

Melbourne Business School



MT ELIZA
CENTRE FOR
EXECUTIVE EDUCATION

Collaborative Alignment

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Opening minds.
Changing lives. → Organisational renewal

Model Description

- What is it?
- A Picture
- Theories
- Inter-Personal Ingredients

Management Application

Inter-Personal Communication

Review & Questions

What is it?

A Collaborative Alignment Model:

A simple but powerful framework for collaborative communications

– designing, assessing and managing team alignment.

→ *TRANSFORMATIONAL*

Team LEADERSHIP

through COMMUNICATION

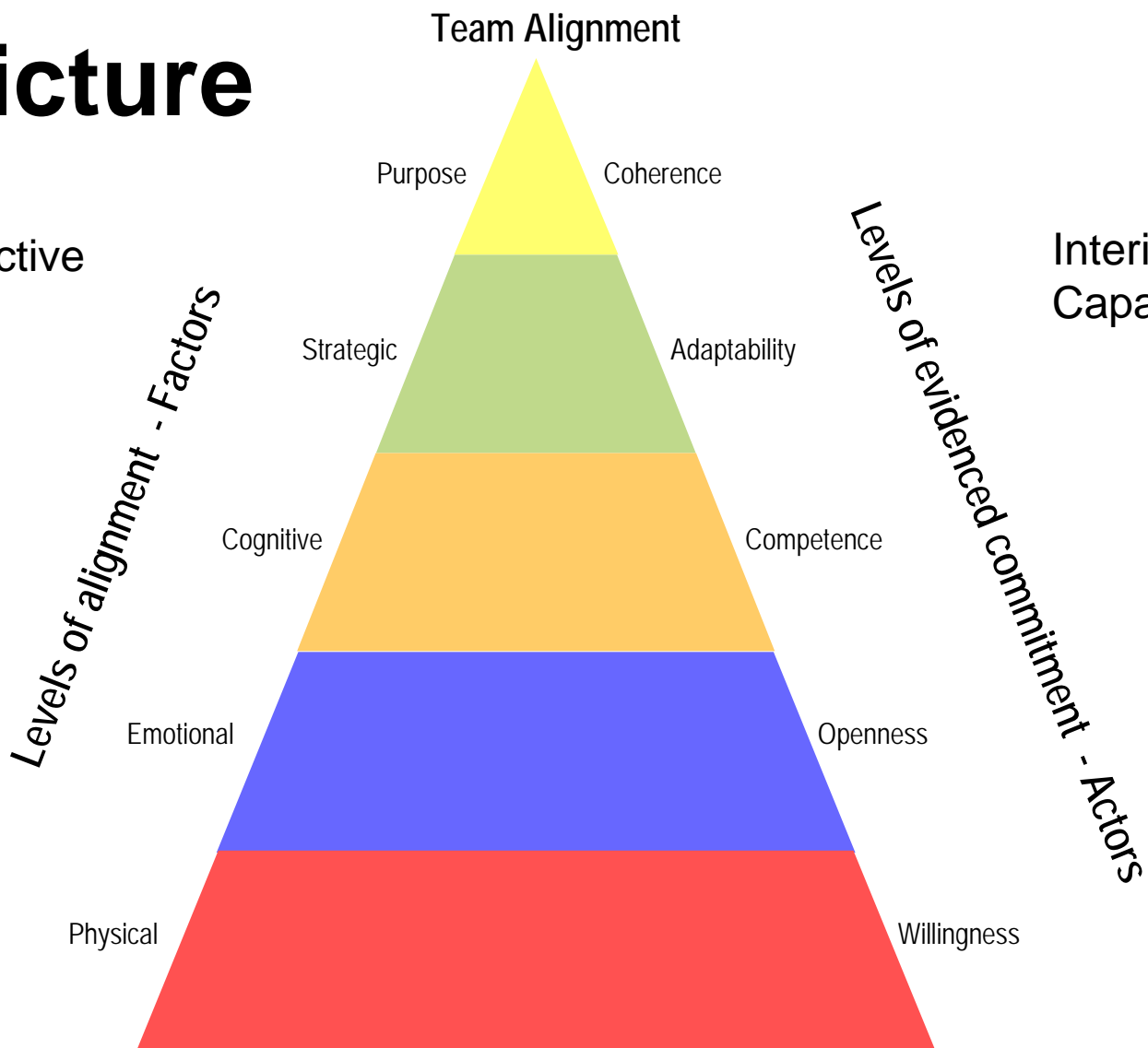
*“I would not give a fig for the simplicity this side of complexity,
but I would give my life for the simplicity on the other side of complexity.”*

Oliver Wendell Holmes

A Picture

Exterior-Collective Environment

Interior-Individual Capabilities

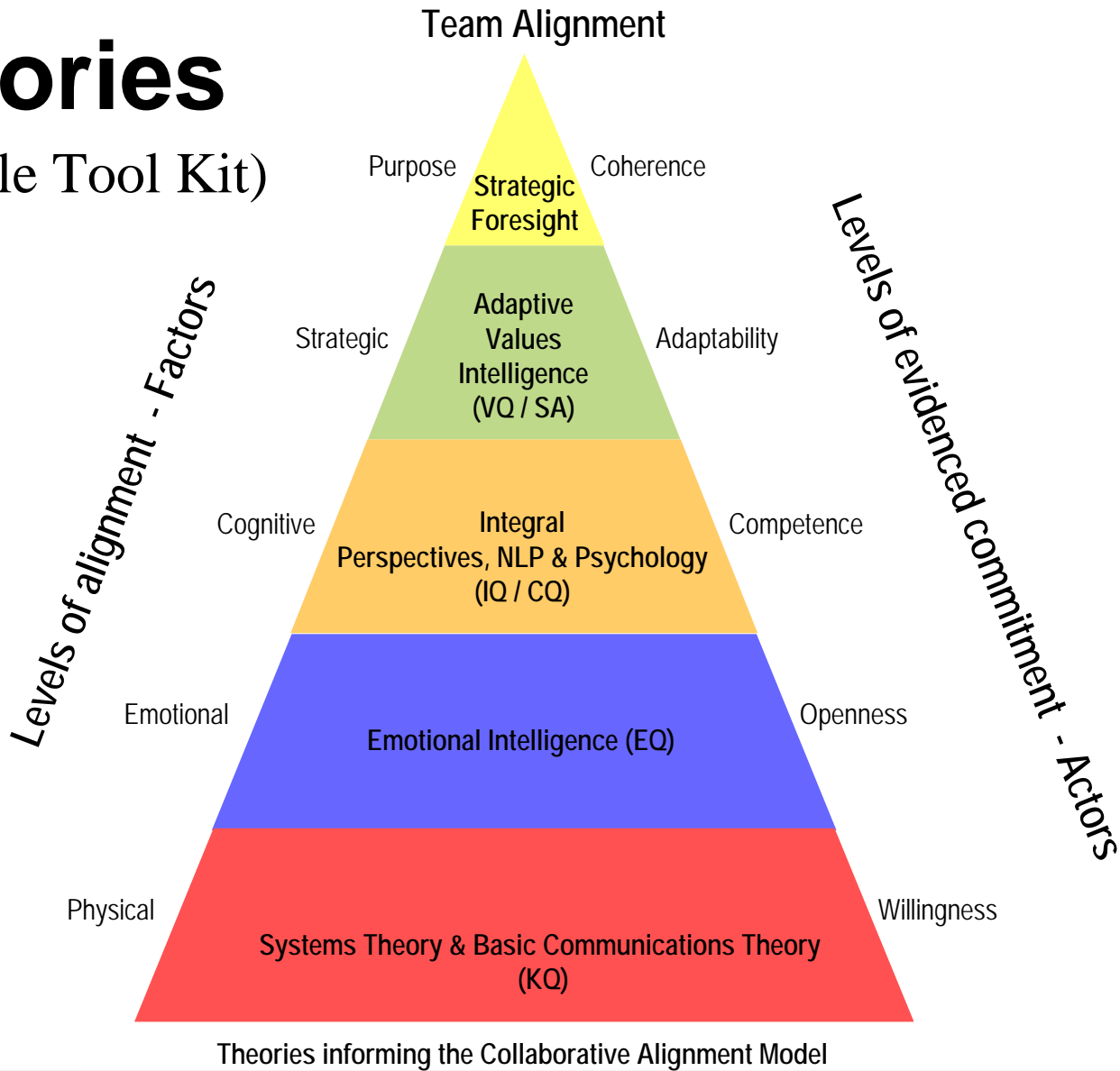


Levels of Actor Competencies and Factor Conditions required for collaborative alignment

“Theory is extremely useful, because your theory determines what you can see.”
Albert Einstein

Theories

(Example Tool Kit)



Inter-Personal Ingredients

- **Physical Willingness** – being present at the right time through the right means to establish relationships and their information flows and maintain them.
- **Emotional Openness** – respecting and inquiring about your own and others emotions in a safe way, focused on common positive outcomes, to benefit rather than be limited by them.
- **Cognitive Competence** – understanding different perspectives, truths and language styles so that you can “translate” your views and another’s and be able to navigate for your self, and guide others, through critical collaborative conversations.
- **Strategic Adaptability** – knowing how to recognise the worldview features (motivation, reasoning, values etc) of your team members and stakeholders so that the “dynamics” of your collaboration and context inform your translation of your goals and needs to them and your understanding and accommodation of theirs.
- **Purpose Coherence** – being able to foster a shared empowering vision and clarity of focus on objectives within your team and with stakeholders.

Model Description

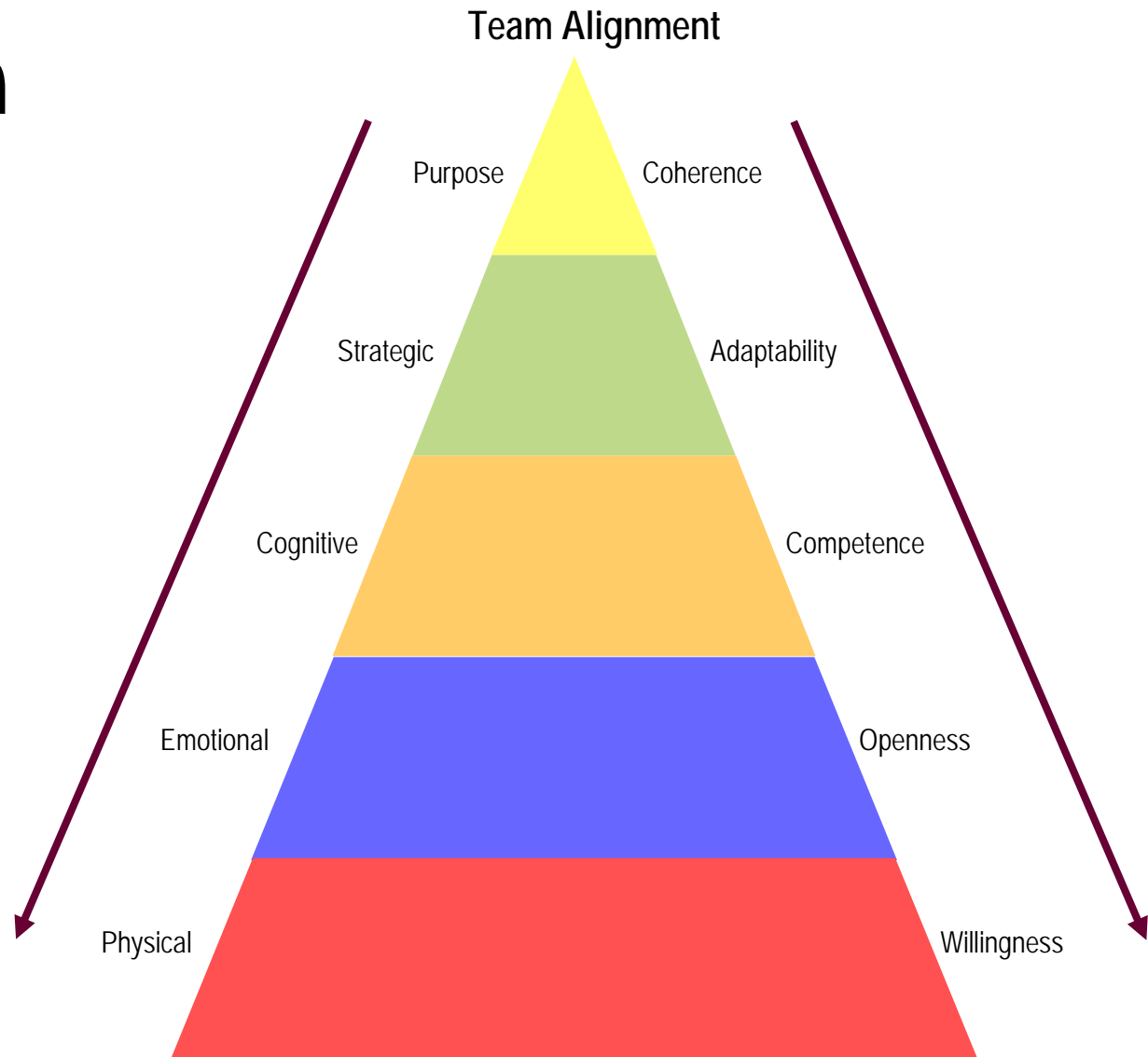
Management Application

- Design
- Assessment
- Management
- Action Summary

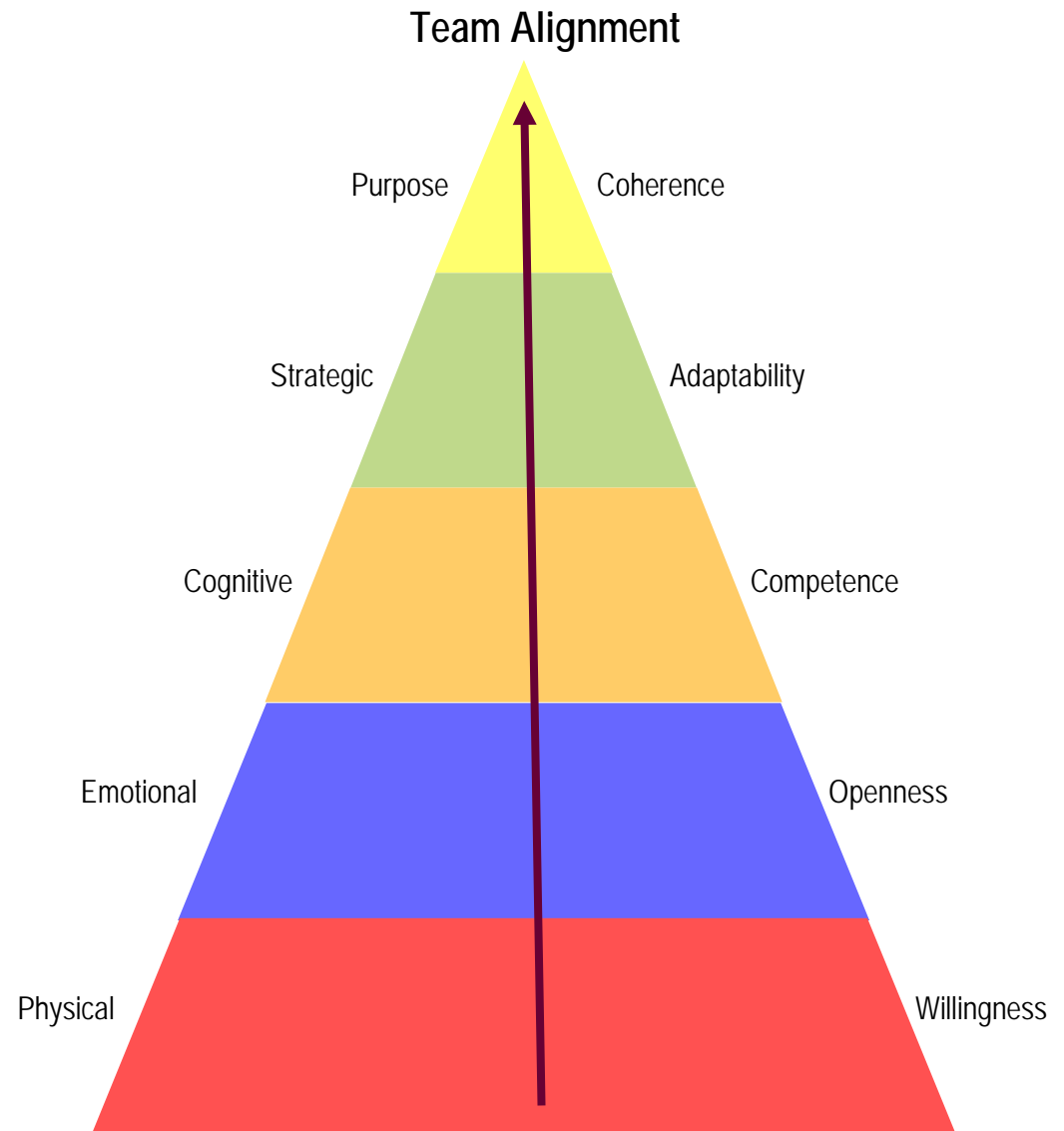
Inter-Personal Communication

Review & Questions

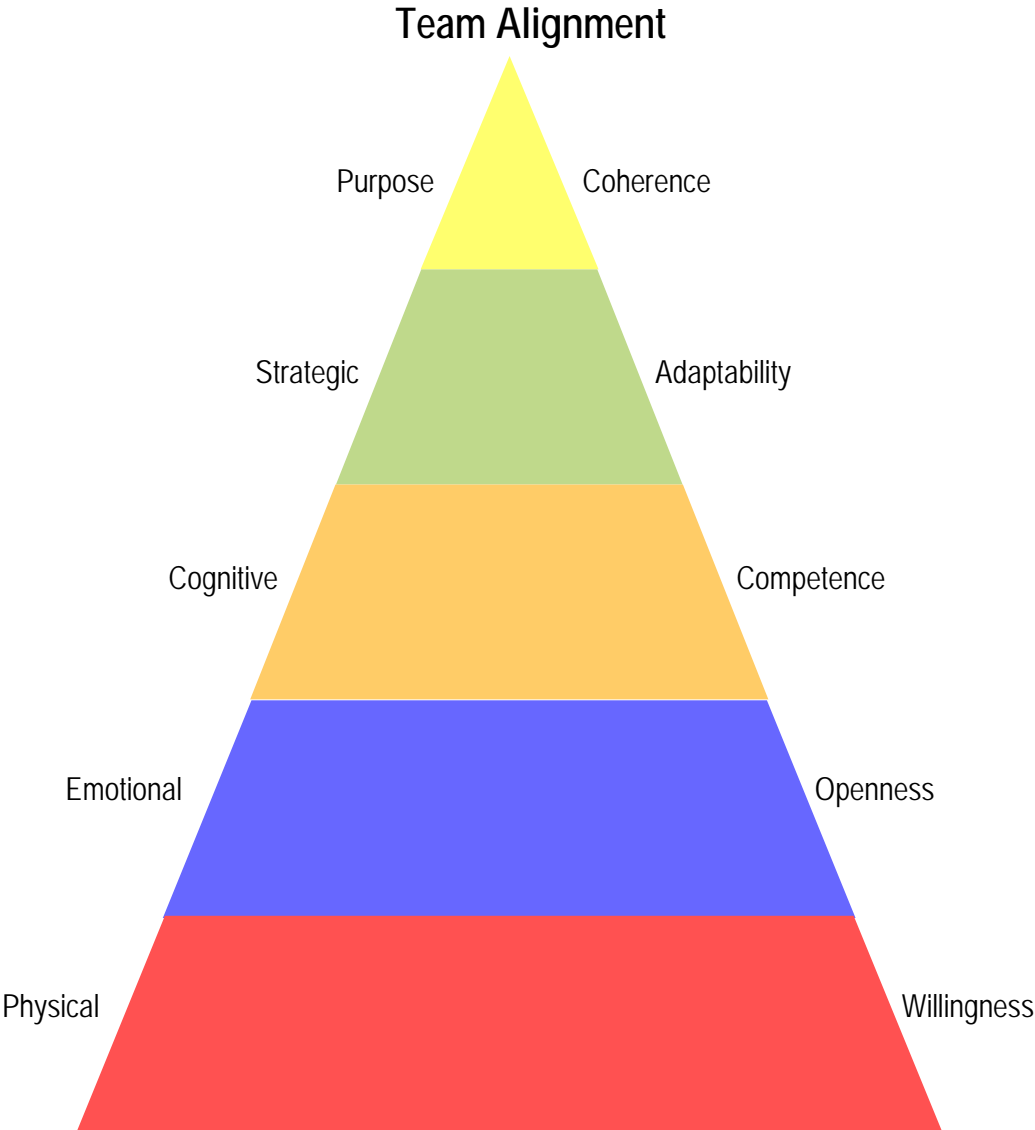
Design



Assessment



Management



Model Description

Management Application

Inter-Personal Communication

- Physical Willingness
- Emotional Openness
- Cognitive Competence
- Strategic Adaptability
- Purpose Coherence

Review & Questions

Physical Willingness

- The foundation for any collaboration – simply showing up!
- WHEN to show up:
 - Remember **life-cycles** of new relationships, project phases etc
 - It takes time to get the feel of people, their way of thinking and meaning – so you need to make time to be present for it, especially for those you *don't* like.
- WHERE to show up:
 - Is email really enough?
 - The crucial importance of context – communications are always embodied

Emotional Openness

- Standard EQ competencies:
 - Personal competencies: Self Awareness; Self Regulation; Self Motivation
 - Social competencies: Communication skills; Relationship skills; Empathy
- The foundation is **Self Awareness** – the ability to see your inner phenomena (physical feelings, emotions, cognitions, states) as **objects to your subject**
- Emotions contain pre-cognitive information – vital clues to problems that need to be respected through inquiry/being heard

*RESOURCE TEXTS: Eckhart Tolle's "The Power of Now"
Dr. Martin Seligman's "Learned Optimism" & C. Cherniss &
D. Goleman's (Ed's) "The Emotionally Intelligent Workplace"*

*"Nothing is good or bad, but thinking makes it so."
Shakespeare*

Emotional Stance

- From Knower To Learner:
 - If I identify with my thoughts and emotions and you disagree with them, I am wrong. If I am the thinker and feeler, and you disagree with them, I can think and feel something new.
- From Victim To Player:
 - “The price of innocence is impotence: if I am not part of the problem I cannot be part of the solution.” Fred Kofman

www.axialent.com - Resource Centre, Dr Fred Kofman on Emotional Intelligence, Productivity Killers and Authentic Communication

Managing Emotions

- Set the context – an attitude of growth and dignity:
 - “Success is the result of *good judgement*; good judgement is the result of *experience*; experience is often the result of *bad judgement*”
 - Process goals v’s outcome goals – do it with style, win or loose
- Active Listening + Positive Intent:
 - Everyone speaks through their filters, is entitled to their beliefs and feelings, and are really speaking about themselves – no matter what the topic.
 - Listen with curiosity, a sense that they’re unravelling insights, don’t need to be ‘fixed,’ can take responsibility for themselves and something uniquely valuable to contribute
 - Use “what” questions to “inquire, listen, relate” and only then respond with action suggestions.
- Re-interpret emotional situations – keeping healthy motivation/hope alive:
 - The three P’s: Personalisation, Pervasiveness, Permanence

*“Confidence, like art, never comes from having all the answers;
it comes from being open to all the questions.”*

Earl Gray Stevens

Group Emotional Intelligence NORMS

DIMENSIONS of Group Emotional Intelligence

Shared BELIEFS of Emotionally Intelligent Teams

INDIVIDUAL FOCUSED

- Group awareness of members
- Group regulation of members

GROUP FOCUSED

- Group self awareness

CROSS-BOUNDARY FOCUSED

- Group social awareness
- Group social skills

Group Efficacy

Group Identity

Group Trust

Team Alignment

Purpose Coherence

Strategic Adaptability

Cognitive Competence

Emotional Openness

Physical Willingness

Druskat & Wolff Model of Group Emotional Intelligence

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Cognitive Competence

- Context: Competence is about correctness – or being right
- Problem: Who's right? The person with The Truth! But what if my truth is different to yours? Conflict!
- Solution: Multiple perspectives = multiple truths...what sort of truth is required in the situation?

*“No one is smart enough to 100% wrong all of the time.”
Ken Wilber*

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Critical Conversations

Expression

0. Set the scene
1. Own your view
 - Use “I” statements
2. Explain reasoning
 - Observations/facts and your own standards
3. Project implications
 - recommend practical actions

Inquiry

0. Don't Interrupt
1. Detox Summary
 - Repeat back 'cleanly'
2. Ask for reasoning
 - use 'what' before 'why' questions and ask for examples, or notice next time it happens (to identify their standards)
3. Ask for suggestion
 - insist on practical actions

“In all intellectual debates, both sides tend to be correct in what they affirm, and wrong in what they deny.”

J.S. Mill

Communicating Truth – Critique

- From constructive criticism to **deconstructive criticism**:
 - All perspectives have some validity
 - Use I statements – explain your assumptions
 - Ask ‘what’ questions – explore their assumptions
 - Let context be the educator – their exploration is owned by them
- With Constructive Criticism the other is still WRONG. With De-Constructive Criticism you both EXPLORE a problem and both OWN the change in behavior.
- Remember:
 - This can lead to MORE conflict in the short term – but at least its out in the open
 - Doesn’t mean you forget your issue or desired behaviour change
 - The goal is understanding and compromise BUT you might still need to instruct for alignment

“No one so thoroughly appreciates the value of constructive criticism as the one who's giving it.”

Hal Chadwick

Communicating Truth – Praise

- FROM Indirect, nonspecific entitlements to confer worthiness upon another
- TO direct, specific and nonattributive contributions to creating ongoing regard:
 - Speak directly to the person, using their name, esp. in front of others
 - Identify specific behaviours – not character generalisations
 - Use I statements to describe the positive effect on you
- Remember:
 - It might be a halting, oddly constructed sentence – but it will be more original, fresh and genuine

RESOURCE TEXT: Kegan & Lahey's "How The Way We Talk Can Change The Way We Work"

*"Damn with faint praise, assent with civil leer,
And without sneering, teach the rest to sneer."
Alexander Pope*

Strategic Adaptability

- Beyond perspectives and discourses there is “adaptive values intelligence.” Research shows people operate from a range of common worldviews that:
 - Inform values and why something is significant
 - Are suited to different task types and complexity
 - Leads to different motivators and learning styles

RESOURCE TEXT: Clare W Graves “The Never Ending Quest” or www.spiraldynamics.org

Worldviews

- Worldviews of team alignment – reasoning “why I collaborate with others:”
 - **POWER** – Because it suits me right now – to get what I want
 - **RULES** – Because it’s company policy – the right thing to do
 - **STRATEGY** – Because it serves my plans and objectives – its my current strategy
 - **CONNECTION** – Because we like each other and have reached a consensus about how to enjoy working together
 - **INTEGRATION** – Because it is the most functional (effective and efficient) way to get things done

The reason ‘why’ someone does something reveals their ‘value’ appeal that you can use to ‘speak their language’

*“We don't see things the way they are.
We see things the way we are.”*

Talmud

VQ – Worldview Theory

- Things to remember about worldviews:
 - ALL are useful and necessary in life
 - We ALL have the potential for each worldview
 - We all have preferences for particular worldviews that work best for us in certain situations
 - We can change our worldviews
 - We can be open or closed to change and difference when coming from any worldview
 - Different worldviews can agree on the same ideas/issues – but they'll likely do it for different reasons

Learning & Recognition

- **POWER** – positive stimulus response – focused on self-esteem – needs personal artifact, display of respect for their power
- **RULES** – negative stimulus response – focused on roles – needs artifact/symbol ‘on the wall in writing,’ acknowledged as part of the righteous/noble group
- **STRATEGY** – trial and error experiments – focused on content – needs hands-on artifact, publicly recognised for personal achievement
- **CONNECTION** – peer, affective and relational comparisons – focused on process – needs ‘memory of relationship’ artifact, celebration of, and as part of, the group
- **INTEGRATION** – learns from anyone, anywhere, anyhow, whenever they are interested (e.g. it is new or useful) – focus shifts to suit context – artifacts can come and go, they’re nothing special, appreciates new learning and group leadership opportunities

“The test of a first-rate intelligence is the ability to hold two opposed ideas in the mind at the same time, and still retain the ability to function.”

F. Scott Fitzgerald

Purpose Coherence

- Reasoning & Exploring – identifying options
- Choosing & Clarifying – option assessment
- Implementing & Managing – planning and management

Vision

- Donaella Meadows identified four types of thinking about the future – more open or more closed to change:
 - Re-activist: “wind back the clock – now!”
 - In-activist: “don’t change a thing!”
 - Pre-activist: “predict, prepare, pounce!”
 - Inter-activist: “explore to prevent, recreate, and invent inspiring futures – today!”
- When developing an engaging vision, you need all types
- When communicating a vision you need to appeal to each type of thinking showing up in your team

“Creativity is a type of learning process where the teacher and pupil are located in the same individual.” Arthur Koestler

Vision Management

- We all have a vision (or more than one!) of the future and how we feel in relationship to it. (forget about ‘vision’ statements, this is ‘embodied vision’)
- Fred Polak found two key variables in people’s relationship to visions of the future: Influence or Impotence AND Optimism or Pessimism
- Leadership comes from all levels in collaborative teams – but only if they are empowered by shared/over-lapping visions for their role in the team
- The Three P’s are useful here to get realistic optimism and empowerment

Influence	Impotence
Optimism	Optimism
<hr/>	
Influence	Impotence
Pessimism	Pessimism

“The force that drives the image of the future is only in part rational and intellectual; A much larger part is emotional, aesthetic and spiritual.” Fred Polak

Model Description

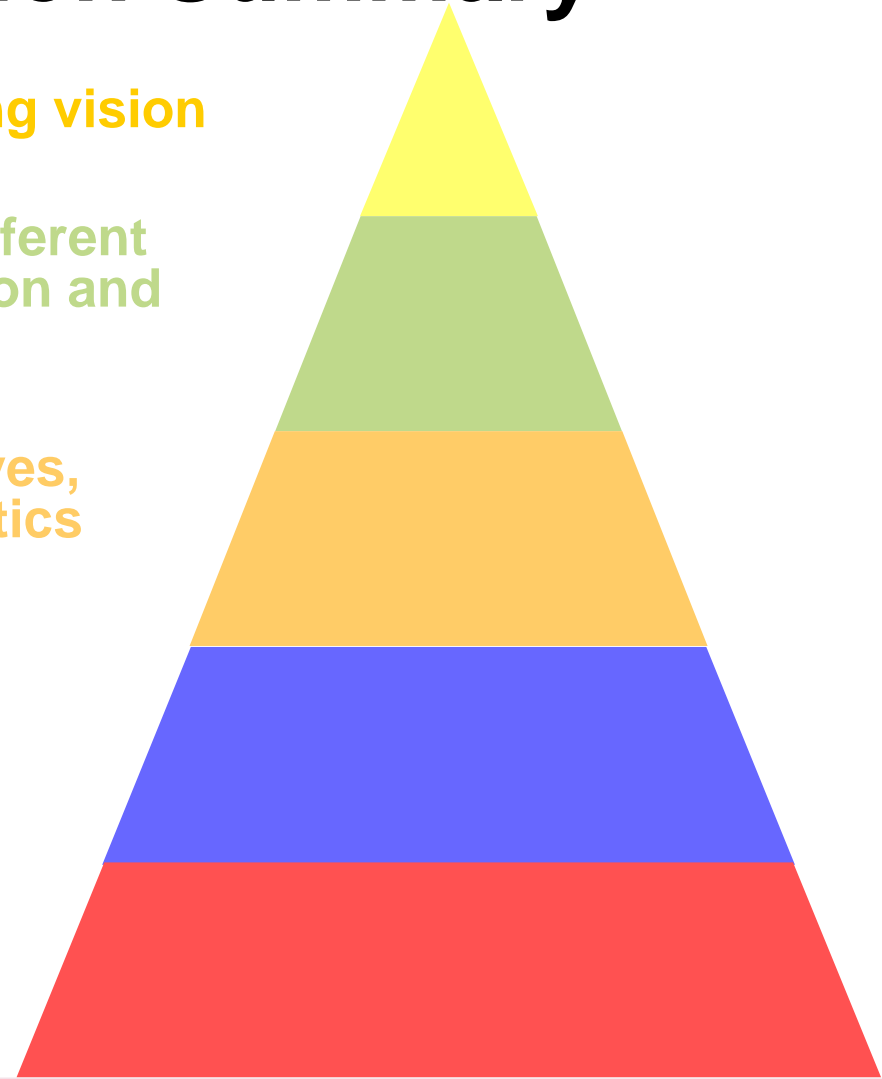
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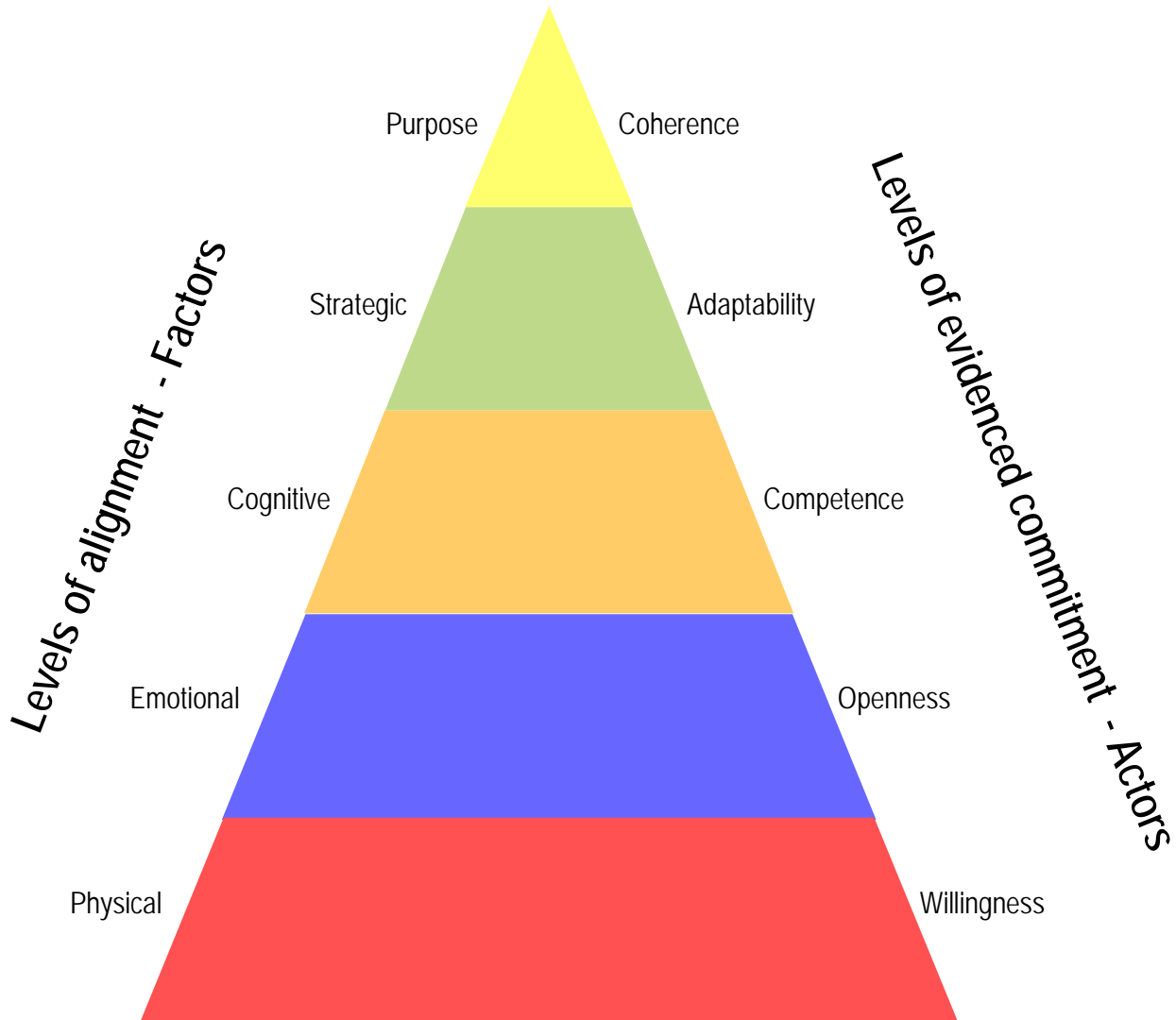
Review & Questions

Inter-Personal Action Summary

- Promote a clear and empowering vision
- Be able to translate between different worldviews – learning, motivation and reasoning strategies
- Understand different perspectives, truths and communications tactics
- Cultivate emotional intelligence (a reflexive self awareness)
- Be present with others



Team Alignment

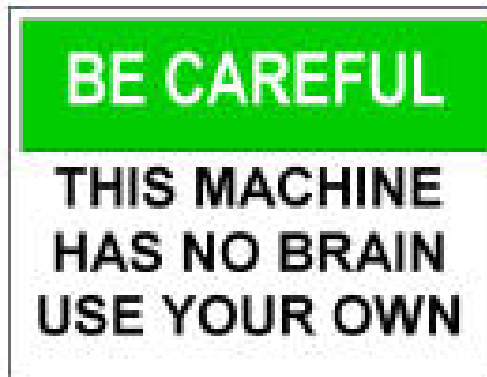


Levels of Actor Competencies and Factor Conditions required for collaborative alignment

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A Beginning

This model for thinking and the selection of tools for acting are just a beginning...



Questions?

A free follow-up session on anything from this presentation you want to focus on in your leadership role:

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