



# PROSPECTUS: COLLABORATE WE SHOULD DO MORE TOGETHER



## WE AVOIDED THREE COMMON TRAINING MISTAKES

The biggest problem with training is there's too much of it. First, courses try to cover too much. Second, it takes too long to deliver all that material. (That's time where people start getting bored and are not working.) Third, because courses dump more information than can be absorbed and are too long, the benefits can't justify the costs. *Collaborate* solves these problems by isolating the most important skill for working with others, then teaches that skill in a participant-friendly way.

### SO WHAT IS THE MOST IMPORTANT SKILL TO LEARN FOR BETTER COLLABORATION AND HOW DID COLLABORANT DISCOVER IT?

Before *Collaborate* was designed, we collected a list of all the things most commonly taught in soft-skills training. Then we determined how the use of any one of these particular skills would improve the probability of a favorable outcome in a situation where collaboration is often strained. We discovered that all of the commonly taught skills seem to help, but there is one

#### COURSE OVERVIEW

**Purpose:**

Help people more effectively work with others.

**Course Objectives:**

- Establish the individual and organizational importance of effectively working together.
- Show how a good motive let's you be more direct and better hold people accountable.
- Use the Three Big Ideas to improve motive.
- Learn how to share helpful motives with others as a way of decreasing defensiveness and mistrust and improving collaboration.

**Methodology:**

Teaches three ideas that have a big impact. Participants spend 67% of their time in active application and exercises. A robust follow up program makes sure the course gets applied.

## COMMUNICATORS WITH GOOD MOTIVES

## COMMUNICATORS WITH BAD MOTIVES

COMMUNICATORS WITH GOOD SKILLS

FRIEND  
CONFIDANT  
COLLABORATOR  
ROLE MODEL  
PARTNER  
ALLY

SNEAKY  
HYPOCRITE  
MANIPULATIVE  
UNTRUSTWORTHY  
CREEPY  
EVIL

COMMUNICATORS WITH BAD SKILLS

QUIRKY  
HARMLESS  
WELL-MEANING  
AWKWARD  
OFFENSIVE

JERK  
BULLY  
LOUD MOUTH  
BELLIGERENT  
RUDE

**Motive Chart**—*This shows the importance of motive weighed against all other communication skills. Each box is filled with words commonly used to describe people who do or don't have good communication skills and/or good motives. Those with good motives are typically viewed as the most desirable, while those with bad motives are very undesirable, even if they have good communication skills. So not only is a good motive important because it brings out our best communication skills naturally, it's also important because without it all other skills are less effective.*

skill that helps the most because it makes all the other skills more likely to happen naturally.

When people have a prosocial motive, most things seem to fall into place. They become better listeners, are more open to correction, are more likely to correct others in a non-offensive way, share information more readily, and work better together. When people have an antisocial motive, they are less likely to use good communication skills. What's more, even if they do manage to use skills, they tend to come off as manipulative and unpleasant.

You might have realized this already through personal experience. Ever talk with a sneaky sales person? They never come out and say, "I want to take you for all you're worth." They are kind, well mannered, and say the right things, but you can often sense that there is something else driving them, and you do not want to work with them,

much less be totally open, honest, and upfront. It's the same in our offices.

### BUT CAN YOU REALLY CHANGE THE WAY PEOPLE FEEL?

We can tell when the people we work with are "up to something," and it makes us want to shut down and kill collaboration. So if you want to keep collaboration alive, you've got to make sure your people have good motives. This raises the question, can you really get people to change the way they feel?

The answer is yes. While you might not be able to change the way everyone feels all of the time, our client's experience says *Collaborate* can change the way enough of the people feel enough of the time to make an appreciable difference.



### Better Motives Lead to Better Collaboration—

*When people trust the motives of those around them, they have no reason to play politics or withhold information and help. Our experience says you can get a significant amount of people to improve their motives.*

### WHY COLLABORATE WILL WORK WHERE OTHERS MIGHT HAVE FAILED

Remember when we said the average training tried to teach too much and was too long? We meant it. In *Collaborate* we only teach the most important skill: Developing a good motive and letting others know about it. To accomplish this, we use three easy-to-remember ideas that we've labeled "Everyone Be Reasonable." If you can remember that phrase, you'll remember the course. If you remember the course, you'll be able to share your improved motive with others. And if you can do that, better collaboration will follow.

Since the course is so simple, it doesn't require a lot of lecturing. This means 67% of time in the class is devoted to active learning—where participants are writing, talking, thinking, answering questions, or applying what they've learned to real-life problems. In a 195 minute course where people will have 131 minutes of practice to help them learn three concepts, which probably explains why one month after the training, 93% of the concepts taught to a class are retained.

### KEY NUMBERS

- 70** percentage of companies citing employee ability as a top-five problem
- 97** percentage that believes a lack of alignment within a team directly impacted the outcome of a task
- 195** minutes it takes to teach COLLABORATE
- 67** percentage of time participants spend in active learning
- 3-4** items psychologists and neurologist believe people can actively think about at one time
- 30** seconds it takes for a class's attention to start to lapse during a lecture
- 4.5** minutes it takes for nearly the whole class's attention to lapse during a lecture
- 156** percentage increase in minimum skill competency when active learning is primarily used in training
- 336** percentage increase in general understanding when active learning is primarily used during training
- 93** percentage of key concepts taught within COLLABORATE retained after one month

### OUR DESIGN PRINCIPLES

1. Simple and remembered is better than comprehensive and forgotten.
2. Twice as much time should be devoted to active learning versus passive learning.
3. All learning styles should be incorporated.
4. Intuitive instruction leads to "aha!" moments.
5. Meaningful principles will connect to innate human values.
6. Classes should be enjoyable.
7. Participants should be challenged, but never feel awkward.
8. Helpful skills apply to real-world problems.
9. Inspiring classes motivate application.
10. Successful courses focus on the needs or participants before, during, and after class.



**Working Together**—*Most people can only keep 3-4 things in their heads at a time. A training course that tries to teach more than this isn't going to be remembered well, let alone implemented. A firehose may provide you with a lot of water quickly, but most of us would prefer to use the drinking fountain to quench our thirst because it better corresponds to our capacity to digest.*

## COLLABORATE AGENDA

### INTRODUCTION: WHAT'S AT THE HEART OF OUR ABILITY TO WORK TOGETHER? (40 MIN)

In this section you will learn:

- Working with others can be great or terrible.
- It's hard to have a good working relationship when motives are bad.
- When our motives improve, so do our people skills, and better collaboration follows.
- We have three big ideas that help improve motive; we call them "Everyone," "Be," and "Reasonable."

### EVERYONE: FOCUS ON EVERYONE'S CONCERNS (35 MIN)

In this section you will learn:

- Focusing on everyone doesn't just make you more likable, it also makes you more effective.
- An us-against-them mentality usually degrades our motives and kills collaboration.
- Collaboration thrives when we balance what we want with what others want.

### BE: CHOOSE WHO I'LL BE AND HOW I'LL BEHAVE (30 MIN)

In this section you will learn:

- How we behave affects who we become.
- Unconsciously reacting to situations and the motive of the moment will usually change us for the worst.
- Actively choosing who we want to be improves our motives and usually changes our behaviors and situations for the best.

### REASONABLE: THINK OF THE BEST REASONS FOR ANOTHER'S BEHAVIOR (50 MIN)

In this section you will learn:

- We tend to jump to negative conclusions about the reasons why people do what they do.
- When we assume the worst about others, we make it easier for them to assume the worst about us, and our motives quickly degrade.
- When we assume others are reasonable, it's easier for them to treat us reasonably, and motives improve.

### SHARING: WHAT WILL OTHERS ASSUME ABOUT MY MOTIVE? (40 MIN)

In this section you will learn:

- People don't only care about what we are saying and why we are saying it; they can also care about how we are saying it.
- Just because your motive is good doesn't mean others will assume it is; we should share our good motives with others before we share our messages.
- When sharing our motive we should clarify any misunderstandings, show real concern for others, assume the best, and be honest.



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