A Collaboration Rubric for Implementing and Sustaining Multi Service Partnerships in Human Services

FRSA Conference
Darwin November, 2012
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The material referred to in this powerpoint is discussed in more detail in the following publications:

- Winkworth, G (2005) *Partnering the 800 pound gorilla: Centrelink working locally to create opportunities for participation* Australian Journal of Public Administration, 64 (3)
Implementation questions

• How a developmental model of collaboration, informed by research, can provide a framework for more purposeful partnerships.

• Three questions which identify strengths and weaknesses of existing partnerships and what is needed for successful, long lasting collaboration.

• How individual agencies and networks of agencies can analyse and reflect on their partnerships and take responsibility for improved collaborative approaches that are focused on outcomes for clients.
Context

• Policy attention to improving the wellbeing and participation of children and families, especially those who are vulnerable and who live in disadvantaged locations (FSP Future Directions Paper)

• 2\textsuperscript{nd} 3 year Action Plan of the National Framework for Protecting Australia’s Children

• Royal Commission

• Unprecedented emphasis on collaboration and working together – taking a systems approach
Collaboration requires new forms of local governance

• Achieving a truly collaborative approach is not easy.

  – Each organisation is often a complex adaptive systems in itself
  – Legacy of competitive tendering
  – Disconnect between tiers/jurisdictions about children and families
  – Great deal of work needed to achieve new forms of local governance and joint accountability
  – Easy to publicly espouse but privately discount this overused term
Building collaboration at the local level

• Call to ‘Collaborate” is starting to be addressed through the creation of formal ‘Networks’ at the local level.

• The devil of collaboration is in the detail

• A Collaboration Rubric to help attend to the detail of “Networked Governance”
What is a Rubric?

Often used to describe a tool that lists criteria for evaluating what counts in a good piece of work (Goodrich, 1996:14)

“The best of our collective and professional judgment at this point in time in our small spot on the planet” (Griffin, 2009:13)

Sometimes referred to as a type of ‘capability maturity tool’ - describe best practice in terms of increasing levels of maturity (Lloyd Walker & Walker, 2011)
Rubrics can be created in a variety of forms and levels of complexity, however, they all contain three common features:

1) focus on measuring a stated **objective** (performance, behavior, or quality).
2) use a **range** to rate performance.
3) contain specific performance characteristics arranged in levels, indicating the **degree** to which a standard has been met.

The **Rubric** is an authentic assessment tool which is particularly useful in assessing criteria which are complex and subjective (Pickett and Dodge, 2007).
Turning the ‘complex’ and ‘subjective’ into a Collaboration Rubric

Developed over the past 5 years
Drawing on Mark Moore’s Theory of Change (1995, 2011) and the general collaboration literature (Horwath & Morrison, 2005; Corbett and Noyes; 2008; Gajda, 2004; Gray, 1996; Huxham & Vangan, 2005), together with observations of cross sectoral projects

• Centrelink
• Child Protection
• Family Support
• Juvenile Justice
• Employment, Family Relationships
• Family Law
• Education
Concepts underpinning the Rubric

- Create Opportunities for social inclusion
- Collaborate to address service gaps
- Co-ordinate to increase service accessibility
- Communicate to understand client issues and build trust

Increasing vulnerability and risk

Increasing cost/complexity of collaboration
3 Questions (Moore, 1995; 2011) - the basis for successful, long lasting collaboration

1. Does the collaboration have legitimacy and support (also called an “authorising environment”)? - “May we collaborate?”

2. Is there a shared understanding (a vision) of the value to the public of the collaboration – “Should we collaborate?”

3. Does the operational capacity exist to actually implement it. “If we should do it and we may do it . - Can we actually do it and what would it take?”
May do ... (is there an authorising environment?)

Should do... (is there a shared understanding of its public value?)

Can do... (is there operational capacity to implement?)

Michael White and Gail Winkworth
Turning the concepts into a rubric

COMMUNICATE  CO-ORDINATE  COLLABORATE  CREATE

MAY DO - SUPPORT AND AUTHORITY

SHOULD DO - SHARED VISION AND OUTCOMES

CAN DO - CAPABILITY

White and Winkworth 2012
Building the Authorisation (May Do)

- Legislation and Policy
- Tendering System
- Leadership
- History
- Organisational Coherence
- External Support
- Stakeholder Support
- Service User Support

White and Winkworth 2012
Building the Shared Value – Vision, Purpose, Outcomes (Should do)

- Vision/Mission/Philosophy
- Goal Setting
- Planning and Review
- Governance
- Data Collection

White and Winkworth 2012
Building the Capability to Implement (Can Do)

- Shared Practice
- Responding to Common Clients
- Professional Development
- Resources for Collaboration
- Budget Management

White and Winkworth 2012
The developmental approach in practice

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<thead>
<tr>
<th>Leadership</th>
<th>Communicate</th>
<th>Create</th>
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<tbody>
<tr>
<td><strong>Individual service leaders communicate with each other regularly</strong></td>
<td>Individual service leaders communicate with each other regularly and participate in a structured network of similar agencies</td>
<td>System leaders communicate a compelling shared story about the need for the partnership</td>
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<td>Senior decision makers provide active leadership within their organisation to support collaboration</td>
<td>Individual service leaders share joint leadership of innovative or reform projects</td>
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<td>Service leaders have a common understanding of values and directions for their organisations</td>
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A Four Staged Process

**Stage 1**
Preparation
- Local planning meetings and training of key participants in key concepts

**Stage 2**
Completing the Rubric
- Online survey (quantitative and qualitative) completed by staff of all partner agencies

**Stage 3**
Analysis & feedback
- Survey results are collated and a report is generated

**Stage 4**
Action Planning Workshop
- Workshops with key stakeholders to review results and plan for the future
In conclusion...

• An externally enabled process that allows for honest reflection on “How we are going”
• Endorsed by funding agencies – Need to see how really big policy Frameworks join up – Child Protection, , housing, disability, education, early childhood, mental health & D&A
• Organizational leaders endorse but what about team leaders?
• Staying focused on children and families – recognising clients as key stakeholders
• Embed within a performance and accountability framework
• Articulate the value by first agreeing on a problem (for clients rather than agencies)
• Shared practices- key strategies
• New leadership for ‘New Networked Governance’
• A place for evidence informed ‘maturity’ tools to achieve collaboration
• If we are to see an unprecedented level of collaboration, there is a place for evidence informed ‘maturity’ tools such as the Collaboration Rubric to
  – increase individual and collective accountability for a devolved service delivery system and
  – to inspire innovative partnerships which extend beyond this paradigm towards social inclusion for vulnerable children and their families.
Thank you

For more information on the Collaboration Rubric contact

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