

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

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References

- The material referred to in this powerpoint is discussed in more detail in the following publications:
- White, M., & Winkworth, G., (2012) *Improving child and family outcomes through a collaborative service model* in Noller, P & Karantzas, G.C. (eds) *The Wiley--Blackwell Handbook of Couples and Family Relationships*, First Edition, Blackwell Publishing Ltd.
- Winkworth, G. & White, M. (2011) *Report to the ACT Human Rights Commission on Structures and Organisational Arrangements to Support Reform in ACT Youth Justice*, ACT Government
- Winkworth, G. & White, M. (2011) *Australia's Children Safe and Well? Collaborating with Purpose Across Commonwealth Family Relationship and State Child Protection Systems*, *Australian Journal of Public Administration*, 70 (3)
- White, M. (2011) *Improving Outcomes for Children: Opportunities for Interdepartmental Collaboration*, Victorian Department of Education and Early Childhood Development and Victorian Department of Human Services.
- Winkworth, G & White, M. (2010) *May Do, Should Do, Can Do: Collaboration Between Commonwealth and State Service Systems for Vulnerable Children*, *Communities, Children & Families*, Australia, Vol 5, No. 1
- Winkworth, G. (2006) *Ordinary Officials Building Community Capacity Through Cross-Sectoral Collaboration - A Case Study*, *Public Administration Today*, Issue 9, October- Dec, 2006
- Winkworth, G (2005) *Public Officials and Collaboration: Centrelink and the creation of pathways to employment*, in M. Pawari (ed) Capacity Building for Participation: Social Workers Thoughts and Reflections, Community of Scholars, Charles Sturt University, October, 2005
- 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 focussed 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)
- 2nd 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

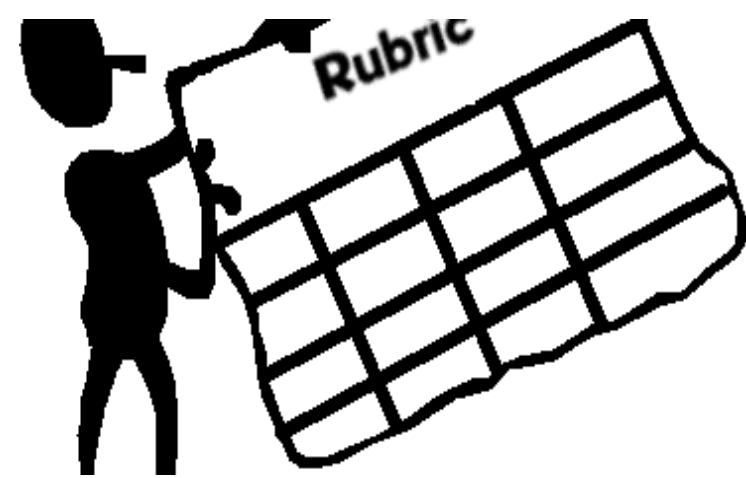
Collaboration requires new forms of local governance

- 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).

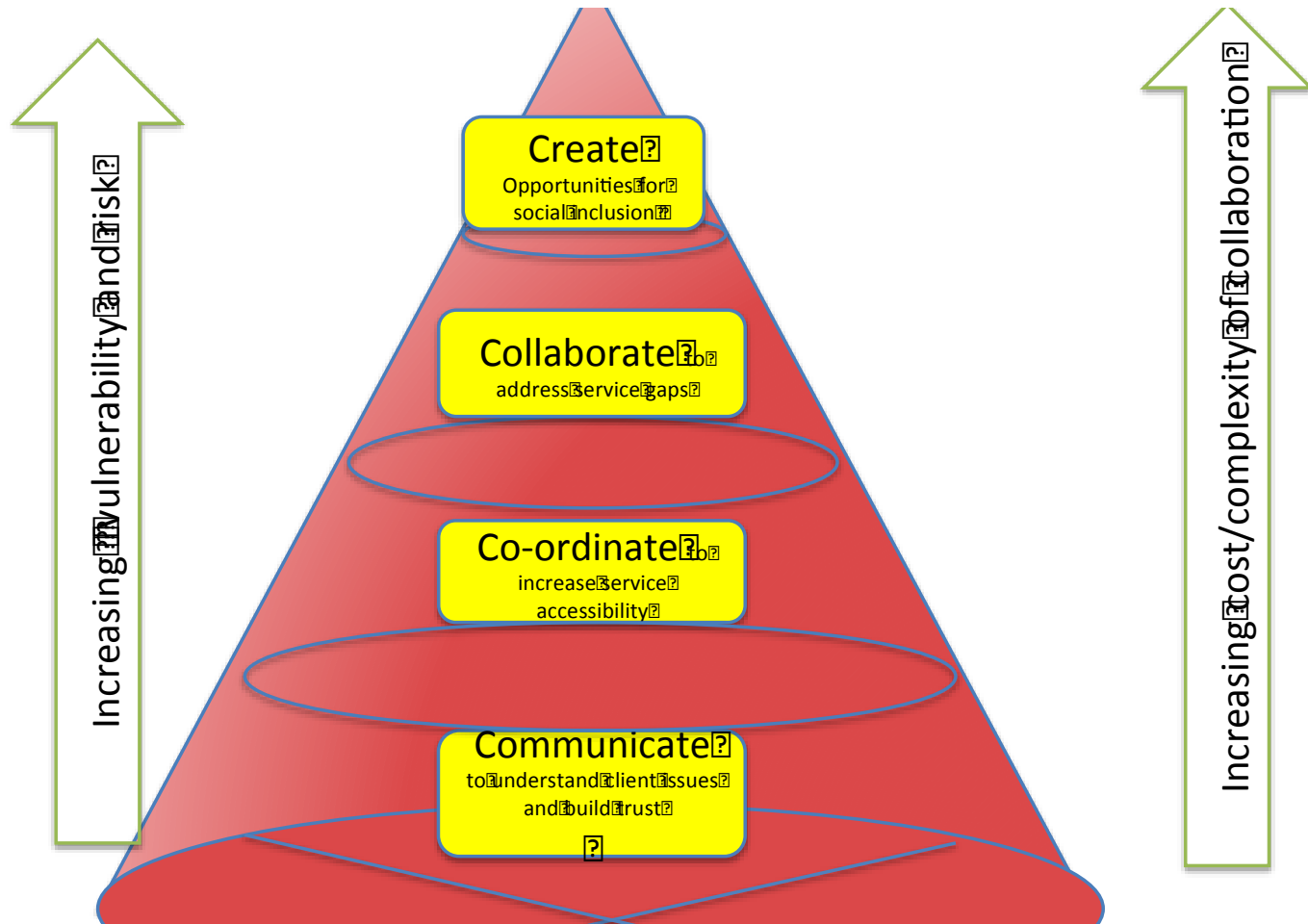
Turning the 'complex' and 'subjective' into a Collaboration Rubric

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

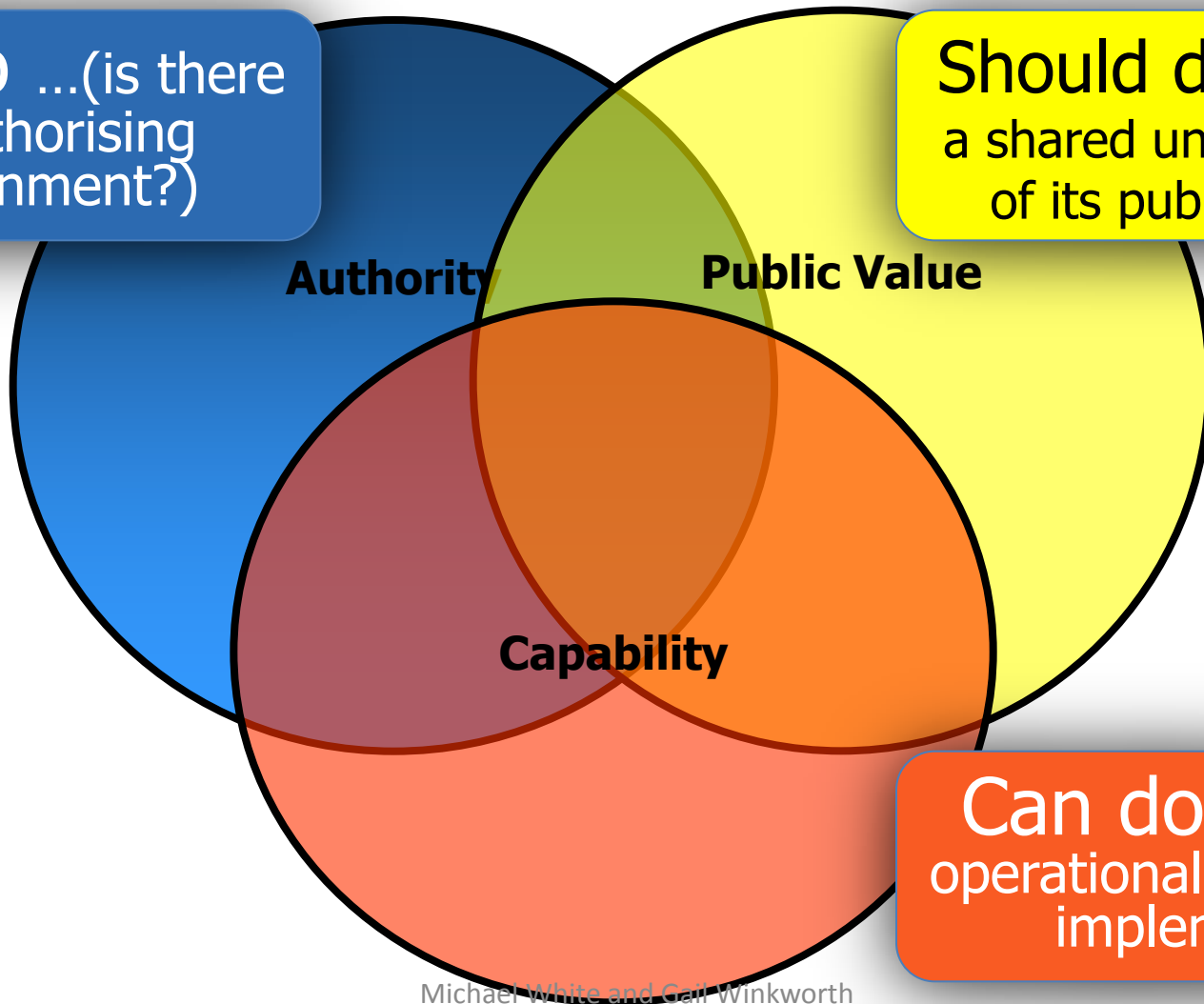


3 Questions (Moore, 1995; 2011) - the basis for successful, long lasting collaboration

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?”

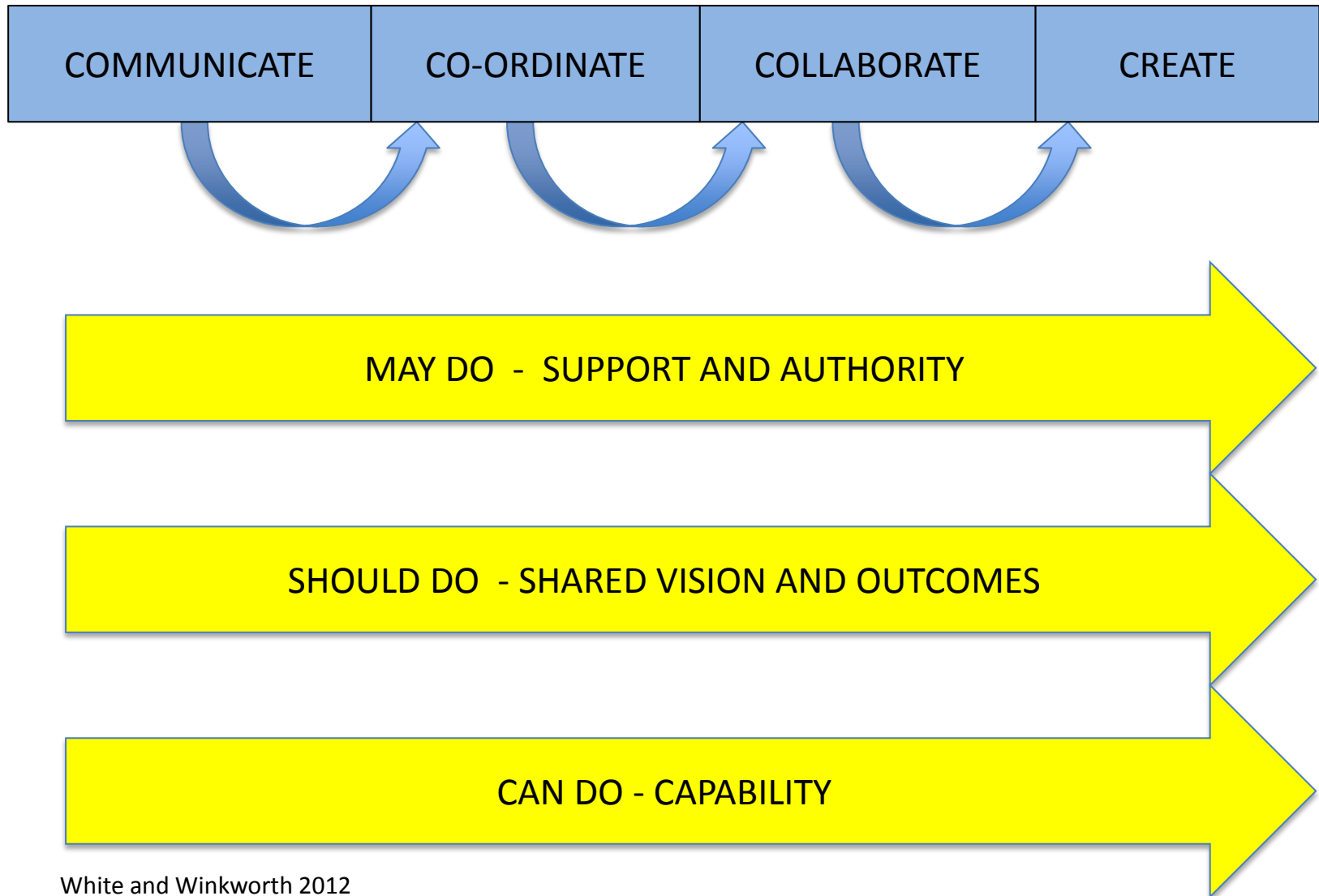
May do ...(is there an authorising environment?)

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

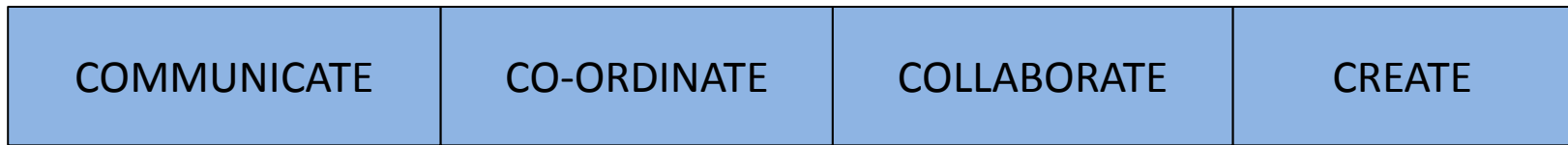


Can do...(is there operational capacity to implement?)

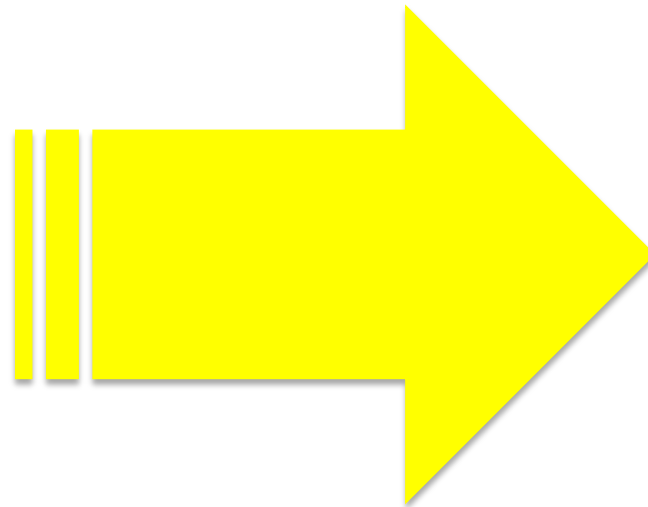
Turning the concepts into a rubric



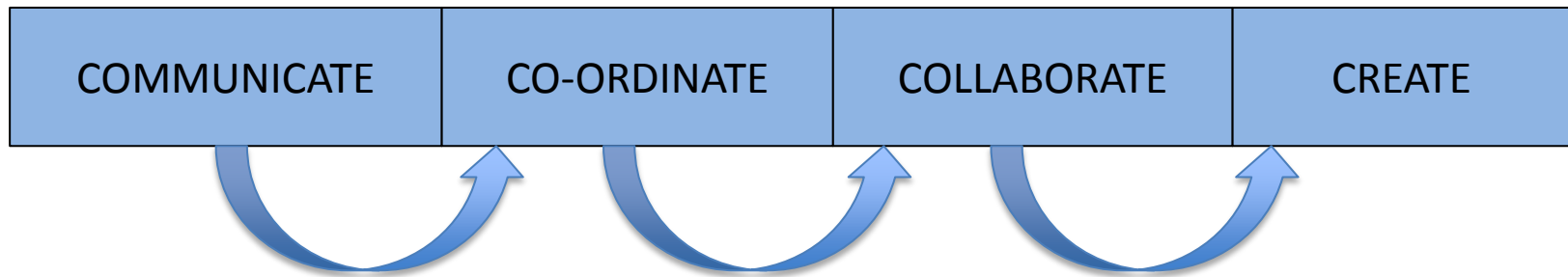
Building the Authorisation (May Do)



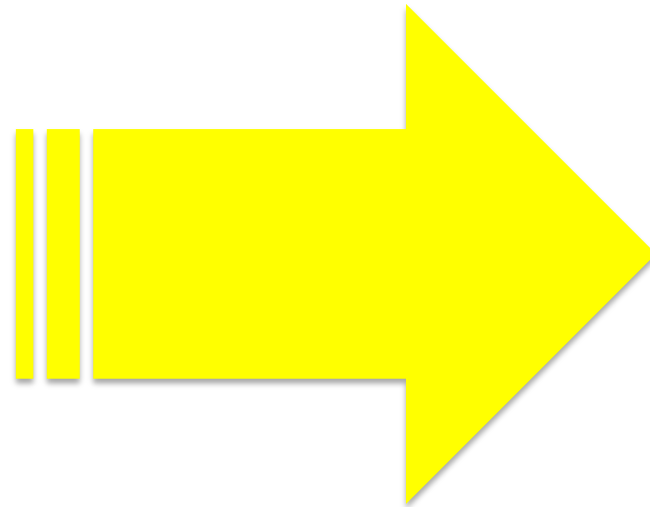
- Legislation and Policy
- Tendering System
- Leadership
- History
- Organisational Coherence
- External Support
- Stakeholder Support
- Service User Support



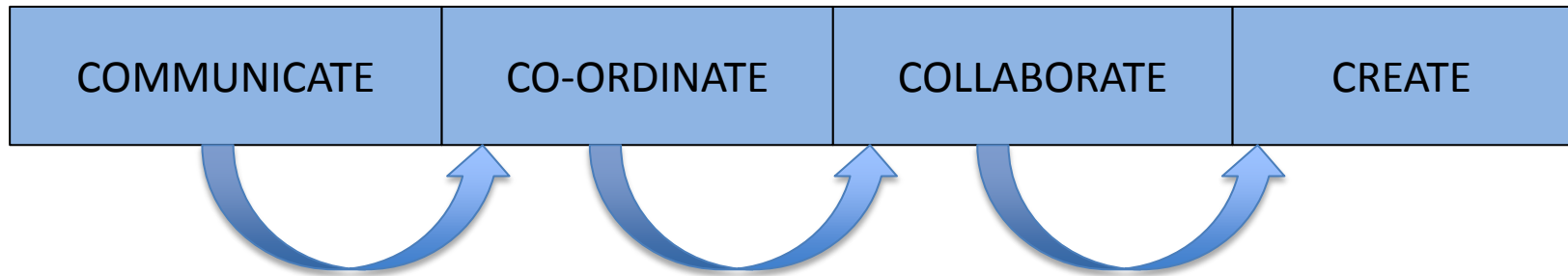
Building the Shared Value – Vision, Purpose, Outcomes (Should do)



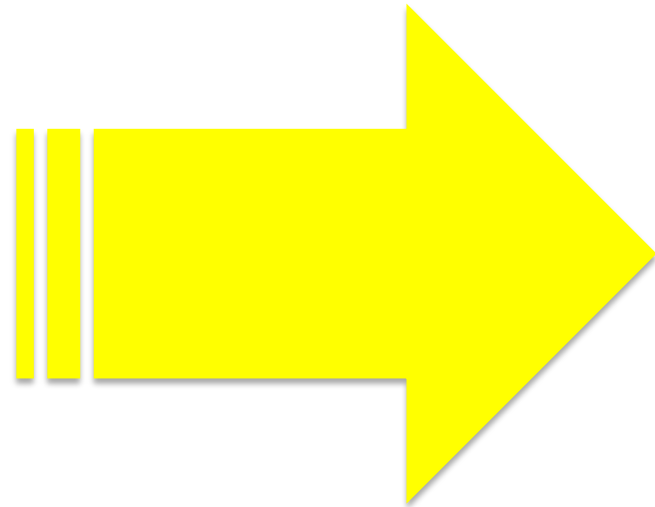
- Vision/Mission/Philosophy
- Goal Setting
- Planning and Review
- Governance
- Data Collection



Building the Capability to Implement (Can Do)



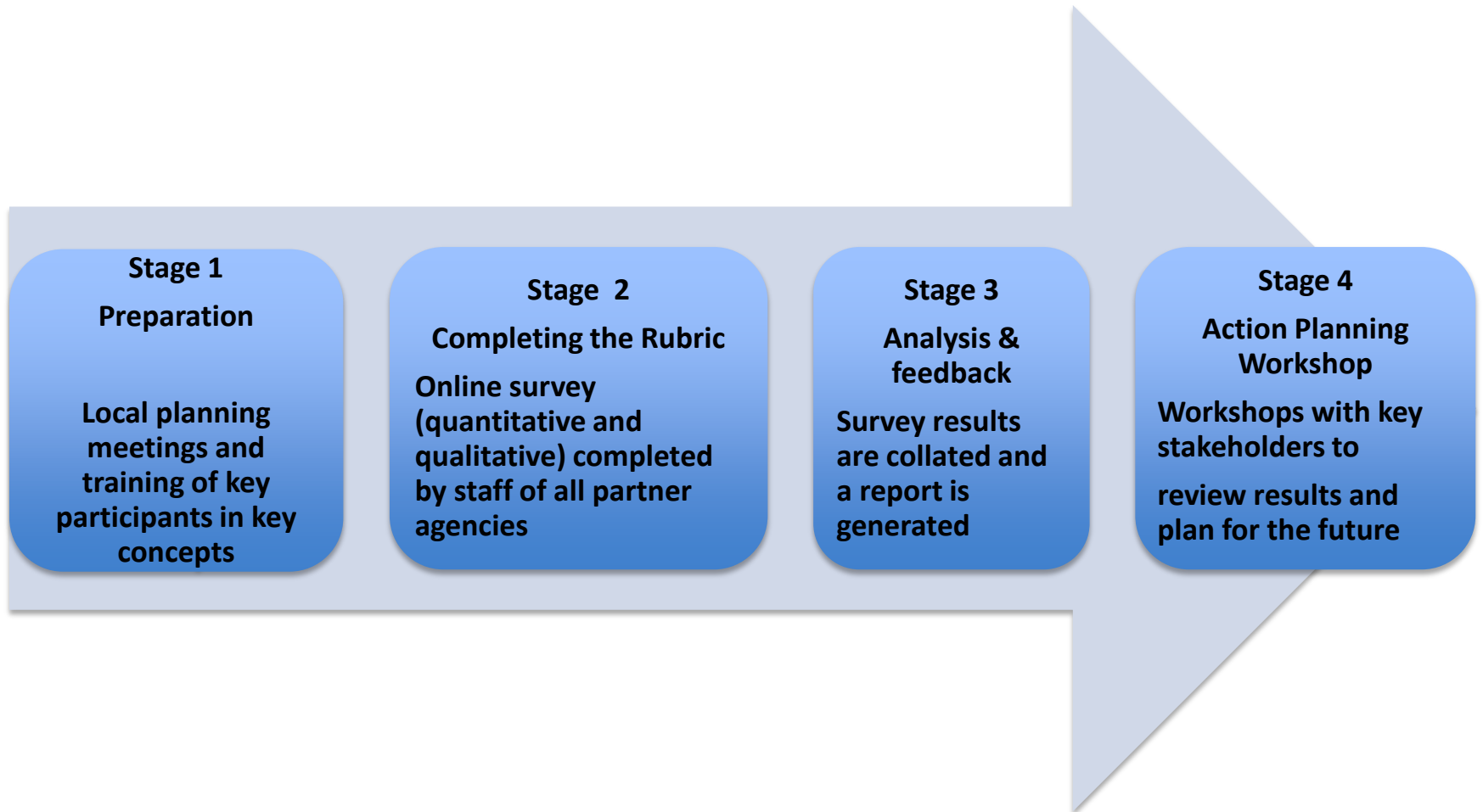
- Shared Practice
- Responding to Common Clients
- Professional Development
- Resources for Collaboration
- Budget Management



The developmental approach in practice

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

A Four Staged Process



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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