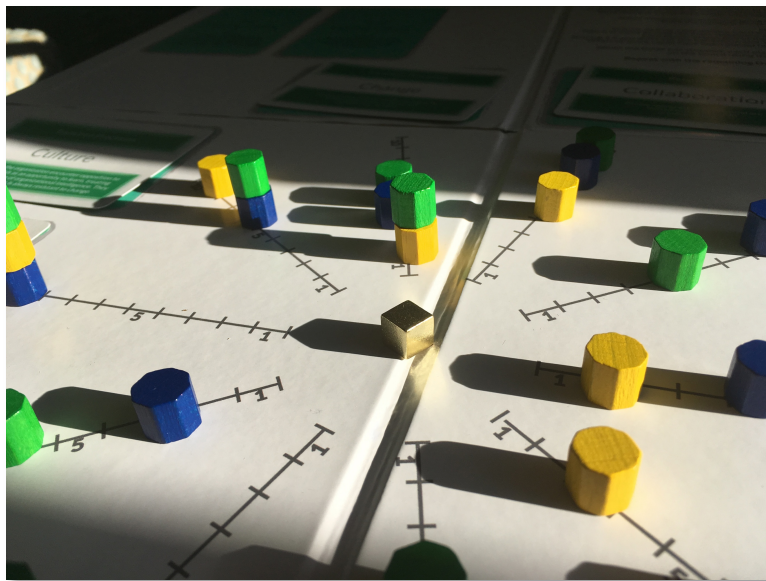


ACCELERATING COLLABORATION FIELD BOOK



Accelerating Collaboration Everywhere[®]

Enabling Business Agility

Assentire[®] ACE IA3.0

Disclaimer

This Collaboration Field Book is based on established theory and evidence-based work of Assentire Ltd, exploring the many aspects of Group Dynamics and the context a group works within (The Environment Dynamic), It is intended to be used by those who are seeking the **Digital Certificate in 'Collaboration Workshops'** based on the Accelerating Collaboration Everywhere® suite of tools directly associated with the certification programme.



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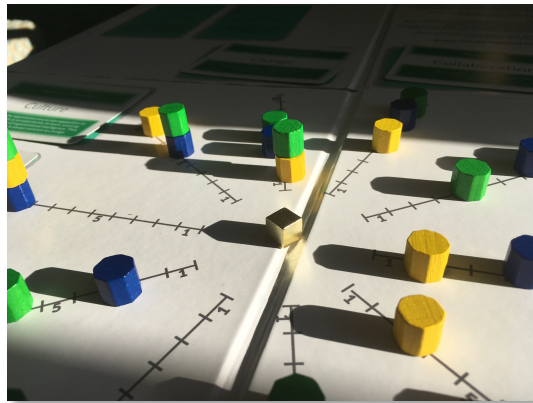
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Version Details

Collaboration Field Book 19th November 2024 v18

COLLABORATION FIELD BOOK



What we are working to achieve in our groups and teams



To bring about humble leadership of yourself, and your groups and teams

Structures and Symbols used in the Field Book

Designed to help the reader navigate quickly to key information.

	<p>Key Innovation Audit 3.0 Vocabulary The descriptions specific to the Innovation Audit 3.0 Tools.</p>
	<p>An <i>Accelerating Collaboration Everywhere</i>® (ACE) Toolkit Resource.</p>
	<p>Intervention Guidelines Suggested guidelines to support activities using ACE resources or related facilitation techniques for working with groups.</p>
	<p>Further Reading - Books or Papers Broader reading about collaboration themes.</p>
	<p>Online Resources Links Related online content or to purchase collaboration resources.</p>
	<p>Guiding Principles or Ideas Underpinning collaboration and agile practice.</p>
	<p>Thought Leaders From practice and academia exploring the world of collaboration, informed by socio-technical systems.</p>
	<p>Research or Case Study Illustrating or extending a theme.</p>

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Introduction

The difference between success and failure in business is stark. Failure tends to have the higher profile. We learn all about the spectacular collapses of Lehman Brothers, British Home Stores and Carillion. Away from the headlines, however, there is a growing evidence base on the characteristics of highly effective organisations: the start-up companies that successfully scale, the infrastructure projects completed on time and to budget, with no accidents and minimal waste, and the IT change programmes that boost service and productivity.

This book is based on an understanding of the research base, combined with the practical wisdom of the authors in helping dozens of businesses and teams achieve higher performance. Our conclusion is that the single biggest difference between projects and businesses that succeed, and those that fail, is the quality of collaboration between people. This book offers a practical guide on how to build optimal levels of collaboration.

It is perhaps a counter-intuitive discovery in an increasingly digital, automated world. After all, aren't robots and AI gadgets poised to replace human skills and interaction? All the evidence points to such an assumption being not merely wrong, but dangerously wrong. We need better quality relationships, communication and collaboration among people, both as healthy practices in themselves, and in order to get the best out of technology.

Take the construction industry. A technology-based innovation in recent years has been Business Information Modelling. This enables the prototyping of construction options in a simulated system, prior to beginning construction, creating the possibility of significant improvements in design, productivity and sustainability, and reduction in costs. A single platform facilitates the sharing of project information.

Several studies now show that Business Information Modelling is only highly effective when the teams involved display high levels of collaboration. One in-depth survey, covering projects in Australia, New Zealand and the Netherlands, concluded that industry knowledge and 'soft' skills – communication, conflict management, negotiation, teamwork and leadership – were crucial for success. The technical knowledge of how to use Business Information Modelling constituted comparatively straightforward skills to acquire. The biggest differences in performance depend upon the quality of teamwork.

It is tempting but mistaken to assume, the authors warned, that simply having a shared platform will guarantee effective collaboration. They added: 'Implementing Business Information Modelling in a technical sense is not sufficient to develop a collaborative environment and the influence of a strong project leader as well as the personal characteristics of team members are also important.' Such abilities have to be actively sought, nurtured and developed, they do not naturally accrue to individuals being assigned to a project teamⁱ.

One of the problems is that the practice of collaboration does not always come naturally, and often lies in conflict with long-established cultures in the workplace. Back in 1998, Professor Jeffrey Pfeffer, an academic specialising in high-performance workplaces, warned that fashionable business practices, such as managing to short-term financial targets, were heading in an opposite direction to what the evidence base was suggesting as being optimal for performance, which was a collaborative, high-engagement approachⁱⁱ. This conclusion has been reinforced more recently, for example in studies showing the ultra-high gains from advanced levels of collaboration by Professor Vlatka Hlupicⁱⁱⁱ.

While there is growing awareness of the need for such people-related skills, the investment required to develop such abilities is not always commensurate to the scale of the value added by effective collaboration – or destroyed by poor collaboration. We would seem to have a systemic blind spot. Why don't we teach people about people? It isn't hard, we just haven't

been doing it very well, because it hasn't been a high enough priority. Most professionals spend years learning technical skills, but only a few weeks or even days learning how to communicate, inspire, collaborate or lead. Edgar Schein's 2018 publication *Humble Leadership* seems to capture the current state of affairs well. He wrote:

'We have to accept that leadership, culture, and interpersonal and group dynamics are intertwined conceptually and behaviourally. This is the socio of the socio-technical system; this is the 'soft stuff' that humble leaders cannot delegate to HR, outside consultants, or facilitators. This is the stuff that is all too often ignored or actively pushed under the rug.'^{iv}

Another barrier to collaboration can lie in the contracting process. In the outsourcing world, contracts are sometimes drafted in a way that can undermine collaboration, as they are conservatively phrased, with a view predominantly to protect the interests of the commissioning organisation. The 2017 document published by the UK's Institution of Civil Engineers, *From Transactions to Enterprises*, called for a radical overhaul of the entire commissioning process, away from transactional, lowest-cost approach, towards one based on partnership and quality of service, code-named Project 13. It identified five dimensions of its proposed new partnership-based approach to infrastructure development:

Governance – Value lies at the centre of asset management; suppliers influence investment decisions.

Organisation – Suppliers work together in clusters, are paid for performance. The integrated organisation has the best candidate for each role.

Integration – Full integration of programme team, including suppliers; real-time, digitally enabled production systems.

Capable owner – Owner and suppliers collaborate to develop investment strategy, and improvement plans.

Digital transformation – Digital service providers are at the heart of the project team; asset management integrated with delivery.

In addition to the concept of collaboration, another binding concept is that of *agility*, characterised by high levels of cooperation, innovation and continual service improvement. This is promoted by the Agile Business Consortium (see below).

Three initiatives that support the agile, collaborative organisation are:

The Agile Movement – The Agile Business Consortium (ABC) asserts on its home page: '*Agile businesses work faster, better and deliver greater value for money – delighting customers, motivating staff and so driving profit. Agile practices improve all aspects of an organisation, from HR and finance, to project management, product development and organisational change.*' (<https://www.agilebusiness.org/>). There also exist Agile Project Management, Agile Software Development, Agile Construction and Agile Manufacturing.

Project 13 – This is a sector level initiative to provide a better approach to delivering high-performing infrastructure. The Institution of Civil Engineers (ICE) publication *From Transactions to Enterprises* states: '*Effective teams are networks of collaborative relationships that encourage an exchange of knowledge and capabilities to drive improvement and innovation.* (p20.2)' (<http://www.p13.org.uk/>)

Business Information Modelling (BIM) – When combined with strong soft skills, this constitutes a powerful collaborative tool that is transforming service and performance in the construction sector. A research paper exploring 'Soft skill requirements in a BIM project team' identifies

three skill groups that are essential, Soft skills, BIM-technical skills and Discipline-specific skills. It adds:

Personal and interpersonal management skills were rarely identified by BIM specialists as specific skills requirements within a BIM team, but more detailed exploration of the roles and relationships in a BIM environment brought out numerous characteristics that can all be categorized under this heading. Almost across the board, the response in the interviews to the question 'What is the current roadblock to better BIM practice?' was 'People'. (<https://hdl.handle.net/10652/3239>)

In the UK Government's **Project Delivery Capability Framework** for public sector professionals working in project delivery, ten core leadership skills were specified and defined, including 'Collaboration', which is defined as: *'The ability to establish and develop productive relationships with internal and external stakeholders, bringing people together to benefit the project.'* (Taken from Version 2, published in November 2018).

If the research base and case studies tell us much about *why* businesses benefit from improving agility through collaboration – the enhanced service; and identify *what* their characteristics are, there remains a need to provide guidance on *how*. If you have an averagely performing team, or network of teams, or perhaps a newly constituted team: how do you move towards the highest levels of collaboration and performance? The purpose of this book is to help you on that journey.

Research specifically carried out for this book overturns some commonly held, tacit assumptions. For decades, approaches to the management of change programmes have emphasized leadership, communication around change, and management of performance. While these dimensions are important, more significant improvements come at the level of individual motivation, and personal and group dynamics, and there is now considerable accumulated knowledge on how these dynamics work. To the traditional menu of strategic planning and communication strategies, we need to add *gamification* and other deep learning experiences at group level. These have now been empirically verified.

Based on years of experience, the authors have developed and tested an approach that enhances collaborative levels and performance, and maximises the chance of such performance levels being maintained. It is called the **Accelerating Collaboration Everywhere**[®] (ACE) Suite of tools.

Enabling teams to communicate and agree on shared goals,

- Informing organisations to make the right training decisions,
- Understanding if you are an agile organisation, and what interactions are needed to create high-performing teams,
- Understanding the culture of your business from the top down,
- Making everyone feel like their voice counts,
- From an enterprise perspective, enabling businesses to understand their company culture, and benchmark it to help them understand how well they are doing,
- Enhancing the ability to raise negative issues before they impact the business, especially if the game is played regularly,
- Building trust between employees and the business, especially important after mergers.

The chapters that follow offer a guide to implementation, supported by information on the theory and research that underpins the approach. The primary focus is on the use of the Navigating Collaboration IA3.0 Boxed set for 1 to 8 players (there is a full guide for use in the Appendix) and how this can be used with both 'open' and 'closed' groups to enhance

collaboration in terms of more effective behaviours, relationships, trust and openness, leading to enhanced performance.

We are confident, based on both the research base and our own experience, that this will help prepare teams for the highest levels of collaboration and performance.

Rod and Debbie Willis, March 2019

Chapter One

Why Care About Collaboration?

Chapter 1: Why Care About Collaboration?

Key Themes

1.1 Learning together in the workplace

- The 70:20:10: approach and peer group learning

1.2 Relationship behaviours: the key to effective collaboration

1.3 How people in a group come together to get things done

1.4 The four dynamics in 'Navigating Collaboration'

1.5 Why have these collaboration resources been created?

1.6 The Why and How of enhanced collaboration

1.7 A hidden characteristic of Group Dynamics (complexity and quality)

- The complexity of group 'Connections'
- The quality of group 'Relationships'

1.8 Core Videos

- Why care about collaboration?
- Enhanced collaboration
- Motivation - what drives us?
- Psychological safety - what's holding us back?

1.1 Learning together in the workplace



With the decline of traditional manufacturing of physical products, as a proportion of the economy, and the growth of knowledge-based ways of working (Industry 4.0), with heightened access to vast amounts of data, and greater ease and speed of connectivity, the emphasis in learning is moving away from the conventional classroom towards lifelong learning using different skills.

The ability to work together with others to collaboratively solve problems, make decisions, think more critically and access our creative and innovative skills has become increasingly important. While there will always be a need to continue to learn technical, specialist or professional skills, the way in which we interact with others is key to elicit **dialogue, innovation and enhanced group and team performance**.



The 70:20:10: approach and peer group learning

An approach which captures this L&D challenge well is that of the **70:20:10 principle**. This suggests that we, and organisations, acquire knowledge in three ways:

10% of learning takes place in 'formal' learning (classroom, training, academic courses etc)

20% of learning is through a variety of activities that include social learning, coaching, mentoring, collaborative learning and other methods of interaction with peers

70% is through 'on the job' learning, from working with others to develop a broad range of skills and knowledge.



The 20% and 70% formats are ongoing, and this concept helps to inform the collaboration resources in this book. As a way of working it encourages peer learning on a day-to-day basis, keeping learning relevant and timely.



Developing Your People: The 70:20:10 Framework

Interview with Charles Jennings & Phil Le Nir of CoachingOurselves – A Henry Mintzberg Program. <https://youtu.be/b7uEJtjdsL0>

1.2 Relationship behaviours: the key to effective collaboration

As we reflect on our experience, studies and research in this area we know that the way we establish any new relationship (workplace or otherwise!) has several steps that come into play in a specific sequence. How well aligned these are will impact the speed of intimacy (inclusive behaviours), how quickly we move to the next stage (the controlling behaviours), and ultimately how deeply we connect with the other person (openness behaviours).

This was the essence of the work of Will Schutz in the 1950s, who studied this phenomenon when he had the challenge of creating more compatible and effective teams for the US Navy. It has proved invaluable in our understanding of how groups and teams work together effectively. It informs one of the key components of the Innovation Audit 3.0, the diagnostic tool developed by the authors to explore group or team culture, and the organisational character that influences the group/team through the perceptions of team members.



How this works in a little more detail

This relationship-building sequence happens for the most part sub-consciously, but as we stand back and reflect on any new situation, we can recognise that it's happening all the time.



So, what's going on?

When we meet someone the first thing to consider is how well we are **including** the other person in the conversations, and vice versa. Too little and people feel excluded, too much and they may feel threatened or overwhelmed. So 'reading the signals' and striking a balance that suits both parties is the initial opportunity to start an effective relationship.

Next, we begin to understand and work out the appropriate level of **control**. Do I feel 'controlled' by the other person's words or actions? or am I being too controlling towards them? Again, this is a dynamic experience that can impact the way in which the relationship is likely to develop.

As this connection settles, a final element comes into play. This is about **openness**. If the prior two stages (inclusion and control) have been established with a **balance** that both parties feel comfortable with, it is highly likely that a degree of **trust** will have been created and the two parties feel ready to 'open up' and share more deeply at this point.

By the time the third stage has been completed, and providing the individual behaviours have not changed dramatically, a strong bond and dialogue will have been created. This mechanism is best considered as a recursive process, strengthening working relationships over time.

This phenomenon can also be observed as a group 'comes together'; consider the **dance of behaviours** we experience as you or another person joins a group or team. The speed at which this process takes place can vary

tremendously; for some people it can be within a matter of minutes for others the process may be much slower and may never really get to a deep level.

However, this depth may not be necessary in all cases, so each relationship is always going to be unique, but the important thing here is to be aware that it is taking place all the time.

Once the process has been observed we can quickly recognise what is going on and we now have the option to start to regulate our own behaviours accordingly. This is especially helpful if a relationship is not as easy and comfortable as we would like it to be.

1.3 How people in a group come together to get things done



Any group or team that comes together creates a unique entity which has its own identity and group dynamic, based on the team members' ways of relating to and working with each other. This group may be operating well, just ticking over, or have some challenges. This **Group Dynamic** can be thought of as having two key components: the factors that enable learning, which we call the **Learning Dynamic**, and those which inhibit learning, the **Control Dynamic**.



Learning behaviours DRIVE performance

If we are fortunate to be working in a group or team where learning is encouraged, **innovation** is likely to be higher and the types of skills that are needed for the future (which are rarely taught), such as **critical thinking**, **reflective judgment**, **collaborative problem solving** and **collective decision making** can be practised and developed in a psychologically safe environment.



Problematic behaviours INHIBIT performance

The Control Dynamic is the converse of the Learning Dynamic. Some elements of control are essential to keep the individual, group or organisation safe, such as health and safety or environmental controls. These are not being questioned.

But the Control Dynamic also includes **problematic behaviours** that rob us of opportunities to learn and grow. When controlling behaviours dominate, they create an atmosphere in which people can feel psychologically unsafe and will be reluctant to try new ideas for fear of humiliation, ridicule or being reprimanded. This will have a direct impact on the performance of the group.

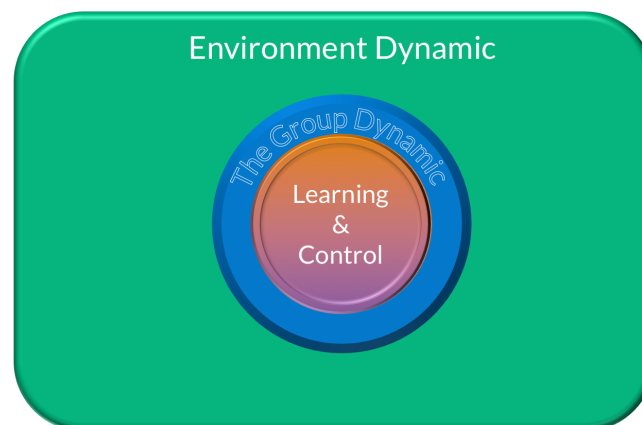
A group is not an island

A group does not exist in a hermetically sealed world. We can think of the group as working within a wider environment, which we call the Environment Dynamic.

The **Environment Dynamic** can be described as the context (or culture) the group is working in. This can include relationships with individuals outside the group, other groups and the wider organisation within which the group operates. How well this Environment Dynamic supports the group can significantly help or hinder its performance.

You may be part of a high-performing team where there is much collaborative learning, but if the environment around it is not supportive, eventually the group will be impacted – performance is likely to decline, the group may even be seen as disruptive and rejected. Groups will often lose the very people they need and want to keep, often starting a negative cycle of events.

1.4 The four dynamics in ‘Navigating Collaboration’



The **Group Dynamic** operates with a dynamic interplay of learning and controlling behaviours, which are often influenced by the degree of psychological safety in play. These Group Dynamic resources in the *Accelerating Collaboration Everywhere* suite enable the exploration of group level behaviours such as: inclusion, control and openness, group outcomes and finally the group’s prospects (there are more details and guidelines on these resources in the Appendix).

In addition to this, the group operates within a wider context.

This **Environment Dynamic** can significantly influence the degree of collaboration, learning and innovation of the group depending on the level of support it provides. It is a function of mindsets and motivation and has the opportunity to enable or hinder effective group performance.

1.5 Why have the Navigating Collaboration resources been created?

In a fast and increasingly complex world, it is those teams that are agile and unafraid to try new ideas (to trip up, learn and adapt) that will be most effective. Those able to flex and change quickly as the market requires, without losing cohesion and strategic direction, will be the ones that lead the way.

In order for this agile, innovative way of thinking and working to be most effective, the context in which the team operates needs to be supportive. To maximise this potential, the team and organisation need to be aligned and able to work in both a high performance and learning environment at the same time.

1.6 The Why and How of Enhanced Collaboration

Why?

Productivity is typically a key driver, and businesses need to embrace new ways of working and thinking to reinvent themselves ready for the global 21st century workplace. In a fast-changing world, a group or team needs to maximise inputs from multiple perspectives to avoid blind spots, reduce costly confrontation and come up with insightful and innovative solutions.

Who?

Groups or teams in any size of organisation.

What?

Peer dialogue in a fear-free learning environment using an agile and iterative approach to learning Group Dynamics.

Where?

Strong collaboration is beneficial everywhere, but has most utility when challenges are complex, unpredictable or the 'answer', or best approach, is uncertain or unknown.

How?

Fostering a psychologically safe environment with accountability, and encouraging dialogue using a common structure and vocabulary.



Greater learning behaviours will directly support a more agile group or team.

1.7 A hidden characteristic of Group Dynamics (complexity/quality)

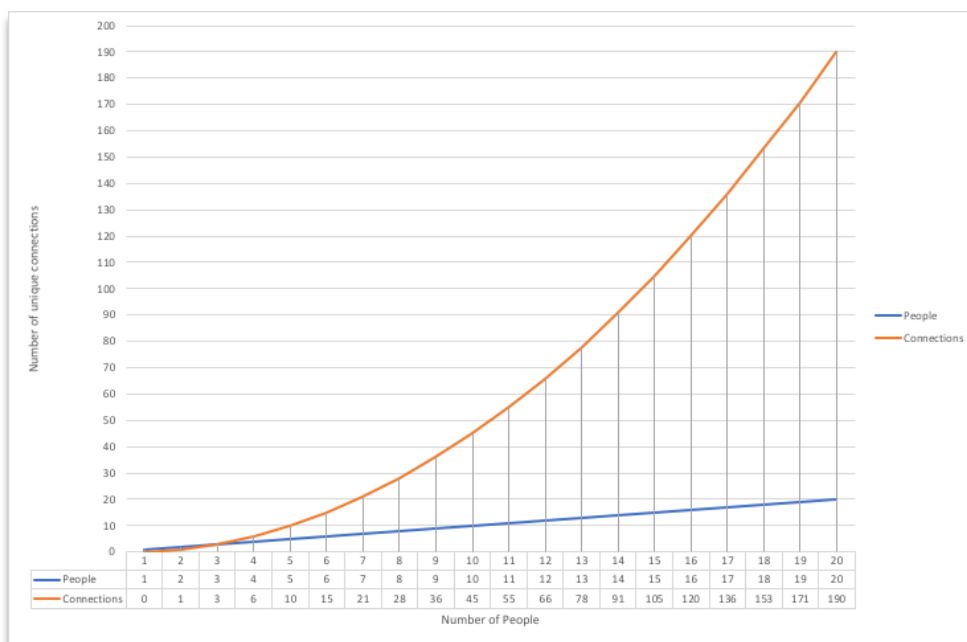
The complexity of group 'Connections'

The resources discussed in this book help groups or teams explore what is occurring within and immediately around them. It is sometimes helpful to add a couple of additional perspectives to what is inherently shared already.

Here we discuss two aspects of groups which are easy to understand, but which are often not considered when people are trying to work out what is occurring within a group.

The first idea is about the complexity of **connections within a group**. If you have two people working together, there is one 'connection' between them. If three people, then three 'connections', and if four then six and so on. The message is, it is NOT linear. The chart below shows the number of people increasing just by one from left to right and we can see the corresponding number of connections in the vertical axis. With 20 people working together, there are 190 unique connections.

The number of connections due to the number of people



Consider, how many people are in a group and does it matter?

For the mathematicians among the readers, here is the formula

$$\text{'Connections'} = n*(n-1)/2$$

Where 'n' = the number of people



Quality of group 'Relationships'

Edgar Schein has published many papers and practitioner books, one in particular is helpful in exploring the quality of a relationship between two people which is highly relevant within the group setting also. The following text is adapted from the book. *Humble Leadership: The Power of Relationships, Openness, and Trust*.

Relationships can usefully be differentiated along a continuum of '**levels of relationship**' that are generally accepted in society, that we have learned to use in our own relationships, and that are, therefore, familiar and comfortable.

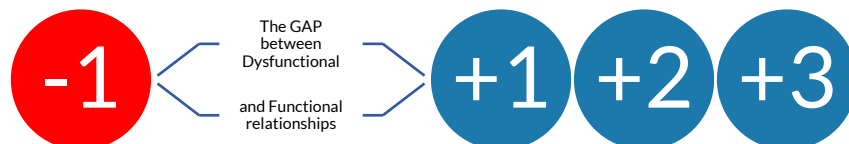


The relationship continuum includes these four levels:

- ❖ **Level Minus 1:** Total impersonal domination and coercion
- ❖ **Level 1:** Transactional role and rule-based supervision, service, and most forms of professional relationships
- ❖ **Level 2:** Personally cooperative, trusting relationships as in friendships and in effective teams
- ❖ **Level 3:** Emotionally intimate, total mutuality of commitments



Source: Schein, Edgar H.: *Humble Leadership: The Power of Relationships, Openness, and Trust* (Kindle Locations 190-198). Berrett-Koehler Publishers. Kindle Edition.



When people are wanting to explore what is occurring within a group, through just 30 statements they have the ability to explore the Group Dynamic (Learning Dynamic + Control Dynamic) and the Environment Dynamic (the context the group is operating within).

If the group is not able to move forward to where it would like to be, it can now reflect on both the complexity of '**connections**' and the quality of '**relationships**' within and between different groups.

This book does not explore complexity/quality ideas in great detail, rather we share what we have found to be helpful concepts that remove the 'smoke screen' often associated with what are referred to as the '**soft skills**'.

1.8 CORE VIDEOS for the Collaboration Resources

The first two videos provide the background as to why these resources have been developed. We strongly suggest you take the time to review these videos before you dig deeper into the book.



Why care about collaboration?



<https://vimeo.com/231456103>

*This interview of Nigel Paine (from Learning Now TV) interviewing Rod Willis gives a good sense of why these resources have been created and the need they are looking to address. It also includes a high-level introduction to the theory that has informed them. It references **Collaboration Poker** which has been redesigned and renamed to **Navigating Collaboration** to make it more accessible to a wider audience.*

Enhancing Collaboration



<https://bit.ly/2O8sO7X>

Rod Willis asks – 'How do we get teams to collaborate together effectively and how often do we see resistance to change?'

The following video references introduce and illustrate two underpinning concepts that inform the approach and the resources



Motivation – what's driving us?

Watch this RSA Animate, created from Dan Pink's talk at the RSA. The video illustrates the truths behind what actually motivates us in the workplace.



<https://bit.ly/1rdCAam>



This RSA animation introduces self-determination theory (SDT), as explored by Dan H Pink in his book about 'Drive: The surprising truth about what motivates'. SDT is a core component of the Environment Dynamic statements.



Psychological Safety – what's holding us back

Psychological safety is a belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns or mistakes.
Professor. Amy C. Edmondson



<https://goo.gl/kfhDU2>



'Building a psychologically safe workplace' by Professor Amy Edmondson at TEDxHGSE. The Novartis Professor of Leadership and Management at Harvard Business School. This concept is key to the Innovation Audit resources, especially for the Group Dynamic.

Chapter Two

The Business Imperative to Become More Agile

Chapter 2: The Business Imperative to become more agile

Key Themes

2.1 What's the business challenge we face?

2.2 Skills for the future

- World Economic Forum report insights

2.3 Evidence for enhancing collaboration and agility

2.4 Key collaboration issues

- As individuals and teams
- As organisations
- As a society

2.5 Just a few benefits of '*getting it right*' on business outcomes

- For the individual or team
- For the organisation

2.6 Implications of poor collaboration on individuals and the business

2.7 Ten reasons why strong collaboration is critical today

2.1 What's the business challenge we face?

The management environment is changing daily, and it often feels impossible to adapt quickly enough. In the UK productivity is 16.3%^v lower than the rest of the G7. An estimated £19bn could be wasted each year due to poor management practice^{vi}. UK management has failed to improve in over a decade.

Those who don't know how to respond are likely to keep doing the same thing – just faster, consuming valuable resources and inevitably becoming one of the many failing organisations reported each year.



The Solution

Be more agile; work smarter, not harder. For those wanting to survive and prosper they need to be creative by developing innovative and entrepreneurial practices that integrate Individual and Group Dynamics to create collaborative groups and teams.

For these agile behaviours to be long lasting, it is essential that the culture of the organisation supports the new behaviours wholeheartedly, and that any necessary changes in the *mindsets* of the senior management teams, and more widely, are made.

Real World Practice

There are many examples of organisations working in an agile and collaborative way, including 3M and Zappos Retail Inc. Buurtzorg is another example. The company developed a model of professional empowerment in the healthcare sector. It is a sector typically associated with more conventional management structures, yet Buurtzorg has operated using self-organising teams since its formation in 2006. Common to these successful organisations is the discipline of developing and adapting their own transformation programmes.

Skills for competitive advantage

'An organisation's ability to learn, and translate that learning into action rapidly, is the ultimate competitive advantage'

Jack Welch
Former Chairman and CEO of General Electric

2.2 Skills for the future

The World Economic Forum: Insight Report 'The Future of Jobs'

Preface KLAUS SCHWAB – Oct 2018 Founder, World Economic Forum
'The emerging contours of the new world of work in the Fourth Industrial Revolution are rapidly becoming a lived reality for millions of workers and companies around the world. The inherent opportunities for economic prosperity, societal progress and individual flourishing in this new world of work are enormous, yet depend crucially on the ability of all concerned stakeholders to instigate reform in education and training systems, labour market policies, business approaches to developing skills, employment arrangements and existing social contracts. Catalysing positive outcomes and a future of good work for all will require bold leadership and an entrepreneurial spirit from businesses and governments, as well as an agile mindset of lifelong learning from employees.'

Source: www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf



Comparing skills demand 2018 vs 2022 - Top 10		
2018	Trending, 2022	Declining, 2022
Analytical thinking and innovation	Analytical thinking & innovation	Manual dexterity, endurance & precision
Complex problem solving	Active learning & learning strategies	Memory, verbal, auditory & spatial abilities
Critical thinking & analysis	Creativity, originality & initiative	Management of financial, material resources
Active learning & learning strategies	Technology, design & programming	Technology installation & maintenance
Creativity, originality and initiative	Critical thinking & analysis	Reading, writing, math & active listening

Source: WEF: Future of Jobs Report 2018

Observations from this WEF report

The type of future skills being proposed could be developed more quickly and effectively when working in a safe and collaborative environment, ideally with techniques about how to go about doing this. **The Accelerating Collaboration Everywhere®** (ACE) resources go a long way to setting the stage so this learning and development can take place.

2.3 Evidence for enhancing collaboration and agility

'New Study Finds That Collaboration Drives Workplace Performance' by Adi Gaskell - Forbes Paper 2017 <https://goo.gl/D21C7j>



'Participants in the research who were primed to act collaboratively **stuck at their task 64% longer** than their solitary peers, whilst also reporting **higher engagement** levels, **lower fatigue** levels and a **higher success rate**. What's more, this impact **persisted** for several weeks.'

From 'The State of Scrum Report' - Scrum Alliance 2017:

The Agile concept is part of a global workforce trend. However, agility as it pertains to staying competitive is only part of the Agile equation. Values such as **collaboration**, **empathy**, and **transparency** can have an equally positive impact on workplace culture and employee satisfaction.

Forbes Technology Council cite the benefits of Agile as:

- ✓ Faster feedback and ability to adapt to change,
- ✓ Problems identified early and flexible prioritization,
- ✓ Team purpose.



2.4 Key collaboration issues

Some clear points of learning about how collaboration works in practice emerge from all the research and experience that underpin this book. They can be easily categorised into learning points respectively for Individuals/Teams; Organisations, and Society.

As Individuals and Teams

- Create a **psychologically safe** environment where people feel free to be themselves and feel accountable for the value they create or bring.
- Diminish the '**fear of failure**' or of looking foolish, by creating a supportive, empathetic culture.
- Encourage **trust** and openness to new different ways of working.
- Balance **accountability** with **experimentation** and learning.
- Encourage the admission of mistakes, seeing these as **opportunities for learning**.
- Create teams with **cognitive diversity**, as these are potentially the most innovative and collaborative. Note that this only works when the people in the team have awareness, understanding and respect for the differences at play and the benefits this can bring.
- Take time to critically think, **reflect and learn**.
- Manage **conflict** productively, and don't push it under the table.
- Address the issue when people don't know each other well or at all – and are having to deal with increased remote/dispersed locations.
- As more and more people are working via the internet, the need to understand and manage relationships by the team members themselves becomes even more critical.

As Organisations

- Recognize **churn** (frequent staff turnover) as a warning indicator: it is costly and very often the result of poor interpersonal relationships.
- It is possible to achieve both efficiency and innovation – it doesn't have to be a trade-off.
- Enable **self-organising teams** without losing control.
- Increase **diversity** – of cognitive style as well as gender, race, skills and age.
- Ensure that **cognitively diverse** teams work together effectively.
- Create a **safe and healthy environment** for people to grow and flourish and the business succeed.
- Move from a 'command and control' approach and a **blame culture**, to shared leadership and **collaboratively mature** organisation.

As a Society

- Much of western education has a **systemic weakness** in how it educates young people and adults in what are broadly call 'people skills' or 'soft skills'. This deficiency ought to be addressed.
- Despite the increasing need, people are typically **unprepared** for the challenges of working effectively with others.
- This causes issues within and outside the workplace as people have difficulty recognising, articulating and collaborating with different '**ways of being**'.

2.5 Just a few benefits of 'getting it right' on business outcomes



2.6 Implications of poor collaboration on individuals and business

Just as there are huge gains from highly effective forms of collaboration, there are corresponding missed opportunities and destroyed economic value resulting from dysfunctional teams. This may appear obvious, but it is common for the costs and the risks to be underestimated. Some of the most significant implications are listed below, respectively at the levels of individuals/teams and for the wider organisation.



For the individual or team

- Conflictive behaviours, which damage many relationships
- Constrained thinking and fear of failure
- Assimilation overload or 'burnout'/stress
- Protectionism and 'sand bagging' – that is, deliberately performing at a lower level than you are capable of.
- Errors, mistakes or blind spots from siloed thinking, resulting in limited learning.

For the organisation

- High churn rate and wasted financial resources.
- Lack of creativity and effective problem solving.
- Misalignment with the wider objective resulting in missed opportunities.
- Breakdown of trust and potential increased symptoms of 'resistance to change'.
- Prevalence of fear which directly impacts performance and productivity.
- Costly sickness and absenteeism.

2.7 Ten Reasons why strong collaboration is important today



AGILITY & SHARED DECISION-MAKING

As agile practice is extended to the wider organisation, creating psychologically safe conditions is key if we want people to '*fail fast, learn and adapt*'. This is not an environment that many are familiar with, so creating the optimum working environment is essential and will pay dividends in the long term.



CHANGING MINDSETS

With increasingly complex challenges in the workplace and wider system, we need new ways of tackling these issues. Logical thinking is no longer sufficient, and as Einstein once said: '*We can't solve problems by using the same kind of thinking we used when we created them*'. So, the more we can work collaboratively with critical thinking, reflective judgement and agile mindsets, the greater the chance we have of addressing these systemic challenges.



COGNITIVE DIVERSITY ENHANCES INNOVATION & PROBLEM SOLVING

This goes beyond age, gender, orientation and race. The ability for people of diverse backgrounds to work together enhances the thinking (cognitive diversity) that will enable us to reduce *blind spots* and tackle issues from multiple perspectives or take a '*meta-view*'. Warning: Siloed thinking constrains opportunities.



GLOBALISATION & WORKPLACE DESIGN

With the advent of accessible technology, even the smallest of businesses is now connected globally. We have the ability to work in multiple places and on the move. If, however, the quality of collaborative relationships is not strong when people are face to face, it is highly unlikely to be enhanced by technology and in some case may even be hindered.

Collaborative technologies do NOT ensure collaborative behaviours, only the people can do that!



INDUSTRY 4.0 - KNOWLEDGE ECONOMY

As areas of the globe see a decline of industrialisation and the growth of the knowledge-based economies, the nature of work has been or will be disrupted. People working in this field have different needs and expectations and enhancing their collaborative skills will enable advancements in business & society.



MOTIVATION & PRODUCTIVITY

There is an increasing drive for people to look to work in organisations where people are valued and can contribute productively. The majority are no longer just driven by money – a sense of purpose, a level of autonomy and the ability to grow and learn (mastery) are strong motivating factors.



PURPOSEFUL ORGANISATIONS

There is a move, especially with the younger generations, to join more meaningful, responsible and caring organisations where there is a clear sense of purpose. The need to collaborate and co-create a better future is imperative and many organisations are looking for ways to make this shift.



SOCIAL DYNAMICS & RELATIONSHIPS

We are social beings, and the need to connect and collaborate is very strong. Even with clear (often hierarchical) organisational structures and procedures, it is very often the social connections we turn to '*to get things done*'. The rise of technology has created previously unknown access to information and communication, but it's the 'people' piece working with each other and the technology that is likely to drive higher performance.



TRUST & TRANSPARENCY

Trust is an emotion. Clear language and structure can build and strengthen relationships within and between groups. This is critical and can be used to create the foundations for openness and accountability as an organisation grows. Agile learning will increase if people feel safe to experiment without adverse consequences. If there is anxiety associated with learning in the workplace, then it will be dramatically hindered, or worse still, suffocated!



WELL BEING

The consequences of working in a dysfunctional and uncollaborative team are evident with the stress and challenges we see in many organisations. Churn is expensive for everyone involved on many fronts. Creating strong collaborative teams can far exceed expectations both from the health perspective, and also productivity and innovation. Being mindful and celebrating individual differences is essential for our new ways of thinking to yield stronger and better working environment for all.

Chapter Three

Original Research and Gamification

Chapter 3: Original Research and Gamification

Key Themes

- 3.1 The original research background
- 3.2 Barriers rather than 'resistance to change'
- 3.3 Why use gamification in the workplace?
- 3.4 Design thinking in organisation

3.1 The original research background

In 2016 a research project sponsored by the Association for Project Managers (APM) and Assentire Ltd was conducted using a research instrument based on the original 2015 version of the Innovation Audit developed by Assentire Ltd. A report summary is available from APM.



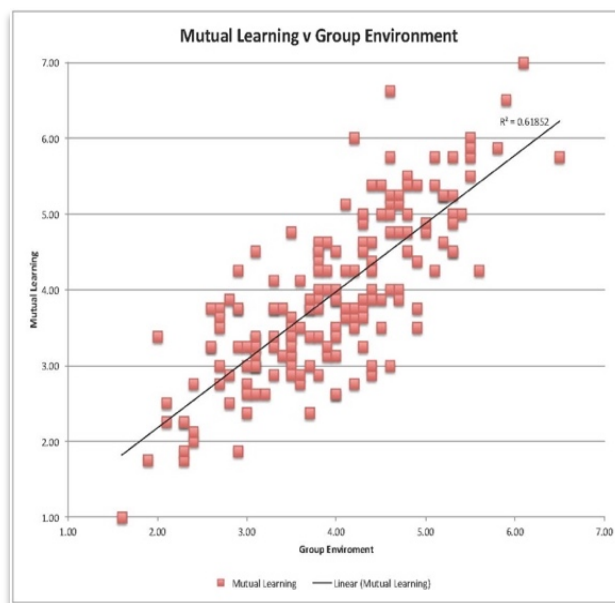
The scatter plot shown (see below), illustrates the relationship between the **Learning Dynamic** (originally called Mutual Learning) and the **Environment Dynamic** (originally called the Group Environment). We know from the sponsored research that there is a significant correlation between these two measures (however, not necessarily causation). We recommended people consider both the Learning Dynamic and Environment Dynamic at the same time to ensure they do not inadvertently create blind spots as they explore this territory.

Since 2016, Assentire has developed Innovation Audit 3.0, which is used with the **Accelerating Collaboration Everywhere**[®] resources. There are two main differences compared with the earlier APM version of the Innovation Audit:

- The restructuring of three questions to make them less open to misinterpretation across different national cultures, and
- The addition of two more questions to both the Learning and Control Dynamic so all three dimensions now comprise 10 statements.

Other enhancements were made to provide clearer linkages to the underlying and established frameworks that informed the development of this work pre-2016.

Scatter plot



The output of the research project later led to the development of a suite of tools developed by Assentire[®] so practitioners could explore collaboration for the purpose of **Accelerating Collaboration Everywhere**[®]

These tools are based on the Innovation Audit 3.0 and are shared later on in this field book.

Key Findings from the earlier research

Two additional research papers informed the APM/Assentire sponsored research. These were academic research papers completed by Rod Willis exploring Information Systems Success (ISS) and Interpersonal Relationships and then later, Resistance and Behavioural Change^{vii}. It was interesting to observe that despite being quite different topics, the themes that emerged were very similar.



The key findings from the **Information Systems Success** research led to a list of key capabilities we can specifically develop:

- ✓ Before you start, know and measure how a team collaborates,
- ✓ Then monitor for sustainability of collaboration activities,
- ✓ Understand how to work with resistance to change (RTC),
- ✓ Understand and know how to work with motivation,
- ✓ Psychological safety and the implications for our ability to learn, integrate and innovate,
- ✓ Understand and work with a range of emotional responses.



The key findings from the **Resistance and Behavioural Change** research emphasized the importance of understanding:

- ✓ The need to create **psychological safety** to enable innovation to flourish, while not forgetting accountability,
- ✓ The **implications** of these on how people work together collaboratively,
- ✓ The symptoms of resistance to change (RTC),
- ✓ The **environment** in which that team or group operates plays a significant role in establishing its success capabilities,
- ✓ The influence of **mindsets** (especially in the senior team/s) on guiding an organisation in a volatile, uncertain, complex and ambiguous (VUCA) world,
- ✓ The significance of **Social Intelligence** and how this directly impacts on the performance of any organisation group or team.

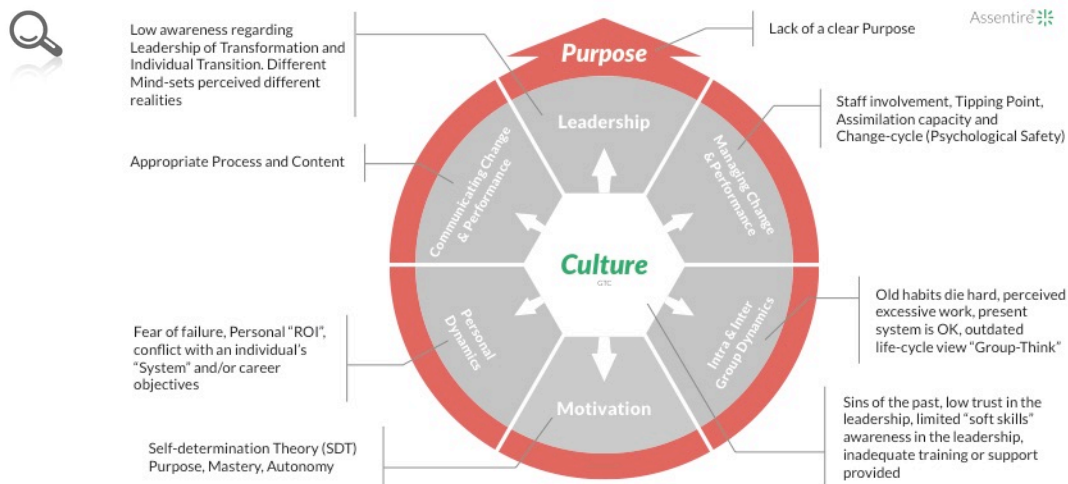
APM presentation '*Do people really resist change?*' <https://goo.gl/3rFHmY>



3.2 Barriers rather than 'resistance to change'

One of the key findings from the Resistance and Behavioural Change research was that: **We don't teach people about people!**

An overview of the Resistance to Change Symptoms



There are many academic and practitioner skills development programmes and initiatives available. When one explores the detail in terms of breadth and depth, you will likely find there is more attention directed to the upper half of the above circle. This circle we refer to as the Grow Through Change framework, or just GTC. In our original research, two thirds of the Resistance to Change symptoms were in the lower half of the GTC framework.

Might we have been pulling the wrong levers for the past 70 years?

We are failing to share well established knowledge with those who could make a profound impact. That finding motivated Assentire to set about designing a range of tools and interventions to help our future organisational structures, whatever form they take.

The **Accelerating Collaboration Everywhere**[®] suite of tools was designed to help practitioners work more effectively in the bottom half of the GTC. This is where the real magic occurs.

The research identified the WHAT, and gamification provided the HOW.

When you can work within project teams, agile teams or any group of people, and you now possess some of the foundation skills to work in the lower section of GTC, you possess a skill set that is targeted to where most of the challenges are seen.



Further reading: **Cracking the Code of Change**

<https://hbr.org/2000/05/cracking-the-code-of-change>

3.3 Why use gamification in the workplace?

Business play (or gamification)

The term business play refers to an array of playful inquiry and innovation methods that serve as vehicles for complex problem-solving, typically in work-related contexts.

New forms of gamification are not created in an effort to turn work into a game, but rather using tools and techniques to explore learning by the use of 'play' and in some cases provide real-time feedback for decision-making.

The use of gamification as a technique is become more common in the workplace and the wider world now, with a range of products or technologies.

In the case of the **Accelerating Collaboration Everywhere**[®] suite of tools, a selection of statements, based on the Innovation Audit 3.0, use various formats (cards, posters or board game) to elicit dialogue in an informal setting.

In the book '*Gamification in Education and Business*' the six elements of meaningful gamification (RECIPE) are summarised clearly, and highlight what the game design is looking to achieve:



- **Reflection** – assisting participants in finding other intersects and past experiences that can deepen engagement and learning,
- **Engagement** – encouraging participants to discover and learn from others interested in the real-world setting,
- **Choice** – developing systems that put the power in the hands of participants,
- **Information** – using game design and game display concepts to allow participants to learn more about a real-world context,
- **Play** – facilitating the freedom to explore and fail within boundaries,
- **Exposition** – creating stories for participants that are integrated with the real-world setting and allowing them to create their own.

The above approach combined with Design Thinking techniques were used to develop the **Navigating Collaboration IA3.0** resources which are available in an eight-player boxed set, or alternatively as a Taster Kit for one to four players.

'How To Drive Employee Engagement With Workplace Gamification'

<https://goo.gl/DLrnHx> a post by Forbes

Gamification in Education and Business by T Reiners & L. C. Wood



3.4 Design thinking in organisations

What is Design Thinking?

Design thinking is a human-centred approach to innovation that draws from the designer's toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success.

Tim Brown, CEO of IDEO

Design thinking is included as further insight from the research findings, as we have found that organisations are increasingly taking a more humanizing approach to business. Organisations that use a design thinking model for problem solving and product development embrace **iteration**, **collaboration**, and **empathy** with users.



What is Design Thinking? www.ideo.com/pages/design-thinking

Design Thinking in 3M www.youtu.be/XzI0H9WFfNM
3M Design: Enriching Innovation with Collaborative Creativity

What's special about design thinking?

The starting point is critical and begins with **EMPATHY**.

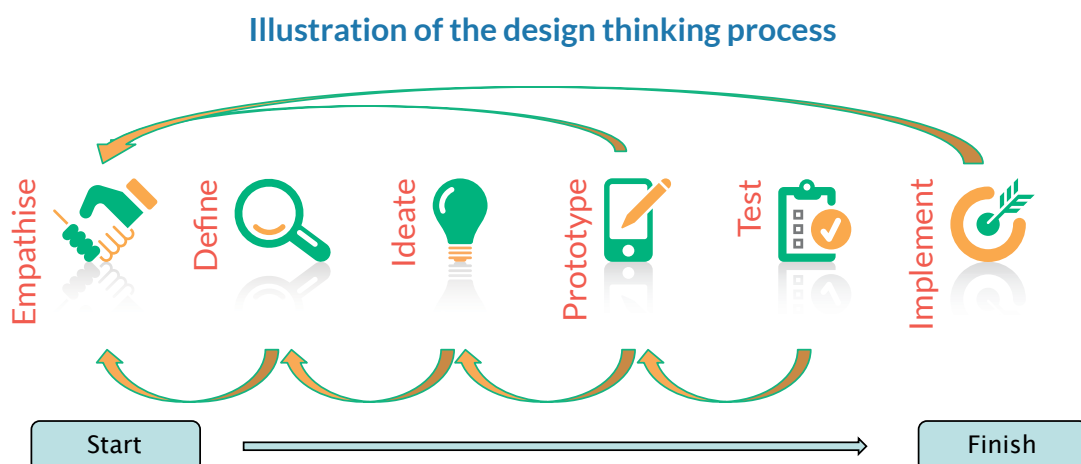
It requires people to sit down together and really understand the issue from the people perspective.

Only then are ideas formulated, continually **retested** and **revised** until an effective solution has been found that addresses the **social**, **emotional** and **cognitive needs** of the user, as well as being **practical** to use and fit for purpose.

In order to do this well, a **learning environment** is key.



Innovation by Design: How any organisation can leverage design thinking to produce change, drive new ideas and deliver meaningful solutions by Thomas Lockwood and Edgar Papke.



Chapter Four

Group Dynamics & Mapping the IA 3.0 Cards

Chapter 4: Group Dynamics & Mapping the IA 3.0 Cards

Key Themes

- 4.1 What do we mean by '*Group Dynamics*'?
- 4.2 Introducing a new structure and vocabulary for collaboration
- 4.3 Accelerating Collaboration Everywhere® (ACE)resources
- 4.4 Overview of the Innovation Audit 3.0 architecture
- 4.5 Mapping the IA 3.0 cards statements to the Theory or Practitioner base
- 4.6 Glossary for Accelerating Collaboration Everywhere® resources

4.1 What do we mean by Group Dynamics?

What are group dynamics?

A system of behaviours and psychological processes occurring within a social group, or between social groups

Source: Wikipedia

Kurt Lewin and Group Dynamics



The term group dynamics is understood to have been coined in 1947 by Kurt Lewin. He described this as being the way in which groups and individuals act and react to changing circumstances. This thinking further developed into research by Lewin and many others into the nature of groups; their laws, rules or governance, how they are established and develop, and the interactions with other groups, individuals or institutions.



This video describes another way of looking at how a group comes together. It considers the leadership of a group and how group interacts with each other. It includes **Tuckman's four stages of group development**. (Forming, Storming, Norming & Performing) www.youtube.com/embed/uL6x99-VSBA



Group Dynamics and Organisational Culture by Athena Xenikou and Adrian Furnham

Group and Team Coaching: The Essential Guide by Christine Thornton

4.2 Introducing a new structure and vocabulary for collaboration



While there is a range of tools available to enhance facilitation and help people work together in more creative ways, the Accelerating Collaboration Everywhere[®] (ACE) toolset has been developed specifically with collaboration and group dynamics in mind.

What is to be gained by using this ACE toolset?

- An understanding of the Group Dynamic which comprises the Learning Dynamic and the Control Dynamic, and the Environment Dynamic.
- It highlights the relationship between the Learning Dynamic and Environment Dynamic, and how these affect the agility and collaborative ability of teams.
- **Outcome** – the team or group will establish a **common language and structure** to discuss the invisible dynamics in play.



In order for this different way of thinking and working to be most effective, the context, in which the team or group operates, needs to be supportive while maintaining accountability. To maximise this potential, the team and organisation need to be aligned and be able to work in both a high performance and learning environment at the same time

4.3 Accelerating Collaboration Everywhere® Resources

Navigating Collaboration IA3.0 Board Game



Learning Dynamic having been played



4.4 Overview of the Innovation Audit 3.0 architecture

These tools enable participants to educate themselves about the true level of collaboration within their teams, and their context, and give insights for future development. There is a set of 10 colour-coded Statement Cards for each of the three Dynamics.

Examples of Statements are given below:

Environment Dynamic (ED) – Green

Across the project, people openly ask questions and are invited to participate in problem-solving

Across the project, people actively look for conflict of interests without judgements or blame and negotiate any changes

There are additional context-specific themed card sets for the Environment Dynamic statements e.g., *Group Agility*, *Business Agility*, *Project Management* or *Organizational Design*

Learning Dynamic (LD) – Orange

When a group member expresses a different view or position, his or her reasoning is explored in an open and inquiring way

It is rare to encounter misunderstandings, unproductive conflict and defensiveness in the group

Control Dynamic (CD) – Purple

I commonly hear members of the group telling others what decision should be made, or which course of action should be taken

When a group member is advocating their position, they do not share their reasoning

Each card has three elements:

- The card label theme – the centre text
- Lower card text – the statement or question
- The top card text – what it's exploring

Each card in turn has a more in-depth **theory base** or **framework** which has informed the statement. It may be beneficial to take a look at these if the group or team is having some challenges and it is not clear why. It is not required to have a deep understanding of the theory base to get started.

IMPORTANT: The Control Dynamic cards are only to be used **after certification** and additional training. This is because practitioners need to be comfortable the group is ready for this deeper level of enquiry and people feel 'safe' to do so.

SPECIAL NOTE:

The pairs of cards for the LD and CD can be considered as having **similar themes**, but they are **not** designed to be OPPOSITES.

For example, people may perceive a lot of 'asking' behaviours at play in the group, so the **Ask** score could be high but equally, as they are not opposing concepts, the score for **Tell** could also be high.

Learning Dynamic - Ask

I commonly hear members of the group testing their own assumptions and inferences as well as those of others

Control Dynamic - Tell

I commonly hear members of the group telling others what decision should be made, or which course of action should be taken

What the IA 3.0 statements are exploring



Environment Dynamic Cards	Exploring
Collaboration	Motivation through: Relatedness Autonomy Mastery
Communication	
Choice	
Motivation	
Feedback	
Development	
Monitoring	Mindsets through: Competing Commitments Transition Processes
Support	
Culture	
Change	

Group Dynamic Cards		Exploring	
Learning Dynamic	Control Dynamic		
Many Views	One View	Including Behaviours	
Collective	Individual		
Ask	Tell	Controlling Behaviours	
Collaborate	Manipulate		
Open	Closed	Openness Behaviours	
Trust	Mistrust		
Understand	Misunderstand	Grasps the Message	Group Outcomes
Enhanced Work-life Quality	Degraded Work-life Quality	Work-life Quality	
Alignment	Misalignment	Purpose	Group Prospects
Recommend	Warn	Endorsement	

4.5 Mapping the IA 3.0 cards to Theory or Practitioner Base

Mapping the Environment Dynamic



About the Environment Dynamic		Lower Card Text - Question	Top Card Text	Informed by:
Card Label				
Collaboration	<p>See Statements on the ED card There are additional themed cards for the ED</p> <p>Group Agility Business Agility Project Management Organizational Design</p>	Relatedness as an aspect of Motivation	<p>Self-determination theory (SDT) and motivation, by Edward. L Deci & Richard M. Ryan</p> <p>Single and double loop learning & Unilateral control & mutual learning model, by Chris Argyris</p> <p>'Resistance to Change from a Leaders' Perspective', by Rod Willis MSc Research findings 2012</p>	
Communication		Autonomy as an aspect of Motivation		
Choice		Mastery as an aspect of Motivation		
Motivation		<p>Understand Competing Commitments as an aspect of Mindsets</p> <p>Transition Processes as an aspect of Mindsets</p>	<p>Competing commitments and immunity to change, by Robert Kegan PhD & Lisa Laskow Lahey EdD</p> <p>Organisational culture, by Professor Edgar Schein</p> <p>Psychological transitions, by William Bridges</p> <p>Relationship between adult development and mindsets, by William R. Torbert & David Rooke</p>	
Feedback				
Development				
Monitoring				
Support				
Culture				
Change				



Mapping the Learning Dynamic

About the Learning Dynamic		Lower Card Text - Question	Top Card Text	Informed by:
Card Label				
Many Views	<p>See Statements on the LD card</p>	Including Behaviours	<p>Inclusion, Control and Openness Relationship behaviours proposed by Will Schutz</p> <p>Psychological Safety Professor Amy Edmondson</p>	
Collective		Controlling Behaviours		
Ask		Openness Behaviours	<p>'Resistance to Change from a Leaders' Perspective', by Rod Willis MSc Research findings 2012</p> <p>These relate to the outcome's members of the group or team perceive.</p>	
Collaborate				
Open			<p>These items relate to the potential prospects of the group</p>	
Trust				
Understand		Grasps the Message	<p>Purpose</p>	
Enhanced Work-life Quality		Work-life Quality		
Alignment			<p>Endorsement</p>	
Recommend				



About the Control Dynamic			Informed by:
Card Label	Lower Card Text-Question	Top Card Text	
One View	See Statements on the CD card	Including Behaviours	<i>Inclusion, Control and Openness</i> Relationship behaviours proposed by Will Schutz
Individual		Controlling Behaviours	
Tell		Openness Behaviours	
Manipulate		Grasps the Message	<i>'Resistance to Change from a Leaders' Perspective'</i> , by Rod Willis MSc Research findings 2012 These relate to the outcome's members of the group or team perceive.
Closed		Work-life Quality	
Mistrust		Purpose	These items relate to the potential prospects of the group
Misunderstand		Endorsement	
Degraded Work-life Quality			
Misalignment			
Warn			



4.6 Glossary for Accelerating Collaboration Everywhere® Resources

ACE Suite	Accelerating Collaboration Everywhere® Suite These resources prompt deep conversations, enabling exploration of how each member experiences the group or team, and discussion of ways to enhance collaboration and effective working together.
Collaboration	The action of working with someone to produce something English Oxford Living Dictionary
Group Dynamics	A system of behaviours and psychological processes occurring within a social group, or between social groups
Mindset	The way we see (or 'perceive') and respond to the world through our cognitive, emotional and social inquiry systems. Our mindset influences us in several ways: <ul style="list-style-type: none"> • What we are able to perceive such as 'complicated' and 'complex' systems, at different levels of awareness • The way in which we take in information influences: <ul style="list-style-type: none"> ○ How we make our decisions ○ How we communicate with each other ○ How we respond or react to this information
Psychological safety	Psychological safety is a belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns or mistakes. Professor. Amy C. Edmondson
Reflective practice	A way in which individuals or teams can review and reflect on their work in order to do it better This may be achieved by creating a habit, structure, or routine for contemplating what actions we took, how we felt about something, what we thought about something and what else we sensed. This can be in three time contexts: present, past and future
Business Play	The term business play refers to an array of playful inquiry and innovation methods that serve as vehicles for complex problem-solving, typically in work-related contexts. An example of this is the 'Navigating Collaboration' Board Game
IA 3.0 Statements	The Innovation Audit 3.0 comprises 30 statements which explore three perspectives <ul style="list-style-type: none"> • The Environment Dynamic • The Learning Dynamic plus the Control Dynamic = the Group Dynamic
The Environment Dynamic	The context or 'culture' the group is working in, including the inter-group dynamic (between groups) The Environment Dynamic (ED) statements explore how the people in a group 'see' or experience the environment, or culture, in which the group works. The ED will directly help or hinder the performance of the team or group. If the environment is supportive, more collaborative and agile behaviours are likely to be experienced.
The Group Dynamic (IA 3.0)	The scores of the Learning and Control Dynamic combine to create the Group Dynamic
The Learning Dynamic	What people experience within the group, the intra-group dynamic in relation to learning behaviours. The Learning Dynamic is unique to each individual, as everyone's perspective within the group, and about the group they are part of, is unique to each person. In general, the higher the LD scores the greater opportunity will be for learning.
The Control Dynamic	What people experience within the group, the intra-group dynamic in relation to controlling behaviours. The Control Dynamic is unique to each individual, as everyone's perspective within the group, and about the group they are part of, is unique to each person. In general, the higher the CD scores the more likely it is that learning will be hindered.

Chapter Five

Working Together Collaboratively

Chapter 5: Working Together Collaboratively

Key Themes

5.1 Collaboration

5.2 Characteristics of a highly collaborative team

5.3 Characteristics of a dysfunctional team

5.4 Contracting for more productive dialogue

- A Contracting Framework

5.5 Decision making in peer groups or teams

5.6 Navigating '*tricky*' conversations

5.7 Difficult conversations and managing conflict productively

5.8 Creating collaborative environments

5.9 Reflective practice – embedding learning into daily work

- Reflective practice template
- Information-gap learning

5.1 Collaboration



What is collaboration?

The action of working with someone to produce something

English Oxford Living Dictionary



Collaboration, how do people work together?

A short introduction by Occupational Psychologist, Roy Childs

<https://player.vimeo.com/video/193062482>

The Secrets of 'Super Teams' – Khoi Tu <https://youtu.be/wLw4vDveH-s>

5.2 Characteristics of a highly collaborative team



Consider examples of successful collaborative teams - this could be a Formula One Racing Team, the All Blacks Rugby Team, or a high-tech organisation such as 3M pushing the limits of technology and Innovation.

What do they have in common? How to they work together?

- Each individual is **strong** in their own right; they have talents or skills in which they excel. There are times when they work seamlessly as a unified 'unit' to deliver great performance. But on occasions an individual steps up even further, to deliver an outstanding or pivotal performance; maybe winning a try, crossing the finish line first or winning an award for exceptional work or achieving a breakthrough.
- They would not have been able to do this without the huge contribution from the rest of the team – it's always a shared success.
- There's a dynamism about the team, constantly flexing and adapting to new situations, caring for individuals' wellbeing and open to each other's views and respect for different ways of working.
- Crossover of disciplines is encouraged, so the team is less likely to be caught out by missing blind spots or siloed thinking.
- There is continuous communication, collaborative behaviour and a shared understanding that they may need to '*trip up, fall and even fail*' and constantly refine in pursuit of enhanced performance or product.
- They have a supportive coach, manager or leader, or captain who is constantly looking at the 'bigger picture' to ensure the team is going in the right direction, is not hindered or unnecessarily constrained and has the support it needs, be that for an individual or the team as a whole.
- There is a mindset of positivity and focus for the task and a willingness to experiment with new ideas because everyone feels psychologically safe to do so.

5.3 Characteristics of a dysfunctional team

Likewise, if we bring to mind a poorly performing or even dysfunctional group, what do you think of?

- It is highly likely there is mistrust and misunderstanding, creating a tense and unproductive environment.
- People are unlikely to enthuse about the great team atmosphere or encourage others to join; morale will be poor and at times commitment may be low.
- Opportunities to take pride in work will probably be limited and there is little incentive to go above and beyond the minimum that is needed.
- People may feel manipulated, and 'command and control' may well be the dominant mindset.
- Innovation and experimentation are going to be rare.
- It is highly likely people will exhibit 'resistance to change' if new ideas or processes are introduced.
- There may be a higher incidence of stress, sickness or absenteeism – wellbeing is not a consideration.
- The resulting output and quality of working life will be average or poor.

5.4 Contracting for more productive dialogue

One of the fundamental principles of collaboration is to provide a safe space in which people can come together and feel comfortable to share their thoughts and ideas; creating psychological safety from the outset. When first working with a group or team, particularly with the card game interventions, it is recommended that before it starts the group team contracts with each other, that it agrees some simple ground rules that keep the conversation on track. A key factor in these interventions is that people are present as *peers*, even if this is not the case in the wider organisation.



What is Contracting?

The process of developing a shared understanding and agreement about what outcomes the group seeks and how the group, and where appropriate the facilitator, will work together to achieve the outcomes.

Adapted from The Skilled Facilitator Fieldbook

Why contract?

- ✓ It increases the chance that a group understands **how it's going to work together** in relation to things like time constraints, any roles people may have in this group, ground rules and how decisions will be made.
- ✓ It gives the group the opportunity to understand **how they would like the facilitator (if used) to support the session** and what way they would do that.
- ✓ It begins the **process of creating trust** between people in the group or team.



A Contracting Framework



TOUCH	CLEAR
<p>Trust for each other</p> <p>Openness in attitudes and information</p> <p>Understanding, respect and acceptance of each other</p> <p>Confidentiality for what is learned about others</p> <p>Honesty and integrity in sharing thought, feelings and emotions</p>	

TOUCH – Source unknown

The CLEAR Coaching Model - developed by Peter Hawkins, Professor of Leadership Henley Business School



The Skilled Facilitator Field book – Tips, Tools and tested Methods for Consultants, Facilitators, Managers, Trainers, and Coaches. By Roger Schwarz, Anne Davidson, Peg Carlson, Sue McKinney and others.

Leadership Trust, Build it, Keep it by Christopher Evans

Leadership Team Coaching: Developing collective transformational leaders by Peter Hawkins

5.5 Decision making in peer groups or teams



With a highly collaborative way of working, a team may find it helpful to have an alternative structure or process to enable the group to come to a decision through consensus.

A suggested method could be:

- ✓ Agree the person who is to hold the role of 'Deadlock releaser' in the event a consensus decision cannot be made. This person can be the team leader, scrum master or similar manager if they are part of the group, if not and all are peers, this role can be rotated on a weekly/monthly basis.
- ✓ Each member of the team or group votes from their own individual perspective.
- ✓ The group accepts the view with the most votes, each member agreeing to support it even if it was not what they had personally voted for.
- ✓ If there is a 'tie' or a decision really cannot be made the designated lead person, the 'Deadlock releaser' makes the final decision, all accept and actively support this going forward.

5.6 Navigating 'Tricky' Conversations

Even when groups or teams are working well together collaboratively, there may still be occasions when interpersonal tensions arise. These may be relatively minor concerns or irritations that if left unchecked can start to erode or damage the overall performance, either for the individual/s concerned or the group as a whole. While some people are comfortable managing and expressing differences of opinion, behaviours or ways of working, others may struggle. If this is the case, having some simple but clear guidelines or protocols established during the contracting phase can pay dividends.



A suggested method is to tackle these minor, potentially tricky, issues, early and often, making it part of everyday working where appropriate. The following guidelines can be helpful:

- ✓ Agree as a group that if a person finds themselves anxious, annoyed or confused by another's actions or language they are encouraged to approach that other person and explain how they are feeling or the impact that the person's action is having on them (this could be from a practical, social or emotional or other perspective).
- ✓ The person they are approaching ought to *listen and reflect* on the observation without reacting negatively, defensively or aggressively. They achieve this by managing their own emotions and related behaviours.
- ✓ The two people talk together, avoiding judgment to understand each other's perspective, and try to find a way forward in which both is comfortable.

Over time this process will become faster and easier, and will probably be needed less frequently, as people self-regulate their emotions, appreciate the diversity in the group as an asset and consider other perspectives more readily.

This way of working will also be successful if there is appropriate **psychological safety**. If issues are deeper, challenging or have a serious impact on the individual, group or wider organisation consider the work on 'Crucial Conversations' (see reference below).

Group and Team Coaching: The Essential Guide by Christine Thornton
Crucial Conversations: Tools for Talking When Stakes Are High by Al Switzler, Joseph Grenny, and Ron McMillan
The Five Dysfunctions of a Team: Team Assessment by Patrick Lencioni
Thomas-Kilman Conflict Mode Instrument by Kenneth W. Thomas & Ralph H. Kilman



5.7 Difficult conversations and managing conflict productively

Why do we see conflict?

Conflict is natural and will always be with us. Different thoughts and ideas are a part of human existence. If left unmanaged, conflict may become quite destructive for those concerned, often delivering unintended consequences. It's something that can cause both negative and positive outcomes. When managed well, it can actually help people create more meaningful outcomes in whatever form this be.

The American psychologist Daniel Katz helpfully identifies three dominant sources of conflict: Power, Values/Beliefs, Economic.

Power conflict

This can occur when one or more of the people involved intend to maximise what influence they may have in the social setting (including organisational space). Sometimes it's possible to identify repeating patterns of power conflict that have occurred in the past between individuals, groups and organisations. In the group space, different forms of coercive control can also be seen. This occurs when the intention is to manipulate another party for personal gain, rather than include them.

Values/Beliefs conflict

This occurs with people who have different preferences and ideologies. Conflicts driven by this factor are seen in different forms of fighting where the different sides have their beliefs that they assert. They will defend their views and, in some instances, even attack the person or group which they are in opposition to.

Economic conflict

This can occur when there are limited resources. The groups or individuals involved move into conflict to attain these resources, creating conflicting behaviours among those involved.

The next helpful step is to consider *where* the conflict takes place.

Where is conflict found?

Conflict has a place; it's helpful to know where it is located. Many people are uncomfortable exploring conflict, it's almost as if we have been taught to avoid or ignore it. However, if you see someone who is skilled in managing conflict, they are often admired by many for the positive outcome they have been able to facilitate.

Consider the domain of relationships.

- We can be in conflict with ourselves (**Intrapersonal** Conflict)
- We can be in conflict with another person (**Interpersonal** Conflict)
- The group we belong to can be in conflict with itself (**Intragroup** Conflict)
- The group we belong to can be in conflict with other groups (**Intergroup** Conflict)

What can we do to manage conflict?

We know many people like to measure an issue to try to manage it more effectively. Conflict is no different, and there is a profile called the **Thomas-Kilmann Conflict Mode Instrument**, which is used internationally in conflict management training. It describes five classical strategies we can use. Interestingly, many are not even aware such a profile exists, yet they probably will be employing one or more of these strategies without realising the knowledge already exists to explain what is in play.



Strategies for Managing Conflict

Accommodating	Dealing with the conflict with an element of self-sacrifice. In this instance an individual will set aside their own concerns to maintain peace in the situation. This behaviour will be most efficient if the individual is in the wrong as it can come across as a form of conciliation.
Avoiding	Withdrawal from the conflict. The problem is being dealt with through a passive attitude. Avoidance means they may be neglecting the responsibility that comes with it. The other individuals involved might think that you are neglecting the problem, which can be a major issue if you have a senior role within a group. It is better to confront the problem before it gets any worse.
Collaborating	The desire to find a solution to the conflict through cooperating with other parties involved. Collaborating individuals aim to come up with a successful resolution creatively, without compromising their own objectives
Competing	Involves authoritative and assertive behaviours. In this style, an aggressive individual aims to instil pressure on the other individuals or groups to achieve a goal. Dealing with the conflict with an open mind is vital for a resolution to be found if you are in this situation.
Compromising	Coming up with a resolution that would be acceptable to those involved. A disadvantage of this strategy is the fact that since these individuals find an easy way around the problem, the possibility of coming up with more creative ways for a solution would be missed.

The question that typically follows is **'What is the best approach to adopt?'**

- ✓ The answer is a function of the characteristics of the groups or individuals involved and their capability to understand and utilise the full spectrum of conflict management modes.
- ✓ The answer is also situational, and depends on the form (Power, Values/Beliefs, Economic and more) of the conflict and where the conflict is located (the where).



Yet conflict can enable the creation of positive outcomes.

The HOW: How do we move from conflict to contentment?

Those who have managed major conflicts and come out the other side have experienced how conflict can create some of the most long-lasting positive working relationships that exist. Because many people are apprehensive of embracing conflict, they rob themselves of being able to develop this **core interpersonal relationship skill**. This ability is best learnt once you have the framework, and then you learn from your experiences. For those who avoid conflict, it is a skill that they may never develop. The probability is this will have held this person back and probably others as well (**consequential damages**).

This is not to promote or go looking for conflict; rather it is to say that if it confronts you and you have learnt these **basic frameworks, you will have the tools to better manage the situation.** It's OK to experiment and learn a little. You may find you even want to share with the person you are in conflict with, that you feel a little uncomfortable as you sense you are in conflict.

In one particular case we experienced the power of conflict management. What we discovered was that, if you share what it is you are feeling, name it out loud, the **potency** of the feeling typically reduces. This frees up cognitive, social and emotional resources for you to decide what you would like to do next. The one thing you know, the other party is not expecting you to name what you feel! This is an approach that has been successfully used on a one-to-one basis, and in a group setting. Our case was with a large international corporation, both in the one-to-one and group setting, with an amazing positive effective. The result was a **very positive relationship**, which held for many years afterwards.

5.8 Creating collaborative workplace environments

Tools & techniques to enhance the working environment		
Motivation – Relatedness		
Relatedness	As an Organisation / Senior Team	As a Team or Group
Collaboration	<ul style="list-style-type: none"> • Develop a collaborative mindset • Encourage people to participate in creative problem solving • Acknowledge your own mistakes and remain humble and open to ideas from across the organisation • Consider developing more self-organising teams or using principles from the Agile Manifesto 	<ul style="list-style-type: none"> • Openly ask questions and invite others to participate in problem-solving • Make it safe for people to acknowledge their mistakes without fear or embarrassment • Promote relationships among peers where possible • Ensure people feel accountable for their contribution to the group or team
Communication	<ul style="list-style-type: none"> • Encourage active listening • Be approachable and encourage people across the organisation to ask questions • Consider what other enabling technologies could enhance communication • Think two-way exchange over one-way broadcast wherever possible • Encourage people to be 'present' and give their attention - minimise mobile technology during meetings where appropriate 	<ul style="list-style-type: none"> • Consider levels of listening – demonstrate that you really hear what others are saying: <ul style="list-style-type: none"> ○ Level 1 Preoccupied listening ○ Level 2 Focussed on the other person ○ Level 3 Focus on language, body language and environment ○ Show understanding by repeating what was said • If certain individuals rarely speak during meetings, actively ask them for their opinion • Minimise people interrupting each other

Motivation – Autonomy		
Relatedness	As an Organisation / Senior Team	As a Team or Group
Choice	<ul style="list-style-type: none"> • Choices are offered within the organisation including clarification of responsibilities • Robust understanding of how we can explore choice enabling us to better align to others and ourselves <p>Offering choice enables people to be more autonomous</p>	<ul style="list-style-type: none"> • Choices are offered within the Team or Group including clarification of responsibilities • Be mindful of cognitive style diversity • Encourage people to share more by responding and asking questions and soliciting suggestions
Motivation	<ul style="list-style-type: none"> • Coercive controls, such as rewards and comparisons with others, are minimised across the organisation • Encourage ‘out of the box’ and off the wall suggestions, as they often lead to the most innovative projects • Minimise coercive control that uses force or threats • Consider the behaviour being encouraged through compensation schemes 	<ul style="list-style-type: none"> • Coercive controls, such as rewards and comparisons with others, are minimised within the Team or Group • Use rewards and comparison with care! • Provide opportunities to develop skills and interests, enhancing purpose, mastery and autonomy

Motivation – Mastery		
Mastery	As an Organisation / Senior Team	As a Team or Group
Feedback	<ul style="list-style-type: none"> • Sincere, positive feedback is provided that is intuitive, factual and non-judgemental across the organisation and modelled by the senior team • Ask for upward feedback and respond where possible • Provide tools and channels to encourage this • Set up guidance and tools to provide clear, sincere and positive feedback that is intuitive, factual and non-judgemental • Ensure robust understanding of the positive and negative impact that different forms of feedback can have on others and ourselves 	<ul style="list-style-type: none"> • Sincere, positive feedback is provided that is intuitive, factual and non-judgemental within teams or groups • Feedback impacts our ability to grow and develop in our roles within any organisation. This directly impacts the future talent potential for any organisation and will promote a sense of mastery • Rather than a criticism, encourage your team to see feedback as a way to strengthen their ideas • Encourage people to first listen, analyse and then respond to input from others • Help your team become comfortable sharing and receiving feedback from each other

<p>Development</p>	<ul style="list-style-type: none"> • Talent is developed, and knowledge shared to enhance competency and autonomy across the organisation • Encourage team members to develop their curiosity and learning through meaningful retrospectives • Provide strong opportunities at all levels of the organisation to develop talent • Explore the mindsets at play in the Senior Team and how they are influencing the development of the organisation • Consider other horizontal and vertical development opportunities such as peer group learning and reverse mentoring 	<ul style="list-style-type: none"> • Encourage team members to develop their depth of learning through different levels of reflective practice • Engage in activities that give people the opportunity to enhance their knowledge and skills in the interpersonal domain. • Ensure people understand we all have three principal meaning-making systems, all of which influence the actions we take. <ul style="list-style-type: none"> ○ Cognitive Inquiry (Thinking) ○ Social Inquiry (Relating) ○ Emotional Inquiry (Feeling) • Adopt the Humble Inquiry approach as defined by E Schein
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Mindset - Competing Commitments		
Mindset	As an Organisation / Senior Team	As a Team or Group
<p>Monitoring</p>	<ul style="list-style-type: none"> • Monitoring in this context is about gathering data for the purpose of 'looking for patterns'. It is NOT to be used to directly control others, but to inform the senior team of how their organisational design is actually working • At all times, be mindful of providing appropriate support to teams and individuals, by monitoring with a positive, non-controlling intent 	<ul style="list-style-type: none"> • Monitoring is integrated at all times for all group or team members • Ensure people know how, and are comfortable to ask for help or support if they feel they need it without reprisal or fear • By paying attention to these elements, we can come to learn how the context the organisation creates impacts people within the organisation (enabling or disabling).
<p>Support</p>	<ul style="list-style-type: none"> • There is awareness and control of the amount of action and learning required (assimilation demand), holding back where necessary • Regular reviews of how teams or individuals are working to ensure wellbeing and effectiveness • Develop leaders and managers who are able to model vulnerability and infallibility in front of the organisation • Show compassion and suppress a blame culture, instead working together to find solutions 	<ul style="list-style-type: none"> • Ensure teams and groups feel safe to ask for support • Ensure teams and groups feel accountable for their contribution to the customer value the organisation creates • Be aware of your colleagues and co-workers and recognise if they are exhibiting signs of stress, taking appropriate supportive action when required

Mindset - Transition Process		
Transition Process	As an Organisation / Senior Team	As a Team or Group
Culture	<ul style="list-style-type: none"> The senior team actively looks for conflict of interests without judgements or blame, and negotiates any change that may be required Create an enhanced ability to negotiate changes that may be required Consider any conflicts of interest that may result as a change in working practice or policy Adopt the Humble Leadership approach as defined by E Schein 	<ul style="list-style-type: none"> People are encouraged to look for conflict of interests within their team or group, without judgements or blame, and negotiate any change that may be required Do not confuse accountability and blame Ensure people feel accountable for what they bring and do Encourage diversity of thinking, feeling and relating to promote innovation
Change	<ul style="list-style-type: none"> When the senior team encounter opposition to change, they see this as an opportunity to learn, treating the objections as a form of organisational intelligence. The senior team don't assume everyone is always resistant to change Encourage people to share their concerns and ensure they can do so without reprisal Develop peer learning groups that understand the power of group discussion 	<ul style="list-style-type: none"> When people in the organisation encounter opposition to change, it is seen as an opportunity to learning treating the objections as a form of organisational intelligence. As a group or team, we don't assume everyone is always resistant to change All ideas should be accepted equally and never judged as good or bad Don't judge people too quickly, understand their concerns and perceptions through dialogue

For further exploration into Mindsets/ Vertical Development as referenced above see **Robert Kegan's work on Competing Commitments**



The Essentials of Theory U: Core Principles and Applications by Otto Scharmer
Transitions: Making Sense of Life's Changes by William Bridge's
The Management Shift: How to Harness the Power of People and Transform Your Organisation for Sustainable Success and Humane Capital by Professor Vlatka Hlupic



Explore '**4 Levels of Listening**' frameworks as presented by Otto Scharmer
<http://resources.assentire.net/post/161202804487/otto-scharmer-on-the-four-levels-of-listening>



5.9 Reflective practice - embedding learning into daily work

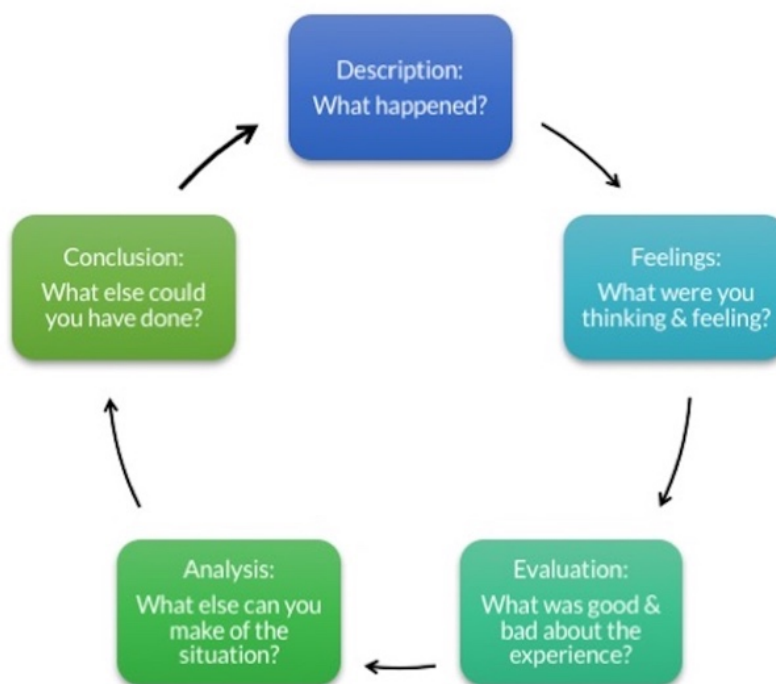


What is reflective practice?

It is a way in which individuals or teams can **review and reflect on their work** in order to do it better. This may be achieved by creating a habit, structure, or routine for contemplating what actions we took, how we felt about something, what we thought about something and what else we sensed. This can be in three time contexts: present, past and future

Why this is important for collaboration and learning?

- It brings your actual work-practice into **consciousness**
- To explore what patterns are **enabling** you or the team
- Help identify any that may be **limiting** you or the team



The Reflective Cycle

Ways to engage in reflective practice - Tools & Techniques



- After a significant or major event - debrief, analysis/reflection and learning.
- Regular team meetings - or Scrum Retrospectives.
- Working with a colleague, mentor, manager, coach, supervisor, in a group or alone.
- Through questions, stories (narrative accounts of the experience) and **dialogue**
- Keep a learning journal and regularly using reflective practice to support more meaningful discussions - similar to a dialogue in the case of individual reflection.
- Coaching - individual, group, team or peer group learning.

Some of the benefits of regular Reflective Practice

Increased **self-awareness**, which is a key component of emotional intelligence (EIQ) is a clear benefit. It's helpful to realise that not all forms of exploration are equal. Some will include the exploration of Emotional and Social Intelligence, while others may not. As we consider groups, we really want to know we are reflecting on our Social and Emotional experiences. By doing so we can help to uncover '**blind spots**' – in terms of our self, others or the situation/context we are working within. Reflective Practice represents an opportunity to 'unlock' hidden or unused **potential and develop critical thinking skills**; doing this embeds **learning** more effectively.

Finally, Reflective Practice offers an alternative way for **exploring problems, puzzles and challenges**, by creating a '**safe space**' to try out or explore novel or alternative ideas, providing the reflective practitioner with time to look at experiences and opportunities with '**fresh eyes**'!



Three different TIME perspectives for reflection

Reflection-on-action

The questioning and answering about learning development or experiences which occur, once the learning for the event is complete.

Reflection-in-action

Is to describe relevant questioning and answering which occur in the midst of action – very briefly or in a short withdrawal from the process.

Reflection-for-action

To describe the questioning and answering about desired learning which occurs before the action in which it is expected or hoped that such learning or development may occur.



Learning from the past informs where we are today and gives us insight as to where we may go tomorrow.



Critical Reflections: How Groups Can Learn from Success and Failure by Chris Ernst & Andre Martin

Developing Your Intuition: A Guide to Reflective Practice by Talula Cartwright -
The Reflective Practitioner: How Professionals Think in Action by Donald A. Schon

Levels of reflection: on learning reflection by Michael Carroll PhD - from
'*Psychotherapy in Australia - Vol 16 No2 - February 2010*'



Thought Leaders in Reflective Practice

- Chris Argyris
- Donald Schön
- Michael Carroll PhD



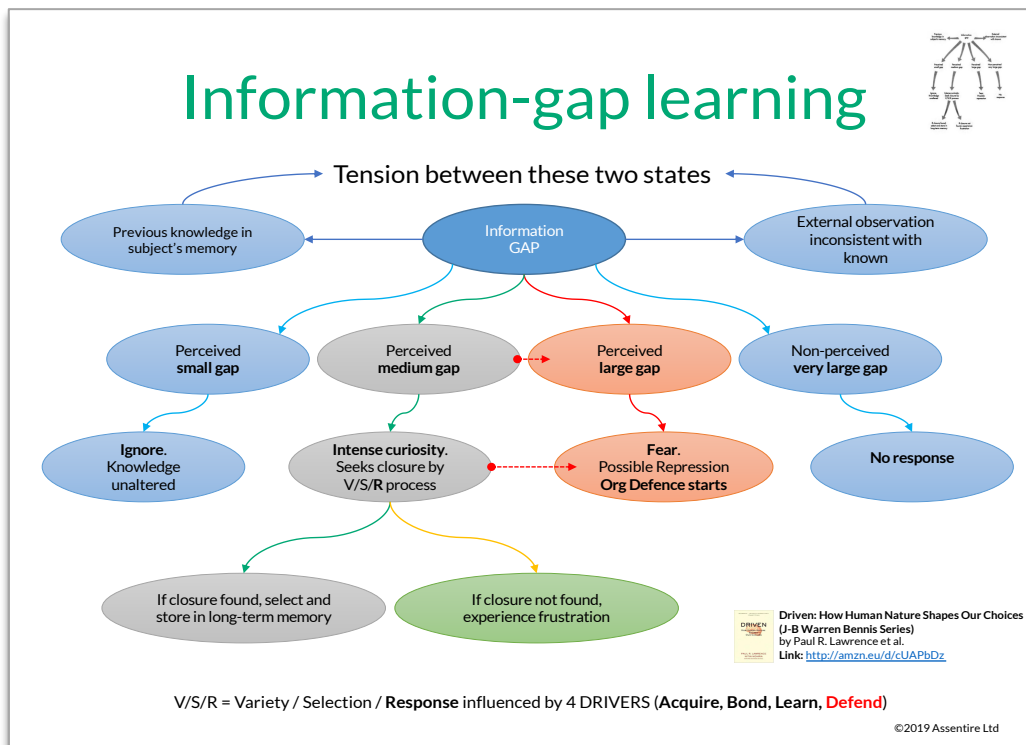
Reflective Practice Template

Reflective Practice Template		
Intention What did you wish to achieve?	Results What is the current outcome?	
ACES pattern	Helping	Hindering
Actions What behaviours do you use in relation to this intention?		
Cognitions What thoughts, attitudes and beliefs about yourself or others do you have in relation to this intention?		
Emotions What feelings about yourself or others do you have in relation to this intention?		
Sensing What are you sensing about yourself or others in relation to this intention?		
Effectiveness To what extent is the ACES pattern successful? (What is the gap between intentions and results?)		
Changes What changes do you need to make to achieve your intended results more effectively? Consider changes in actions, cognitions, emotions and your ability to sense more.		

ACES Record Adapted from (Lee,2003).LEE,G.2003.Leadership Coaching :From Personal Insight to Organisational Excellence, CIPD
© Assentire Ltd

Information-Gap Learning

A final note! Be mindful of how innovative information and ideas are **received**. If the subject is new (or potentially challenging) for the audience, you may need to **pace** people to successfully implement new interventions.



Appendix

Appendix ‘Navigating Collaboration’ resources in more detail

A central finding from the research that underpins this book is that some of the most significant improvements in organisational performance come from deep work in teams, supported by a positive mindset among members and sense of purpose and motivation.

Approaches that are limited to communication by senior leaders and performance management are likely to have less positive impact. Gamification has matured as an established way of learning about, and improving, group dynamics at the local level, spreading out to the wider organisation.

Previous chapters discussed the **Accelerating Collaboration Everywhere** Suite of tools, based on the principles of gamification, and the theory and research that support it. This Appendix describes in more detail the resources that make up this suite. While it is described as a game, it is based on established social science practices, and yields valuable organisational data that can be used to effect significant improvements in collaboration and performance.

Key Themes

Bringing together Practice and Theory for Effective Collaboration - Overview

- Book 1: The Collaboration Field book (this book)
- Book 2: ‘Getting Started with Navigating Collaboration’ (in the boxed set)
- Book 3: ‘*Humble Leadership: The Power of Relationships, Openness, and Trust*’

About the ‘**Navigating Collaboration**’ Boxed Set 1 to 8 players

- Running an Environment Dynamic Session
- Running a Learning Dynamic Session

Using the ‘**Navigating Collaboration**’ with different groups

- With an OPEN group
- With a CLOSED group

Using the ‘**Readiness to Collaborate**’ Poster

The **6 Zones of Collaboration** and Benchmarking

- Norm table and data sets
- Interpretation notes for the 6 Zones of Collaboration

The ‘Deeper Dialogue’ and ‘Commitment to Action’ Posters

- Clean Language Cards

Book & Paper References



Bringing together Practice and Theory for Effective Collaboration

A summary of the core reference books used to obtain the **Digital Certificate in Accelerating Collaboration Everywhere®**

The purpose of these resources is to help prepare the practitioner who is ready to deepen their skills and knowledge around group dynamics and collaboration. The books are ultimately used in conjunction with the **Navigating Collaboration Boxed Set**



Book 1: The Collaboration Field Book (this book)



- Explores the business implications of effective collaboration.
- Considers what it takes to create enabling environments
- Considers what an effective and a dysfunctional team might look like, and the implications on performance.
- Details the original research and the implications for the 21st century workplace.
- Shares the underpinning theory base and how this informs the statements.
- Introduces business play (or gamification) and the *Accelerating Collaboration Everywhere®* (ACE) resources built on the *Innovation Audit 3.0* statements.
- Explains how to run a variety of initial interventions exploring the Environment Dynamic and Learning Dynamic, including Readiness to Collaborate, Benchmarking and Business Agility
NB: There is some duplication with the 'Getting Started Guide' for ease of reference.

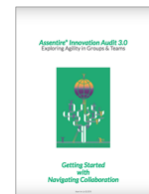


Book 2: Getting Started with Navigating Collaboration

(included in the boxed set and available as an ePub on request)



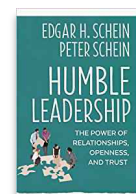
- Introduces the **Navigating Collaboration** Boxed Set and **Poster** resources.
- Explains in detail how to use the resources to deliver several interventions.



Book 3: 'Humble Leadership: The Power of Relationships, Openness, and Trust' by Edgar H. Schein & Peter Schein



- Recommended reading for Accelerating Collaboration Everywhere®.
- The contents of this book are NOT part of the certification process itself but will help the practitioner understand the ethos of this way of working and the challenges that will be encountered on the way.



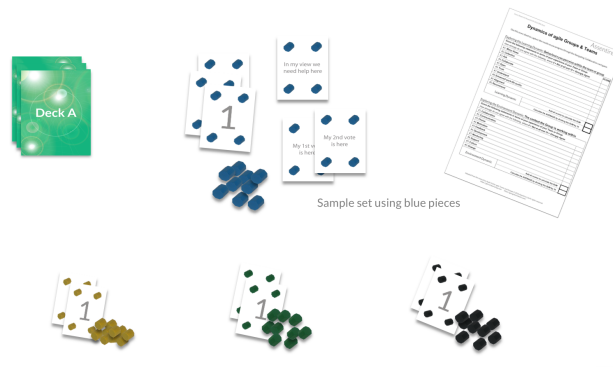
'Navigating Collaboration' Boxed Set 1 to 8 players

One of the main resources used to facilitate Collaboration Workshops is the ***Navigating Collaboration IA3.0 boxed set***.

The box contains a 6-fold playing board, 30 statement cards, additional themed context cards, sufficient scoring cards for up to 8 participants and the booklet ***Getting Started with Navigating Collaboration***.



**Each player has a set 10 Scoring Cards, 2 Voting Cards and 1 Help Card
10 matching Game pieces + 1 Score Sheet**



The optimum number to use this intervention is 4 players.

The score sheets, along with a number of other resources, are available to download and form part of the resource pack, and you are free to reproduce to support the Collaboration Workshops activities.

Download from here: <https://getcollaborating.com/boxed-set-1-to-8-players-1>

The initial detail of how to set up the intervention and play the game is covered within the ***Getting Started Guide***. This Field Book explains the major stages of running a session and does duplicate some of the Guide.

We recommend practitioners start with the standard set of Environment Dynamic cards before considering the themed card versions.

There are several versions of Environment Dynamic themed cards enabling you to tailor the intervention to your context e.g. Group Agility, Business Agility, Project Management or Organisational Design.



Running an Environment Dynamic session

Set up the board as below, using the green ED statement cards that have numbers on the back in a white circle. Follow the instructions in the **Getting Started Guide** to explore as a group all 10 statements.

Once the scores have been declared, place the wooden game pieces on the board and capture the scores on the individual score cards.

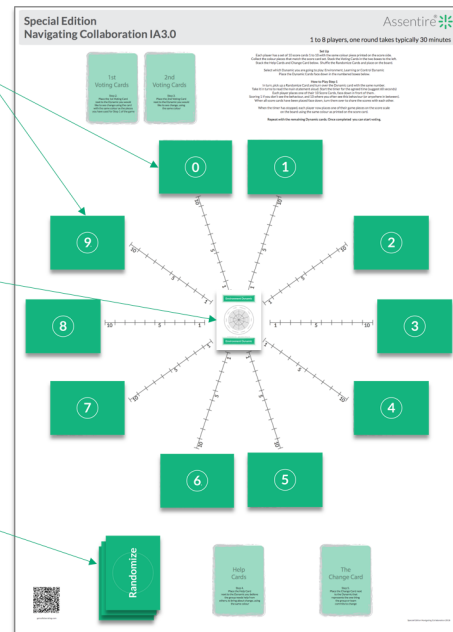
The score sheet will be used later.

Place the **10 Environment Dynamic** cards face down on the board

Place the **Dynamic (target)** card face up in the center



Shuffle, then place the **10 Randomizer** cards face down here



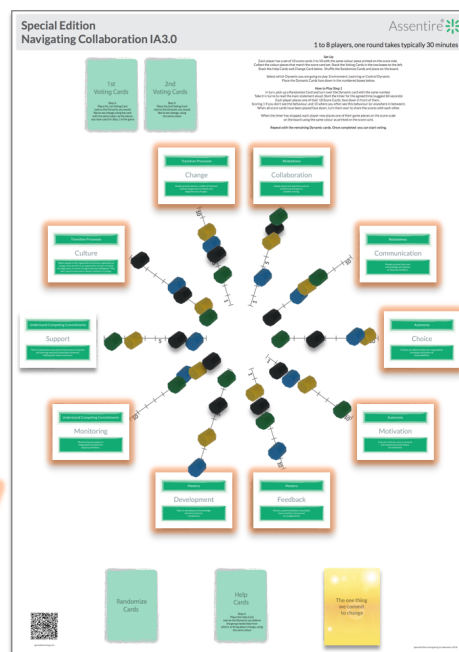
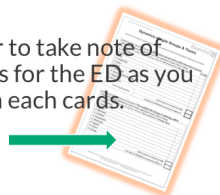
Once all the statements cards for the Environment Dynamic have been explored, you will see something like the image below.

REPEAT until all the **ED statements** have been read aloud and scored.

Do this by taking it in turns to take the next Randomizer card and read aloud to the group

(Everyone has a voice!)

Remember to take note of your scores for the ED as you go through each cards.





Running a Learning Dynamic session

Set up the board as below, using the orange statement cards that have numbers on the back in an orange circle. Following the instructions in the **Getting Started Guide**, explore as a group all 10 statements. Once the scores have been declared, place the wooden game pieces on the board and capture the scores on the individual score cards. The score sheet will be used later.

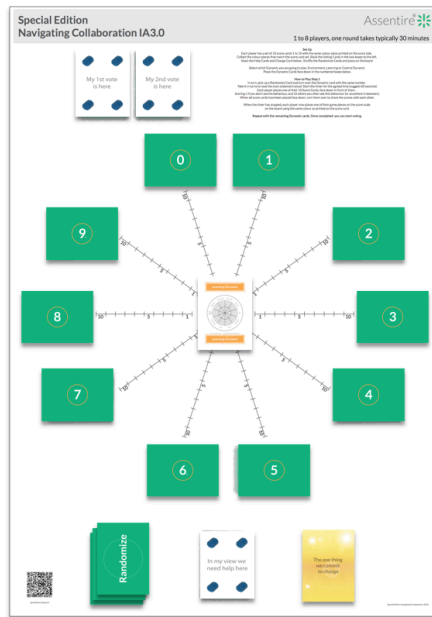
Place the **10 Learning Dynamic** cards face down on their placeholders.

Place the **Dynamic** (target) card face up in the center.



Place the **Score, Vote and Help** cards as before

Shuffle and place the **10 Randomize** cards & lay face down.

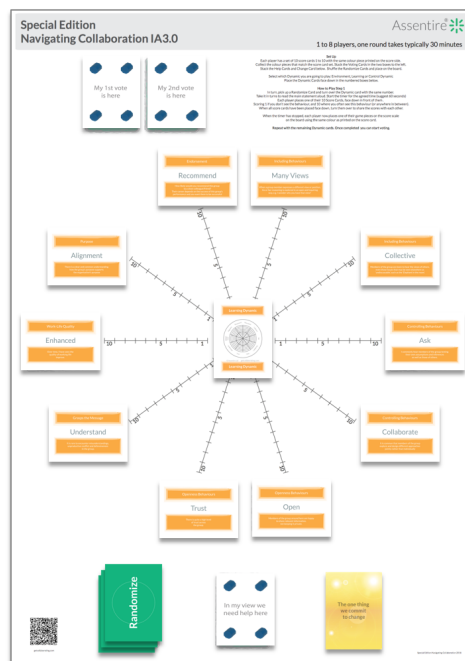


Once all the statements cards for the Learning Dynamic have been explored, you will see something like the image below.

Explore all 10 cards, one at a time, taking it in turns as you did with the Environment Dynamic cards

Remember to capture individual scores for the LD on your **Score sheets**

Do this in the upper part pf the form



Using the Boxed Game with 'Open' and 'Closed' groups



Select the most appropriate set of themed Environment Dynamic (ED) statement cards by reviewing the language on the cards.

Working with an Open Group

An Open group is one where those playing the game are not from the same group or organisation. We suggest in most open group situations the environment Dynamic (ED) is explored first. This is often easier with multiple organisations represented.

Step 1: Play a round of the game with the ED cards

- Ask people to consider the wider organisational culture, or climate, in which the group or team operates.
- *"How does the organisation help or hinder the performance of its groups or teams?"*

Step 2: Play a round of the Learning Dynamic

Step 3: Plot the ED and LD scores on a Poster

- For initial inquiry use the **Readiness to Collaborate** poster
- For benchmarking use the **6 Zones of Collaboration** Poster

Step 4: If time permits and is appropriate follow with the **Deeper Dialogue** or **Commitment to Action** posters.

Working with a Closed Group

A Closed group is one where participants are from the same group or organisation. This may be slightly easier to facilitate in that the whole group is bringing to mind the same group and organisation to explore the LD and ED, however it may be potentially bring other challenges as it may seem more personal.

Step 1: Start with the Learning Dynamic round.

Step 2: Complete the Environment Dynamic (with appropriate themed set)
Repeat Steps 3 & 4 as above.

Readiness to Collaborate poster with Levels (capturing group view)



Once the Environment Dynamic (ED) and Learning Dynamic (LD) rounds have been completed, each participant calculates on their score sheet their own average score for the Environment Dynamic and the Learning Dynamic.

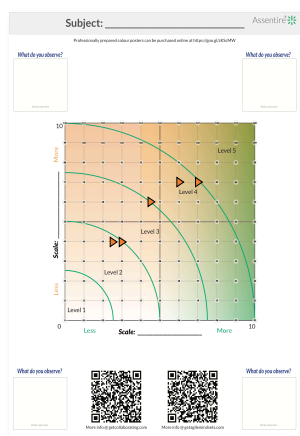
The link for the downloadable pdf file is supplied with the NC Boxed game.



Optional A1 laminated posters are available from: <https://goo.gl/KApSak>
This poster is used to create the initial discussion around the average raw scores.

NOTE: The levels on the Readiness to Collaborate poster are five equally spaced bands and are not statistically based. They help to provide an effective starting point to explore the implications of being stronger in one or both dynamics.

Using the 'Readiness to Collaborate' Poster



If there were 5 participants, then you will want to end up with 5 stickers on the poster.

Example	ED	LD
Participant 1	4.5	6.0
Participant 2	6.0	7.0
Participant 3	7.0	7.0
Participant 4	3.0	4.0
Participant 5	2.5	4.0

The value of the average will range between 1 and 10, the Environment Dynamic is represented by the Horizontal axis and the Learning Dynamic by the Vertical axis. Each participant places their marker (we recommend a small removable sticky label) at the intersection of the two average scores as shown.

The 'Monday Morning' Question.

This is the initial discussion activity. Typically, at this point, some participants might ask **'so what, I don't understand what this chart means...'** In truth, the only people who can ultimately know what it means are the participants, as they did the scoring! The task now is to support the participants in developing ways to access what they almost certainly subconsciously know already.



We recommend you ask the group. **'Is there anyone who is happy to share at a high level, what it's like, going into work Monday morning in any of the levels?'**

The facilitator is ideally looking for volunteers to comment, where the markers on the chart are at the extremes of the plot. Those to the right, top, left, bottom and in the four corners. If no one comes forward (and this can be a particular issue in the lower levels) you will still be able to share hypothetical examples.

IMPORTANT NOTE It is essential that **anonymity** and **psychological safety** are maintained. Scores must not be attributable unless the person themselves has confirmed they are comfortable to do so. Whilst it is tempting to ask people to comment on scores in the various zones, it is important that people are not asked directly.



Once the practitioner has started to build personal experiences using this intervention, it will become easier to judge what questions are most helpful in each given situation. Until then, becoming familiar with the data available from more than 700 people over the past three years can be helpful. Refer to the benchmarking data later in this section. This explains the **'6 Zones of Collaboration'** and is accompanied by a set of **Interpretation Notes**.

Using the Facilitation Poster when time is limited



The poster is used to capture the results of the completed **LD** and **ED** scores. If time is limited it may be possible to gather one of the two Dynamic scores in a 'quick' method.

Either combination of these raw scores for the LD and ED results can be used but you will also need to run a round, using the board game. Then plot and discuss as usual.

A rapid way to create a score for ONE of the Dynamics, is to use the 'flash - cards' by projecting the 'card images' on a screen



Download additional Score Sheets from the Practitioner Zone at <https://getcollaborating.com/>

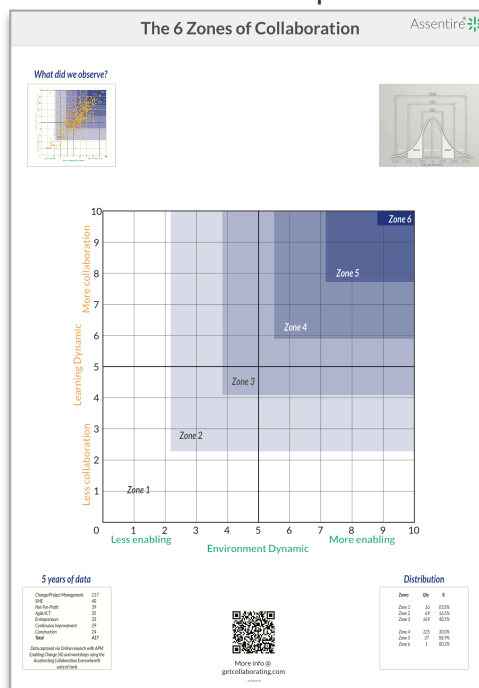


The '6 Zones of Collaboration' and Benchmarking

This poster with the 'Zones' can be used to explore the spread or clusters and enables deeper discussion. It's even desirable to benchmark the group or team results against the '**6 Zones of Collaboration**' to stimulate greater insight and understanding.

The poster can be used with the **Interpretation Notes for the 6 Zones of Collaboration**, which explores the benchmarking data combined with helpful comments we have deduced over the past few years of practice.

The '6 Zones of Collaboration' Workshop Poster



An A1 Laminated print-on-demand version of this poster is also available.

Benchmarking using the 2019 'norm' group data for the LD and ED statements

In 2019 a new data set was collated to create an updated norm group based on all the people who have engaged in the Innovation Audit 3.0 statements using the game, in Open Groups or in the online profile formats, and where the statements are explored with a questionnaire format rather than as a card intervention. The data includes the participants in the original research.



Detail of the Sectors represented in the norm group data.

Change/Project Management	217
SME	40
Not-for-profit	39
Agile/ICT	35
Entrepreneurs	33
Continuous Improvement	29
Construction	24
Total	417

Results where the ED and LD are both > Average is= 39.1%
are both > +1 STDV is = 9.1%

The AVERAGE score for the LD = 5.9
The AVERAGE score for the ED = 5.5

Standard deviations

This table illustrates the average scores with plus and minus (+/-) **one standard deviation** (+/- 1 STDV) for both dynamics.

LD +/- 1STDV			ED +/- 1STDV		
-1	Avg	+1	-1	Avg	+1
4.0	5.9	7.7	3.8	5.5	7.2

For example the Average score for the LD is 5.9, +1 STDV is 7.7.

This table illustrates the **distribution of scores** across the 6 Zones. Shown are both the actual number of people who scored, and as a percentage of the total.

Zones represents 1 STDV where the average is the boundary of Zone 3 and 4

Zone 1	Zone 2	Zone 3	Zone 4	Zone 5	Zone 6
3.8%	16.5	40.5%	30%	8.9%	0.2%
16	69	169	125	37	1

The implications of scores within the 6 Zones of Collaboration

The score for each zone is made up of two components (the LD score and ED score).



Each 'zone' has several potentially different characteristics depending on where it falls within the plotted area.

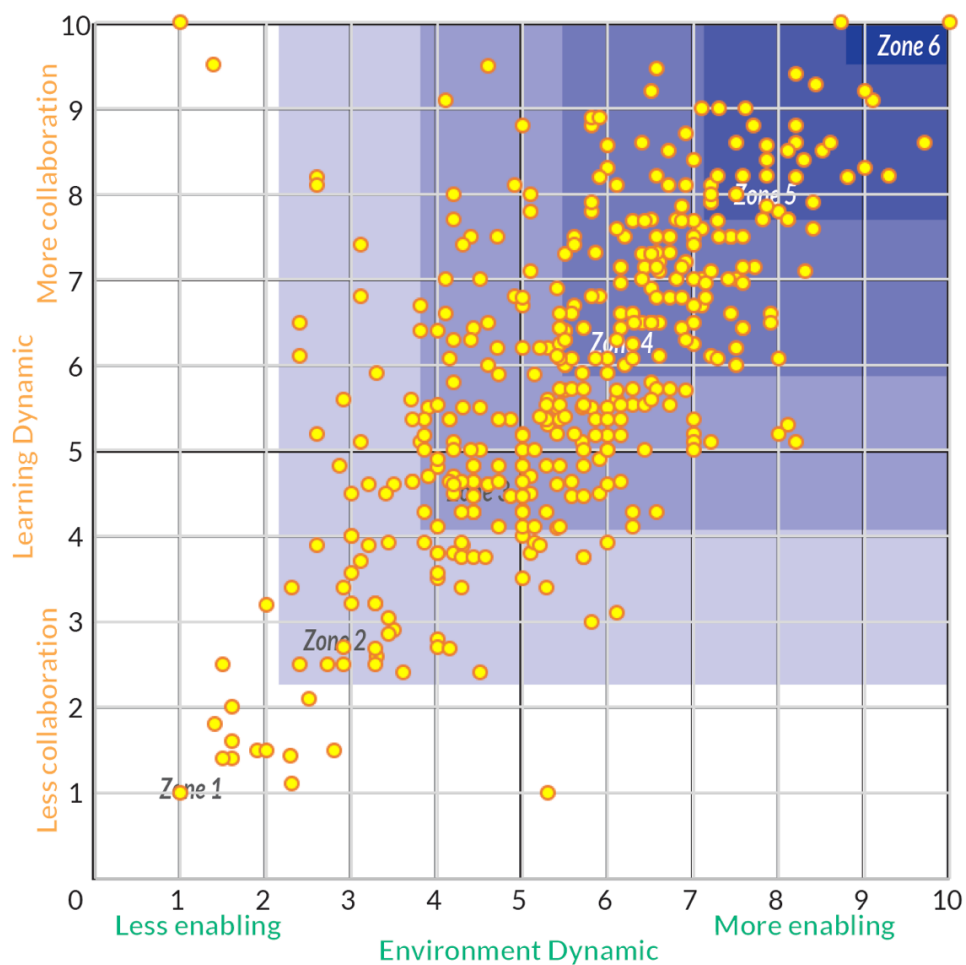
- If the **LD score is higher** it will be nearer the top of the plot
- If the **ED score is higher** it will be more towards the right of the plot
- They need always to be considered in COMBINATION

This has implications on the current context and what may need to be adjusted to move the scores to a different, more effective zone.



Norm group data for the Learning Dynamic and Environment Dynamic January 2019

Total data sets = 417



Interpretation Notes for the 6 Zones of Collaboration

*These notes are applicable for discussing 'the Monday Morning question'.
What does it look and feel like in the different zones? What are the implications?*

Zone 1: -2 STDV (or more below the average)

This suggests the overall effectiveness of the group and the environment in which it operates is likely to be sub-optimised. It is common to see higher levels of churn, stress, potentially dysfunctional behaviour and low productivity. Command & control leadership is likely to prevail combined with little psychological safety.



Zone 2: -2 STDV to -1 STDV (below the average)

This suggest the group performance is adequate but has considerable scope for enhancing collaboration within the group and creating better conditions (or culture) to improve productivity and performance. There may be pockets of strong collaboration and/or agility, but overall people are not working to their full potential and there may well be some wellbeing issues at play.

Zone 3: -1 STDV to Average

This suggests people are likely to work well together, and the environment is generally supportive. There is scope for further improvement in both areas. People begin to feel safe to explore new ideas and are motivated to experiment, enabling more adaptability and agility in the group and the organisation.

AVERAGE SCORES FOR LD & ED

Zone 4: Average to +1 STDV

Performance is likely to be strong and there is a willingness across many groups across the organisation to continually explore and try new approaches to continually enhance collaborative behaviours and support change. Morale and motivation are likely to be good with people enjoying their work.

Zone 5: +1 STDV to +2 STDV (above the average)

The team is likely to be highly effective and collaborative, the environment is very supportive. There is some scope to further strengthen the collaborative group and provide greater support from the wider organisation, but this is a very desirable, rewarding and sustainable zone for individuals and business agility overall.

Zone 6: +2 STDV (or more above the average)

The team is likely to be highly effective and collaborative, the environment is fully supportive. People throughout the organisation are highly motivated and able to self-organise into adaptable and innovative groups. Sustaining this position long term would be challenging, but achievable for selected teams or projects.

Additional Print-on-demand Workshop Resources

These A1 sized posters files are included as downloads as part of the boxed set.

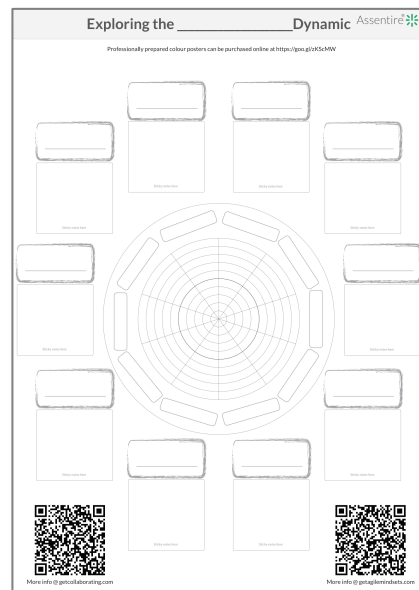
They are also available via the Print-on-demand service.

<https://getcollaborating.com/>



'Deeper Dialogue' poster

Depending on the time the group has to work together, what it can do is use this next poster to explore in more depth any of the Dynamics and the cards within the Dynamics. The group can write the card labels in the header areas and, using square sticky notes, capture multiple thoughts, observations and desired changes that each member, or the group as a whole, might like to work on.



Other ways to use this poster:

- Capture the individual scores of each participant per statement
- Choose to calculate the average for each statement while also paying attention to the minimum and maximum scores (the spread).
- These results could be shown using the **Radar Plot** area in the middle of the poster.

We recommend you experiment using these resources, and feel free to use them in whatever way seems to help the group explore what is important to it.

Optional Clean Language Cards

The boxed set contains a set of **Clean Language** cards. These have been provided for practitioners who have experience with these or would like to try new ways to enhance dialogue and exploration. These cards can be particularly helpful for understanding time perspectives, clarifying ideas and developing follow-on actions.



'Commitment to Action' posters

Few workshops are deemed as valuable if you do not move to the action stage. We have found it is helpful to have a range of generic A1 posters to facilitate the development of a meaningful action plan. It is quite common for groups to agree on key actions, walk out of the room and nothing happens. It's helpful to realise that, this is the norm for a group that is unlikely to become high performing or able to adapt and change when the need arises. Ultimately, it's the group's choice!



Behaviours the group or team commits to change

The image shows two posters from Assentire. The first poster, 'Step 1: Behaviours each group or team commits to change', is a grid with five columns and five rows. Each row is for a 'Group or team name'. The columns are labeled: 'WHERE & WHEN is the change wanted?', 'WHAT actions will be taken?', 'HOW will this occur, does the group have the required skills?', 'WHY is this important to the group, and is it also important to the organisation?', and 'WHO will identify with the need to make this happen outside of this group?'. The second poster, 'Step 2: Behaviours the overall group commits to change', has four numbered steps: 1. Discuss as a group what you would like to have happen, then test the necessary conditions that need to be in place to be successful. 2. 'Clearly' support the development of thoughts across the group, with the aim of focusing attention on no more than one item in a specific dynamic. Check your thoughts in relation to the Organisational Context. 3. Explore if there are any thoughts of how the change may come about and what might have to occur before, during or after the change initiative. Do these feel like the most helpful actions to take? 4. Bringing the session to a close, agree the ACTION plan below: WHAT, WHERE, WHEN, WHO, HOW & WHY. Below step 4 is a table with columns for WHAT, WHERE, WHEN, WHO, HOW, and WHY.



The proposed way of soliciting an **Action Plan** that is meaningful is a two-step process.

Step 1: Capture per participant, or per team or group

- WHERE and WHEN is the change wanted?
- WHAT actions will be taken?
- HOW will this occur? Does the group have the required skills?
 - If not, how to overcome this?
- WHY is this important to the group, and is it also important to the organisation?
- WHO will 'identify' with the need to make this happen outside of this group?



Step 2: Capture what the overall team or group commits to

- Discuss as a group what you would like to have happen, then test the necessary conditions that need to be in place to be successful
- 'Clearly' support the development of thoughts across the group, with the aim of focusing attention on no more than one item in a specific dynamic. Check your thoughts in relation to the Organisational Context.
- Explore if there are any thoughts of how the change may come about and what might have to occur before, during or after the change initiative. Do they feel like the most helpful actions to take?
- Bringing the session to a close, agree the ACTION plan for: WHAT, WHERE, WHEN, WHO, HOW & WHY?

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Additional Book and Paper References

- i *Davies, K. et al (2015) Soft skills requirements in a BIM project team, Proceedings of the 32nd CIB W78 Conference, 27-29 October 2015, Eindhoven the Netherlands. See also Dossick, C. S. & Neff, G. (2010) Organisational divisions in BIM-enabled commercial construction. Journal of Construction Engineering and Management 136(4), 459-467*
- ii *Pfeffer, J. The Human Equation: Building Profits by Putting People First, Harvard Business Press 1998*
- iii *Hlupic, V. The Management Shift: How to Harness the Power of People and Transform your Organisation for Sustainable Success, Palgrave Macmillan 2014; and Humane Capital: How to Create a Management Shift to Transform Performance and Profit, Bloomsbury 2018*
- iv *Humble Leadership: The Power of Relationships, Openness and Trust, Edgar Schein & Peter Schein, Berrett Koehler 2018*
- v *International Comparisons of UK Productivity 2016, Office for National Statistics
<https://goo.gl/2aze9y>*
- vi *Management 2020: Leadership to Unlock Long-Term Growth, CMI & UK Parliament, 2014
<https://goo.gl/QvJmQq>*
- vii *The first paper on interpersonal relationships is unpublished. The second paper is Willis, R. (2012) What Drives Resistance to Change: A Leader's Perspective, ResearchGate <https://goo.gl/6aEdK5>*

