COLLABORATION AND PARTNERSHIP

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Module Overview

This module builds the understanding of and aptitude in the basic principles of collaboration and partnership, in the context of One Health approach to addressing complex health challenges.

Module Competencies

Competencies#1	Learning Objectives to Develop Competencies
Promote inclusion of representatives of diverse disciplinary and anthropological constituencies in order to address One Health challenges	1) Understand who should be part of a One Health team
Competencies#2	**Learning Objectives to Develop Competencies**
Be able to identify the importance of collaboration and networks	1) Understand the scope of contribution possible by each member 2) Compare and contrast individual work, group work, and team/collaborative work 3) Describe the types of work best done in teams and best done by individuals or sub-teams 4) Explain the typical stages in the development of a team

A. THE IMPORTANCE OF COLLABORATION AND PARTNERSHIP

Globally, there is a momentum build to return to a more holistic approach to health. This movement, recently termed "One Health", recognizes the inter-relatedness of the health of humans, animals and the environment. International, federal and local governmental agencies as well as not-for-profit organizations are beginning to invest heavily in this area, particularly in activities that support or reinvigorate inter-disciplinary partnerships that address complex problems impacting health. Interdisciplinary collaboration or "co-management" of environmental, animal and human health is a very effective way to improve preparedness for emergency health issues, such as emerging infectious disease outbreaks, and management of natural or man-made disasters.

To date, much of the emphasis on Eco Health has been on forming teams that can integrate 'disciplinary' cultures (i.e. human and animal medicine, or ecology) rather than anthropological cultures. There is also an important, yet unmet, need to find ways to form teams among people of different race, ethnicity, religion, language or traditional practices, and to figure out how these teams can work together to address complex problems. Interdisciplinary and inter-cultural partnerships can promote development of integrated health systems that focus on all aspects of health, including physical, emotional, and social well-being, and address complex challenges, such as poverty, that create health disparities.

There are diverse and complex factors motivating individuals and organizations to collaborate. At the outset of collaborative initiatives, it is critical to understand the reasons that actors are seeking to work together. Collaboration is not necessarily the appropriate response or approach to all challenges, and it won't necessarily lead to successful solutions to problems. The compatibility and transparency of motives is highly influential on the success of collaboration. The costs and benefits to the different forms of collaboration need to be critically evaluated. This are some example why people do collaboration:

- Requires government involvement and statutory edict
- To exercise power, control, or influence over other people or organizations, i.e., to improve strategic position
- To reciprocate through cooperation and coordination
- To promote greater efficiency in the use of scarce resources
- To reduce the transaction costs of other forms of organizing – markets and hierarchies
- To search for stability by reducing environmental turbulence and uncertainty and by sharing risks
- To improve reputation, image or profile
- To access new resources – money, skills and staff
- To promote individual and organizational learning
- To design services around the needs of citizens and clients
- Altruism

A.1. Benefits of Collaboration

- Opportunities to learn and to adapt are created.
- New resources—time, money, information, raw materials, legitimacy and status—can be acquired.
- The costs involved of developing new policies and services and the risks can be shared.
- Influence over a policy or sector can be enhanced.
- Ability to manage uncertainty and solve complex problems
- The mutual support of other organizations can be gained and harmonious working relationships created.
- It allows a broad and comprehensive analysis of problems to be explored.
- The response capability is more diversified through joint action from different partners.
- The process ensures that each stakeholder's interest is considered in any agreement.
- Parties retain ownership of the solution.

- Participation enhances acceptance of the solution, greater ownership and willingness to implement it.
- Potential to deliver novel, innovative solutions is enhanced.
- Transaction costs associated with working in hierarchies and markets methods are avoided.
- Mechanisms for coordinating future action among partners can be established through increased trust and building social capital.
- Collaboration encourages a more efficient use of scarce resources, avoids duplication and promotes coordination.

A.2. Challenges of Collaboration

- Can result in loss of technological superiority
- Loss of resources – time, money, information, raw material, legitimacy and status
- Perceived danger of being linked with failure and sharing costs of failing such as loss of reputation, status and financial position
- Loss of autonomy and ability to unilaterally control outcomes
- Goal displacement and general lack or loss of control
- Conflict over domains, goals or methods
- Delays in solutions due to problems in coordination and higher transaction costs
- Increase complexity of decision-making
- Problems of lack of accountability and transparency
- Confusion over organizational identity and professional roles.

A.3. Degrees of Collaboration

A.3.1 Multidisciplinary

Work does *not* seek to integrate the *multiple disciplines involved*.

- The methodologies and assumptions of each discipline are not expressly developed from the interaction with the others.
- Multidisciplinary teams can work either concurrently or in sequence, but the activities of their respective disciplines run parallel and do not blend.
- Multidisciplinarity is the least integrative form of integrated research—yet it is arguably the most attainable.
- Multidisciplinarity features several academic disciplines in a thematically based investigation with multiple goals—essentially, studies "co-exist in a context."
- Collaborators aim to share knowledge and compare results from the studies; there is no attempt to cross boundaries or generate new integrative knowledge.
- Each member is able to contribute a professional perspective on the issue.
- One advantage of this approach is that, while the research approaches are disciplinary, the different perspectives on the issue can be gathered together.
- Multidisciplinary work is typically project-driven or geared toward problem solving

A.3.2 Interdisciplinary

Work has a collaborative focus and *blends and integrates research between disciplines*.

- Two or more disciplines work together and create a shared discourse.
- Focus on addressing specific 'real world' problems pushes participants (from a variety of unrelated disciplines) to cross boundaries to create new knowledge. The necessity of bridging disciplinary viewpoints generally stems from the need to address complex "problems that involve an interface of human and natural systems."

- People and ideas are brought together from different disciplines to jointly frame a problem, agree on a methodological approach and analyze data. Thus, interdisciplinary research requires a much more collaborative approach to problem formulation and methodological development than multidisciplinary research.
- In some projects, a single discipline may dominate and effectively control the integration of knowledge. Unidirectional approaches are problematic for both theoretical reasons and because the greater power provided to one discipline is likely to hinder the creation of trust within the research team (and thus transfer of information, extent of boundary crossing, etc.).
- In some cases, the interaction and development of the project is guided by the nature of the issue (issue-centric) and this is termed 'goal-oriented' interdisciplinarity.
- Others differentiate between 'big' and 'small' interdisciplinarity, with big interdisciplinarity typified by links between distant disciplines (e.g., natural and human sciences) and small interdisciplinarity between isolated sub-disciplines (e.g., within natural sciences) where tools and knowledge are exchanged. Recognizes that not all interdisciplinary research is integrated across disciplines to the same level.

A.3.3 Transdisciplinary

Focuses on *problems or issues that cut across the boundaries of two or more disciplines*, or fall between them, w hatever the nature of the interactions between these disciplines.

- The aim is to create a unity of knowledge, but not necessarily the development of blended practices and assumptions. Transdisciplinary work tends to have a 'real world' focus and to include in the work the interests and involvement of third parties, such as government and non-government agencies or businesses.
- Transdisciplinarity is probably the most desirable and yet difficult to obtain form of integrated research.
- Transdisciplinarity is the highest form of integrated project, involving not only multiple disciplines, but often also multiple non-academic participants in a manner that combines interdisciplinarity with participatory approaches. The variety included in many transdisciplinary frameworks is largely the result of the strong problem-solving objectives of the research and the need for flexible methodologies in transdisciplinary research is driven by this problem-solving approach as "methodologies employed in transdisciplinary research needs to correspond to and reflect the problem and context under investigation."
- This focus on the problem, rather than the disciplines, minimizes the possibility of unidirectional research. Within a transdisciplinary environment, no single discipline has intellectual precedence.
- Transdisciplinarity requires considerable effort on the part of the participants to open up their work to alternative ways of thinking.

EXERCSISE#1

Discussion

✓ Take a few moment to write down 2 benefits and 2 challenges in collaboration.

Notes:

B. TEAM DEVELOPMENT

A team is a small number of people with complementary skills who are committed to a common purpose, performance, goals. There are recognizable stages of development of a team. There are several characteristics of an effective team:

- Team members should feel that their participation is important and personally beneficial to them.
- Team should only remain intact as single entities so long they are working on a particular problem.
- Whenever possible, the team should include some of the persons who will be responsible for implementing the decision.
- Members of a team much possess the appropriate balance or mix of skills and traits.
- Members of the teams should have knowledge and information that is relevant to the problem and task.
- Team members should feel that their participation is important and personally beneficial to them.
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B.1. Stages of Team Development

The model of group development was first proposed by Bruce Tuckman in 1965, who maintained that these phases are all necessary and inevitable in order for the team to grow, to face up the challenges, to tackle problems, to find solutions, to plan work, and to deliver result. This model has became the basis for subsequent models. There are several stages of team development, as follows:

Stage One: Forming

This stage has high dependence on leader for guidance and direction. Individual roles and responsibilities are unclear. Leader must be prepared to answer lots of questions about the team's purpose, objectives and external relationships. Processes are often ignored.

Stage Two: Storming

Decisions don't come easily within group. **Team members seek for position as they attempt to establish themselves in relation to other team members and the leader, who might receive challenges from team members.** Clarity of purpose increases but plenty of uncertainties persist. Cliques and factions form and there may be power struggles. The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues. Compromises may be required to enable progress. Leader is coach.

Stage Three: Norming

Agreement and consensus is largely forms among team, who respond well to facilitation by leader. Roles and responsibilities are clear and accepted. Big decisions are made by group agreement. Smaller decisions may be delegated to individuals or small teams within group. Commitment and unity is strong. The team may engage in fun and social activities. The team discusses and develops its processes and working style. There is general respect for the leader and some of leadership is more shared by the team. Leader facilitates and enables.

Stage Four: Performing

The team is more strategically aware AS the team knows clearly why it is doing what it is doing. **The team has a shared vision and is able to stand on its own feet with no interference or participation from the leader.** Disagreements occur but now they are resolved within the team positively and necessary changes to processes and structure are made by the team. The team is able to work towards achieving the goal, and also to attend to relationship, style and process issues along the way. Team members look after each other. The team requires delegated tasks and projects from the leader. The team does not need to be instructed or assisted. Team members might ask for assistance from the leader with personal and interpersonal development. Leader delegates and oversees

Stage Five: Adjourning

This stage looks at the team from the perspective of the well-being of the team rather than from the perspective of managing a team through the original four stages of team growth. The team leader should ensure that there is time for the team to celebrate the success of the project and capture best practices for future use.

B.2. Innovation Types and Team

There are several innovator types that will influence the interaction within the team. To know the strength and challenges of all innovators, recognizing all the types is needed.

a. Innovators

   Innovators are the first individuals to adopt an innovation. Innovators are willing to take risks, youngest in age, have the highest social class, have great financial liquidity, are very social and have closest contact to scientific sources and interaction with other innovators. Risk tolerance has them adopting technologies which may ultimately fail. Financial resources help absorb these failures. (Rogers 1962)

b. Early Adopters

   This is the second fastest category of individuals who adopt an innovation. These individuals have the highest degree of opinion leadership among the other adopter categories. Early adopters are typically younger in age, have a higher social status, have more financial luquidity, advanced education, and are more socially forward than late adopters. They are more discrete in their adoption choices than innovators and realize that judicious choices in what they adopt will help them maintain a central communication position.

c. Early Majority

   Individuals in this category adopt an innovation after a varying degree of time. This time of adoption is significantly longer than the innovators and early adopters. Early majority adopters tend to be slower in the adoption process, have above-average social status, are in contact with early adopters, and seldom hold positions of opinion leadership in a system.

d. Late Majority

   Individuals in this category will adopt an innovation after the average member of the society. These individuals approach an innovation with a high degree of skepticism and after the majority of society has adopted the innovation. Late majority adopters are typically skeptical about an innovation, have below-average social status, have very little financial lucidity, are in contact with others in late majority and early majority categories, and have very little opinion leadership.

e. Laggards

   Individuals in this category are the last to adopt an innovation. Unlike some of the previous categories, individuals in this category show little to no opinion leadership. These individuals

typically have an aversion to change-agents and tend to be advanced in age. Laggards typically tend to be focused on "traditions," are likely to have the lowest social status and the lowest financial fluidity, are the oldest of all other adopters, and are in contact only with family and close friends.

C. IDENTIFY POTENTIAL COLLABORATOR

An important step in collaboration is getting a sense of who the stakeholders are and what contributions they might be able to make to the collaboration effort. This step is also intended to collect information and assess any potential partners' influence on and importance to the issue at hand. The other important key is turning stakeholders into partners.

Stakeholder analysis in conflict resolution, project management, and business administration, is the process of identifying the individuals or groups that are likely to affect or be affected by a proposed action, and sorting them according to their impact on the action and the impact the action will have on them. This information is used to assess how the interests of those stakeholders should be addressed in a project plan, policy, program, or other action. Stakeholder analysis is a key part of stakeholder management. Policymakers and managers can use a stakeholder analysis to identify the key actors and to assess their knowledge, interests, positions, alliances, and importance related to the policy. This allows policymakers and managers to interact more effectively with key stakeholders and to increase support for a given program.

Initially, the working group should identify all actors who could have an interest in the selected program, including actors outside the health sectors that could affect or be affected by the program/policy. Specific stakeholders can be identified from the following sectors: international/donors, national political, public, labor, commercial/private for profit, and non-profit. Civil society is an important sector to consider if the community or consumers have a direct interest in the policy. It is also important to consider the potential stakeholders in different geographic or administrative areas within one organization. Here are an example list of potential stakeholder groups:

For a national-level health reform policy

- MOH (central, regional, local, facility levels)
- Ministry of Finance
- National institute of social security
- National labor unions
- Health facility directors
- For-profit/non-profit health organizations
- Politicians
- International donors
- Organized community groups

For a facility-level health reform policy

- MOH central or regional (oversight body)
- Ministry of finance (source of funding)
- National unions connected with facility
- Facility directors or manager
- Facility board
- Facility doctors
- Facility nurses
- Facility nonmedical staff
- Facility labor union representatives
- Users/organized community groups

Since resources, time, and finances for the analysis will be limited, the list of stakeholders to be interviewed must be prioritized. Expert who know the sector, policy, and players can help in this process. The working group members should meet with the experts to identify potential stakeholders from the various sectors. Using the expert inputs, the working group should prioritize the list of potential stakeholders to include only those individuals who have a direct interest in the policy and could affect its implementation. Actors who are not organized or do not have the ability to affect the specific policy should not be included. The more explanation about stakeholder analysis will be on Policy, Advocacy and Regulation Modules.

EXERCISE#2

Discussion

✓ Who should be involved in One Health team?

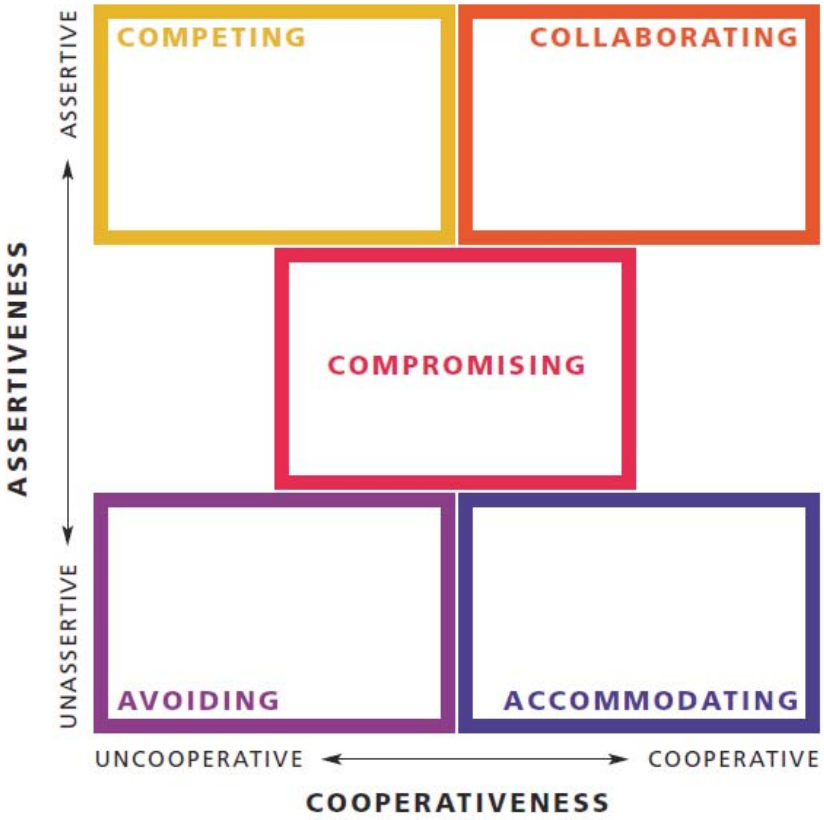
Notes:

D. CONFLICT RESOLUTION

(The TKI Profile & Interpretive Report *https://www.cpp.com/pdfs/smp248248.pdf)*

D.1. Thomas-Killman Conflict Mode

The Thomas-Killman Conflict Mode Instrument assesses an individual behavior in conflict situation. In conflict situation, we can describe a person's behavior along two basic dimensions: 1) Assertiveness, the extent to which the individual attempts to satisfy his or her own concerns, and 2) Cooperativeness, the extent to which the individual attempts to satisfy the other person's concerns. These who dimensions of behavior can be used to define five methods of dealing with conflict.



a. Competing

Competing is assertive and uncooperative, a power-oriented mode. When competing, and individual pursues his or her own concerns at the other person's expense, using whatever power seems appropriate to win his or her position. Competing might mean standing up for your rights, defending a position you believe is correct, or simply trying to win.

b. Collaborating

Collaborating is both assertive and cooperative. When collaborating, an individual attempts to work with the other person to find a solution that fully satisfies the concerns of both. It involves digging into an issue to identify the underlying concerns of the two individuals and to find an alternative that meets both sets of concerns. Collaborating between two persons

might take the form of exploring a disagreement to learn from each other's insights, resolving some condition that would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.

c. Compromising

Compromising is intermediate in both assertiveness and cooperativeness. When compromising, an individual has the objective of finding an expedient, mutually acceptable solution that partially satisfies both parties. Compromising falls on a middle ground between competing and accommodating, giving up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding but does not explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

d. Avoiding

Avoiding is unassertive and uncooperative. When avoiding, an individual does not immediately pursue his or her own concerns or those of the other person. He or she does not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

e. Accommodating

Accommodating is unassertive and cooperative – the opposite of competing. When accommodating, an individual neglects his or her own concerns to satisfy the concerns of other person, there is an element of self-sacrifice in this mode. Accommodating might take the not to, or yielding to another's point of view.

D.2. Conflict Management Techniques

a. Negotiation

Usually associated with bargaining. It is typically used when a contract or transaction is involved. Parties come to terms through discussion.

b. Mediation

A third person acts as an intermediary to help settle a dispute. They guide discussion to help generate a solution. Parties must want to settle and demonstrate some give and take.

c. Arbitration

An impartial third party listens to both sides of a dispute and and decides on the issue. The disputing parties are bound by the decision. Often flows from a contract of dispute over money (no flexibility) or when mediation has failed.

d. Collaboration

Parties work together to develop creative solutions that produce mutually desirable outcomes. Brainstorming is often used. No neutral third person is required.

e. Concensus

Those involved in the conflict agree on some points and come to a decision they can all live with. Everyone gives a little. Not the same as voting, although some associate it with majority rule.

EXERCISE#3

Games

Marshmallow Challenge Instructions
▪ **Build the Tallest *Freestanding* Structure:** The winning team is the one that has the tallest structure measured from the table's top surface to the top of the marshmallow. That means the structure cannot be suspended from a higher structure, like a chair, ceiling or chandelier. ▪ **The *Entire* Marshmallow Must be on Top:** The entire marshmallow needs to be on the top of the structure. Cutting or eating part of the marshmallow disqualifies the team. ▪ **Use as Much or as Little of the Kit:** The team can use as many or as few of the 20 spaghetti sticks, as much or as little of the string or tape. The team cannot use the paper bag as part of their structure. ▪ **Break up the Spaghetti, String or Tape:** Teams are free to break the spaghetti, and/or cut up the tape and string to create new structures. ▪ **The Challenge Lasts 18 minutes:** Teams cannot hold on to the structure when the time runs out. Those touching or supporting the structure at the end of the exercise will be disqualified. ▪ **Ensure Everyone Understands the Rules:** Don't worry about repeating the rules too many times. Repeat them at least three times. Ask if anyone has any questions before starting.

✓ What did you learn from the games?
✓ What you found most difficult and challenging in building the tower?

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