

Understanding Collaboration

Handouts



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* Note: This is an informal profile designed for instructional purposes only within the context of this workshop. It is not intended to be used as a psychometric measure in any other context.

** Adapted from: *Mastering Change, The Power of Mutual Trust and Respect in Personal Life, Family Life, Business, & Society*, Ichak Adizes, 1991.

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COLLABORATION TENDENCIES

<p style="text-align: center;">IDEAS (What if?)</p> <p style="text-align: center;">"I value ideas!"</p> <ul style="list-style-type: none"> • I tend to be visionary, and I see the big picture • I like to be creative, and I am a risk taker. • I take pride in my flexibility, and I am comfortable with chaos. • I often operate intuitively. • I don't like being hemmed in by pre-existing rules, models, categories, labels, etc. • I sometimes have trouble focusing on just one idea and committing to it. That's why I can be seen as unorganized and inconsistent. • Bean counters annoy me. I don't like nitpickers and bureaucrats. I am not too concerned with details. • I am not always sure of myself and I need to have my ideas validated. • I am sometimes accused of having my head in the clouds. I can be perceived as impractical & unrealistic. • I can be impulsive and dramatic. <p style="text-align: center;">Yes = Maybe No = No</p>	<p style="text-align: center;">PEOPLE (For Whom?)</p> <p style="text-align: center;">"I value People!"</p> <ul style="list-style-type: none"> • I tend to focus on interrelationships. • I am very sensitive to the feelings of others, & I like to build community. • I enjoy being a member of a team & I value cooperative efforts. • I am good at bringing people together. • I love harmony. I prefer to include rather than exclude. • I am sometimes viewed as wishy-washy because people don't always know exactly where I stand. • I am afraid to offend people so I sometimes don't speak up for myself. I can be too easy on others. • I don't like hard and fast rules that divide people. • Sometimes I am slow to act until I know that others are on board. • I can be too timid to take risks & I may not react well to pressure. <p style="text-align: center;">Yes = Maybe No = Maybe</p>
<p style="text-align: center;">Process (How?)</p> <p style="text-align: center;">"I value process and procedure!"</p> <ul style="list-style-type: none"> • I am usually well organized & self-disciplined. • I enjoy creating systems that bring order out of chaos. • I take pride in my ability to attend to details and get things running smoothly. • I need structure to thrive. I don't like surprise changes in my plans. • I am practical and direct. I don't like wasting time or energy. I often ask the question, "How will it work?" • I expect others to follow rules and live up to agreements. When this doesn't happen, I will express my feelings. • Sometimes I am accused of being insensitive to individual differences. I can be impersonal. • I can sometimes get too caught up in details and lose sight of the larger picture. • Sometimes I am accused of honoring tradition for its own sake. Others might see this as inflexible. • I can be impatient with those who don't give their ideas a reality check. <p style="text-align: center;">Yes = Yes No = Maybe</p>	<p style="text-align: center;">Product (What?)</p> <p style="text-align: center;">"I value performance and product!"</p> <ul style="list-style-type: none"> • I am highly focused and committed to getting the job done. I am concerned that things are done right. • I take pride in being task-oriented and getting lots of things accomplished. • I value expert knowledge. • I can become a workaholic when highly motivated • I like things my way & don't mind going it alone. • I generally find meetings to be a waste. I would rather just get on with the job. • I am sometimes accused of being authoritarian, almost dictatorial. When I see the right or obvious answer, I can get annoyed with those who want to fiddle around being "creative." • Others sometimes feel I am insensitive to their feelings. I tend to take action without consulting "the group." • Sometimes I can be too rigid & defeated by my own sense of perfectionism. <p style="text-align: center;">Yes = Yes No = No</p>

COMMUNICATION TIPS FOR THE COLLABORATION TENDENCIES

"IDEAS" Person

A. Speaking

- Speak of opportunities & not problems
- Ask for ideas & suggestions
- Be careful with disagreeing because disagreement may be taken personally and lead to lashing out behaviors.

B Listening

- Yes = Maybe → because (s)he is thinking out loud and the current idea may be replaced with another
- No = No

C The Negative Extreme: The Arsonist

- Unless balanced with other DMS traits, the ideas person will have new ideas constantly & the style will produce an organization in chaos with high burnout & turnover.
- The Arsonist's impact on others is that they never know what to expect. They have constant anxiety & are frozen into inaction. They may applaud the creativity & vision of this person, but they don't dare take initiative themselves. When they question or fail to implement the Arsonist's plans, it is taken personally and confirms the Arsonist's suspicions that the workers are not to be trusted or are uncommitted.
- *Typical Arsonist Complaint:* "We're thinking 'in the box', what if..."
- *Typical Arsonist Response To Change:* "I have a better idea."

"People" Person

A. Speaking

- Speak in terms of consensus building around an idea or proposal
- Let the "People" person know who already supports the idea

B Listening

- Yes = Maybe → It all depends on situational politics
- No = Maybe → It all depends on situational politics

C The Negative Extreme: The Super Follower

- Unless balanced with other DMS traits, the people person may disappear as a forceful presence. People may feel good, but little gets accomplished & incompetence is empathetically supported rather than confronted.
- The Super Follower's impact on others is that they never know what the person truly thinks. In times of crises, there's an inability to make decisions & provide firm leadership. The lack of direction can lead to opportunities for mutiny within the ranks. Sometimes others assume the role of "informant", clueing in the Super Follower on what is happening behind the scene.
- *Typical Super Follower Complaint:* "We're not communicating well. Perhaps you have misunderstood me."
- *Typical Super Follower Response To Change:* "How do others feel?"

"PROCESS" Person

A. Speaking

- Make an appointment & be on time
- Speak of solving problems within an established context & without great disruption to the system.
- Be prepared to explain details & show evidence of planning
- Allow time for processing

B Listening

- Yes = Yes
- No = Maybe → Will say "no" until (s)he can process all the implications and see how it is "doable." "Does it meet the criteria? Is there a proper plan?"

C The Negative Extreme: The Bureaucrat

- Unless balanced with other DMS traits, the process person will care only about "doing things right" (i.e., by the book) as opposed to "doing the right thing". Focus will be on creating manuals, procedures, rules & regulations as a solution to most challenges. Will resist new ideas, bringing people together, or taking risks. Can become so immersed in detail & procedure that they may produce organization that are smooth running disasters.
- The Bureaucrat's impact on others is that they are turned into "soulless clerks" who loathe spontaneity. "Make no waves" is the motto for institutional survival.
- *Typical Bureaucrat Complaint:* "They're not following the rules."
- *Typical Bureaucrat Response To Change:* "We've never done it that way." "That's not how we agreed to do it!"

"PRODUCT" Person

A. Speaking

- Speak in terms of "a crisis" or "problem to solve."
- Propose solutions that (s)he can approve/implement
- Get right to the point & don't waste time

B Listening

- Yes = Yes
- No = No

C The Negative Extreme: The Lone Ranger

- Unless balanced with other DMS traits, the product person may be dissatisfied with the work ethic or work quality of others and take responsibility for "everything" because control is very important & delegating responsibility is difficult. When it is delegated, the Lone Ranger may undermine the power and authority of the co-worker by intrusive "checking up" or second-guessing. The Lone Ranger style tends to produce an organization that is very hierarchical & autocratic where collaboration is unknown or very difficult.
- Co-workers & subordinates become "go-fers". Since all decision making goes through the Lone Ranger, others dare not take action without permission. Work takes on a "start-stop-what next?" rhythm. This pattern makes the Lone Ranger criticize those around him/her for lack of imagination, initiative, or commitment & decides to do the work him/herself.
- *Typical Lone Ranger Complaint:* "We're wasting time. Let's get on with it!"
- *Typical Lone Ranger Response To Change:* "What needs to be done?"

Group members:

IP³

Project Name/Date:

DEBRIEFING COLLABORATION

DIRECTIONS: Please consider the quality of your collaboration in the challenge just completed. Please respond to each of the following questions.

IDEAS

PEOPLE

Were all ideas heard and considered?	Were all group members invited to participate and valued when they did so?
What might you/we do differently next time?	What might you/we do differently next time?

PROCESS/PROCEDURES

PRODUCT

Was your group well organized and did it use available resources efficiently?	Was your final product of the highest quality possible given the resources available?
What might you/we do differently next time?	What might you/we do differently next time?

Group members:

IP³

Project Name/Date:

PLANNING COLLABORATION

DIRECTIONS: Please consider the challenges you've had in the past as opportunities to learn about effective collaboration. Based on these experiences, please respond to each of the following questions as you plan for this upcoming collaborative effort.

IDEAS

PEOPLE

What will you do to ensure that all ideas are heard/considered?

What will you do to invite all group members to participate actively and feel valued?

PROCESS/PROCEDURES

PRODUCT

What will you do to ensure that your group is well organized and that you use available resources efficiently?

What will you do to ensure that your final product is of the highest quality possible given the resources available?

Teacher Strategies

What can I do to meet my learners' needs?

IDEAS

(What if?)

I like exploring new IDEAS. I like to be CREATIVE.
I see the BIG PICTURE. I enjoy RISK TAKING
I can take pride in my FLEXIBILITY. I can handle
confusion & chaos.

PEOPLE

(For Whom?)

I value PEOPLE. I focus on RELATIONSHIPS. I am
SENSITIVE to the feelings of others. I need to BELONG
& feel CONNECTED. I am good at creating HARMONY &
building CONSENSUS.

Process

(How?)

I value PROCESS and PROCEDURE. I need STRUCTURE.
I am well ORGANIZED and DISCIPLINED.
I enjoy creating SYSTEMS. I take pride in attending to details
and making things run SMOOTHLY.

Product

(What?)

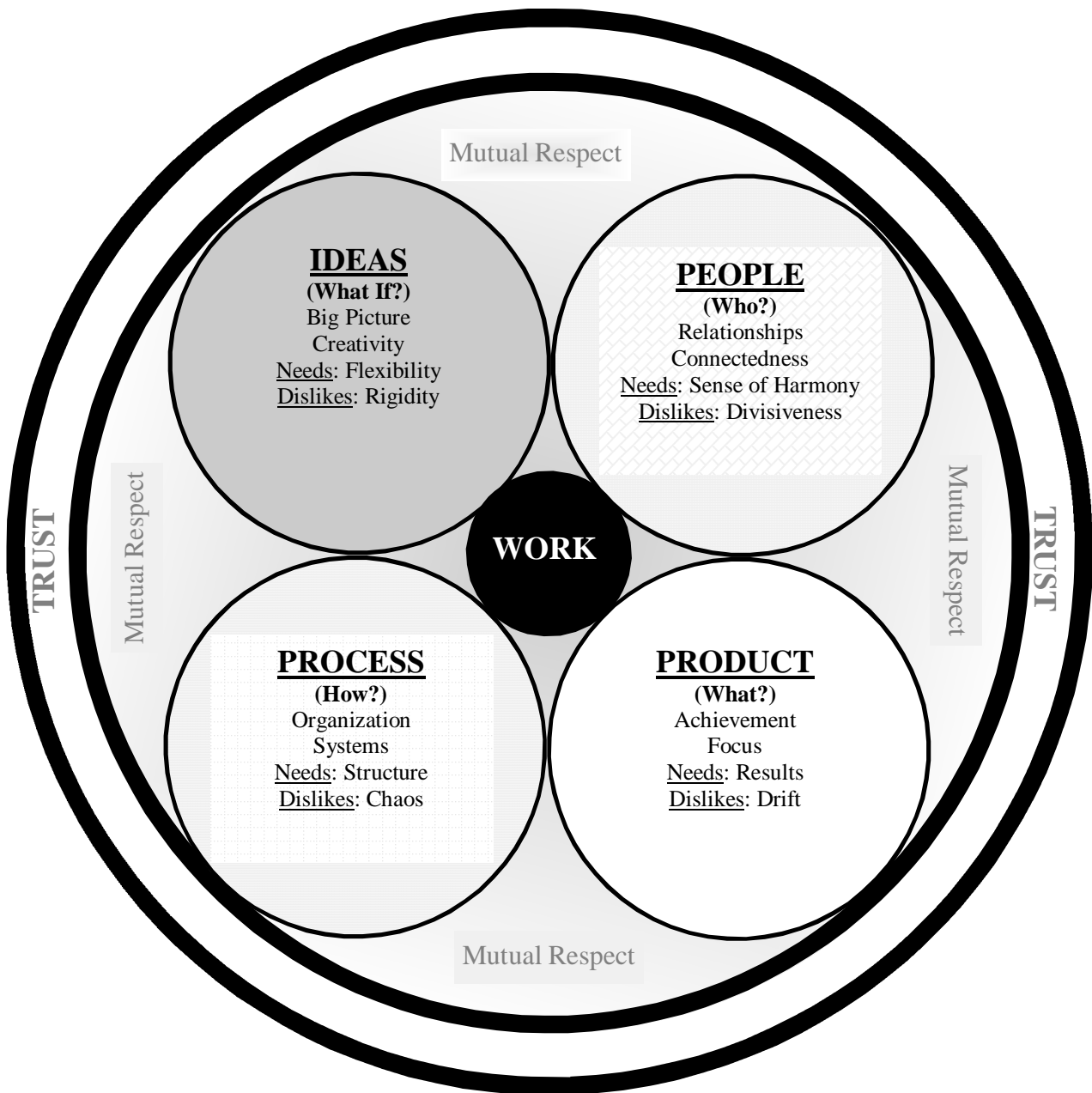
I value PERFORMANCE and ACHIEVEMENT.
I need to see RESULTS. I am TASK-ORIENTED. I am good
at remaining FOCUSED and COMMITTED. I take pride in
doing things RIGHT.

Activities, Tools & Techniques for each IP3 Quadrant

IDEAS	PEOPLE				
Brainstorm Carousel * Check-in EOD * Huddle* Initiatives Sweep W.A.S.H.*	Carousel Check-in Debrief* E.O.D. FVC Huddle Initiatives Quality Conversation/Discussion* Quality Audience* Sweep Thumb Tool W.A.S.H.				
PROCESS	PRODUCT				
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Bin/Parking Lot Carousel Chunking Debrief E.O.D. FVC Map of the Day/ Week </td> <td style="width: 50%; vertical-align: top;"> PMI Quality Standards Quality Conversation/ Discussion* Quality Standards Task Roles Thumb Tool W.A.S.H. </td> </tr> </table>	Bin/Parking Lot Carousel Chunking Debrief E.O.D. FVC Map of the Day/ Week	PMI Quality Standards Quality Conversation/ Discussion* Quality Standards Task Roles Thumb Tool W.A.S.H.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Academic Challenges Distillation Chunking Debrief FVC Lecture Feedback </td> <td style="width: 50%; vertical-align: top;"> PMI Quality Standards Quality Conversation Quality Standards Reflective Questions S.O.B.—Looks like/ Sounds like </td> </tr> </table>	Academic Challenges Distillation Chunking Debrief FVC Lecture Feedback	PMI Quality Standards Quality Conversation Quality Standards Reflective Questions S.O.B.—Looks like/ Sounds like
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* AT&T that fits into at least three quadrants

IP³ Helps Us Keep our Bearing



IP3 REMINDERS

1. Don't pigeonhole people. We all have some of each quadrant.
2. Don't use this information as a crutch. We all have to learn to stretch.
3. Stretch during practice and play to your strengths at crunch time.
4. High functioning teams need representatives from each quadrant. Understand the difference between cooperation and collaboration.
5. Conflict is an essential ingredient when producing the highest quality but it is only valuable in an atmosphere of mutual respect and trust.
6. To *empower* make decisions by consensus. For *quality* implement decisions autocratically.
7. Learn to celebrate people strong in quadrants other than yours rather than complain about them.
8. Use sarcasm with great caution. Make deposits before you make withdrawals.



Leading EDGE provides professional development training as well as meeting design & facilitation for corporate, non-profit and educational organizations.

Education:

The world of education is rapidly changing. Society is looking for bold and innovative approaches to curriculum design and teaching. Students, parents, teachers, school boards, employers and state and federal governments are asking schools to be more responsive to the real world environment. **School to Work, SCANS, Learning Standards, and Frameworks** are all examples of these changes. Leading EDGE uses the latest in educational models to make connections between the classroom, community outcomes, state learning standards and the federal **SCANS** competencies. The heart of the Leading EDGE educational programs is the Education By Design™ (EBD) classroom model. Education By Design™ is a classroom approach developed through the contributions of hundreds of kindergarten through college educators in association with Antioch New England Graduate School, Keene, NH. In New York State, staff development services are delivered by Education By Design™ Master Teachers highly experienced in this methodology. Every one of our Master Teachers uses in their own classrooms the same techniques we teach in our institutes. We strive to "Walk the Talk."

The EBD classroom model is a comprehensive teaching methodology grounded in experiential and collaborative learning. This approach moves students toward N.Y.S. Learning Standards by engaging them in increasingly complex, collaborative, problem-solving challenges. Through these challenges, students master traditional content while simultaneously developing the essential skills and dispositions (C-DOS Standards) required for success in school, the workplace and life. Students gain mastery of many of the learning standards not addressed by traditional instruction.

Education By Design™ is a program of Antioch New England Graduate School. Leading EDGE is the exclusive provider of Education By Design™ programming in New York State

Corporate & Non-Profit:

Today's world is demanding new skills for new environments. Leading EDGE specializes in developing skills for high quality collaborative problem-solving teams. Likewise, situational leadership development, team-building, decision-making strategies, critical thinking, creative thinking, organization and communication are major components of our corporate & non-profit development training. Leading EDGE works closely with each client to insure that their unique needs are met.

Wilderness Education:

Leading EDGE offers a variety of contract wilderness leadership training opportunities for a variety of wilderness professionals. The need to train outdoor leaders to provide safe adventures and protect the environment is greater than ever. Leading EDGE specializes in training responsible outdoor leaders for off-campus outdoor activities through a variety of specialty workshops ranging from Leadership and Decision Making to Navigation and ration planning. In addition we have a variety of slide/lecture programs of our adventures around the world.

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