



# REPRODUCIBLE TRAINING LIBRARY

Customizable Soft-Skills Courseware

## Skillful Collaboration

Working Successfully with Others  
to Achieve a Common Goal



Instructor Guide

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Published by HRDQ

Authorized distributor Dekon Business Solutions

Phone: 0040 734 350 525

[www.dekon.biz](http://www.dekon.biz)

ISBN 978-1-58854-760-6

2710E1COLL

EN-01-MY-13

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## About the Reproducible Training Library

The Reproducible Training Library (RTL) offers an unrivaled range of training programs that combine quality and affordability. These learning solutions are designed using proven adult-learning methods and offered at a price that will extend your training budget a lot further than you can imagine.

Structured as instructor-led programs, the RTL provides ready-to-use content on the topics and skills most needed in today's organizations. What's more, once you purchase and download an RTL product, it's yours to keep, customize, and use over and over again.

### Affordable Classroom Training

It takes 43 hours to develop a single hour of instructor-led training, according to research carried out by the Chapman Alliance.<sup>1</sup> For a half-day workshop—the minimum length of a classroom program in the RTL—this translates into a development cost of \$23,736, significantly more than it costs to purchase the entire RTL collection.

In addition to being cost-effective, the RTL allows you to tap into a wide range of expertly developed training designs, each complete with an instructor guide, participant guide, and slideshow presentation. With just a few clicks of the mouse, you can download the Microsoft Word and PowerPoint files to your desktop in a matter of minutes.

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*"I was able to go from unzipping the RTL files to delivery in less than 2 hours, making the preparation time to delivery easy and much less stressful. The instructor guides are written in a way that is logical and makes the pre-workshop study time simple and less frustrating: No hunting for the right slides, no guessing what the instructional designer intended for each module!"*

—James T. Puet, Manager, Leadership and Organizational Development, Healthways Human Resources

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### Accelerated Learning - Accelerated Performance

The starting point for developing new titles for the RTL is to tap into the most contemporary thinking and best practices on topics that are proven to positively influence individual and organizational performance. Our experienced instructional designers review dozens of articles, books, and conference papers to isolate the critical components of a particular skill set. Then they use their expertise to create an effective training and learning design that is structured to enhance the learner's skills and improve his or her performance. A common instructional approach used in the development of RTL content is the "4P" instructional model conceived by Dave Meier at the Center for Accelerated Learning<sup>2</sup>:

1. **Prepare** (the learner)
2. **Present** (the information)
3. **Practice**
4. **Perform** (provide job aids that help the learner transfer and reinforce the learning back on the job)

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<sup>1</sup> Chapman Alliance, 2010. [www.slideshare.net/bchapman\\_utah/how-long-does-it-take-to-create-learning](http://www.slideshare.net/bchapman_utah/how-long-does-it-take-to-create-learning). Calculation of development hours assumes the design includes a lesson plan, workbooks, handouts, and a supporting PowerPoint slide deck.

<sup>2</sup> <http://www.alcenter.com>

## **Customizable**

Each classroom title in the RTL can be delivered or viewed without any modification. The open Word and PowerPoint formats, however, enable you to add your own unique elements and even change the entire look and feel of the content. Here are just a few ways you can customize the material:

- Add your organization's logo or brand.
- Place your own organization-specific content into the design.
- Change examples to fit your industry or work environment.
- Modify content to match company rules and procedures.
- Add, delete, or rearrange content to meet training time constraints.
- Change fonts, colors, and layout properties.

You can also combine more than one title into a longer training design; extract relevant sections and reuse them in other designs you have created; or use the general structure of one module to begin developing a completely new design. Whether you choose to use the material as designed or modify it to suit your needs, you'll find the Reproducible Training Library to be a flexible resource and a wise investment.

## **License-Free**

Buy once, use many times. It's a compelling model for any budget-challenged training department. Purchase any title from the library with the knowledge that you won't need to budget for any additional licensing fees or annual subscriptions. The material is yours to use in whatever way you choose.<sup>3</sup> You can freely distribute the material throughout your organization, make it available on your internal server, create unlimited hard copies, upload it to a Learning Management System (LMS), develop a customized version, and even embed the material in other training or learning systems you design.

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<sup>3</sup> Some restrictions apply.

## **Preparing for the Course**

Before conducting the training, we encourage you to read the Instructor Guide thoroughly, familiarize yourself with the program’s components, and test-run the PowerPoint presentation.

If you would like written feedback on the course, make copies of the Course Evaluation form and distribute them at the end of the training.

## **What’s Included in This Program**

This course contains several components:

- Instructor Guide
- Participant Guide
- Classroom PowerPoint presentation
- One-page Learning Summary
- One-page Course Overview
- Course Evaluation form

## **Materials Not Included**

You will need the following materials to conduct the course:

- Ball of yarn or string (used in “What Is Collaboration?”)
- If you choose to wrap up the program by asking participants to share key learning points, we recommend using a Koosh ball or beanbag for the activity (see “Learning Summary” section).

## **Suggested Target Audience**

This program is appropriate for business professionals at every level who regularly work with others to accomplish goals for their team, department, or organization.

## **Timing**

The timing suggestions noted in this course assume that you have experience facilitating instructor-led training. If you are a new facilitator, you may wish to allow more time. Regardless of your experience level, you and your participants will gain the most from the program if you devote time beforehand to understanding the content.

Please consider rehearsing the delivery in order to gauge the pace of the program and determine whether you need to adjust the timing.

Please note: Only the pages highlighted in yellow below are those featured in this preview.

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## Course Objectives

Successful completion of this course will increase your ability to:

- Understand when collaboration is an effective and beneficial approach to a project—and when it isn't.
- Establish and communicate expectations to group members to ensure a successful collaboration.
- Recognize the inward attitudes and outward behaviors necessary to collaborate well.
- Implement communication strategies that foster collaboration and avoid those that hinder it.
- Build your network to increase your ability to collaborate.
- Identify non-collaborative behaviors and implement strategies to cope with them.

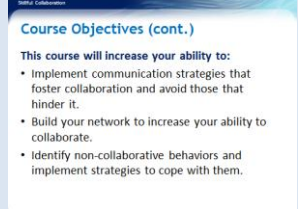
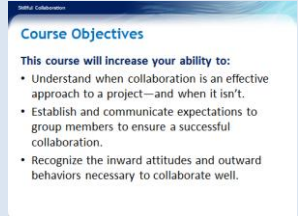
### Instructor Notes



5 minutes



Introduce yourself and briefly describe your background. Go over logistics (schedule, breaks, restrooms, etc.) and any ground rules for the day. Typical ground rules include showing respect for all participants, participating fully, not using electronics, and not interrupting or dominating the conversation.



Review the course objectives.

PREVIEW

## Introduction

The old expression says “two heads are better than one.” That’s certainly true when collaboration runs smoothly—when everybody involved gets along, contributes unique perspectives and skills, and works together to resolve problems productively and meet deadlines. But what about when people argue, work gets stalled, and contention is prevalent?

Successful collaboration involves far more than just working side-by-side. It’s a process that requires attitudes, skills, and practices that can be learned and strengthened—and mastering them will not only make your job easier, it will help you become more successful professionally.

A 2003 survey by the Level Playing Field Institute found that American employers and employees think that being a team player is the most important factor in getting ahead in the workplace.<sup>1</sup> They ranked this factor higher than others including “merit and performance,” “leadership skills,” “intelligence,” “making money for the organization,” and “long hours.” By working well with others to achieve a common goal, you can become a sought-after resource and team member, and maximize your value to your organization.

This program will focus on how to structure and implement an effective collaboration process so that working with others will be a productive and enjoyable experience.

### Instructor Notes



5 minutes



Ask participants to read the Introduction, which provides an overview of why this topic matters and describes how the course will empower them as professionals.

PREVIEW

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<sup>1</sup> <http://www.lpfi.org/how-fair-study>



# Benefits and Challenges of Collaboration

## The Need for Collaboration

- **Meet workforce demands:** In today's business climate, employees are expected to do more with less. Working collaboratively can result in more efficient outcomes.
- **Overcome geographic barriers:** Nowadays companies often have national or international branches, affiliates, or vendors. Many employees must work with others in different locations in order to perform their job duties and fully harness the diversity of resources.
- **Fulfill basic human need for belonging:** Even people who appear to be loners have a need to connect with others on some level. Collaboration allows people to feel that their contributions are meaningful and valued.

## Benefits to the Organization

- Promotes creative and effective problem-solving.
- Increases productivity, efficiency, and cost savings.
- Helps achieve common goals and shared purpose.
- Enables the organization to draw on individual employees' specialized skill sets no matter where they are located.

## Benefits to the Individual

- Leads to increased job satisfaction.
  - According to a study published in the *Journal of Applied Psychology*<sup>2</sup> in 2007, "Frequent interaction with others, office friendships and emotional support were strong predictors of job satisfaction."
  - According to the 2012 Employee Job Satisfaction and Engagement survey by the Society for Human Resource Management (SHRM)<sup>3</sup>, "Employees rated their relationship with their immediate supervisor as more important to their job satisfaction than benefits."
- Creates high-trust relationships.
- Increases an individual's network of "go-to" colleagues that he/she can count on for help.
- Offers exposure to new projects and experiences.

<sup>2</sup> <http://www.apa.org/monitor/apr07/social.aspx>

<sup>3</sup> <http://www.shrm.org/Research/SurveyFindings/Articles/Documents/SHRM-Employee-Job-Satisfaction-Engagement.pdf>

### Instructor Notes



20 minutes



"According to a 2009 study by Cisco\*, the top three areas for collaboration are daily project work, business process improvement, and new product development. Let's take a look at why collaboration is often necessary and how it benefits organizations and individuals."

Review "The Need for Collaboration."

To the Organization	To the Individual
<ul style="list-style-type: none"><li>• Promotes creative problem-solving.</li><li>• Increases productivity and cost savings.</li><li>• Helps achieve common goals.</li><li>• Draws on employees' specialized skill sets.</li></ul>	<ul style="list-style-type: none"><li>• Leads to increased job satisfaction.</li><li>• Creates high-trust relationships.</li><li>• Increases network of "go-to" colleagues.</li><li>• Offers exposure to new projects and experiences.</li></ul>

Review "Benefits to the Organization" and "Benefits to the Individual."

"The benefits to the organization and individual are frequently cyclical—that is, they lead to and fuel one another. For example, the SHRM survey reported that 'supervisors who develop a positive relationship with employees may be more likely to learn their employees' strengths and weaknesses, making it easier for supervisors to use their employees' talents for the good of the organization.' In addition, employees' relationships with co-workers play an important role in their success at work. 'Building allies across the organization helps employees accomplish their work goals and their organization's goals.'"

\*Source:

[http://www.cisco.com/en/US/solutions/collateral/ns340/ns856/ns870/C11-539465-00\\_CollaborationStudy\\_wp.pdf](http://www.cisco.com/en/US/solutions/collateral/ns340/ns856/ns870/C11-539465-00_CollaborationStudy_wp.pdf)





(continued on the next page)

## MODULE 1

# Establish a Purpose for Collaboration

## Objectives

- Understand when collaboration is appropriate and beneficial—and when it's not.
- Learn how to establish and communicate expectations for a successful collaboration.

Type of Activity	Section	Time (minutes)
	1.1 When to Collaborate—and When Not To	5
	1.2 Deciding Who Should Be Involved	20
	1.3 Establishing Expectations	10
	1.4 Expectations Checklist	10

Total: 45 minutes

# 1.1 When to Collaborate—and When Not To

As a general rule, it's best to collaborate when the involvement of other people adds value to a project. If the involvement of others doesn't add value, there usually isn't a compelling reason to collaborate.

## Collaborate

To determine whether collaboration might be beneficial, ask yourself the following questions before embarking on a new project:

- Am I unable to achieve the desired outcome by myself?
- Will collaborating increase the likelihood of solving complex problems or addressing complicated issues?
- Will working with others reduce costs or allow the project to run more efficiently than otherwise possible?
- Will banding together with others increase visibility of the project or an important issue?

If you answer “yes” to one or more of these questions, you likely have a strong case for collaborating.

## Don't Collaborate

Before initiating a collaborative effort, it's also important to ask yourself these questions:

- Will an individual approach achieve the desired results?
- Am I unable to invest the extra time required in successful group collaboration?
- Is the specific purpose not clearly defined?
- Is the organizational culture unsupportive of collaboration?

If you answer “yes” to one or more of these questions, you may want to consider moving forward independently rather than with a group. If your organization is not supportive of collaboration, you can likely still collaborate; you will just encounter more obstacles.

If you answer “yes” to at least one question in both sets, you probably have a case for collaborating, but you need to set up some structure and support to be successful.

### Instructor Notes



5 minutes

When to Collaborate	
Collaborate	Don't Collaborate
<ul style="list-style-type: none"><li>• When you can't achieve the desired outcome by yourself.</li><li>• To solve complex problems.</li><li>• To reduce costs or boost efficiency.</li><li>• To increase visibility of the project.</li></ul>	<ul style="list-style-type: none"><li>• When an individual approach will achieve the desired results.</li><li>• When you can't invest the extra time.</li><li>• When the purpose is not clearly defined.</li><li>• When the organizational culture is unsupportive.</li></ul>



“At the onset of a project, sometimes it's not clear whether you should tackle it alone or band together with others in a collaborative effort. So when should you collaborate—and when shouldn't you?”

Review the opening paragraph.

Review “Collaborate” and “Don't Collaborate.”

*“If you want to be incrementally better, be competitive. If you want to be exponentially better, be cooperative.”*

—Unknown

## 2.1 How Strong Are Your Collaboration Skills?

### Individual Activity: Self-Assessment

*Instructions:* For each statement, circle the number that best reflects how often you practice the behavior described. Use the following scale: 1 = *seldom*, 2 = *occasionally*, 3 = *frequently*, 4 = *always*.

Statement	Frequency
1. I take personal responsibility for the quality of my relationships at work.	1 2 3 4
2. I go out of my way to convey personal warmth.	1 2 3 4
3. I practice positive intent by assuming that my co-workers and I both want what is best for the organization.	1 2 3 4
4. I am an effective listener, and people can tell that I'm listening to them.	1 2 3 4
5. I ask questions to find out what other people know and what they are thinking and feeling.	1 2 3 4
6. I address disagreements before they become major conflicts.	1 2 3 4
7. I mean what I say and I say what I mean.	1 2 3 4
8. I keep an open mind and avoid making assumptions until I have accurate information.	1 2 3 4
9. I share information and expertise freely.	1 2 3 4
10. I follow through on my commitments.	1 2 3 4

#### Total:

Add the numbers assigned to each statement and see how your collaboration skills measure up:

10–19: Your collaboration skills have room for significant improvement.

20–29: Your collaboration skills are average.

30–40: Your collaboration skills are excellent! People probably enjoy collaborating with you.

### Instructor Notes



5 minutes



“People often think that if they are working together, they should automatically get along. Of course, this is far from the truth. Successful collaboration involves far more than just working side-by-side. You must develop inward attitudes AND intentionally engage in outward behaviors that foster collaboration. Take a few minutes to complete this self-assessment to determine how strong your current collaboration skills are.”



Activity: Review the instructions. Allow participants several minutes to respond individually.

## 2.3 Practice Outward Behaviors

The inward attitudes that support collaboration translate into outward, observable behaviors.

### Individual Activity: Making Connections

*Instructions:* Think of a time when you felt unable to connect with someone you were trying to talk to. What went wrong? What was the source of the problem? Write your response below.

Now, think of a time when you were able to really connect with someone you were talking to. What made the difference? Write your response below.

### Convey Personal Warmth

Emotional connections can override differences of the mind. When you show you care, the other person is usually much more willing to work with you, even if you don't yet see eye-to-eye. Here are some ways you can outwardly express personal warmth:

- Greet others; be the first to say “hello.”
- Maintain a relaxed and open posture.
- Make eye contact—be direct but not too intense.
- Smile!
- Give the other person your full attention.
- Show your (appropriate) sense of humor.
- Encourage others with supportive words.
- Show concern for others—pay attention to what is going on with them, offer to help out, and express your appreciation.

### Instructor Notes



40 minutes

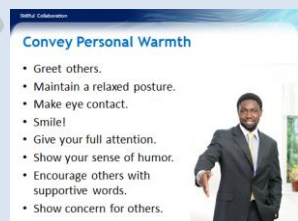
“The inward attitudes that support collaboration translate into outward, observable behaviors. Let’s start this section with a reflective activity.”



Activity: Review the instructions. Allow participants 5 minutes to respond individually.

Debrief by asking participants to share their answers with the class.

(Participants usually mention some of the points in “Convey Personal Warmth” as reasons that they were able to connect with someone.)



“As we just heard from your responses, conveying personal warmth can have a profound effect on your ability to connect with someone.”

Review “Convey Personal Warmth,” tying the points to participants’ responses when possible.

## Be an Active Listener

An effective listener seeks to understand the speaker’s message as well as the feelings behind the message.

- Practice positive intent. Assume that you both want what is best for the organization.
- Listen first, then talk.
- Acknowledge the speaker’s point of view. Repeat key words, phrases, or ideas he/she shared to show that you understand. If you misunderstood, the other person will correct you.
- Express a desire to achieve your common purpose.

Listening is always important, but it is especially vital in the following situations:

- When the other person is upset.
- When you suspect the other person has a hidden agenda. Look for hedge words such as, “maybe,” “almost,” “pretty sure,” and so on.
- When you’re being criticized. Active listening helps prevent you from becoming defensive. Ask questions such as, “Can you give me an example?” or “Is there anything else you want to share?”
- When you want to persuade someone. Counter-intuitively, persuasion is more about listening than talking.

Poor Listeners	Active Listeners
Glance at their watch, tap their feet, and drum their fingers.	Make eye contact, nod occasionally, and say words of encouragement.
Finish people’s sentences and make assumptions.	Paraphrase the speaker’s words, clarify, and summarize.
Interrupt to disagree and rush to correct the speaker.	Are patient and calmly state their views when appropriate.
Focus on the speaker’s delivery or mannerisms.	Focus on the content of the message.
React emotionally.	Remain non-defensive.
Ignore non-verbal cues.	Pay attention to non-verbal cues.
Tell others how they should feel. Control others’ feelings.	Respect others’ feelings.
Talk more than they listen.	Listen more than they talk.

### Group Activity: Practice Active Listening

*Instructions:* Follow the instructor’s directions.

### Instructor Notes (cont.)



“In addition to conveying personal warmth, active listening is a vital skill for collaboration.”

Review “Be an Active Listener.”



**Activity:** Divide participants into pairs. Ask one person from each pair to step outside the room and wait for your instructions.

Tell the individuals who remain in the room (the “listeners”): “When your partner returns, you are to play the role of an active listener. You are to be highly engaged in the conversation, using the tips in this section. When I say, ‘This is your two-minute warning,’ you will disengage from the conversation by avoiding eye contact, fiddling with something on the desk, and no longer offering verbal encouragement.”

Step outside the room and tell the individuals waiting there (the “speakers”): “Think of a project you have completed that you enjoyed. You will describe the project in detail to your partner, discussing the elements that made it enjoyable.” Have them join their partners in the room.

Allow participants 5 minutes to complete the activity, and remember to give the two-minute warning.

Debrief by asking the “speakers”: “What happened in your discussion with your partner? What was the interaction like when you first returned to the room? How did the interaction change when your partner stopped listening actively? How did this make you feel?”

*(continued on the next page)*



## Be Trustworthy

- Be reliable—do what you say you will do, respect others’ time by being on time yourself, and don’t blow off meetings.
- Be competent—don’t get in over your head. At the same time, be confident in your abilities.
- Be sincere—say what you mean and mean what you say.

## Turn Conflict into Cooperation

- If you find yourself in a conflict, rely on these foundational behaviors:
  - Maintain your composure.
  - Always show respect.
- Find common ground between you and the other person. Acknowledge your differences, but focus on your common goals.
- Employ strategies for resolving task-based conflict:
  - Search for root causes—e.g., poorly designed work processes, communication breakdowns, unrealistic expectations, or lack of knowledge, skills, or training.
  - Focus on “what,” not “who.” That is, instead of blaming others, concentrate on the substance of what needs to change.

## Commit to Completion

Whenever possible, describe actions you will take in decisive terms. Many people tend to use vague, noncommittal language, and this conditional commitment can influence others’ perception of their trustworthiness and reliability.

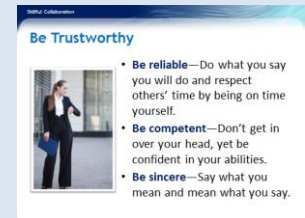
### Individual Activity: Expressing Commitment

*Instructions:* Replace each statement that uses conditional language with one that uses committed language.

Conditional	Committed
1. “I can ... as soon as ...”	
2. “I can’t ... until ...”	
3. “I’ll try that next time.”	
4. “Whenever he contacts me, I will...”	

### Instructor Notes (cont.)

Invite the “listeners” to join the discussion and ask: “How do active listening skills help your relationships with others?”



“Being trustworthy is another important element of collaborating well.”

Review “Be Trustworthy.”



“Conflict is inevitable. Fighting isn’t. Being skilled at turning conflict into cooperation is crucial to successful collaboration.”

Review “Turn Conflict into Cooperation.”



Review “Commit to Completion.”



Activity: Review the instructions. Allow participants several minutes to respond individually.

Debrief by asking participants to share their answers with the class.

Participants will formulate their answers in a variety of ways. Here are some suggestions:

1. “Today, I will...”
2. “My choice is...”
3. “I’ll do that next time.”
4. “I will contact him and...”

## 4.1 Networking

Networking with colleagues within your organization is just as valuable, if not more so, than networking with people outside of it. Connecting with people throughout your organization helps bridge silos and leads to more productive and collaborative work.

### How to Build Your Internal Network

- Focus on your goal: to connect with people you wouldn't ordinarily work with.
- Aim for variety, not sheer numbers. Strive to build an efficient network of people who all possess different skills and experiences so that each offers a unique contribution.
- Don't overinvest time in a networking relationship. Each person doesn't need to become your best friend. Maintain enough contact so that you are comfortable calling on people in your network when you need to, but aren't wasting your time or theirs.
- Talk to a veteran employee who's been around long enough to know people in every part of the organization, and ask that person to introduce you to new contacts.
- Gain acquaintances throughout your organization by getting involved in its activities, such as volunteering for an internal committee or community service project.
- Offer your unique skills and experiences to others in your network. Remember that collaboration is based on reciprocity.

#### Individual Activity: Your Unique Skills

*Instructions:* List several specific skills, areas of expertise, or experiences that you have that would be of value to others in your organization.

#### Instructor Notes



10 minutes

**Networking**

- Focus on your goal.
- Aim for variety, not sheer numbers.
- Don't overinvest time in a networking relationship.
- Talk to a veteran employee.
- Get involved in activities.
- Offer your unique skills to others.



“Building group collaboration can increase the effectiveness of the entire organization. In this module, we'll look at how to build your network of people to collaborate with, how to share best practices and ideas for improvement, and how technology can support collaboration.”

“When people talk about networking, they often think about meeting people outside of their organization. But networking with colleagues within your organization is just as valuable, if not more so. Connecting with people throughout your organization helps bridge silos and leads to more productive and collaborative work.”

Review “How to Build Your Internal Network.”



Activity: Review the instructions. Allow participants several minutes to respond individually.

Debrief by asking several participants to share their unique skills with the class. Point out the diversity of skills and experiences just within this group.



## 4.2 Collaborative Leadership

Group collaboration can't happen unless the organization's top leadership supports the concept. Collaborative leadership takes a non-traditional approach toward managing others. Collaborative leaders:

- Redefine success. They reward group achievement rather than rewarding solely individual efforts (which creates "lone wolves").
- Involve others. They are open to input, solicit different perspectives, and cultivate an atmosphere where respectful debate is welcomed.
- Hold themselves and their employees accountable. Every person is responsible for reaching his/her own decisions and goals and working well with others.
- Attempt to minimize detrimental personal traits in themselves such as defensiveness, lack of humility, arrogance, or a need for power.

Collaboration across business or functional units, which combines various areas of technical expertise, can result in innovative new products or processes.

### Case Study 1: Procter & Gamble (P&G)<sup>6</sup>

In 2001, P&G introduced Crest White Strips as an alternative to getting your teeth whitened by the dentist. Three units collaborated: the oral-care division provided tooth-whitening expertise, the fabric and homecare division provided bleach expertise, and the corporate R&D division provided film technology. While Crest White Strips stand out as a major collaborative accomplishment, P&G has multiple programs in place that facilitate collaboration. The company:

- Created 20 communities of practice with 8,000 participants. These groups share best practices and solve specific problems that are brought to them.
- Has an "ask me" feature on its intranet where employees can describe a business problem, which is then directed to those with relevant expertise.
- Continually creates cross-unit networks by rotating employees through business units and countries.

### Case Study 2: U.S. Department of State (USDS)<sup>7</sup>

The USDS employs more than 57,000 employees worldwide. Their goal is to be able to access and contribute knowledge anywhere, anytime. Their solution included the following elements: self-forming and self-managing online communities, a central repository for knowledge, connecting to expertise, integrating with enterprise search, and using social media to make knowledge-sharing part of the daily workflow. An example of this is "Diplopedia," their version of Wikipedia.

<sup>6</sup> Hansen, Morten T. See References.

<sup>7</sup> <http://www.slideshare.net/OnlineTownhalls/tiffany-smith> and <http://www.state.gov/m/irm/ediplomacy/>

### Instructor Notes



10 minutes

**Collaborative Leaders**

- Redefine success—reward group achievement.
- Involve others—solicit different perspectives.
- Hold themselves and their employees accountable.
- Attempt to minimize detrimental personal traits.



"Group collaboration can't happen unless the organization's top leadership supports the concept. Collaborative leadership takes a non-traditional approach toward managing others in a variety of ways."

Review the bullet points.

"Collaboration across business or functional units, which combines various areas of technical expertise, can result in innovative new products and processes. Many organizations work hard to develop and maintain collaboration. Two strong examples of collaborative leadership are Procter & Gamble and the U.S. Department of State."

Review one or both of the case studies. (Note: If your organization is a non-profit or in the public sector, you may prefer to use the second one.)

## Test Your Knowledge

1. List at least three benefits of collaboration, either to the organization or to individual employees.
  
2. List at least three challenges of collaboration.
  
3. What is the main reason to collaborate?
  
4. Which of the following is NOT a basis for successful collaboration?
  - a. Finding someone you like.
  - b. Identifying a clear objective.
  - c. Defining individual roles and responsibilities.
  - d. Agreeing on a process.
  
5. Which of the following statements is true?
  - a. Wait for the other person to bring up an issue so you don't initiate conflict.
  - b. Make sure your opinions are set in stone so you don't appear wishy-washy.
  - c. Wait to trust others until you are sure they trust you.
  - d. Listen before you talk so that you understand where the other person is coming from.

### Instructor Notes



10 minutes



As a final activity, ask participants to complete the “Test Your Knowledge” section individually.

Debrief by reviewing the answers as a group or having participants check their answers in the Answer Key on the next page.

*(continued on the next page)*

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