

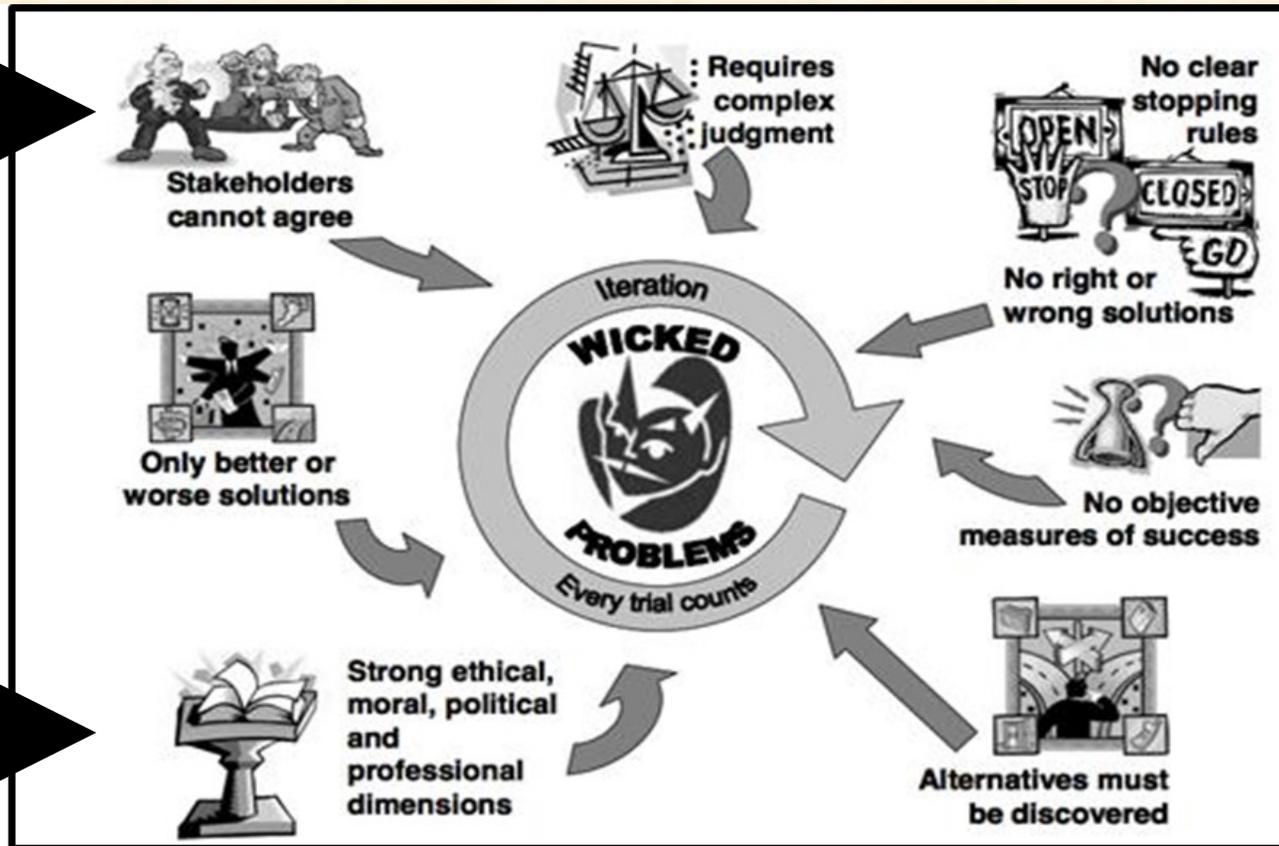
Modeling Collaborative Team Building to Address Wicked Problems: Navigating and Negotiating Dispositional Distance

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Characteristics of Wicked Problems



<http://comphacker.org/comp/engl338/2015/01/28/visuals-of-wicked-problems/>

Differences among People

Question

How are you preparing your students to address wicked problems?

Underlying people problems

Examples of Wicked Problems

Environment and Public Health

Global Climate Change

Urban Water

Food-Water-Energy

Education

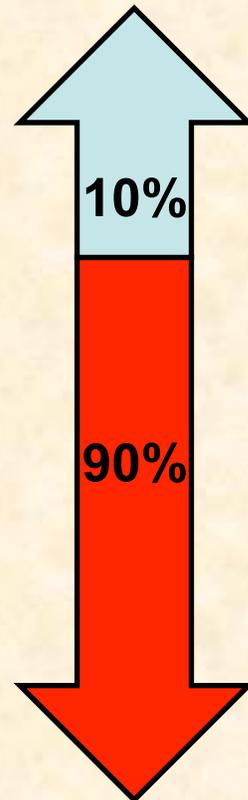
Access to Quality Water

Natural Hazards

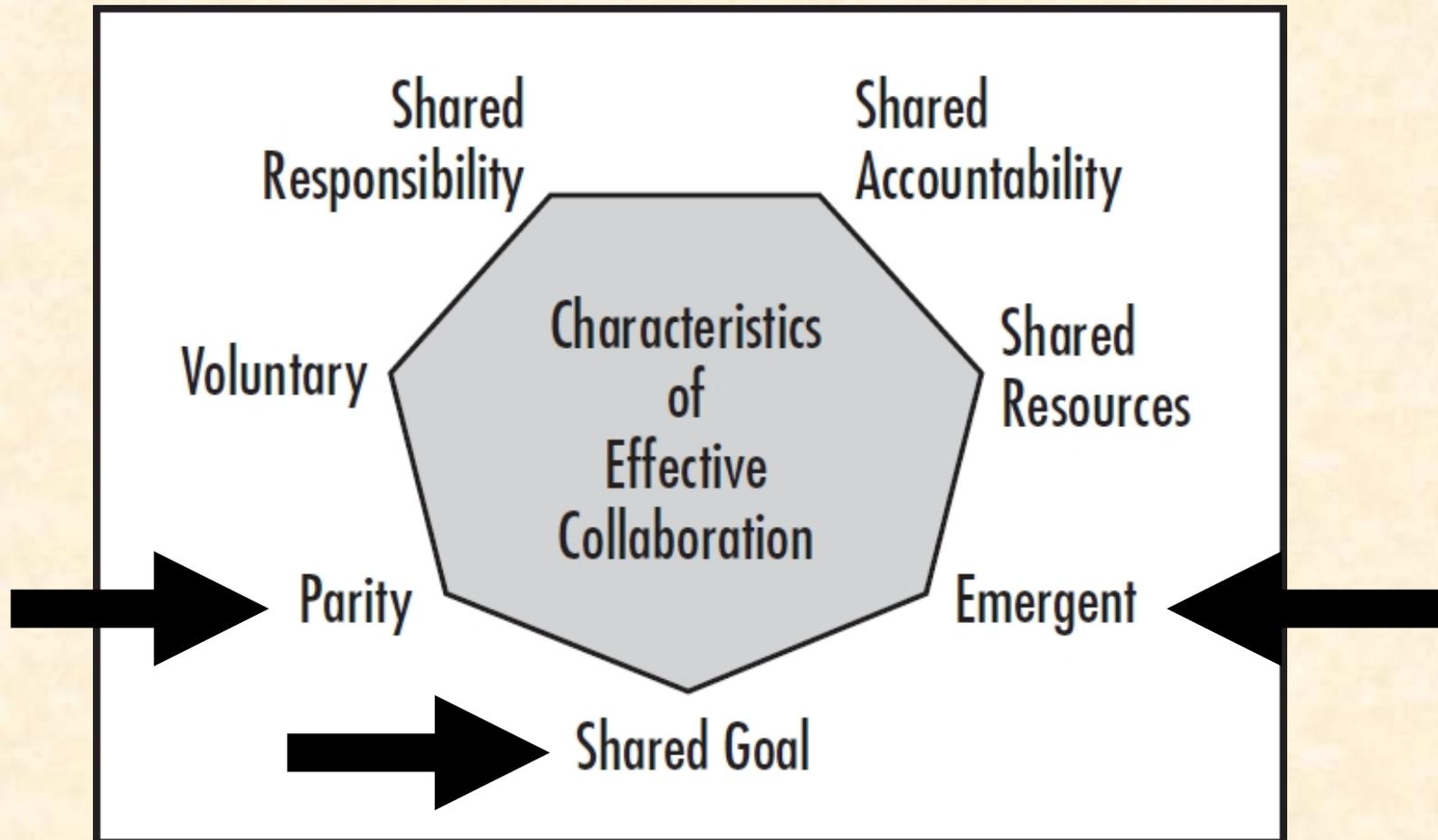
Iceberg Model for Personal Characteristics

Question:
To what extent have you considered the 90% below the line and its impact on collaboration and team dynamics (learning)?

Traditional Academics



Collaboration Requires Intentionality of Process

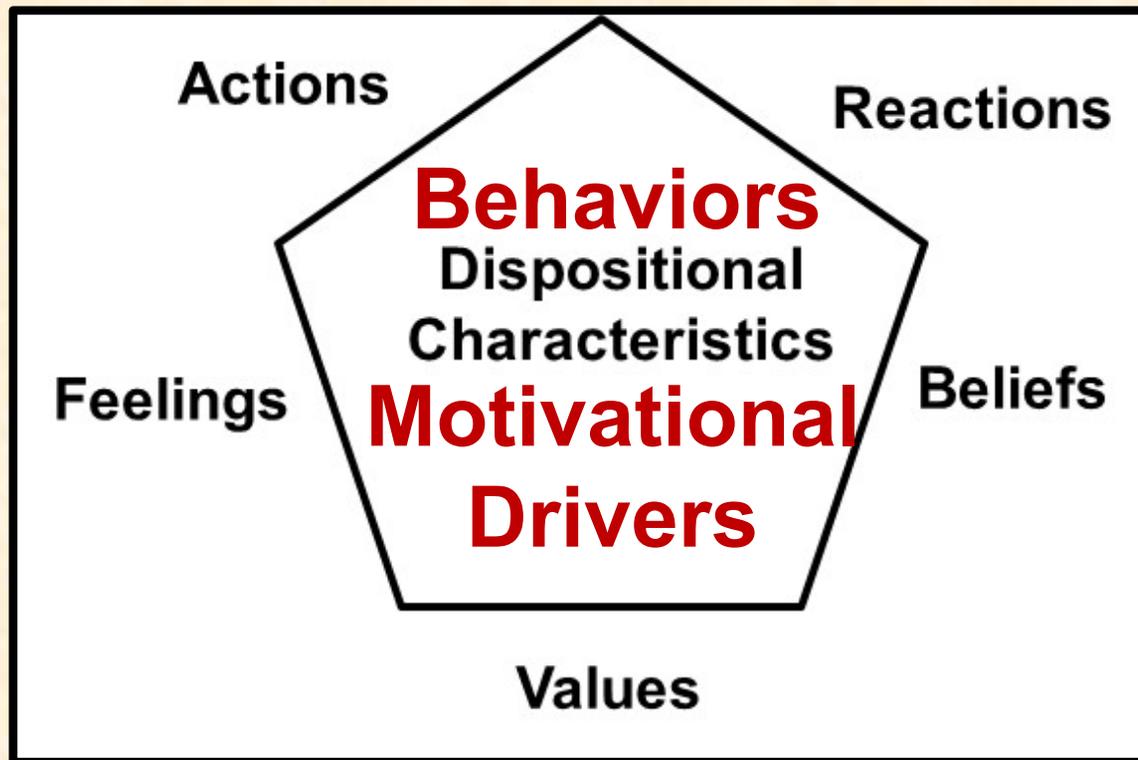


In Gosselin, 2015; Characteristics Adapted from Friend and Cook, 1996

Dispositional Characteristics Contribute Challenges to Collaboration

"You and me, we come from different worlds"

Hootie and the Blowfish

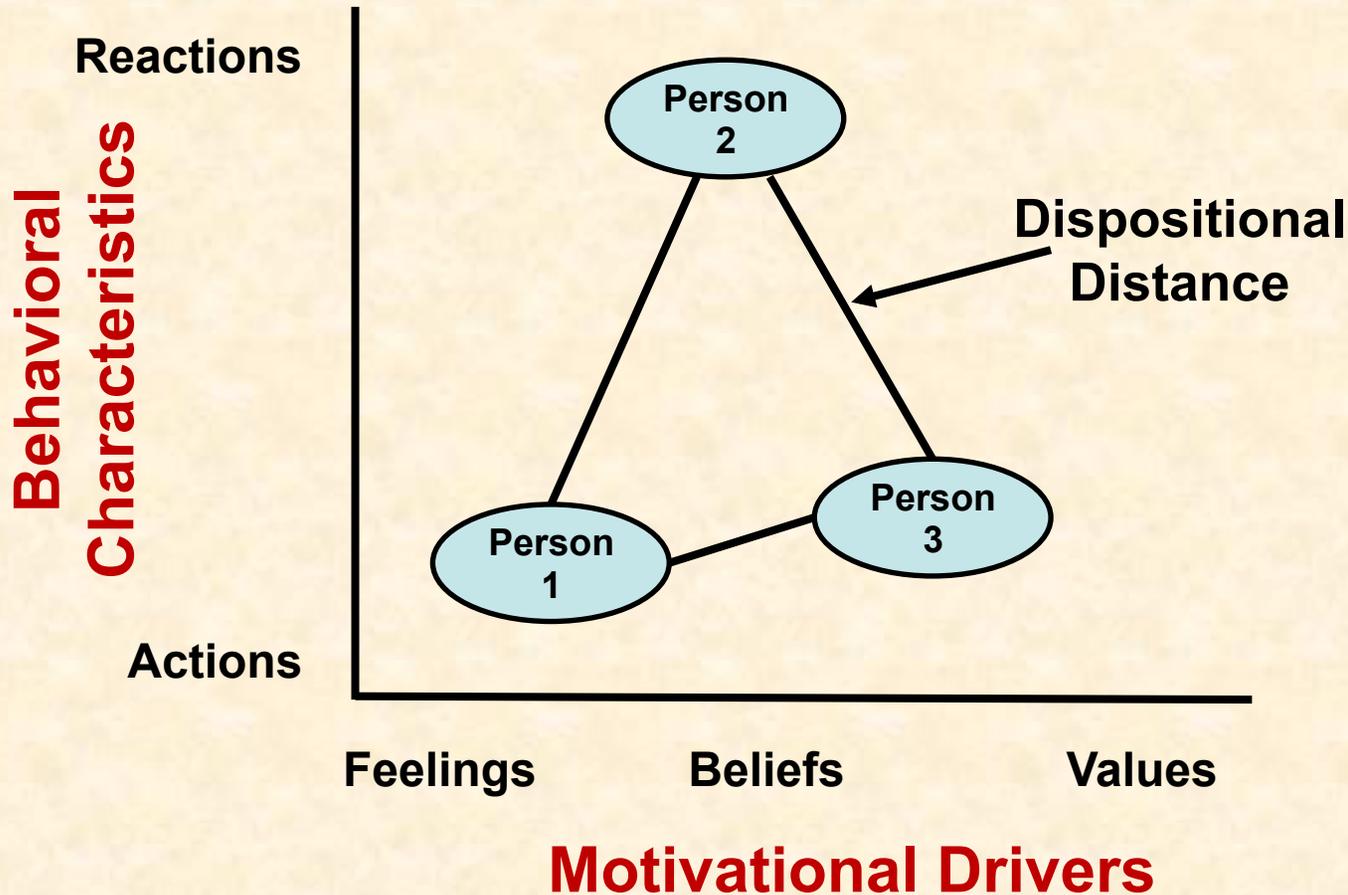


Everyone experiences the world differently

Dispositional Differences

"You and me, we come from different worlds"

Hootie and the Blowfish

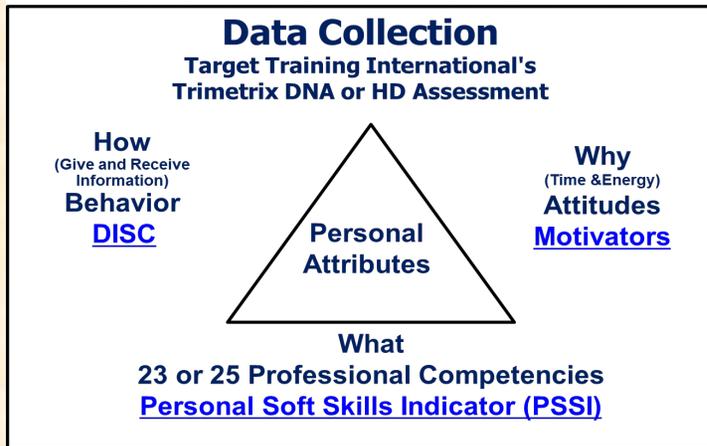


Navigate and Negotiate Dispositional Distance

How do we intentionally help our students learn to navigate and negotiate dispositional distance?

- **Backward Curriculum Design – Program Learning Outcomes**
- **Multiple Modalities of Experiential Learning**
- **Use business-based assessments**

Access Dispositional Characteristics



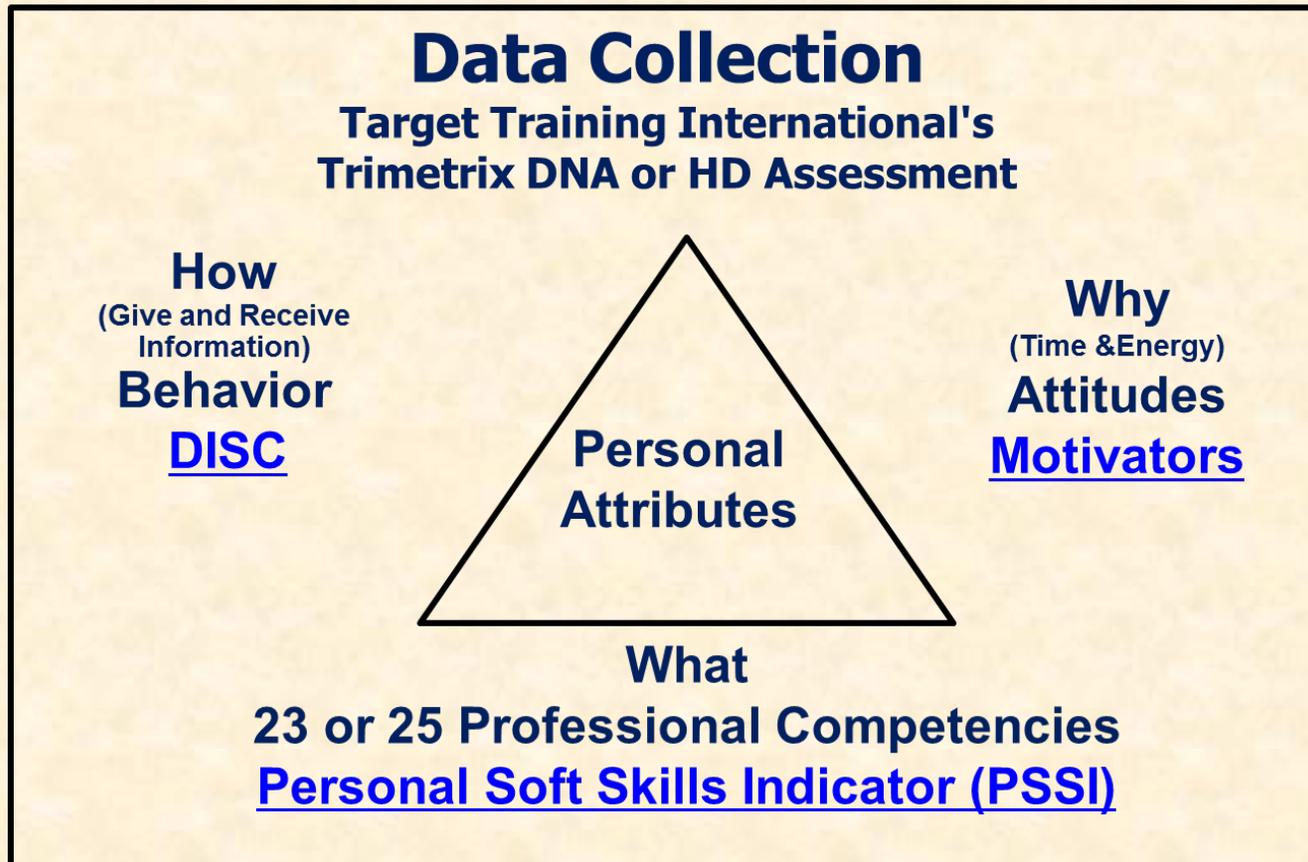
Use

Assessments



Know yourself and your teammates

Accessing dispositional characteristics



Assessments are models and provide a common framework for navigation

DISC Model

- Describes your behaviors and communication style
- Describes how you show up to the world and communicate with others.

DISC

10%

90%



DISC Model

Four Behavior Styles



D = Dominance

- How you address **PROBLEMS** and *challenges*



I = Influence

- How you handle situations involving **PEOPLE** and *contacts*. How you interact with others



S = Steadiness

- How you demonstrate **PACE** and *consistency*



C = Compliance

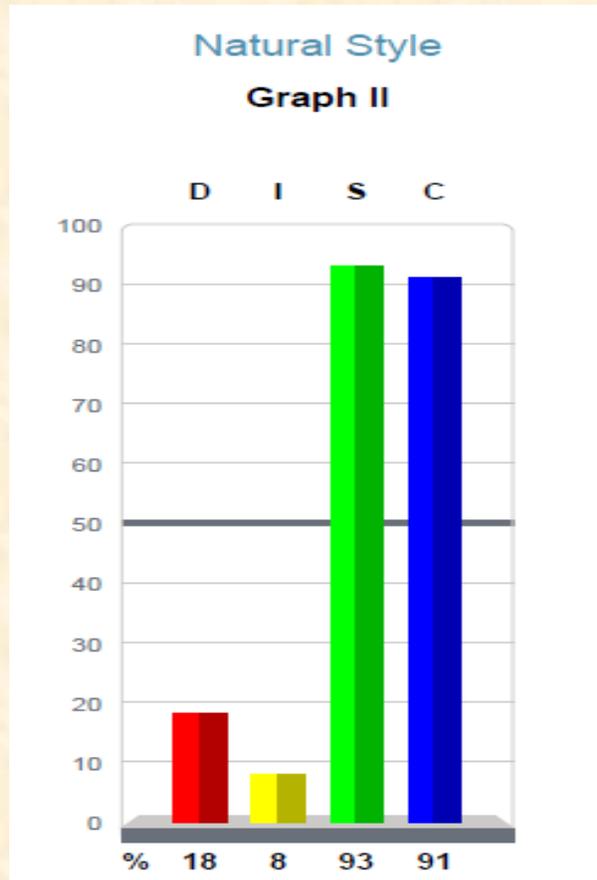
- How you react to **PROCEDURES** and *constraints*

Chartcourse.com

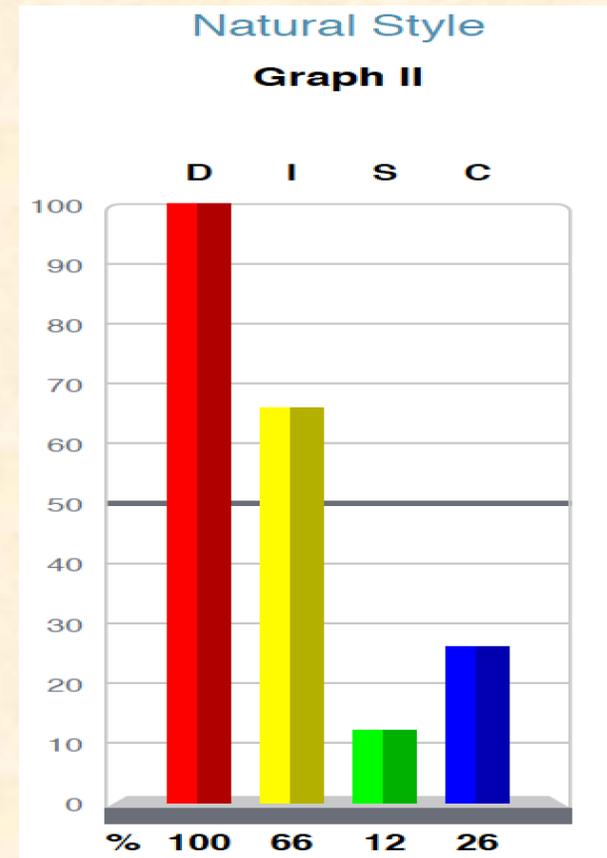
ww

We have All Four – Varying Intensities

DISC Model - Behaviors



Dave

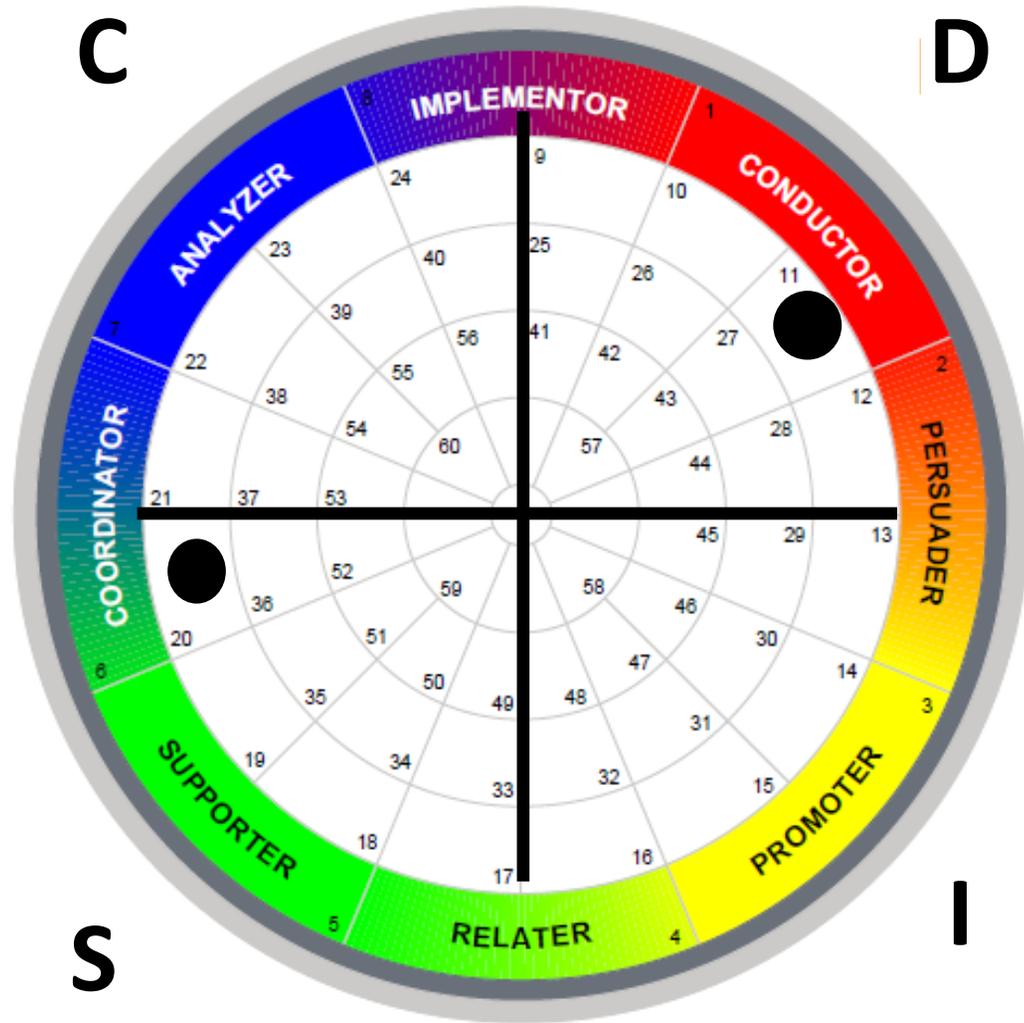


Ron

We have All Four – Varying Intensities

DISC Model Behaviors

Students Use Individual DISC Wheel Plot



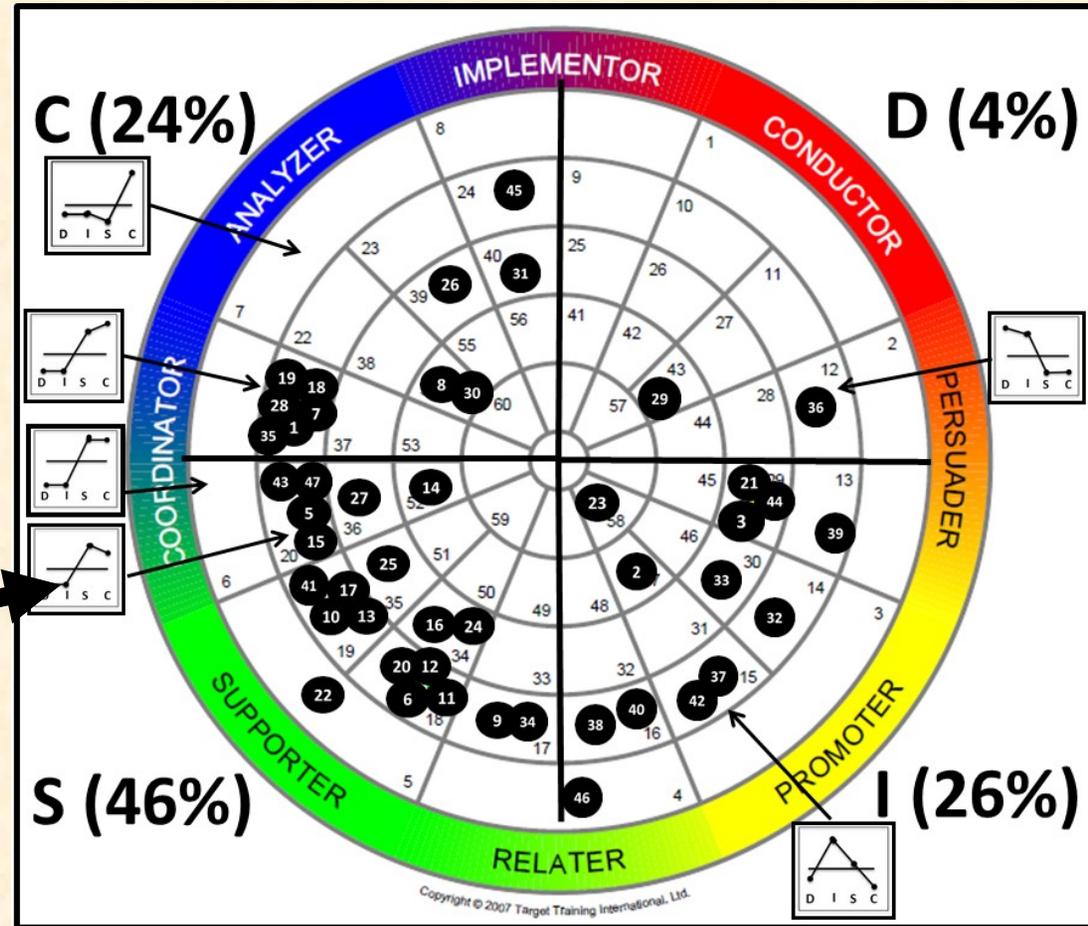
Natural: ● (20) SUPPORTING COORDINATOR

Team Building

Students **Team Wheel - Behaviors**

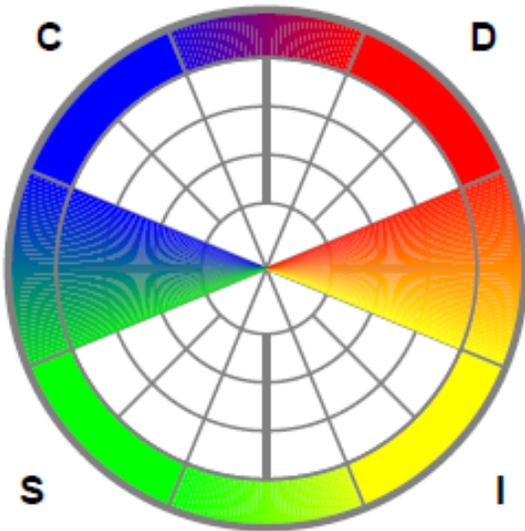
Plot
on
DISC
Wheel Plot

We have
all four

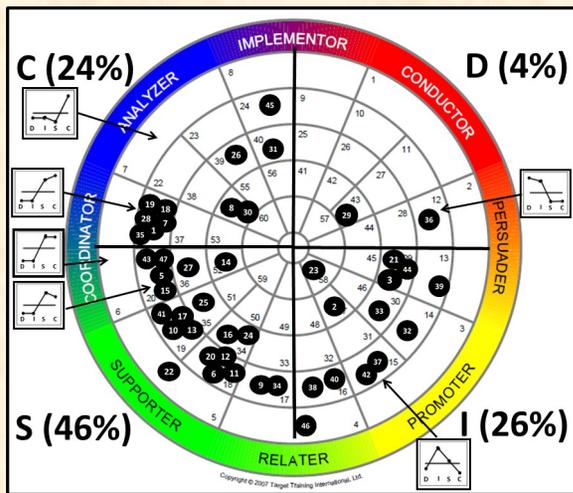


Team Building Support Materials

Persuader ↔ Coordinator



- Quick to Change to Slow to Change
- Enjoys Change to Avoids Change
- Extroverted to Introverted
- Animated to Reserved
- "We can do it" to "How do we do it?"
- Persuaders should spend time explaining project goals and expectations to the Coordinators.
- Persuaders should try to stick to the relevant facts.
- Coordinators will become frustrated with lack of instruction, follow up and follow through.
- Coordinators should make a conscious effort to be more direct and open with their feelings and concerns.



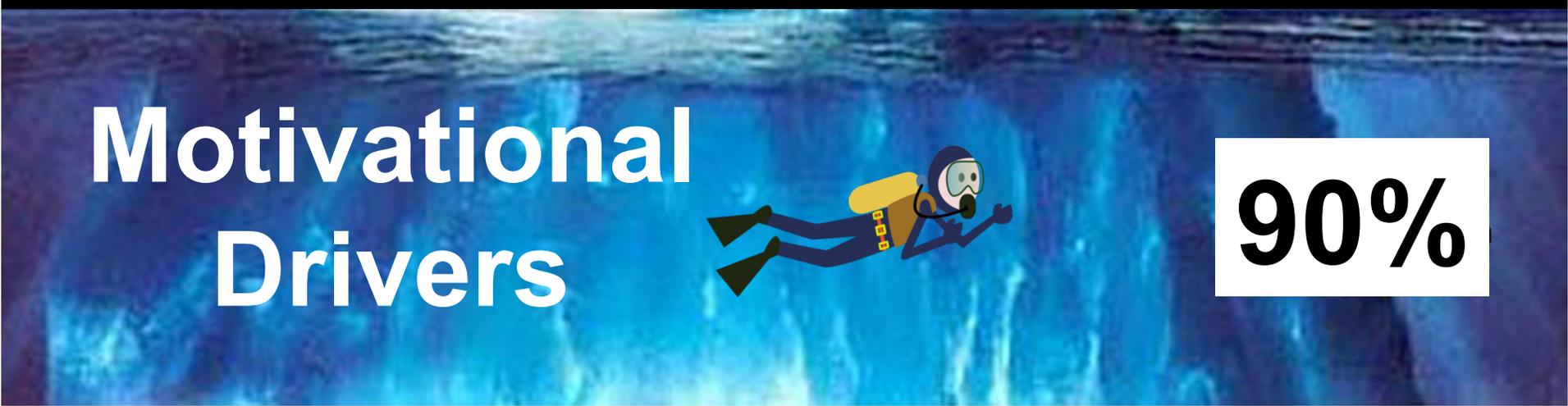
Potential Behavioral Roadblocks

Motivational Drivers

Motivators are our “why?”. It’s like an engine beneath the hood of a car. It isn’t really seen by the outside world, but is what powers us. “Hidden Motivators”

A photograph of a large, jagged iceberg floating in a blue ocean. The top of the iceberg is visible above the water line.

10%

A photograph of the submerged part of an iceberg, showing a massive, dark blue structure extending deep into the water. A scuba diver is visible swimming near the surface.

Motivational Drivers

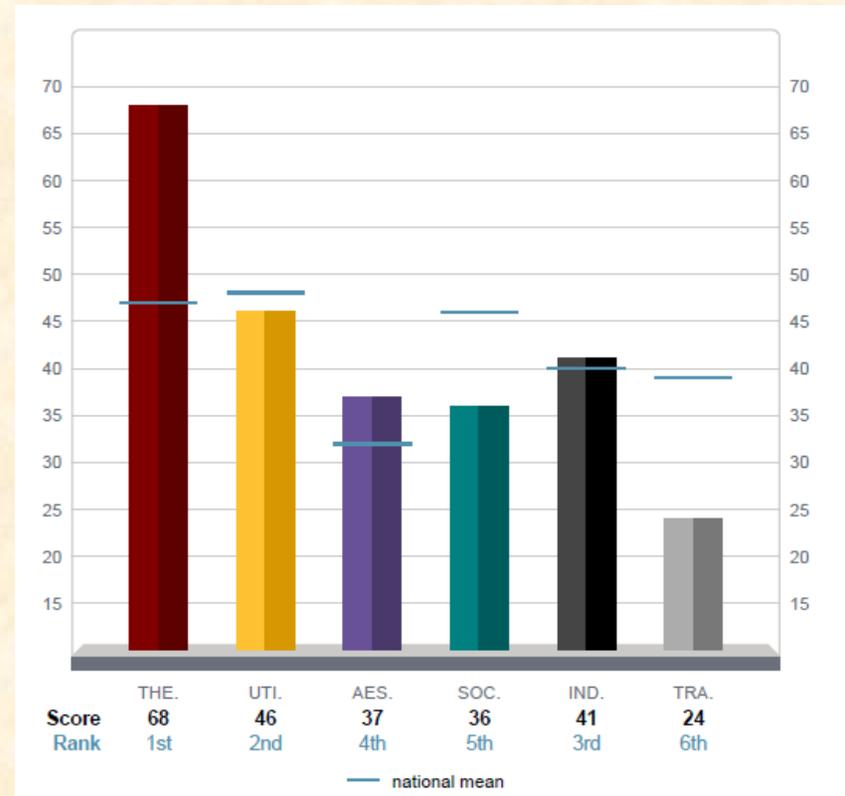
90%

Motivational Drivers Model

Knowledge of an individual's motivators help to tell us WHY they do things. Energy and time.

Motivators – initiate behavior and are sometimes called the hidden motivators because they are not always readily observed.

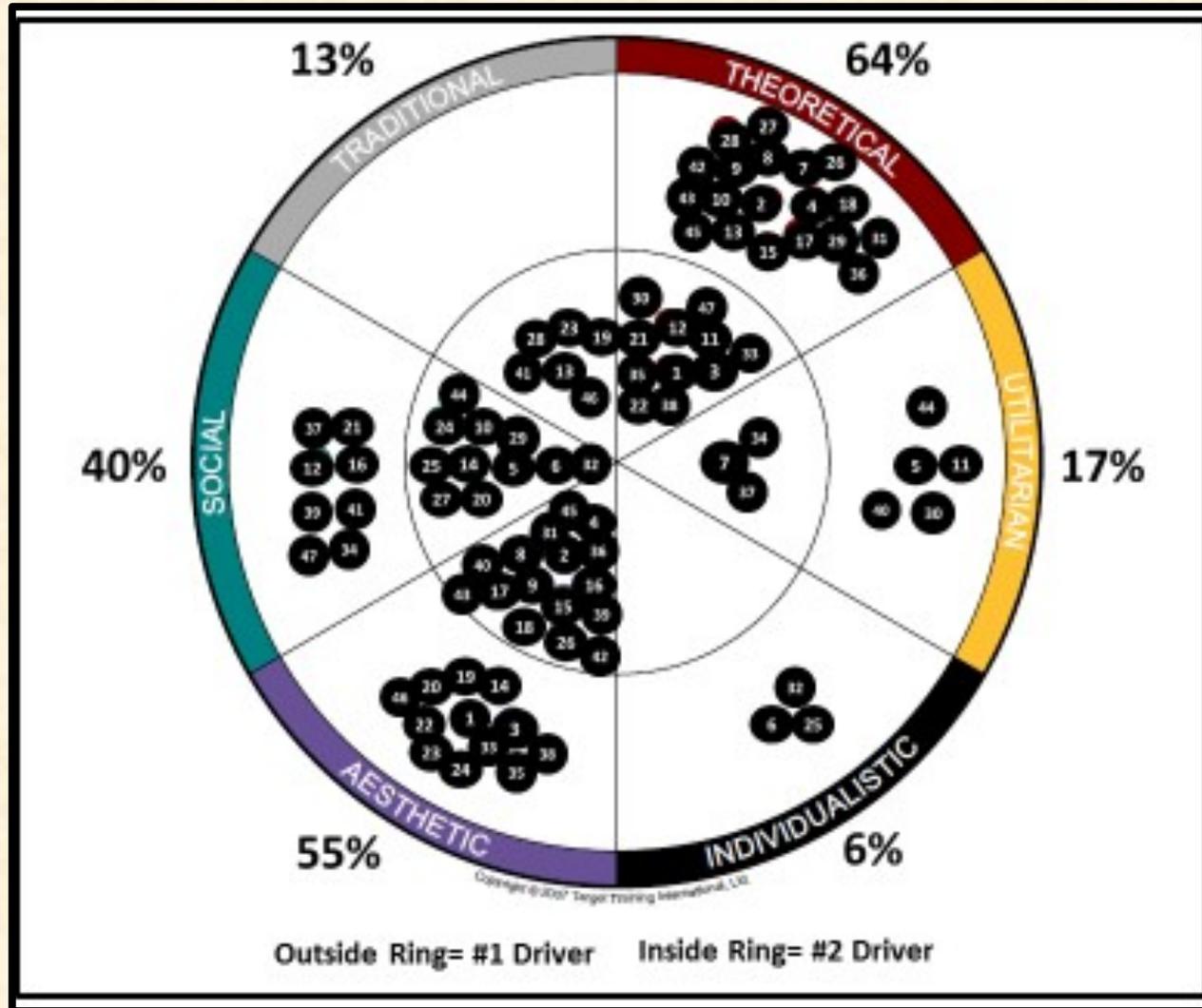
- ➔ Theoretical Individualistic
- Aesthetic Social
- ➔ Utilitarian Traditional



Coach Dave's Drivers

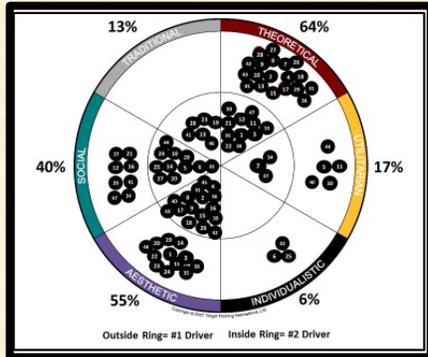
Team Building Support Materials

Motivational Drivers



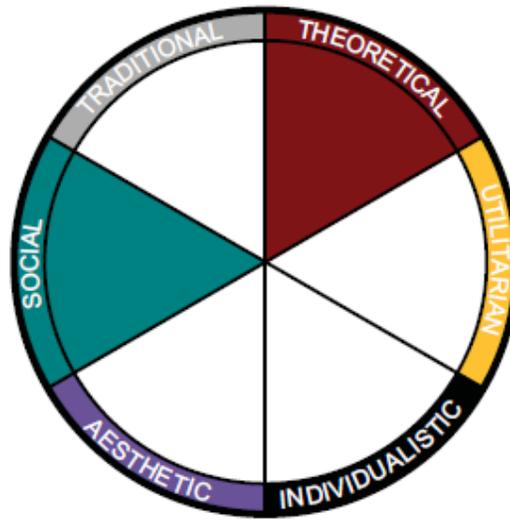
Team Building Support Materials

ENVR 201 TEAM Wheel Motivational Drivers



Potential Motivational Roadblocks

Theoretical ↔ Social

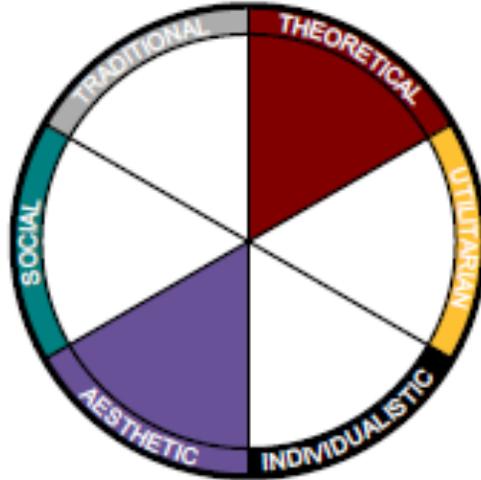


- Theoreticals will fail to see the logic in some of the high Social's choices when people get placed above the search for truth.
- Theoreticals will be accepting of a certain degree of pain or loss when seeking this truth, where the high Social will not be accepting of the same exchange.
- Fact driven choices can be insensitive to people and will be seen by Socials as a great injustice.
- Socials will not understand how the Theoreticals can reach such conclusions when the outcome is callous and uncaring.

Motivational Appreciation

This section focuses on the potential conflict among the different motivators and indicates how well motivators will initially blend or not blend. It is important to note that this Values report only interprets motivators and does not account for the influence of behaviors. Respondents with similar values may agree on what to do but may differ on how to do it.

Theoretical ↔ Aesthetic

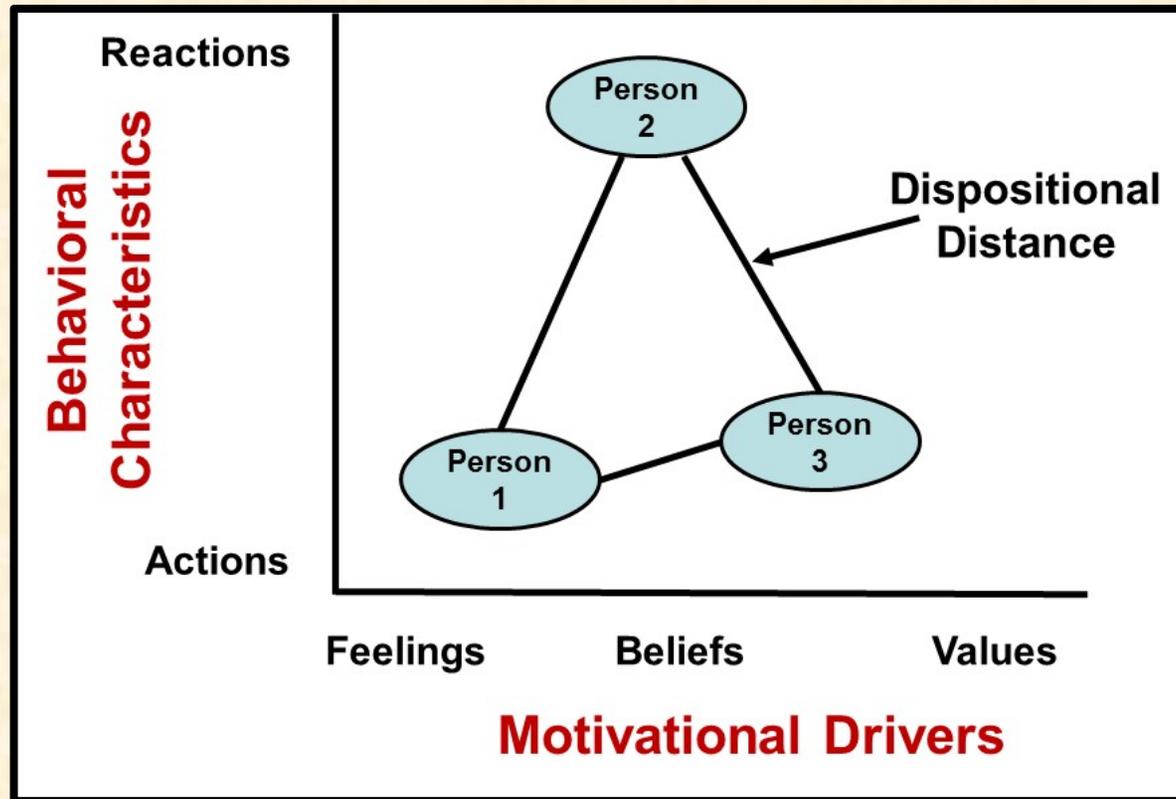


- Objective to Subjective
- Facts to Feelings
- Theoreticals will question every aspect of the Aesthetic's way of being and will not be satisfied with subjective answers.
- To Aesthetics, Theoreticals may seem to be closed-minded, know-it-alls.
- Aesthetics will reject or avoid truths or facts which cause a person pain or disharmony, and the rejection or dismissal of those truths will baffle and possibly anger the high Theoretical.

Team Blending Example

What challenges might you have with other styles?

Bottom Line Assessments **HELP:**



Negotiate and Navigate Dispositional Distance

Bottom Line Assessments **HELP:**



**Get a Team to
Dance – More Quickly**



Questions

