Unilateral Control Model

Definitions and Implications

- When faced with difficult situations—ones that are potentially threatening or embarrassing—people typically use a Unilateral Control Model. This model is adapted from the work of Argyris & Schön (1974), who developed it and called it Model 1, and from Action Design (www.actiondesign.com), who adapted it and called it the Unilateral Control Model.
- People are unaware that they are using this model, although others observing them usually see it clearly.
- Achieving your goal through unilateral control means ensuring that, when the conversation is over, the other person or people will do what you wanted them to do as you conceived it before you entered the meeting.
- Minimizing the expression of negative feelings is designed to reduce the chance that people will openly raise difficult issues that may reduce your ability to unilaterally protect yourself, or others, from embarrassment or threat or reduce your ability to control the outcome.
- There is a variation of the Unilateral Control Model called the Give-Up Control Model. In the Give-Up Control Model, people give up control and do not attempt to influence others. For example, managers—in an effort to let the team do it "their way"—withhold relevant information and do not attempt to influence the team. This usually leads to the managers feeling frustrated when the team does not take their ideas into account and to team members becoming frustrated, attributing to the managers that they (the managers) have abandoned or set up the team to fail. In a Unilateral Control Model type of reasoning, this provides the self-fulfilling data for the managers to conclude that the team was not ready for empowerment or self-direction.
- The negative consequences of using the Unilateral Control Model aren't caused by the strategies, but by the core values underlying them. Consequently, to reduce or eliminate the negative consequences requires a change in the person's core values. When this happens, it is called double-loop learning.

Mutual Learning Model

Mutual Learning Key Points				
 Be transparent 				
		28		
 Be curious 				
(IPRO – 2016 large Schwitz & Ansouger, Sc. Fran The Skiller Fuelblater & Camperbourse Processes for Consuberb. Fuelblater. Me Blane, 2012.	etagens, Transis, and	Conclus. In Roya Solman	Publicition by James	

Implications

- The core values of facilitation and facilitative leadership are the core values of the Mutual Learning Model.
- The Mutual Learning Model is designed to generate mutual learning—learning in which you better understand others and others better understand you. This model is adapted from the work of Argyris & Schön (1974), who developed it and called it Model 2, and from Action Design (www.actiondesign.com), who adapted it and called it the Mutual Learning Model.
- There are two types of mutual learning: content and process. In *content* mutual learning, the focus is on learning about the substantive situation (e.g., a project deadline or work performance) and what leads each person to see it in a particular way. In *process* mutual learning, the focus is on how you are having the conversation about the substantive situation and the ways in which you and others may be contributing to making the conversation more or less productive.



Ground Rules

Ground Rules for Effective Groups

- Test assumptions and inferences.
- Share all relevant information.
- Use specific examples and agree 3 on what important words mean.
 - Explain your reasoning and intent.
 - Focus on interests, not positions.
- 6 Combine advocacy and inquiry.
- 7 Jointly design next steps and ways to test disagreements.
 - Discuss undiscussable issues.
- 9 Use a decision-making rule that generates the level of commitment needed.

@2002 Roger Schwarz & Associates, Inc. From The Sk ed Facilitator: A Comprehensive Resource for Consultants, Facilitators, Managers, Trainers, and Coaches, by Roger Schwarz. Published by Jossey Bass, 2002.