

ICL - INTENSIVE CARE LANGUAGE

ICL - COMMUNICATION IN INTERNATIONAL HEALTH

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**“The greatest courtesy you can give to anyone ... in a developing country
... is to speak to him ... in his own language”**

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PREFACE - SOME COMMUNICATION PROBLEMS

1. THAILAND

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?

2. AFRICA

In Africa, the European manager fired a worker for stealing some food from the canteen. The next day the manager was poisoned by the other workers. Why?

3. JAPAN

In German/Japanese negotiations, the independent translator from the Japanese organization took such a long time to translate every idea e.g. a twenty second comment would take five minutes of translation and discussion. Why?

4. SAUDIE

The manager of an American organization negotiated a legally-enforceable contract with a Saudie organization for sale of a specific volume of high-tech services each year, for fixed term of ten years. After six years he left to take up another appointment. The Saudie organization quietly canceled the contract. Why?

5. CHINA

In a French/Chinese negotiation the French spoke Mandarin for the first day. On the second day the Chinese insisted upon English. Why?

Note: If you can handle these with CPSAC ... you don't need this program!

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A. COMMUNICATION REINFORCEMENT

- 1. ICM - Intensive Care for Management, is a learning philosophy which builds: CPSAC - Confidence, practice, speed, accuracy and concentration; it helps each manager to achieve rapid learning that is "efficient" (doing things right) and "effective" (doing the right things).**
- 2. This short program is designed with a CAI (Computer Assisted Instruction) and a PARTNER (essential!) 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 the partner with cultural diversity, some old/new problems of inter-cultural communication and who are willing to take from the partner, some VERY frank feedback**
- 3. 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.**
- 4. 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?**
- 5. 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. responsibility, development, technical assistance etc. Sometimes it is because our own experience prevents us from adopting the changing paradigms of the organization.**

- 6. Some obvious examples are:**
- a. "Effective Management" - does it mean:**
 - 1. Achievement of written targets, or**
 - 2. Achievement of targets consistent with good personal relationships?**

 - b. "Technical Assistance" - does it mean:**
 - 1. Help expressly requested by the receiver, or**
 - 2. Help that the giver believes the receiver should need?**
- 7. Now test yourself with an intriguing cultural communication exercise:**

Draw three circles of different sizes and overlapping positions to represent what YOU believe to be the influence of: past present and future, and how they relate to each other. Label each circle, discuss with a partner and draw three conclusions.

B. 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. What is the audience and the culture?**
- 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 its 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.**

8. HOW DO YOU RECOGNIZE CULTURAL CONFLICT?

a. Identify the cultural layers of: explicit artifacts and products (behaviors); deeper norms and values; and even deeper basic implicit assumptions about relationships with: people, time and nature.

b. Assess relationships with people:

U/P - Universalism ("right and wrong apply everywhere") with Particularism ("right and wrong vary with our local obligations").

I/C - Individualism ("people are primarily individuals") with Collectivism ("people are responsible for the group").

N/A - Neutral ("interaction must be objective and unemotional") with Affective ("expressed emotions are acceptable").

S/D - Specific ("segregate the task from the person involved") with Diffuse ("the task involves the whole person").

A/A - Achievement ("status comes from personal accomplishment") with Ascription ("status derives from birth, kinship etc.").

c. Assess relationships with Time:

S/T - Sequential time ("we must manage it for efficiency and effectiveness") with Circular Time ("to be accepted as fate").

d. Assess relationships with Nature:

I/E - Inner directed values ("we can control Nature") with Outer directed values ("Nature controls us").

e. Identify the type of organization: "Family" (power from kin relationships); "Eiffel Tower" (power from hierarchial structure); "Guided Missile" (power from project realization); "Incubator" (power from personal fulfillment).

10. 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?

C. SAMPLE QUIZ QUESTIONS
(answers at the end)

1. In health 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 health 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. The culture.
- 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 AND CULTURAL CONFLICTS (answers in the CAI)

1. CASE - SIGNATURES

At a meeting of the ethics committee for WHO research projects, the consultant from USA (with strong views on human rights issues) objected that:

- a. In research projects in Argentina, women would not be required to sign the usual "consent" forms.**
- b. In research projects in Indonesia, husbands would have to countersign "consent" forms signed by their wives.**

Question: What should WHO communicate to the government of these countries?

2. CASE - JOHNS HOPKINS

In a remote area of Nepal, a professor from the department of international health of JHSPH, was taking a group of MPH students on a research trip to investigate problems of primary health care.

They were accompanied by some national and local government health officials, who arranged discussions with village health committees.

During one discussion, an MPH student asked the chairman of the committee a question:

"With such critical health problems of your village and the surrounding villages, why don't you get the government to set up a small rural hospital for the area?"

The chairman and local health officials agreed immediately, By contrast the professor seemed to be upset.

Question: Why was the professor upset by this communication?

3. 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?

4. 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?

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 WHO 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. 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?

7. CROSS BORDER MEETING

UNAIDS representative called a meeting of HIV committee members from three adjoining countries (A,B & C) to discuss urgent border migration control to reduce the critical epidemic of HIV infection.

Meeting was formal and cordial but refused to discuss specific measures to be taken until higher authority could be agreed.

After the meeting one representative quietly informed the UNAIDS staff member that future meetings would be more effective on a bilateral basis only, as country A & B could never publicly be seen to cooperate with country C, which was a "traditional enemy"!

Question: How to improve communication?

8. CASE - THE COMMUNICATION SPEED TEST

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 full name on the upper left hand corner of the paper.**
- 3. Write in the name of your organization and you title.**
- 4. Draw a square in the middle of the paper.**
- 5. Write in the square the number of years of serviced in your organization.**
- 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. Quietly 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 ...**

9. CASE - THE 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?

10. CASE - ASIA

In a remote area, an international UN team worked on refugee problems for over a year using local staff as interpreters. Although the team had a lot of free time in the evenings they were not encouraged to learn the local language and dialect. Team members found work on each refugee case, more efficient and effective by speaking English to each other and to the interpreters.

Question: Any communication problem here? Who might be responsible?

11. CASE - INDONESIA

The WHO research project continued for several years with a major research institution. However the work was continually behind and reports to Geneva many months overdue.

At various international conferences the Indonesian chief of the research institute was particularly kind to the Geneva WHO staff member (a woman doctor - responsible for the research management) and promised to remedy the situation on his return home.

However nothing happened and faxes to Indonesia were ignored. No reasons for delays were ever given. Eventually the research was completed and the report delivered a year late.

Question: What was being communicated?

12. CASE - PHILIPPINES

The five day UN workshop scheduled to be given by American and Philippine professors to 25 UN workers in Manila. 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 Philippine 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 - GIF

Gif was a promising young man of 24 year from a good family and he had many girlfriends. He became ill and HIV positive. When feeling better he found a new girlfriend and always used condoms. She was eager to marry and protested against condoms, asking him if he thought she was a prostitute. He became ill with herpes zoster and his family urged him to marry, so he abandoned condoms to the delight of his girlfriend and family, as she became pregnant. A marriage was arranged. Gift was not a man without a conscience and felt very guilty.

Question: What communication problems here?

15.CASE - WHERE

The Director of Health Services 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 UN 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 - SEAL HEALTH CENTER

SEAL is a large government health center in the heart of an old agricultural district and the director has just died. The regional director of health services is keen to appoint a new director of the center as a "change agent", capable of introducing new HIV/AIDS care systems and shaking the center out of its lethargy.

Three possible applicants for the position are:

Mr. X - a 57 year old senior doctor who has been with the center for 21 years.

Mrs. Y - a 28 year old doctor with an MPH degree with two years experience at the center.

Mr. Z - a 47 year old doctor who at present runs his own practice in the area and is consultant to the health center.

Question: Which of the three applicants should be appointed?

18.CASE - ZOD

Thab had been married for three years to Zod, who was often away as a soldier on field trips in the army.

When Thab's first child was born, both she and the baby were unwell; she had virulent STD and large swollen lymph glands and the baby had a skin infection. The STD did not respond to treatment. She was diagnosed as HIV positive but decided to wait for her husband to return.

When Zod returned after several weeks, Thab informed him of what the doctor said and waited for him to decide what to do.

His reactions were: not to believe the doctor, to deny that AIDS existed, to refuse to be tested, to "lose" Thab's medical record with HIV written on it, and to take her to a private doctor for further treatment of her STD.

Question: Why could Thab not communicate her real concerns to Zod?

19.CASE - SARAH

Thabo and Sarah had a good relationship, not spoiled when Thabo was found to be HIV positive. Sarah was still negative and thought Thabo had been infected by a previous marriage.

They decided to protect Sarah by using condoms while nursing Thabo who was quite ill. Sarah could not risk another pregnancy and could not take the pill due to high blood pressure. She was keen to have a tubal ligation but Thabo took time to decide and in the meantime they used condoms.

HIV/AIDS social service visited then for six months, until Thabo's health improved. A year later Sarah became pregnant, explaining that Thabo found condoms tiring and she respected him as her husband.

Questions

- a. Is this a communication failure?**
- b. Would better education make much difference?**

20.CASE - HUMAN RIGHTS

In April 1996, UNAIDS reported to the UN commission on Human Rights that:

"... with a vaccine and cure still far from discovery, it is evident that HIV/AIDS is a reality with which we must live for a long time ..."

and also:

"... a conspiracy of silence continues to surround HIV/AIDS. This conspiracy keeps couples and communities unaware that HIV is in their midst. It allows governments to close their eyes to the urgency of action"

Questions:

- a. Do you agree?**
- b. Why?**

21.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?

22.CASE - THE EQUIPMENT

Two health workers 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?

24.CASE - STYLE

A business school researcher has just completed a research project in a HIV/AIDS group. Her results show clearly that the staff resist the directive and authoritative style of the senior manager. A year later the researcher returns to the group to conduct further research. She finds that the senior manager has resigned and a new 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 staff changed their views on management style?

SOME CULTURAL CONFLICTS
(answers in the CAI)

1. PEOPLE U/P - POISON

In Africa, the European manager fired a worker for stealing some food from the canteen. The next day the manager was poisoned by the other workers. Why?

2. PEOPLE U/P - THE INDEPENDENT TRANSLATOR

In German/Japanese negotiations, the translator from the Japanese organization took such a long time to translate every idea e.g. a twenty second comment would take five minutes of translation and discussion. Why?

3. PEOPLE U/P - LONG TERM CONTRACT

The manager of an American organization negotiated a legally-enforceable contract with a Saudi organization for sale of a specific volume of high-tech services each year, for fixed term of ten years. After six years he left to take up another appointment. The Saudi organization quietly canceled the contract. Why?

4. PEOPLE I/C - MOTIVATION

US proposal to "pay for performance" by individual staff in Middle East, was warmly welcomed for three months. New system worked well until staff members began to earn more than their managers; then performance fell back old levels. Why?

5. PEOPLE I/C - PUBLIC RELATIONS

UK scientist working for 20 years with a French organization, responded publicly to certain technical questions, that as a scientist, he did not know the answers. His French colleagues were very angry. Why?

6. PEOPLE I/C - INDONESIA

The US head office wanted to introduce a payment by individual performance system for each manager. What reaction?

7. PEOPLE N/A - CONTACT

On a US university campus, the newly arrived Italian professor was surprised to find so many students saying "hello" to him as if they knew him before. Why?

8. PEOPLE N/A - FEEDBACK

The US professor asked his UK seminar for frank feedback on the content. They responded with a series of polite suggestions. The following month he ran a seminar in Holland. What happened?

9. PEOPLE N/A - LANGUAGE

In a French/Chinese negotiation the French spoke Mandarin for the first day. On the second day the Chinese insisted upon English. Why?

10. PEOPLE N/A - DAMAGE

Dutch and Belgian team members became very emotional on one negotiation issue which could not be resolved. Dutch suggested the matter be left unresolved and that they proceed to other issues. A Belgian objection was overruled by the group. Result?

11. PEOPLE S/D - WHIZ ORGANIZATIONa

A team of young Harvard-trained managers was sent to negotiate a long term contractual relationship with an old established Latin American organization. Result?

12. PEOPLE S/D - TELEPHONE

A South Korean with appointment to discuss an issue with a Dutch manager, was shown in to his office. The Dutch manager was on the telephone on a personal matter, and continued to speak for five minutes, before greeting the South Korean very warmly. Result.

13. PEOPLE S/D - PRIORITY

A Swedish development project in Pakistan employed two well qualified Pakistani engineers, Chopra and Rao. The Swedish manager had to decide which one to promote to as chief of a technical section. After long consideration he chose Chopra. Then Rao protested with great emotion. Why?

14. PEOPLE S/D - TURKEY

A highly successful UK woman manager sent out to reorganize a Turkish branch of the same organization. What happened?

15. PEOPLE S/D - NEW LEADER

Japanese/English delegations were negotiating, when the senior Japanese became suddenly ill and had to withdraw. The English team leader suggested that a particular member of the Japanese team should take over so that no time would be lost. Result?

16. PEOPLE S/D - INSULTS

In a Shanghai health project, the senior Dutch doctor was required to give "Performance Feedback" to one of his Chinese staff doctors. He did so very frankly and suggested a training course to put the matter right. The subordinate was highly insulted and regarded the incident as a most serious breach of professional trust. What happened?

17. PEOPLE S/D - PUBLIC HEALTH PROJECT

At the international health seminar at a US school of public health, a Thai member presented his new health project for 15 minutes to the members. At the end of the presentation, the chairman said: "Thank you very much Dr. X. We just have time for two quick comments and then we must go to lunch". Result?

18. PEOPLE S/D - ETHIOPIA

US missionaries ran a school for young Ethiopian girls for many years. They encouraged each child towards increasing self confidence in participating in the class and speaking up to the teachers. The parents of one nine year old girl who had been to the school for only a week, came to see the missionaries to withdraw their child from the school. Why?

19. PEOPLE S/D - PROMOTION

French head office introduced a complex new "points scores" to justify staff for promotion in all international branches. How would this be used in Venezuela where the culture tends towards diffuse rather than specific rules?

20. PEOPLE A/A - ARRIVAL

The very senior US manager arrived alone in Thailand for important negotiations with a major Thai organization. Result?

21. PEOPLE A/A - GRADING

In an African university, a post-graduate training course was graded by a visiting US professor. One student out of five, had failed. The professor posted the results on the public notice board. What should he have done?

22. PEOPLE A/A - MERCEDES

New English project manager in Bangkok refused the Mercedes car of his predecessor and requested a small cheaper car better suited to Bangkok traffic jams. Car delivery seemed to be delayed infinitely. Why?

23. PEOPLE A/A - ANOTHER CAR

French manager appointed to a high banking position in Germany was required to choose a large Mercedes car even though he requested a small one. Why?

24. PEOPLE A/A - BUSINESS CARDS

The academically very well qualified sales representative for high-tech products had different business cards printed for use in: UK, Southern Europe and Middle East. Why?

25. TIME S/C - BOOKING

In five days of negotiations between Chinese and US managers. Japanese would not discuss the key issues until the Americans had confirmed their airline reservations. Why?

26. TIME S/C - CIRCLES

Draw three circles of different sizes and overlapping positions to represent what YOU believe to be the influence of: past present and future, and how they relate to each other. Label each circle, discuss with your partner and draw three conclusions.

27. NATURE I/E - ITALY

English manager joining an organization in Italy asked a new Italian colleague about the organization and work of the center. For 20 minutes his colleague talked about the people, power, tastes and opinions of various staff members. No word about their qualifications, work and performance. Reaction?

28. NATURE I/E - AFRICA

African subsidiary organization received a head office executive briefing on a new management program and the steps to implement it in that subsidiary. The proposals were warmly welcomed by the African managers. However six months later head office was surprised to find that nothing had been done. Why?

29. NATURE I/E - PRIORITIES I

Use the HAIRL coding system (H - helicopter forward view, A - analysis, I - imagination, R - realism, L - leadership). to estimate some general cultural priorities in UK and French cultures. What is your own priority coding?

30.NATURE I/E - PRIORITIES II

Use the HAIRL coding system (H - helicopter forward view, A - analysis, I - imagination, R - realism, L - leadership). to estimate some general cultural priorities in German and Dutch cultures. Compare your own coding with your partner's.

31.NATURE I/E - MASKS

In Tokyo people sometimes wear face masks to avoid infecting others with influenza (external value). In New York with they may also wear face masks. Why?

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 long-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. ONE CONCEPT OF 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

1. Autonomy
2. Uncertainty tolerance
3. Egalitarian
4. People make own destiny
5. Self disclosure
6. Saving "face"
7. Social stability
8. Slow change by consensus

EXTREME - Z

- Family/community/state
- Uncertainty avoidance
- Authoritarian
- People subject to fate
- Privacy
- "Honest" confrontation
- Tolerance of deviants
- 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. ANOTHER CONCEPT OF CULTURE

- a. Cultural layers include: explicit artifacts and products (behaviors); deeper norms and values; even deeper basic implicit assumptions about relationships with people, time and nature.

- b. Relationships with people, contrast:

U/P - Universalism ("right and wrong applies everywhere") with **Particularism** ("right and wrong varies with our local obligations").

I/C - Individualism ("people are primarily individuals") with **Collectivism** ("people are responsible for the group").

N/A - Neutral ("interaction must be objective and unemotional") with **Affective** ("expressed emotions are acceptable").

S/D - Specific ("segregate the task from the person involved") with **Diffuse** ("the task involves the whole person").

A/A - Achievement ("status comes from personal accomplishment") with **Ascription** ("status derives from birth, kinship etc.").

- c. Relationships with "Time" contrast: **S/T** - Sequential time ("we must manage it for efficiency and effectiveness") with **Circular Time** ("to be accepted as fate").

- d. Relationships with "Nature" contrast: **I/E** - Inner directed values ("we can control Nature") with **Outer directed values** ("Nature controls us").

e. Cultural Organizations include four key types:

- 1. Family organization (power from family relationships)**
- 2. Eiffel Tower organization (power from hierarchial structure)**
- 3. Guided missile organization (power from project realization)**
- 4. Incubator organization (power from personal fulfillment)**

Organization changes continually with the need to ensure survival; thus there is no ideal organization.

f. HAIRL is a staff or project coding system which helps to identify cultural priorities:

H - ability to take a (helicopter) forward view

A - skill of problem analysis

I - degree of imagination

R - concern for realism

L - capacity for leadership

8. 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.

9. 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 cleaning 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!!**

10. 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!

11. 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.

12. 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.

13. 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.**

14. 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 flexible 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.**

15. 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!).**

16. 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 communication 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.

ACHIEVEMENT

Cultural concept that status comes from personal accomplishment. Contrast with Ascription ("status derives from birth, kinship etc."). Conflict A/A.

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!!!

AFFECTIVE

Cultural concept that expressed emotions are acceptable. Contrast with Neutral ("interaction must be objective and unemotional. Conflict N/A.

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.

ASCRPTION

Cultural concept that status derives from birth, kinship etc. Contrast with Achievement ("status comes from personal accomplishment"). Conflict A/A.

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.

COLLECTIVISM

Cultural concept that "people are responsible for the group". Contrast with Individualism ("people are primarily individuals"). Conflict I/C.

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 authoritative 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 his upward and sideways communication. He will recognize that failure of his staff finally reflects upon him.

CULTURE

Complex concept of cultural layers:

- a. Explicit artifacts and products (behaviors)
- b. Deeper norms and values.
- c. Even deeper basic implicit assumptions about relationships with:
other people, time and nature.

See communication nets.

CULTURAL ORGANIZATIONS

Complex concept with four key types:

- a. Family organization (power from family relationships)
- b. Eiffel Tower organization (power from hierarchical structure)
- c. Guided missile organization (power from project realization)
- d. Incubator organization (power from personal fulfillment)

Organization changes with the need to ensure organizational survival;
thus there is no ideal organization.

CULTURE - RELATIONSHIPS WITH NATURE

Complex concept which contrasts: I/E - Inner directed values ("we can control Nature") with Outer directed values ("Nature controls us").

CULTURE - RELATIONSHIPS WITH PEOPLE

Complex concept which contrasts:

U/P - Universalism ("right and wrong applies everywhere") with Particularism ("right and wrong varies with our local obligations")

I/C - Individualism ("people are primarily individuals") with Collectivism ("people are responsible for the group").

N/A - Neutral ("interaction must be objective and unemotional") with Affective ("expressed emotions are acceptable").

S/D - Specific ("segregate the task from the person involved") with Diffuse ("the task involves the whole person").

A/A - Achievement ("status comes from personal accomplishment") with Ascription ("status derives from birth, kinship etc.").

CULTURE - RELATIONSHIPS WITH TIME

Complex concept which contrasts: S/T - Sequential time ("we must manage it for efficiency and effectiveness") with Circular Time ("to be accepted as fate").

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. Delegation is the process involved in assigning a task or part of a task to a subordinate.

DIFFUSE

Cultural concept that the task involves the whole person. Contrast with Specific ("we must segregate the task from the person involved"). Conflict S/D.

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 things 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.

HAIRL SYSTEM

Staff or project coding system which identifies cultural priorities:

H - ability to take a (helicopter) forward view

A - skill of problem analysis

I - degree of imagination

R - concern for realism

L - capacity for leadership

INDIVIDUALISM

Cultural concept that people are primarily individuals. Contrast with Collectivism ("people are responsible for the group"). Conflict I/C.

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!

NEUTRAL

Cultural concept that interaction must be objective and unemotional. Contrast with Affective ("expressed emotions are acceptable"). Conflict N/A.

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.

PARTICULARISM

Cultural concept that "right and wrong varies with our local obligations". Contrast with Universalism ("right and wrong applies everywhere"). U/P conflict.

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 consequences of 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.

SPECIFIC

Cultural concept that we must segregate the task from the person involved. Contrast with Diffuse ("the task involves the whole person"). Conflict S/D.

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.

UNIVERSALISM

Cultural concept that "right and wrong applies everywhere". Contrast with Particularism ("right and wrong varies with our local obligations"). U/P conflict.

OTHERS?

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 you 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 how 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 is 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, managers, 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 eighth 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. THE TEXT

Study the whole book ... and mark it ...for future use ...

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 ENTHUSIASTIC 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.**
5. **RESEARCH OUR PROGRAMS ON NVC (NON-VIOLENT COMMUNICATION).**

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 customized for each client.

5. THE COMPUTER DISKETTE

- a. Download the program. Unzip it. Copy to another location. Type Flash..
- b. When running the program on computer, type (or use icons) any of the following:

Flash - for the basic routine - first two hours.
 Flash2 - 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 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

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AGL NO. 8 - COMMUNICATION REINFORCEMENT 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:

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POSTSCRIPT- IRT- INSTANT RELAXATION TECHNIQUE FOR LEARNING

1. This a simple useful CRE technique to give you confidence to learn naturally. If you don't believe you can learn ... you won't learn! ... If you are tense, anxious and stressed ... you won't learn! If you have no confidence ... you won't learn. But with instant relaxation, your mind and body become clear, confident and ready to learn. So do the exercise now ... and again before every CRE session. It takes only three minutes, and with practice, it becomes a powerful tool for you. The only "equipment" you need is an "open mind" and a marble (or similar small object) in your "right" (major) hand.

2. So, get into that comfortable position, in which you know ... you really can relax. Be aware that marble gets warm as it absorbs heat from contact with your right hand. Open you hand and allow the warmth to evaporate. Close the hand again, and recognize the marble ... as a physical external symbol ... of the internal function of your mind and body. Allow it to receive and evaporate not just heat ... but emotion, anxiety and stress ... leaving you free, relaxed, confident and ready to learn.

3. Relax with the hands on the lap, and fix your eyes on the marble as you repeat aloud ... the following sentence ... four times, feeling free to change the wording a little ... to fit your style ... four times ... aloud ... in all:

"I AM, I CAN, I WILL, I BELIEVE ... I WILL LEARN TO SPEAK AND ENJOY THE NEW COST CONTROL LANGUAGE ... NATURALLY ... RAPIDLY ... AND EASILY ... WITHOUT EFFORT"

4. With the eyes fixed on the marble ... or closed if you wish ... start to take three slow and very deep breaths ... and be sure to pause ... on each inhalation *... and imagine ... each exhalation ... as evaporating all the anxiety and stress from your mind and body ... through the marble in your hand.

5. After the third breath, let your whole mind and body relax completely for two minutes ... thinking ONLY of your breathing ... nothing else ... no self talk at all ... just concentrate on the BREATHING ... very important.

6. Then bring yourself back, by simply counting up from 1 to 5, feeling well, relaxed, confident and ready to learn. The marble is now your very personal symbol ... of your confidence to learn and speak the natural language with a beautiful accent.

Note: This simple CRE "Instant Relaxation Technique" can be used anywhere (eyes open or closed) to achieve a calm mind ... without anger, anxiety or stress ... ready and confident to learn .. or deal with any new problem ... that you face ... with a code word "IRT"!.