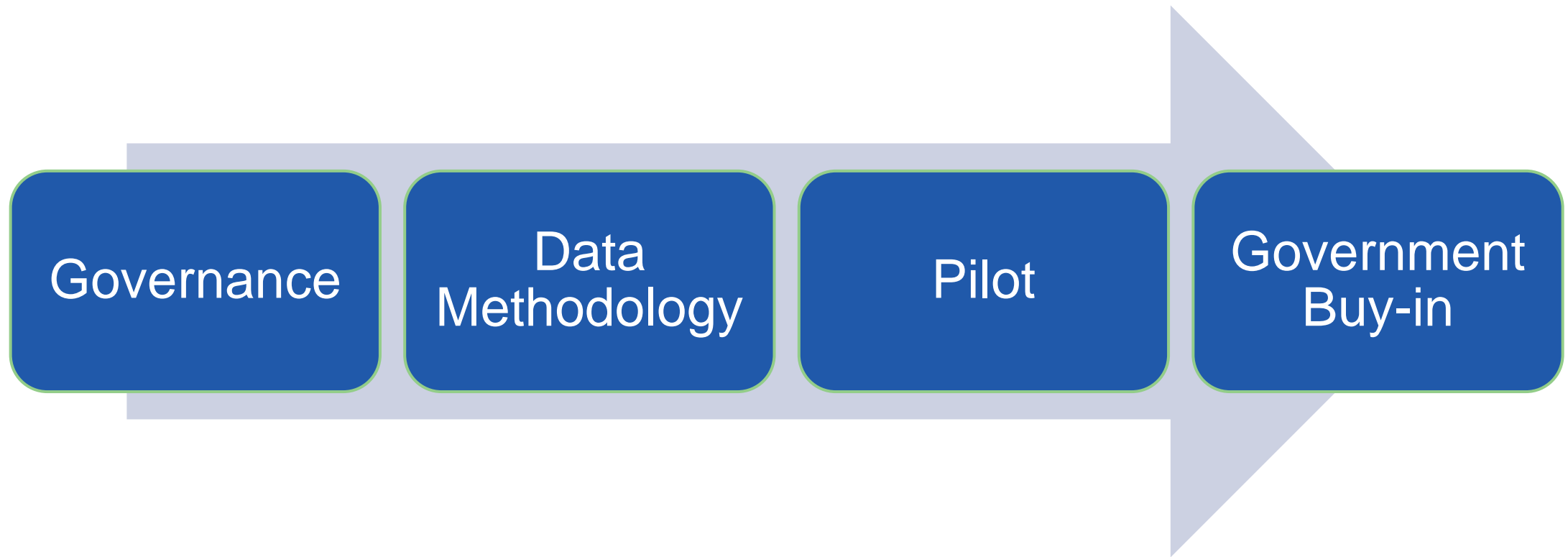


GREATER LONGVIEW OPTIMAL WELLNESS

Special Initiatives & Collaboratives • Impacting Community Health



Bringing it together: What do they have in common?





Effective Facilitation and Meeting Design

What is facilitation?

Dictionary

Definitions from [Oxford Languages](#) · [Learn more](#)

Search for a word



fa·cil·i·tate

/fəˈsɪləˌtāt/

verb

make (an action or process) easy or easier.

Think of any meeting participants as your customers.

How can we make it **easier** for them to fully participate, engage, and achieve the meeting objectives?

Group Interactions

Information in interactive group meetings can be presented and debated which can lead to creative problem-solving and broader support for programs and solutions



Why are group interactions important?

Group interactions provide an opportunity for individuals to:

- Express their views in detail
- Hear the opinions of others
- Keeping people engaged
- Make connections; understand commonalities and differences
- Allow for power-sharing
- Expand networks
- Collectively develop resolutions to problems

What is the purpose of your next meeting?

(Knowles, 2015; Lachapelle & Mastel, 2019)

An Effective Facilitator

- **listens and observes**
- uses visual aids effectively
- records ideas legibly
- asks probing questions
- **thinks quickly**
- acknowledges and responds to emotions
- paraphrases
- **summarizes**
- resolves conflict
- **creates a safe environment**
- Inclusive; engages everyone
- Infuses fun; uses humor effectively
- **knows a variety of techniques** for group discussions, including problem-solving and decision-making
- designs or chooses appropriate group discussion techniques
- **understands people and groups**, and
- **energizes the group.**

Reflection

- Is this you?
- Think about when your group may need an outside neutral facilitator.

Meeting Design: Ethical Considerations

Meeting design is the intentional act of planning and preparing meetings in advance which follows a process and includes key elements such as ethical and equity considerations. Effective meeting design provides a foundation for effective facilitation.

General ethical considerations

- Confidentiality
- Consent
- Professionalism
- Respect for group members/participants
- Potential impacts

Trauma-Informed Principles

- **Safety:** Create space so people feel culturally, emotionally, and physically safe
- **Transparency:** Share what is happening and what will happen
- **Choice:** Respect how people engage
- **Collaboration:** Share power and help people build relationships
- **Cultural history and identity:** Reflect on the identities of the individuals in the design or experience

(Non-profit Learning Lab: Trauma-Informed Facilitation)
(University of Kansas, 2022)

Reflection

How might you apply trauma-informed principles to future meeting design and facilitation?

Trauma-Informed Principles

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(Non-profit Learning Lab: Trauma-Informed Facilitation)
(University of Kansas, 2022)

Meeting Design and Facilitation

Meeting Purpose Drives Design

Meeting design is the intentional act of planning and preparing meetings in advance which follows a process and includes key elements such as equity considerations

Meeting facilitation has basic principles:

- A facilitator is a **guide for the meeting process** **not the seat of wisdom and knowledge**. The facilitator is not there to give opinions but to draw out the opinions and ideas of group members.
- Facilitation focuses on how people participate in the process of learning or planning in addition to reaching the agreed-upon meeting goals.
- A facilitator is often neutral; abstains from decisions. **(not always)**
- A facilitator ensures equitable participation and acts to reduce disruptions and potential harm.

Designing an Effective Agenda

Topics

- What topics do you need to address?

Outcomes

- For each topic, what outcome do you want to see?

Processes

- What activity(ies) will best support the group to achieve each desired outcome?

Remember to consider:

- Meeting purpose
- Stage in group development
- Inclusivity
- Resources
- Time

Template for Meeting Structure

Facilitators act as a guide through the meeting structure. Some meeting components may vary depending on the type of participants, objectives, and decision-making goals.

Template for meeting structure

- Outline objectives and goals
- Establish group agreements
- Encourage participation
- Decision making processes (bringing closure)
- Seeking commitments
- Summarizing results and follow-up
- Closure activities

(University of Kansas, 2022)

Agenda Development Guidelines

- Overall purpose
- Specific objectives and correlating outcomes for this meeting/session that must be met
- Who must attend this particular meeting? Roles?
- What pre-work or information will participants need?
- What type of opener is needed to foster comfort?
- What amount of time for discussion is needed?
- What decisions must be made?
- What is the potential resistance/ issues? Where? Who?
- Are there any specific group agreements that need to be established?
- How will you know you it was successful?

Meeting Agenda Design Template

| | | | |
|---|--------------------|----------------|---------------|
| Overall Meeting Purpose: | | | |
| Objectives (What do we need to accomplish?) <ul style="list-style-type: none"> • • • | | | |
| Members Needed (Who absolutely must be there?) | Role | Specific Needs | |
| | | | |
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| | | | |
| | | | |
| Information or Pre-work for Participants (List items/info) | Person Responsible | Due Date | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| What specific group agreements need established? | | | |
| Group Agreement Needed | Why? | How? | Interventions |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| What type of Opener is needed? Purpose? | | | |
| Activity Steps | Person Responsible | Time | Materials |
| | | | |
| | | | |
| | | | |

| | | | |
|--|--------------------------|--|---------------------------|
| Discussion Items (Consider information sharing needed, planning discussions, problem-solving, relationship building or process and conflict resolution.) | | | |
| Discussion Items | Purpose/ Outcome Desired | Special Contributors or Reference Material | Time Needed/ % of Meeting |
| | | | |
| | | | |
| | | | |
| | | | |
| Decision Items (Consider difficulty level and empowerment level.) | | | |
| Decisions to be Made | Type of Decision Needed | Materials Needed | Time Needed/ % of Meeting |
| | | | |
| | | | |
| | | | |
| | | | |
| Potential Barriers/ Solutions | | | |
| Potential Resistance or Barrier | Where? | Who? | Solutions |
| | | | |
| | | | |
| | | | |
| | | | |
| Measuring Effectiveness – Did we accomplish the objectives? Did we make the decisions by consensus? How will we measure what matters and what makes the collaborative more effective or ineffective? | | | |
| Element to Measure | How? Question? | | Method |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |



**How will you
use
facilitation in
the next few
months?**

(Massachusetts Institute of Technology, n.d.)
(University of Kansas, 2022)

Meeting Structure

- **Outline objectives and goals**

- Be transparent about objectives and goals for a meeting. Having an unfocused meeting without clear goals can significantly decrease meaningful engagement.

- **Establish groups agreements**

- Don't be afraid to refer to the group agreements as needed throughout a meeting or add group agreements.

Examples of group agreements to encourage participation

There are no
right or
wrong
answers

One person
speaks at a
time

Listen to
what others
are saying

No mocking
or attacking
people's
ideas

No
interrupting
others

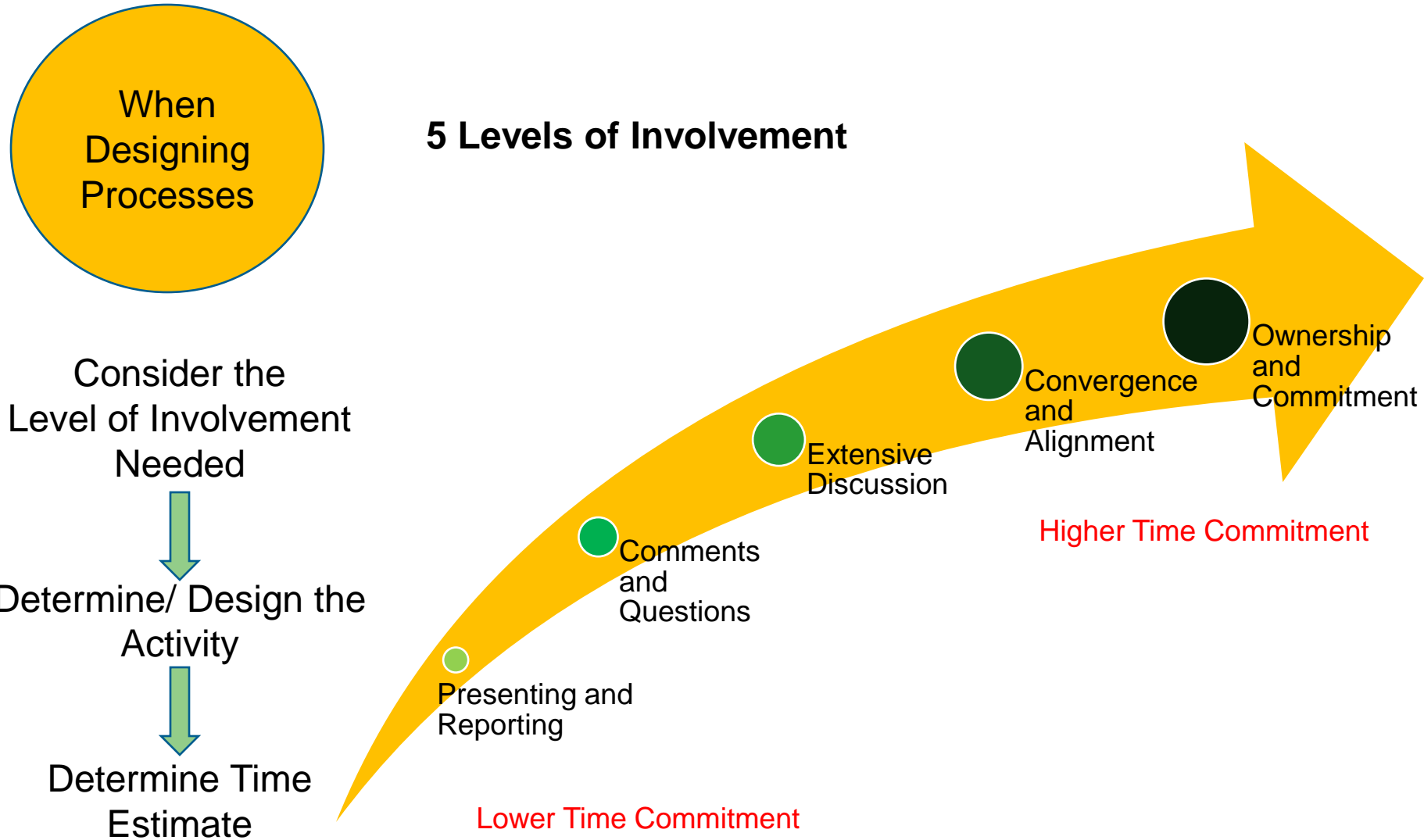
Ground
statements in
evidence

Assume positive
intentions but
take
responsibility for
impact

Take space,
Make Space

What's said here
stays here,
what's learned
here leaves here

Listen to
understand
not to
respond



ORID Focused Discussions

What is ORID?

- Series of questions that guide group conversation.
- Allows a facilitator to provide an environment for collective thinking to take place within a limited time-frame

When to use ORID...

- Need meaningful dialogue
- To broaden a group's perspectives
- To elicit clear ideas and conclusions
- To allow the entire group to participate

Common Uses

- Collect data and ideas
- Discuss tough issues
- Reflect on important issues or events
- Work as a group on presentations or reports
- Reflect on accomplishments or failures, giving an opportunity for learning
- Focus multiple interests on a particular topic or issue
- Increase understanding of “givens” in a situation
- Explore levels of consensus that may already exist within the group
- Avoid heated arguments by providing thoughtful dialogue
- Move any discussion to a productive end

Adapted from: ToP® Group Facilitation Methods: Focused Conversation
©The Institute of Cultural Affairs, 1991, 1994, 1996, 2000

ORID Focused Discussions

Objective – WHAT?

- Facts and data
- Senses – see, hear, taste, smell, touch

Reflective – SO WHAT?

- Reactions to the facts and data
- Gut-level feeling



Interpretive – NOW WHAT?

- Critical thinking on the experience or issue
- Value, Significance or Meaning

Decisional – HOW? NEXT STEPS

- Future resolve, collective opinion, proposed next steps, something that can and will be done
- Shared definitive responses to discussion

ORID Discussion

| | | |
|--|---|---|
| <p>O</p> <p>Objective Level</p>  | <ul style="list-style-type: none">✓ To examine the data✓ To identify factual information | <ul style="list-style-type: none">✓ What do you see?✓ What factual statements can you make based on the data? |
| <p>R</p> <p>Reflective Level</p>  | <ul style="list-style-type: none">✓ To encourage participants to make connections✓ To encourage free flow of ideas and imagination | <ul style="list-style-type: none">✓ What surprised you?✓ What encouraged you?✓ What discouraged you?✓ How does this make you feel? |

I

Interpretive Level



- ✓ To identify patterns and determine their significance or meaning
- ✓ To articulate underlying insights

- ✓ What does the data tell us? What new insights do you have?
- ✓ What good news is there for us to celebrate?
- ✓ What doesn't it tell us and what else might we need to know?
- ✓ What areas of need seem to arise?

D

Decisional Level



- ✓ To propose next steps
- ✓ To develop an action plan
- ✓ To make decisions
- ✓ To experience "coming together"

- ✓ What are our proposed next steps?
- ✓ What decisions can we make?
- ✓ What is our action plan for moving forward?

The Facilitator's Second Best Tool... Silence

- Be prepared for silence
- Allow silence
- Get Comfortable
- Count to 10

Common Mistakes

- Changing participants' words
- Taking sides
- Asking too many leading questions
- Unconscious selling
- Not checking assumptions
- Answering content questions
- Favoring one person or side over another

Solutions:
Check-in with
participants.
Watch body
language and
change in
participation.
Ask...Evaluate

Decision Making

Decide which type meets your need and your stage of group development

- **Consensus Building**
- **Multi-voting**
- **Compromising**
- **Majority Voting**
- **One Person Decides**
- **Supermajority**

Resources for facilitating decision-Making:

[Facilitator's Guide to Participatory Decision-Making: 2nd Edition, Sam Kaner, 2007](#)

<https://www.seedsforchange.org.uk/shortconsensus.pdf>

<https://www.naccho.org/uploads/downloadable-resources/Gudie-to-Prioritization-Techniques.pdf>

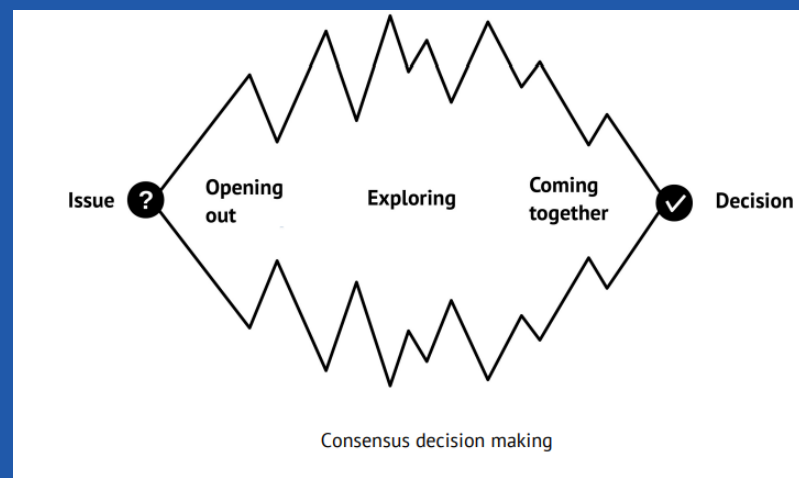
Consensus – allows a group to share power

- Committed to finding solutions that everyone actively supports – or at least can live with
- In consensus, no decision is made against the will of an individual or a minority.
- If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead.
- The whole group has to work hard to find win-win solutions that address everyone's needs.
- Used widely by people around the world working towards a more just and equitable society

Tips

- The process may vary.
- Focus is on co-operation.
- Explore differences. Understanding moves us to find win-win solutions.
- Check to be sure we have the minimum level of agreement – everyone can support it.
- Announce the decision to ensure everyone is clear.

Stages of Consensus Process



Opening Out

Similar to brainstorming, people bring **different perspectives, information and ideas to the table.**

Resist the temptation to solve or make proposals at this stage.

Exploring

The group **explores all the different options, wants, and needs.** This can feel messy – it can be hard to see the way forward when everyone is grappling with lots of ideas and different people's needs. A new factor comes up and you have to go back to exploring differences. **Necessary to understand where everyone is coming from.**

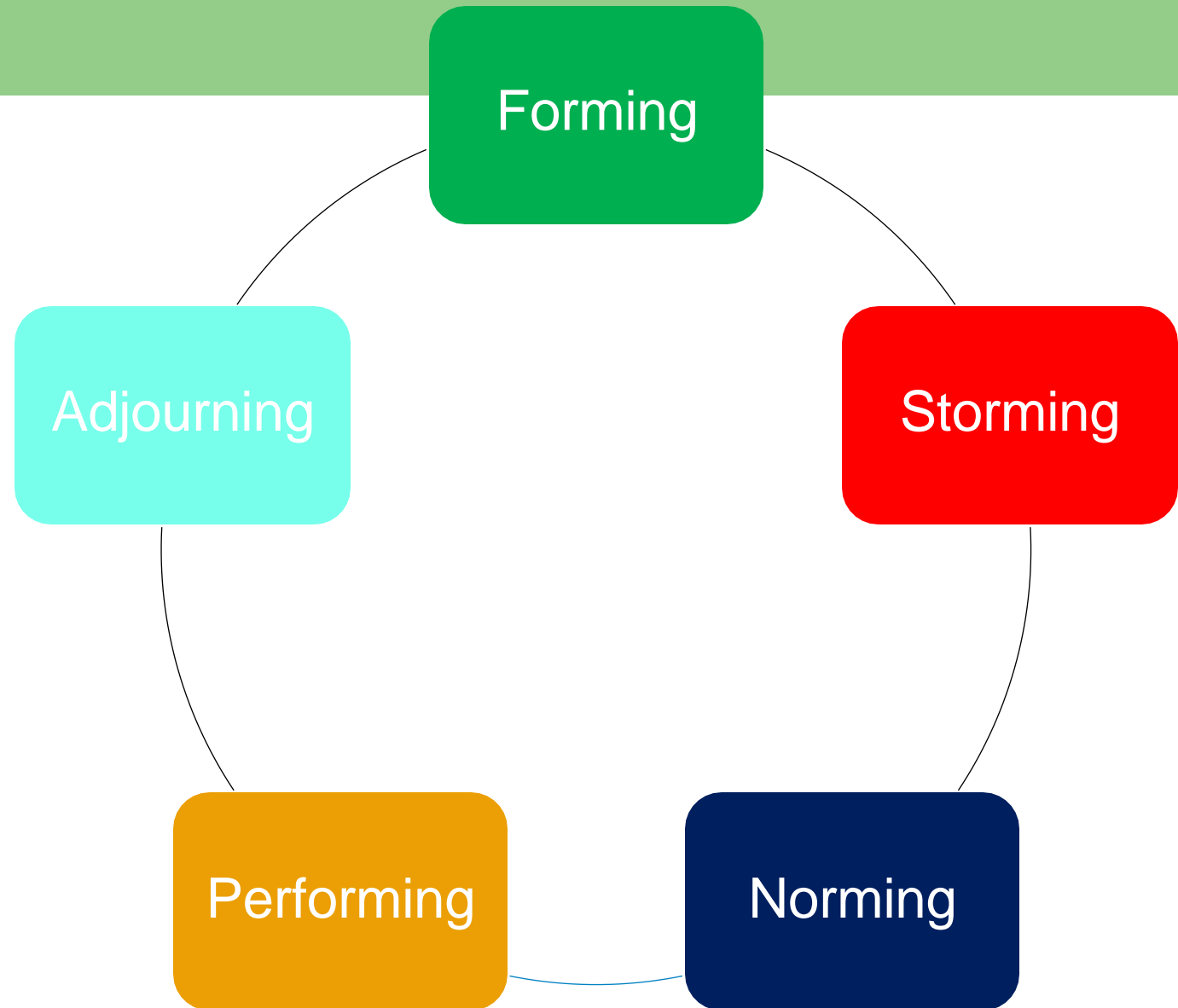
Coming Together

Exploring enables the group to come together in finding **a solution that everyone can support.**



Supporting Teams Through Stages of Group Development

Stages of Group Development



Form

- Goal: “Count me in”
- Task: Orientation
- Concern: Inclusion

Storm

- Goal: “We are all in charge”
- Task: Organization
- Concern: Control

Norm

- Goal: “Speak your mind”
- Task: Communication
- Concern: Openness

Perform

- Goal: “We’re succeeding”
- Task: Collaboration
- Concern: Success

Initial Concerns

- Will we succeed?
- Will we be open?
- Will I have some degree of control?
- Do I want “in”? What is expected?

Characteristics of a Successful Team

- Gets the job done.
- Openness and teamwork.
- Members are in charge.
- Members want to be on the team.

Stage 1: Forming

Types of Behavior:

- driven by a desire to be accepted
- avoid controversy or conflict
- serious issues and feelings are avoided
- people focus on being busy with routines
- individuals are also gathering information and impressions
- trying to determine what is appropriate

Task Focus:

- orientation to scope of the team's task
- understand what is to expected



Forming

Stage 2: Storming

- **Types of Behavior:**

- different ideas compete for consideration and team members open up to each other and confront each other's ideas and perspectives
- some team members will focus on minutiae to evade real issues
- in some cases *storming* can be resolved quickly, in other cases, the team never leaves this stage. The maturity of some team members usually determines whether the team will ever move out of this stage

- **Task Focus:**

- team addresses issues such as what problems they are really supposed to solve, how they will function independently and together and what leadership model they will accept



Storming

Stage 3: Norming

- **Types of Behavior:**

- team members adjust their behavior to each other as they develop work habits that make teamwork seem more natural and fluid – cohesion
- agree on rules, values, professional behavior, shared methods, working tools and even taboos
- team members begin to trust each other and feel good about being part of the team

- **Task Focus:**

- data flow between members
- ideas are free flowing and they solicit and give each other feedback on actions related to the task



Norming

Stage 4: Performing

- **Types of Behavior:**

- function as a unit as they find ways to get the job done smoothly and effectively without inappropriate conflict or the need for external supervision.
- team members have become interdependent, motivated and knowledgeable.
- team members are now competent, autonomous and able to handle the decision-making process without supervision.
- dissent is expected and allowed as long as it is channeled through means acceptable to the team.

- **Task Focus:**

- team will make most of the necessary decisions and is totally focused on the problem

Performing

Stage 5: Adjourning

- Termination; concluding the team
- Emotional sometimes – relief
- Later a feeling of loss – “Deforming and Mourning
- Celebration

Task Focus

- Take time to celebrate achievements
- Be sensitive to team members
- Allow for reflection and processing
- Evaluate effectiveness and improvements needed for future

Adjourning

Some Cautions

- Even the most high-performing teams will revert to earlier stages in certain circumstances
- Many long-standing teams will go through these cycles many times as they react to changing circumstances
 - For example, a change in leadership may cause the team to revert to *storming* as the new people challenge the existing norms and dynamics of the team
- Team leader role changes to participant
- Facilitator needs to be directive at times pointing out destructive behaviors and the impact on the group (privately; without harming others)
- When there are challenges, It's not usually the people...look at the process.

Reflection

What stage is your collaborative in right now?

What practices can be done to help advance your collaborative to the next stage or get to the performing stage?



Thank you

- Laurie Call, IPHI
- Daniel Lanford, GHPC
- Lauren Stites, GHPC