



Communication Skills

A managerial perspective

Session 06

Nariman Dorafshan, 2024

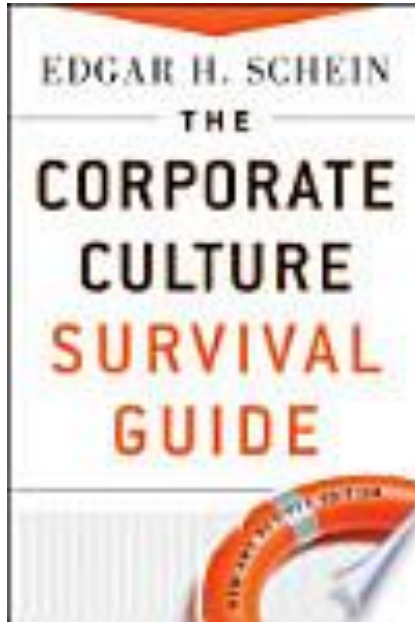
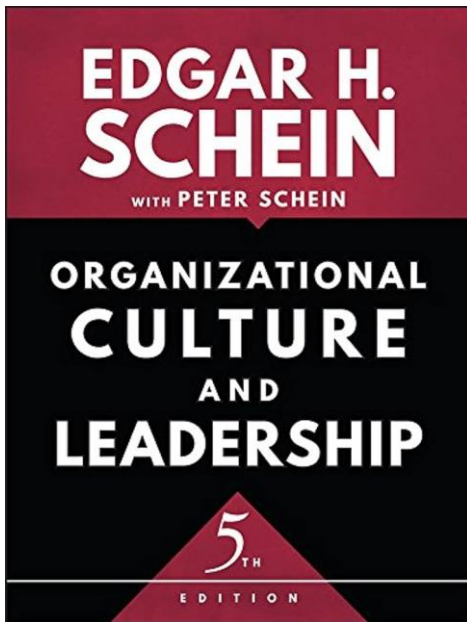
Part 3.1

Organizational Culture

An Introduction

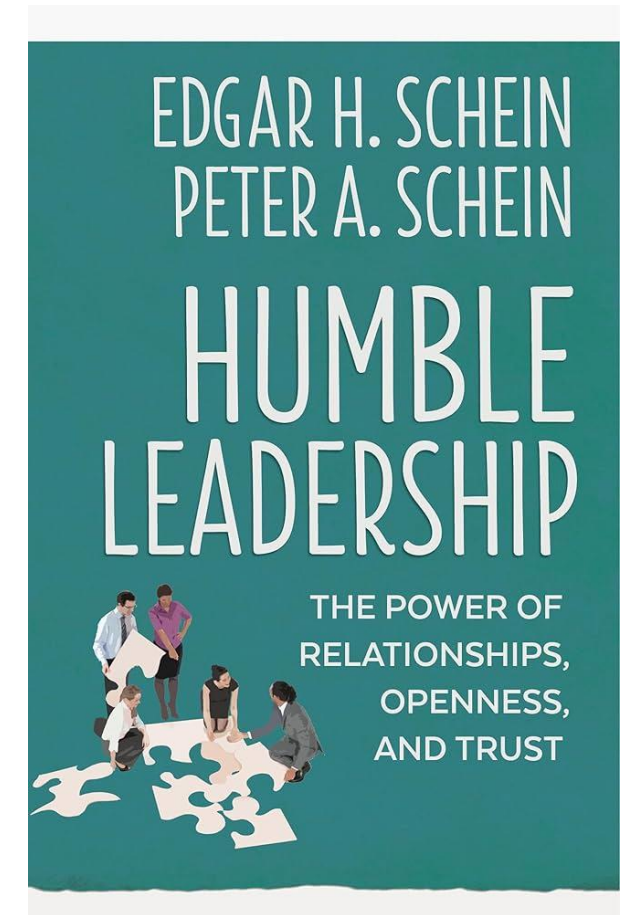
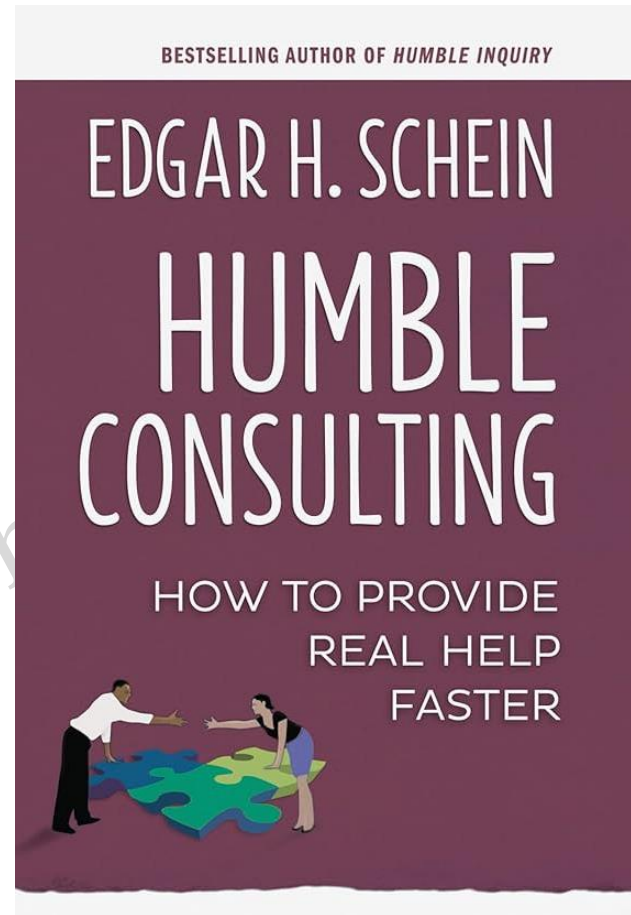
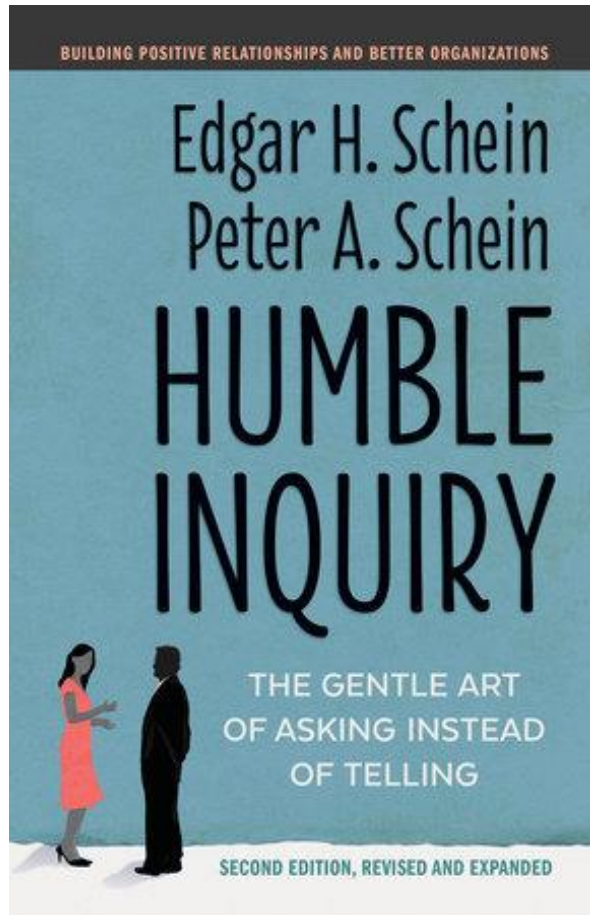
Edgar H. Schein

- A leading figure in Organizational Development, Career Development, Group Process Counselling, and Organizational Culture

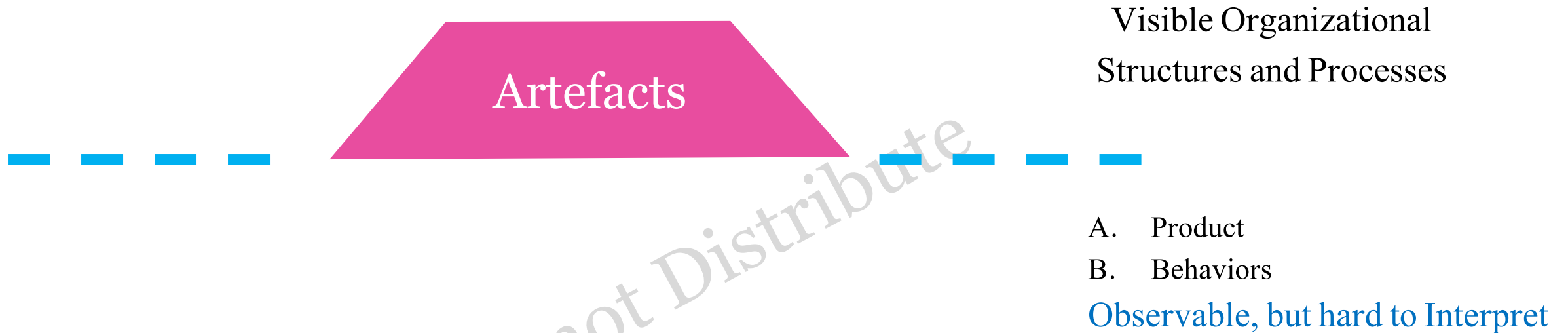


Edgar Henry Schein
(1928–2023)

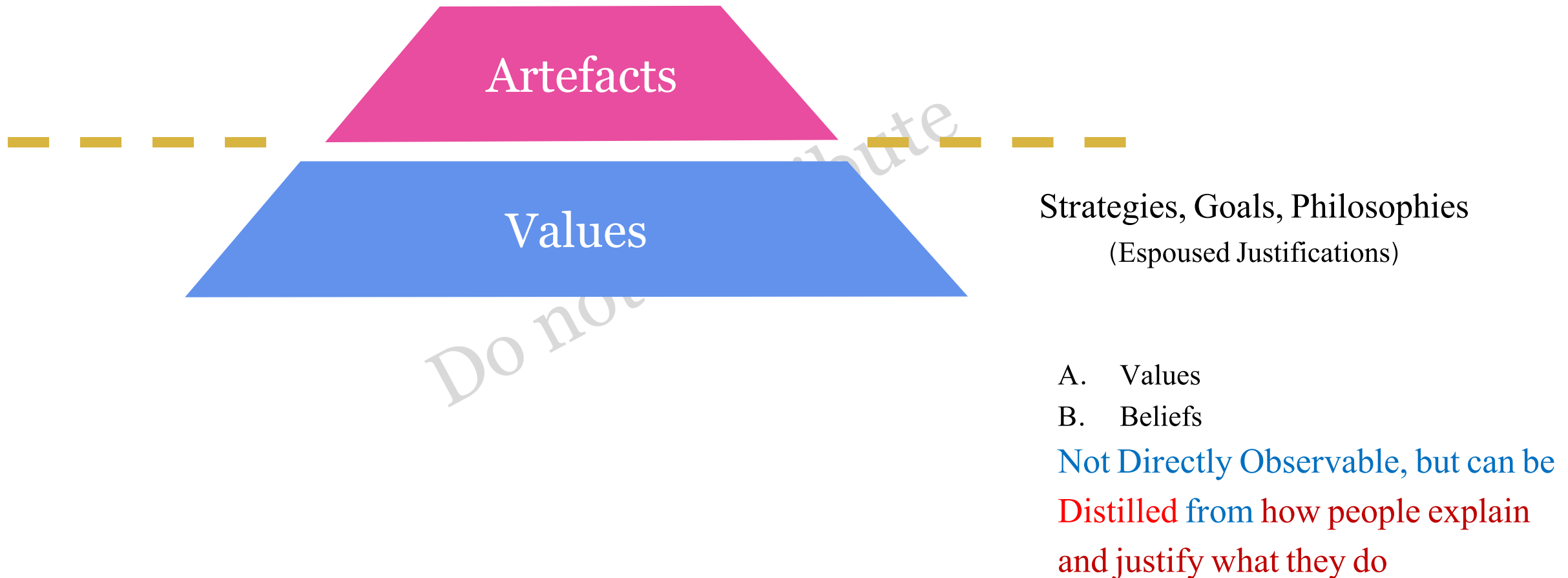
The Humble Leadership Series



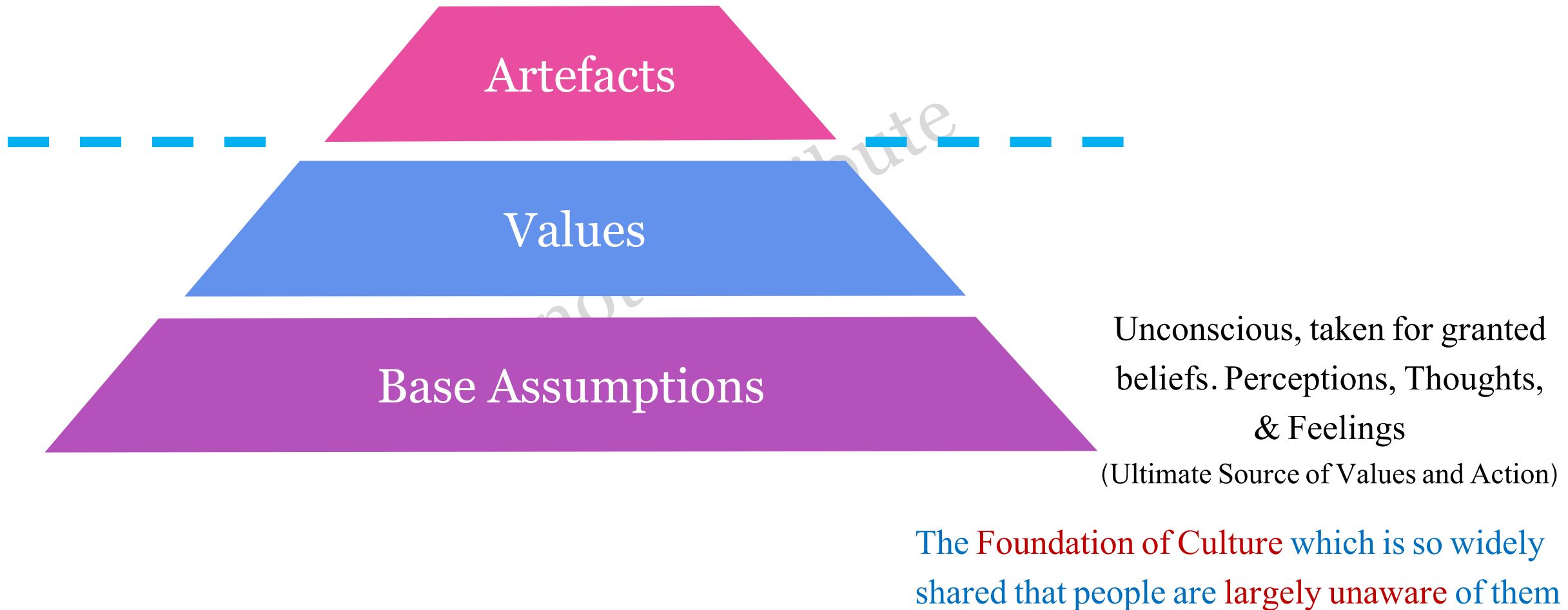
Edgar H. Schein's Organizational Culture Model



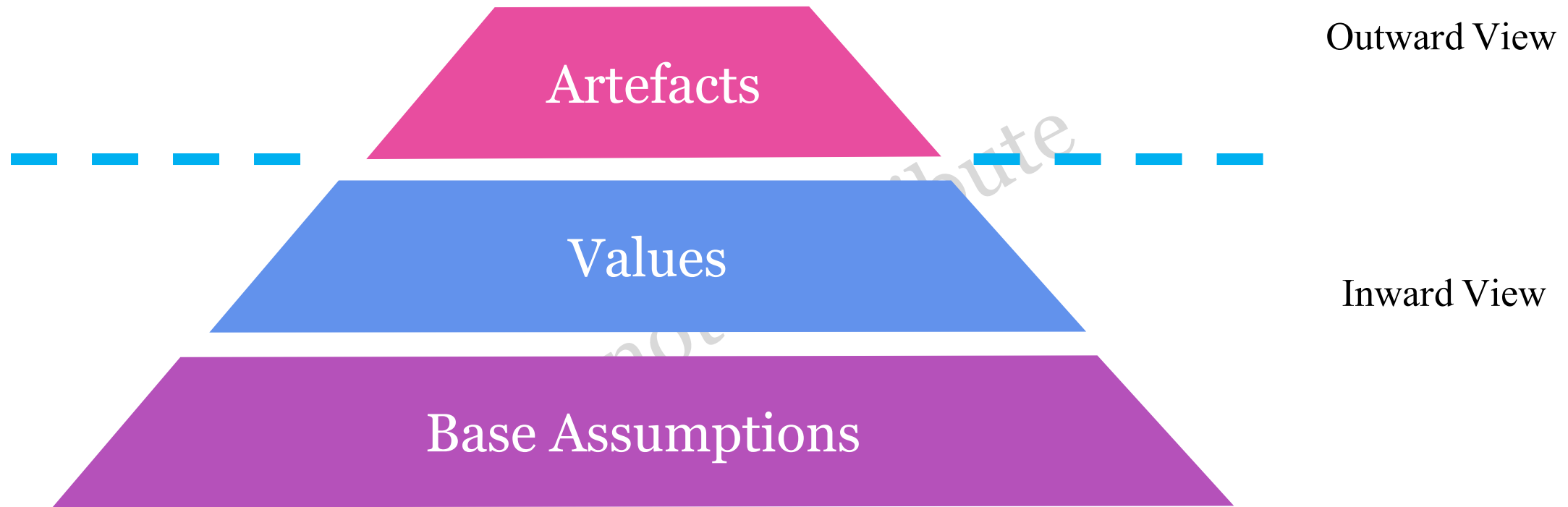
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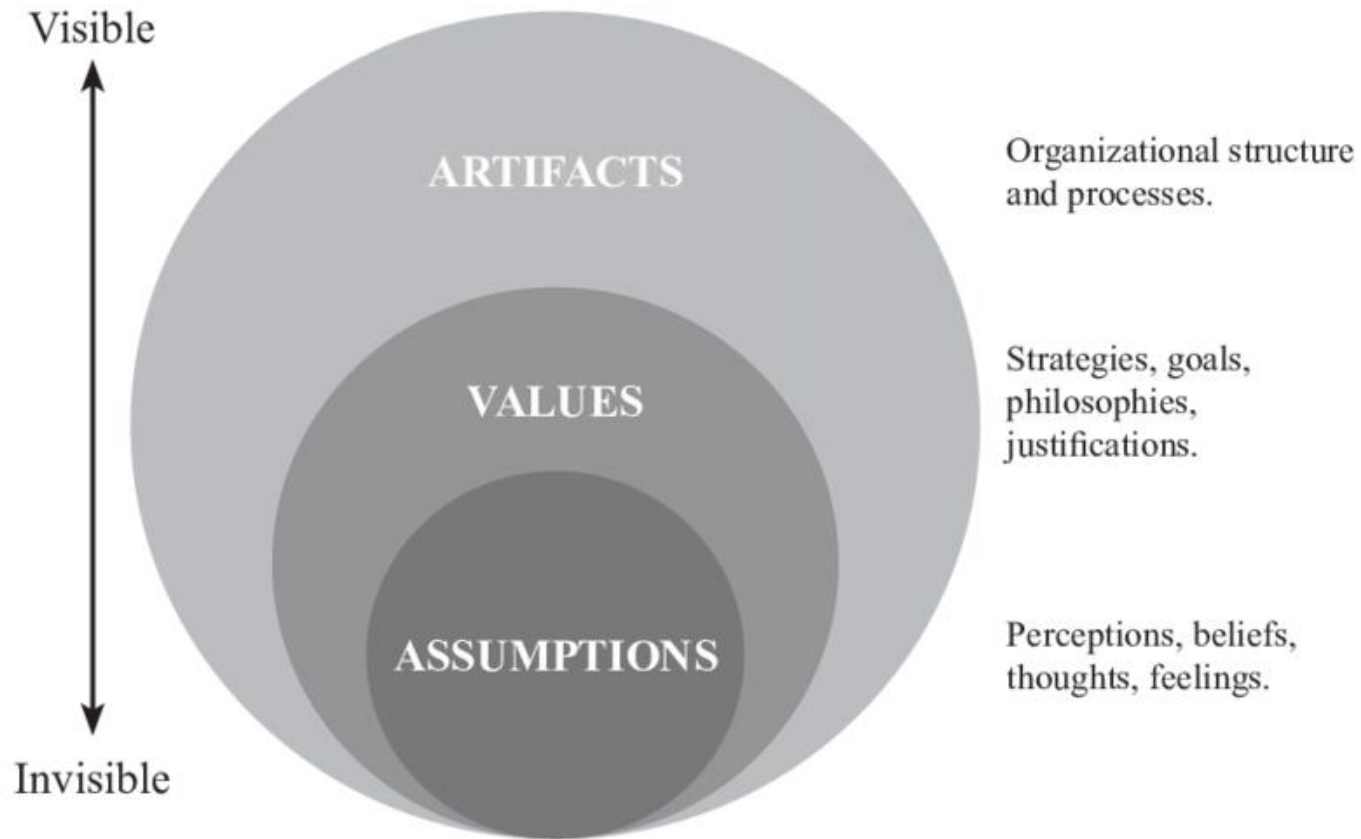


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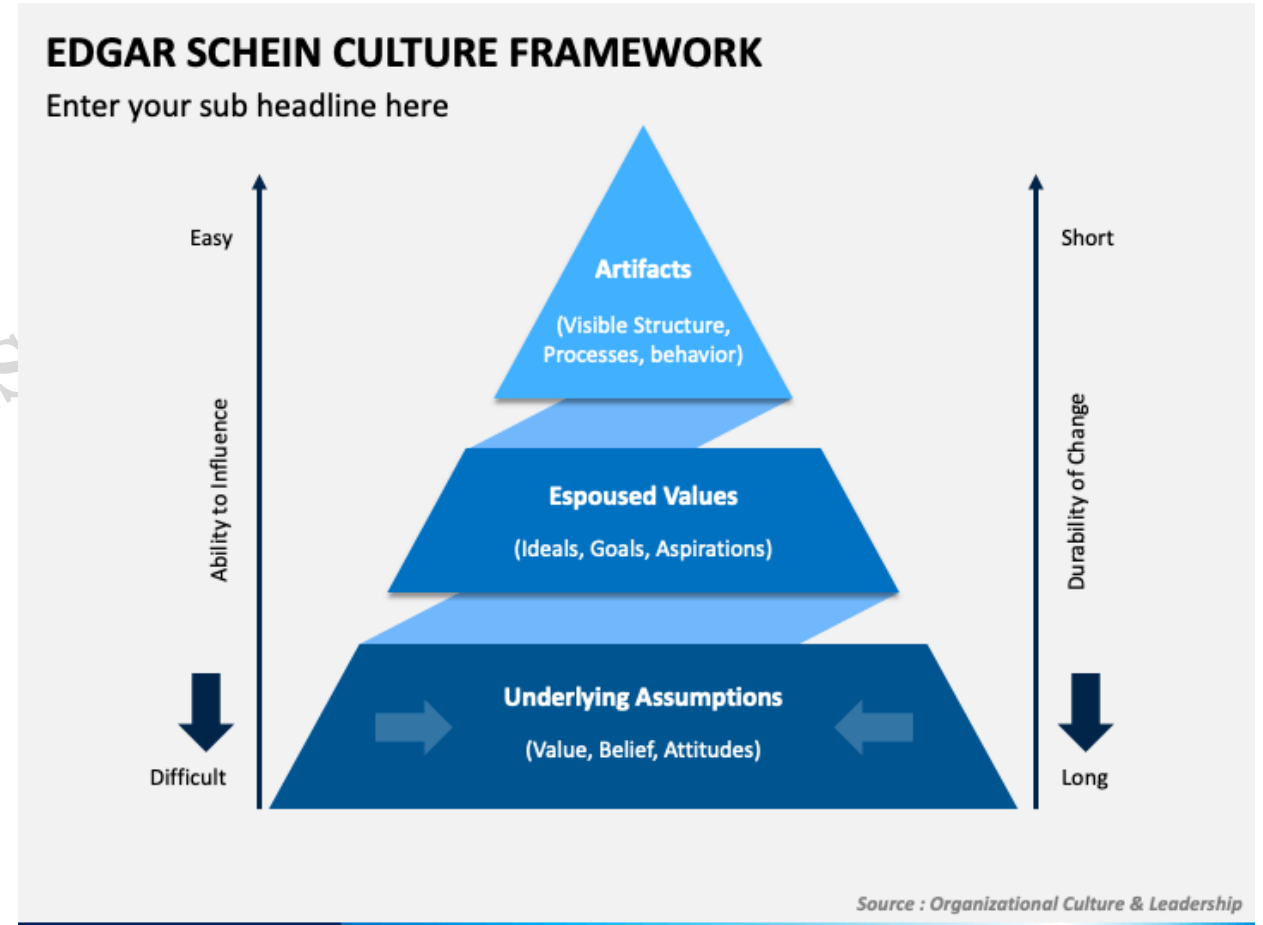
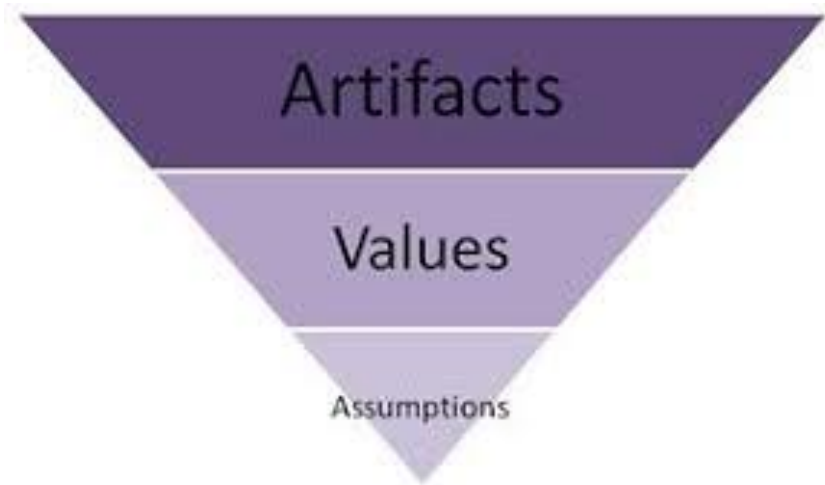


How can we
disconfirm these?

Other Views of Schein's Model



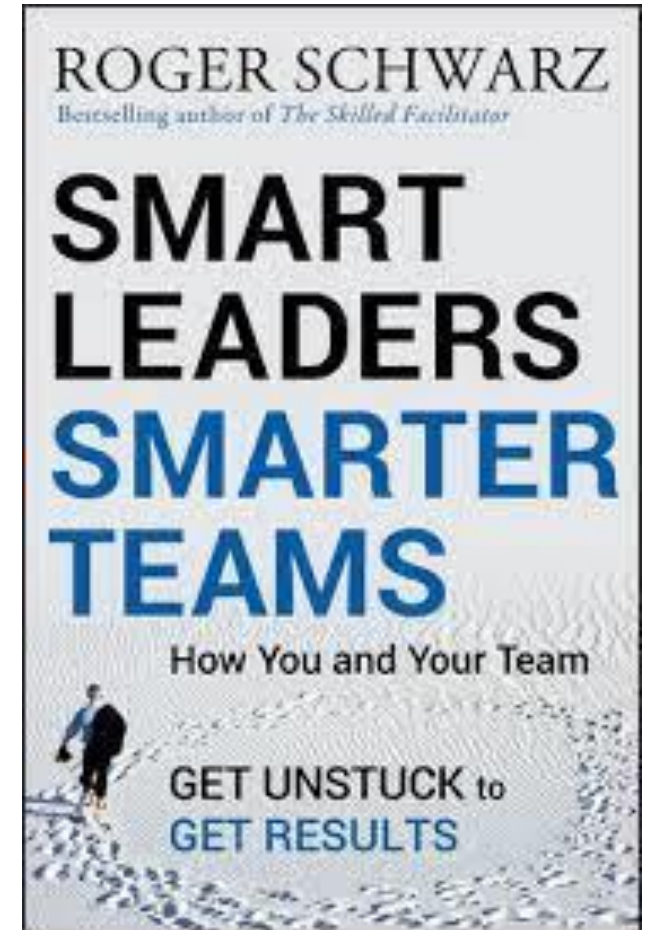
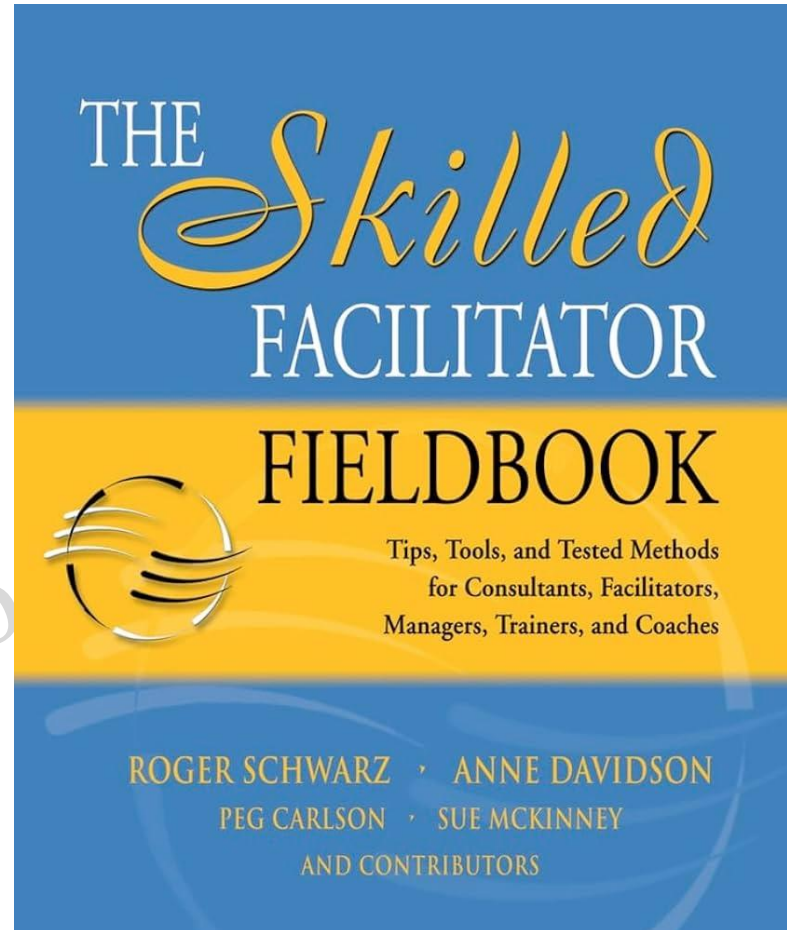
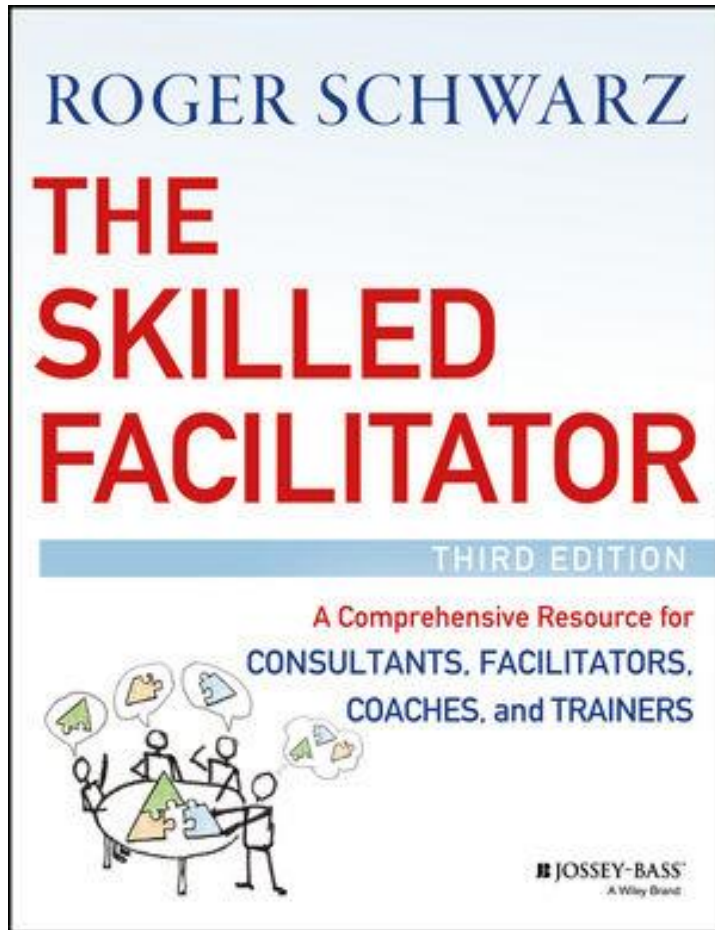
Other Views of Schein's Model



Part 2.1

Facilitation

Resources





مدرسه سیمرغ



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Do not Distribute



COACHING WAYS
Middle East

مبانی تسهیلگری

سایت کوچینگ ویز خاورمیانه

Most people who need to use **facilitative skills**
don't need to be facilitators

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Why is it hard to define “facilitator”?

- Developing a clear understanding of the facilitator role has become more difficult in recent years because organizations now use the word facilitator to indicate many roles.
- Human resources experts, organizational change consultants, trainers, coaches, and even managers have sometimes been renamed facilitators

Do not Distribute

Six Facilitative Roles



Schwarz, “The Skilled Facilitator”, 3e, 2017

The Facilitator Role

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A Group Facilitator

Is a person who, in order to increase the group's effectiveness ...

1. Is **not a member** of the group,
2. Is **Content Neutral**,
3. Has no content decision-making authority or input,
4. Is acceptable to all the members of the group,
5. Diagnoses and Intervenes in a group, so as to
6. Help it improve the process by which it identifies and solves problems and makes decisions

Not a Member of the Group (1/2)

- You can't be a facilitator for a group you're a member of because you **can't be completely neutral about issues** in your group.
- Even if the issues you're facilitating don't directly affect you, your membership in the group can **indirectly influence** your neutrality.
- If you're a group member or leader, other members will reasonably expect you to be involved in the content of discussions and, depending on the topic, have a role in decision making.

Not a Member of the Group (2/2)

- The facilitator needs to be *a third party*,
- Even if you aren't a member of the immediate group that requests facilitation, members *still may not consider you a third party*.
 - For example, if the group is seeking facilitation to address concerns with the division it is part of and you're an internal facilitator working in the same division, group members may consider you a member of the larger group and not a third party.
- To serve as a facilitator, the group requesting help needs to consider you a third party.

Content Neutral (1/4)

- By content neutral, it doesn't mean you have **no opinions on the issues** that the group is discussing. That would be unrealistic.
- Rather, it means that you **facilitate the discussion without sharing your views**, so **group members cannot infer your views** on the group's topics.
- Consequently, you don't influence the group's decisions, directly or indirectly.
- Group members are easily and justifiably annoyed by a facilitator who claims to be neutral and then acts in a way that isn't neutral

Content Neutral (2/4)

- By being content neutral,
you increase the chance that all group members, regardless of their views on the topics, will see you as **trustworthy**.
- In addition, content neutrality ensures that
the **group remains responsible** for solving its problems and making decisions.

Don't Confuse it with
Process Neutrality!

Content Neutral (3/4)

- To remain neutral

requires **listening to members' views** and **remaining curious** about how their **reasoning** differs from others (and from your private views) so that you can help the group engage in **productive conversation**.

- If you trade your curiosity for a belief that some members are right and others are wrong, or that the group as a whole is going in the wrong direction, you **give up your ability to help** **group members explore their own views** and differences and replace it with **your desire to influence** **the content** of the discussion.

Content Neutral (4/4)

- If you find yourself **invested in** an issue or in having the group reach a particular outcome, or if you have **expertise** on the subject that makes it **difficult for you to remain neutral**,
then consider serving in one of the **other facilitative roles**.

Do not Distribute

No Decision-Making Authority or Input

- This is **an extension** of the facilitator's **content neutrality**.

Content decision-making authority or input means you have the ability either to make or participate in decisions regarding the group's topics of discussion.

- Even if you haven't expressed your view on the topic, the **facilitator role prohibits** you from being part of a vote or other decision-making process on the group's topics.

Acceptable to All Members of the Group

- Requiring that you are acceptable to all members of the group is another way to ensure that you meet **each group member's criteria** and that the group will be **open to your facilitation**.

Do not Distribute

Diagnoses and Intervenes in a Group

- A group facilitator **works with the entire group**.
- At times, you may meet with subsets of the group, including individuals, but the group is the basic venue in which you work.
- You watch the group in action,
diagnose what is happening, and **intervene** to help the group become more effective in its problem-solving and decision-making processes

Improves the Processes (1/2)

- *Process* refers to **how a group works together**.

It includes how members identify and solve problems, make decisions, and handle conflict.

- In contrast, content refers to the **topic** a group is discussing.

The content of a group discussion might be whether to enter a new market, how to provide high-quality service to customers, or what each group member's responsibilities should be.

Improves the Processes (2/2)

- Whenever a group meets, you can observe both content and process simultaneously.
 - For example, in a discussion about how to provide high-quality service, suggestions about providing special services to loyal customers or giving more authority to those with customer contact reflect the content of a discussion.
 - However, members responding to only certain colleagues' ideas or failing to identify their assumptions reflect the group's process.

A facilitator is content neutral
but also, a process expert and advocate

Do not Distribute

As a Process Expert (1/2)

- You know what kinds of **mindset** (values and assumptions), **behavior**, **process**, and **underlying structure** are more or less likely to contribute to high-quality problem solving and decision-making,
- and contribute to the three results of effective groups: **performance**, **working relationships**, and **individual well-being**.
- If you ask a group to use **certain ground rules** or if you identify certain ineffective behaviors in the group, it's on the basis of this process expertise

As a Process Expert (2/2)

- You advocate that the group
adopt a mindset and behaviors that improve its effectiveness, at least for the time you're actively facilitating the group.
- But being a process advocate
does not mean you make these decisions for the group.
- You ask the group whether it sees any problems with your design for the facilitation, including the process you're advocating.
- For all of these decisions about the facilitation process, you are a partner with the group.

Myth of Total Facilitator Neutrality

- “content neutral” means that a facilitator conveys no preference for any solution the group considers.
- **When the content is group process, facilitators are not neutral.**
 - Not only do they have a point of view; they also are—or should be—experts.
 - As a skilled facilitator, you know what kind of behavior and processes lead to effective problem solving and other important group outcomes, and you use this knowledge to facilitate the group.
 - This is why groups hire you as a facilitator

Every action you take and intervention you make
with the group **signals your beliefs** about what makes
for effective process

Implicit Beliefs

- When you **ask** group members to use **certain behaviors or ground rules**, or when you **intervene** to help members act consistently with these behaviors, you're implicitly **stating your belief** that these behaviors and related processes will make the group more effective.

Do not Distribute

Six Facilitative Roles

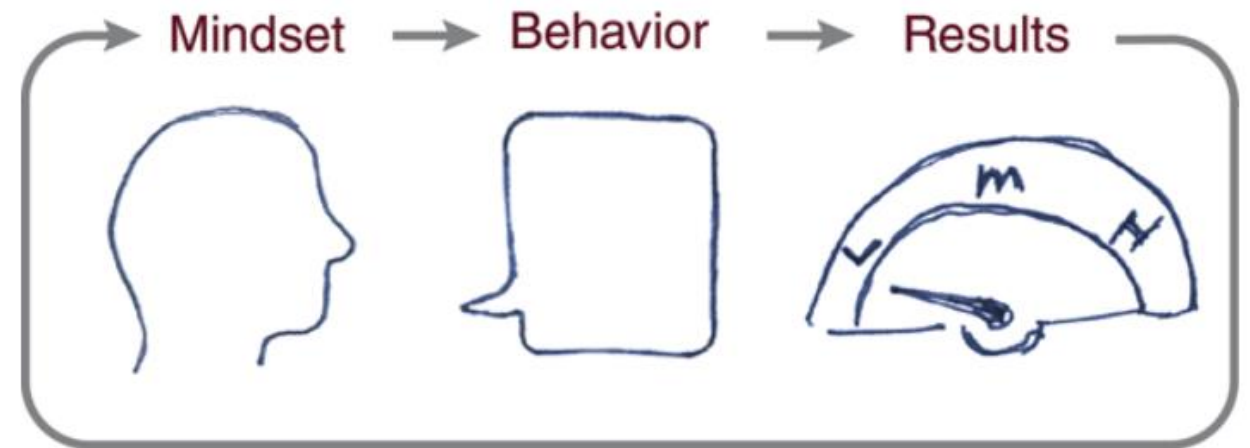


Schwarz, "The Skilled Facilitator", 3e, 2017

Six Facilitative Roles

	Facilitator	Facilitative Consultant	Facilitative Coach	Facilitative Trainer	Facilitative Mediator	Facilitative Leader
Group Member	No	No	Can be	Can be	No	Yes
Context Involvement	Content Neutral	Content Expert	May be Involved	Content Expert	Content Neutral	Involved in Content
Context Decision-Making Involvement	Not Involved	May be Involved	Not Involved	May be Involved	Not Involved	Involved

How You Think Is How You Facilitate



- Everything you do starts with your mindset.
- Your mindset is **the way of seeing** that shapes your thoughts, feelings, and behaviors.
- Your mindset is the **core set of values and assumptions that drives your behavior**.
- Your mindset is what ultimately shapes the results you get for yourself and the groups you're trying to help



مدل ذهنی و کاربرد مدل ذهنی در مدیریت (نقشه راه درس)

Two Problems of Mindset

1. When we find ourselves in **challenging situations**,
in which the stakes are high, having strong views and strong feelings, or feeling psychologically threatened, frustrated, or potentially embarrassed
2. Our **lack of awareness** about our mindset

Do not Distribute

Lack of awareness about our mindset

- We're also usually unaware of your mindset.
 - When we're intervening to stop a group member from participating too much, we're not aware that we may be thinking, "This guy doesn't get it. He doesn't see how he's dominating the conversation."
 - You just respond, seemingly without thinking.
- The fact that your mindset operates out of your awareness is a good thing—until your mindset becomes the cause of problems.

The Unilateral Control Approach

- When you use the unilateral control approach, you try to achieve your goals by **unilaterally controlling the situation**:
 - You try to get others to do what you want them to do **without being influenced** by them.

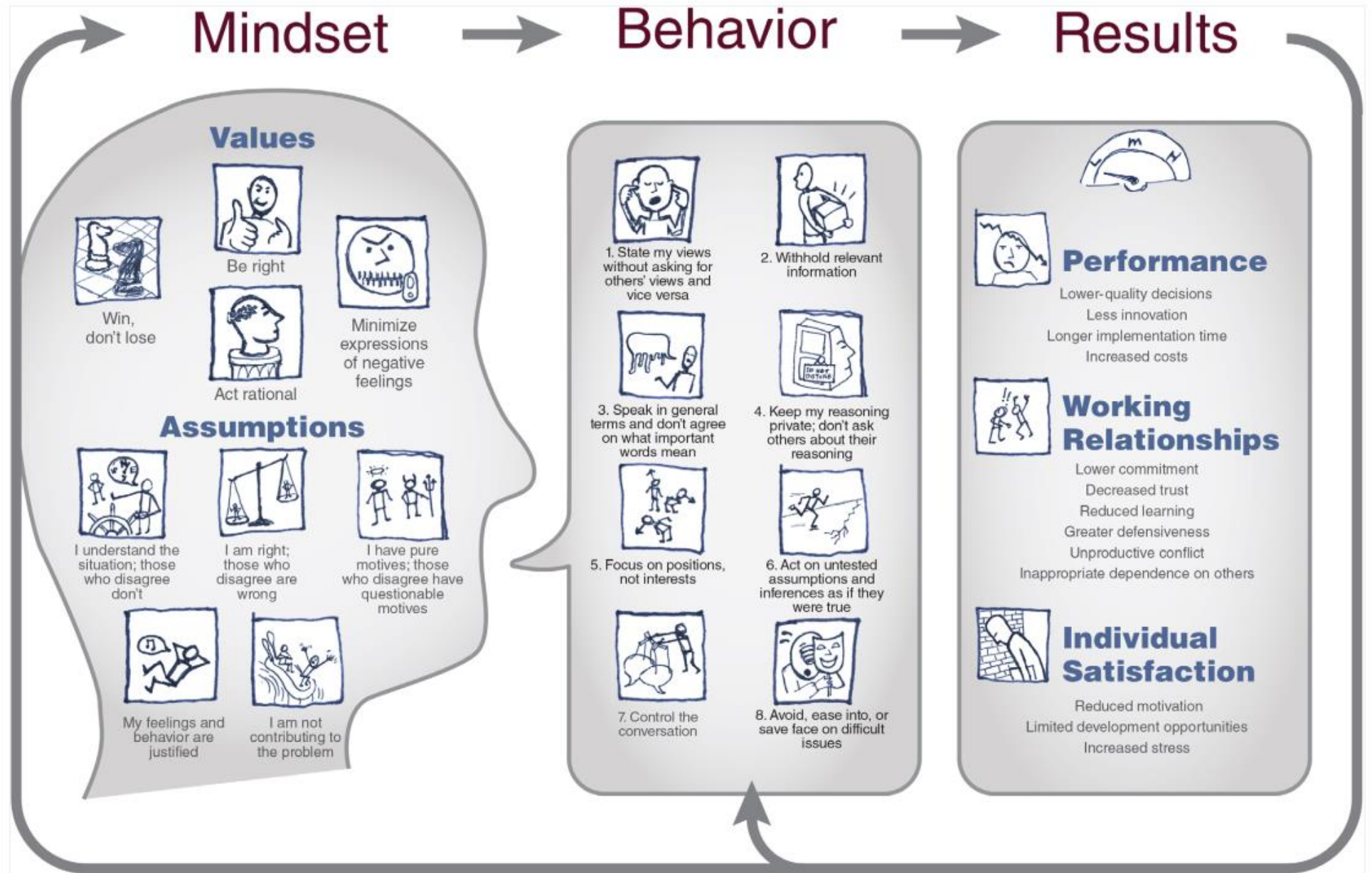
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The Unilateral Control Perspective

- When you apply a unilateral control mindset to working with people who see things differently from you, your essential perspective is:
 - I understand the situation; you don't.
 - I'm right; you're wrong.
 - I will win.

Do not Distribute

The Unilateral Control Approach



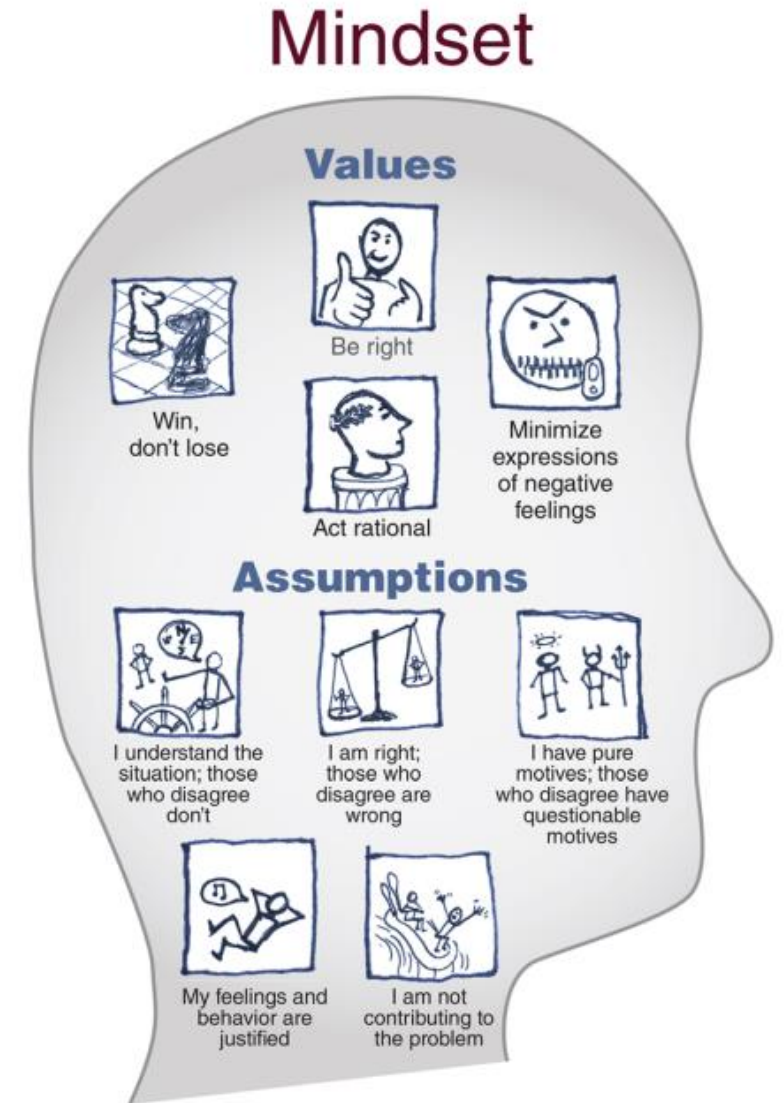
Core values:

end-states we think are worth striving for.

Do not Distribute

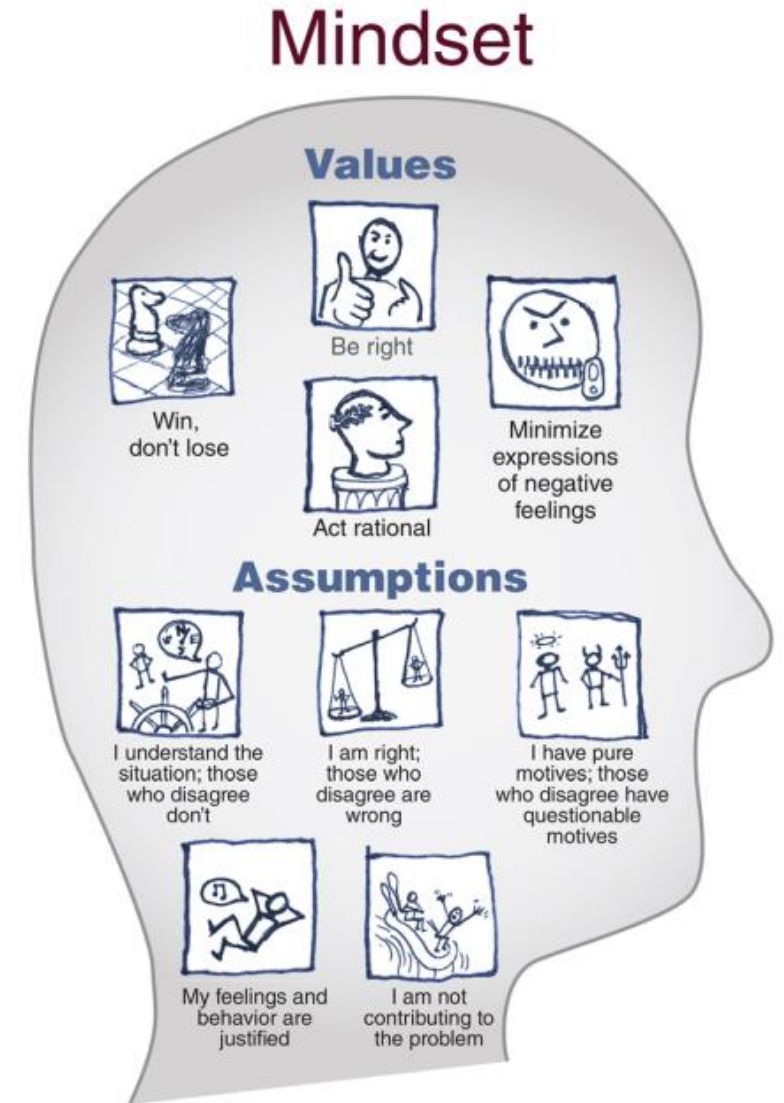
Win, Don't Lose

- Having goals can make you more effective.
- But when you operate from the unilateral control mindset, achieving your goals as you have defined them becomes an end in itself.
- You **frame the situation as a contest** in which there are winners and losers; therefore, you must be one of the winners



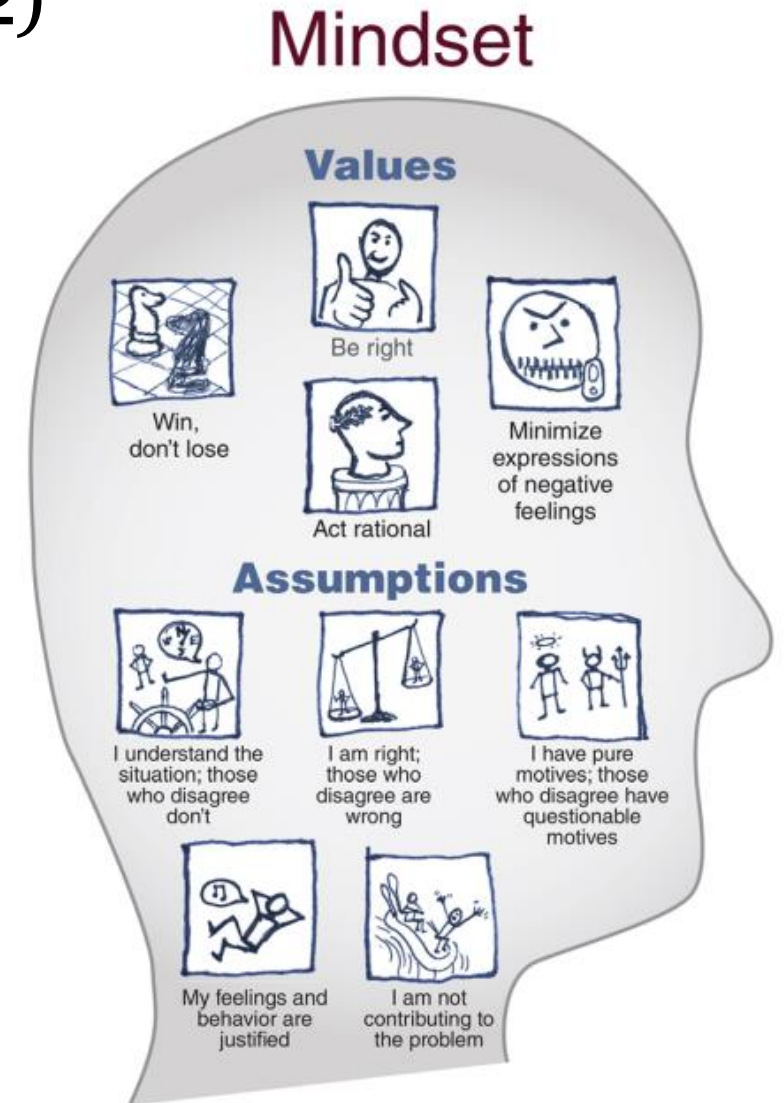
Be Right

- When you value being right, you take pride in showing others that your views are accurate.
- If you have ever taken satisfaction in thinking or saying to someone, “I told you so” or “I knew this would happen,” you know what it feels like to value being right



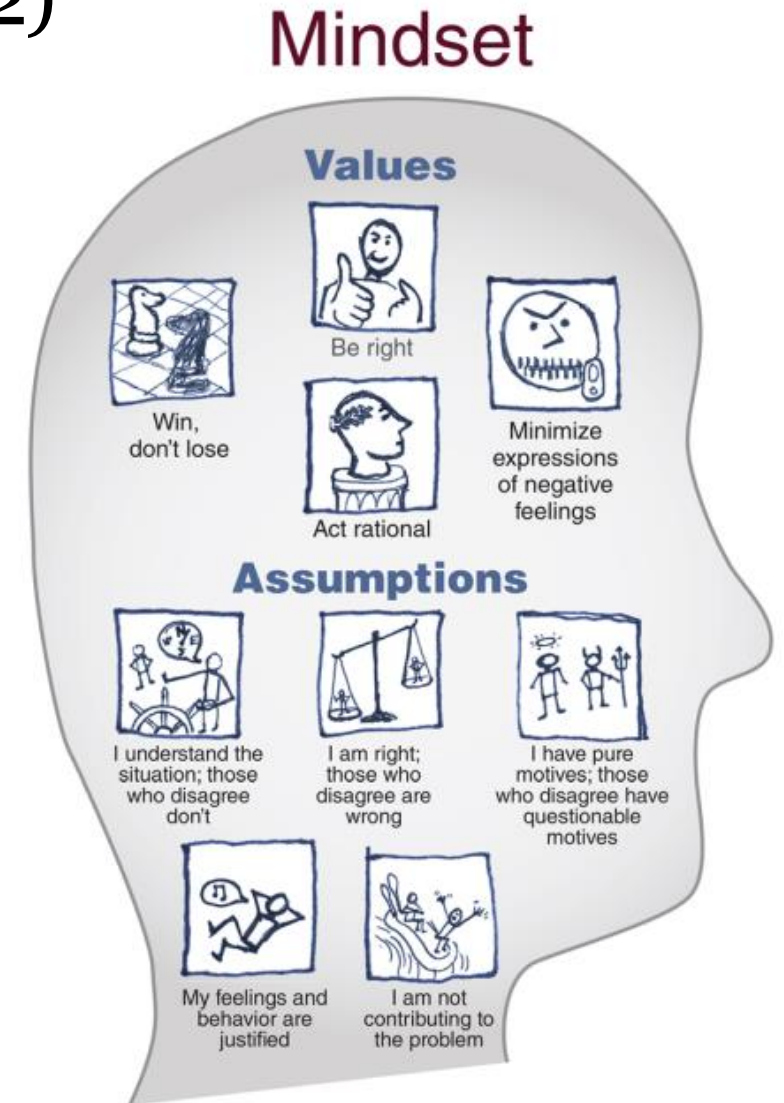
Minimize Expression of Negative Feelings (1/2)

- It means keeping unpleasant feelings - yours and everyone else's - out of the conversation.
- This value stems from a belief that **expressing anger or frustration** - or allowing others to express them - for instance, are **incompetent behaviors**.
- Expressing negative feelings may be seen as a sign of weakness or may hurt someone's feelings, both of which may make it difficult for you to accomplish your goals.



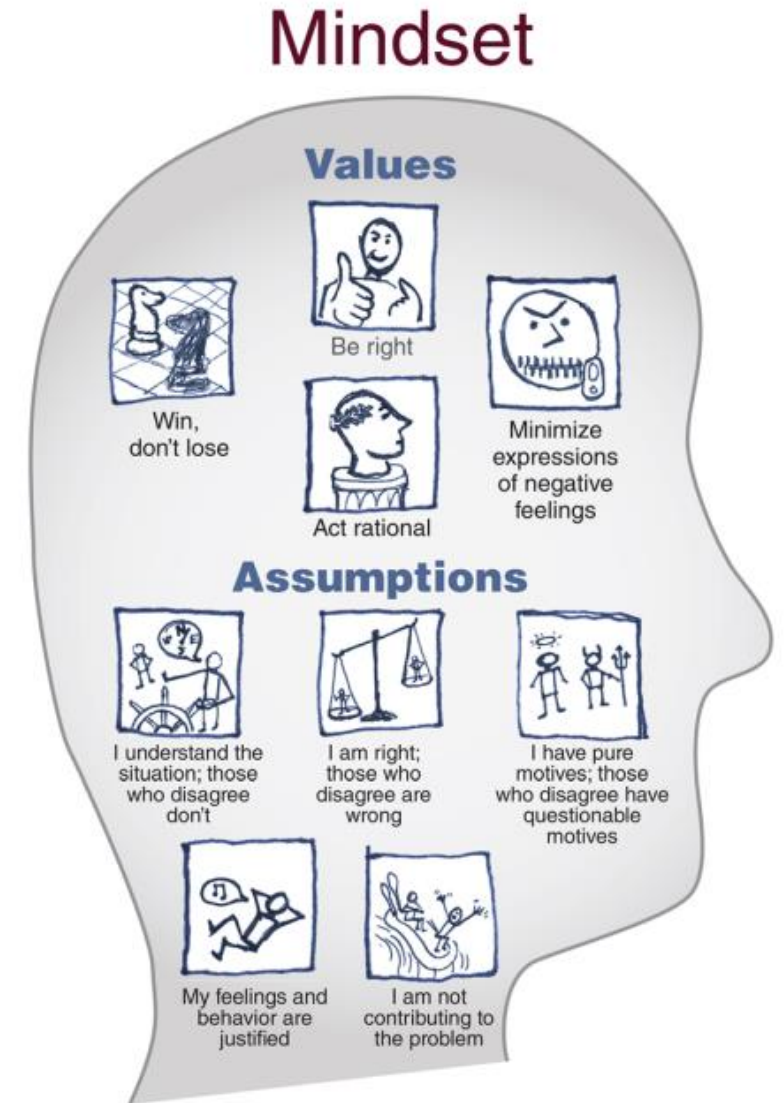
Minimize Expression of Negative Feelings (2/2)

- In the unilateral control approach, raising negative feelings can **lead to things getting out of control**.
- In short, you **believe that little good can come of people airing their feelings on a topic**; it **only leads to tension, wounded sensibilities, and strained working relationships**.



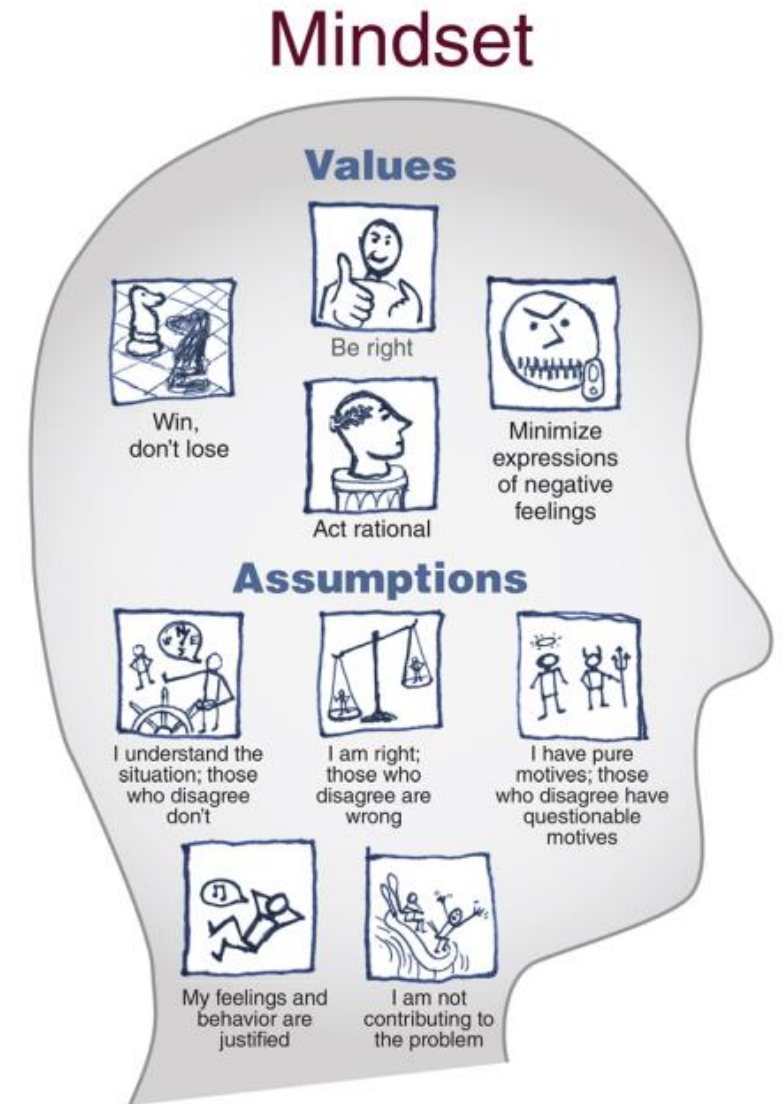
Act Rational (1/2)

- When you value acting rationally, you **expect yourself and others to remain purely analytical and logical.**
- You believe that if you simply lay out the **facts**, others, if they're being **reasonable**, will **agree** with you.
- You try to present issues as being **purely objective**, **regardless of how you or others are feeling about them.**



Act Rational (2/2)

- You consider feelings as a **barrier** to good problem solving and decision making instead of **as another source of important information**.
- The more you value acting rational, the more you want to be seen as having thoroughly thought through the matter at hand.
- When you discover **gaps** in your thinking, you try to **prevent** others from recognizing those gaps



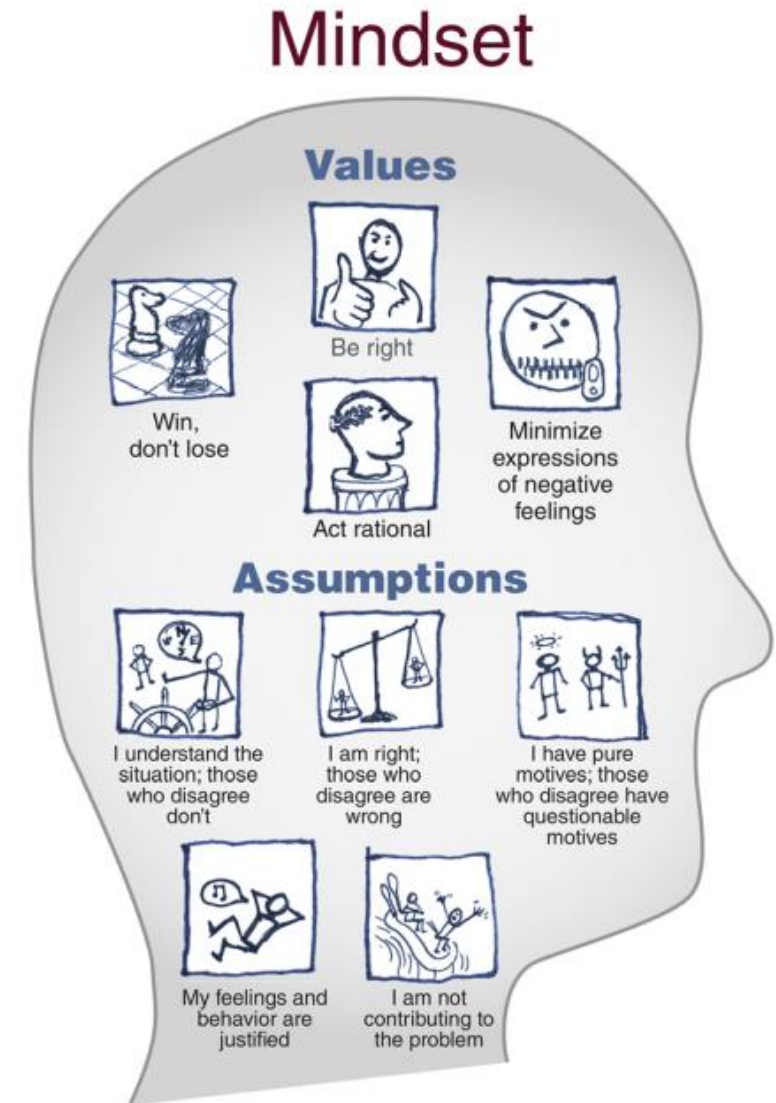
Core Assumptions:

fundamental beliefs we hold

Do not Distribute

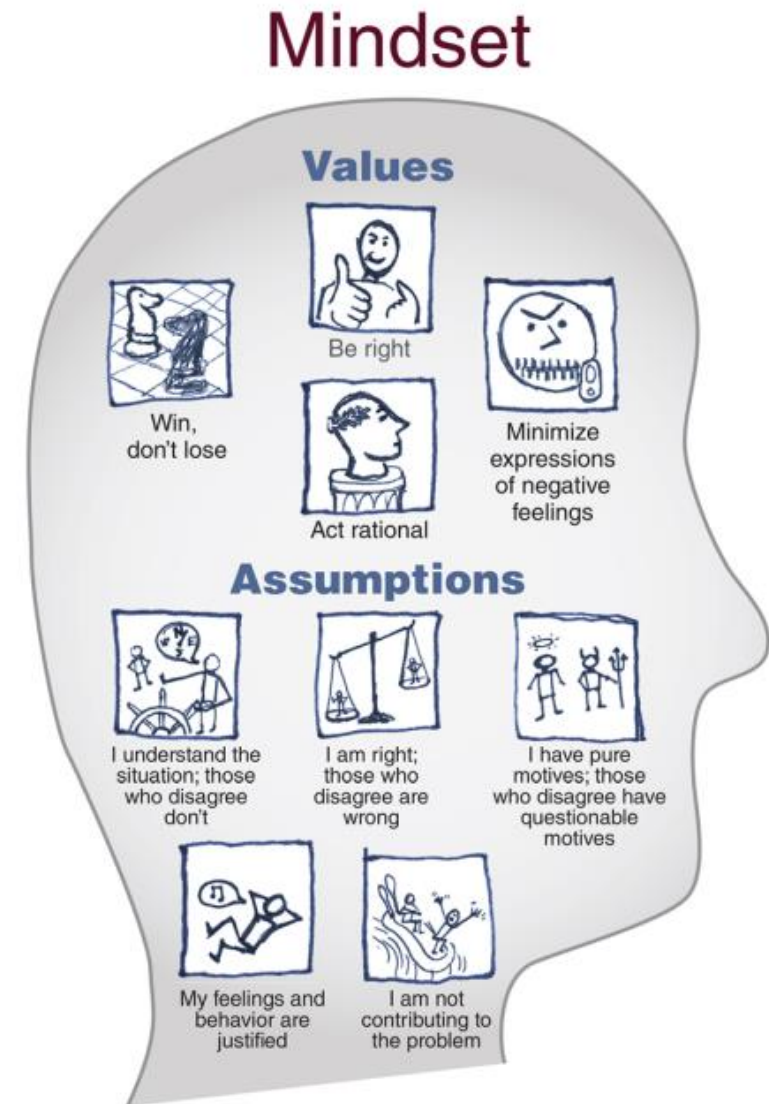
I Understand the Situation; Those Who Disagree Don't

- This assumption states that **whatever information and understanding you bring to the situation is accurate and complete**, and so are the conclusions you draw from them.
- In other words, **the way you see things is the way things really are**.
- If others hold different views, they just don't get it, are confused, misinformed, or simply clueless.
- If they understood what you understand, they would agree with you.



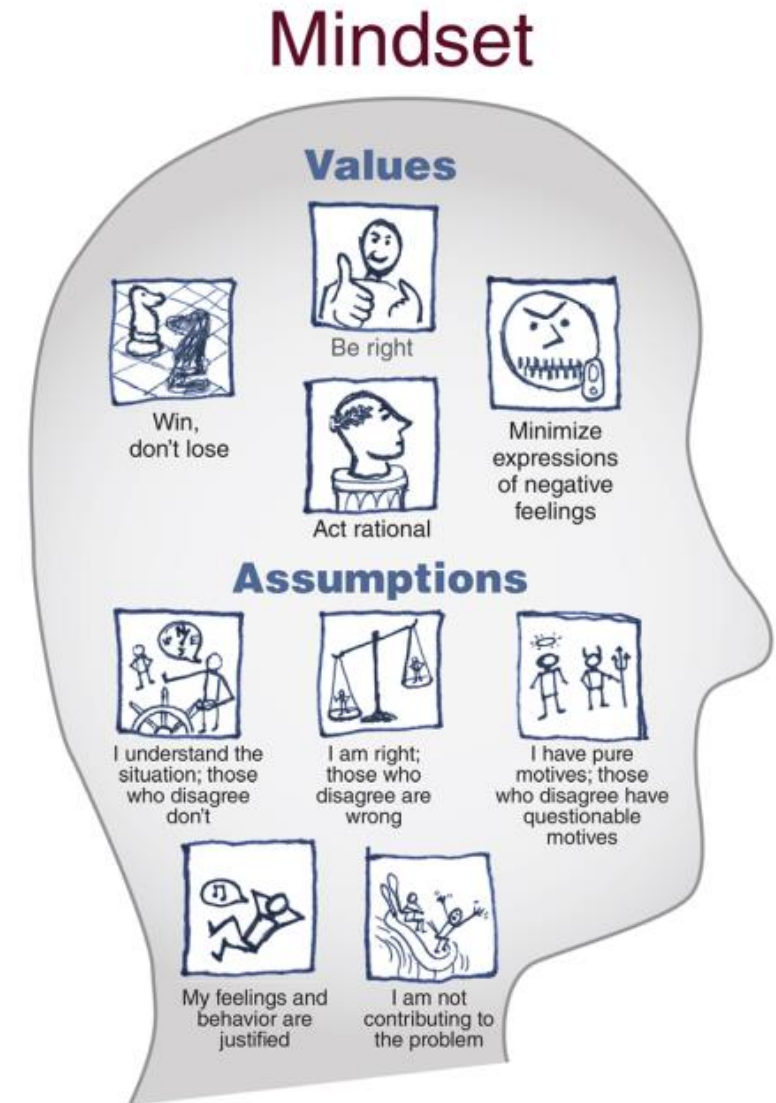
I Am Right; Those Who Disagree Are Wrong

- As an extension of the previous one, here you assume that **situations come with right and wrong answers** and that your answer is, of course, the right one.
- People who **disagree** with you or see it differently are simply **wrong**.
- When you hold this assumption, it's **not possible** that **you and the people with whom you are disagreeing can both be right**.



My Motives Are Pure; Those Who Disagree Have Questionable Motives

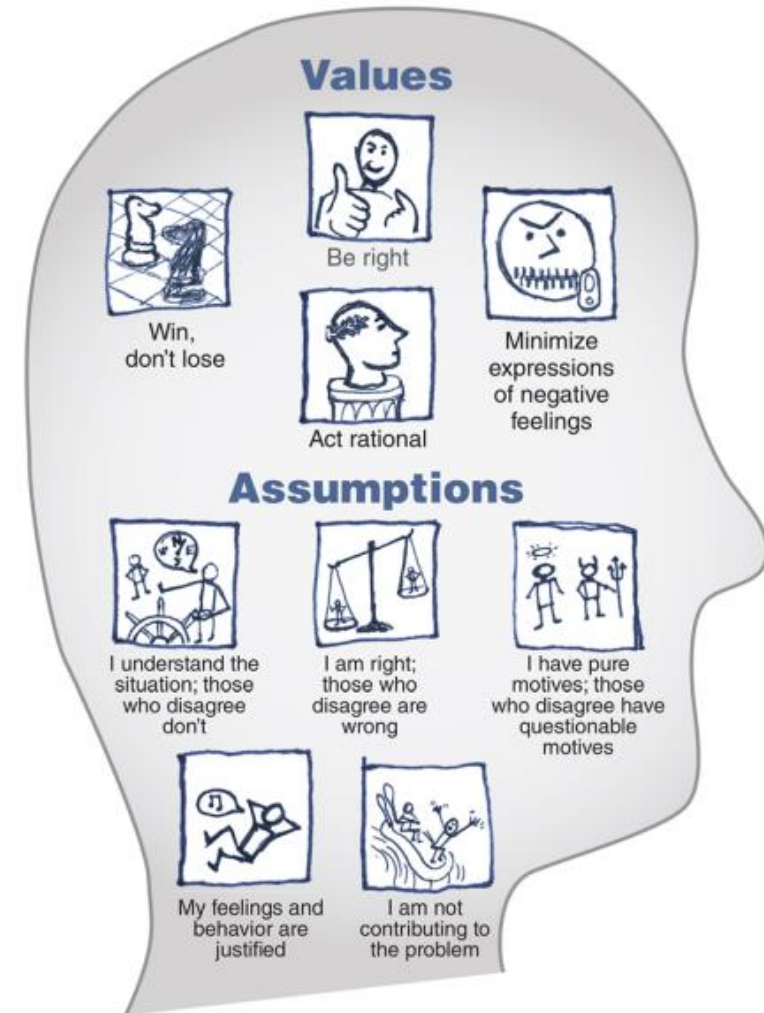
- You consider yourself to be **an earnest seeker of truth**, acting in the **best interests** of the group and organization.
- At the same time, you **question the motives of those who disagree** with you.
- You assume they may be motivated by self-interest or some other inappropriate concern.
- Maybe they're trying to increase their power, control more resources, or even undermine your efforts.



My Feelings and Behaviors Are Justified

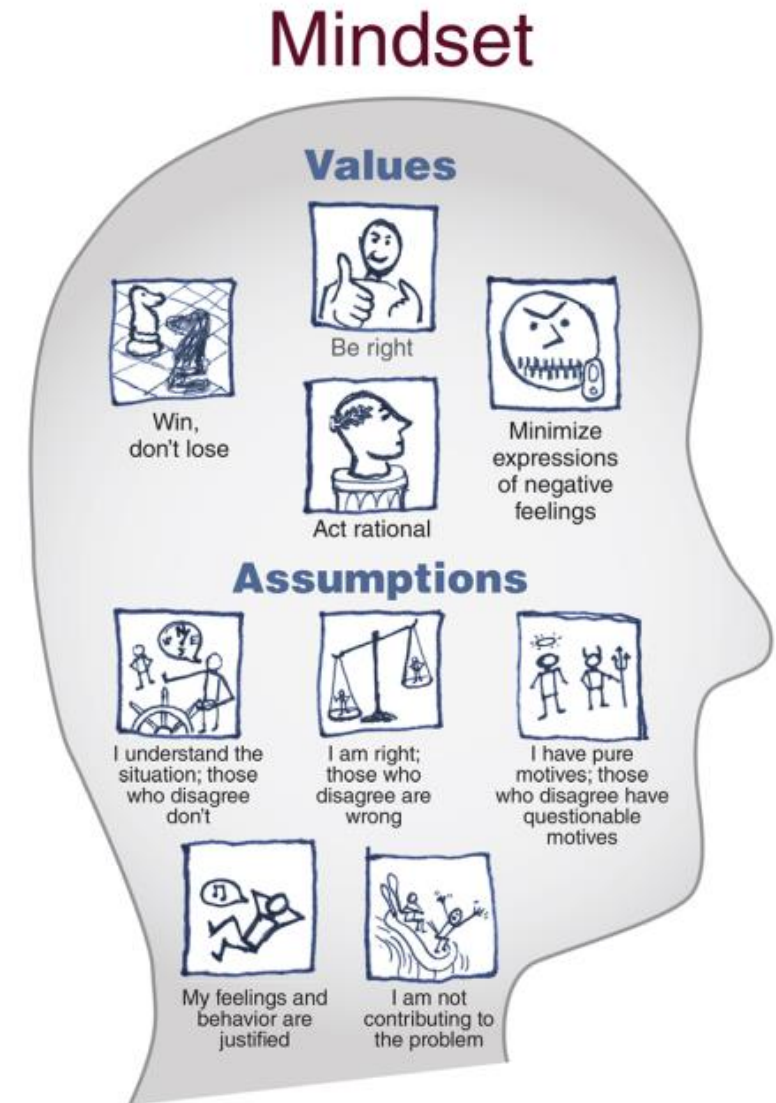
- Because others don't understand the situation as it really is (meaning, as you see it), because others are wrong, and because others may have questionable motives, you consider your feelings and behaviors justified.
- If you're annoyed or frustrated, if you need to act in a manner that is inconsistent with your values, or if you need to depart from your role, it's all justified.
- Although you may have preferred not to do these things, others' behaviors have left you no choice.

Mindset



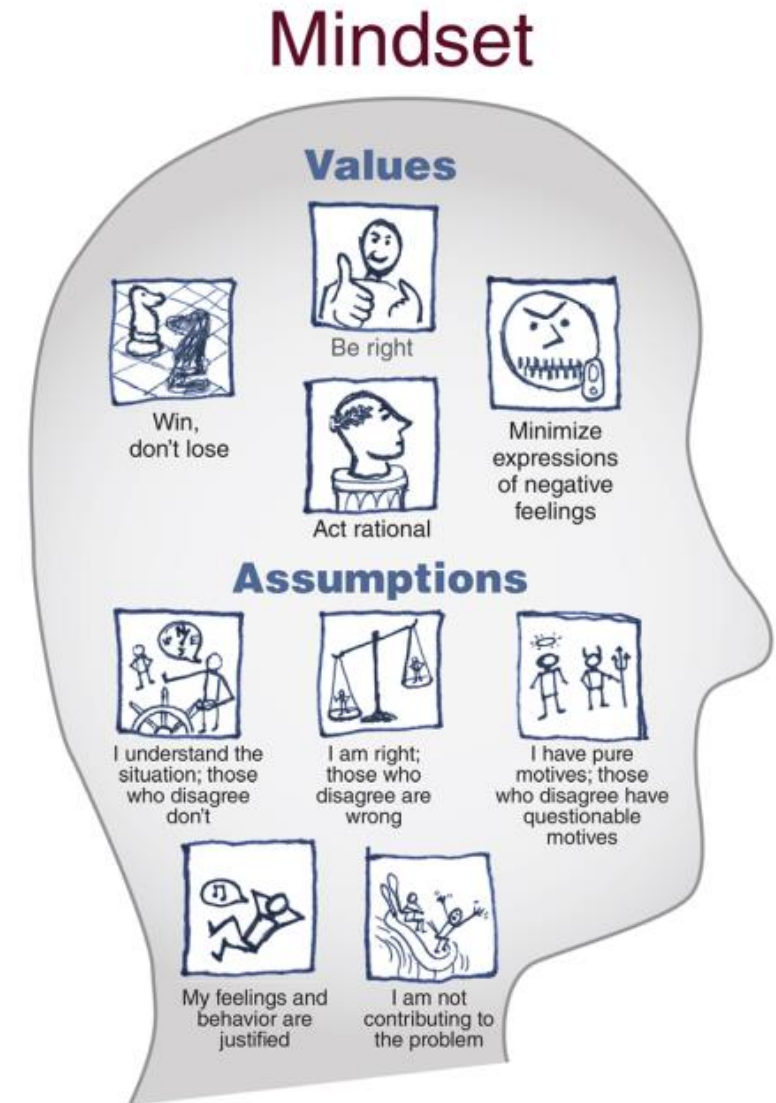
I Am Not Contributing to the Problem (1/2)

- In the unilateral control mindset, you see your feelings and the behaviors that result from them as the **natural and inevitable results of others' actions toward you**.
- You don't consider the possibility that you're **contributing** to the very problems you're privately complaining about.
- It doesn't occur to you that your thoughts and feelings may lead you to act **ineffectively**.



I Am Not Contributing to the Problem (2/2)

- In your view, all interactions go like this:
Others do things that are ineffective, and you respond to their mistakes accordingly and appropriately.
- As a result, you see others as needing to change, not you.
- The only sense in which you may see yourself needing to change is that you may need to develop new ways to get others to change their ineffective behaviors.



Behaviors

Do not Distribute

The need to convince others

- You use the beforementioned mindset—the core values and assumptions—to design your behavior.
- When you work with a group and assume that you understand and are right and that those who disagree with you don't understand and are wrong, you think you need to **convince** others.

Do not Distribute

State views without asking for others' views or vice versa (1/2)

- You either state your views without asking others what they think, or you ask others questions without sharing your view.
- As a result,
you and the group **end up talking past each other** and you don't reach genuine agreements.



1. State my views without asking for others' views and vice versa



2. Withhold relevant information



3. Speak in general terms and don't agree on what important words mean



4. Keep my reasoning private; don't ask others about their reasoning



5. Focus on positions, not interests



6. Act on untested assumptions and inferences as if they were true



7. Control the conversation



8. Avoid, ease into, or save face on difficult issues

State views without asking for others' views or vice versa (2/2)

- When you ask questions that aren't genuine, you often “**ease in**,” indirectly conveying your point of view.
- Easing in involves asking others questions or making statements that are **designed to lead others to figure out what you're privately thinking without your having to say it.**
- It's an indirect approach to get others to see things your way.



1. State my views without asking for others' views and vice versa



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7. Control the conversation



8. Avoid, ease into, or save face on difficult issues

Withhold relevant information

- Because winning is **paramount**,
you share the information that will advance your views
and withhold relevant information that won't.

Do not Distribute



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Speak in general terms and don't agree on what important words mean. (1/2)

- When you make **general statements** like “I think it would be good to hear from some people who haven’t spoken as much,” the group doesn’t know exactly which people you’re talking about.
- As a result, some members whom you believe have been talking too much may speak up, believing that they weren’t speaking much.



1. State my views without asking for others' views and vice versa



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Speak in general terms and don't agree on what important words mean. (2/2)

- Facilitators, consultants, and trainers often speak in general terms because they're concerned that by **naming individuals**, they may create **defensive reactions**.



1. State my views without asking for others' views and vice versa



2. Withhold relevant information



3. Speak in general terms and don't agree on what important words mean



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Do not Distribute

Keep my reasoning private; don't ask others about their reasoning

- You **don't explain why** you're saying what you're saying and asking what you're asking.
- **Sharing your reasoning** would make you **vulnerable** to people **challenging** your thinking, which could **reduce the chance that your view would prevail**.
- Asking others about **their reasoning** might **surface information** that's **at odds with your views** and increases the chance that they'll ask you to **explain** your views, both of which **decrease the chance that you'll win**



1. State my views without asking for others' views and vice versa



2. Withhold relevant information



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5. Focus on positions, not interests



6. Act on untested assumptions and inferences as if they were true



7. Control the conversation



8. Avoid, ease into, or save face on difficult issues

Focus on positions, not interests

- By focusing on a particular solution instead of the underlying needs you're trying to address, you and the group **dig into your positions** and **fail to craft solutions** that meet group members' needs and generate broad commitment.

Solution-Driven Approach



1. State my views without asking for others' views and vice versa



2. Withhold relevant information



3. Speak in general terms and don't agree on what important words mean



4. Keep my reasoning private; don't ask others about their reasoning



5. Focus on positions, not interests



6. Act on untested assumptions and inferences as if they were true



7. Control the conversation



8. Avoid, ease into, or save face on difficult issues

Act on untested assumptions and inferences as if they were true

- Because you assume that you understand the situation and are right, there's no need to test any assumptions or inferences you're making.
- As a result, when your assumptions or inferences turn out to be wrong, you make poor decisions.



1. State my views without asking for others' views and vice versa



2. Withhold relevant information



3. Speak in general terms and don't agree on what important words mean



4. Keep my reasoning private; don't ask others about their reasoning



5. Focus on positions, not interests



6. Act on untested assumptions and inferences as if they were true



7. Control the conversation



8. Avoid, ease into, or save face on difficult issues

Control the conversation

- To ensure that you win,
you **make sure** that **the conversation moves in the direction you think it should move.**
- You make sure that people talk about topics that you consider relevant and that further your point of view.
- When people don't stay on topic—as you define “on topic”—you find ways to bring them back on topic.
- As a result, the group you're helping **doesn't get all the relevant information on the table.**



1. State my views without asking for others' views and vice versa



2. Withhold relevant information



3. Speak in general terms and don't agree on what important words mean



4. Keep my reasoning private; don't ask others about their reasoning



5. Focus on positions, not interests



6. Act on untested assumptions and inferences as if they were true



7. Control the conversation



8. Avoid, ease into, or save face on difficult issues

Avoid, ease into, or save face on difficult issues

- Because you want to minimize the expression of negative feelings,
you **don't address issues** that could make the group or you **uncomfortable**.
- As a result, you don't help the group get to the **root cause** of issues, and the issues continue to reduce the group's and your effectiveness.



1. State my views without asking for others' views and vice versa



2. Withhold relevant information



3. Speak in general terms and don't agree on what important words mean



4. Keep my reasoning private; don't ask others about their reasoning



5. Focus on positions, not interests



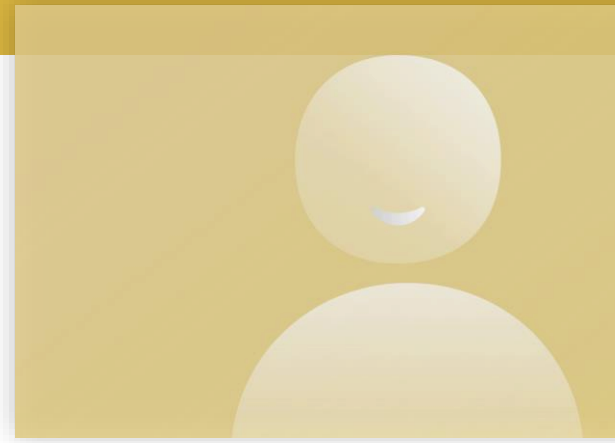
6. Act on untested assumptions and inferences as if they were true



7. Control the conversation



8. Avoid, ease into, or save face on difficult issues



Results

Do not Distribute

Lackluster Performance

- If you're operating with the unilateral control mindset and behaviors, you undermine your own performance.
 - Lower-Quality Decisions and Less Innovation
 - Longer Implementation Time
 - Increased Costs

Results



Performance

Lower-quality decisions
Less innovation
Longer implementation time
Increased costs



Working Relationships

Lower commitment
Decreased trust
Reduced learning
Greater defensiveness
Unproductive conflict
Inappropriate dependence on others



Individual Satisfaction

Reduced motivation
Limited development opportunities
Increased stress

Do not Distribute

Strained Working Relationships

- It decreases commitment, reduces team learning, and also
- promotes inappropriate dependence on others
 - Lower Commitment
 - Decreased Trust
 - Reduced Learning, Greater Defensiveness, and Unproductive Conflict
 - Inappropriate Dependence on Others

Results



Performance

Lower-quality decisions
Less innovation
Longer implementation time
Increased costs



Working Relationships

Lower commitment
Decreased trust
Reduced learning
Greater defensiveness
Unproductive conflict
Inappropriate dependence on others



Individual Satisfaction

Reduced motivation
Limited development opportunities
Increased stress

Do not Distribute

Less Individual Well-Being

- It can be stressful to realize that if you share what you're thinking, you may create negative consequences.
- It's stressful if you make untested inferences and attributions about others that lead you and others to become defensive

Results



Performance

Lower-quality decisions
Less innovation
Longer implementation time
Increased costs



Working Relationships

Lower commitment
Decreased trust
Reduced learning
Greater defensiveness
Unproductive conflict
Inappropriate dependence on others



Individual Satisfaction

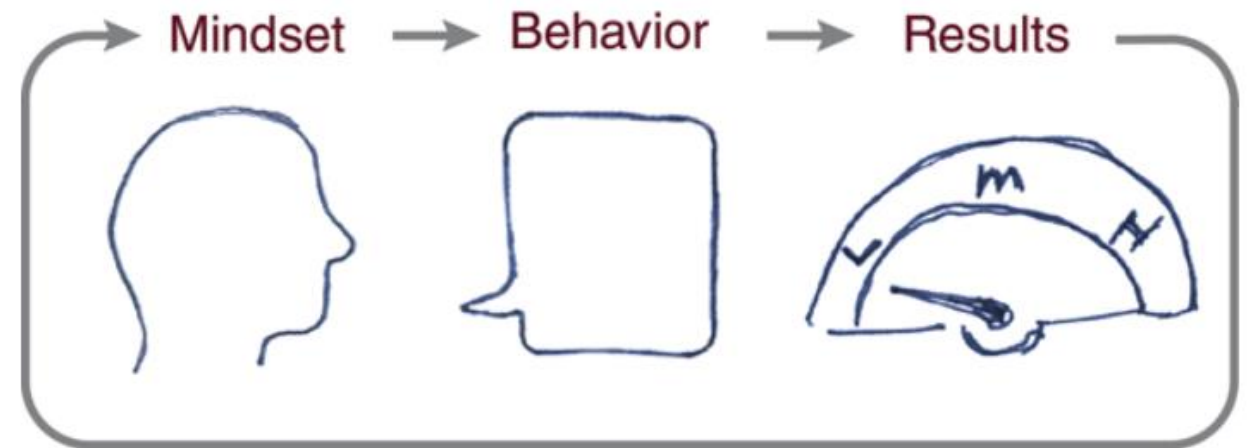
Reduced motivation
Limited development opportunities
Increased stress

Do not Distribute

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Give-up-Control Approach

Do not Distribute



Give-up-control Approach

- Sometimes, when people recognize the **poor results** they get from using the unilateral control approach,
they **start using the give-up-control approach**.
- Unfortunately, they are simply shifting from **one form of control to another**

Do not Distribute

Give-up-control Approach: Core Values

1. everyone participates in defining the purpose,
2. everyone wins and no one loses,
3. express your feelings,
4. suppress using your intellectual reasoning.

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A different Assumption

- In order for people to learn and be involved and committed, they must come to the right answer **by themselves**.

- Of course, the right answer is **the one you have already come up with**.

When others don't see the answer that you see, **you ask easing-in or leading questions** to help them get the answer by themselves.

Results

- The results of the give-up-control approach are **the same** as those of the unilateral control approach:
 - poor performance,
 - strained working relationships,
 - reduced well-being.

Do not Distribute

Moving back-and-forth (1/2)

- Facilitators and consultants often **move back and forth** between the unilateral control approach and the give-up-control variation.
- If you're working with a group **and get frustrated** with the group's **repeated inability to stay on track**,
you may intervene in a unilaterally controlling manner to get them back on track.

Moving back-and-forth (2/2)

- If this approach doesn't keep the group on track,
you may switch to a give-up-control approach and think to yourself,
 - “They seem not to want my help;
 - I’ll just let the group continue to get off track;
 - Eventually, they’ll get frustrated with their lack of progress and figure out something’s wrong.”

Fundamentally the Same

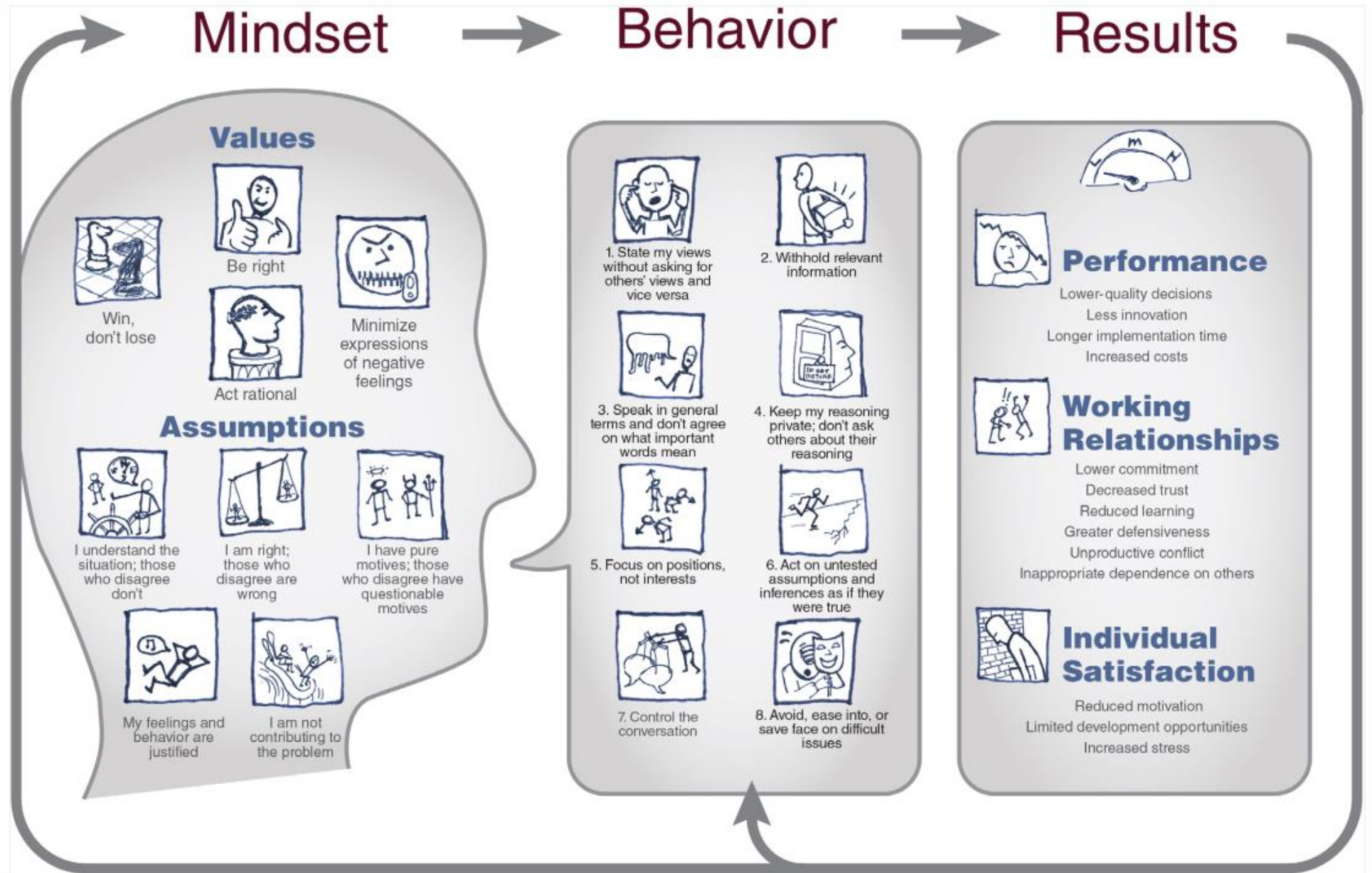
- In the unilateral control approach, you take control; in the opposite model, you give up control.
- But because you take control and give up control unilaterally, fundamentally both models are unilaterally controlling.

So, the give-up-control approach can be viewed as a subset or variation of the basic unilateral control approach

How Unilateral Control **Reinforces** Itself?

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The Unilateral Control Approach

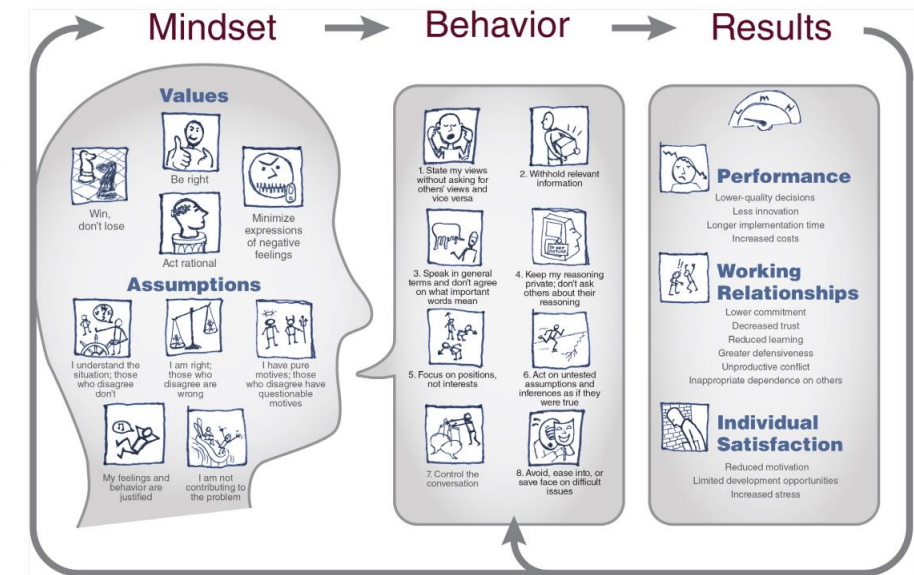


A contradictory Result

- The insidious thing about the unilateral control mindset is that it both leads to and reinforces the very results you're trying so hard to avoid.
- In an effort to be right and win, instead of developing high-quality decisions, you get poor decisions that others are reluctant to implement.
- Instead of improving working relationships with others and creating individual well-being, you create defensiveness, strain these relationships, and create stress for yourself and others.

A Reinforcing Vicious Cycle (1/2)

- Just as your unilateral control mindset led you to get these poor results initially, it also sends you into a reinforcing vicious cycle.
- As the **feedback** arrows indicate, the **frustration** you feel when you get these **poor results**, **reinforces** your unilateral control **assumptions** that **others—not you—are the cause of these poor outcomes** and that your feelings and unilateral behavior are **justified**.



A Reinforcing Vicious Cycle (2/2)

- Instead of **considering how you might be contributing to these poor results**, you continue to use the same unilateral control behaviors.
- You believe that if you persist, you'll eventually get better results.
 - But pushing harder—or checking out in frustration—simply leads to more of the same poor results.
 - The harder you try, the less things improve

Predictable Results

- Although you don't intend to create these poor results, they are predictable.
- As systems thinkers like to say,
systems are perfectly designed to get the results they get.
- Your unilateral control operating system enables you
to efficiently and skillfully be ineffective.

Not Aware of the Mindset

- To make matters more challenging, you're **typically unaware** of your unilateral control mindset as you're operating from it.
 - Like a good computer operating system, it works in the background, quickly and out of your awareness.
- If you do become aware that you're contributing to the poor results you're getting, you're likely to think the cause is using ineffective strategies or behaviors.
- So, you may try to modify them.

Not Aware of the Mindset: An Example (1/2)

- If you're trying to get a group to **recognize** something they're doing that's unproductive,
you might begin by easing-in, **asking** them a series of questions **in the hope they'll get what you're hinting at.**
- If you recognize that the group **isn't responding** to your easing-in questions,
you might **switch** your strategy to simply **telling** them what **you think they're doing that's unproductive.**

Not Aware of the Mindset: An Example (2/2)

- However, **shifting** from **asking easing-in questions** to **telling them your views** is simply substituting one unilateral control behavior for another.

Both lead to the **same poor results** because **they don't change the root cause**.

- The root cause is your **mindset**.

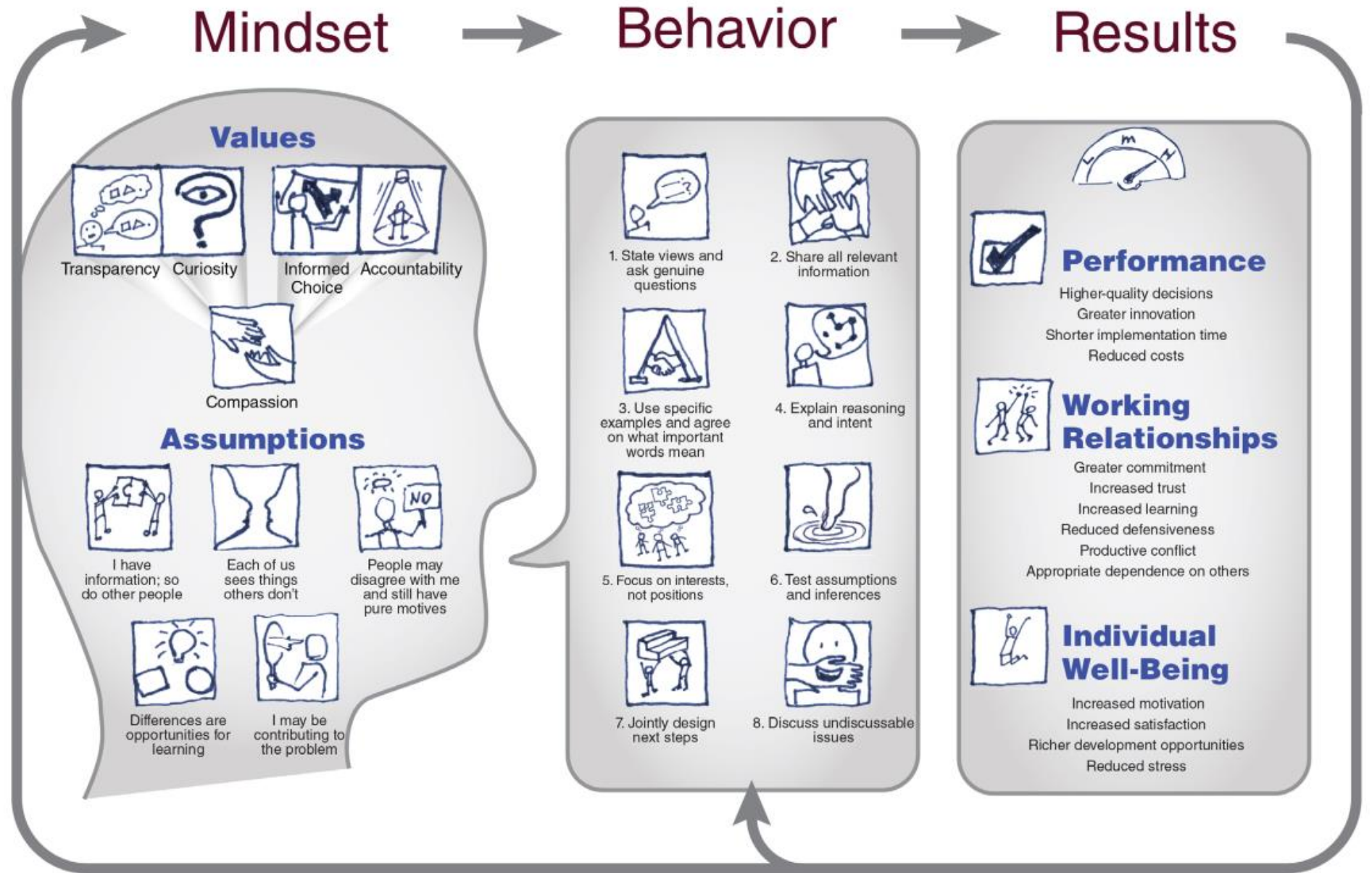
As long as you are using a unilateral control mindset, you won't be able to consistently create the kinds of results you need for yourself and the groups you're trying to help.

Question:

What shall we do instead?

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The Mutual Learning Approach



Facilitative Consultant

Do not Distribute

Physician

vs. Therapist Approach

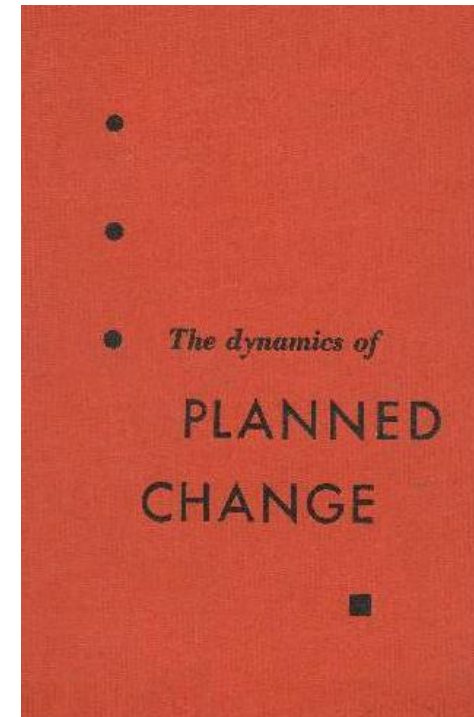
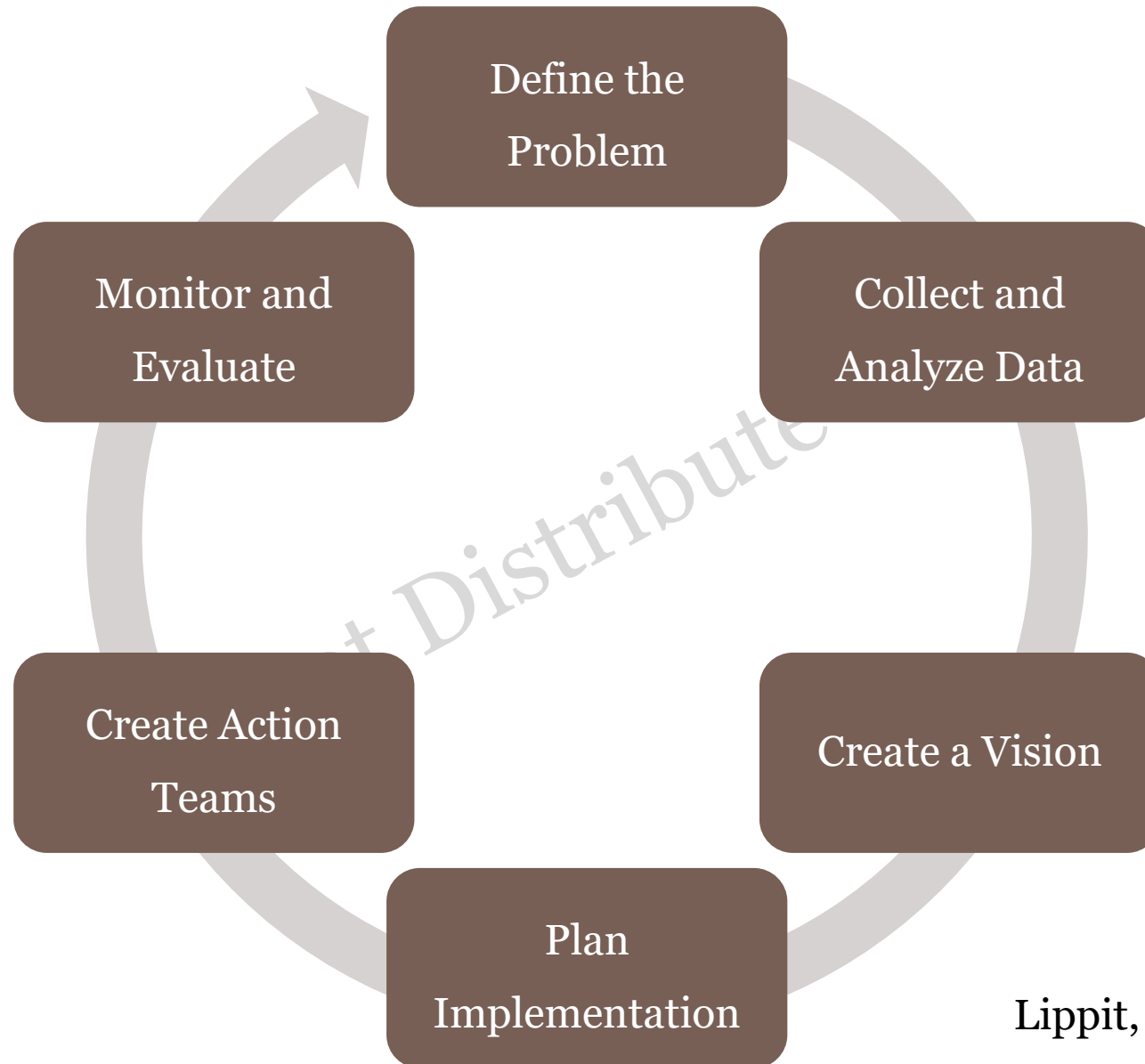
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Expert Consulting

vs. Process Consulting

Do not Distribute

The Planned Change Model



Lippitt, Watson, Westley, Spalding,
“[The Dynamics of Planned Change](#)”, 1958

The unpleasant truth, however, is that planned changes in organizations **often fail**, or **at least fail to deliver** what was intended.

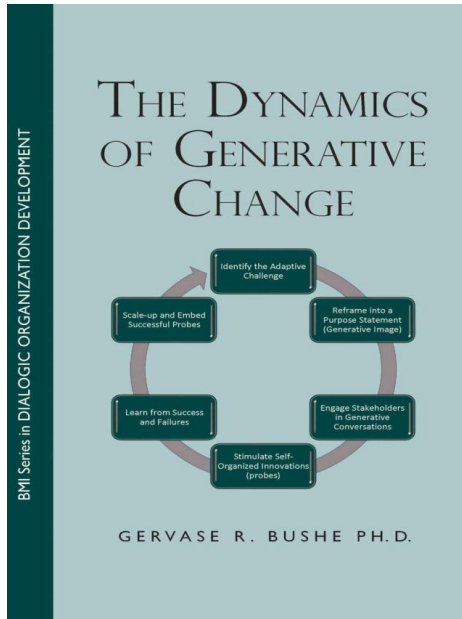
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In addition to all that, the most basic reason may be that most organizational problems are too complex for the planned change approach.

One of the emerging themes in organization studies is a distinction between complicated and complex.

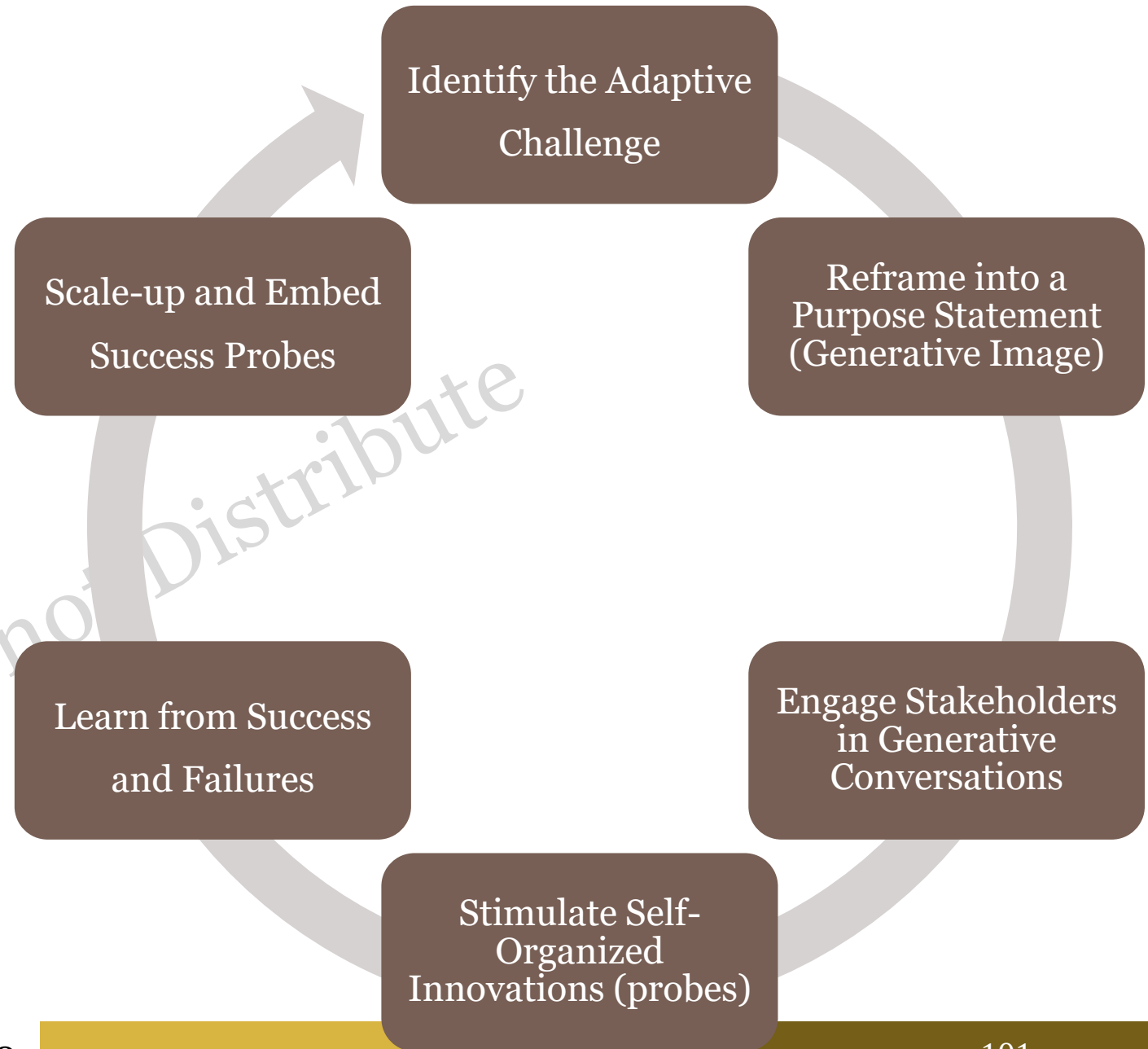
Do not Distribute

The Generative Change Model



Gervase R. Bushe,

“The Dynamics of Generative Change”, 2020



As you go, conditions will change,

the environment will change, the people involved will change, the very things you do will cause the conditions to change

so that solutions that would not have worked last year may work now (and vice versa).

About Facilitating

- A facilitator is someone who helps a group of people work together effectively by guiding conversations, asking questions, helping spread participation, capturing ideas, suggesting processes for group work and then leading them.
- Normally, they don't have a personal interest in the issues being discussed, so they can guide interactions to produce outcomes the entire group is satisfied with.

However, some question whether this kind of facilitating produces less generative conversations

Hosting, not Facilitating

- When a consultant stands at the front of the group, capturing what people are saying on a board, all eyes are on him or her.
- That is not a conversation among stakeholders, that is a conversation where stakeholders are feeding the consultant what they think they are being asked for.
- Often, the outputs are clichéd, easy to justify, and abstract. While they might look like a great list, they rarely power any change in behavior.
- If the people in the room are talking to the consultant or facilitator, instead of to each other, something's wrong.

Be a Host

- Hosting has become a commonly used metaphor to describe a different approach to leading meetings
- This is often described as creating “containers” that support people having new and better conversations
- Typically, these are not facilitated; one reason is that it would require a small army of facilitators if you are working with a large group.
- Instead, design engagement events so that small groups can work on their own.

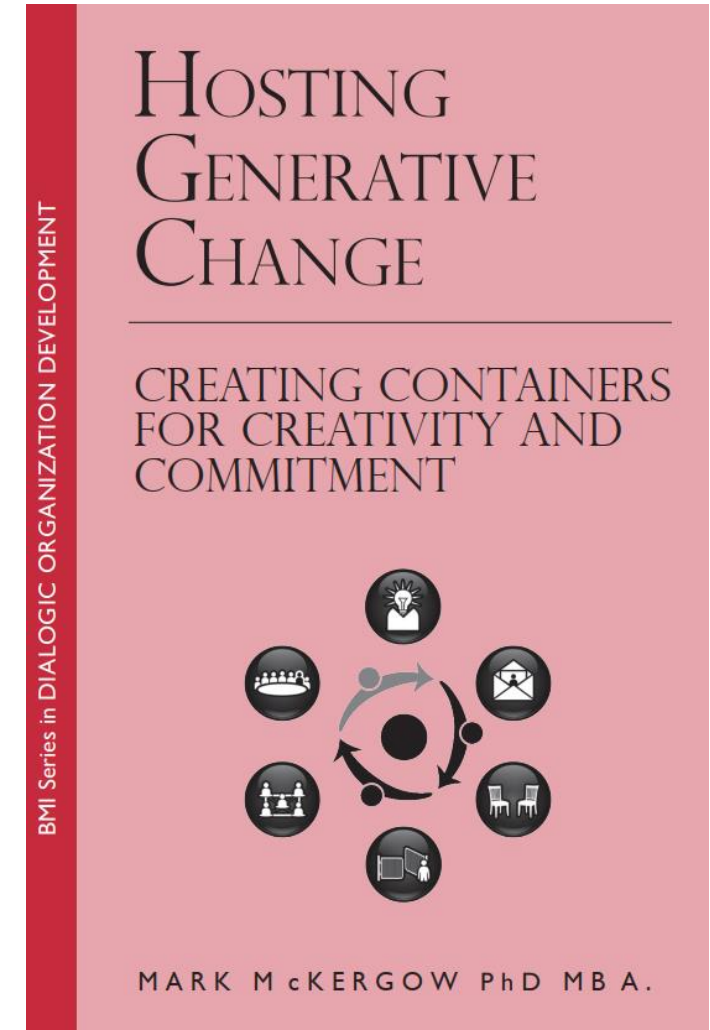
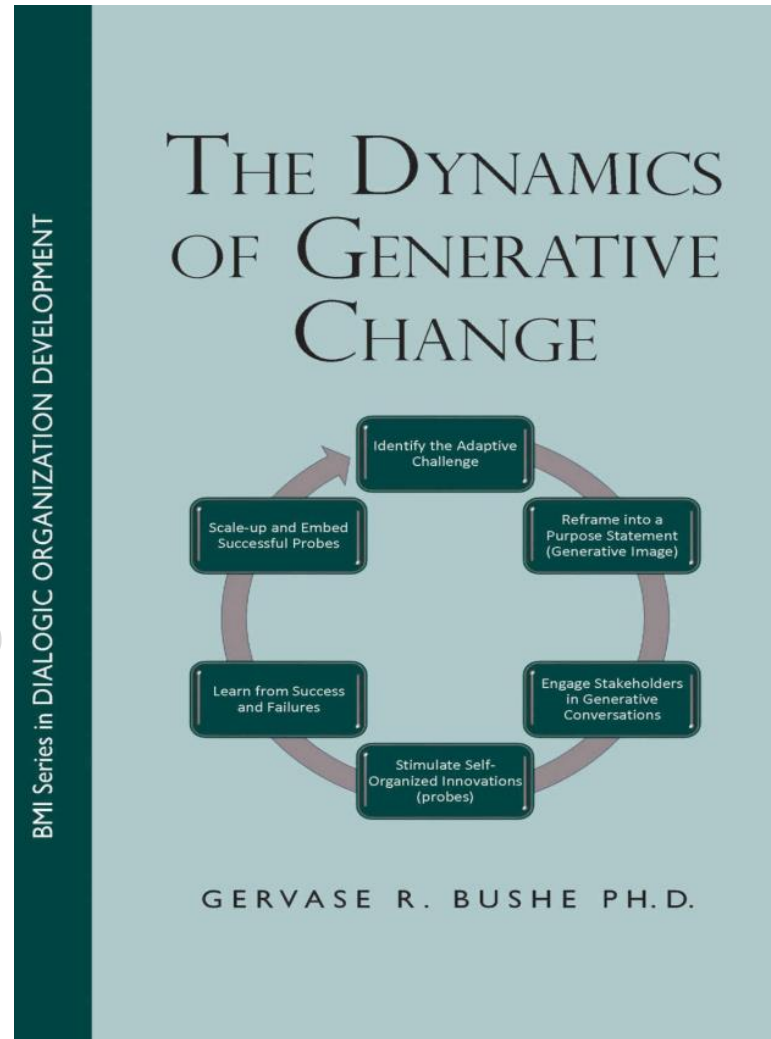
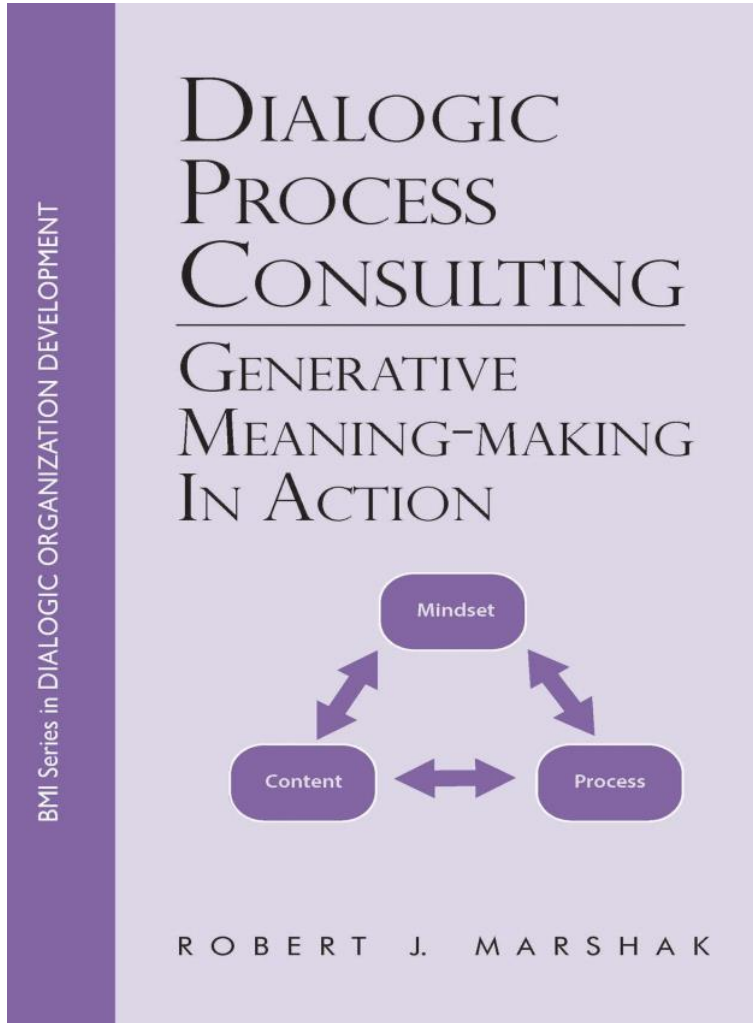
Good Hosting

- Good hosting requires paying attention to the energy and being ready to redesign on the fly when unexpected things show up.
- To produce probes, however, the design will have to be sequenced so that it naturally leads to people self-selecting themselves into groups focused on something they want to do.

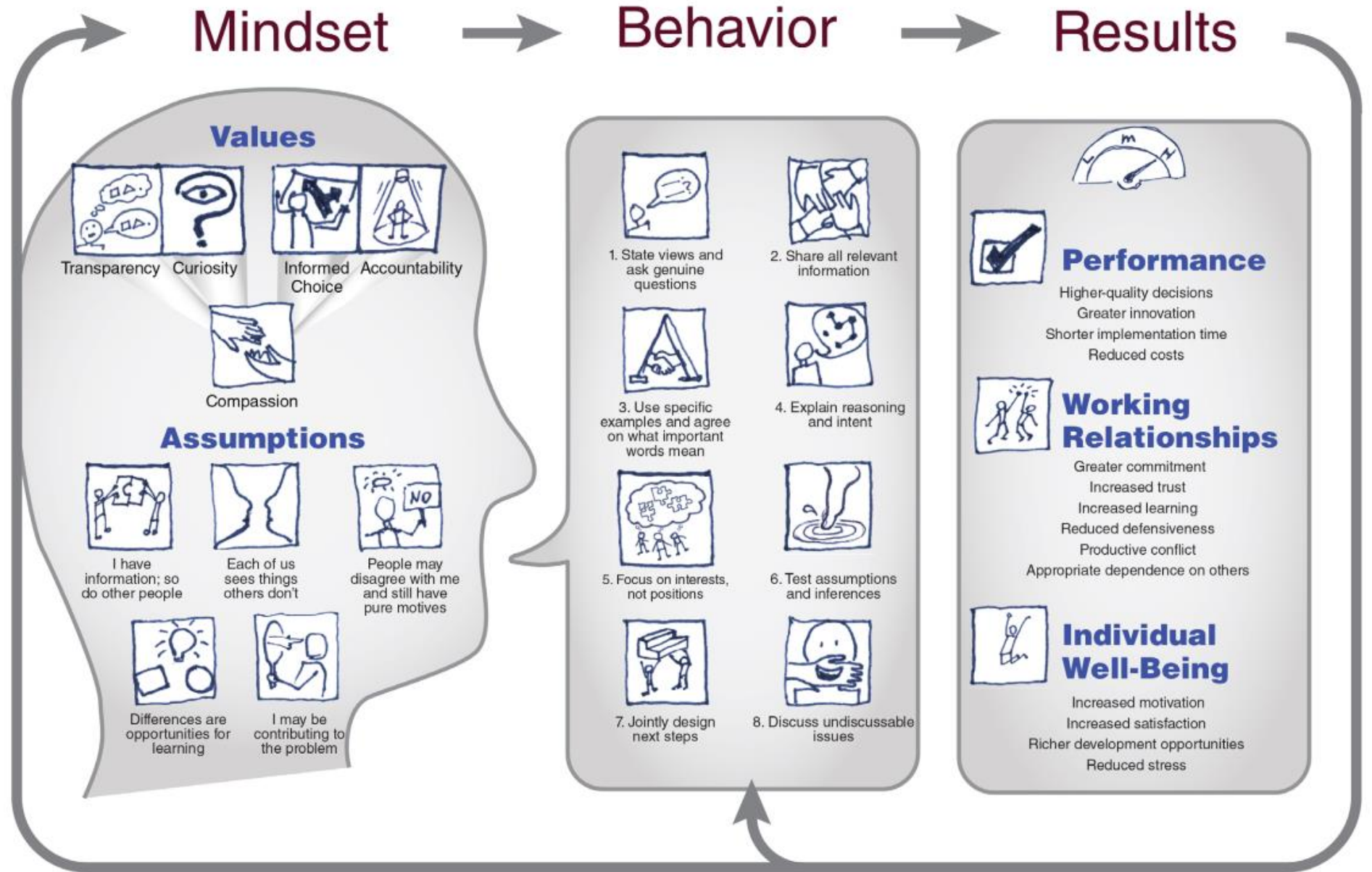
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BMI Series in Dialogic Org. Dev.

<https://b-m-institute.com>



The Mutual Learning Approach



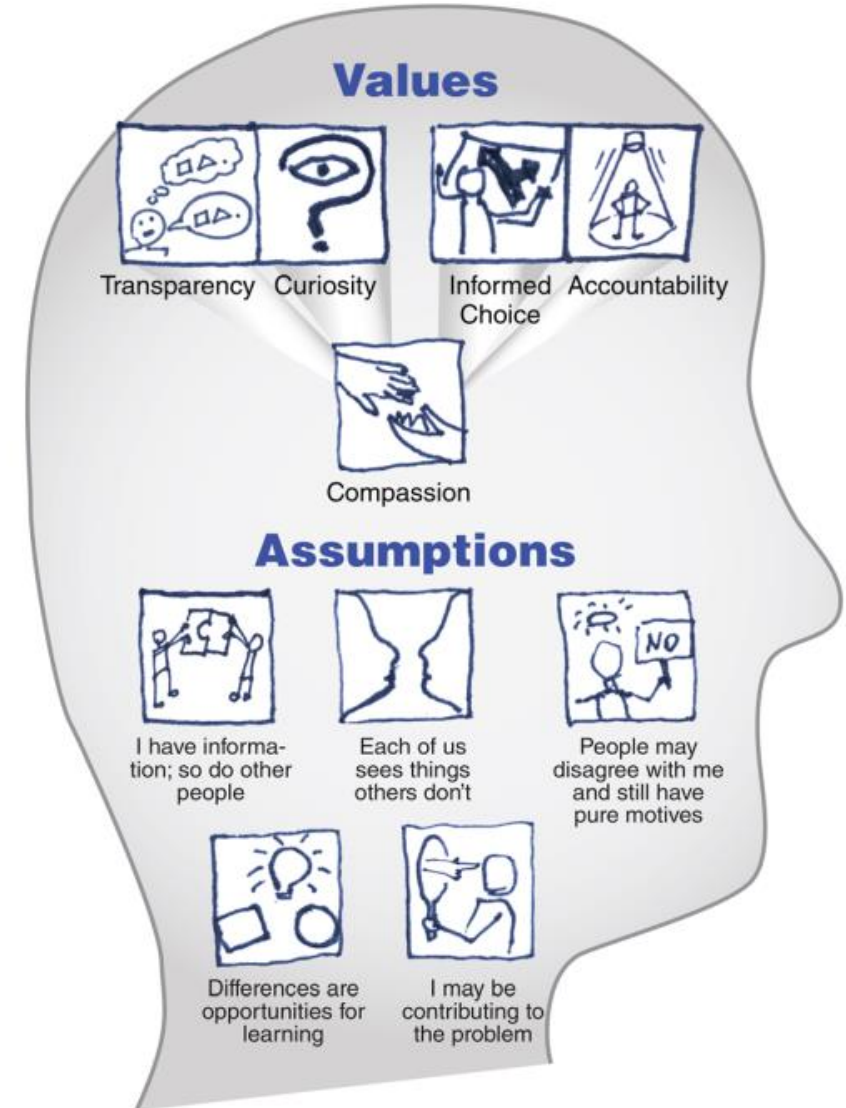
In your facilitative role using the Skilled Facilitator approach,

your greatest asset—and your greatest challenge—is to operate from the **mutual learning mindset** and approach

Mindset

Mindset: Values

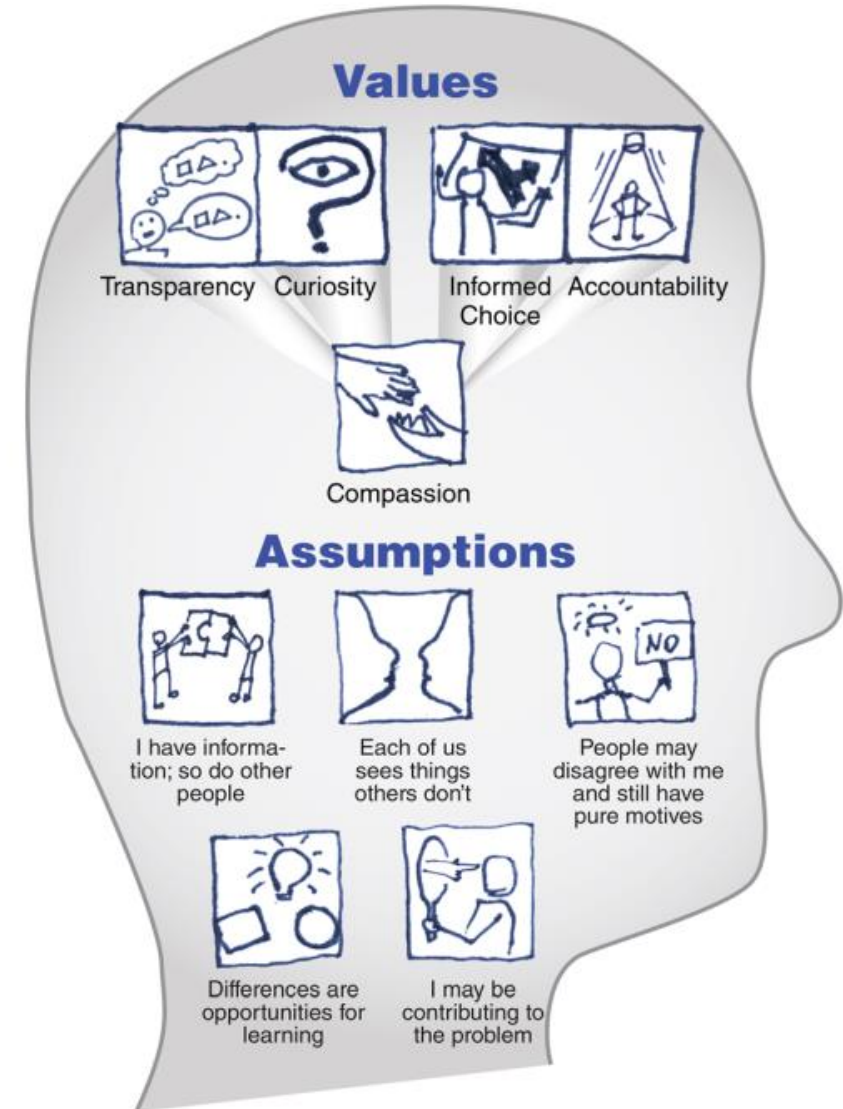
Do not Distribute



Transparency

- means sharing **all relevant information**, including your thoughts, feelings, and strategies with the **appropriate people** at the **appropriate time**.
- It means **explaining**
 - why you're saying what you're saying,
 - why you're asking what you're asking,
 - why you're doing what you're doing.

Mindset



If you think a meeting is going off track...

- And you want to bring it back on track, rather than just unilaterally switching the topic back to what you think it should be, you may say this to the team:
 - “Once you started talking about staffing levels, it looked like you moved from identifying and agreeing on the key goals for this year to discussing how to achieve one of the goals.
 - Does anyone see that differently?
 - If not, my understanding is that you agreed that in this meeting you wouldn’t address how to achieve the goals.
 - Does anyone have a different understanding?

If you're thinking that ...

- If you're thinking that one member is being interrupted...

you might say something like:

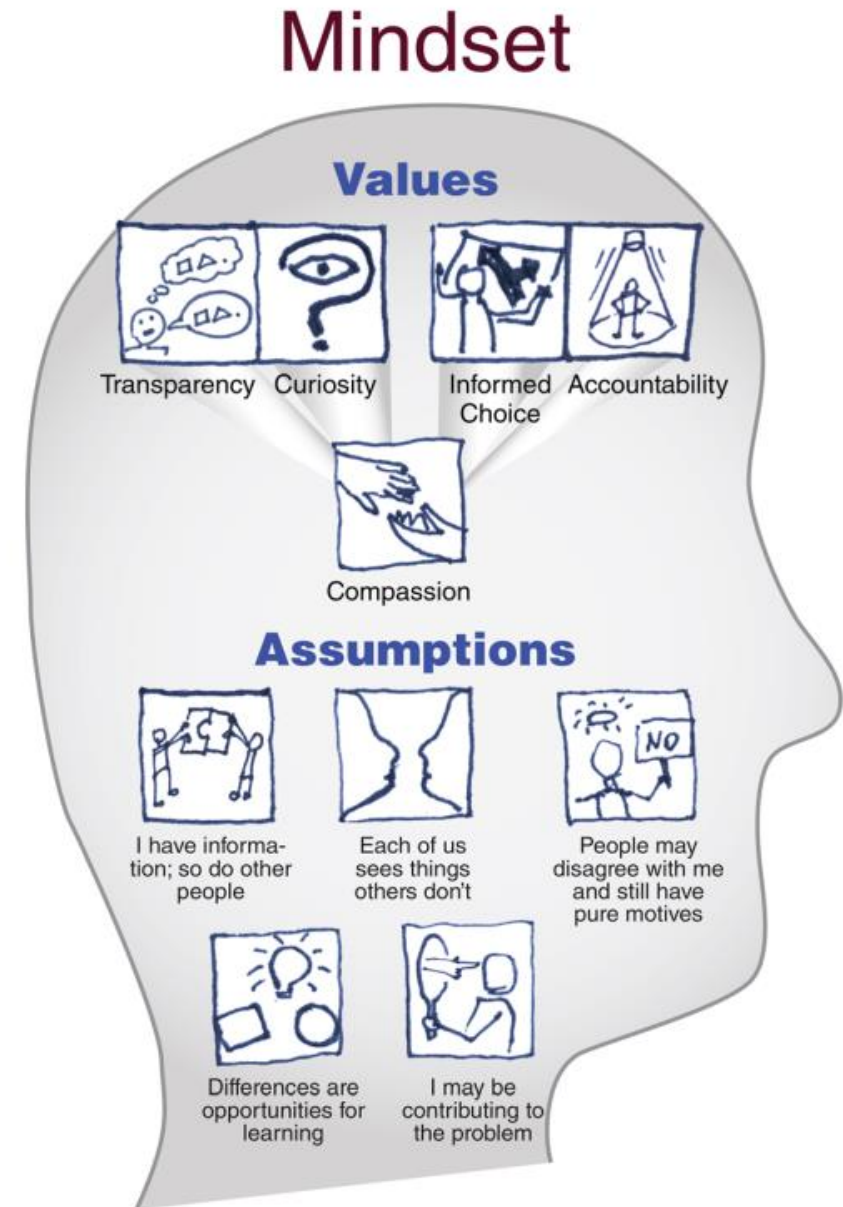
“..., it looked like you weren't finished talking when ... started to talk, yes?”

- If you're asking a group whether they want to take a break,
you explain why you're asking.

You may say, “I'm asking because I noticed a number of you,..., standing up and walking around.”

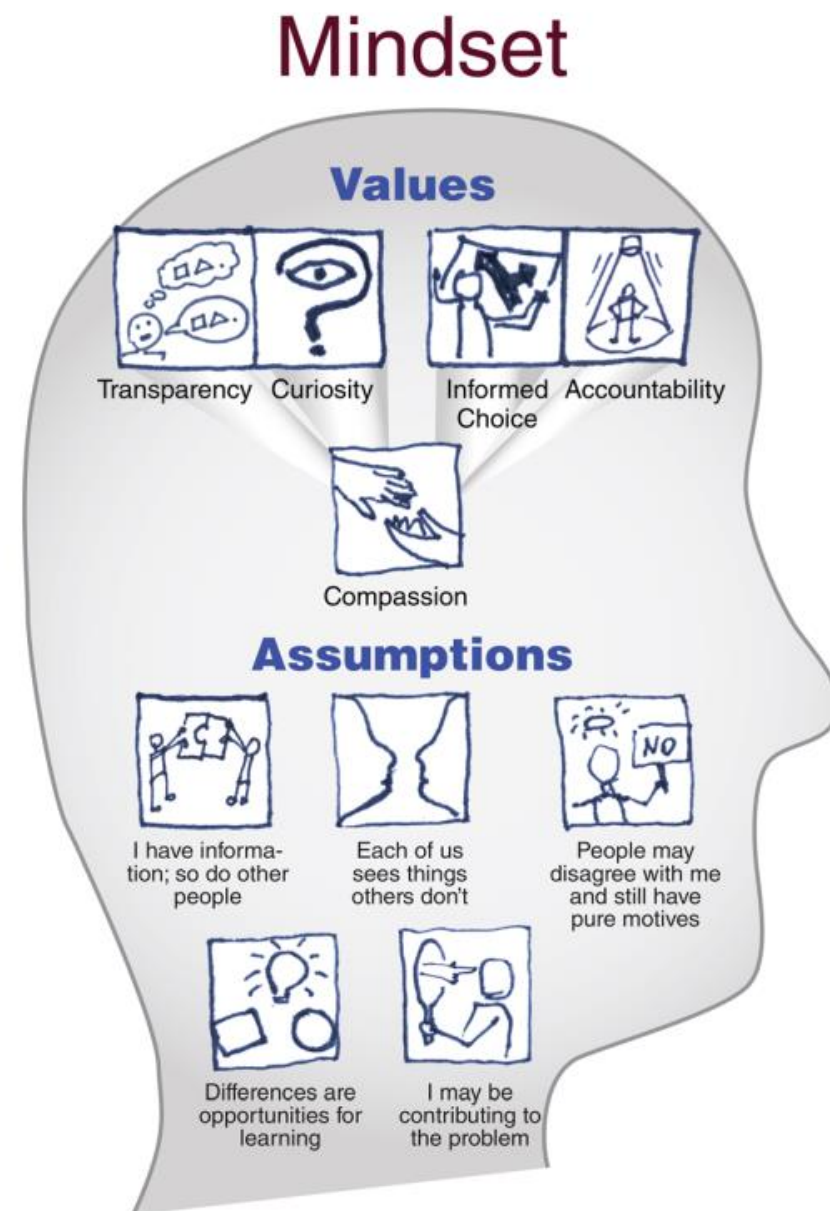
Transparency as a Value (1/2)

- You value transparency because you realize that when others **understand** what you're thinking, you **increase trust** and others can **respond** to you more **effectively**.



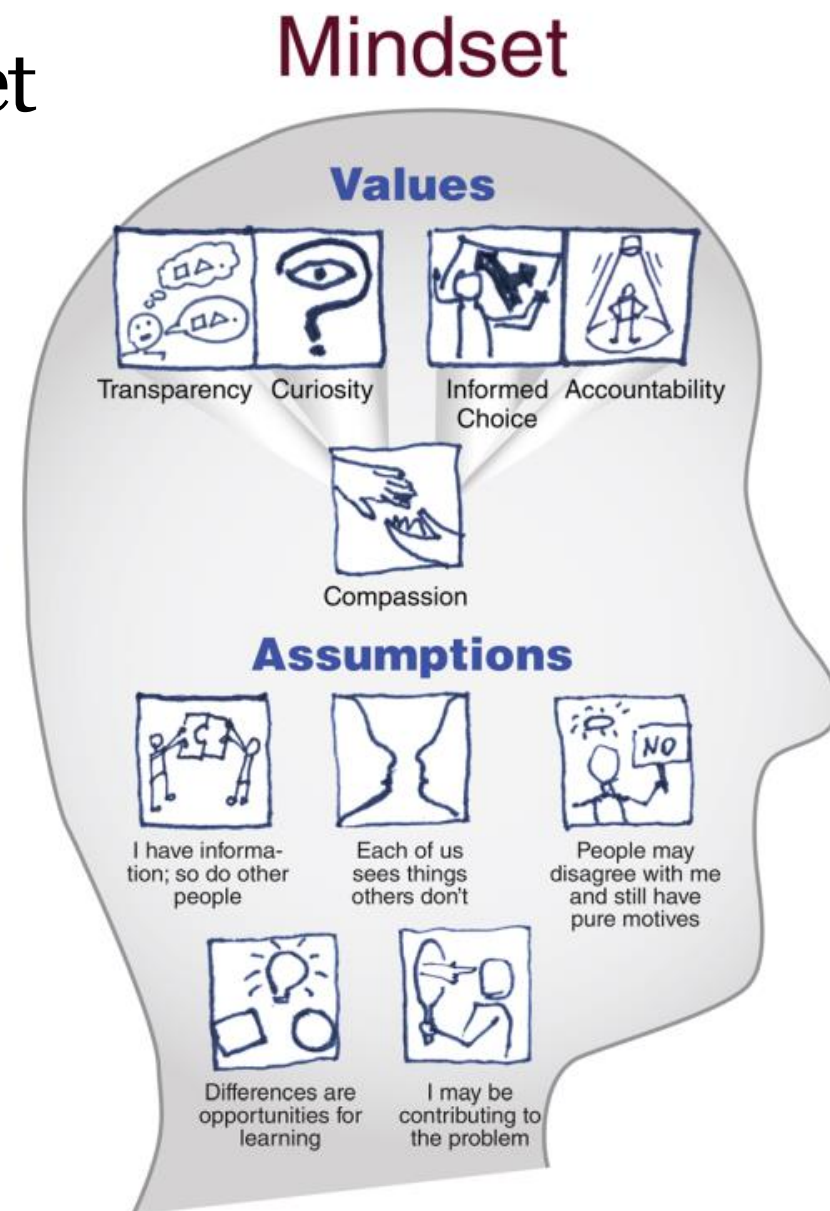
Transparency as a Value (2/2)

- When everyone is transparent, you and the group create a common pool of information and can move forward together.
- This is true especially when people hold different views.



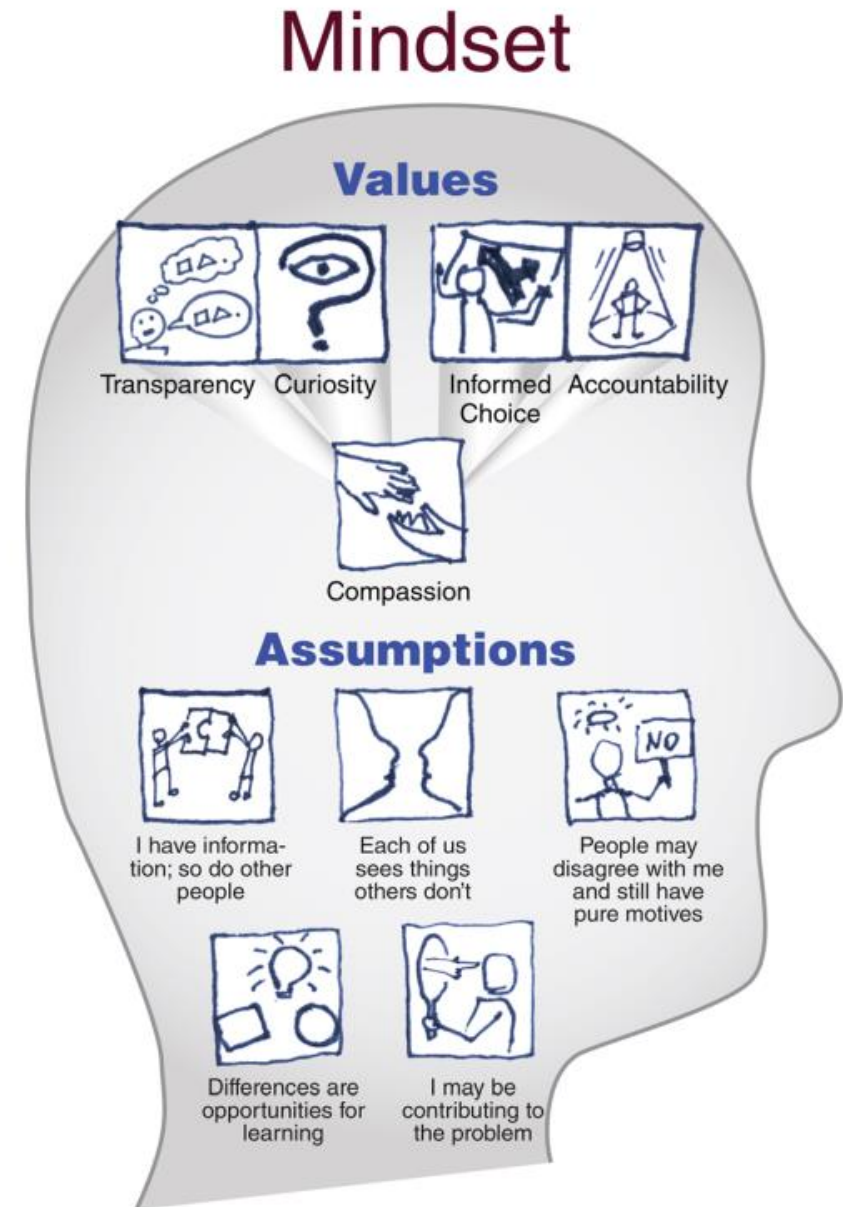
Transparency and Unilateral Control Mindset

- It's difficult to be transparent when you're using a unilateral control mindset;
you have to share **information** that **doesn't support your solutions**, **disclose why** you really want to know what you're asking, and **reveal** that you are, in fact, trying to unilaterally control the situation.
- Sharing this information would **undermine your approach** and your ability to win.



Transparency and Mutual Learning Mindset

- But being transparent when using a mutual learning mindset, actually increases your effectiveness and your strategy because your strategy is to **learn and move forward together** rather than to control the situation.

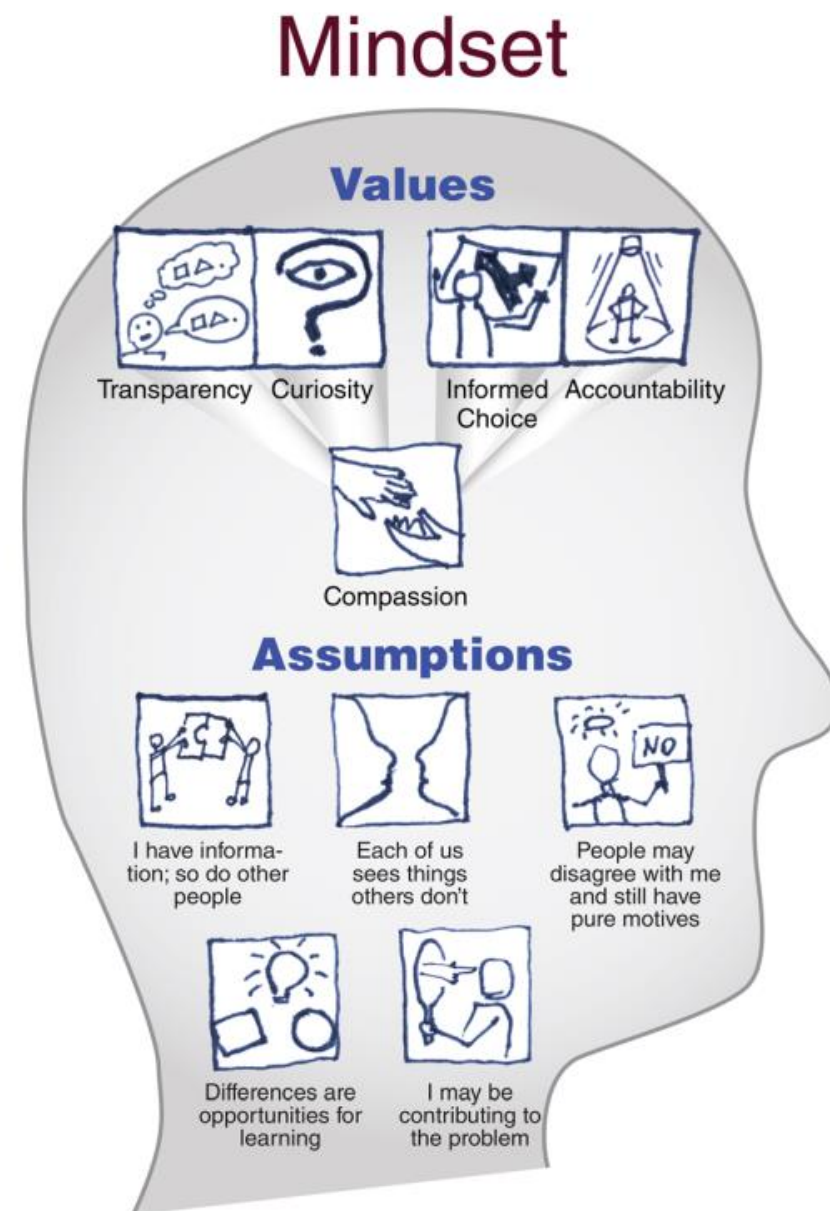


Not just sharing what you're thinking

- You have to be **thinking in a form that's useful to share.**

At times, each of us has thoughts and feelings about the people we work with that **wouldn't be helpful to share** in the way we're thinking or feeling.

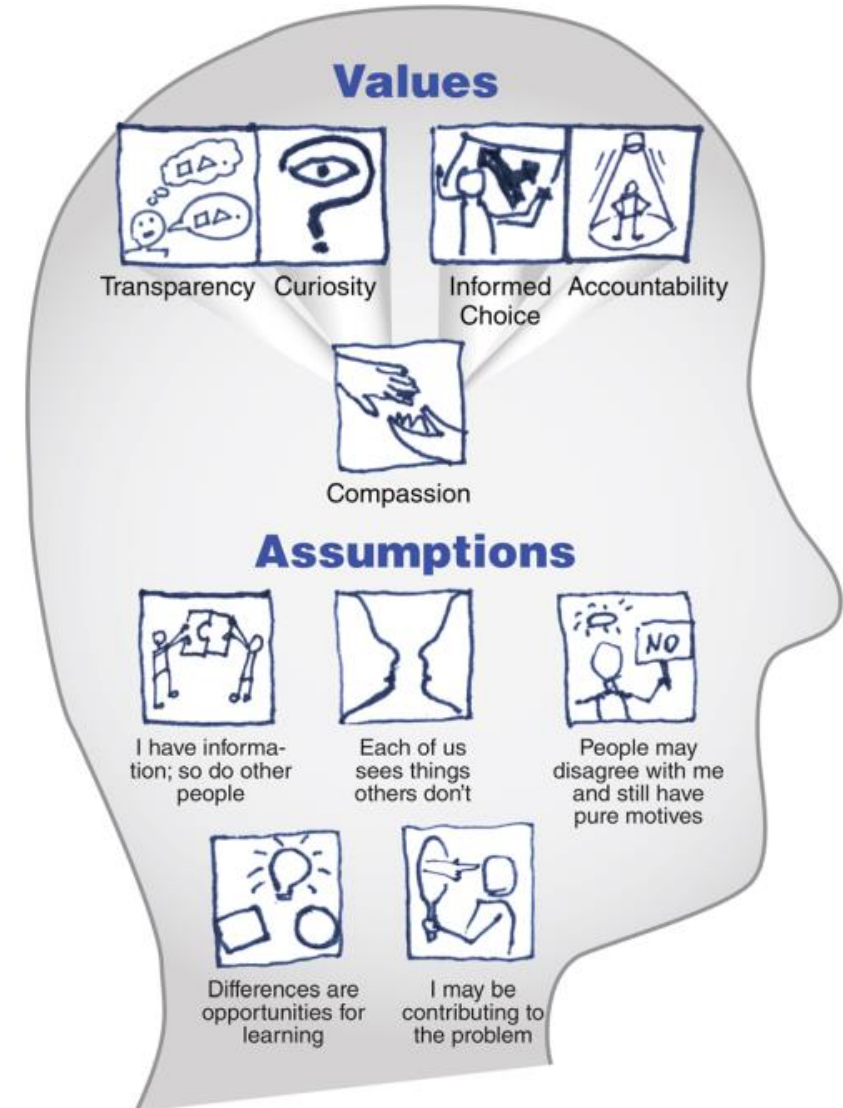
- Sharing these thoughts isn't being transparent; it's **a recipe for creating defensiveness** in others and **unproductive conflict.**



Curiosity

- Curiosity is the **partner** of transparency.
- When you're transparent,
you share information so others can learn about
your thinking.
- When you're curious,
you ask questions to learn about others' thinking

Mindset



Having only some of the pieces

- If you realize that you **have only some of the pieces** of the puzzle and that **people you're working with have other pieces**, you'll be curious to know more.
- You'll realize that much of what you think you know about others is just **an educated guess** at best;
to really know, you need to ask them.

mechanics of curiosity (1/2)

- The mechanics of curiosity are simple:

You ask questions that you don't already know the answers to.

- Sometimes, you're simply asking team members what choice they want to make.

“Then, what do each of you think—do you want to continue the conversation now, save it for later, or take another approach?”

mechanics of curiosity (2/2)

- Other times you're asking a question to understand **what's leading someone to ask you a question.**

If you're wondering why a team member is asking what you think about team members who don't follow through, instead of simply answering the question, you might say,

“What leads you to ask? This way I can answer your question better.”

Developing a **mindset of curiosity**
is more difficult than understanding the mechanics

Do not Distribute

In challenging situations,
we usually believe that **we understand** and are right;
those who **disagree don't understand** and are **wrong**.

The Curse of Knowledge

نفرین دانستن

- As experts hired to help others, the difficulty seeing others' perspectives can be compounded by the curse of knowledge.
- Our expert knowledge makes it more difficult to think about issues from a nonexpert perspective.

Do not Distribute



دن اریلی و بدبختی دانستن

As a Consultant,

- “Who is wise? He who learns from everyone.”
- Keep that in mind, asking yourself,
“What can I learn from my clients in this situation— about my work, myself,
and how to better help them?”

Do not Distribute

Not being Curious

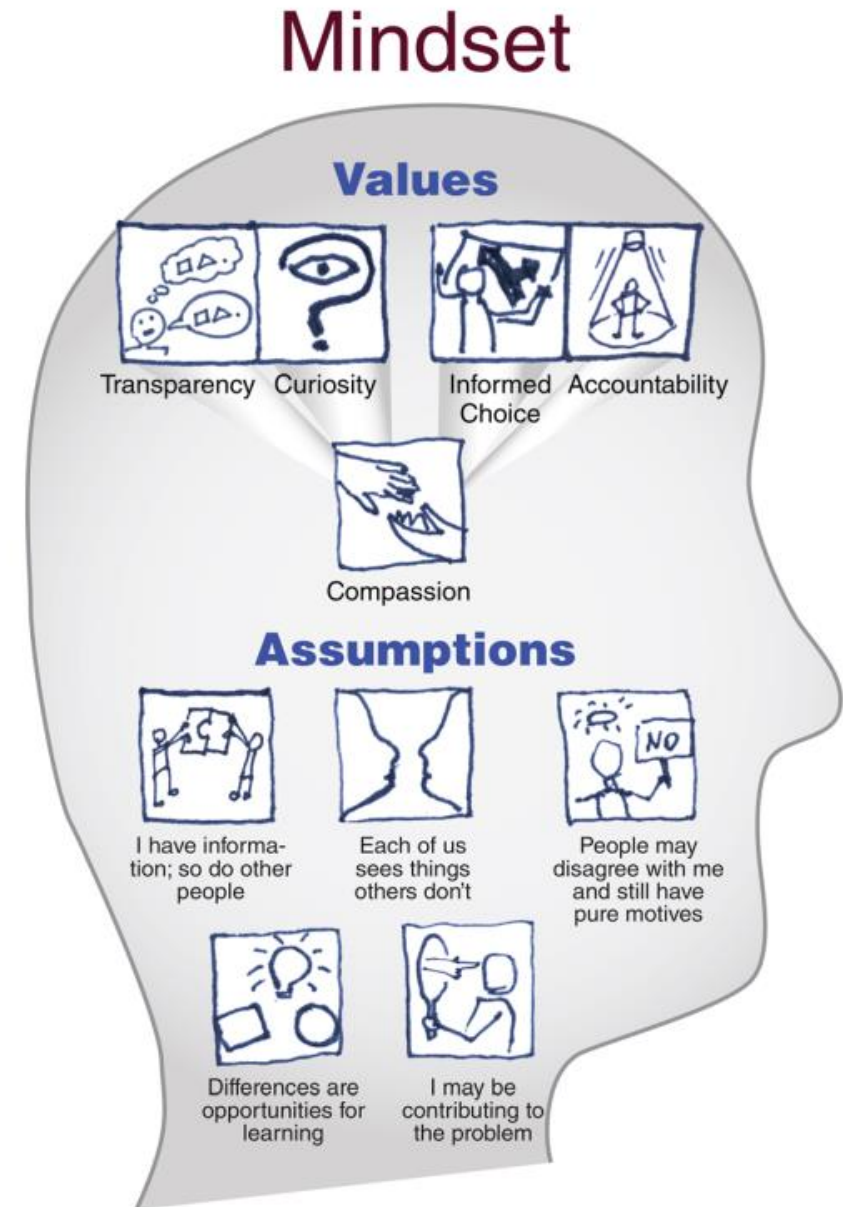
- When we're not curious, we can easily become frustrated,
as we wonder why others don't understand what is obvious to us.

That leads us to ask uncurious, rhetorical “questions” to make a point, such as,
“Do you really think employees will accept your not releasing the results?”

Do not Distribute

Transparency and Curiosity: Creating a Common Pool of Understanding

- Together, transparency and curiosity help you create a common pool of information and understanding between yourself and the group you're helping.



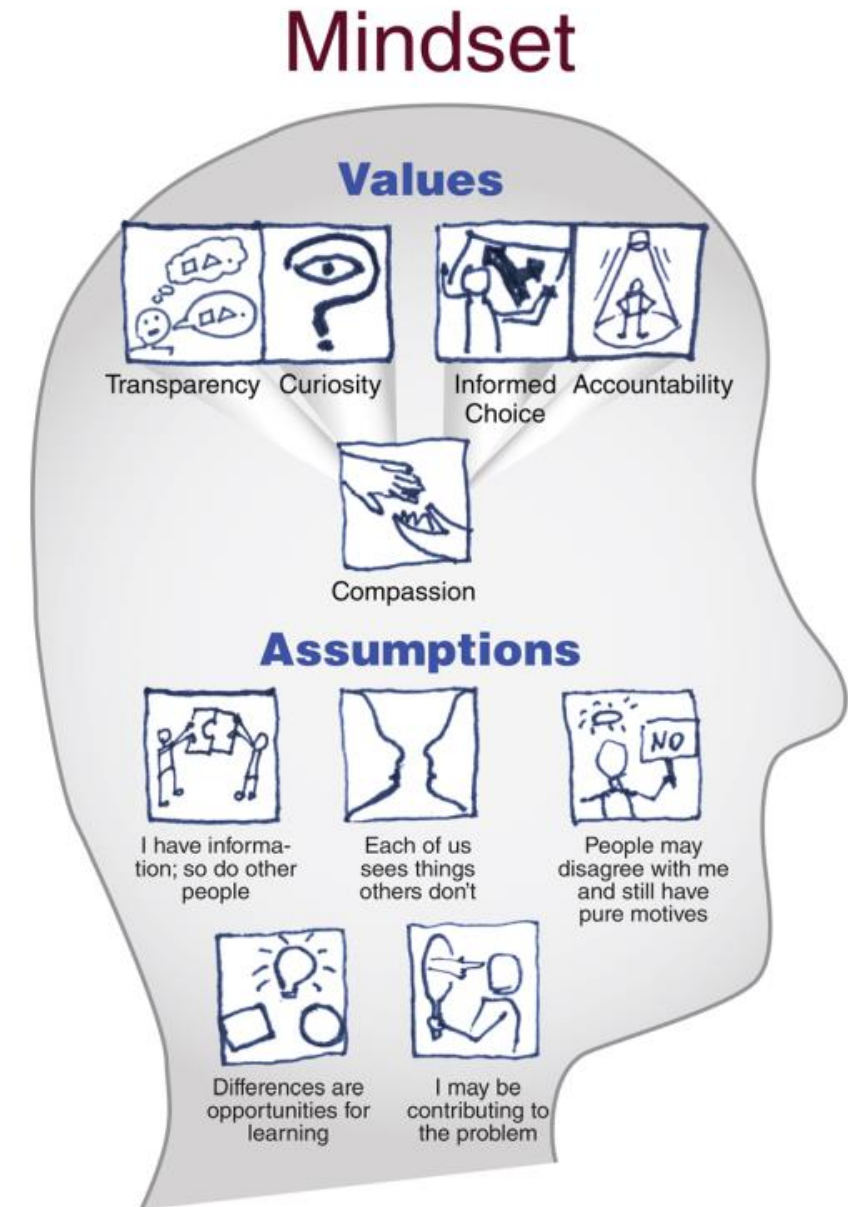
Everything you do relies on **combining** the two.

When you're transparent, the **group understands what you're doing and why.**

When you're curious, you **learn what group members are thinking and feeling and why.**

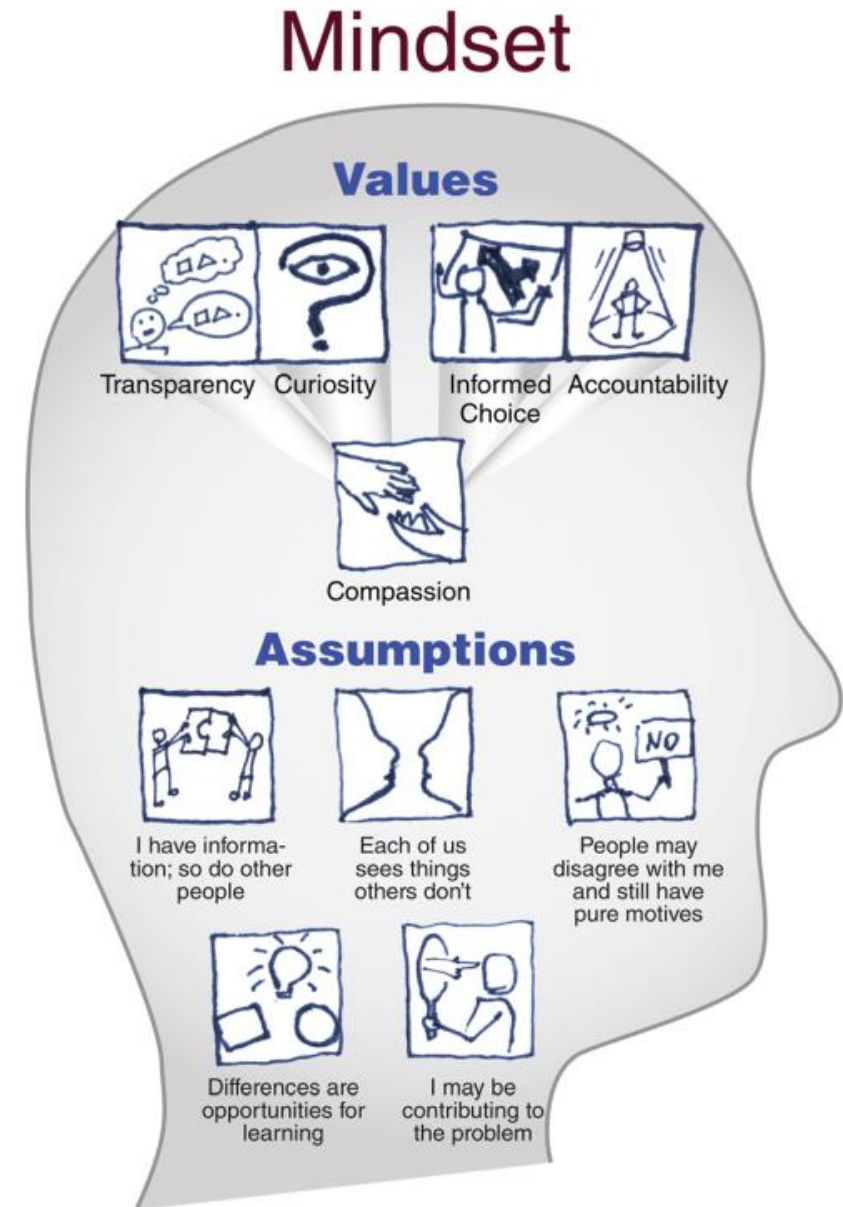
Informed Choice and Accountability: For Better Decisions and Commitment

- The common pool of information you create through transparency and curiosity is necessary but not sufficient.
- You and those you work with need to **transform** that **information into high-quality decisions that generate commitment.**
- That's the role of informed choice and accountability



Informed Choice

- Means making decisions and maximizing others' abilities to make decisions based on relevant information in a way that builds commitment.
- When you value informed choice, you create situations in which decisions are based on information you and the group have pooled together.
- Not only are you informed, but so, too, are those with whom you're working.
- When people make informed choices, they're more committed to the decisions.



How shall we make decisions?

Do not Distribute

Participative Decision-Making

Consensus?

Will reaching a good result be guaranteed?

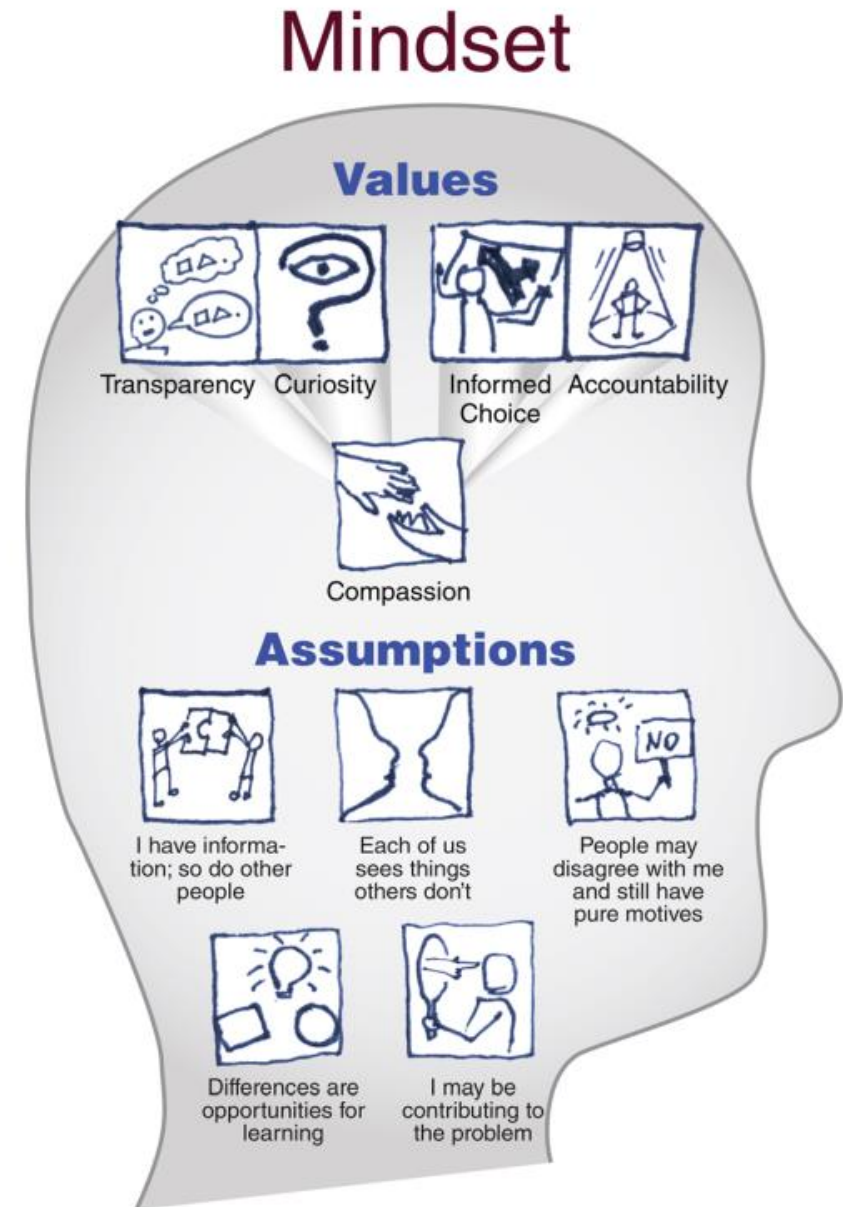
Informed Choice and Two Mindsets

- When you operate from a unilateral control mindset,
you think informed choice **threatens** your chances of winning:
If people get to make informed choices, they **may choose differently from the way you want.**
- But when you operate from a mutual learning mindset,
you see that **maximizing informed choice for all** **increases the chances of a high-quality decision you and the team will commit to.**

In your facilitative role, you're providing the group with informed choices **throughout the conversation**, not simply at the end of conversation.

Accountability (1/2)

- Accountability is the partner of informed choice
- When people make informed choices or when they make decisions with others, **they're also accountable to others for those choices.**
- In your facilitative role, you're accountable to the group for the decisions you make by yourself and with them.



Accountability (2/2)

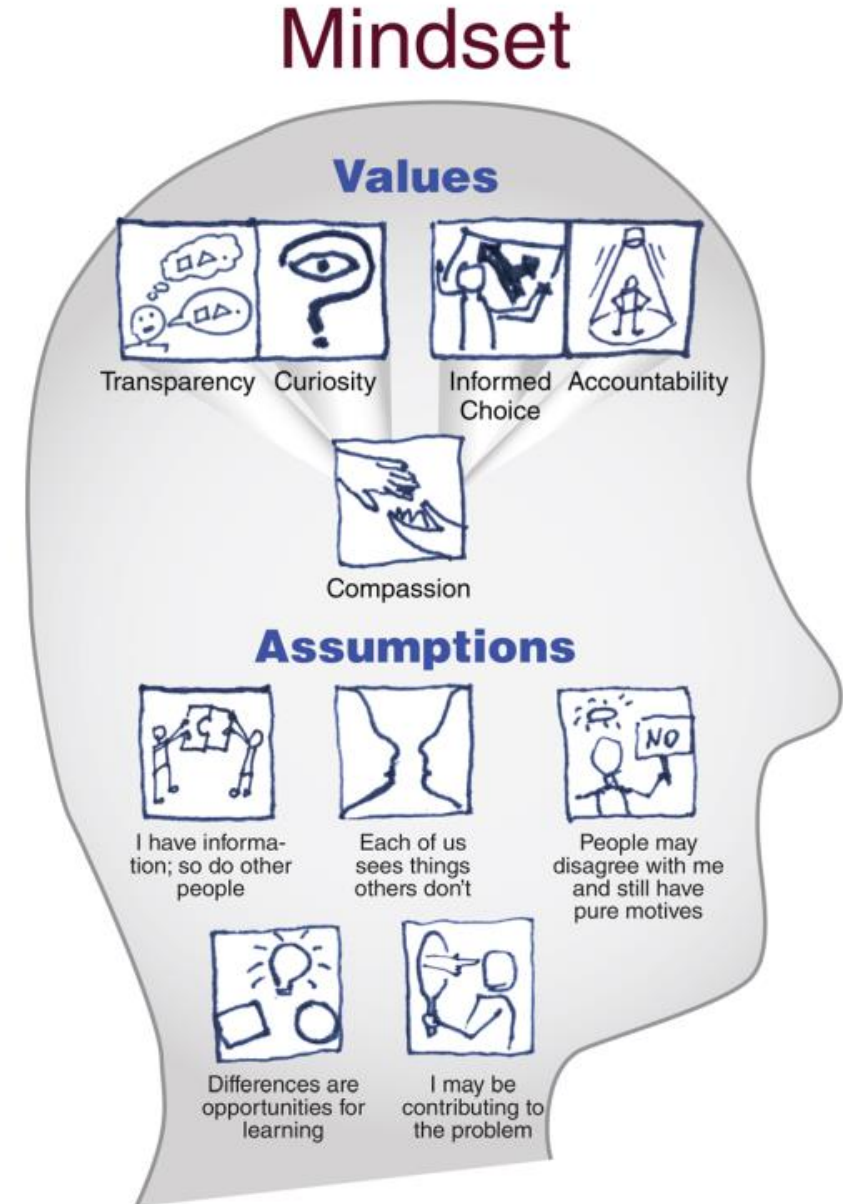
- Accountability also means that you're expected to explain your reasoning, decisions, and actions to others.
- It's not sufficient to simply tell the group what you said, what you did, or what you decided.
- It's necessary to explain what led you to say what you said, do what you did, or decide what you decided.
- By helping others understand your thinking, you reduce the chance that people will make up inaccurate stories about your intent.

Accountability and Two Mindsets

- When you operate from a unilateral control mindset,
you may **try to hold others accountable** **without making yourself accountable**.
Or you may not even ask team members to be accountable because you don't want them to hold you accountable.
- But when your mindset is mutual learning,
not only do you **want to hold others accountable**, but also you **want to be held accountable**.
You don't see accountability as a burden, but rather **as a way to honor commitments you've made** that will help you and others achieve results.

Compassion

- It's the emotional glue that holds all the core values together.
- It has three parts. When you operate from compassion:
 1. You are aware of the **suffering** that people you work with face.
 2. You **internally connect** to their suffering, cognitively and emotionally.
 3. You **respond** to the suffering.



Suffering

- Means the daily frustrations and challenges people encounter, the emotionally difficult decisions they need to make, and the stress that results from this.
- Compassion means temporarily suspending judgment so that you can genuinely understand others and appreciate their situation.
- It doesn't mean taking responsibility for solving other people's problems or pitying them

Do not Distribute

Why Compassion? (1/2)

- In your facilitative role, compassion enables you to help the group in situations when you might otherwise withdraw or act out in frustration.
- Without compassion, the mutual learning approach feels hollow and robotic
- People see you as just going through the motions, using the right words but not seeming genuine.

Why Compassion? (2/2)

- But when you're compassionate,
others experience you as being genuinely concerned and operating from a spirit of generosity.
- This enables you to give clients very difficult feedback and still have them see you as supportive.

Do not Distribute

When you operate with compassion... (1/4)

- You're transparent

not because you simply want to tell people what you think,

but because you want them to be able to make sense of your behavior.

Do not Distribute

When you operate with compassion... (2/4)

- You're curious about others

not because you want to use their responses to show them how they're wrong

but because you want to appreciate the situation from their perspective

Do not Distribute

When you operate with compassion... (3/4)

- You create informed choice for others

not only because informed choice leads to greater commitment

but also, because informed choice is a fundamental way of respecting others.

What about withholding information?

When you operate with compassion... (4/4)

- You hold others and yourself accountable

not because you believe that people won't follow through unless you do so,

but because accountability is a way of honoring one's commitment to others

and the results you jointly seek to achieve.

Do not Distribute

What compassion is not...

- Being compassionate **doesn't mean rescuing people** - doing things for them that they could and should do for themselves.
- Nor does it mean **avoiding transparency and accountability**, and preventing informed choices - by ducking important but difficult conversations because you don't want people to feel bad.

Genuine compassion

- Genuine compassion includes **sharing information that is difficult to hear and even difficult to share**,
because you want to make an informed choice with others that will improve performance, working relationships, and well-being.
- In this way, compassion means **temporarily suspending judgment about others**, including their lack of ability to hear difficult information or feedback even as you hold each other accountable.

Thoughts and Feelings (1/2)

- Previously, people believed that thoughts and feelings were in a battle over the quality of decision making.
- Our thoughts represented logic and analysis, which we considered the pure elements of decision making.
- Our feelings were merely distractions or contaminations of thought.
- In that model, considering what we or others were feeling only compromised the quality of purely logical-based decision making.

Thoughts and Feelings (2/2)

- Now, research has shown that
integrating thoughts and feelings into decision making generated better decisions than focusing only on logic
- Recent neuroscience research shows that leaders and teams make better decisions when they pay attention to thoughts and feelings.

Why Compassion?

- Not Empathy nor Understanding?
- Schwartz wanted to emphasize the value of the heart—or more precisely, feelings—in decision making.



What can block our compassion?

Do not Distribute

Blocks to Compassion

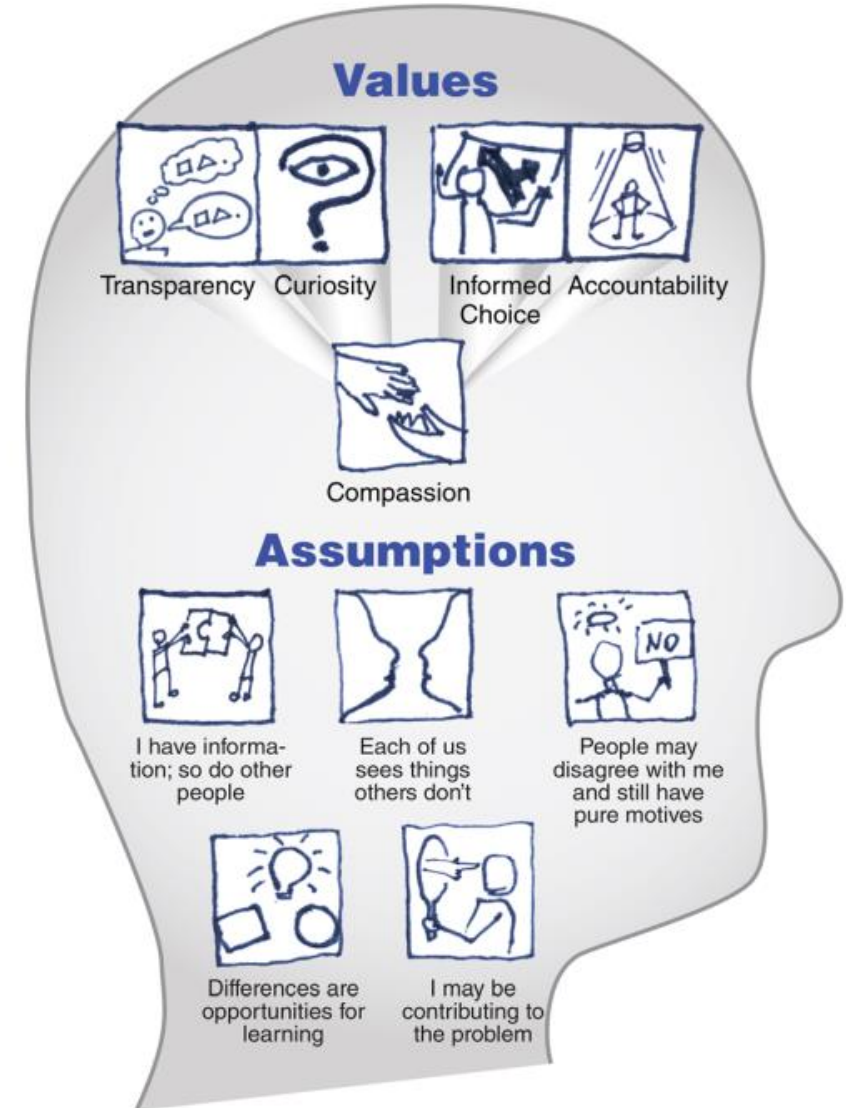
- Your suffering isn't that serious.
- You contributed to your problem.
- You're acting like a victim.

Do not Distribute

Mindset

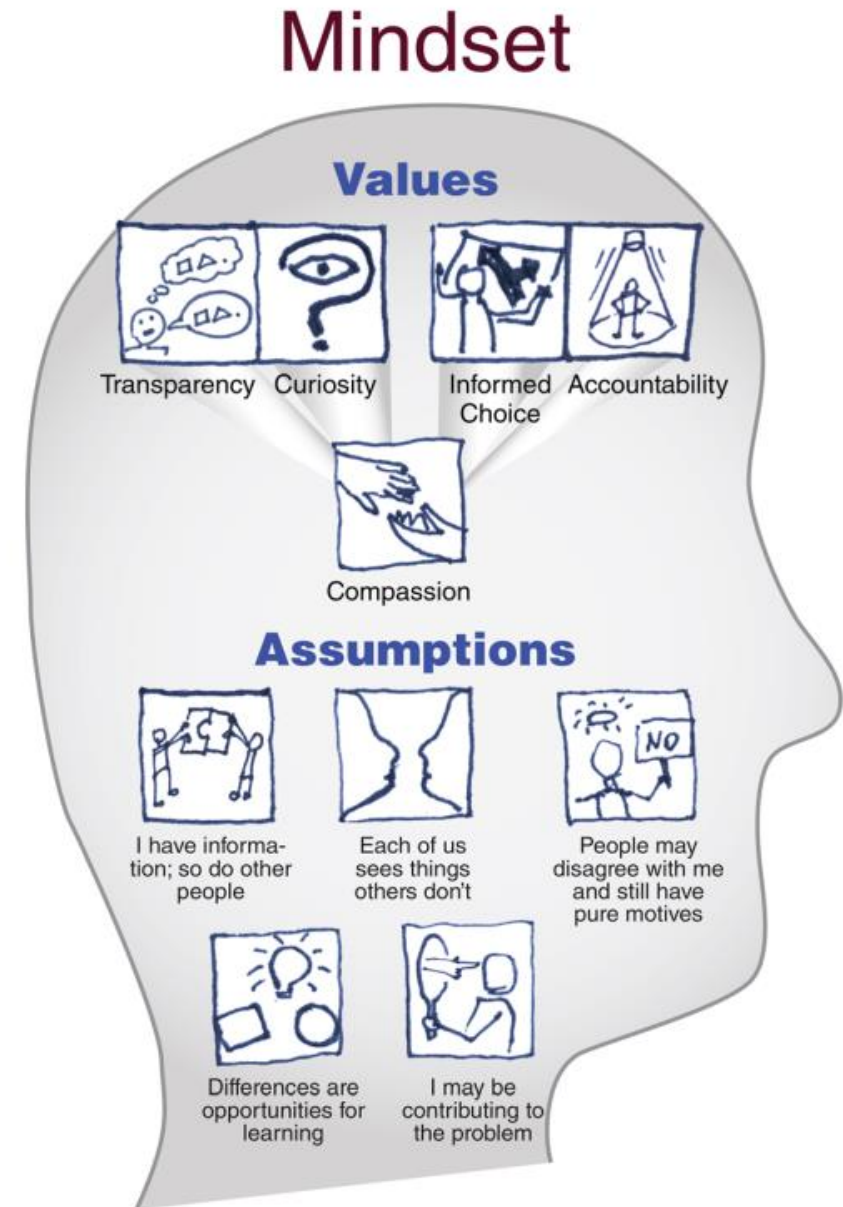
Mindset: Assumptions

Do not Distribute



I Have Information; So Do Others (1/2)

- With this assumption, you recognize that **others are likely to have relevant information.**
- Unlike in the unilateral control mindset, in which you assume you have all the information you need, in the mutual learning mindset, you assume that, **because people have different responsibilities and experiences, they'll naturally have different information.**

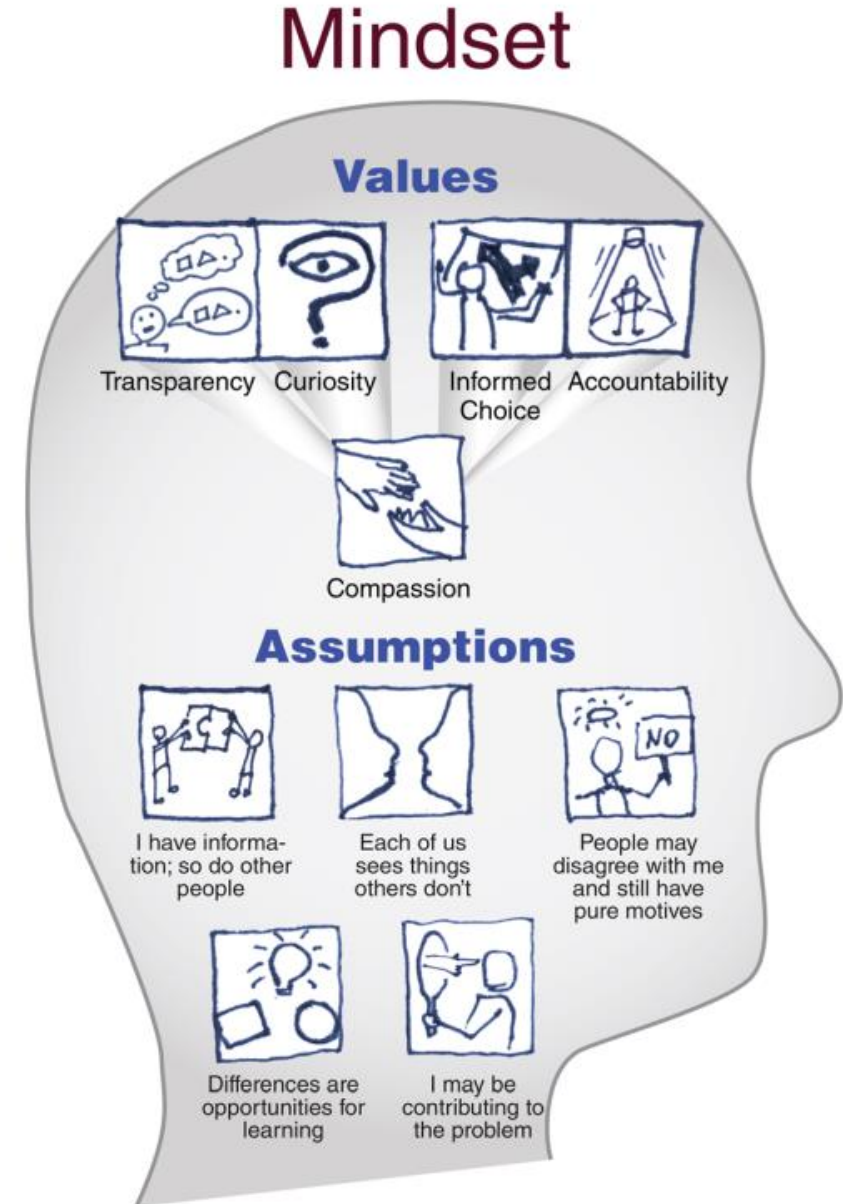


I Have Information; So Do Others (2/2)

- That information may be **the same as** or **consistent** with the information you have, it may be **complementary**, or it may even be **at odds** with your current information.
- Operating from this assumption leads you to **help the group get all the relevant information on the table**

Each of Us Sees Things Others Don't

- If each of us may have different information because of our different expertise, responsibilities, and experiences,
then it makes sense that we may see things that others don't.



- Even when you and the group are in the same meeting and hear the same information, the mutual learning mindset recognizes that each of you may see different implications or consequences.
- Operating from this assumption leads you to help the group identify the places in which people see things others miss.

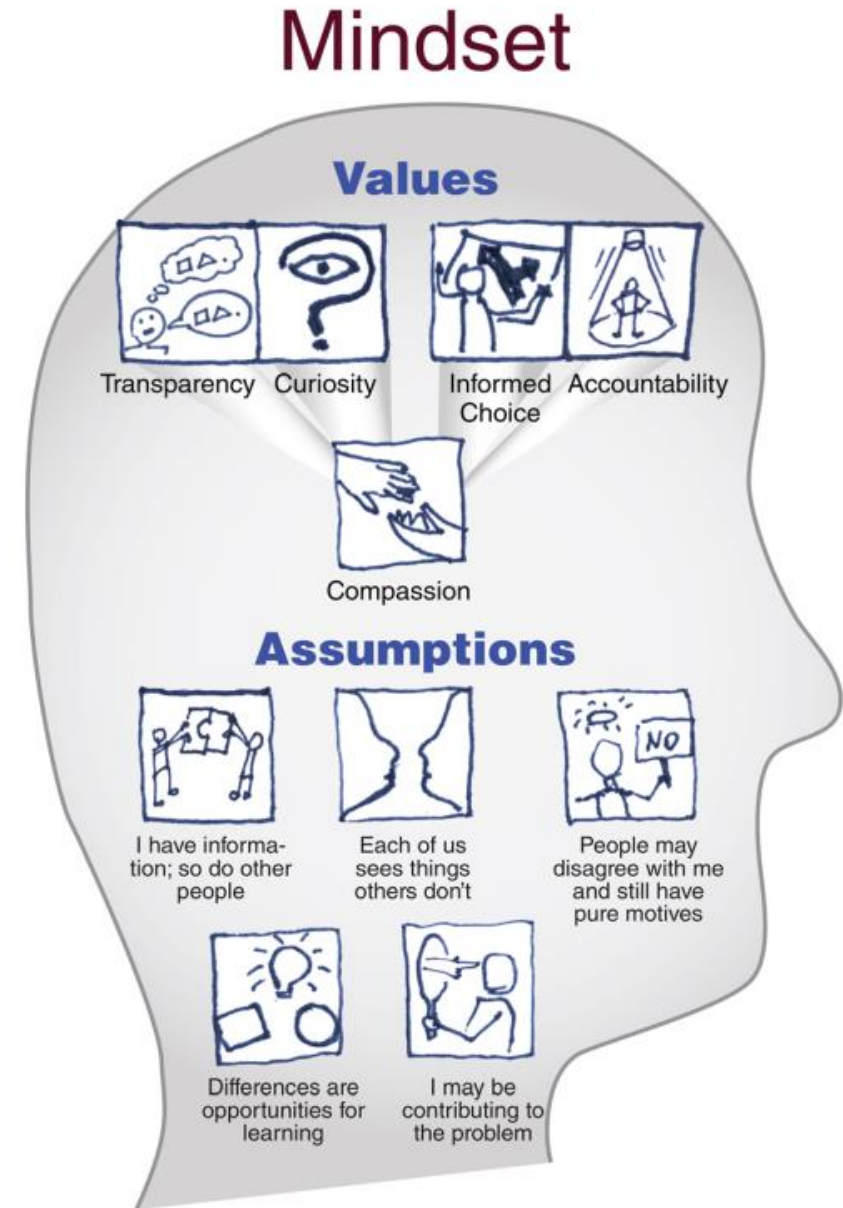
Do not Distribute

Giving enough consideration to information

- One problem teams face is that they don't give enough consideration to information that only one member has.
- Teams tend to give more weight to information that more than one member holds.
- But teams make higher-quality decisions when they incorporate information that only one person holds.
- Helping groups to integrate all knowledge in their decisions is an important part of your facilitative role.

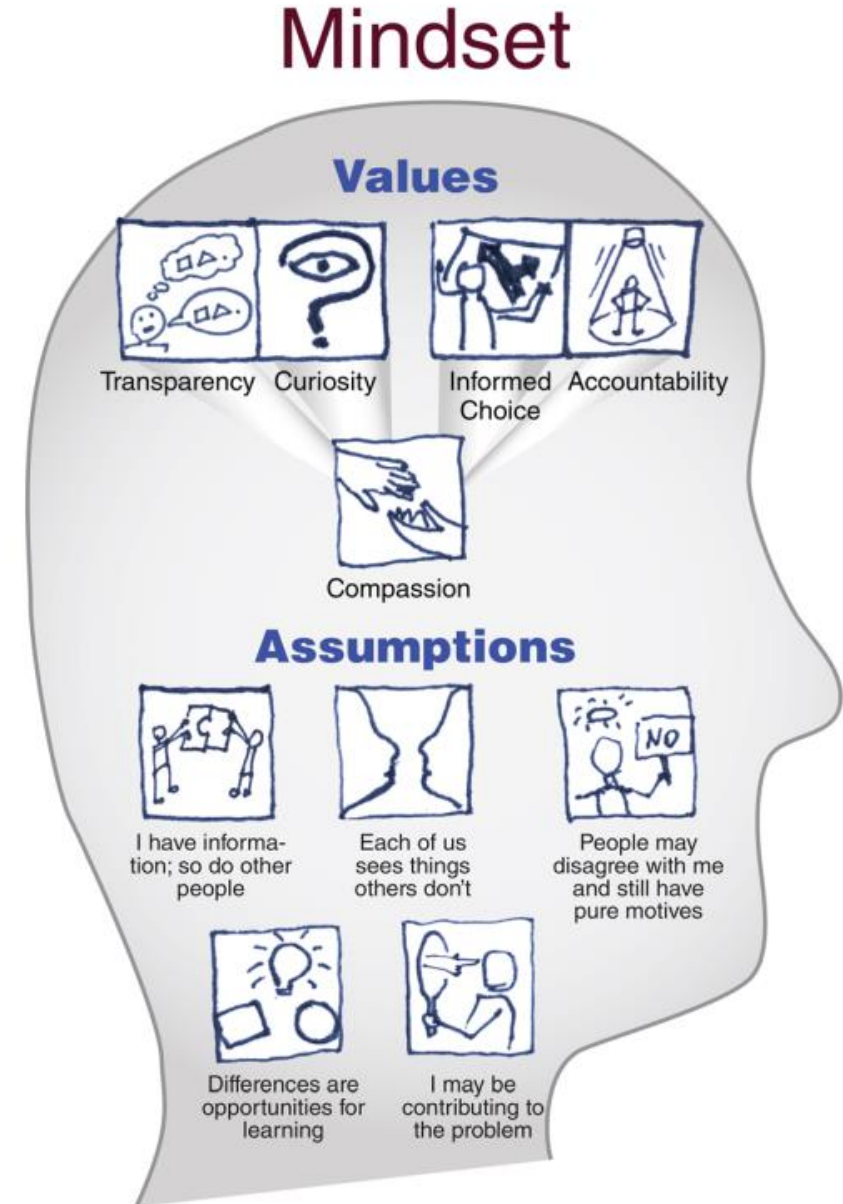
Differences Are Opportunities for Learning (1/3)

- With a unilateral control mindset, you're either **reluctant to explore differences** because you know you're right and see nothing to be gained from it, or you want to engage others to show they are wrong.



Differences Are Opportunities for Learning (2/3)

- But with the mutual learning mindset,
when you realize that you're seeing things
differently from others, you become curious and
explore what has led to your different views.

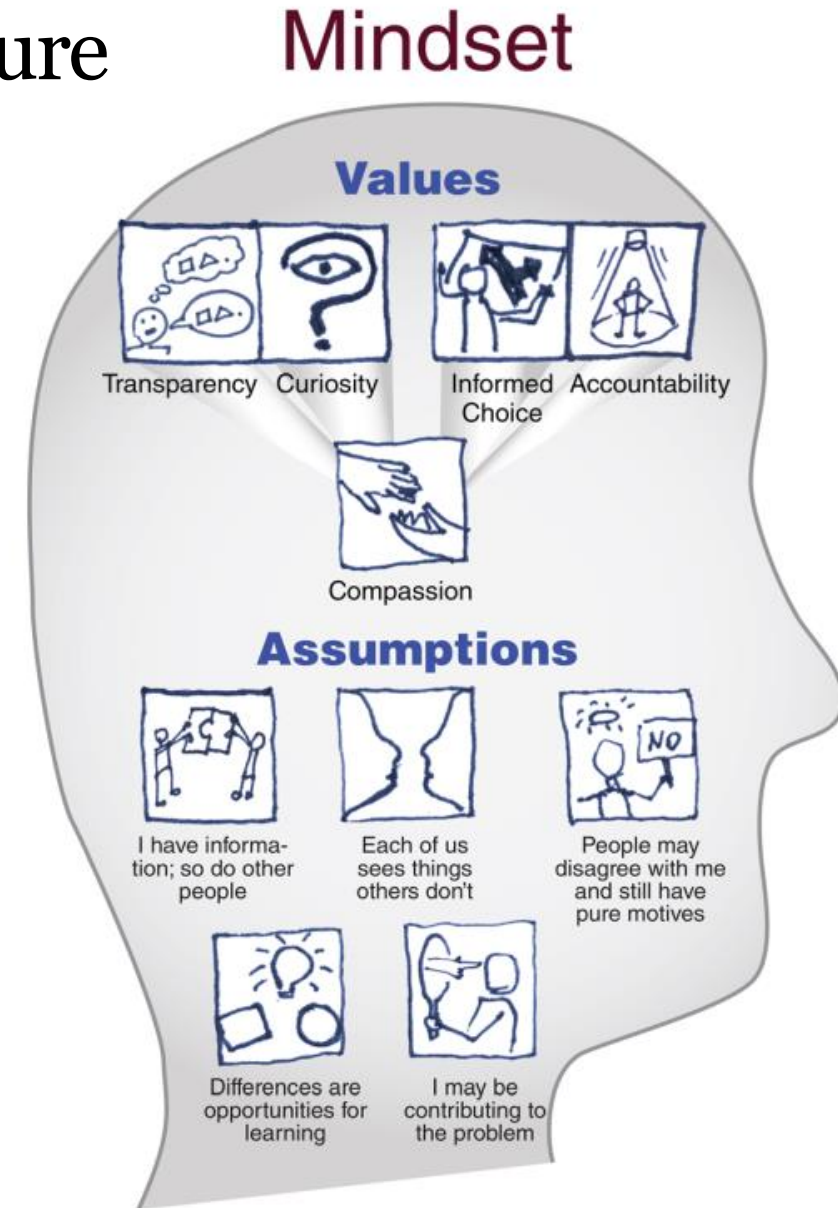


Differences Are Opportunities for Learning (3/3)

- Your curiosity leads to learning that **generates better results and relationships**
- Whether you're identifying differences between you and the group or within the group, you recognize that this is **the beginning of a creative process** that will lead to better solutions.
- The sooner you're able to identify differences, the more time you have to help explore and resolve them.

People May Disagree with Me and Still Have Pure Motives (1/2)

- Because you assume that **different views are natural** and lead to better results, you can have **significant disagreements** with others and **still believe** that each person is approaching the situation with **pure motives**.

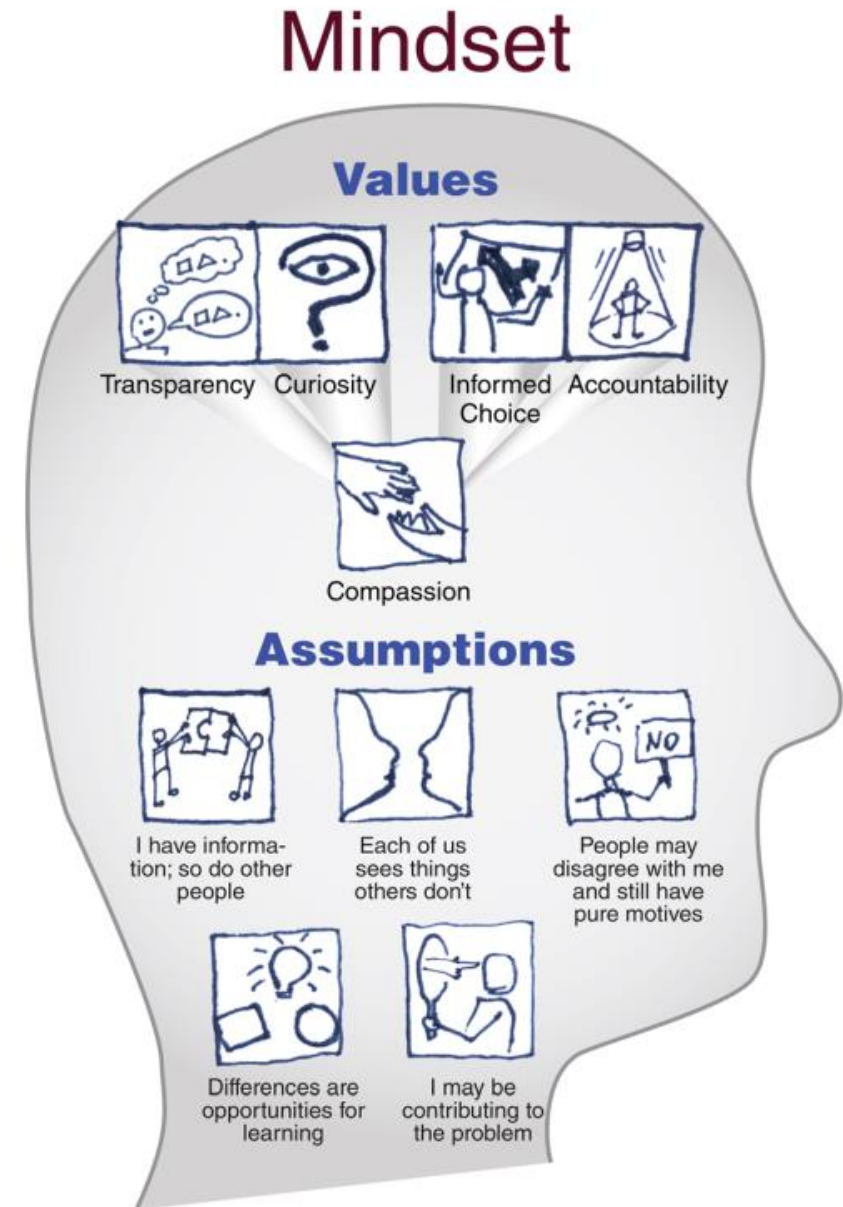


People May Disagree with Me and Still Have Pure Motives (2/2)

- This assumption works together with the core value of compassion; both are essentially about suspending judgment in order to learn.
- As a result, unlike the unilateral control mindset,
you're not spending time and energy wondering about and trying to protect against the possible harmful motives of others.

I May Be Contributing to the Problem (1/2)

- you recognize that you may be contributing to the very problems that you're complaining about.
- You see the working relationships between you and the group as a complex set of causal relationships rather than as a one-way street in which others act ineffectively and you respond effectively.
- Just as others may be thinking and acting ineffectively, so too may you.



I May Be Contributing to the Problem (2/2)

- You recognize that others' ineffective behavior may actually be a result of (and reaction to) your ineffective mindset and behavior, and you realize your reactions to others' ineffective behaviors either aid or impede mutual learning.
- In a unilateral control mindset, only others need to change.
- In a mutual learning mindset,
you realize that everyone may play a role that prevents the team from achieving its goals.

Consequently, everyone—including you—may need to change.

Behaviors

Do not Distribute



1. State views and ask genuine questions



2. Share all relevant information



3. Use specific examples and agree on what important words mean



4. Explain reasoning and intent



5. Focus on interests, not positions



6. Test assumptions and inferences



7. Jointly design next steps



8. Discuss undiscussable issues

1) State views and ask genuine questions

Do not Distribute

2) Share all relevant information

Do not Distribute

3) Use specific examples and agree on what important words mean

Do not Distribute

4) Explain reasoning and intent

Do not Distribute

5) Focus on interests, not positions

Do not Distribute

6) Test assumptions and inferences

Do not Distribute

6) Jointly design next steps

Do not Distribute

7) Discuss undiscussable issues

Do not Distribute

Results

Do not Distribute

Results



Performance

- Higher-quality decisions
- Greater innovation
- Shorter implementation time
- Reduced costs



Working Relationships

- Greater commitment
- Increased trust
- Increased learning
- Reduced defensiveness
- Productive conflict
- Appropriate dependence on others



Individual Well-Being

- Increased motivation
- Increased satisfaction
- Richer development opportunities
- Reduced stress

Better Team Performance

- Higher-Quality Decisions and Greater Innovation
- Shorter Implementation Time
- Reduced Costs

Do not Distribute



Performance

Higher-quality decisions
Greater innovation
Shorter implementation time
Reduced costs



Working Relationships

Greater commitment
Increased trust
Increased learning
Reduced defensiveness
Productive conflict
Appropriate dependence on others



Individual Well-Being

Increased motivation
Increased satisfaction
Richer development opportunities
Reduced stress

Better Working Relationships

- Greater Commitment
- Increased Trust
- Increased Learning, Reduced Defensiveness, and More Productive Conflict
- Appropriate Dependence on Others



Performance

Higher-quality decisions
Greater innovation
Shorter implementation time
Reduced costs



Working Relationships

Greater commitment
Increased trust
Increased learning
Reduced defensiveness
Productive conflict
Appropriate dependence on others



Individual Well-Being

Increased motivation
Increased satisfaction
Richer development opportunities
Reduced stress

Do not Distribute

Greater Individual Well-Being

- a sense of satisfaction, motivation, and a lower level of stress, ...

Do not Distribute



Performance

Higher-quality decisions
Greater innovation
Shorter implementation time
Reduced costs



Working Relationships

Greater commitment
Increased trust
Increased learning
Reduced defensiveness
Productive conflict
Appropriate dependence on others



Individual Well-Being

Increased motivation
Increased satisfaction
Richer development opportunities
Reduced stress

Reinforcing Cycle of Mutual Learning

Do not Distribute

Are there times when Unilateral
Control is the better approach?

Do not Distribute