Effective communication with groups, presentation techniques
I. Soft Skills Introduction
   1.1 Leadership skills
   1.2 Situational Leadership
   1.3 Communication/Platform skills
   1.4 Conversation techniques
   1.5 Presentation techniques
   1.6 Business meeting
   1.7 Transformational versus Transactional Leadership Theory

II. Soft Skills (part 2)
   2.1 Emergence of conflicts
   2.2 Conflict management
   2.3 Types of conflicts
   2.4 Conflict progression
   2.5 Conflict resolution
   2.6 Communicating with groups (Platform skills)
   2.7 Etiquette (guide) and career
Purpose of the Module

• Career-enhancing factors: (according to an IBM-study)
  – 60 % valuable contacts
  – 30 % demeanour & appearance
  – 10 % technical qualification

\[ \{ 90 \% \text{ Soft Skills!} \] 

• Purpose of the module Soft Skills for Engineers is:

To teach interdisciplinary communicative skills, methods and tools which will enable the audience of this course to fulfil their current and future tasks superiorly!
Hard Skills Lead to Projects
Soft Skills Lead to Success

Dr. Jerry Brightman
President - The Leadership Group
 Neither extensive intelligence nor further talents are required to be successful in any field, but solely TRAINING, TRAINING, TRAINING!
Hard Skills vs. Soft Skills

Hard skills:
- what might appear on the resume
- level of expertise
- degrees,
- certifications,
- job titles,
- computer lingo
- technical know how

Soft Skills:
- are often difficult to define analytically,
- are too indistinct to differentiate from each other,
- have a lot of intersections and dependencies.

Research suggests that they are just as good an indicator of job performance as traditional job qualifications or hard skills…
What are Soft Skills?

- These main groups belong to Soft Skills:
  - Communication skills
  - Intellectual skills
  - Leadership skills
  - Methodological competence
  - Personal (self-) management
  - Social competence
  - Business ethics
  - Knowledge management

Communication is a so called Meta Soft Skill, since it is present in every other Soft Skill.
What are Soft Skills?

• Soft Skills are primarily related to communication:
  – Communication by themselves and to fellow human beings (both verbal and nonverbal)

• According to an IBM-study career-enhancing factors are:
  – 60 % valuable contacts
  – 30 % appearance
  – 10 % technical qualification

These are 90 % Soft Skills!
Importance of “Soft Skills” on the Labour Market

With above-average qualifications, you have an excellent chance to work at Audi. However, we don’t simply judge a person based on his or her qualifications. We take a close look at the applicant's overall qualities. Along with specialised knowledge – and depending on the department you want to work in - the most important criteria include the following:

• Fluency in German and English - both written and spoken
• Solid customer orientation
• International skills
• Interdisciplinary abilities
• Ability to work in teams
• Ability to work methodically
• Flexibility
• Reliability
• Self-confidence
• Politeness and Style
• Excellent Communication Skills
What are soft skills?
Engineering Skills

• Technical –

• Leadership –
  – Team Based Work Systems, Integrity, Championing Change, Coach & Develop, Customer Focus, Planning, Strategic Thinking, Diversity, Communication

• Safety –

• Quality –
  – Problem Solving, Continuous Improvement, Manufacturing Quality Planning, Quantitative Methods, Six Sigma Methodology, AIAG Core Tools (FMEA, APQP, PPAP, MSA, SPC, etc), Customer Focus
Types of Skills needed by Manufacturing Employees

Source: National Association of Manufacturers (NAM) 2005 Skills Gap Report

http://www.nam.org/s_nam/bin.asp?CID=9&DID=235731&DOC=FILE.PDF
What Industry Wants

Skill sets that include:

- Oral and written communication skills
- Critical thinking ability
- Problem-solving resourcefulness
- Ability to work productively on a team
What Our Students Want

- Meaningful employment
- Competitive advantage in today’s economy
  - Help with soft skills
Our Experience at TU Berlin

Implemented “Soft Skills at Work”
Used in Intro CIS course
Close to 1,000 students Fall 11

Topics covered:
Resumes, attire, online persona management, written communication, team dynamics and generational differences, presentation basics
The Course Design

- The Teaching Process
- The Work Process
- The Social Process
Students were asked to rate topics in terms of **how helpful** it will be in the future.

**Resumes and interviewing skills:**

97%

(Somewhat to very helpful)
Online persona management, identify theft and cyberstalking: 88%
Written communication skills, e-mail/cell/text message etiquette: 90%
Moment of Truth: Student Feedback

Team dynamics:

89%
Presentation skills:

94%
Students were asked to evaluate how much they learned:

Resumes and interviewing skills:  

72%
Moment of Truth: Student Feedback

Making an effective presentation:

86%
Challenges to Becoming a Successful Engineering Manager

➢ Technical Competence
➢ Communications
➢ Business Skills
➢ Management Skills
  ❖ Motivation
  ❖ Performance Evaluation
➢ People (or Interpersonal) Skills – A Special Challenge
Challenges to Becoming a Successful Engineering Manager

The Career “Pyramid”
Challenges to Becoming a Successful Engineering Manager

Which Career Path Should I Follow?

Technical

Management

Other
Challenges to Becoming a Successful Engineering Manager

Why Management?
Challenges to Becoming a Successful Engineering Manager

Setting the Course…..

From Engineer to Engineering Manager

Do not be too timid and squeamish about your actions. All life is an experiment. The more experiments you make the better.

–Ralph Waldo Emerson
As organizations evolve to reflect their business environment -- the skills mix is also changing for the organization’s managers.
Engineering Management: An Organizational Development Approach

Team Leader
- Project Leader
- Project Tracking
- Resource Expenditures
- Customer Orientation
- Quality Focus
- Consensus
- Myers-Briggs Analysis

Supervisors
- Situational Leadership
- Managing Diverse Workforce
- Coaching/Counseling
- Conflict Management
- Change Management
- Team Building
- Influencing/Negotiating
- Human Resources Mgmt
- Asst. Program Mgr

Managers
- Innovative Thinking
- Program Development
- Planning & Evaluation
- Resource Management
- Technology Management
- Process Oversight Management
- Mentoring
- Presentation/Marketing Skills
- Risk Management
- Program Manager

Executives
- Strategic Vision
- External Awareness
- Organizational Representation & Liaison
- Directorate Head (Senior Mgr)

Knowledge and Skills
First Things First: “Manage” Yourself

- Know Your Personality
  - Personality/Behavior Tests

- Work Within Yourself
  - Know Your Constraints and Limitations
  - Don’t Become Something You’re Not!

- Take Care of Yourself Physically and Mentally
  - “Management” Will Require Much of Your Energy
  - Strive for Balance - Don’t Become a Workaholic!

Manage Yourself before Managing Others
What are Soft Skills

“We carry all the necessary resources within us to accomplish desired changes.”

REALITY
"We see the things not as they are, but as we are.”
—H.M. Tomlinson

Believing is seeing

Beliefs

Your Mental Map of Reality

Values

Beliefs

Your Prospect’s Mental Map of Reality

Values

Area of Good Understanding
Soft Skills – Getting Started

Flexibility of thinking is needed respond to thinking along the way

Project managers should focus on desired outcomes

What else could happen as a result of this outcome and is there anything good about the present situation that could be lost?
What are Soft Skills?

- Soft Skills can be described metaphorically as
  - Bridge construction to other people.
  - They are as important for a human as a pair of healthy legs for a runner.
Soft Skills – Getting Started

• Training advice:

Training Example 1
- Sensory acuity
- Pacen (*posture*)
- Questions

Training Example 2
- Diversity in behaviour ($\geq 3$)
- Controlled dialogue
- Eye movements

Training Example 3
- Lucid objectives (*SMARTS*)
- Self message
- My own values
Soft Skills
1.1 Leadership Skills for effective communications

What is Leadership?

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.
Leadership Skills
Are Leaders Born or Made?

“A leader is best when people barely know that he exists”

Good leaders are **made** not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience.
Leadership Skills
Are Leaders Born or Made?

Leadership is about:
LEADERSHIP IS ACTION
NOT POSITION
Leadership like swimming cannot be learnt by reading about it.
Leadership Skills
Supervision – Management – Leadership

Are they the same? Are they different?

Leaders are people who do the right thing;
managers are people who do things right
– A. Einstein
Common to all leadership styles is a process, where each has a consistent process.

Leadership Skills
General Leadership Cycle

PLAN

RECOGNIZE

DELEGATE

FOLLOW UP
Six leadership styles

1. **Coercive:** The leader who demands immediate compliance: "Do what I tell you!"

2. **Pacesetting:** The leader who sets extremely high standards for performance: "Do as I do, now!"
Six leadership styles

3. **Coaching**: The leader who is focused on developing people for the future: "Try this."

4. **Democratic**: The leader who achieves consensus thorough participation: "What do you think?" This style builds trust, respect and commitment
6. Authoritative: The leader who mobilises people with enthusiasm and a clear vision: "Come with me."
## Leadership Principles

- Show Interest
- Positive Approach
- Complaints
- Promises
- Get the Facts
- Discussion Basis
- Design an Approach
- Explain Why
- Admit Mistakes
- Reasonable Expectations
- Be Prompt
- Compliment
- Prepare for Change
360-degree Feedback

Leadership

Management

Communication Skills
Leadership Principles

LEADERSHIP: Telling people what they want to hear
Or
Taking people where they need to be?
Why NASA Builds Teams

NASA failures are visible and catastrophic.

*Challenger’s Explosion*

*Hubble’s Flawed Mirror*

*Columbia’s Disintegration*
The Duality of NASA Team Performance

Technical Side
Education, Processes, Policies

Human Side
Assessments, Workshops, Coaching

Review Boards universally name “Human Side” shortfalls as causes of project failures!
Analyzing Team and Leader Performance

Deciding

Information

Emotional

Intuitor

Logical

Sensor

Cultivating

Visioning

Including

Directing

Soft Skills for Engineers & Astronautics

SS/WS 201?
Thinking and imagining, they are naturally and constantly creative.

Feeling their feelings and imagining a better future, they naturally care deeply about other people.

Thinking and sensing reality, they naturally organize and value process.

Feeling their feelings and sensing reality, they are natural team-builders.

Thinking and sensing reality, they naturally organize and value process.

Which Icon Goes Where?

Cultivating “Green” Growers

Including “Yellow” Hens

Visioning “Blue” Sky

Directing “Orange” Suns
What Do People Most Admire in Leaders?

Honesty - 80% (trustworthiness)
Competence - 67% (productive, efficient)
  - Forward looking - 62%
  - Inspirational - 58%

Valuing, appreciating

Vision, innovation

Relationships build trust

Directing, organizing
CGRO’s 4-D Context Analysis

**Cultivating “Green”**

- Lots of little things like patches, stickers, mugs, etc. to say “Thanks” to the team members.
- An atmosphere of honesty, mutual trust & understanding prevailed.
- Program focused on teamwork and people in addition to...
- Frequent face to face meetings ... time for “after work” social events.

**Visioning “Blue”**

- Team members were given freedom to depart from “business as usual.”
- Talented and creative people were drawn to the program.
- Many examples of innovation and productivity gains.
- A “Can Do” attitude was inspired.
- Program management stayed “in touch” with the realities of the program ... was kept up to date and well informed.

**Including “Yellow”**

**Directing “Orange”**
Eight Behavioral Norms and Contexts

- Mutual Respect & Enjoyable Work
- Willing & Energizing Collaboration
- Sustained, Effective Creativity
- Seeing “Magical” Solutions
- Authenticity & Aligned, Efficient Action
- High Trustworthiness & Efficiency
- Outcome Focus with no Blamers or Victims
- Clear and Achievable Expectations

Make these behaviors habitual!

- Express Authentic Appreciation
- Address Shared Interests
- Express Reality-based Optimism
- Live 100% Committed
- Appropriately Include Others
- Keep All Your Agreements
- Resist Blaming & Complaining
- Clarify Roles, Accountability & Authority
Histogram of 300 teams' average behavioral norms

Low Performance → High Performance

- Unappreciated & Conflict
- Blind Optimism & Low Commitment
- Mutual Respect & Collaboration
- Grounded Optimism & High Commitment

- Feel Disincluded & Low Trust
- Victims/Blamers & Disorganized
- Feel Included With High Trust
- No Drama & Clear RAAs
Communication Skills
Communication Skills

- Nonverbal messages are the primary way that we communicate emotions
Communication Skills

• Paraverbal Messages

"I didn’t SAY you were stupid."

"I didn’t say YOU were stupid."

"I didn’t say you were STUPID."

Some points to remember about our paraverbal communication:

When we are angry or excited, our speech tends to become more rapid and higher pitched.

When we are bored or feeling down, our speech tends to slow and take on a monotone quality.

When we are feeling defensive, our speech is often abrupt.
Communication Skills

**Listening**
1. Requires concentration and energy
2. Involves a psychological connection with the speaker
3. Includes a desire and willingness to try and see things from another's perspective
4. Requires that we suspend judgment and evaluation
Communication Skills

Giving Full Physical Attention To The Speaker

Attending is the art and skill of giving full, physical attention to another person. We create a posture of involvement by:

- Leaning gently towards the speaker;
- Facing the other person squarely;
- Maintaining an open posture with arms and legs uncrossed;
- Maintaining an appropriate distance between us and the speaker;
- Moving our bodies in response to the speaker, i.e., appropriate head nodding, facial expressions.
Communication Skills

Oral
- Presentation
- Audience Awareness
- Critical Listening
- Body Language

Written
- Academic Writing
- Revision and editing
- Critical reading
- Presentation of data

Non-Verbal
- Audience Awareness
- Personal Presentation
- Body Language
A person can have the greatest idea in the world. But if that person can’t convince enough other people, it doesn’t matter.

–Gregory Berns
Presentation Skills

Act 1: Create the Story

ACT 1
The single most important thing you can do to dramatically improve your presentations is to **have a story to tell** before you work on your PowerPoint file.

– Cliff Atkinson, Beyond Bullet Points
Truly great presenters like Steve Jobs visualize, plan and create ideas on paper (or whiteboards) well before they open the presentation software.
Design experts recommend that presenters spend the majority of their time thinking, sketching and scripting.

Nancy Duarte recommends that a presenter spend 90 hours creating an hour long presentation with 30 slides.

But only one third of that time is spent building slides.
Researchers have discovered that ideas are much more likely to be remembered if they are presented as pictures instead of words or pictures.
If information is presented orally, people remember about 10% of the content 72 hours later. That figure goes up to 65% if you add a picture. Psychologists call it: Picture Superiority Effect
According to John Medina, your brain interprets every letter as a picture so wordy slides literally choke your brain.
Here is an example of how a mediocre presenter would launch the MacBook Air. They would try to squeeze every piece of information onto one slide – along with different font styles, colors, etc.

Let’s take a look at how Steve Jobs simplifies complex information.
Here is Steve Jobs’s slide. What’s the difference? First, no words. Why use words when you’re simply trying to show that the computer is so thin, it fits in an office envelope? Challenge yourself to use fewer words and more visuals. It does take more thought, but you’ll never deliver an Apple worthy presentation if don’t.
For example when Steve Jobs introduced the iPod in 2001, he said it came with a 5GB of memory. He broke it down even further by saying you could carry 1,000 songs “in your pocket.” The best way to help them understand is to make those numbers relevant to something with which your audience is already familiar with.
For two full days before a presentation, Jobs will practice the entire presentation, asking for feedback from product managers in the room. For 48 hours, all of his energy is directed at making the presentation the perfect embodiment of Apple’s messages.
Presentation Skills

Timing is everything!
Presentation Skills

Get warmed up!
Presentation Skills

Managing nerves:

There are two types of speakers: those that are nervous and those that are liars.

Mark Twain
Presentation Skills

Love your audience
Presentation Skills
Pressentation skills

2. Construction
Presentation skills

3. Delivery

Know the space

Talk to people, don’t read

Make eye contact
Presentation skills

Before your presentation

- Goal
- Audience
- Time
- Research
- Visuals
- Handouts

Question to ask before Preparing a presentation
Presentation skills

Get into small groups of between 3 and 5

Each tell the rest of your group about the worst and best presentation you have seen. Be careful to explain why it was so good/bad.

You have 10 minutes.
Talk is different to written

- Do not assume too much knowledge
- Better to be too basic than too difficult
- Listeners have one chance to hear and can't "re-read"
- K.I.S.S. (keep it simple stupid)
- Pictures are great for breaking up sections
- Also use charts and graphs to illustrate results /animation example
So: What is AI?

- “A singular consciousness that spawned an entire race of machines” Morpheus, The Matrix
- “The scientific understanding of the mechanisms underlying thought and intelligent behaviour and their embodiment in machines.” AAAI
- “Making computers do anything that they can not currently do without human intervention” Karen Petrie
Follow the “6 x 6” rule:

Use about six words per line, six lines per slide

 ✓ DO

 • Develop a policy communication strategy
 • Improve skills for writing a press release
 • Create an oral policy presentation

 ✗ DON’T

 • To understand the capabilities of PowerPoint
 • To make use of the major features of PPT
 • To display data effectively (within PPT charts)
 • To distinguish between a good and bad presentation
 • To compare/contrast the advantages and disadvantages of outline view and slide view
 • To switch between outline and slide views
 • To create slides in outline view
 • To insert slides in outline view
 • To insert slides in slide view
 • To change the font, paragraph, and bullet effects
 • To change these elements by using the drop-down menus and the tool bar
 • To create and use templates
 • To create and use master slides
 • To insert a new slide in slide view
 • To design and implement a new color scheme for their presentation
 • To distinguish between the different color boxes used in PowerPoint
 • To choose the best chart to represent their data
 • To distinguish between bar, column, pie, area, line and XY scatter charts
 • To create bar, column, pie, area, line and XY scatter charts
 • To apply this knowledge to their own research data
Always use a font large enough to be seen by all audience members.

Use 32- to 44-point for titles and no smaller than 28-point for the text or bulleted items.

**DO**

**Successes: Decentralization**

**Senegal:**

- Influenced government decentralization policy and implementation through M&E
- Implemented innovative new bilateral program to support decentralization

**DON’T**

**Successes: Decentralization**

**Senegal:**

- Influenced government decentralization policy and implementation through M&E
- Implemented innovative new bilateral program to support decentralization
Use simple graphs to communicate findings.

**DO**

**DON’T**
When the exact numbers are important and you must use a table, remember the “6 x 6” rule

**DO**

**DON’T**

<table>
<thead>
<tr>
<th>Factors Influencing Health Seeking Behavior</th>
<th>In-School (%)</th>
<th>Out-of-School (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk about sex with friend</td>
<td>69</td>
<td>45</td>
</tr>
<tr>
<td>Get information on STI</td>
<td>80</td>
<td>51</td>
</tr>
<tr>
<td>Told close friend had STI</td>
<td>73</td>
<td>29</td>
</tr>
<tr>
<td>Partner notification</td>
<td>30</td>
<td>37</td>
</tr>
</tbody>
</table>

Source: KDHS

---

**TABLE 2. COMPARISON OF WOMEN’S SOCIAL NETWORKS IN THE REGIONS OF OBIA AND OWICH, KAMADOCHINE, AND MAKULA SOUTH: CURRENTLY MARRIED WOMEN WITH NETWORKS OF SIZE 3 AND 4 ONLY**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Owich, Kwadongwe, and Makula South</th>
<th>China</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>270</td>
<td>118</td>
</tr>
<tr>
<td>Family Planning Use by Network Partners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average proportion of network partners using family planning</td>
<td>0.578</td>
<td>0.363</td>
</tr>
<tr>
<td>Average proportion of network partners advising use of family planning</td>
<td>0.642</td>
<td>0.641</td>
</tr>
<tr>
<td>Density</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average density of network among network partners</td>
<td>0.846</td>
<td>0.782</td>
</tr>
<tr>
<td>Average Proportion of Network Partners Who Are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>0.931</td>
<td>0.950</td>
</tr>
<tr>
<td>Male</td>
<td>0.663</td>
<td>0.673</td>
</tr>
<tr>
<td>Female relatives of respondent</td>
<td>0.193</td>
<td>0.194</td>
</tr>
<tr>
<td>Friends only (transferred to respondent)</td>
<td>0.467</td>
<td>0.478</td>
</tr>
<tr>
<td>Friends of respondents</td>
<td>0.998</td>
<td>0.814</td>
</tr>
<tr>
<td>Acquaintances only</td>
<td>0.694</td>
<td>0.685</td>
</tr>
<tr>
<td>Known for five or more years by respondent</td>
<td>0.233</td>
<td>0.309</td>
</tr>
<tr>
<td>Younger than respondent</td>
<td>0.566</td>
<td>0.522</td>
</tr>
<tr>
<td>Living in the same community or village as respondent</td>
<td>0.819</td>
<td>0.613</td>
</tr>
<tr>
<td>Average Proportion of Network Partners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respondent lives in own household</td>
<td>0.391</td>
<td>0.423</td>
</tr>
<tr>
<td>Respondent helps in network partner’s household</td>
<td>0.207</td>
<td>0.268</td>
</tr>
<tr>
<td>Respondent talks with at least weekly</td>
<td>0.621</td>
<td>0.684</td>
</tr>
<tr>
<td>Respondent knows by respondent’s husband</td>
<td>0.352</td>
<td>0.372</td>
</tr>
<tr>
<td>With at least primary education</td>
<td>0.607</td>
<td>0.767</td>
</tr>
<tr>
<td>With secondary education</td>
<td>0.247</td>
<td>0.289</td>
</tr>
</tbody>
</table>

Results of twoailed test for equal means:

*The difference between Owich and OWIC is significant at $p < 0.05$ (two-sided test).

Network densities below 0.5 are relatively low. Only 10% of respondents in OWIC, and only 11% of respondents in China, have networks with a density of less than 0.5.
Photos also help put a “human face” on the numbers.

**DO**

**DON’T**

*Women’s Autonomy*

Percentage of women who do not need permission to……

- Go to the market: 22
- Visit friends or relatives: 21

*Women’s Autonomy*

Percentage of women who do not need permission to……

- Go to the market: 22
- Visit friends or relatives: 21
Business Meeting

Golden and Platinum Rules for Conducting Effective Business Meeting

Golden: Treat others as you would like to be treated

Platinum: Treat others as they would like to be treated
Business Meeting

Have the participants been informed of:

- Date, place, time
- Agenda
- Objectives
- Specific preparations
- Documentation
- Specific roles

1. Opening the meeting
2. Introducing the agenda
3. Starting objectives
4. Calling on a speaker
5. Controlling the meeting
6. Moving the discussion on
7. Summarizing
8. Closing the meeting
10 Commandments of the Meeting

I. Always Know What Time It is
II. Not Forget the Reason for Meetings
III. Praise in Public, Criticize in Private
IV. Organize Meetings of Normal Business Hours
V. Not Use Group Pressure to Logroll Conclusions
Not Use Meetings to Destroy Others' Careers

Keep the Personal and the Corporate Distinct

Remember that the Best Model for Meetings Is Democracy, Not Monarchy

Prepare a Clear Agenda and Circulate It Beforehand

Terminate a Regularly Scheduled Meeting.
Agenda of Meeting

- State the problem properly
- Include all relevant detail in the announcement
- Including topic, date, time, placement
- Responsibilities of the participants
- Appearance
- Handshaking
- Presence (Dresscode)
- Grooming (hair, perfume, fingernails, jewelry, tattoos, shoes)
Communication Skills

• Communication is a series of experience of:
  - Hearing
  - Touch
  - Seeing
  - Taste
  - Smell
COMMUNICATION GAME # 1

RULE:

• Make a group of Four.
• Sequentially assign a number to every individual.
• 1 representative Pick up on chit from the lot.
• Memorize the sentence and return the chit.
• Go back and utter the sentence to the 2\textsuperscript{nd} person.
• No one else should hear the sentence.
• Then the 2\textsuperscript{nd} person should utter it to the 3\textsuperscript{rd} person and so on.
• The last person should announce the sentence to all.
• And 1\textsuperscript{st} person reads the chit.
WHAT DID WE LEARN?

• Only verbal communication can create chaos while it reaches the last person.

• Every person’s thought process influences the individual understanding.

So be an active listener......
1. Understand your own communication style:

- High level of self-awareness to creating good & long lasting impression on others.

- Understand how others perceive you.

- Avoid being CHAMELEON by changing with every personality you meet.

- Make others comfortable by selecting appropriate behavior that suits your personality while listening. (Ideally nodding your head).
2. Be An Active Listener:

- People speak @ 100 to 175 WPM but can listen intelligently @ 300 WPM.
- One part of human mind pays attention, so it is easy to go into mind drift.
- Listen with a purpose.
- Purpose can be to gain information, obtain directions, understand others, solve problems, share interest, see how another person feels, show support, etc.
- If it is difficult to concentrate then repeat the speakers words in your mind.
Emperor Frederick - the 13th century ruler of the Holy Roman Empire - wanted to know what language had been spoken at the birth of mankind in the Garden of Eden. Was it Hebrew, Greek or Latin? He ordered an experiment in which the original circumstances would be recreated as closely as possible. A group of infants were to be isolated from hearing human speech from the moment of birth until they spoke their language. The babies were to be raised by nurses who were strictly charged to maintain complete silence when with the babies. The result? Every one of the babies died. The lack of communication can be lethal.”
Communication Skills

Most common ways of communication
Communication Skills

© Ashleigh Brilliant 1993, Santa Barbara.

YOU HAVE A RIGHT TO WASTE YOUR TIME

BUT NOT TO WASTE MINE!

www.AshleighBrilliant.com

Kart: Humor No. 8641
First Impression

The rule of 12 in Business: You never get a second chance to make a first impression

- The first 12 words
- The first 12 steps
Communication Skills

Books are judged by their covers, houses are appraised by their curb appeal and people are evaluated on how they choose to dress and behave.

- Your Entrance and carriage
- Hold your head up
- Don’t slump
- Project self confidence with
- a strong stride
- a friendly smile
- A good posture
What is “Teambuilding”? 

The simple definitions are usually something like….

“One for all and all for one!”

“Getting everyone on the same page”

“Everybody working together for the same outcome”
Communication Skills
Business Meeting

- Prepare in advance
- Arrive early
- Position yourself
- Work the crowd
- Don’t clump
- Know when to leave
Communication Skills
Business Meeting

Hand Shakes
Communication Skills
Business Meeting

How do you do it?

• The handshake should be firm.

• While shaking hands establish eye contact and always smile.

• The person who initiates the handshake is the one who closes it.
Cultural Communication
What is culture?

- **Anthropological Culture**
  The ways that people of a certain group behave/live among themselves.

- **High culture**
  The art, music, theater, literature created by culture

- **Popular culture**
  Contemporary music/films/trends
What is culture?
Four Fundamental Patterns of Cultural Difference

What is different?

1. Communication Styles
2. Attitudes toward conflicts
3. Decision making style
4. Social behavior

What is hidden below the surface

1. Beliefs
2. Values
3. Expectations
Levels of cultural understanding

• **Observable behavior**
  – Can learn a lot, but likely to focus on do’s and don’ts
  – Often leads to superficial understanding

• **Shared values**
  – Requires inferences from observed behavior and learning about a culture
  – More powerful, because values drive (partially) behavior

• **Shared assumptions**
  – Very abstract – these drive our values but are very hard to determine
  – Very powerful, helps truly understand a culture
Geert Hofstede’s cultural dimensions

Geert Hofstede
worked for IBM as Psychologist from 1967-73
Geert Hofstede's dimensions analysis can assist the business person or traveler in better understanding the intercultural differences within regions and between counties.
Individualism vs. Collectivism

Individualism (IDV) focuses on the degree the society reinforces individual or collective, achievement and interpersonal relationships. A High Individualism ranking indicates that individuality is of most importance within the society. Individuals in these societies may tend to form a larger number of looser relationships. A Low Individualism ranking typifies Collectivist societies with close ties between individuals. These cultures reinforce extended families and collectives where everyone takes responsibility for fellow members of their group.
<table>
<thead>
<tr>
<th>Individualistic societies</th>
<th>Collectivist societies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Australia</td>
<td>• Costa Rica</td>
</tr>
<tr>
<td>• Canada</td>
<td>• Guatemala</td>
</tr>
<tr>
<td>• UK</td>
<td>• Mexico</td>
</tr>
<tr>
<td>• New Zealand</td>
<td>• Ecuador</td>
</tr>
<tr>
<td>• USA</td>
<td>• Most Asian countries</td>
</tr>
<tr>
<td>• Netherlands</td>
<td></td>
</tr>
</tbody>
</table>
## Power Distance in Education

**Small Power Distance societies**

- Student-centered education
- Teacher expects students to initiate communication
- Students may speak up in spontaneously in class
- Students allowed to contradict or criticize teacher
- Effectiveness of learning related to amount of two-way communication in class
- Outside class, teachers are treated as equals
- Younger teachers are more liked than older teachers

**Large Power Distance societies**

- Teacher-centered education
- Students expect teacher to initiate communication
- Students speak up in class only when invited by the teacher
- Teacher is never contradicted nor publicly criticized
- Effectiveness of learning related to excellence of the teacher
- Respect for teachers is also shown outside class
- Older teachers are more respected than younger teachers
## Uncertainty avoidance in Education

<table>
<thead>
<tr>
<th>Weak Uncertainty Avoidance Societies</th>
<th>Strong Uncertainty Avoidance Societies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students feel comfortable in unstructured learning situations: vague objectives, broad assignments, no timetables</td>
<td>Students feel comfortable in structured learning situations: precise objectives, strict timetables</td>
</tr>
<tr>
<td>Teachers are allowed to say &quot;I don't know&quot;</td>
<td>Teachers are expected to have all the answers</td>
</tr>
<tr>
<td>A good teacher uses plain language</td>
<td>A good teacher uses academic language</td>
</tr>
<tr>
<td>Students are rewarded for innovative approaches to problem solving</td>
<td>Students are rewarded for accuracy in problem-solving</td>
</tr>
<tr>
<td>Teacher are allowed to behave emotionally</td>
<td>Teachers are expected to suppress emotions (and so are students)</td>
</tr>
<tr>
<td>Teachers interpret intellectual disagreement as a stimulating exercise</td>
<td>Teachers interpret intellectual disagreement as personal disloyalty</td>
</tr>
<tr>
<td>Teachers seek students' ideas</td>
<td>Teachers consider themselves experts who cannot learn anything from students - and students agree</td>
</tr>
</tbody>
</table>
Why is Cross-Cultural Communication important?

**Globalization:** Cross border movement of people, goods and data brings more and more cultures into contact with one another and increases the potential of cross culture communication.

- Business
- Job Opportunities
- Improves the contribution of employees in a diverse workforce
- Sharing of views and ideas
- Talent improvisation
- An understanding of diverse market
**High Context Culture:** Cultures that rely heavily on non-verbal and subtle situational cues in communication.

**Low Context Culture:** Cultures that rely heavily on words to convey meaning in communication.
# High Context and Low Context Cultures

<table>
<thead>
<tr>
<th>Factor</th>
<th>High-context culture</th>
<th>Low-context culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overtness of messages</td>
<td>Many covert and implicit messages, with use of metaphor and reading between the lines.</td>
<td>Many overt and explicit messages that are simple and clear.</td>
</tr>
<tr>
<td>Use of non-verbal communication</td>
<td>Much nonverbal communication</td>
<td>More focus on verbal communication than body language</td>
</tr>
<tr>
<td>Expression of reaction</td>
<td>Reserved, inward reactions</td>
<td>Visible, external, outward reaction</td>
</tr>
</tbody>
</table>
| Cohesion and separation of groups   | Strong distinction between ingroup and outgroup.  
Strong sense of family.          | Flexible and open grouping patterns, changing as needed                             |
| People bonds                        | Strong people bonds with affiliation to family and community                         | Fragile bonds between people with little sense of loyalty.                          |
| Level of commitment to relationships| High commitment to long-term relationships. Relationship more important than task.  | Low commitment to relationship. Task more important than relationships.              |
| Flexibility of time                 | Time is open and flexible.  
Process is more important than product                                                 | Time is highly organized.  
Product is more important than process                                                 |
Culture Shock

**Culture shock** refers to the anxiety and feelings (of surprise, disorientation, uncertainty, confusion, etc.) felt when people have to operate within an entirely different cultural or social environment, such as a foreign country.
Stages of culture shock

Honeymoon Phase

differences between the old and new culture are seen in a positive light, wonderful and new. For example, an individual might love the new foods, the pace of the life, the people's habits, the architecture and so on.
Stages of culture shock

Irritation and Hostility
After the initial excitement is over, more and more dissimilarities are noticed between the foreign country and home. The initial curiosity and enthusiasm turn into irritation, frustration, anger, and depression.
Stages of culture shock

Gradual Adjustment

Persons begin to orient themselves and are able to interpret some of the subtle cultural clues and cues. Culture seems more familiar and more comfortable.
Stages of culture shock

Bi-Culturalism

Full recovery has occurred. Ability to function in two cultures with confidence. Persons will find they enjoy some of the very customs, ways of doing and saying things, and personal attitudes that bothered them so much in phase two.
### Stages of culture shock

<table>
<thead>
<tr>
<th>STAGE</th>
<th>SITUATION</th>
<th>APPROACH</th>
<th>REACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honeymoon</td>
<td>First exciting contact with new culture</td>
<td>Observe</td>
<td>Excitement; Curiosity; Slight concern</td>
</tr>
<tr>
<td>Initial confrontation</td>
<td>First intensive feeling with new culture</td>
<td>Solve problems in familiar ways</td>
<td>Confusion; Mystified about; Others behaviour</td>
</tr>
</tbody>
</table>
# Stages of culture shock

<table>
<thead>
<tr>
<th>STAGE</th>
<th>SITUATION</th>
<th>APPROACH</th>
<th>REACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustment crisis</td>
<td>Problems intensify</td>
<td>Experimentation with new behaviours</td>
<td>Frustration; Anger; Confusion about</td>
</tr>
<tr>
<td>Recovery</td>
<td>Sense of belonging to culture emerges</td>
<td>New strategies to help one function effectively</td>
<td>New culture is understandable; Enjoying many aspect of it</td>
</tr>
</tbody>
</table>
Overcoming cross-cultural communication barriers

Tips for improving cross-cultural communication

• Observe but don’t interpret according to your own culture—don’t form stereotypes
• Don’t assume you understand non-verbal signals
• Don’t take behavior personally even if it’s insulting in your culture
• Develop an awareness of your own non-verbal signals and how they might be offensive
• Understand your own stereotypes and learn about other cultures with openness.
• Don’t evaluate behavior as good or bad
• Accept the fact that cross-cultural communication causes stress
East vs. West
East vs. West

Way of life
East vs. West

Punctuality
East vs. West

Connections
East vs. West

Anger
East vs. West

Queuing
East vs. West

In the restaurant
East vs. West

Standard of beauty
East vs. West

Way to solve problems
East vs. West

Senior’s daily life
East vs. West
East vs. West

Image of each other
# East vs. West

<table>
<thead>
<tr>
<th></th>
<th>West (US / Europe)</th>
<th>East (China / East Asia)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic</td>
<td>Linear (direct associations)</td>
<td>Spiral (roundabout)</td>
</tr>
<tr>
<td>Communication</td>
<td>Direct, verbal</td>
<td>Indirect, implied</td>
</tr>
<tr>
<td>Identity</td>
<td>Individual, independent</td>
<td>Group orientated</td>
</tr>
<tr>
<td>Agreement / Disagreement</td>
<td>Argumentative, verbal</td>
<td>Hard to say no, non-verbal</td>
</tr>
<tr>
<td>Punctuality</td>
<td>Start and end on time</td>
<td>Appointments flexible</td>
</tr>
<tr>
<td>Respect</td>
<td>Success, achievement</td>
<td>Seniority, wisdom</td>
</tr>
<tr>
<td>Business Relationship</td>
<td>Economics come first</td>
<td>Relationship comes first</td>
</tr>
<tr>
<td>Decision Making</td>
<td>Distributed, proactive</td>
<td>Manager has final say</td>
</tr>
<tr>
<td>Time Horizon</td>
<td>Short term (per quarter)</td>
<td>Long term (years ahead)</td>
</tr>
<tr>
<td>Risk / Spending</td>
<td>Risk-takers, spend</td>
<td>Risk-avoiders, save</td>
</tr>
</tbody>
</table>
East vs. West

Uncomfortable Situations
Selecting and Presenting Business Gifts
Selecting and Presenting Business Gifts

• Unwrapping gifts
  
  **Asia** - Gifts are opened in private.
  
  **USA** - Gifts are opened in public

• Appreciated Gifts
  
  **Germany** - Gifts, such as tokens memento of your country or company logo
  
  **Uzbekistan** - ???

• Gifts to avoid
  
  **Germany**: Clothing, perfumes, and other toiletries are considered far too personal to be appropriate gifts. Scarves, however, are acceptable gifts according to German business protocol.
  
  **Uzbekistan** - Alcohol / perfumes containing alcohol and pork and pigskin products to be avoided
Welcome Topics & Topics to Avoid during Conversation
Welcome Topics of Conversation:

Uzbekistan: ????

Germany: Sports--particularly soccer, tennis, current events, politics, among those who imbibe, beer is often a good topic of conversation
Welcome Topics & Topics to Avoid during Conversation

Topics to Avoid:

**Saudi Arabia:** Middle Eastern politics and International oil politics, Israel, criticizing or questioning Islamic beliefs, women/inquiries or complimentary remarks about the female family members of your Saudi associates

**South Korea:** Korean politics/local politics, The Korean War, Socialism and Communism, Japan and your contacts in Japan, your host's wife, Personal family matters

**Germany:** World War II, personal questions, salary
The international project team consists of German, French and Indian developers in the computer chip industry. The competition in the market is tough. The team members have to prepare an important presentation for a major customer. The German project leader has sent out a draft of the presentation to his colleagues in India and France and asked them for comments and changes of the draft. He has also asked for a status report from each of them, so that he can include the latest information.

When the French and the Indians fail to respond to his request, the project leader announces a video conference at short notice. He expresses his irritation about the delay in no uncertain terms. He then asks his colleagues directly if they support his proposal. The French answer *Si vous voulez* (If you like); the Indians, who have been quiet so far, say it looks like a good concept.

A short time later, the French send in their status report, but it is of no use, because it only contains basic information. The Indians don’t send anything at all.

The German project leader is upset, as he feels that the project team hasn’t supported him and that its international members have not been reliable. He has an impression that he is the only one taking responsibility for the project and doing the work. This does not correspond to his idea of teamwork.
The **German** project manager was frustrated, because he had put so much effort into the proposal and didn’t feel that the team was supporting him and that its international members have been reliable.

The **French** feel overpowered by the Germans. They felt that they had not been involved in the process and that everything had already been decided and there was no space left for their ideas. They do not feel that they have been taken seriously as partners.

The **Indians** had serious doubts about the proposal. However, they feel that they have not had a real opportunity to raise their objections in an acceptable way. Furthermore, were unhappy to criticize their boss or give feedback in a video conference.
The cultural issues this story raises include differences in:

- the role of meetings
- management style
- how to cooperate within a team
- the way decisions are made
- communication style
- dealing with disagreement or conflict
- degrees of formality
Exercise 2: Proverbs and sayings

1. Find two examples of proverbs in your own mother tongue which you think say something about your culture.
2. Translate each proverb into English.
3. Explain what it says about your culture, in your opinion.

*Examples:*

**Dienst ist Dienst und Schnappes ist Schnappes!**

*Work is work and whiskey is whiskey!*

*Concept of keeping private life and work separate.*

**Chemu byt’, togo ne minovat.**

*What must happen, cannot be avoided.*

*Belief in fate and destiny.*
Exercise 3: The Culture Iceberg

Task 1
Think of the components of national culture that belong to each category:

A Things which you can recognise easily.

B Things which you recognise only when you are familiar with a culture.
Task 2. Group the list of components of national culture into 2 categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifacts: art &amp; architecture</td>
<td>Greetings</td>
</tr>
<tr>
<td>Corruption</td>
<td>Humour</td>
</tr>
<tr>
<td>Directness of speech in business</td>
<td>Democracy</td>
</tr>
<tr>
<td>Driving habits</td>
<td>Organization of companies</td>
</tr>
<tr>
<td>Emotion shown in public</td>
<td>Personal friendship</td>
</tr>
<tr>
<td>Family life</td>
<td>Social life: public &amp; private</td>
</tr>
<tr>
<td>Gender – roles of males &amp; females</td>
<td>Treatment of outsiders/foreigners</td>
</tr>
<tr>
<td>Food</td>
<td>More .... ?</td>
</tr>
</tbody>
</table>
Exercise 3: The Culture Iceberg (continued)

Artifacts: art & architecture  
Greetings

Directness of speech in business  
Gestures

Driving habits  
Food

Emotion shown in public  
Language

Family life

Gender – roles of males & females  
Corruption

private

Treatment of outsiders and foreigners  
Social life: public &

Organization of companies

Humour

Personal friendship  
Democracy

B. Takes time to see  
Values and beliefs
Exercise 4: Cultural map of Europe

Using the cultural associations connected with the peoples populating Europe, draw the cultural map of Europe.
Are we unique individuals?
Which cultures are you influenced by?
What shapes your ideas and behaviors?

Task 1  Add other layers.
Task 2  Which layers influence a person’s behavior most?
Task 3  Choose someone you know well and identify how they, he or she has been influenced by the different cultures he or she belongs to.
Culture and Communication Cultural awareness

Messages are subject to interpretation!
Messages can be sent unintentionally!

Culture is the structure through which communication is formulated and interpreted.
ICC takes place when the sender and the receiver are from different cultures.
Managers in many companies find themselves increasingly working in international teams at home, abroad and in cyberspace, negotiating with foreign partners and managing a diverse workforce.

There are a number of reasons for this:

- The Internet links people across national boundaries.
- The international labour force is more mobile and diverse.
- Business facilities are restructured and/or relocated.
- Free markets are replacing command economies.
- Student mobility is high, and university degrees are recognized across EU.
- Technology makes it possible for people to travel further and faster than ever before.
Types of Listening

- Inactive listening
- Selective listening
- Active listening
- Reflective listening
Use Your Mind

- Listen for accuracy
- Listen as though you are hearing the information for the first time
- Listen for inaccuracies
and always…

S
M
I
L
E
Max Weber's Model of Transactional and Transformational Leaders

- Asks how a leader can "legitimately" give a command and have actions carried out?
- Classified claims to the "legitimacy" in the exercise of authority
- Identified three kinds of leader/follower relations – traditional, bureaucratic and charismatic
- Believe they occur in combination
- Argues that "there may be gradual transitions between these types."
Max Weber's Model of Transactional and Transformational Leaders

Max Weber's three ideal types of leaders

1. Bureaucratic Leader
   Control on the basis of knowledge and power

2. Charismatic Hero
   An individual personality set apart from ordinary people. Part hero part superman

3. Traditional
   An arbitrary exercise of power bound to loyalty, favoritism, and politics
Transformational versus Transactional Leadership Theory

**Transformational**
- Enthusiasm for people, their concerns, relationships, thoughts, and feelings, and staying in the box, but making it more comfortable

**Transactional**
- Enthusiasm for bargaining and negotiating MEANS to attain higher efficiency, and staying inside the box

**WILL to POWER**
- Enthusiasm for wielding power over others, relating followers’ power and being out of the box.
- Superman/Superwoman

**WILL to SERVE**
- Enthusiasm for new ENDS, and ways to transform the world; out of the box
- Hero

**Principle**
- Enthusiasm for a new paradigm, breaking the box, and creating transformative change
- Bureaucrat

**Micro Electronics Cloud Alliance**
• **1900’s: the “great man” theories** - Leadership studies historically went hand-in-hand with studies of elites: political, financial, military, aristocratic, or cultural elites. Leadership was considered an art, for which some fortunate people had an inbuilt genius; the rest of us could only engage in admiring post-game analyses.

• **1930’s: group theory** - Leadership in small groups. During the Great Depression, US social psychologists found in studying groups that democratic leadership was not only possible, it was more effective. Thus a more egalitarian view of leadership evolved from the elitist “great man” view.

• **1940’s-50’s: trait theory** - Theory suggests that leaders are born, not made, and that a good leader has a set of specific traits. Attention was thus put on discovering these traits, often by studying successful leaders, but with the underlying assumption that if other people could also be found with these traits, then they, too, could also become great leaders.

• **1950’s- 60’s: behavior theory** - Leaders can be made, rather than are born. Behavioural theories of leadership do not seek inborn traits or capabilities. Behavioural is a big leap from Trait Theory, in that it assumes that leadership capability can be learned, rather than being inherent.
1960’s-70’s: contingency/situational - establish which leadership behaviors succeeded in specific situations. Unable to determine which particular behaviour patterns consistently resulted in effective leadership, researchers then attempted to match behaviour patterns that worked best in specific contexts or situations. That line of research collapsed for practical reasons when people realized leaders would need to refer to decision trees or wheel charts to determine how to behave.

1980’s onward: excellence. In the 1980s, researchers determined that “leadership is simply doing the right thing to achieve excellence. That meant the researchers had to find out what the right thing is, so they set about researching excellent companies and CEOs, and developed lists of traits, behaviour patterns, group facilitation strategies, and culture-shaping practices for would-be leaders.”
Leadership

- Long term strategic planning
- Clear objectives
- Leading by example
- Efficiency of systems and processes

To be effective in crisis conditions, the leaders must be transforming crises into challenges

B. Clinton
Transformational Leadership Goes Beyond Transactional Leadership

- Transactional Leadership
  - Motivating for performance at expected levels
  - Initiating structure to clarify roles and tasks
  - Stressing the link between reward and goal achievement
  - Uses agreed upon performance to motivate

Challenges

- Motivating for performance beyond expectations
- Inspiring for missions beyond self interest
- Instilling confidence to achieve performance
Crisis Management

• “People want to win. And if people think they’ve been given the capability to win and are with winners, that’s how you get people in the game. People who want to build things and like who they work with will stay with us..”
II. Soft Skills

2.1 Emergence of conflicts

Nature of conflict:
Conflict is a form of relating or interacting where we find ourselves under some sort of threat to our personal or collective goals.

Sources of conflict:
• Biosocial
• Personality/interactional
• Structural/ideological
• convergence
What do we mean by conflict?

Type 1:
„I want X and the opposite of X“ That‘s not possible, is it?

I want to live in the city  I want to live in the country
Type 2:
„I want X and Y“ But I have to choose, right?

„want to eat what I want“ „...AND be fit and healthy“
Type 3:
„I want X. They want Y. We can‘t both be right“

Manager: „We need to go faster to deliver more features“

Developers: „We need to go slower to increase quality“
Tip: Don’t continue until you agree on a common, concrete and motivating goal
If there’s no common goal, there’s no incentive to solve the conflict.
Crisis Management

„When the only tool you have is a hammer, everything you see is a nail“
Mark Twain
Crisis Management

We’re doing it my way…Let’s just get the job done.
Crisis Management

Sure, I am flexible. Whatever you are happy with is fine with me.
Crisis Management

Let me out of here…! I don’t want to talk about it… Conflict? What conflict?
Let's talk this through... My preference is... And I want to hear and understand yours...
Crisis Management

Destruction of communication
Crisis Management

**Groupthink**: is a tendency for strong conformity pressures within groups to lead to the breakdown of critical thinking and encourage premature acceptance of questionable decisions.
Crisis Management

- Lack of conflict is a sign of over conformity
- It is unhealthy when there is no conflict
- You need diversity of opinion
Which conflict handling style will you use?

Avoiding Style

**Characteristics:**
- Ignoring conflicts, hoping they go away
- Putting problems under considerations
- Appeal to bureaucratic rules

**When to use?**
- Trivial issue
- No perceived chance of resolution
- To allow a cool down period
- To allow others to resolve the situation
Crisis Management

Compromise style

Characteristics:

- Negotiations
- Looking for deals and trade offs
- Finding satisfactory or acceptable solutions

When to use

- Opponents with equal power are committed to mutually exclusive goals
- Achieve temporary settlements
- Arrive at solutions under time pressure
Crisis Management

**Competition Style**

**Characteristics:**
- Create win-lose situations
- Use of power plays
- Forsing submission

**When to use:**
- Quick action is vital
- Cost cutting
- Against people who take advantage of non competitive behavior
Crisis Management

Accommodation Style Characteristics:

- Giving way
- Submission and fulfillment

When to use:

- Find you are wrong
- Issue more important to others than to yourself
- Maintain cooperation
- Build social credits for later on
- Minimize loss
- Harmony and stability are important
- Allow team members to learn from their mistakes
Crisis Management

Collaboration Style Characteristics:

- Problem solving carriage
- Sharing ideas and information
- Seeing problems and conflicts as challenges

When to use:

- Find an integrative solution
- Objective is to learn
Crisis Management

Role Clarification Technique (RAT)

This is a systematic procedure which involves all team members understanding the requirements of their own position, duties and expectations.

You need to clarify roles for team and individuals (for ex. Via questionnaires) (RAM matrices)
Crisis Management

LISTEN
DISCUSS
PLAN
Crisis Management

Emotional Stress

What is Stress?

A pattern of emotional states and physiological reactions occurring in situations where individuals perceive threats to their important goals that they feel unable to meet.
Crisis Management

Effects of stress

- Physical Illness
- Lack of sleep
- Reduction in task performance
- Poor quality decision making
Crisis Management

Stress Management at the Organizational Level

- Setting reasonable work plans and scheduler
- Delegating responsibilities and increasing independence
- Clarifying responsibilities, authority and performance criteria
- Giving consideration and support in leadership
The Seven Deadly Sins

• A sin is a deliberate violation of a moral principle.

Putting good people in bad places is thus a sin.

Ineffective Team Leadership
Inadequate Resources
Flawed Procurement
Larger Broken Context
Power Struggle
Uns suited Personalities
Flawed Organizational Chart
Sin 1 - Ineffective Team Leadership

• The useful mindset is that there are no “bad” leaders, only inappropriate contexts. Here are three diagnostics:

1. **Your team leader’s *Individual Development Assessment*** provides the easiest diagnostic and effectiveness enhancement process for this sin.

2. **Ask the leader “how’s it going.”** In many, but not all cases, the leaders knew they were ineffective and were grateful to us for helping them develop, or seeing that they should change jobs.

3. **Obtain the team leader’s permission** to solicit the opinions of several key team members about their effectiveness.
Sin 2 - Inadequate Resources

Development Cost as Function of Complexity

\[ y = 5.6931e^{5.9893x} \]

R² = 0.8973

Deadly Sin 3 – Flawed Procurement

• All too frequently, inexperienced people take shortcuts with procurement.
• This results in having the wrong contractors, doing the wrong work, with the wrong incentives.
• This happens in NASA when a project has money they are afraid they will lose unless they spend it quickly.

This is a tough one, because the only remedy may be to stop-work, bring in the lawyers, and renegotiate contracts and purchase orders.
This is a small up-front price to pay to avoid great grief downstream.
Sin 4 – Larger Broken Context

Demands from management to increase sales without marketing resources

Impending layoffs
Sin 5 – Power Struggles

It is all too easy to fall into cross-organization power struggles.

When there is a (hierarchical) power differential, the weaker party resorts to guerrilla warfare.

• Address shared interests, asking “What do they want that I can want for them also?”

Two Rules:
1) Avoid power struggles.
2) Never power struggle if you don’t have the power.
Sin 6 – Unsuited Personalities

Need “Blue” Visioning personalities (architects) for projects’ formulation phase.

Need “Orange” Directing personalities (builders) for projects’ implementation phase.

Need “Greens” and “Yellows” to lead large, complex teams.
Sin 7 – Flawed Org Charts

• Too often the focus is on Roles and Authority.
• To design an organization, begin with **Accountability** – it is the key to everything!
  – Then flow authority consistent with accountability
  – Keeping interfaces as simple as possible

Accountability - answering to others for the consequences of what you do, fail to do, or ask others to do.

_accountability (rather than “duty”) may be the most sublime word in the English language._
Communicating with Groups (Platform Skills)

Your message has to be Understood

1 + 1 = 2
Platform Skills

STEP 1
LISTEN DON'T HEAR
Platform Skills

Active listening is important for two way communication
DON'T ASSUME
Platform Skills

Replay what you heard

Active listening demand
100% attention

Active listening will send
the right signals
Platform Skills

Step 2
Build Rapport/ Analyze

Understand their map of the world
Platform Skills

Step 3
Choose words carefully

Send your message

Remember their map

Use their language

Say only what you need to say
Platform Skills

Check understanding

Avoid technical language

Avoid Ambiguity
Platform Skills

Public speaking

What does the graphic tell you about this speaker?

1. Overcoming Fear
2. Idea of Speech
3. Know the audience
4. Organize the speech
Public speaking
"Oh. Just one more thing."
Public speaking

The Differences Between a Man and a Woman in the Audience that is …

• Laugh more easily and louder than all male audiences.
• All-male audiences are the toughest because the male ego gets in the way of laughter.
• Males are sensitive as female
Teamwork

Common Characteristics of High Performing Teams

- Goals are clearly defined and matched with measurable outcomes
- Leadership is shared and participation encouraged
- Diverse backgrounds and experience

“Frankly, I’m not sure this whole idea-sharing thing is working.”
Abraham Maslow developed a hierarchy of needs to illustrate his theory that people’s behaviors are guided by a sequence of needs.

Maslow argued that humans possess unique qualities that enable them to make independent choices, thus giving them control of their destiny.
In the late 1960s F. Herzberg wrote about worker motivation. He distinguished between motivation factors and hygiene factors.
McClelland’s Acquired – Needs Theory

Acquired Needs Theory describes three types of motivational needs: Achievement, Authority and Affiliation.

David McClelland was a pioneer in the field of workplace motivational thinking, and was a proponent of competency-based assessments in favour of IQ and personality based tests.

David McClelland suggested that a manager's objectivity is underminded by a strong AAA because of the desire interferes with the decision-making capability of a manager.
McGregor’s Theory X and Theory Y

In the 1960s Douglas McGregor popularized the human relations approach.

Theory X: workers dislike and avoid work
Theory Y: work is a natural as play or rest
Theory Z: emphasizing trust, quality, collective decision making
Presentation techniques

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Hertzberg’s Motivation Hygiene Theory

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**motivation factors**
- achievement
- recognition
- the work itself
- responsibility
- advancement
- growth

**hygiene factors**
- company’s policies & administration
- supervision
- working conditions
- salary
- interpersonal relations
- status
- job security
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Time Management for effective communication
IV. Time Management

• “We all have time to either spend or waste and it is our decision what to do with it. But once passed, it is gone forever.” Bruce Lee
Time Management

What a Jar of Rocks, Pebbles and Sand can Teach Us About Time Management

- **Scenario 1: Starting with Sand**
  Filling a jar with the sand first is easy. It falls right in. But what about the pebbles and rocks? The pebbles still fit but when it comes time to add the larger stones, the task becomes practically impossible. The jar overflows and the biggest rocks do not fit.

**Put In Other Words**
Small, unimportant tasks are attractive. They are easy to complete. And are usually the most enjoyable.
Starting with the easier tasks may make the day more fun. But at the end of the day, your most important work is left largely untouched. Pushed back until tomorrow. Knowing all to well, tomorrow never truly comes.
Time Management

**Rocks first, pebbles second and if there is time, fill your jar with sand.**

Scenario 2: Starting with Rocks
Adding the biggest rocks first is hard. You have to look at their size and figure the best plan of attack for fitting them all in. And then comes the pebbles. The jar needs to be shaken a bit to fit them all in. Finally, the sand can be dumped in. Easily, the sand slides between the rocks and pebbles. **Magically, the rocks and pebbles as well as all of the sand now fits into the jar.**

Put In Other Words
Your most important tasks are usually the most taxing. In this strategy, the mid and low priority tasks are put by the wayside. Confronting them only if there is time. And as a result, your day will be amazingly successful.
Time Management

The Present

- Yesterday is History
- Tomorrow’s a Mystery
- But Today is a Gift
- That’s Why They Call it
- The Present
A Cambridge University Study of first year students found the following:

- On weekdays students spent **TWICE** as much time on leisure activities as on studying.

- On weekends students spent **SIX TIMES** as much time on leisure activities as on studying.
Time Management

To realize the value of the Time:

- ONE YEAR, ask a student who failed a grade.
- ONE MONTH, ask a mother who gave birth to a premature baby.
- ONE WEEK, ask the editor of a weekly newspaper.
- ONE DAY, ask a daily wage laborer with kids to feed.
- ONE HOUR, ask the lovers who are waiting to meet.
- ONE MINUTE, ask a person who missed the train.
- ONE SECOND, ask a person who just avoided an accident.
- ONE MILLISECOND, ask the person who won a silver medal in the Olympics.
Time Management

• A father gave his son a bundle of sticks and asked him to break it. After the boy struggled, the father took the bundle, untied it and broke one stick at a time.

• We procrastinate because the “A” tasks seem too lengthy or too difficult
  – Divide a lengthy task into smaller, shorter parts that seem easier to complete
  – Divide a forty page chapter into 10 page sections
  – Reward yourself after completing each section.
Time Management

The point is this:

Put the Big Rocks in First