

Eight Core Design Principles

S U M M A R Y



ProSocial
World

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1 - Shared identity and purpose

A group functions best when its purpose is clearly understood and perceived as worthwhile by its members. A group also functions best when it offers a strong group identity, such that members are proud to belong and enjoy their time together. Prosocial is about creating cultures that constantly reflect on the “towards” move dynamically.

EXAMPLE METHODS:

The core method here is continual reflection on the purpose, and using it as a guide to daily action. Other ‘one-off’ approaches include the group ACT matrix, scenario planning, strengths-based questions e.g. “What are we doing at our best”, The miracle question e.g. “Imagine it is five years in the future, everything has gone perfectly, what would you see, hear, be doing, etc?”. Outputs include mission, vision and value statements but these are less important than continual reflection on ‘towards’.

KEY ASSESSMENT QUESTION:

To what extent do group members feel a sense of belonging and shared purpose with the group?

KEY PLANNING QUESTION:

What do we most care about? And how can we create a sense of care, belonging and safety in the group?



2 - Equitable distribution of contributions and benefits.

Most people have a strong sense of equity that is violated when someone receives benefits disproportionate to their contributions. Perceived fairness is essential for high group performance. Often this is about balance of effort (workload) and reward. Perceived unfairness is sometimes ‘undiscussable’ in groups and sometimes it is discussed endlessly but in ways that do not lead to positive change.

EXAMPLE METHODS:

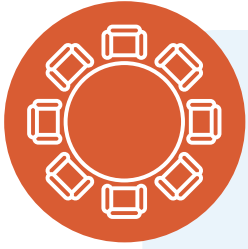
Role clarity, anonymous surveys, transparency regarding allocation of rewards and benefits, communication skills training to build assertiveness and listening to multiple perspectives, open discussions of fairness, training re distinction between distributive and procedural justice and their importance for motivation.

KEY ASSESSMENT QUESTION:

To what extent are the demands and benefits of participating in this group distributed equitably between its members? What would a win-win situation look like here?

KEY PLANNING QUESTION:

How will we ensure fairness in this group? How can we create a situation where everybody benefits?



3 - Fair and inclusive decision-making

If you want good decisions and motivated people, group members need to be involved in making the decisions that affect them, particularly agreements about how the group runs. This can take the form of consensual decision making but in some circumstances consultation with a designated leader/representative, voting or even the opportunity to make objections (veto powers) can be enough and more efficient.

EXAMPLE METHODS:

Daily/weekly/quarterly meetings focusing on short to medium term goals as appropriate, consultation, participative democracy [informed voting], consent based decision making e.g. Sociocracy

KEY ASSESSMENT QUESTION:

To what extent do group members feel involved in making the decisions that affect them?

KEY PLANNING QUESTION:

How will we decide in a way that involves those who need and want to be involved?



4 - Monitoring of agreed behaviors (Transparency)

Self-serving behaviors increase when there is a lack of transparency. Monitoring does not need to be coercive. It can be as simple as having regular check-ins or meetings to discuss progress. Research shows monitoring is usually better performed by peers as part of the normal interaction of group members.

EXAMPLE METHODS:

Check-in meetings. Other processes for noticing what others are doing such as reporting, swapping roles, etc.

KEY ASSESSMENT QUESTION:

To what extent do group members know what others in the group are doing?

KEY PLANNING QUESTION:

How can we be aware of what each other are doing? How can our behaviours be transparent?



5 - Graduated responding to helpful and unhelpful behaviour (Social Reinforcement)

Effective groups have in place responses to transgressions ranging from open, compassionate conversation to find out what happened, through to sanctions or even, ultimately, exclusion from the group. Research shows trust increases in groups when sanctioning occurs for unhelpful behaviors. But sanctions alone are not enough. To create enjoyment, belonging and engagement with the group, helpful behaviors must also be appropriately encouraged. Typically this can be as simple as expressing gratitude for helpful acts or it can be built into more formal recognition systems.

EXAMPLE METHODS:

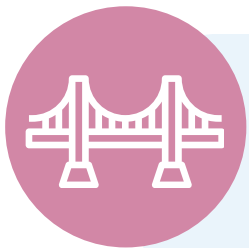
Coaching-based performance conversations [not just evaluative], buddy systems, clear and justified rules and consequences

KEY ASSESSMENT QUESTION:

If someone behaves in a way that is unhelpful or disruptive in this group, to what extent do people respond appropriately to discourage that behaviour? If someone behaves in a way that is helpful or cooperative in this group, to what extent do people respond appropriately to encourage that behaviour?

KEY PLANNING QUESTION:

How should we respond to one another to encourage cooperation and discourage unhelpful behaviors?



6 - Fast and fair conflict resolution

Any group that involves committed individuals acting authentically will inevitably encounter conflict as people have different interests and information. It is best to plan for conflicts and their resolution from the beginning by building conflict resolution skills among group members and creating helpful, flexible processes for conflict resolution.

EXAMPLE METHODS:

Developing skills in listening and assertiveness, creating a role for trusted impartial mediators, or a judicial committee with rotating membership, an escalation process: self-reflection → 1 to 1 conversation → mediated conversation → arbitration, committees for assisting mediation, or arbitration.

KEY ASSESSMENT QUESTION:

To what extent does the group have fast and fair conflict resolution processes?

KEY PLANNING QUESTION:

How should we resolve the inevitable conflicts and differences that will arise within and between groups that are authentic?



7 - Authority to self-govern (according to principles 1-6)

Every group is embedded in a larger society that can limit its ability to govern its own affairs. These constraints can interfere with the objectives of the group and the implementation of design principles 1-6. For example, the context might impose excessive regulation on how the group behaves (e.g. when Human Resources departments constrain conflict resolution to formal procedures) or minimize the capacity of the group leader to act as a leader. Groups must be able to implement principles 1-6, without excessive interference, to function effectively.

EXAMPLE METHODS:

Structures supporting self-management, values and purpose based strategy, Agile, Sociocracy – double-link leadership

KEY ASSESSMENT QUESTION:

Does the group have authority to govern itself without excessive interference from outside the group?

KEY PLANNING QUESTION:

How can we take responsibility for managing our own affairs? How should we lead and how should we protect ourselves from undue influence from outside the group?



8 - Collaborative relations with other groups (using principles 1-7)

If we are to build systems of cooperation, a group must relate to other groups using principles 1-7. This can go wrong in two ways: a) other groups may not cooperate with you (e.g. they don't include your group in important decisions, behave in ways that can't be monitored, and so on), or b) your group may not cooperate well with other groups. In this fashion, the same design principles are relevant at all levels of a multi-tier hierarchy of social units. For example, groups cooperate well when there is shared purpose, equity, inclusiveness in decision making etc between groups as well as within groups.

EXAMPLE METHODS:

Systems for reporting out to other groups, or coordinating groups, networking events.

KEY ASSESSMENT QUESTION:

Does the group have purposeful, fair, inclusive, transparent and effective relations with other groups? Does the group primarily serve its own interests, or those of its larger context?

KEY PLANNING QUESTION:

How can we have better relations with other groups? How can we contribute to building whole systems that work?

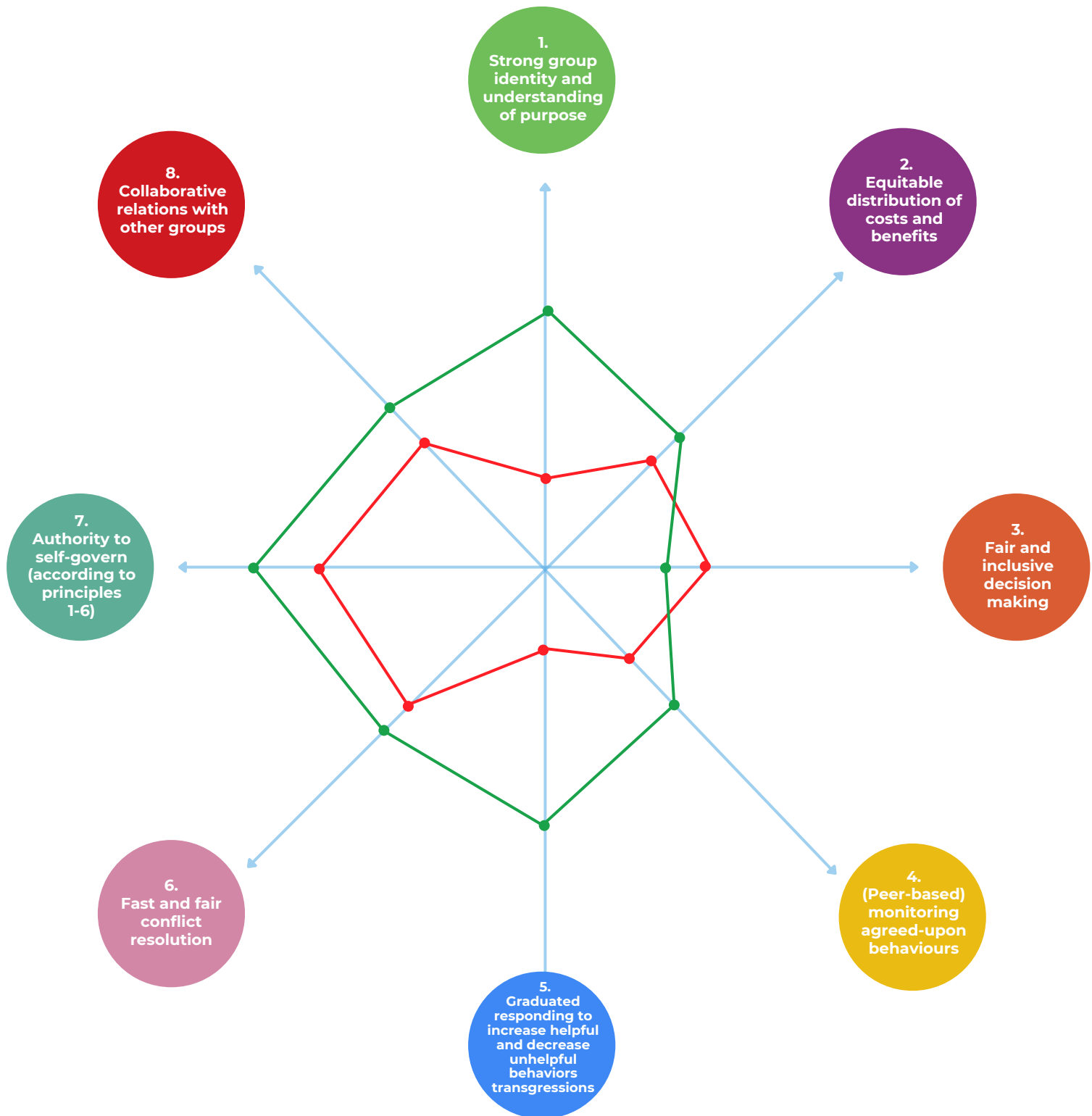
Rate your group on each of these principles

(very poor = towards centre, very good = towards edge)

Join the ratings to create a 'wheel'.



An example of a completed spoke diagram with an effective group in green and an ineffective group in red.



Our Purpose

Consciously evolve a world
that works for all.

