



2014 TCC Online Conference

19th Annual "Technology, Colleges and Community" Online Conference

19th Annual
TCC Worldwide Online Conference
April 24, 2014, 11:30am HST

Role for "At-Stakeness" in Team Collaboration

Barbara Lauridsen, MBA, PhD

National University, LaJolla, CA

School of Engineering, Technology & Media

Session Description

At-stakeness is a concept that points to involvement of team members in producing an outcome of team effort as a product that is conceived, designed and constructed jointly. Enabling student innovative thinking and sharing of prior and new knowledge, Knowles' Theory of Andragogy is extended to suggest that collaboration on solving complex problems, knowledge and mindfulness gained through shared experience gains a rich balance of empowerment that serves both intrinsic and extrinsic inspirations.

Overview questions

- What types or dimensions of culture are encountered in teams?
- What is team alignment? Is business culture a variable that enables or constrains?
- What makes team alignment difficult to achieve for virtual teams?
- What role does “at stakeness” play in success for team collaboration?

“Andragogy” in Practice

Focus on individual learner in a situation, involving institutional growth and subject matter differences, or social encounters. “Real world” or academic objectives.

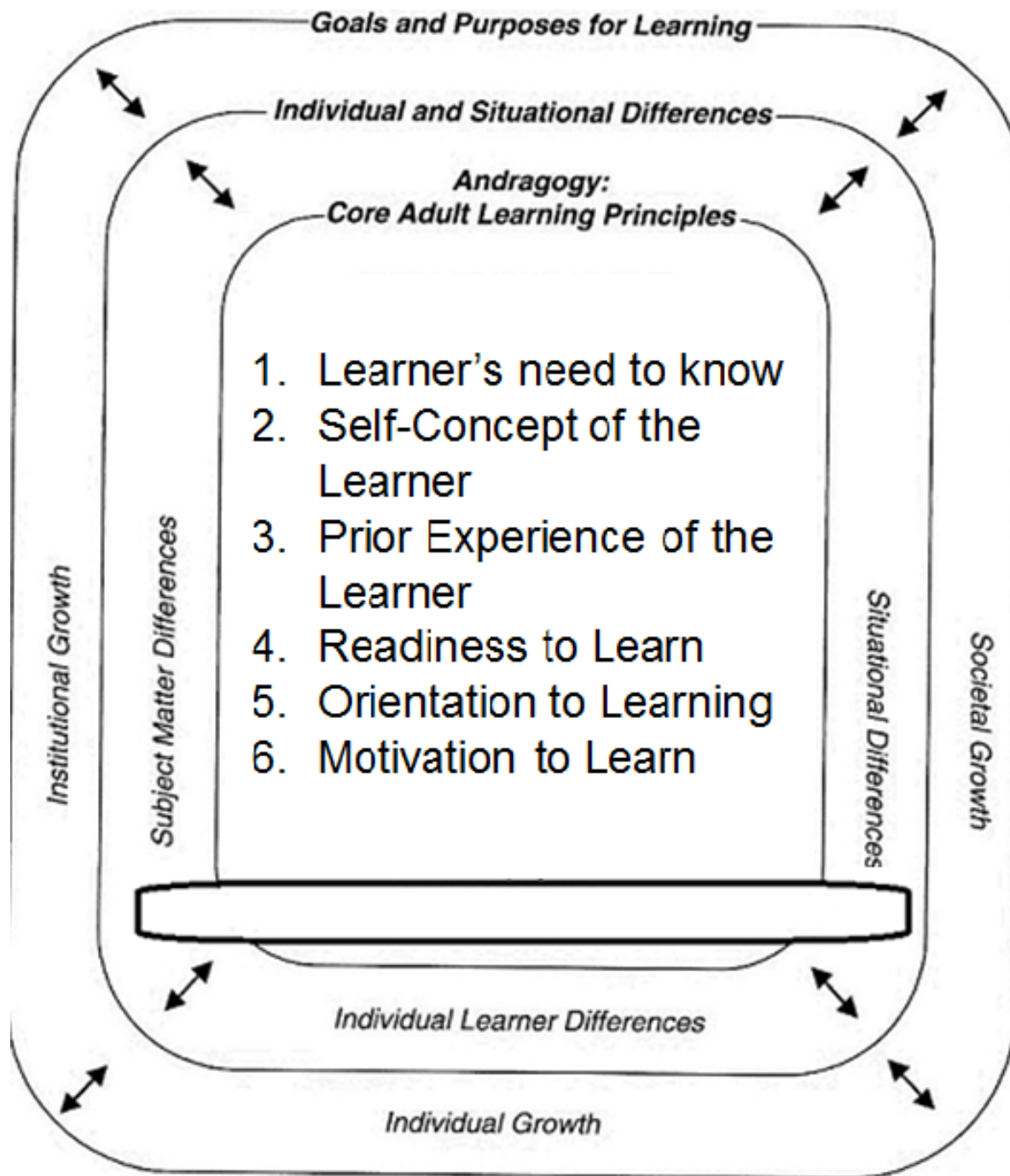


Figure 1. Andragogy in practice, Bates (2009)

Andragogy in Practice, for teams

Focus on learners in a group situation, involving institutional (or academic) growth and subject matter (course learning objectives), or social media encounters.

“Real world” for vocational or academic purposes.

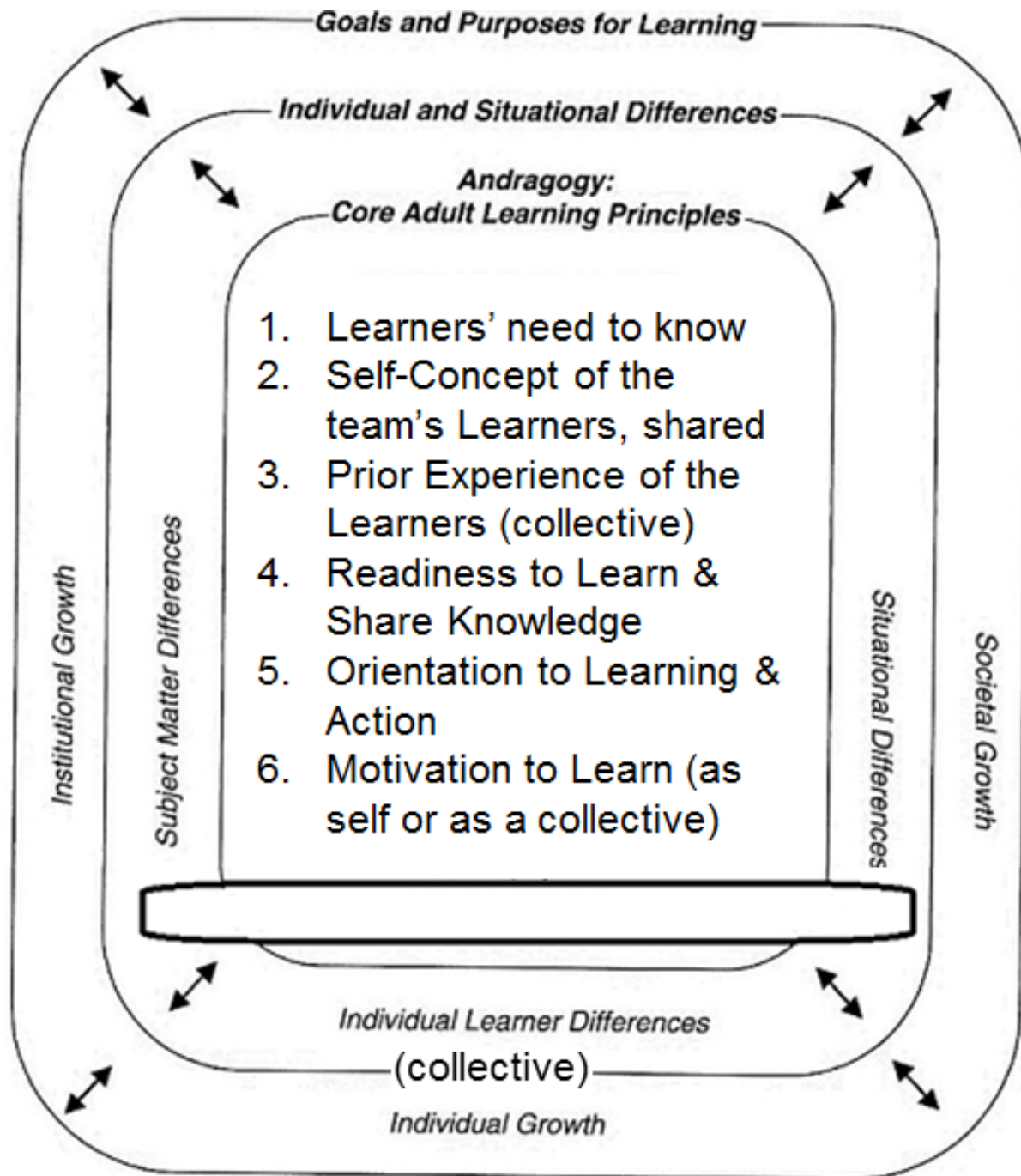
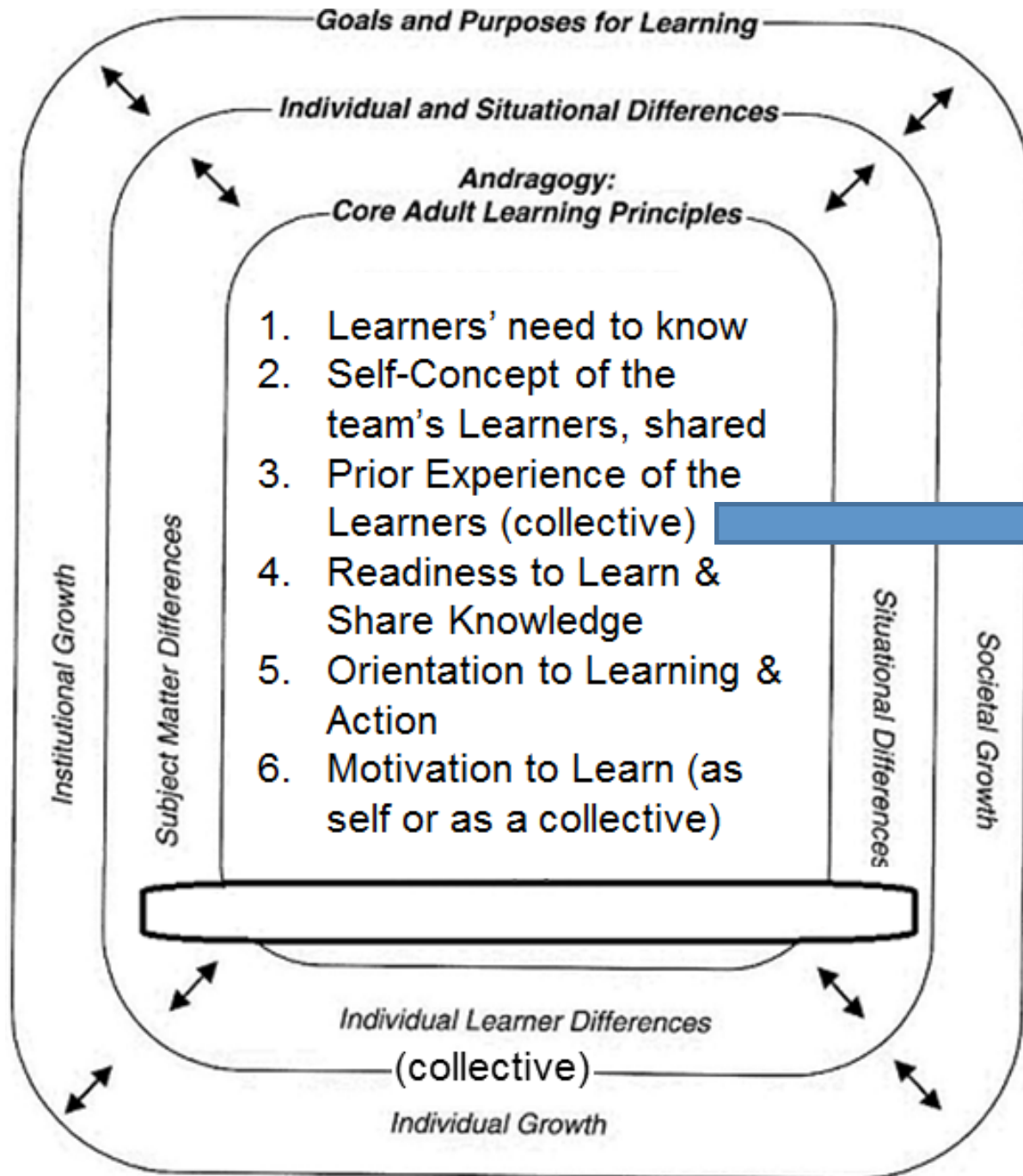


Figure 2. Andragogy in practice, adapted from Bates (2009)

Andragogy in Practice, for teams



1. ...Why, What, How
2. ...Autonomous, self-directing
3. ...**Resource, shared mental models**
4. ...Live related, developmental task
5. ...Problem centered
6. ...Intrinsic value, personal payoff

Figure 4. Andragogy in practice, adapted from Bates (2009)

Andragogy in Practice, as a *collective*

7. As learners collaborate on solving complex problems, the knowledge gained through experience is shared externally to gain a rich balance of empowerment that serves both intrinsic and extrinsic inspirations.

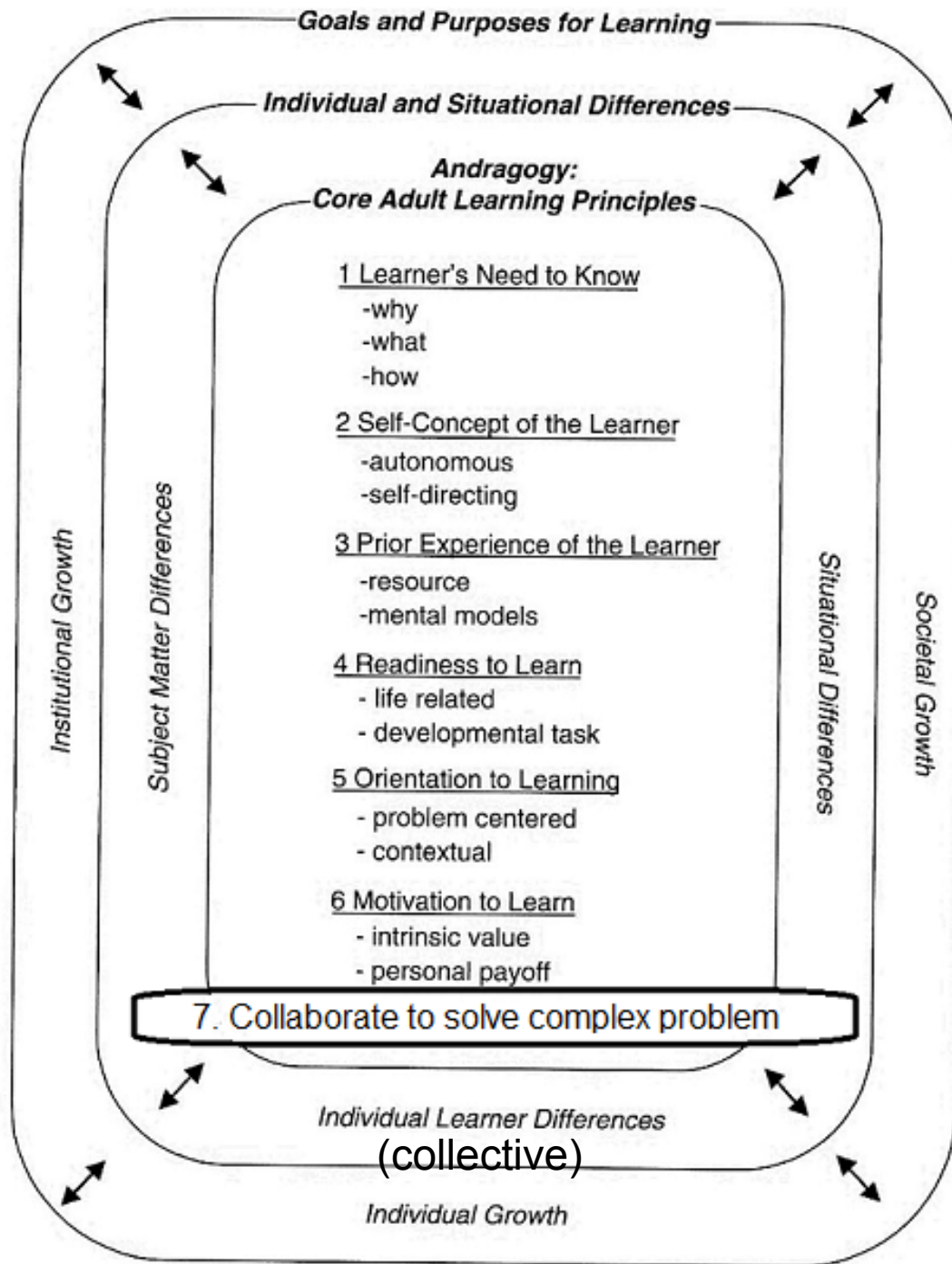
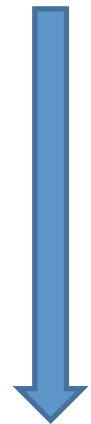


Figure 3. Andragogy in practice, adapted from Bates (2009)

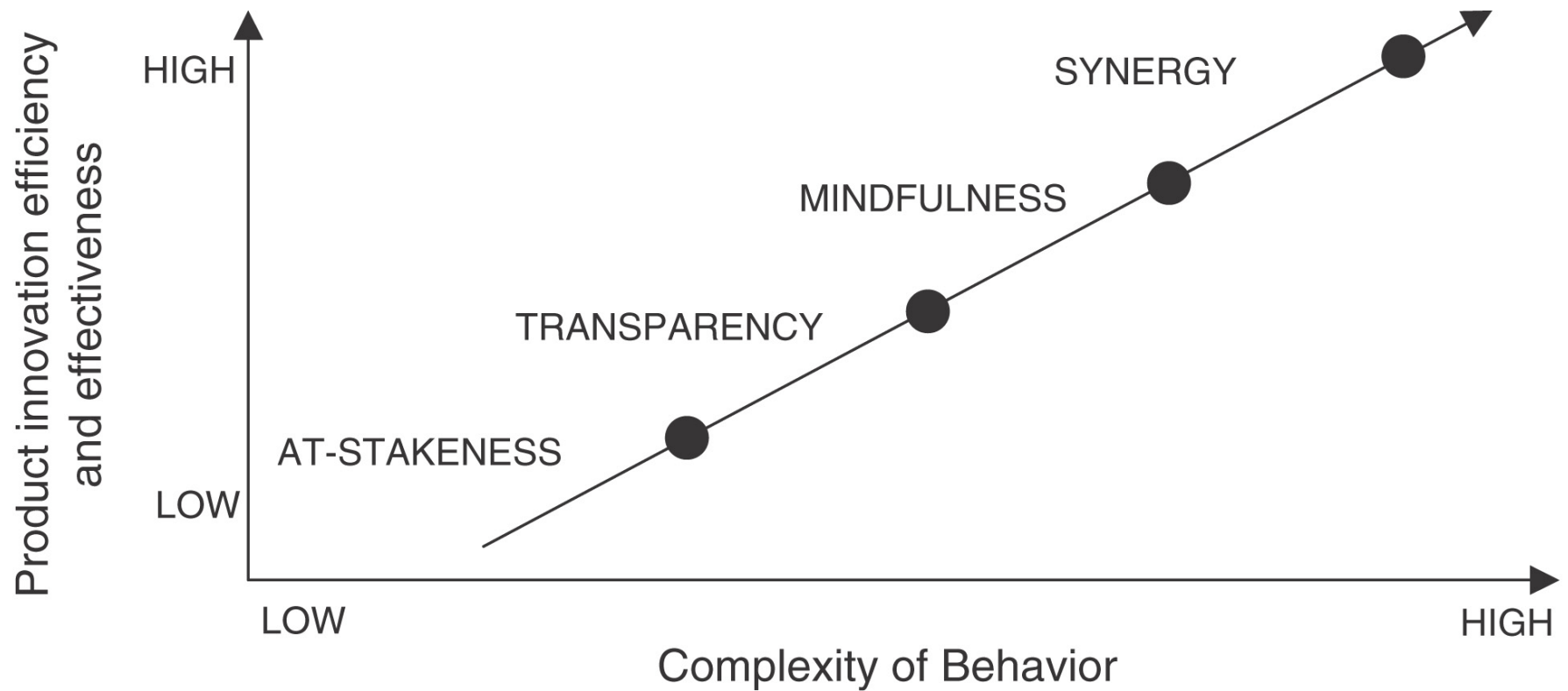
“At-Stakeness” Definitions

When functions are highly integrated by a large degree of interaction, collaboration between the functions is a *higher level* linkage with “participants who achieve high levels of ***at stakeness, transparency, mindfulness and synergies*** in their interactions” (Jassawalla & Sashittal, 1998, p. 239).



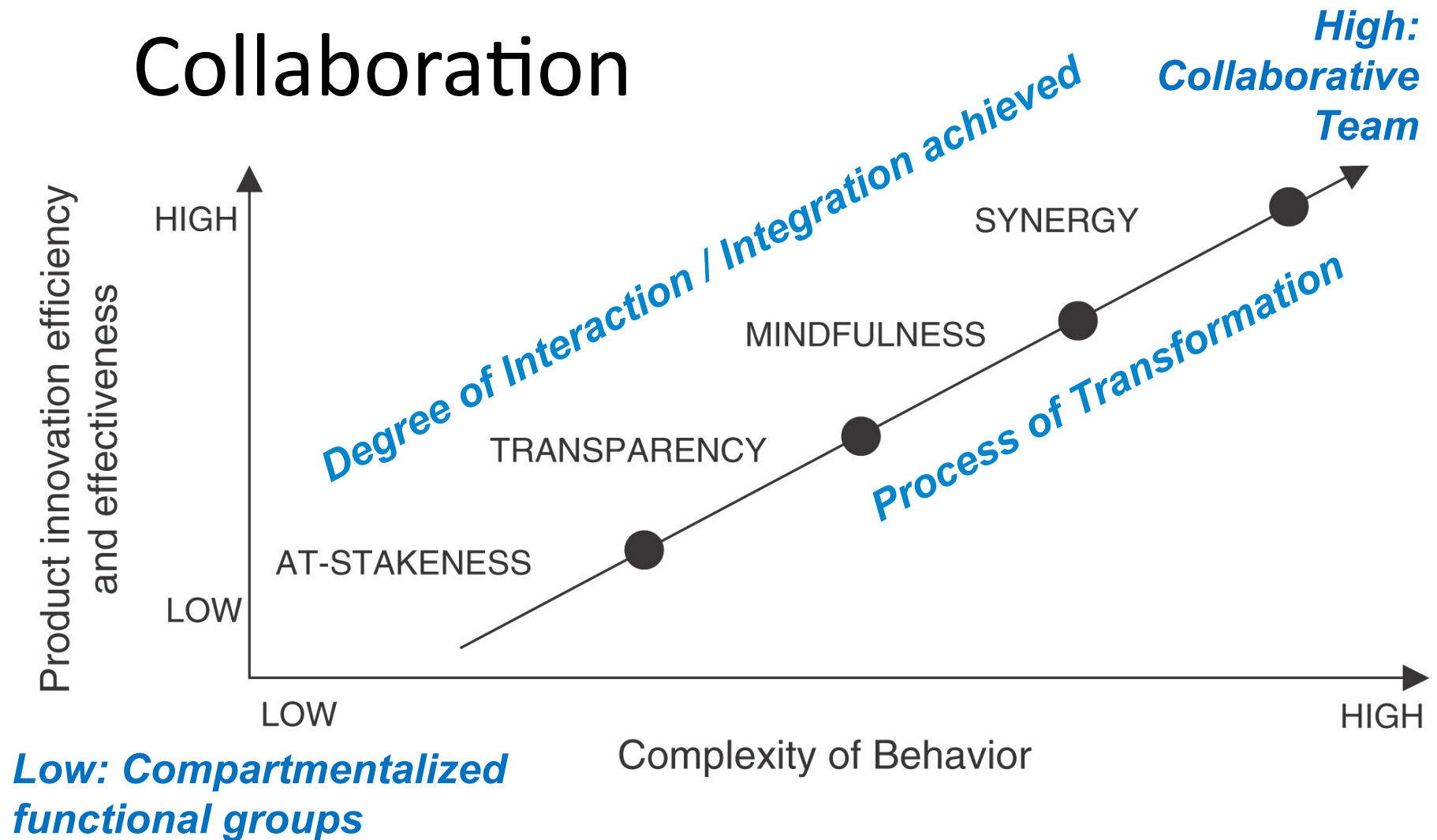
these four key words are often plotted in a linear sequence

“At-Stakeness” & Product Innovation



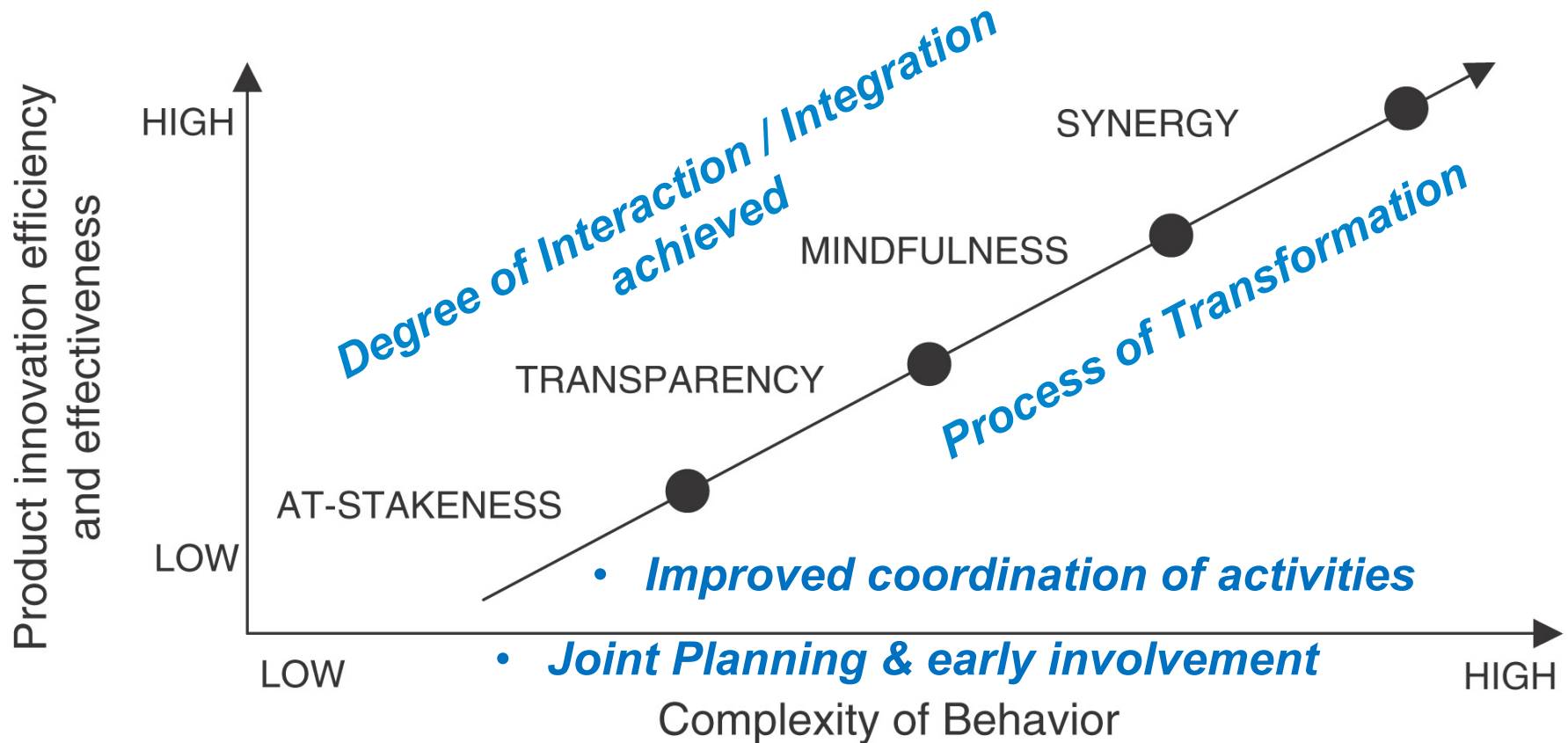
Beyerlein et al. (2006). Innovation through Collaboration

“At-Stakeness” & Collaboration



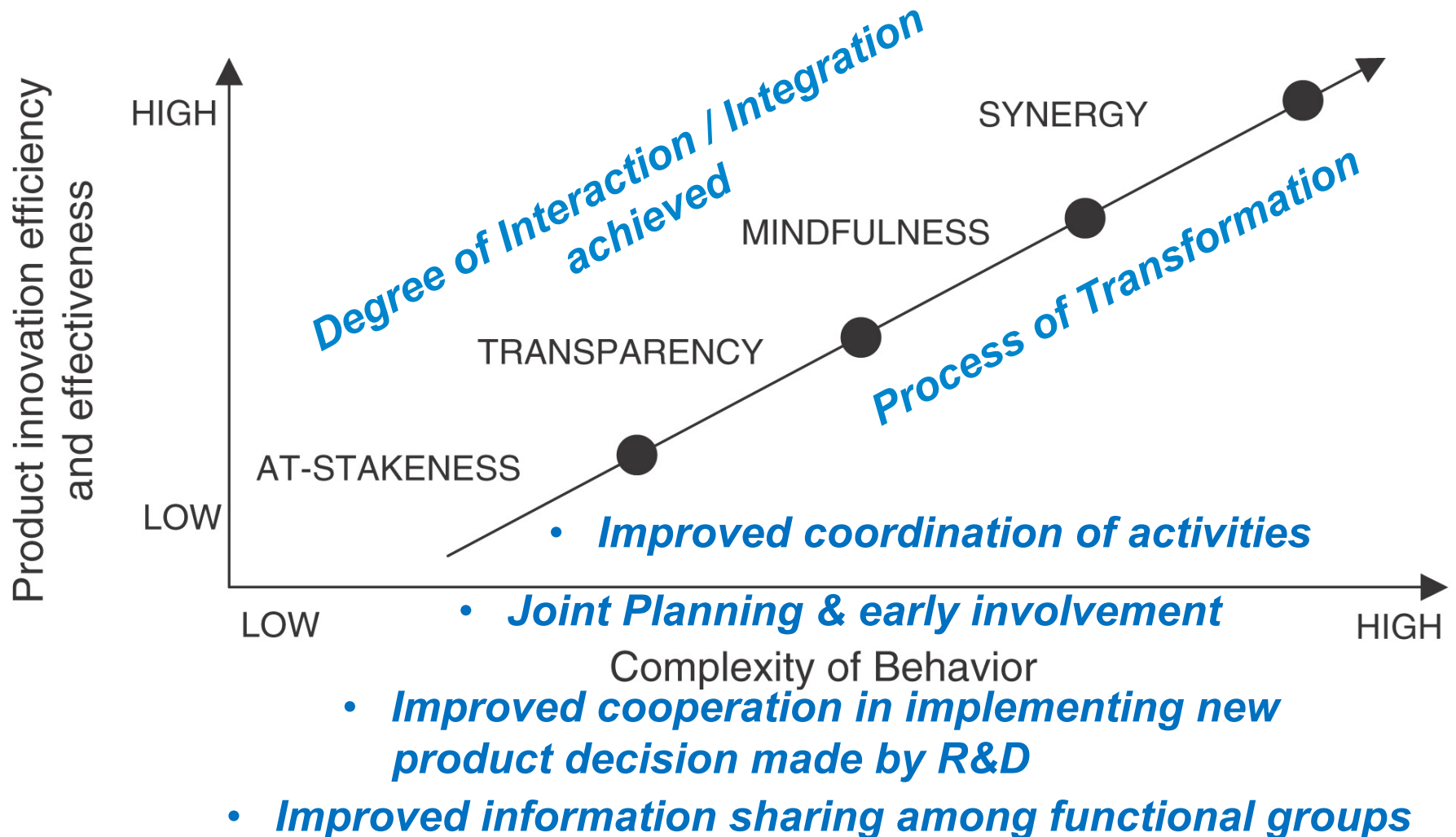
Beyerlein et al. (2006). Innovation through Collaboration
extended with *Beranek et al. (2005). Guidelines for Team Leaders.*

“At-Stakeness” & Transforming Behaviors into Collaborative Cross Functional Teams



Beyerlein et al. (2006). Innovation through Collaboration
extended with *Beranek et al. (2005). Guidelines for Team Leaders.*

“At-Stakeness” & Transforming Behaviors into Collaborative Cross Functional Teams



“At-Stakeness” & shared decision making

“As companies and network managers become more comfortable with the idea that decision making will be shared among partners as each begins to understand the level of resources each is willing to dedicate to the network, there develops a degree of *“at-stakeness”*.

At Stakeness suggests that the partners share similar levels of commitment and are comfortable with the notion of sharing power” (2003, p. 210).

“At-Stakeness” & collaboration

Common Goals and Rewards: In order to be a real team, the vision, goals, and metrics must be the same for every member of the team. It is essential that the structure *support the sense of teamship*. Straying from this structure and rewarding individual performance breaks down the sense of team. An essential component of developing collaborative teams is connecting people through *shared accountability, rating, and rewards*. Removing the ability to say “I did MY job” produces just the right kind of motivational “*at-stakeness*” that promotes true collaboration (2008, p. 191).

Coleman & Levine (2008). Collaboration 2.0: Technology and Best Practices for Successful Collaboration in a Web 2.0 World.

Mutual Accommodation

High levels of *at-stakeness* – equitable input in decision making, a known stake in new product development (NPD) outcomes and close social distances among participants. Acknowledgment of interdependencies.

High levels of *mindfulness* – understand and internalize the differences that exist among people, and operate from that understanding at all times.

Bi-directional communication

High levels of *transparency* – making explicit all assumptions, constraints, objectives and operating from a condition of high levels of knowledge about others, exploration of innovative scenarios.

Functional conflicts

Constructive *conflict situations* – harness creativity as a results of interactions between diverse voices, participants, voting citizens in new product development processes... *to strengthen the concept, design and outcome.*

Life of a Project

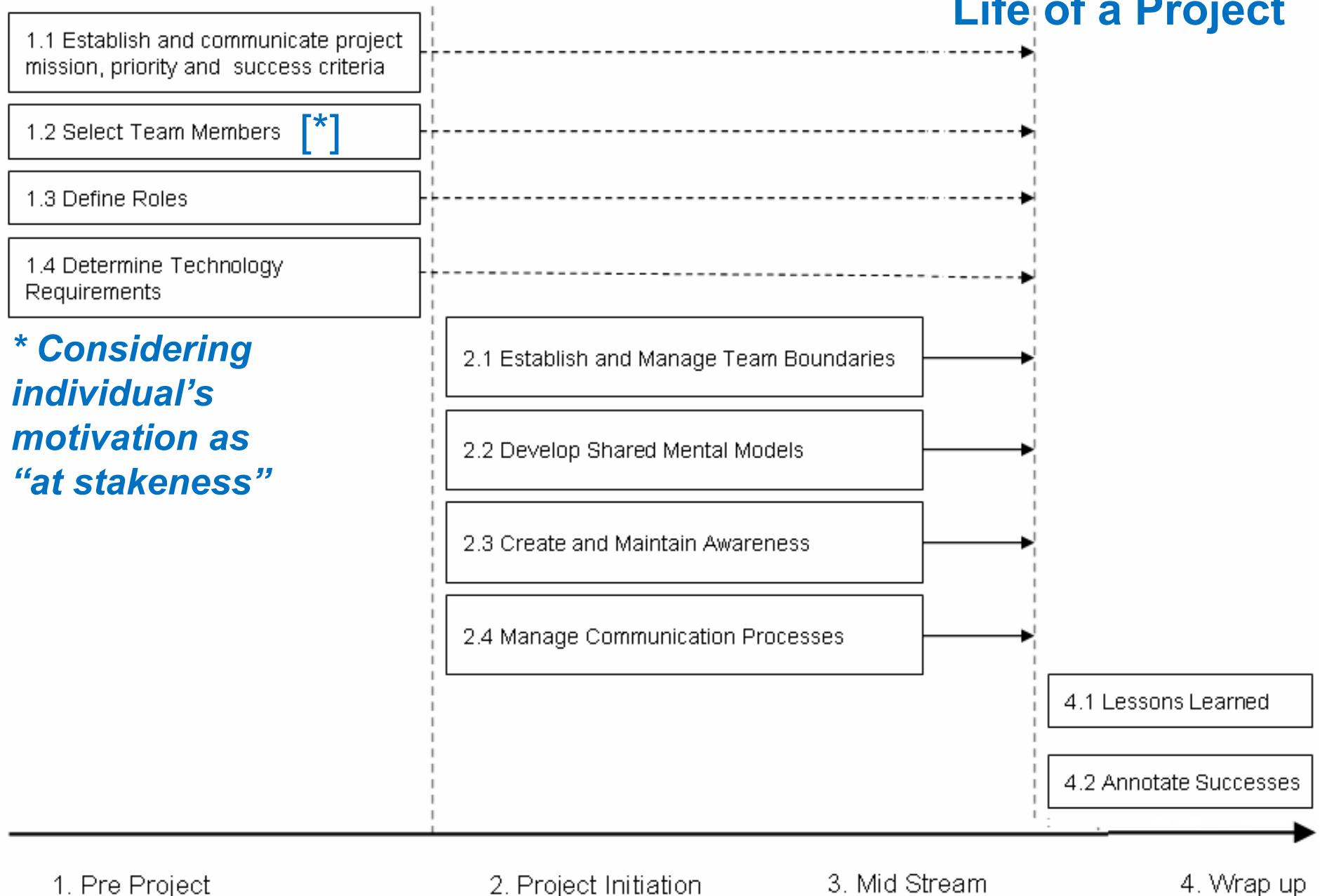


Figure 1. Guidelines for Managing Virtual Teams over the **Life of a Project** (Beranek et al., 2005)

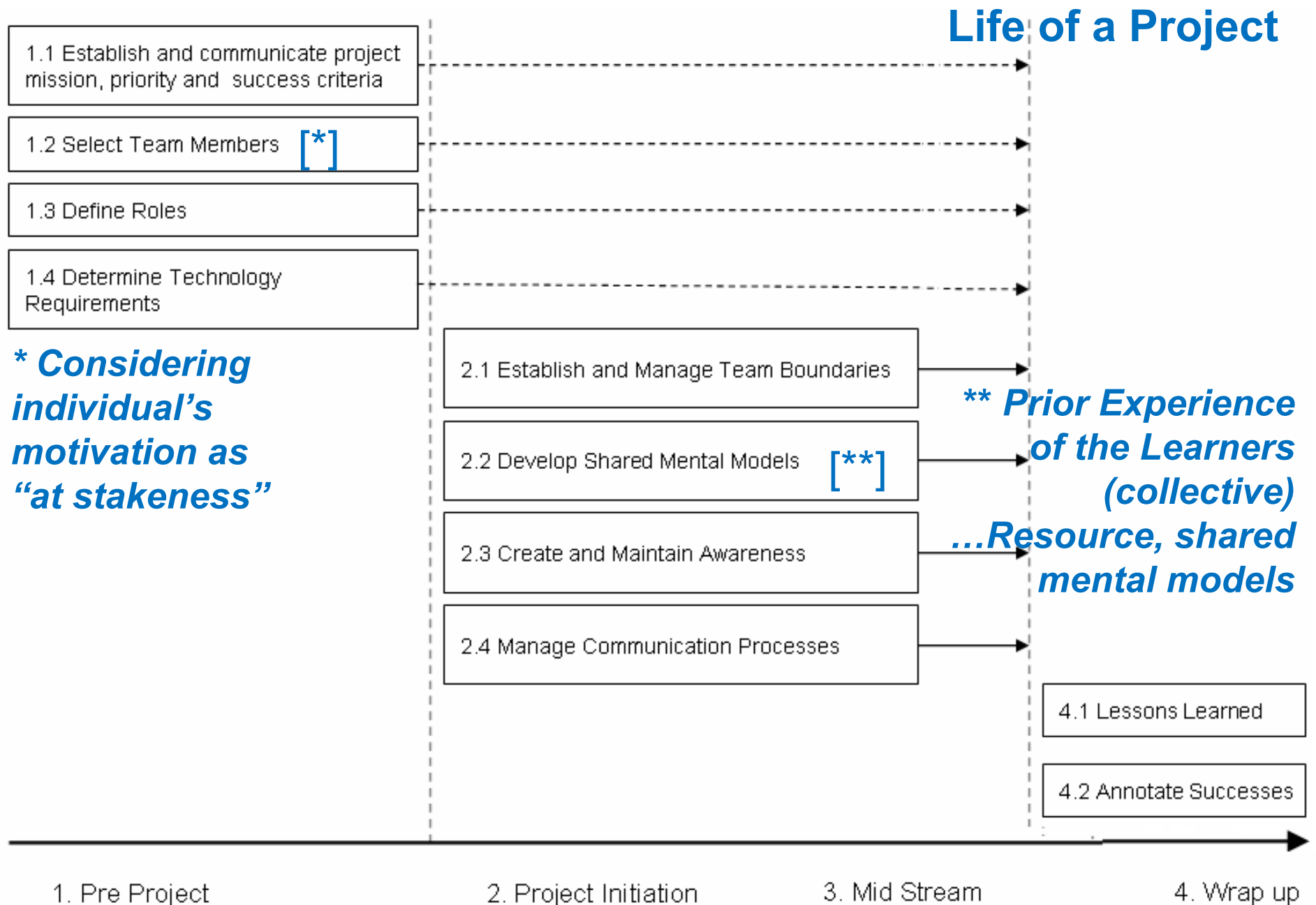


Figure 1. Guidelines for Managing Virtual Teams over the Life of a Project (Beranek et al., 2005)

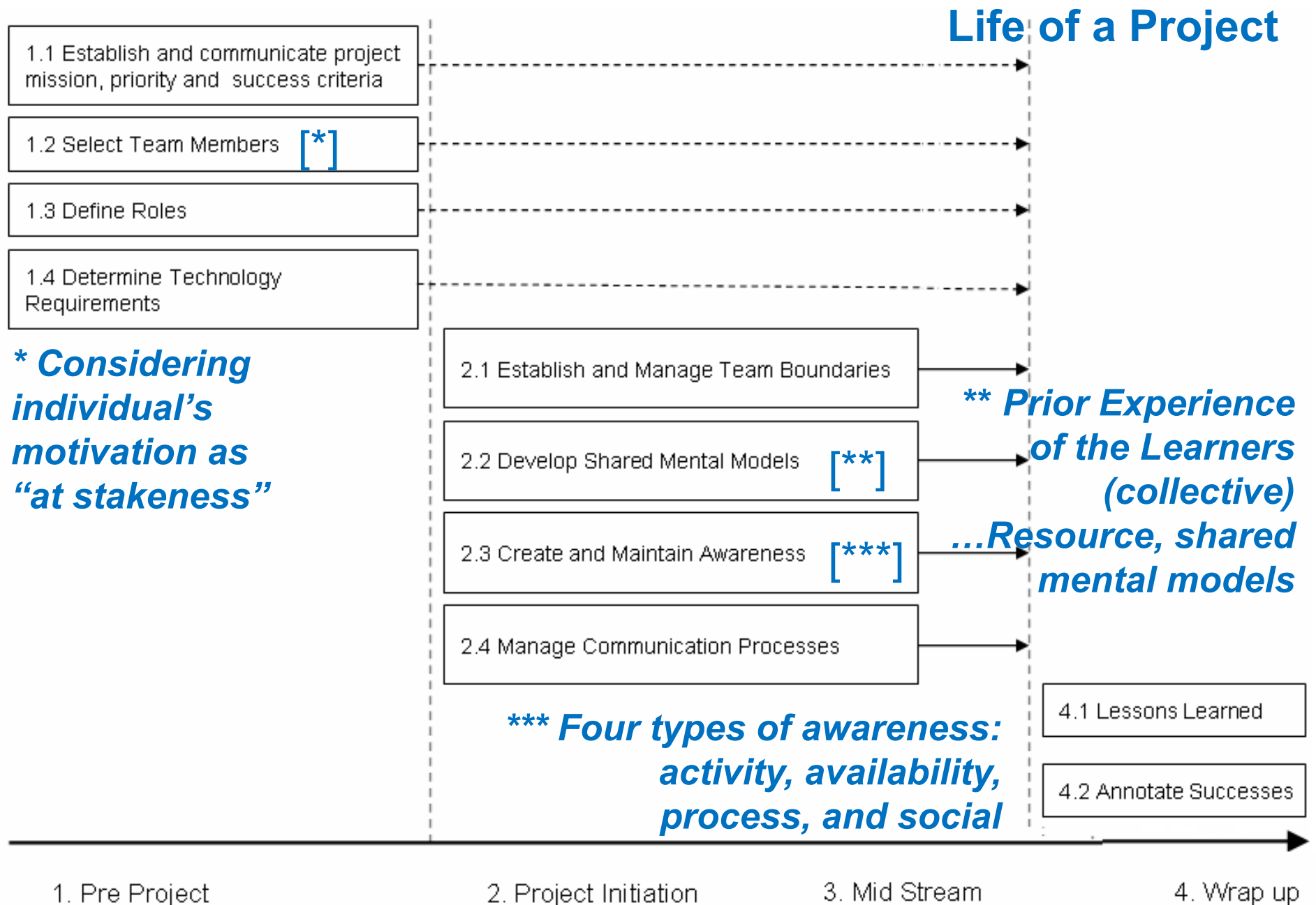
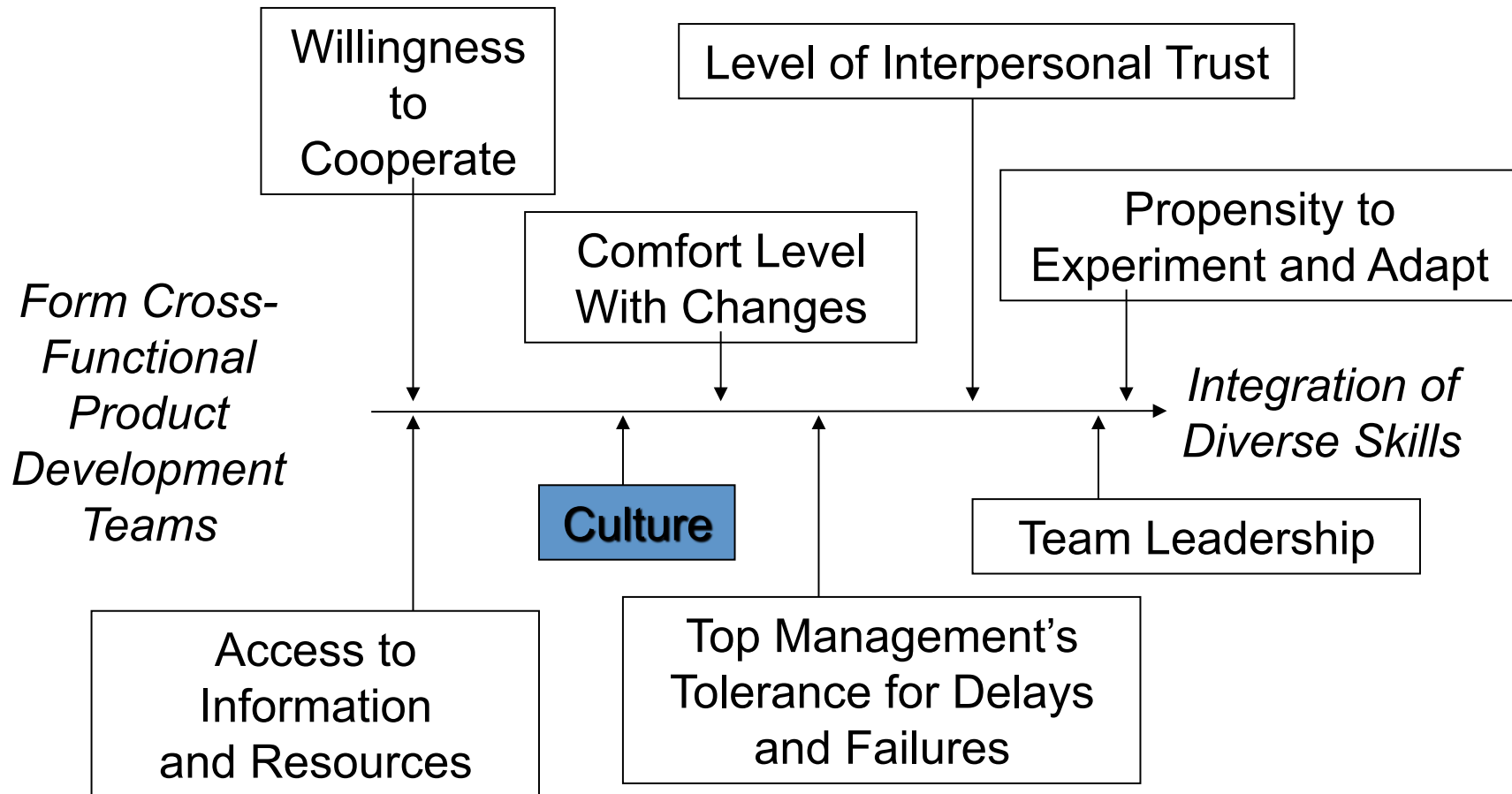


Figure 1. Guidelines for Managing Virtual Teams over the Life of a Project (Beranek et al., 2005)

*** *Four types of awareness:
activity, availability,
process, and social*



What is *culture*?

“People in organizations, as in social life generally, generate ideologies that tell them what is, how it got that way, and what ought to be. Such ideologies form the substance of cultures. They are *not rationally based* belief systems. Rather they are relatively implicit sets of ***taken-for-granted beliefs, values, and norms***” (Trice & Beyer, 1993, p. 2).

Team cultures can enhance or constrain... the learning experience

- *At-stakeness*

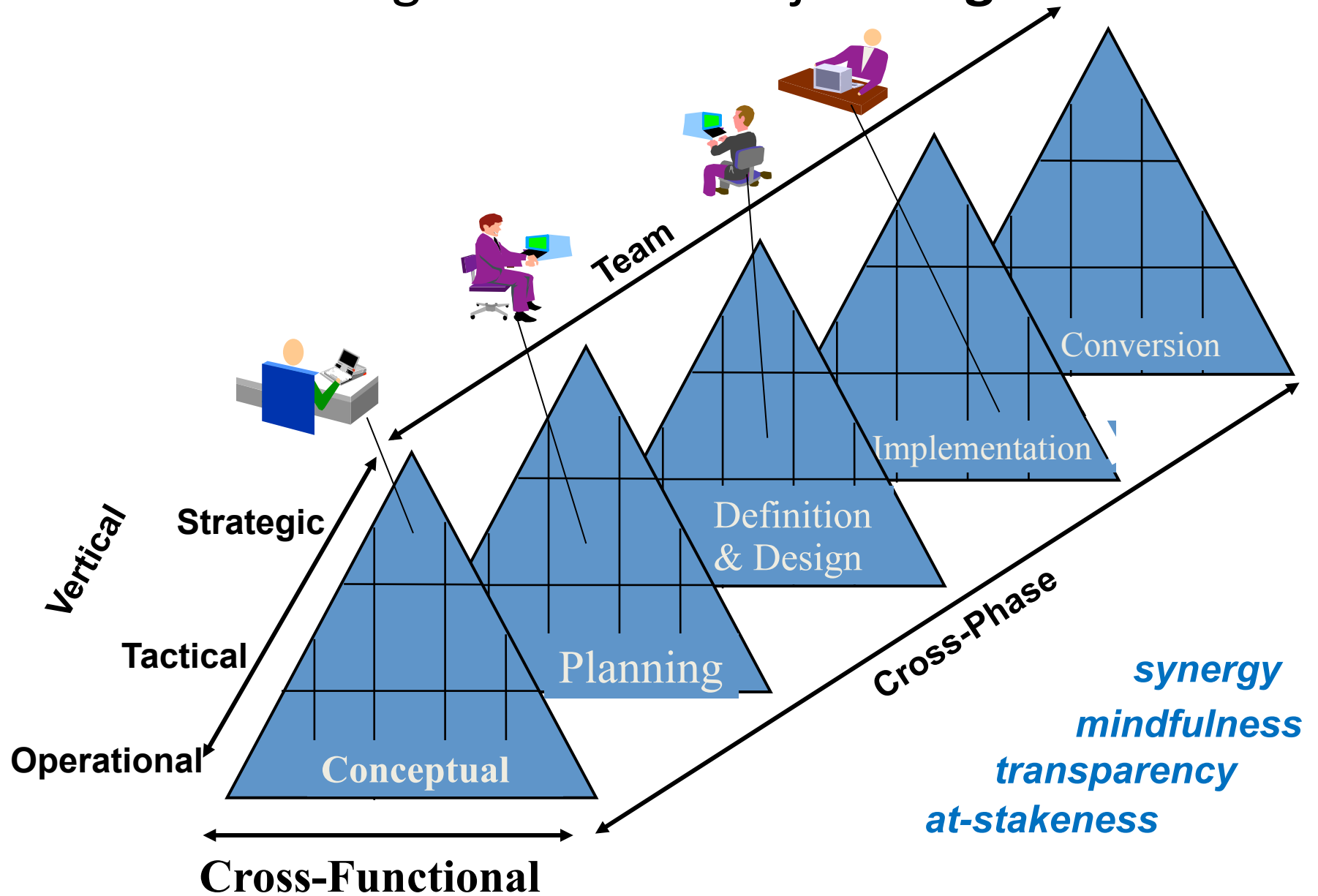
- Transparency
- Mindfulness
- Synergy

... team members can be “aligned” with the results to be achieved.

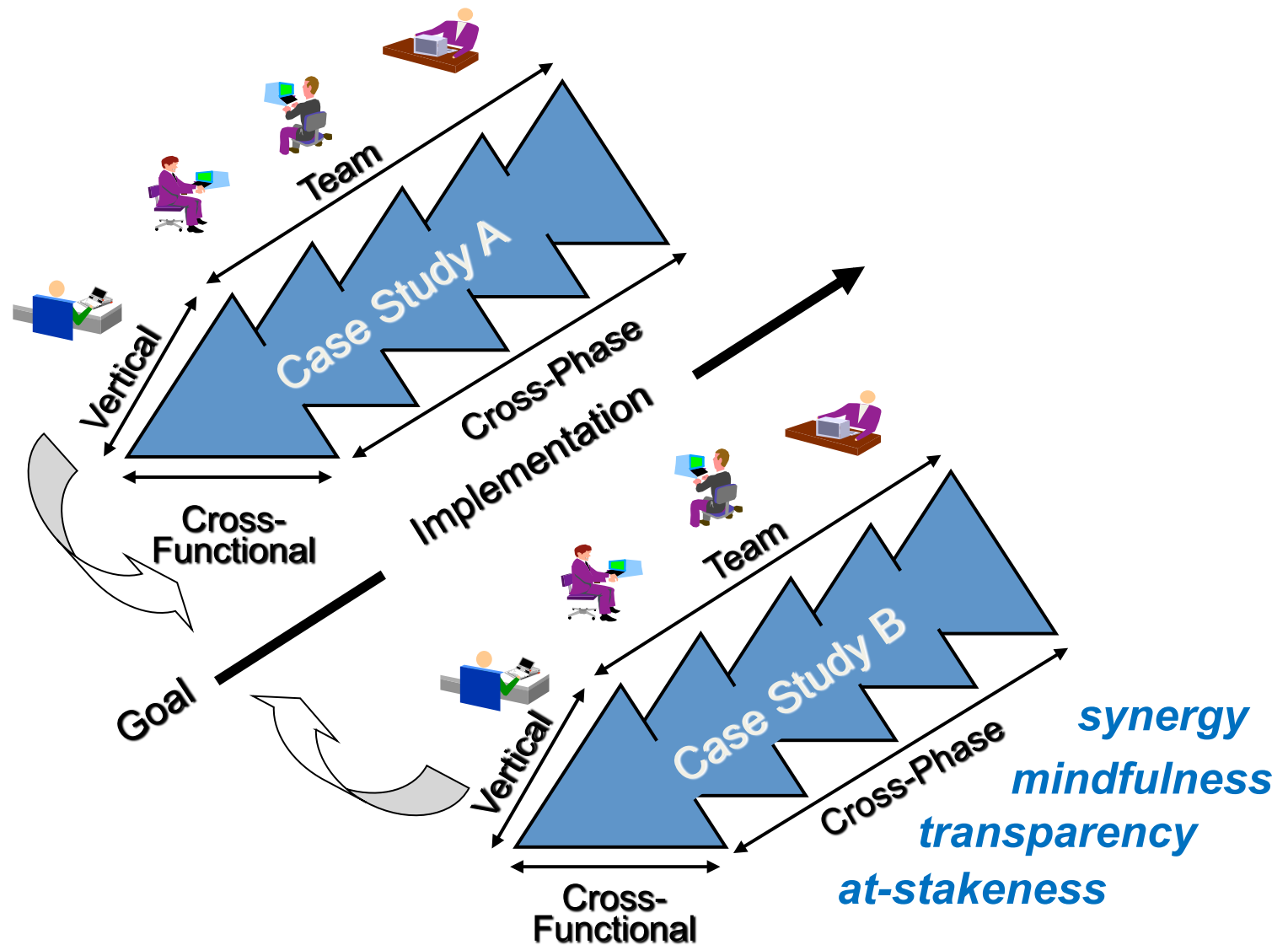
What is team *alignment*?

“The condition where appropriate project participants are working within accepted tolerances to develop and meet a uniformly defined and understood set of project objectives” (Griffith & Bibson, 2001).

Intra-Organizational Project Alignment



Inter-Organizational Project-Team Alignment



“at stakeness” & *real-world* performance, ...satisfaction?

- The concept “***at-stakeness***” acknowledges results achieved by team’s performance regardless of original incentives by individual team members.
- *Satisfaction* by a sponsor for a project’s purpose and outcome is a ***calculated return on investment*** or achieved benefits in the business.
- A degree of *satisfaction* is experienced as an extent of involvement by those who ***shared (and contributed to) an external goal.***
- *Team satisfaction* is a function of both performance and ***applying*** professional skills, perhaps some acknowledgement or reward.

“at stakeness” & *scholastic* performance, ...satisfaction?

- The concept “***at-stakeness***” acknowledges both process and results of team performance.
- *Satisfaction* by a sponsor for a technology project’s purpose and outcome may be measured by a return on investment, whereas, ***satisfaction by the team is often an effect of the process and relationships.***
- A degree of *satisfaction* experienced when goals are attained is dependent upon the value associated an extent of involvement by those who ***shared an internal goal.***
- *Team satisfaction* is a function of both scholastic performance and ***learning new skills*** perceived to contribute to future success in the workplace.

Summary Perspective

- Academic courses too often constrain any expectation that the results from planned learning experience to survives.
- Too often the incentive for being enrolled is just passing the course or earning a degree, rather than gaining any tacit knowledge to meet higher expectations and having a life-long learning experience.
- Starting with team players' *at-stakeness* is only a beginning, in the direction of the *transparency* created by team open dialog, and the *mindfulness* that expands into innovative thinking *synergy*.

DISCUSSION: How to cultivate at-stakeness?

synergy
mindfulness
transparency
at-stakeness



How to
cultivate at-stakeness?