

# Practices of Dynamic Collaboration

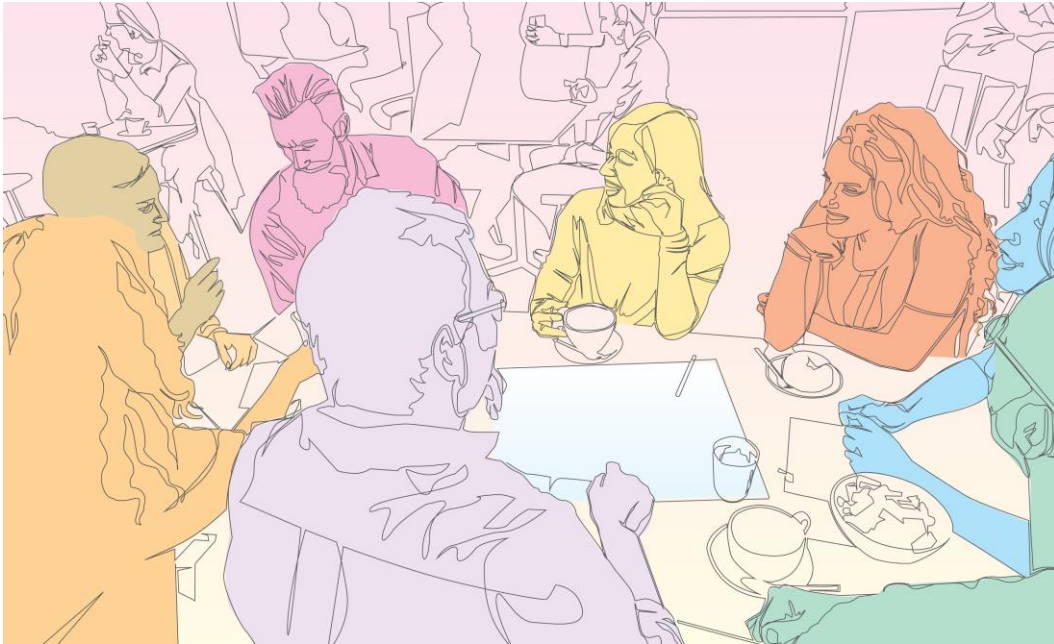
## A Dialogical Approach to Strengthening Humane Organization and Collaborative Intelligence

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Chapter Summary

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# A Note about 'Organizational Dialogue'

## The Need to Become Concrete about Dialogue Practices

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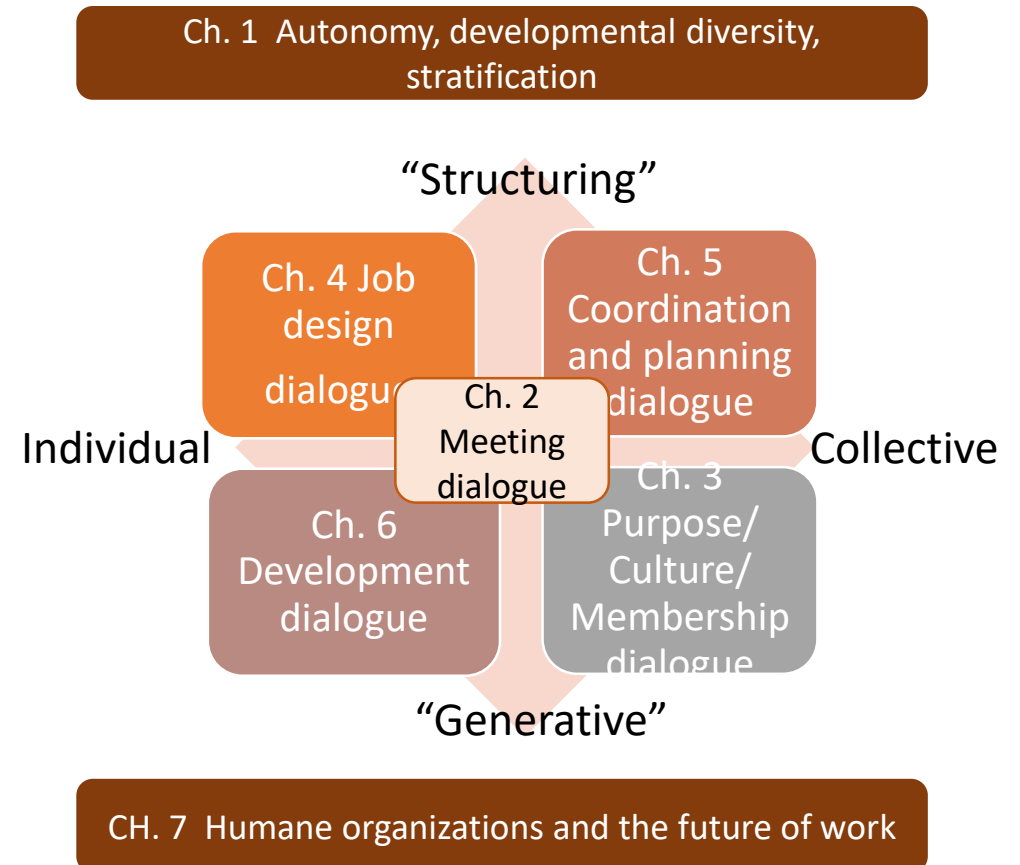
- While there is a lot of discussion about communication within organizations, the level of specificity of this discussion is very low. When we introduced a focus on dialogue practices in our 'Dynamic Collaboration' of 2018, we were mainly focused on the powerful influence of social-emotional and cognitive development on such practices; therefore, we could not be entirely specific about the many manifestations of that influence.
- By contrast, in this book we show, first, that at its core organizational 'life' is dialogical and fails if it is not; and second, that how organizational dialogues play out is different in the context of different professional (and thus conceptual) practices that make up organizational life.
- As a consequence, this book focuses on 5 distinctly different dialogical practices in each of which the meaning and outcome of organizational dialogues is different.
- One could indeed say that what is often referred to as 'corporate culture' is nothing by the connection of the various professional dialogues that daily occur in an organization.

# Introduction

Role Identity and complexity awareness are focal points of dynamic collaboration in teams

- Key idea. The fundamental flaw in management thinking: concepts are used as if they were ingredients of what is thought to be “reality” rather than references to and generators of “reality”
- A truly human-centered (humane) organization does not derive from tools and processes received from “out there” but is rather a function of the quality of the dialogue employees engage in among themselves, “in here”.

## • Structure of the book

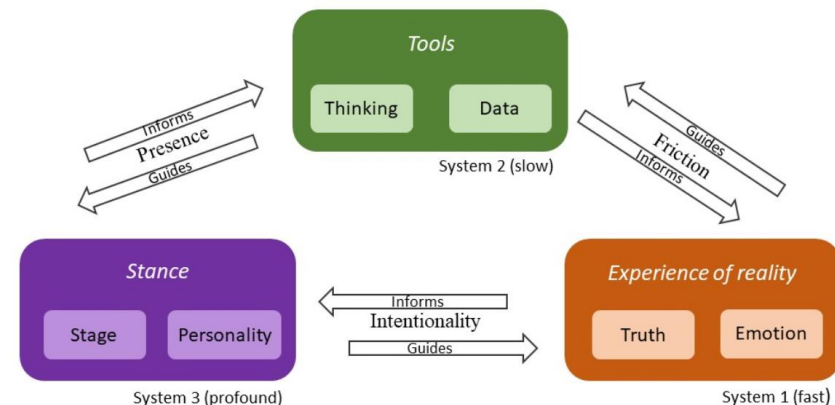


# Chapter One

Critical practices for strengthening autonomy, developmental diversity and stratification in teams are a must for DDO organizations

- Key idea: How an individual regulates and adapts himself to the real world in the context of his stage and/or phase of adult development strongly co-determines the effectiveness of the person's actions in the world as well as the person's experience of the real world, including his/her autonomy.

- Individuals are, for the most part, not aware of the emotional grounding of their notions of truth and the perspectives they express; rather, these are a function of the social-emotional and cognitive resources of their present developmental level.



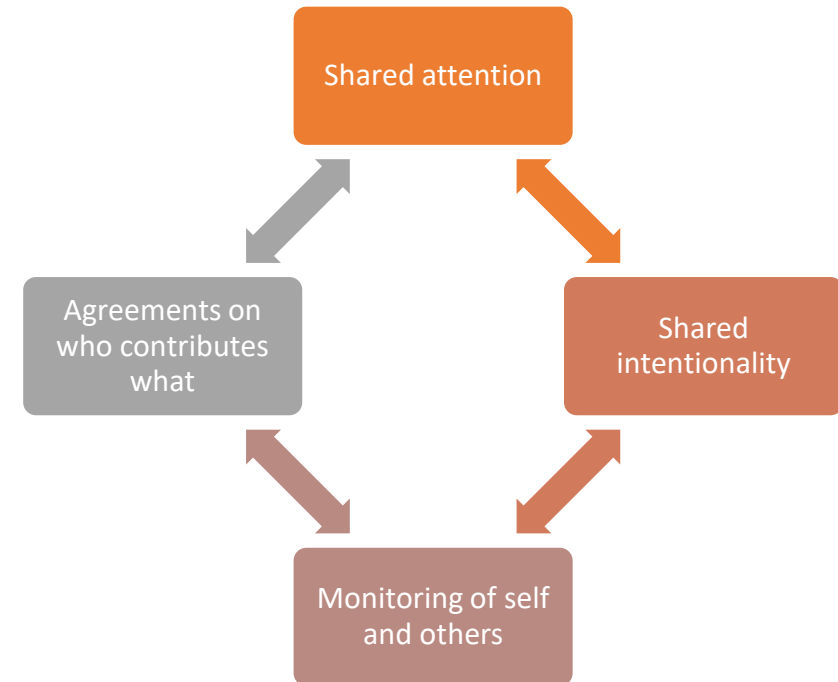
# Chapter Two

**The Meeting dialogue:** Joint Intentionality and Coordinated Action -- How we can improve the balance of asking and telling in organizations

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- Key idea: in teams, it is necessary to become aware of the interdependencies between interpretation, attention, self- and social monitoring processes and division of labor agreements, to engender meeting dialogues of high thought quality.
- It is essential to become aware of the thought limitations that (written or algorithmic) templates create when discussing a wide range of topics.

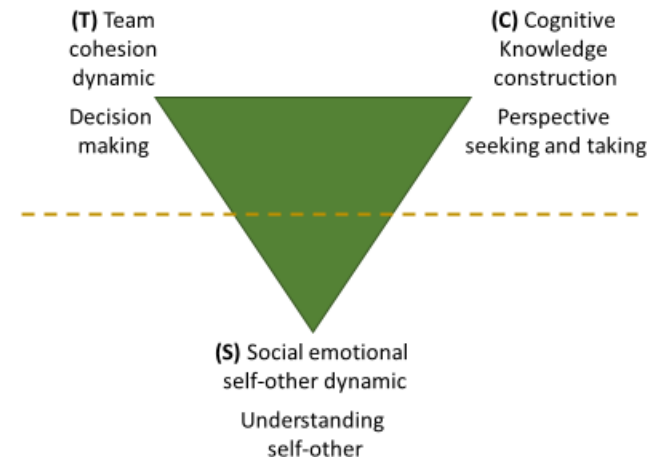
The four process building blocks below must be present simultaneously for Collaborative Intelligence to emerge in teams.



# Chapter Three

## The Membership Dialogue: How we can cope with downwardly divided team dynamics and turn them around

- Key idea: The quality of knowledge creation and cohesion in teams is strongly impacted by developmental differences between team members (in terms of perspective taking, thought fluidity, and understanding of self and others); especially the way in which a less developed subgroup 'drags down' dialogue quality by narrowing its conceptual scope.
- Dialogue approaches meant to enhance the quality of a team's internal and external dialogue need to be different for each of three We-Spaces to contribute to creating upwardly (rather than downwardly) directed team dialogues.



### Steps:

- Draw up a separate CST Triangle for each of the major parties/persons in the disagreement situation.
- On each triangle, list the key issues related CST from viewpoint of that party/person. If the parties/persons are participating in the analysis, then they can each make a triangle from their own perspective.
- Compare the triangles, noting similarities and differences between the perceptions of the parties/persons.
- Indicate for each party what you think how they contribute to a downwardly or upwardly divided dynamic. This will be YOUR perception.

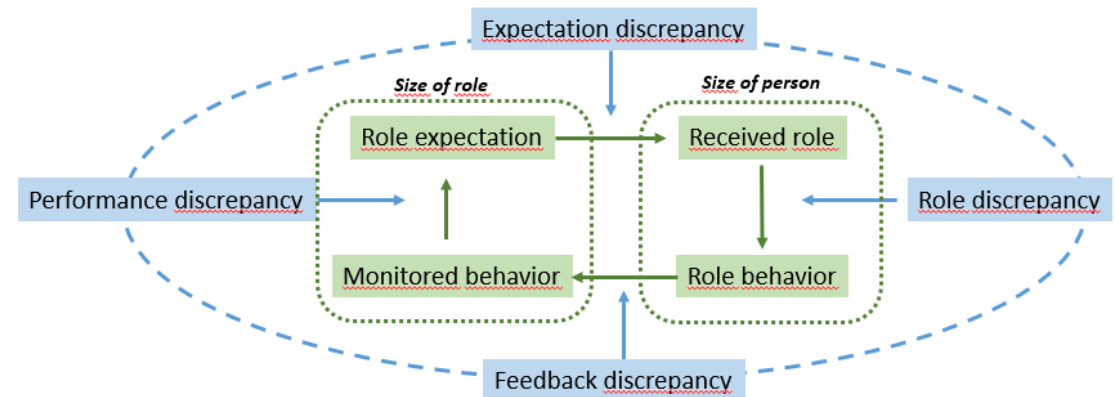
### Reflection

- What conflict behaviors are putting the team cohesion under pressure?
- What perspective seeking and taking precedes the disagreement we are dealing with?
- What understanding of self-other influences judgmental reactions?
- What kind of common ground is possible?

# Chapter Four

**The work design dialogue:** How we make work commitments, agree on what needs to be done, and monitor execution

- Key idea: Developmental dialogue practices can be derived from a role-making (in contrast to a role taking) model. The role-making approach focuses on discussing discrepancies experienced in executing one's work.
- It is essential to speak about the difference one wants to make as an employee (compared to the dominant focus on activities that need to be carried out). The story-telling method is an important tool for doing so.
- When employees are not free to interpret their role according to their own understanding of their abilities, boredom and burn-out occur.

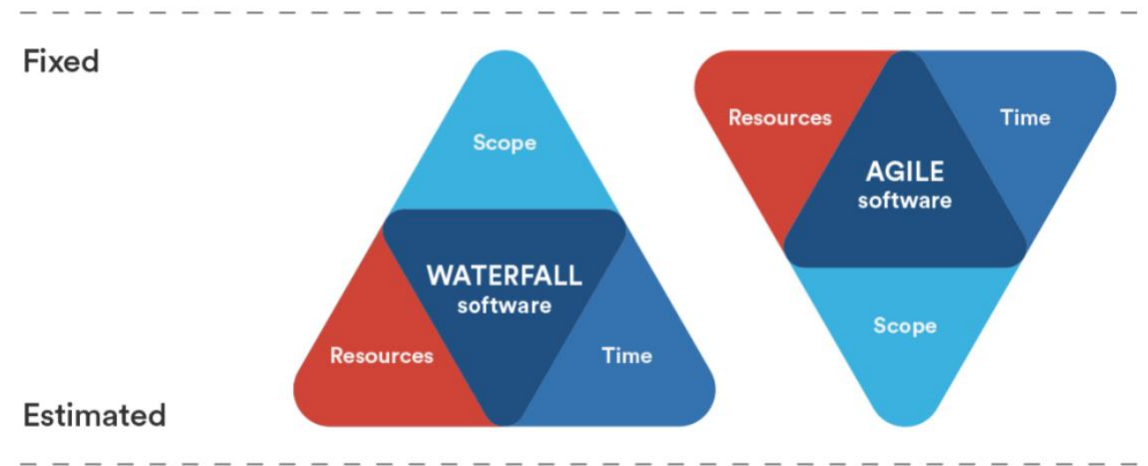




# Chapter Five

## The resources and planning dialogue: How we plan and prioritize

- Key idea: Current planning processes (waterfall & agile) break down planning into a series of steps. The steps never materialize.
- In every We-Space, there are possibilities to shape a more holistic planning dialogue. Developmental differences shape three processes:
  - the way in which mutual agreements are made (scope)
  - the distinction between different time horizons (time)
  - the resources allocation dialogue (resources)

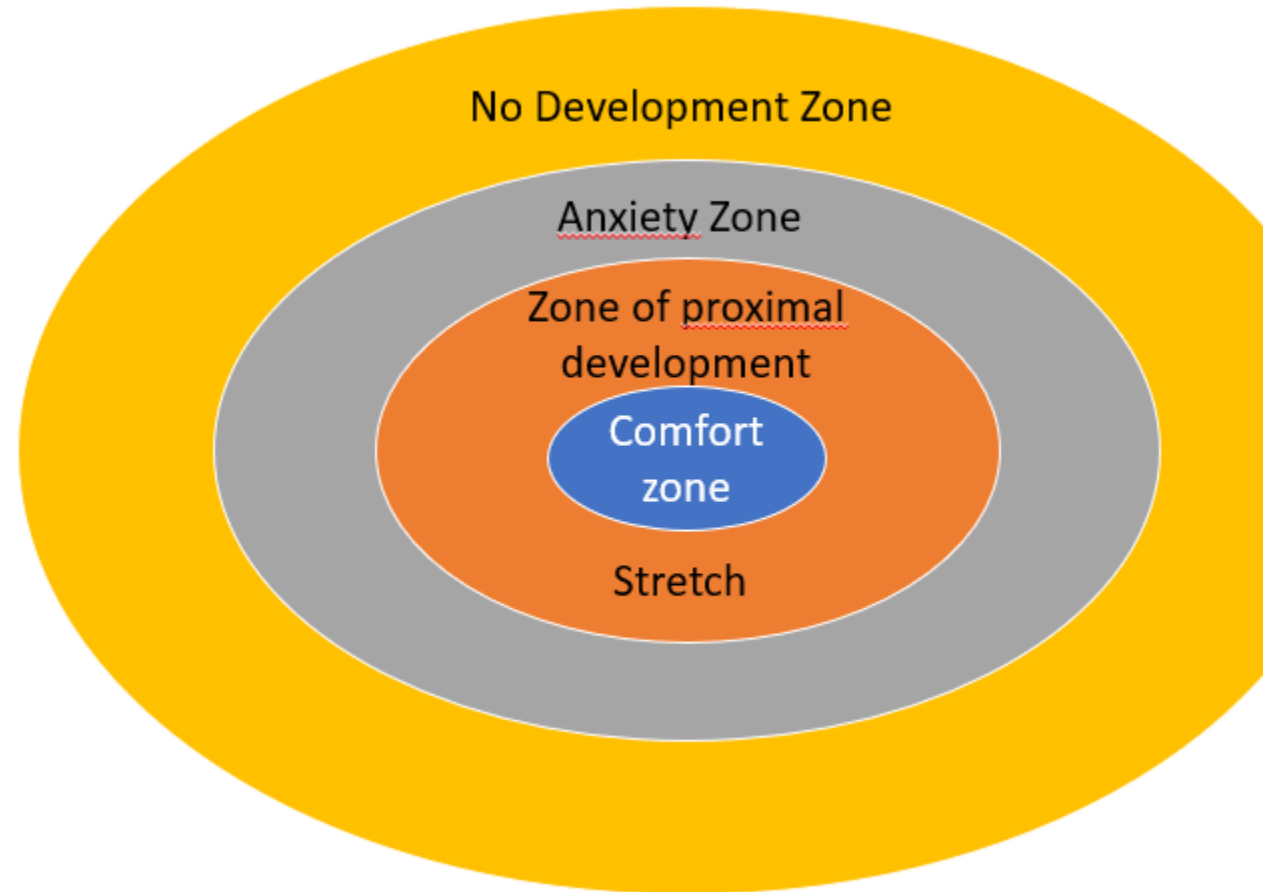




# Chapter Six

**The development dialogue:** How we grow and mature as individuals

- Key idea: Little adjustment to new technologies is possible without developing employees first. It is best to start from the assessment of their present zone of adult development, both social-emotionally and cognitively. Assessing their zone of proximal development helps determine what specific learning approaches are enriching for them, and what quality of dialogue they are developmentally capable of.



# Chapter Seven

## The Humane organization and the future of work

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- Key idea: In *humane* organisations, new dialogue practices are needed to strengthen the interaction between people and machines or algorithms for the sake of positive development throughout an organization. Humane organizations have a number of deliberate, potentially algorithmic, *enabling* practices in common.

Organizations who cannot resolve the tayloristic dichotomy between man & machine (IT) also cannot resolve that between man & algorithmic procedures. They have a reduced ability to use A.I. tools for creating man/algorithm collaborations. A first step to using such tools as a bridge for supporting human development is to appreciate the empirical findings of developmental theory since 1975; the second step in this direction is to use these findings for building Apps capable of bringing contributors to an awareness of their own internal dialogue with themselves which is the foundation of all quality communication in organizations.

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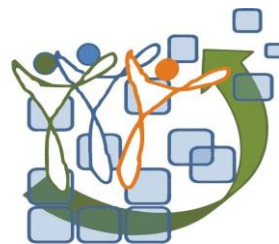
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IDM-Creating Collaborative Intelligence

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