Comparing Theories of Collaboration and Facilitation with Servant Leadership

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	Servant Leadership (Laub, 1999)	**Facilitation theory (humanist) (Dunn, 2000)**	**Stigmergic Collaboration 2007**	**John-Steiner – Studying Collaboration (1998)**	**Comprehensive Theory of Collaboration (Wood & Gray, 1991)**
Description / Definition	Servant leadership is an understanding and practice of leadership that places the good of those led over the self-interest of the leader. Servant leadership promotes the valuing and development of people, the building of community, the practice of authenticity, the providing of leadership for the good of those led and the sharing of power and status for the common good of each individual, the total organization and those served by the organization (Laub, 1999, p. 83)	Carl Rogers and others have developed the theory of facilitative learning. The basic premise of this theory is that learning will occur by the educator acting as a facilitator, that is by establishing an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors (Laird 1985.)	"Collaboration is the process of two or more people collectively creating emergent, shared representations of a process and or outcome that reflects the input of the total body of contributors" (Elliott, 2007, p. 31). "Stigmergy is a class of behavior in which collective activity is coordinated through the individuals' response to and modification of their local environment—one agent's modification becomes another's cue (p. 8). (swarm intelligence) Coordination is "harmony of proximal relations" (p. 40) Cooperation is "procedural compliance in a shared pursuit" (p. 41). Collaboration is "co-created emergent shared representation" (p. 45).	"The principles in a true collaboration represent complementary domains of expertise. As collaborators, they not only plan, decide, and act jointly, they also *think together,* combining independent conceptual schemes to create original frameworks. Also, in a true collaboration, there is a commitment to shared resources, power, and talent: no individual's point of view dominates, authority for decisions and actions resides in the group, and work products reflect a blending of all participants' contributions" (p.	"Collaboration occurs when a group of autonomous stakeholders of a problem domain engage in an interactive process, using shared rules, norms, and structures, to act or decide on issues related to that domain" (p. 146).

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Beliefs	The servant leader **displays authenticity** by being open and accountable to others, by a willingness to learn vrom others, and by maintaining integrity and trust (Laub, 1999, p. 83)	* a belief that human beings have a natural eagerness to learn *there is some resistance to, and unpleasant consequences of, giving up what is currently held to be true, *the most significant learning involves changing one's concept of oneself.	Non zero sum outcome (i.e. win win) Includes creative activity (not just cooperating together); must create (p. 40). Generate multiple solutions to a problem and one is selected by the collective (p. 40) Collaboration transcends and includes cooperation which transcends and includes coordination (p. 41) The Internet is fundamentally a stigmergic system in that it supports mediated indirect communication and inspires users to respond to its encoding by further encoding it (p. 92).	Dialogue is important (understanding each other's work), but collaboration is more than that. Collaboration is also thinking together (see alos Senge)	Autonomy of the participants (p. 148) Interactive process Shared rules norms or structures

Leader (Hughes, Ginnett, & Curphy, 2006)	The servant leader **provides leadership** by envisioning the future, by taking initiative and by clarifying goals (Laub, 1999, p. 83) The servant **shares leadership** by facilitating a shared vision, by sharing power and releasing control, and by sharing status and promoting others (Laub, 1999, p. 83)	Facilitative teachers are: *less protective of their constructs and beliefs than other teachers, *more able to listen to learners, especially to their feelings, *inclined to pay as much attention to their relationship with learners as to the content of the course, *apt to accept feedback, both positive and negative and to use it as constructive insight into themselves and their behaviour.	The individual must relinquish some control to the collective, including sole authorship (p. 49) Collaborative output requires "constant attention and redevelopment" through out the process, and the purpose needs redefining daily, each moment (p. 50) Procedures must be previously agreed upon (p. 51). Digital stigmergic collaboration requires these steps: Define an objective for which collective creative contribution is required in order to build value through user contribution. Define a set of procedures designed to provide the capacity for participants to make such contributions. Develop an online environment which caters for these contributions and enables the emergence of collectively created shared representations, and cultivate a community which supports the objectives.	A commitment to shared resources, power, and talent. "Authority for decisions and actions resides in the group" p. 776	The role of the convener – who establishing, legitimizes and guides the collaborative alliance – p. 149 The convener must: *have convening power *have legitimacy among the stakeholders *have an unbiased, even-handed approach to the problem *appreciate the value of collaboration and have good visioning and process skills *ability to identify all the relevant stakeholders (type of convener influence p. 152) Shared rules, norms and structures (p. 148)

Followers	The servant leader **values people** by believing in people, by serving other's needs before his her own, and by receptive, non-judgmental listening (Laub, 1999, p. 83). The servant leader **develops people** by providing opportunities for learning and growth, by modeling appropriate behavior, and by building up others through encouragement and affirmation (Laub, 1999, p. 83).	Learners: *are encouraged to take responsibility for their own learning, *provide much of the input for the learning which occurs through their insights and experiences, *are encouraged to consider that the most valuable evaluation is self-evaluation and that learning needs to focus on factors that contribute to solving significant problems or achieving significant results.	Multiple participants with varying social capacities, personalities, histories and relationships (p. 53) An ideal prospective collaborator… 1. is enthusiastic about the subject of our collaboration 2. is open-minded and curious 3. speaks their mind even if it's an unpopular viewpoint. 4. gets back to me and others in a timely way. 5. is willing to enter into difficult conversations 6. is a perceptive listener. (p. 54) Communication happens through all types of mediums, and may not stay in the same medium. It also isn't two-way, it has multiple paths and multiple participants. Digital stigmeric collaboration also requires: Compliant participants make creative contributions and benefit from collective efforts.	"In product-oriented collaborations, for example, the roles tend to be clearly delineated, and efficiency is a primary objective. In more integrated collaborations, on the other hand, an emphasis on process, dialogue, and empowerment results in more flexible roles and division of labor" (p. 777) Collaboration is also thinking together (see also Senge)	Interests – shared, different and opposing – p. 161 Autonomy p. 148 Participants intend to act or decide – p. 148 A common problem domain p. 148

Situation	The servant leader **builds community** by building strong personal relationships, by working collaboratively with others, and by valuing the differences of others (Laub, 1999, p. 83).	Educators establish "an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors" (Laird, 1985) quoted in (Dunn, 2000)	Communication can be indirect using one-to-many or many-to-many electronic communication. Communication can be mediated turn-taking using communication networks such as email, snail mail, videoconferencing, telephone. Communication can be mediated turn-taking using social networks and may have the capacity for one-to-one or one-to-few. Negotiation can happen with the use of media or the local environment. Negotiation includes cultural negotiation (language, norms and beliefs) and social negotiation (personal histories, personalities, and reputation). "The environment plays an integral role in the construction of meaning and memory in that its configurations and reconfigurations act as an extension of the cognitive process" p. 72.	"collaborative groups differ in their conformance to this profile and that any single group may exhibit some of the features only episodically or only after long association" p. 776	Preconditions include: "high stakes and high interdependence, confluence of macrosocial conditions, degree of organization of problem domain and motivation to collaborate, need to maximize efficiency and reduce transaction costs, need to achieve a shared understanding of and response to a problem, share purpose, need to protect interests…. Environmental complexity and control – people and organizations "collaborate to reduce and control environmental uncertainty and turbulence" p. 155.

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