ICM   -   INTENSIVE ... CARE ... FOR MANAGEMENT

VERSION - BUSINESS - JAN. 2016

TWO HOURS OF -

> *COMMUNICATION REINFORCEMENT IN INTERNATIONAL BUSINESS*

ENGLISH
FRENCH
SPANISH

For further information:
Dr. R.G.A. Boland
Chemin de la Garenne
Prevessin-Moens 01280 France.

Tele/Fax: 33450408982
Email:robertboland@wanadoo.fr
Copyright: RGAB/JL/IR 2016/1

INDEX

Item

Page

A. COMMUNICATION AND YOU

1. DO YOU BOTHER TO IMPROVE YOUR COMMUNICATION?

a. Management research shows that "communication" is the key to worker productivity and morale ... but no-one can make this your priority ... unless you let them ...

b. Better communication could help you to:

   1. Be more efficient (doing things right) and more effective (doing the right things).

   2. Keep people informed and involve others

   3. Achieve action for better results.

   4. Make a personal contribution ... to building an organization which rewards its people with TTEA values (Trustworthiness, Trust, Empowerment and Alignment).

c. Improved communication may even help you to build relationships and networks which could be "lifelines" for your personal survival. Why is this sometimes such a low priority?

2. HOW DO YOU DECIDE TO COMMUNICATE?

a. Who is the audience?
b. What does it want?
c. What does it fear?
d. What does it really care about?
e. How could it be surprised?

3. DO YOU CONVERT YOUR INFORMATION INTO COMMUNICATION?

a. Information plus feedback provides communication.

b. Communication requires action and interaction:

   1. Sender - data encoded, transmitted, received, decoded.
   2. Receiver - data received, decoded, accepted, perceived, clarified.

c. Receiver can easily refuse "unacceptable" information.

d. Sender takes COMPLETE responsibility for achieving a communication that is effective.

4. WHAT ARE YOUR TECHNIQUES FOR GENERAL ENCOUNTERS?

a. Adopt "negotiation" principles (find facts, anticipate reactions, identify the "full range" of each party's needs, listen perceptively and seek creative win-win solutions).

b. Do not confuse the "peanuts" (trivia) with the "coconuts" (key issues).

c. Analyze and provide for change before implementation.

d. Anticipate the other party's needs and responses, and progress to an acceptable solution.

e. Use "silence" very effectively to encourage the other party to speak out freely.

f. Be sure to let the other party feel that the negotiated outcome facilitates achieving it's aims (win-win).

5. HOW DO YOU DEAL WITH EMOTIONAL ENCOUNTERS?

a. Adopt an innovative approach, calling on past experience and precedent.

b. Avoid rhetorical questions which impede flexibility.

c. Be generous in time, to deal with personal problems, with tact and patience.

d. Seek the facts on genuine problems.

e. Never allow "good intentions" to be exploited.

6. HOW DO YOU WORK IN "FACE TO FACE" PROBLEM-SOLVING ENCOUNTERS?

a. Appreciate (without accepting) the other party's views when seeking a solution.

b. Seek innovative suggestions rather than imposed solutions.

c. Never use the meeting as an opportunity to criticize.

d. Seek an objective "win-win" solution.

7. HOW DO YOU HANDLE AWKWARD ATTITUDES?

a. Show mutual respect. Do not assume or imply, that the other party is incapable of rational or original thought.

b. Use persuasion rather than imposition of an alternative viewpoint.

c. Keep a range of options in mind continually, to ensure flexibility in moving towards a desired result.

8. HOW DO YOU WORK WITH FACTIONS AT WAR?

a. Anticipate negative reactions and prepare action alternatives to avoid problem encounters re-occurring.

b. Find out the results desired by the opposing factions and seek a range of acceptable compromises.

c. Avoid ultimatums and threats which could involve unforeseeable consequences.

e. Save the "face" of all parties to achieve results that can endure.

9. SHOULD YOU BOTHER TO IMPROVE YOUR COMMUNICATION - SECOND TIME?

a. Management research shows that "communication" is the key to worker productivity and morale ... but no-one can communicate this to you ... unless you let them ...

b. Better communication could help you to:

   1. Be more efficient (doing things right) and more effective (doing the right things).

   2. Keep people informed and involve others

   3. Achieve action for better results.

   4. Make a personal contribution to building and organizations which rewards its people with TTEA values (Trustworthiness, Trust, Empowerment and Alignment).

c. Improved communication could help you to build relationships and networks which could even "lifelines" for your personal survival. Is that such a low priority?

Question: Do you ever … tell your face … to smile … before you answer .. the telephone?

B. COMMUNICATION REINFORCEMENT

a. This short program ... is designed with a CAI (Computer Assisted Instruction) and a partner ... to reinforce basic communication KSA (knowledge, skills and attitude) ... for those staff members, clients and partners ... who can make the time ... two hours or a morning ... to explore ... with a partner ... some old/new problems of inter-cultural communication ... and who are willing to take ... from the partner ... some frank feedback

b. Do you need the program? Well ... try some of the quiz/cases/text in this workpack ... if your reactions are positive ... get a partner to work with ... and follow the CAI.

c. As professional staff we all believe very sincerely, that we communicate well (our partners and children may not always agree!), but so often mis-communication remains undetected for days, months or even years. Can you remember a "classic case" in your own experience?

d. Sometimes, we try to communicate "un-acceptable information" which the receiver refuses to hear. Sometimes, we use old words, which by now may have very negative emotional overtones e.g. development, technical assistance, donor aims etc. Sometimes it is because our own experience prevents us from adopting the changing paradigms of the organization.

e. Some obvious examples are:

    1. "Effective Management" - does it mean:
        a. Achievement of written targets, or
        b. Achievement of targets consistent with good personal relationships?

    2. "Technical Assistance" - does it mean:
        a. Help expressly requested by the receiver, or
        b. Help that the giver believes the receiver should need?

    3. "Will you come to dinner tonight with your wife? ... reply ... "Yes" - does it mean:
        a. Yes, I will, or
        b. Yes, I have heard you but prefer to leave my agreement or not, as an "amiable ambiguity"?

    4. "Will you be able to support this program from local funding when the project ends in three years time? ... reply ... "Yes" - does it mean:

        a. Yes, I can,
        b. Yes, I have heard you, but I have not understood, and I would never embarrass you by asking you to say it all over again.
        c. Yes, I have heard you, but I do not want to disappoint you or

embarrass myself, by revealing my real feelings and difficulties; perhaps some other donor can be involved in three years time.

e. Yes, I have heard you. I really have no interest in continuing the program, but could definitely find good use for the vehicles and computers provided by the program when you leave us free in three years time?

C. SAMPLE QUIZ QUESTIONS
(answers at the end)

1. In meetings, responsibility to ensure that a specific communication is effective, usually rests on the:

   a. Senior official
   b. Receiver
   c. Sender
   d. Host of the meeting

   A4,3

2. In a group, the key tools for win/win solutions in negotiations are:

   a. Confidence and power
   b. Time and money
   c. Integrity and time
   d. Time, power and information

   A4,4

3. "Frankness" with partners and clients usually means:

   a. Different things with different emotional consequences in different cultures
   b. Ethical values
   c. Truth and honesty
   d. Good acting skills

   A4,1

4. The strongest communication is:

   a. Spoken with a good "upper class" English accent
   b. Spoken clearly
   c. Unspoken
   d. Four letter words

   A4,3

5. In government departments more information is lost due to poor listening than to poor sending.

   a. False
   b. True
   c. Not with professional staff
   d. Not important if tea is served

   A4,2

6. For communication failure, the effective manager will usually blame:

    a.   Nobody
    b.   The staff if they do not understand her messages.
    c.   Himself/herself for not ensuring commitment.
    d.   The difficult political environment of the organization

A4,3

7. The major emotion that seems to continually motivate people, of all ages, in all cultures is:

    a.   Greed
    b.   Aggression
    c.   Jealousy
    d.   Sex

A4,3

8. Goal directed communication, where the sender seeks to achieve specific effects on the behavior of the receiver, is called:

    a.   Instrumental
    b.   Expressive
    c.   Incidental
    d.   Football related

A4,1

9. Communication, where an emotional state (e.g. joy or anger) or a motivational state (e.g. enthusiasm or frustration) is spontaneously "emitted" is called:

    a.   Instrumental
    b.   Expressive
    c.   Incidental
    d.   Musical

A4,2

10. Communication between a UN agency and an NGO, where the sender "imparts" information to others without intending to, is called:

    a.   Instrumental
    b.   Expressive
    c.   Incidental
    d.   Normal

A4,3

11. Effective project management requires ... way communication:

    a. One
    b. Two
    c. Three
    d. Four
A4,3

12. All people see things differently.

    a. Depends on the people
    b. False
    c. True
    d. Depends on the optician
A4,2

13. For instrumental communication, a written text is always more effective than an oral presentation.

    a. False
    b. True
    c. By an effective manager
    d. In a multi-cultural environment
A4,1

14. In face to face communication of a group, 40% of the information is usually transmitted in:

    a. Words
    b. Facial expressions
    c. Vocal intonation and inflection
    d. Sexual connotation.
A4,3

15. In face to face communication 50% of the information is usually transmitted in:

    a. Words
    b. Facial expressions
    c. Vocal intonation and inflection
    d. Sexual connotation.
A4,2

16. The key advantage of "one way" over "two way" communication is:

   a. Speed
   b. Accuracy
   c. Greater understanding
   d. More satisfying

A4,1

17. Older people are generally more conscious of their basic security needs than younger people.

   a. Depends on the culture
   b. False
   c. Irrelevant
   d, Usually true

A4,4

18. In face to face communication in negotiations, 10-20% of the information is usually transmitted in:

   a. Words
   b. Facial expressions
   c. Vocal intonation and inflection
   d. Sexual connotation.

A4,1

19. To achieve win/win solutions in negotiations, we need:

   a. To avoid "nibbles"
   b. Mutually agreed deadlines
   c. No deadlines
   d. To identify the full range of the needs of each party.

~A4,4

20. Feedback by management audit, between head office and field workers, is often a waste of time:

   a. Between intelligent people
   b. False
   c. True for developing countries
   d. True for professional staff

A4,2

Note: Did you notice that the answer to each question was communicated to you?

D. SOME CASES
(answers in the CAI)

1. CASE - LIZMA COMPANY

At the Lizma annual picnic, Harry Smith the best salesman walked up to Susan Assag, the VP Marketing and said "

"Mrs. Assag, or can I call you Susan ... unless you get those credit guys off my back I am going to quit this organization. In my opinion they are a bunch of narrow minded pigs"

The salesman noticed the CEO standing nearby; he looked at her belligerently and said... "I mean what I say!!!".

Question: How should the CEO respond to this communication? What win-win solution?

2. CASE - JOWAIR COMPANY

The foreman of a large machine shop shouted across to one of the machine menders that the setting on his machine should be changed from 17 to 17 3/4. The machine mender nodded his head and then proceeded to change the setting to 17 1/4. Four hours later the foreman discovered that 1600 defective parts had been produced.

Question: Should the Plant Manager reprimand the foreman or the worker or both? What win-win solution? To what extent could this depend on culture?

3. LASTERISE ROSE INSURANCE

A business school researcher has just completed a research project in a major local insurance company. Her results show clearly that the employees resist the directive and authoritative style of one of the senior managers. Three years later the researcher returns to the company to conduct further research. She finds that the senior manager has resigned and a new more participative manager has just been appointed. After spending time with the employees, she is surprised to find that they resent the participative style of the new manager

Question: Why have the employees changed their views on management style?

4. CASE - THE COMMUNICATION SPEED TEST

Each take a clean sheet of paper. You must complete this test in less than TWO MINUTES. Now begin the test

Instructions:

1.   Read everything carefully before doing anything.

2.   Put your name on the upper left hand corner of the paper.

3.   Write in the title "Communication Speed Test"

4.   Draw two small squares in the top left hand corner.

5.   Put an A in each square.

6.   Draw a rectangle on the right hand side of the paper.

7.   On the back of the paper add numbers 164, 206 and 47 and whisper the answer.

8.   Loudly call out your full name when you get this far.

9.   If you think you have followed the instructions exactly then say" I have carefully followed every instruction".

10.   In your normal speaking voice, count from 1 to 10 backwards.

11.   Punch three small holes in the top of the paper

12.   If you are doing this with your partner and are the first to arrive at this point say: "I am the first person to reach this point. I can receive communication effectively".,

13.   Now that you have finished reading everything carefully, do only instructions one and two ...

5. CASE - EFFECTIVE WRITTEN COMMUNICATION

Convert the following paragraph into key points by crossing out non-essential words. Reduce it from 77 words to 33 words.

In the programs, in order to ensure that your written communication is as effective as possible try to adhere to the concept of unity in written messages. This requires you to ensure that your sentences are unified and also that your paragraphs and messages are unified. In addition always ensure that you adhere to the principle of coherence. This involves the connection between the ideas in a single sentence and also the connection between several sentences and between different paragraphs.

6. RUSSIA/BLACK AMERICA

The Russian worked for an American City Transit Authority as a technician. She was a Jewish emigrant well qualified in technology. While waiting ten minutes for a special tool to arrive for a machining job, the black foreman told her to "do something else while waiting". She refused saying there was nothing she knew to do. Foreman sent her home immediately without pay for the day. The woman complained, was paid as usual, but sued the Authority for four million dollars for insult and discrimination.

Question: has anyone been insulted? Does this remind you of a some personal experience?

7. BURNED TOAST

French senior technician and tool maker in a US major machining shop complained about black people:

"I have no racial prejudice but these black guys laugh at anything. They even laughed for hours when I burned my toast for coffee break last month. So now I burn the toast now and again just to amuse them".

Question: What were they laughing about?

8. THE TELEPHONE

John and Jane are working at home in a room with door open when the telephone rings on John's desk. It is a long distance call and he finds it hard to hear with the noise coming through the door from the children outside. He waves to his wife to shut the door. Jane gets up and goes out shutting the door firmly behind her. She returns five minutes later.

Question: What did Jane say to John when she returned?

9. CASE - THAI

At a meeting of a Bangkok HIV/AIDS Action Group, the UNAIDS regional representative for Asia, presented some proposals for HIV prevention in the red light district of Bangkok, based on experience in other countries. He then asked for comments from the ten committee members and was surprised to find a polite but silent response.

Question: Why no communication here?

10. CASE - THE TEST

To gather epidemiological data on the extent of the HIV epidemic in the city, all prostitutes who came for STD treatment at the city hospital were tested for HIV/AIDS. It was found that 50% were positive, but none were informed of the test results which were considered to be confidential and thus not to be communicated.

Question: Is this a communication problem?

11. CASE - THE ASIAN SUPPLIER

The contract for delivery of the equipment was formally signed by the supplier with full delivery agreed within two weeks. Supplier promised faithfully to deliver on time!

Six weeks later the equipment was delivered without comment or apology. An invoice was attached requiring payment within a month. Three months later the invoice had not been paid. The supplier made no complaint.

Question: Is this a communication problem?

12. CASE - PHILIPPINES

The five day UN workshop scheduled to be given by American and Philipine professors to 25 UN workers in Manilla. For the first day in introducing themselves, the participants took so long that it looked like taking up the whole day. The American professor complained to his Philipine counterpart that they should stop the introduction and start the course.

Questions: What did the Philippine counterpart reply?

13. CASE - WEST AFRICA

A questionnaire on TB problems and needs was answered in according to the

wishes of visiting experts that prepared it, as gesture of politeness to strangers to the country and thus not necessarily related to reality.
Question: Could this happen in Asia?

14. CASE - THE DRIVER

Due to a communication error, the Thai driver to the UN office in Bangkok was not paid on the monthly due date. This was not known until he was questioned two weeks later by his supervisor, who arranged immediate payment.

Question: Why did the driver not complain?

15. CASE - WHERE

The Director is anxious to make a major organizational change that will affect three key departments in the organization. Department A is the largest in the organization. Department B while smaller than A, is also a large department. Department C is the smallest and acts as a coordinating and operational department between A and B. The employees in Department are young with broad operational responsibility.

Question: How should the Director bring about change? Which department will be the most resistant? What win-win solution?

16. CASE - CHANGE

The installation of a new computer system in a large project is resisted by old line managers. They have resisted change for several years and have been a constant source of embarrassment to the Director.

The informal leader of the old line managers is presently on vacation. The Director believes this may be an opportune time to implement the change rapidly. What win-win solution?

Question: Do you agree with the Director's strategy? What win-win solution? How best to go about it?

17. CASE - JANE

On return home from a hard day at the office, John is reading his paper and watching the TV news, when his wife Jane begins to speak.

He stops reading, switches off the TV, makes eye contact, shows that he is listening, does not criticize, does not argue, makes slight body contact with his hand on her shoulder and does not interrupt her flow of conversation except to indicate more interest ...

Question: What is John doing? With what effect on Jane?

18.CASE - THE EQUIPMENT

Two engineers had been seeking a special equipment for three months. At last they found one in a supply house, priced at $700. Alas they had only $500 budget for the purchase, but determined to try to negotiate the price down. They offered $200 cash now! To their surprise, the offer was immediately accepted.

Question: Were they pleased with this communication?

E. KEY LEARNING POINTS

1. MANAGEMENT

Management is the accomplishment of organizational mission (objectives) through people. This requires delegation and communication.

Effective delegation and communication require commitment on the part of all cultural groups and individuals in the organization. The best of ensuring such l;ong-term commitment is for every level of management to demonstrate by example the values of TTEA:

a. Trustworthiness - At a personal level based on character (what you are as a person) and competence (what you can do). Trustworthiness requires ongoing professional development.

b. Trust - At an interpersonal level, trust is the emotional bank account that enables win\win performance agreements between trustworthy people.

c. Empowerment - whereby people have a strong sense of "ownership and control" with respect to their jobs and future.

d. Alignment - a vision or mission that inspires individuals and groups, and arranges resources to allow goal achievement

A high level of commitment makes for effective communication and delegation in the organization.

2. COMMUNICATION

The exchange of messages between people to achieve common meanings. Three forms:

a. Instrumental/goal directed communication - where the sender seeks to achieve specific effects in the receiver - most important in work. Such deliberate communication is "transmitted".

b. Expressive communication - where an emotional state (e.g. joy or anger) or a motivational state (e.g. enthusiasm or frustration) is spontaneously "emitted"

c. Incidental and often un-conscious communication where the sender "imparts" information to others without intending to.

Mehrabian - reports that in "face to face" communication, information is transmitted as follows:

10% - in words
50% - in facial expressions

40% - in vocal intonation and inflection.

Thus words themselves or the "rational component", convey only about 10% of the communication message. 90% of each message depends on the "emotional feelings content", whether we are aware of it or not!. Communication is helped by words and feelings.

3. DELEGATION

Delegation is the process involved in assigning a task, or part of a task, to a subordinate (Drucker).

Effective delegation involves assigning authority and "glory" but not responsibility for a given task.

Delegation inevitably involves risk; but it is essential for training people and for the development of the organization.

4. COMMUNICATION NETS AND CULTURE

The key binding factor that ties a group or an organization together, is its communication network.

All people, their individual roles, status, authority, responsibility etc. are linked by a series of communication nets and group norms of behavior.

This creates the "culture" of an organization, group or society.

5. COMMUNICATION PROCESS

Communication involves a sender, receiver and a message.

The message has direction i.e. it goes from one place to another.

The message has some content and is transmitted via some medium i.e. verbal, pictorial, written or physical. It also has tone i.e. authoritative, pleading, neutral, respectful, disrespectful etc.

The way this "tone" is interpreted will depend on the culture of the groups/organizations/societies involved.

6. CULTURE AND PERCEPTION

a. People from different cultures (societies/organizations/groups) have different values, backgrounds, status and beliefs etc. and may view the world very differently.

b. Individual perception therefore varies from culture to culture. What the sender intends as "helpful", a receiver may perceive as "insulting", depending on his/her culture.

c. Effective inter-cultural communication involves appreciation ... of cultural differences in PERCEPTION!

d. Contrast some extremes of cultural values a-z:

EXTREME - A   EXTREME - Z

1.   Autonomy   Family/community/state
2.   Uncertainty tolerance   Uncertainty avoidance
3.   Egalitarian   Authoritarian
4.   People make own destiny   People subject to fate
5.   Self disclosure   Privacy
6.   Saving "face"   "Honest" confrontation
7.   Social stability   Tolerance of deviants
8.   Slow change by consensus   Dynamic change by direction

e. Cultural differences that particularly impact on management involve:

Organization   - family style or machine style.
Communication   - rational or emotional.
Delegation   - autocratic or participative.
Supervision   - formal or informal.
Concepts of "courtesy", "humour" and "privacy".

f.   Can you find some of these issues in your current organization?

7. INSTRUMENTAL COMMUNICATION OBJECTIVES

The sender expects something to happen when he/she sends a message - expectation.

Something happens when the receiver gets the message - he/she reacts - reaction.

The objective of communication is to ensure that expectation and reaction, are congruent i.e. the receiver reacts in the way the sender expects.

Effective communication involves the sender checking that receiver reaction is congruent with sender expectation.

8. COMMUNICATION SKILLS

Sender must:

a. Have knowledge of what is being communicated.

b. Have skills in transmitting the message.

c. Invest the time and effort to get to know the interests, needs, values, concerns etc. of the receiver.

d. Develop an empathetic attitude that pre-disposes him/her to understand and take into account the receiver's viewpoints.

e. HAVE A PLACE IN THE GROUP or ORGANIZATIONAL or CULTURE THAT ALLOWS EFFECTIVE COMMUNICATION (e.g. some very good advice from the clearning lady ... may perhaps ... not be much appreciated by the CEO ...)

f. People from different groups or cultures have different perceptions of their role and status. Unless there is understanding of these differences, communication is not just difficult ... it is impossible!!

9. NATURE OF GROUPS

Members of groups tend to think alike and have their own distinctive perceptions, status, roles etc. Groups that "perceive" differently tend to be opposed.

When a group is faced with an external threat it becomes more cohesive.

Individuals who normally tend to oppose each other, may form a coalition and cooperate to prevent, or occasionally to facilitate, change. A common threat or cause tends to unite people!

10. INTER-GROUP BEHAVIOR

To survive and be effective, a group must work through and with other groups.

Inter-group relationships are fostered by the norm of reciprocity ie. exchange of favors - like a human resource bank account. Communication can fail when a group refuses to provide favors for another.

Older more inflexible individuals and groups tend to become resistant to change. Such groups are "frozen". Frozen groups, contrast with dynamic groups that are more able to change.

People who perceive their established positions, status, security, privileges etc.

to be threatened by change will resist it more strongly.

11.   THREE WAY COMMUNICATION

The effective manager communicates well:

a. Upwards - group members respect a manager who has influence with superiors and intervenes on their behalf.

b. Downwards - to keep them informed.

c. Sideways - to influence peers (the managers of other groups) where there is mutual-inter-dependence.

He/she also encourages group members to communicate freely upwards to him/her and listens "actively" to what they say - and how they say it! Recognizes that failure of the staff finally reflects upon the manager

Reduce frustration by understanding other people's perceptions and by communicating and delegating effectively.

The effective manager will not blame her/his staff if they do not understand her/his messages. She/he will recognize that she/he was at fault by not making communication clear or by failing to ensure commitment, by example.

12.   ACTIVE LISTENING

Active listening is a critical communication skill - more information is lost due to poor listening than to poor sending. Active listening occurs when the receiver:

a. Accepts responsibility to consciously seek for and grasp the facts and feelings in the message.

b. Avoids all distractions.

c. Demonstrates "empathy" (the ability to experience another's point of view) to help the sender get clarity into the message.

d. Notes all the cues provided to get full meaning of what the sender is hoping to convey in the message.

13.   RESISTANCE TO CHANGE

People resist change mainly because it makes them feel insecure. However they usually cannot actually EXPRESS this insecurity clearly.

Accept that "personal needs and security" are everybody's normal first priority, regardless of what they say. To prevent or overcome resistance to change requires that we seek to:

a. Involve people in planning the changes that will affect them.

b. Consider the feelings of people and the groups and cultures they belong to.

c. Adopt flexibile attitudes.

d. Attend to people's need for the four L's (living, loving, learning and legacy).

e. Use time and ceremony effectively

f. Continually test and evaluate feedback.

14.   NEGOTIATION CONCEPTS

a. Everything is negotiable with the tools of: time, power and information and with a "win/win" style of negotiation.

b. Win/lose negotiation styles do not support long term cooperation, Successful win/win negotiation lies in finding out what the other side "really" wants and showing them the way to get it while we get what we want.

c. Most needs can be satisfied by the way we act and behave, when the goal is mutual satisfaction (but we must avoid "nibbles" - asking for extras AFTER a deal!).

15.   EFFECTIVE MANAGEMENT AND IMPLEMENTING CHANGE

The effective implementation of change, involves developing a mission which can be broken down into clear objectives and provide "win-win" solutions to conflict. The mission of the organization or group cannot be satisfactorily restricted to shareholders or management!!!

Effective implementation of change in an organization or group, needs a mission which relates to the needs of all of its "stakeholders": customers, employees, managers, owners, trade unions, informal groups, suppliers, communities, NGO's etc.

Communication and culture are inter-dependent. Inter-cultural communication

skills allow the organization to adapt and to change. Effective management and change implementation, require flexibility and empathy. Initiate change with "starters". Replace them with "runners" for effective long term implementation. Let outside consultants "take the blame"!!

17. CONCLUSIONS A-Z

A. "ACTIVE LISTENING" is the key to good communication!

B. Use outside consultants skillfully as "organizational symbols" who "take the BLAME" for necessary changes that MUST be introduced.

C. The objective of communication is to ensure that expectations and reactions are CONGRUENT.

D. Appreciate cultural DIFFERENCES. Many messages mean different things with different emotional consequences in different cultures!!

E. EMPATHIZE with the receiver/sender.

F. Seek continual FEEDBACK. Listen actively and accept, use and reward contributions from colleagues.

G. GO for: trustworthiness, trust, empowerment and alignment. which build commitment and promote effective comunication and delegation.

H. Seek assistance from others who may be HELPFUL prior to communicating - ignoring them may be an insult!!

I. Clarify IDEAS before communicating them.

J. Recognize PREJUDICE (sexual/racial/national/religious/age ... oneself too!) ... is everywhere ... and communicate accordingly.

K. Sometimes we all need a little KITA to improve our efficiency (doing things right) and effectiveness (doing the right things).

L. Accept that personal needs and survival are everybody's normal first priority regardless of what they say. Look for the four "L's" : living, loving, learning and legacy.

M. Consistent MEANING - don't keep changing your message.

N. Recognize the cultural NORMS of the environment within which you communicate.

O. Examine your OBJECTIVES and expectations for each communication (facts? attitudes? feelings?)

P. PRACTICE what you preach because people judge you by your "action communication" (80%) not merely your "word communication" (20%).

Q. Recognize that failure to use "politically correct" terminology could lead to significant adverse reactions.

R. Good communication needs a "RELATIONSHIP" - to make it with a foreign speaker - make the effort to learn some of her/his language - even though you may work together in English.

S. Recognize that people are committed to change only in terms of their own personal SAFETY systems.

T. Remember that it is not only what you say but how you say it ("TONE") that determines the real effect of communication.

U. Remember that to be a successful manager and communicator it is just as necessary for you to UNDERSTAND other people's point of view, as it is for them to understand yours.

V. Seek organizational culture not by complete control or complete freedom but by the third domain of interdependent commitment expressed in meaningful mission statements that respond to the needs and VALUES of all of the stakeholders.

W. Be very creative (brain storm) in seeking "WIN-WIN" solutions, by seeking out the magic "seven" alternatives for every problem.

X. And remember that every Napoleon theory (X) always perceives himself/herself to be a tolerant, benevolent, participative theory (Y) manager ...!!!

Y. Recognize that when a manager says she/he is "LOYAL" to the company", she/he is really saying "my personal needs are being satisfied by this organization and therefore I want it to survive".

Z. "Starters" achieve effective change but don't hesitate to replace them with "Runners" when the time comes.

Note: Now check out the glossary, to note those things that seem to fit your experience and to mark for discussion, the ones that you seriously disagree with ...

F. GLOSSARY

ACCOUNTABILITY
Responsibility for results.

ACTIVE LISTENING
Critical communication skill - more information is lost due to poor listening than to poor sending. Active listening occurs when the receiver:

a. Accepts responsibility to consciously seek for and grasp the facts and feelings in the message.

b. Avoids all distractions.

c. Provides "empathy" to help the sender get clarity into the message.

d. Notes all the cues provided to get total meaning of what the sender is hoping to convey in the message.

Quick guide to AL: stop talking, put the talker at ease, show the talker you want to listen, remove distractions, empathize, be patient, hold your temper, go easy on argument and criticism, ask questions, stop talking!!!

ALIGNMENT
Used in two senses:

a. Formulating a super-ordinate goal or vision for the group in such a way that it includes and enhances the more specific goals of participating individuals and sub-groups, or

b. Arranging the physical resources, organizational structure, work flow etc. so that they all optimally contribute to goal attainment by the members.

AUTHORITY
The power given from above or below, to direct certain people and resources in accomplishing an assigned task or tasks. Authority is always limited by the policies and procedures of the organization or the behavioural norms of a society or group.

CHANGE - OVERCOMING RESISTANCE TO
People resist change when it creates insecurity. They sometimes cannot EXPRESS this insecurity except in pseudo-rational terms.

To overcome resistance to change we must have stakeholders participate in the planning and introduction of change. Need to understand the feelings of people and groups; try to create some flexibility in attitudes; use time and ceremony effectively; continually test and evaluate feedback.

CHANGE - TYPES OF
Two forms:

1. Physical or technical change - movement of plant, equipment, offices etc.

2. Social and human change - changes in relationships and individual behavior.

All physical change has social implications i.e. move an office and you change relationships of people. Companies typically plan well for physical change but plan poorly for social change.

COMMUNICATION
The exchange of messages between people to achieve common meanings. Three forms:

a. Instrumental/goal directed communication
b. Expressive communication
c. Incidental and often un-conscious communication

Thus words typically carry only about 10% of communication messages which depend more upon feelings than on rational analysis. Do not confuse words and feelings.

COMMUNICATION - BARRIERS
Communication is impeded by three broad types of barriers:
physical, personal (social-psychological) and semantic.

Physical barriers are environmental factors which prevent the sending and receiving of messages due to distance, distracting noise and similar interferences.

Personal barriers arise from judgments, emotions and social values causing "psychological distance" and filters to ensure that we see and hear what we are "emotionally tuned" to see and hear, and thus which does not conflict with our "reality". Receivers DEFEND themselves against messages they don't want to hear (unacceptable information) and against senders they dislike or don't understand.

Semantic barriers arise from symbols and words and which imply "inferences" which could have widely different meanings, depending upon the context.

Expectation and reaction are seldom identical because sender and receiver have different backgrounds, cultures, roles, values, objectives, status etc, never perceive or understand the message the same way.
Authoritative messages promote defensive tactical responses. Physical noise in the system may also affect comprehension of the message. Psychological noise in the system (high emotion) may also affect comprehension of the message. External pressures may cause receivers to compromise their reactions in order to avoid conflict. A formal response to authorative letters may be accompanied

by little or no action!!

COMMUNICATION - EXPRESSIVE

Communication - where an emotional state (e.g. joy or anger) or a motivational state (e.g. enthusiasm or frustration) is spontaneously "emitted".

COMMUNICATION - FACE TO FACE

Mehrabian - reports that in "face to face" communication, information is transmitted as follows:

10% - in words
50% - in facial expressions
40% - in vocal intonation and inflection.

COMMUNICATION - FAILURE

The effective manager will not blame his staff if they do not understand his messages. He will recognize that by not checking feedback, he was at fault by not making his communication clear and by not ensuring commitment.

COMMUNICATION - INCIDENTAL

Often un-conscious communication where the sender "imparts" information to others without intending to e.g. fear, mistruSt or shame!

COMMUNICATION - INSTRUMENTAL

Goal directed communication - where the sender seeks to achieve specific effects in the receiver - most important in work. Such deliberate communication is "transmitted".

COMMUNICATION - NETS AND CULTURE

The key binding factor that ties a group or an organization together is its communication network. All people, their individual roles, status, authority, responsibility etc. are linked by a series of communication nets. This creates the "culture" of the organization.

COMMUNICATION - OBJECTIVES

The sender expects something to happen when he sends his message - expectation. Something does happen when the receiver gets the message,- she reacts - reaction. The objective of communication is to ensure that expectation and reaction are congruent i.e. the receiver reacts in the way the sender expect her to react.

COMMUNICATION - ONE-WAY AND TWO-WAY

One way allows the receiver no opportunity to seek clarification or give feedback, hence: high speed, frustration for the receiver, simple messages. Two way allows discussion and feedback, hence: low speed, accuracy, participation, commitment and 90% satisfaction!

COMMUNICATION - PROCESS

Communication involves a sender, receiver and a message. The message has direction i.e. it goes from one place to another. The message has some content and is transmitted via some medium i.e. verbal, pictorial, written or physical.

The message also has tone i.e. authoritative, pleading, neutral, respectful, disrespectful etc. which will be interpreted according to culture.

COMMUNICATION - SKILLS

Sender must possess: knowledge of what is to be communicated,
skills in transmitting the message, understanding of the receiver's viewpoint,
and a place in an organizational culture that allows effective communication.

COMMUNICATION - THREE WAY
The effective manager communicates well:

a. Upwards - group members respect a manager who has influence with his superiors and intervenes on their behalf.

b. Downwards - to keep group members informed.

c. Sideways - to influence peers (the managers of other groups) where there is mutual inter-dependence.

COMMUNICATION - UP AND DOWN
The effective manager will recognize his downward communication is just as important as h is upward and sideways communication. He will recognize that failure of his staff finally reflects upon him.

CULTURE
See communication nets.

DELEGATION
Delegation is the process involved in assigning a task or part of a task to a subordinate (Drucker). Effective delegartion involves assigning authority and "glory" but not responsibility for a given task.

Delegation inevitably involves risk; but it is essential for training pople and for the development of the organization. Delegaion is the process involved in assigning a task or part of a task to a subordinate.

DRIVERS
Sources of energy. The key drivers for effective inter-cultural communication are: at individual level - Trustworthiness; at group level - Trust; at organizational level - Empowerment; at managerial level - Alignment.

EFFECTIVENESS
Doing the right things. Sometimes we all need a little KITA to improve our efficiency (doing things right) and effectiveness (doing the right things).

EFFECTIVE MANAGEMENT (EM):
A culturally based concept. EM in western cultures may imply: "Timely, efficient and effective use of resources to achieve objectives".

EM in other cultures may imply a much higher priority for stable human relationships, than to the timely and efficient use of resources.

Interculturally EM requires empathy and flexibility.

EFFICIENCY
Doing things right. Contrast with effectiveness.

EI
See Emotional investment.

EMOTIONAL INVESTMENT (EI)
Strong feelings for a project or activity which by-pass or supplement rational judgement e.g EI conflicts with the economic decision to abandon an unprofitable project on which staff have worked hard for years without success. EI ensures that AGL achieves desired results.

EMPATHY
The ability to experience something from another's point of view. Before communication try to put yourself into the other man's shoes and then be flexible enough to honestly understand his/her point of view. Then recognize the limitations of your empathy!!!

EMPOWERMENT
Handing over to people, the power, authority, responsibility, opportunity AND the right to decide and act and face consequences, within a defined domain.

Since individuals and groups are dependent on others within the organization, the granting of this power is relative. - it always takes account of the interests and rights of other parties and their domains.

Empowerment is the "in word" for what used to be called "participatory management". Defined in this way the consequences of empowerment are that people "own" and control their own jobs and part of their own destiny much more than before.

This may be threatening to some at first, but in the long run, it gives them a greater sense of responsibility, stimulates more initiative and yields higher worker satisfaction.

GROUPS - NATURE OF
Management is a group or team effort. The effectiveness of the group is dependent upon the communication process operating in that group. Like people groups have roles, backgrounds, status etc. and suffer from frustration and conflict as they perceive thins differently from other groups. Each group sets itself a standard of behavior; members are expected to conform to these norms; deviation is punished leading to conflict between team and formal manager.

KITA
Kick in the A (bottom)!!! Punishment both physical and psychological may be a motivator to "wake up" and take action.

MANAGEMENT
Management is the accomplishment of organizational mission (objectives) through people. This requires delegation and communication.

NEED HIERACHY

Human needs typically manifest in sequence or hierachy. Needs that are lower in the hierachy need to be satisfied before needs that are higher e.g. living, loving, learning and legacy (Covey); e.g. physical, security, social, ego, self-actualisation (Maslow). Once a need is satisfied, it no longer motivates a person, but hierachies may change over time!

NIBBLES
Very bad negotiating tactic to ask for extra things, after a deal has already been agreed. Do not use in win-win agreements!

NORM
A standard of behaviour typically shared by members of a group.

PERCEPTION
The individual's or group's view of reality.

RECIPROCITY
A norm involving a mutual obligation to repay favours.

RESISTANCE TO CHANGE
Resistance arises more from internal feelings of threat and feelings of insecurity of the individual or group, than from the pseudo-rational communications expressed to "justify"it. There is always some EI (emotional investment) in an existing situation. Pre-conditioning affects perception and the ability to change.

RESPONSIBILITY
Having enough authority to be accountable for the consequencesof one's actions in a given area i.e. knowing that: "It is up to me!".

ROLE
The role or part played by an individual in a group affects his/her ability to communicate effectively. People have:

1. Ascribed roles - part the group expects them to play

2. Perceived roles - individual perception of his/her part

3. Action roles - part the individual finally plays

which may all be different, leading to confusion and aggression.

STATUS
Status or ranking of the individual in the group hierarchy affects his ability to communicate:

1. Position status - arising from a title or function;

2. Personal status - arising from the personality, skill, influence etc.

TRUST
At an interpersonal level, trust is the emotional bank account that enables win\win performance agreements   between trustworthy people.

TRUSTWORTHINESS
At a personal level based on character (what you are as a person) and competence (what you can do), trustworthiness requires ongoing professional

development.

G. PRACTICAL EXERCISE WITH A PARTNER

1. Give your partner two examples of distinct cultural groups in your organization.

2. Describe to your partner, someone you trust ... and say why.

3. Have your ever known a boss who ensured commitment by demonstrating TTEA? Describe such a boss to your partner.

4. Demonstrate to your partner in (your own language) the difference between instrumental and expressive communication.

5. Demonstrate how you see someone in your partner's culture "imparting" information, without intending to.'

6. Describe to your partner one example of effective delegation that you have experienced.

7. Describe to your partner two of the group norms of behavior that characterize your organization.

8. Give your partner one example of a message whose "tone" is interpreted differently, depending on the culture you are in.

9. Give your partner one example of a each culture that demonstrates:

    a. Authoritarian values (police force, dictatorships, traditional societies)
    b. Self-disclosure (therapists, TV comedy shows, USA).

10. Take two minutes to discuss with your partner:

    a. Which values describe your organizational culture
    b. Which values describe your home culture or culture of origin.

11. Give your partner two examples of how a senior might ensure effective "instrumental communication" (observing behavior, keeping eye contact, granting incentives, limiting options).

12. Give your partner an example of a place in your organizational culture that allows effective communication (e.g. in some organizations the person who serves the coffee is better placed for effective communication, than the CEO).

13. With your partner identify one position, where the "role" and "status" are different, in your group or organization.

14. Give your partner one example of a group that became more cohesive when faced with an external threat.

15. Describe to your partner one instance where opponents have cooperated to facilitate change. What was the common threat or cause?

16. Give your partner one example of a group that you have known to refuse favors to another group. What happened?

17. Give your partner one example of resistance to change of a frozen group.

18. Give your partner one example of an effective manager's statement acknowledging responsibility for communication failure.

19. Give your partner one example of an ineffective management communication. Now change it, to make it effective.

20. How do you know when somebody is not actively listening? (glazed eyes, clock watching, interrupting, judging, ignoring).

21. Give examples of the kind of things people say that indicate "insecurity". ("I'm too busy, so and so will never accept, I agree with you but..., nobody understands etc.).

22. Give one example of prevention/avoidance of resistance to change.

23. Tell your partner about two of your own favorite defenses against messages you don't want to hear ... (arguing, switching off, changing the subject, business, ridiculing).

24. Give your partner one formal physical response that is symbolic

of your real feelings ... now!

25. Give your partner one example of pseudo-efficient high speed one-way communication (telling a salesman exactly ow to sell, back-seat driving, issuing instructions to kids.

26. To what extent do YOU demonstrate TTEA in your organization?

27. Name some ways in which your own culture inhibits/prevents feedback:

    a. In your culture of origin.
    b. In your current organizational culture.

28. Give your partner TWO examples of the kind of feedback that you personally appreciate, when communicating with others.

29. Give your partner one example of such willingness on your part (making allowances for a speaker's linguistic ability, record of reliability, insight).

30. Describe to your partner a place in your organization that does not allow effective communication. Contrast it with one that does.

31. Describe to your partner the ways that you seek "legacy" (children, artistic creation, traditions, beliefs.

32. Describe to your partner one way in which you can personally demonstrate "alignment" in your own organization (translate the mission statement with a personal mission that you act on).

33. Give your partner one example of the way members of your culture defend themselves against "foreign" interests.

34. Give your partner an example of a culture that demonstrates:

    a. "Uncertainty avoidance" value (nuclear power, bureaucracy, airlines)
    b. Fatalistic values (Islam)

35. Describe to your partner some of your own social needs, that your organization does/does not, presently satisfy.

36. Describe to your partner some of the ways that you have seen "deviation" from group norms, punished.

37. Describe to your partner one successful/unsuccessful case of "reciprocity of favors" between groups that have experienced.

38. Describe to your partner ONE case you have known of a gesture of help, interpreted as an insult.

39. Give your partner one example of how an individual can demonstrate trustworthiness or the lack of it, in your organization.

40. Have you seen confident group members attacking the object of their frustration, or insecure group members attacking each other? Tell your partner about it.

41. Briefly describe to your partner ONE case of organizational conflict from your own experience.

42. Briefly describe to your partner why the "win/lose" assumption ia almost always wrong (in win/win there is more, rather than less, to share around).

43. What are some of the major stakeholders in most organizations? (customers, employees, mangers, owners, TU's, informal groups, suppliers, communities, NGO's).

44. Identify to your partner, three of your own roles (ascribed, self-perceived, action).

45. Can a person with position status be lacking in personal status? And vice versa?

POSTSCRIPT
SMILE WITH SOME PRACTICAL "ENGLISH" COMMUNICATION
FROM AROUND THE WORLD - ALL THE CASES ARE TRUE!
(perhaps your communication also brings a smile or two?)

1. Mexico (hotel): The manager has personally passed all the water served here.

2. Suisse: I want the pension money as quick as you can send it. I have been in bed with the doctor all the week and it does not seem to be doing me any good.

3. France (dress shop): Dresses for street walking.

4. Ireland: Please find out if my husband is dead, as the man I am living with won't eat or do anything until he is sure.

5. Thailand (dry cleaners): Drop your trousers here for the best results.

6. I have no children as my husband is a bus driver and works all day and night.

7. Greece (hotel): Visitors are expected to complain at the office between the hours of 8 and 10 a.m. every day

8. Mrs. R has no clothes and has not had any for a year. The Clergy have been visiting her.

9. China (bar): Special cocktails for ladies with nuts.

10. Please send my pension money as I have fallen into errors with the landlord.

11. Italy (laundry): Ladies, leave your clothes here and spend the afternoon having a good time.

12. Hong Kong (tailor): Ladies may have a fit upstairs.

13. In accordance with your instructions I have given birth to twins in the enclosed envelope.

14. Norway (bar): Ladies are requested not to have children in the bar.

15. Unless I get my husband's pension money I shall be forced to live an immortal life.

16. Japan (hotel): You are invited to take advantage of the chamber maid.

17. In reply to your letter, I have already cohabited in your pension fund office, so far without results.

18. Hungary (zoo): Please do not feed the animals. If you any suitable food, give

it to the guard.

19.	Re your pension enquiry. The teeth at the top are alright, but the ones in my bottom are hurting horribly.

20.	This is my eigth child. What is the pension fund going to do about it?

README FIRST
ICM - INTENSIVE CARE FOR MANAGEMENT
OPERATING INSTRUCTIONS

1. CONCEPTS

The programs are based on new theories of conscious and non-conscious learning, and the basic assumption that: management is an instinct ... it is a caring ... and it is a reaching out ...

Each program has three phases:

a. Pre-learning.

b. Learning - with computer and partner.

c. Learning maintenance.

2. PRINTING THE TEXT

To print out the Learning Maintenance Pack of the program, find the summary file and print it out with directly with WP51 (Times Scalable 12 pt) or Word, on a Laser Printer III, or convert to ASCII and print.

3. LEARNING

To use the program, FOUR "learning aids" are helpful for efficient and effective learning during the course:

a. Partner - positive encouragement and feedback.

b. Audio tape - conscious and non-conscious impact.

c. Learning Maintenance Pack - text for study.

d. Text book - for future learning.

4. RUNNING THE PROGRAM

a. To get the full value from the course:

1. PRE-LEARNING - PLAY ACTIVELY THE AUDIO TAPE TO "ABSORB" THE CONCEPTS" AND TO REPEAT THEM IN YOUR OWN WORDS.

2. COURSE - DO THE BASIC COURSE WITH AN ENTHUSIATIC PARTNER, SO THAT THE COURSE BECOMES A "FUN" EXPERIENCE.

3. LEARNING MAINTENANCE - REINFORCE THE LEARNING INFORMALLY (WITH THE TEXT), DURING A WEEK, TO UNDERSTAND EVERYTHING!

4. FOLLOW UP - REPEAT THE ROUTINE WITH A PARTNER TO COVER PART II OF THE PROGRAM.

b. If possible, do the basic course (two hours) in one morning; otherwise do two sessions of one hour each. Do the Learning Maintenance" in any way you like. Then a week later ... relax ... and do Part II with a partner ... make it fun .. and ... surprise yourself ... and consider a group-based 2/3 day AGL which covers the area, in a group-based learning environment cusomized for each client.

5. THE COMPUTER DISKETTE

a. To make the computer diskette work for the course routine, use:

1. WINDOWS 3.1 - open Program Manager, then File Manager, then Run, and type a:\setup. Start with the icon FLASH, or

2. WINDOWS 95/2006 - from Taskbar, click Start, then Run and type a:\setup. Use FONT for Full Screen. Start with the icon FLASH, or

3. DOS ON HARD DISK - type a:\install and then type: FLASH, or

4. QUICK DOS USE ON DISKETTE - in drive A, and type FLASH, or FLASH2 or GLOSSARY or QUIZ.

b. When running the program on computer, type (or use icons) any of the following:

    2Flash   -   for the basic routine - first two hours.
    3Flash -   for the part II routine - second two hours.
    Quiz   -   to try a multiple choice quiz
    Glossary -   to start a glossary exercise

6. PROGRAMS

ICM (Intensive Care for Management) programs currently available (December 1996) include: Communication, Accounting Reports, Cost Control, EVA & Financial Management, Forex & Risk Management, Business Strategy, Environmental Audit etc.

There is also a series of ICL (Intensive Care - Language) program in: English, French, German, Turkish, Indonesian, Mandarin, Japanese, Khmer, Finnish, Hungarian, Zulu, Xhosa, Arabic, Spanish, Czech, Russian, Urdu, Turkish etc.

For special clients the programs may be customized with local case studies and

local dialects.

7. **FURTHER INFORMATION** Contacts:
RGAB/Tele/Fax France: 33-450-8982 drbobboland@hotmail.com

AGL NO. 8 - COMMUNICATION REINFORECEMENT FOR MORE EFFECTIVE MANAGEMENT

A 2/3 DAY TRAINING PROGRAM FOR MANAGERS

BRIEF BROCHURE

METHOD:

The AGL method is designed to achieve rapid individual learning using special material and the stimulus of group activity without formal teaching. The groups use the material to find the answers to all problems and questions.

AGL programs provide a full cycle of pre-learning, learning and learning maintenance activity and have been used to train over 25,000 managers in 30 countries in several languages in the last twenty years.

OBJECTIVES OF THIS AGL PROGRAM:

The specific learning objectives are to:

a. Recognize the language and concepts of inter-cultural communication for more effective management of change.

b. Appreciate the impact of individual, group and inter-group behavior on communication in organizations.

c. Identify the causes of resistance to change in organization.

d. Develop skills in communication for managing change.

e. Motivate further study in the future.

SYLLABUS:

The syllabus of the program includes: communication concepts, influence of cultural development on behavior, concepts of motivation, need hierarchies, frustration, perception, conflict, group behavior and norms, informal leadership, management style, organizational change, resistance to change, frozen and dynamic groups and change strategies.

FACULTY:
Dr. R.G.A. Boland and Count Indrei Ratiu.
FURTHER INFORMATION:

drbobboland@hotmail.com

ICM

INTENSIVE ... CARE ... FOR MANAGEMENT VERSION - PROBLEMS IN BUSINESS DRAFT NO. 3 FOR TESTING - 2016

TWO HOURS OF -

COMMUNICATION

REINFORCEMENT

ENGLISH
FRENCH
SPANISH

For further information:
Dr. R.G.A. Boland
Chemin de la Garenne
Prevessin-Moens 01280 France.

Tele/Fax: 33450408982
Email: drbobboland@hotmail.com