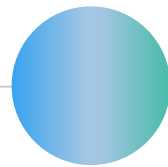
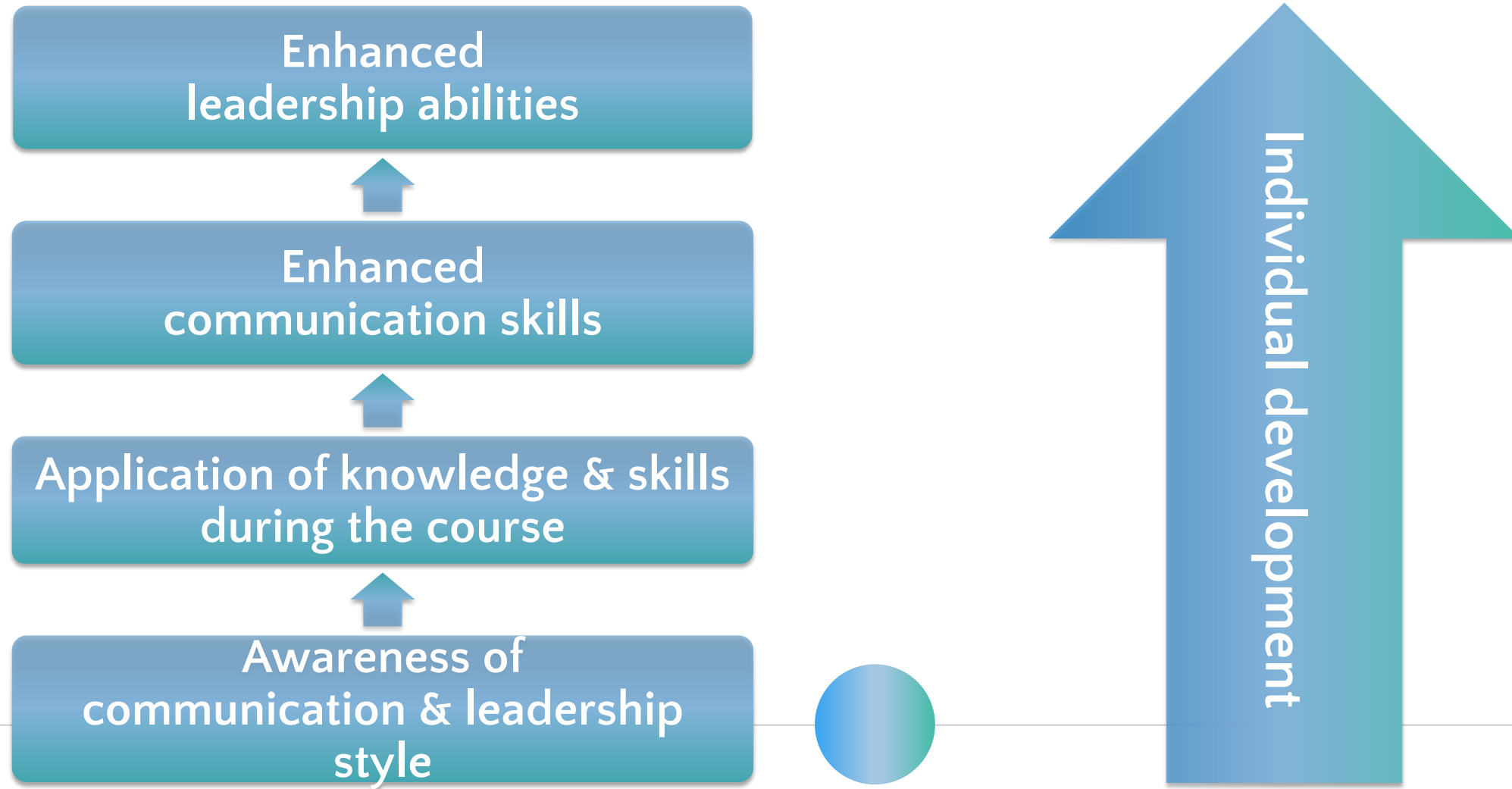


Course:

# Leadership, Communication Skills and Teambuilding



## Reminder: What has this Course been about so far?



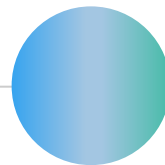
## Reminder: Basic Assumptions of this Course

***COLLABORATION*** is the only way towards peace, freedom, prosperous development & harmony all over the world.

Amongst others, collaboration requires a pattern of “***ADULT COMMUNICATION***” to be in place between the involved parties.

“Adult communication” stands for a certain ***mind-set***, or ***VALUE***.

At the same time, it can be “learned” via adopting and applying ***BASIC SKILLS in CONSTRUCTIVE COMMUNICATION***.



## Reminder: Basic Assumptions of this Course

**LEADERSHIP** is regarded a phenomenon occurring in social interaction.

It is the ability of an individual to **IMPACT on** the emotions, thoughts, attitudes and behaviors of **OTHER INDIVIDUALS** towards a certain purpose shared by both leader & led.

This impact is possible, when the led individuals **believe** and **TRUST** in the leader.

Ultimately, the leader is to behave in a **RESPONSIBLE**, honest and **AUTHENTIC** way.

The ability to impact on others is not just a matter of “charisma”; it is also linked to certain qualities, styles, methods and communication skills to be applied – at least, as much as charisma.

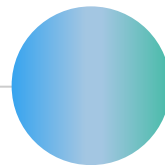
Theoretically, everyone can become a leader, at least, circumstances situations.



## Reminder: Basic Assumptions of this Course

***SUCCESSFUL INTERACTION*** in and development of ***TEAMS*** is closely linked to awareness & proper application of

- basic ***Skills*** in constructive ***communication***,
- various ***Leadership styles orientations*** as well as
- teamwork ***ALGORITHMS, METHODS & ROLES***.



# Reminder: Communication Patterns in the Antagonistic Paradigms



## Constructive (Effective)

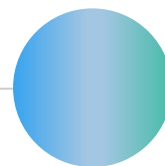
You are interested in the opinions of those with whom you interact. You exchange opinions, views, and values to achieve some **common innerstanding** – as the **basis** to **create** something **beneficial for each person** involved in the communication process.

COLLABORATION



## In-between

Opportunistic communication: You **switch** between the different types of communication whenever you consider it necessary or beneficial for you, your partners, or both you & your partners.

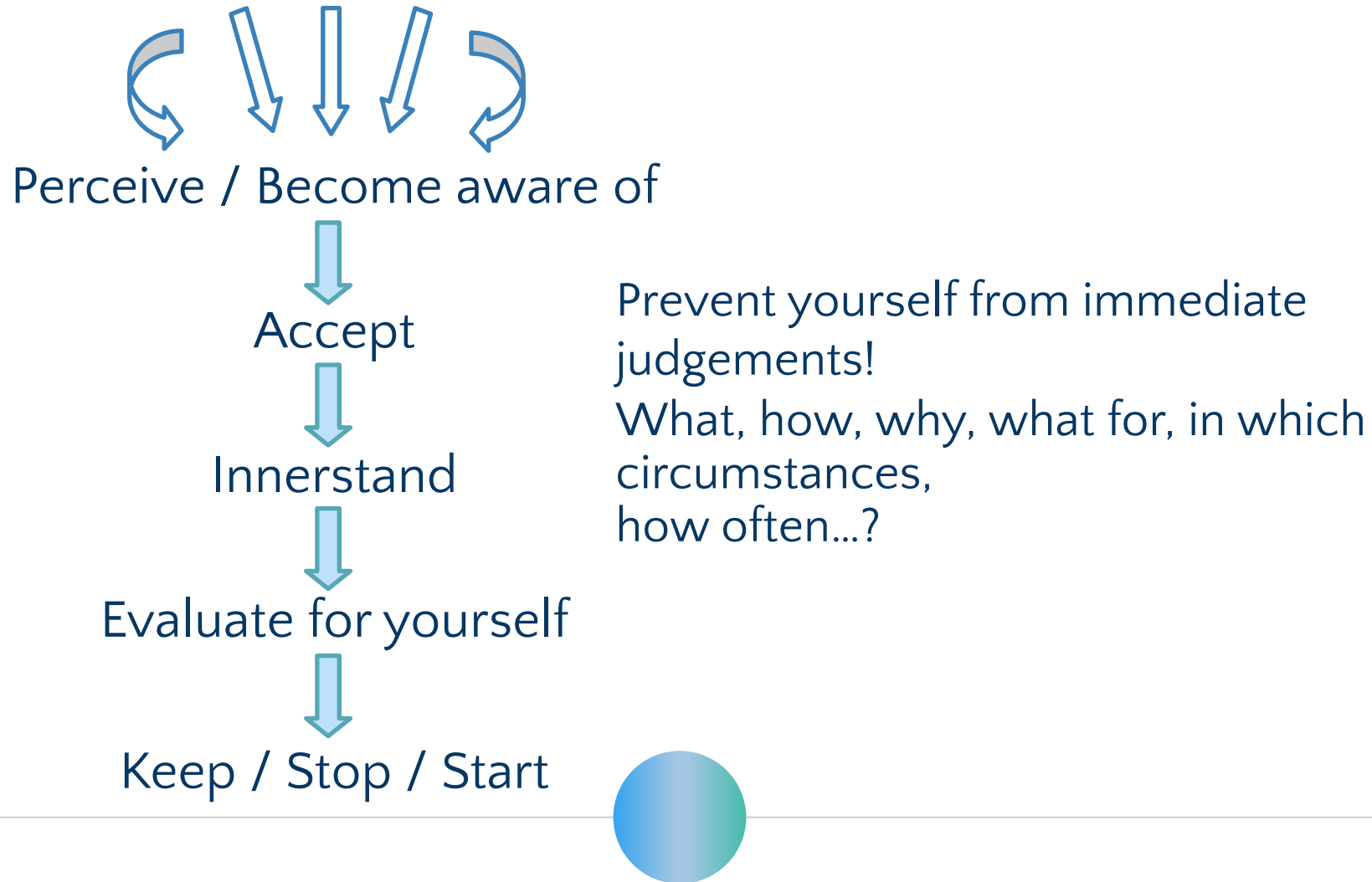


## Egocentric

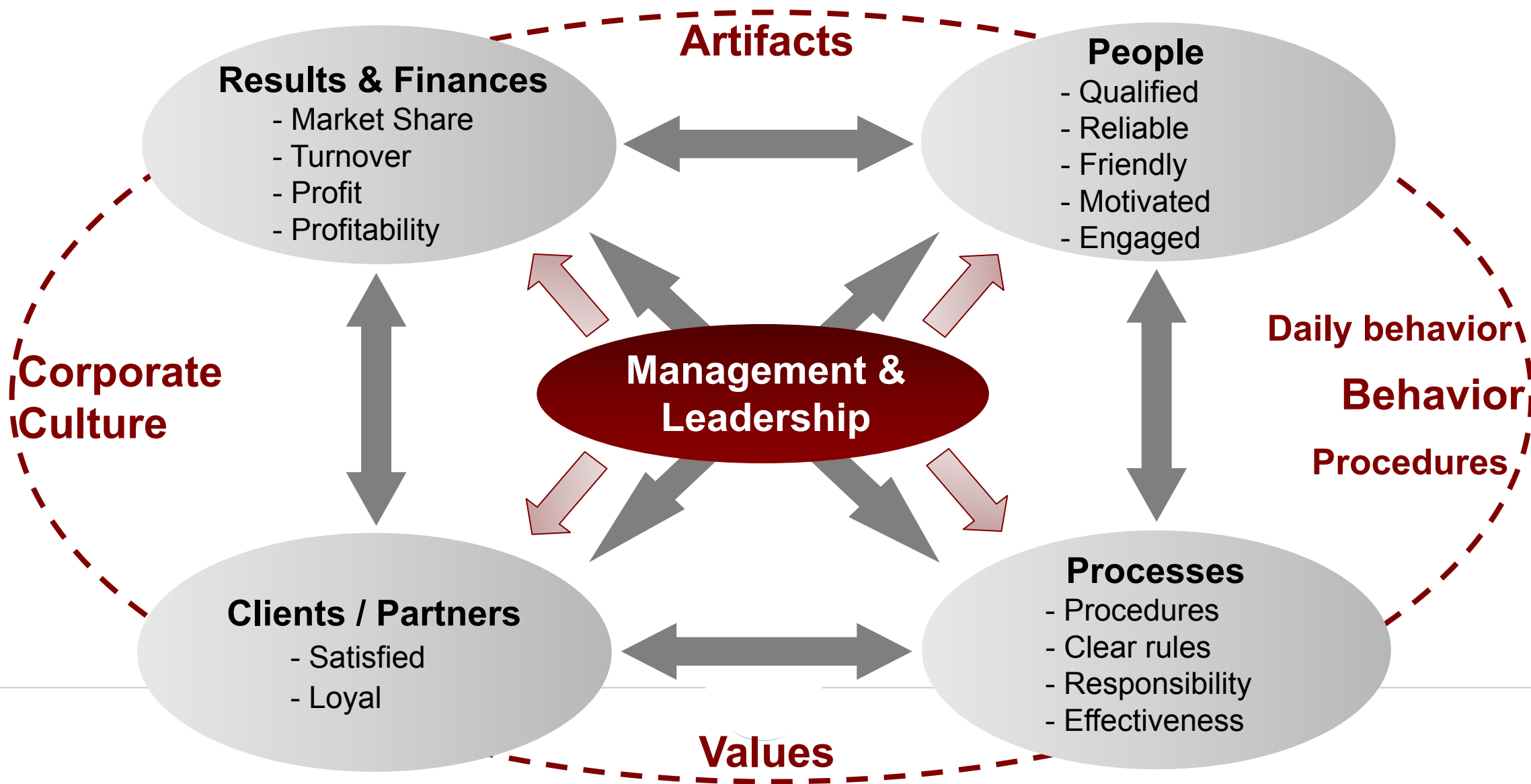
Everything is clear for you. You made your decision. You communicate only to **ensure about the findings you made yourself**, which are, first of all, beneficial for you.

COMPETITION

# Reminder: The Basic Principle of Social Interaction



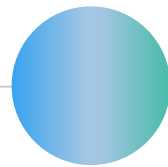
# Success Factors in Business – new Model





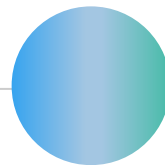
## Part III:

# Effective Interaction in Teams

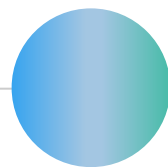


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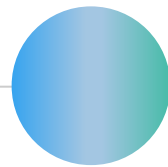
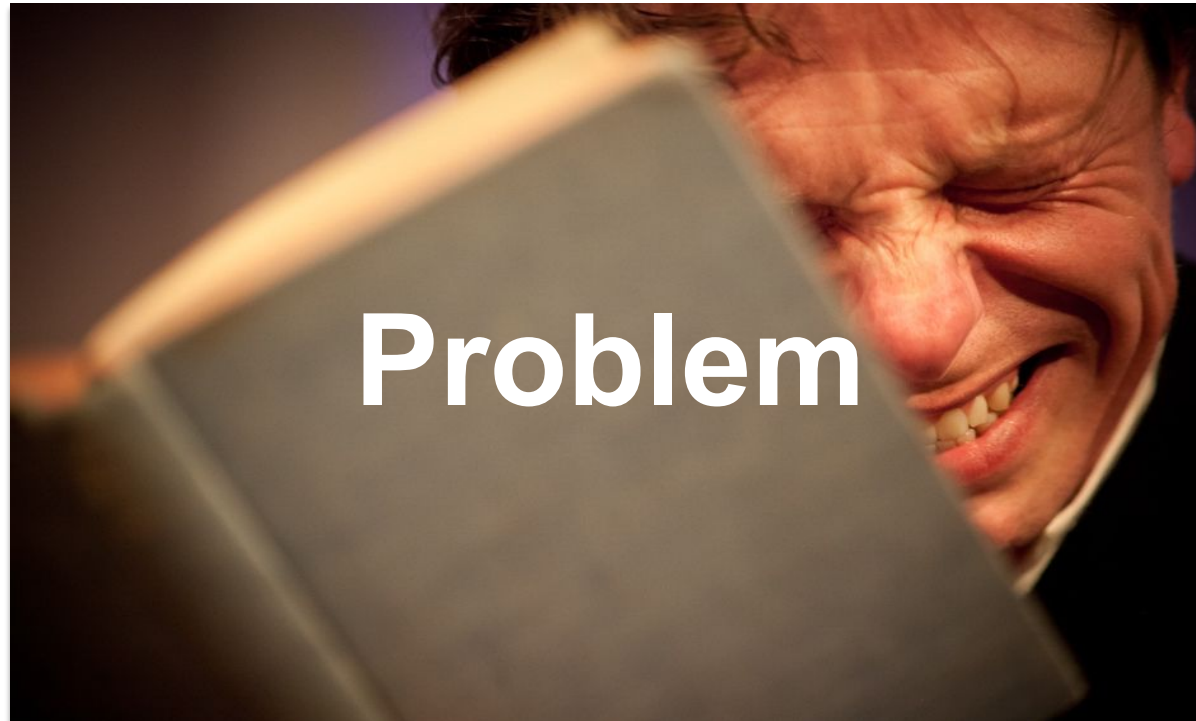
1. Introduction
2. Teamwork: its Nature, Challenges and Peculiarities
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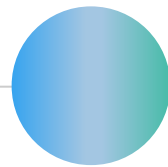
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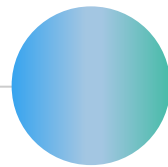
EPIC...



EPIC...



EPIC...



## Why this Block after “Basic Skills” & “Communicative LS”?

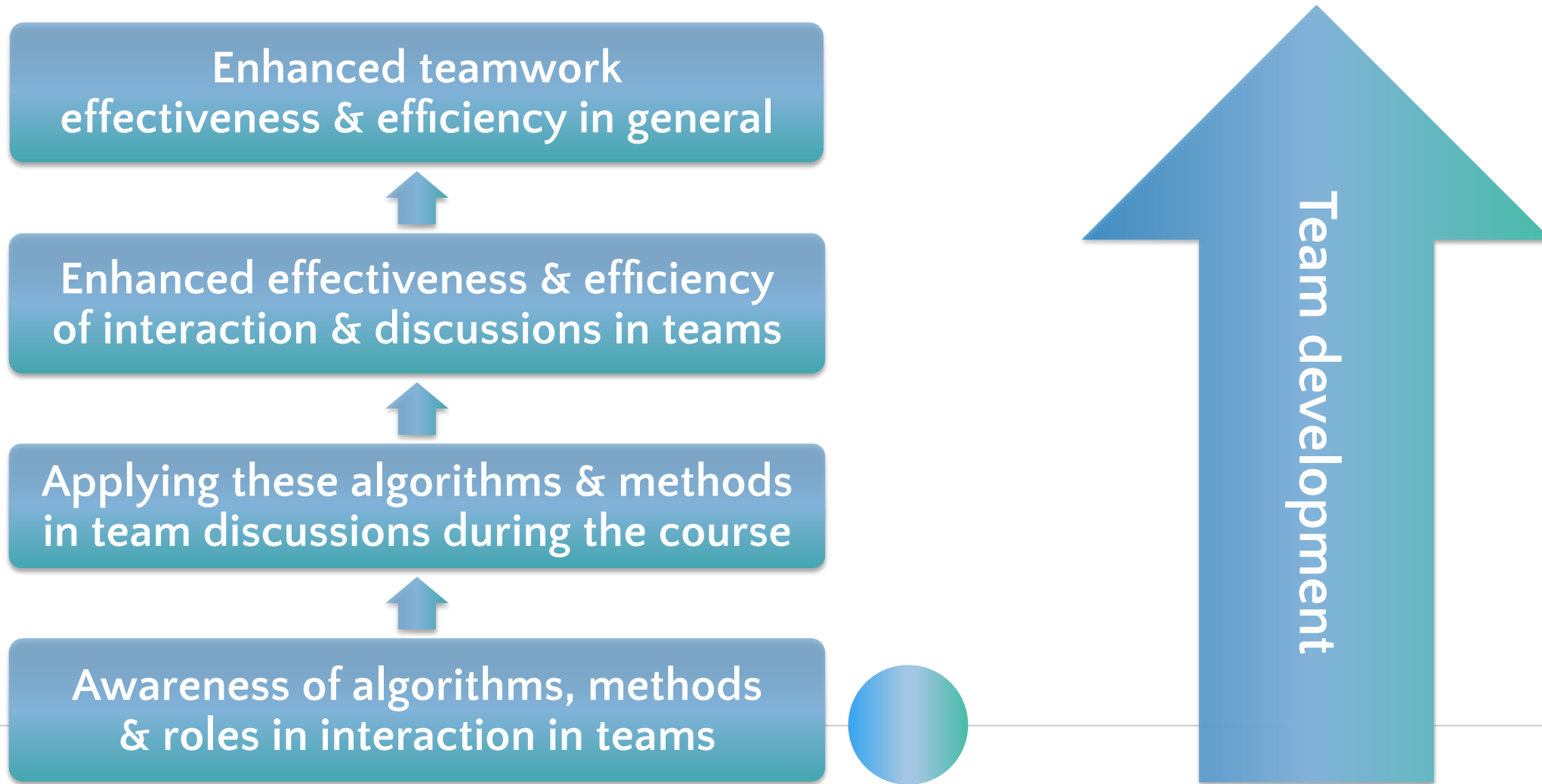
- A group of qualified people/specialists does not make a united & effective team. Often, the team members' ways of thinking, judging and behaving show that they gathered from different backgrounds, disciplines or departments – they lack of a “common language”
- A high level of basic skills in constructive communication contributes to effective & productive discussions and helps minimizing misinnerstandings or even conflicts (which worsens the atmosphere in teams). It also helps avoiding time losses
- But a low level of knowledge & mastery of algorithms, principles and methods in effective interaction in teams can easily make team discussions ineffective & non-productive...
- Repeatedly low effectiveness & efficiency of team discussions are signs of weak teamwork, thus of a low level of team development

## Objectives

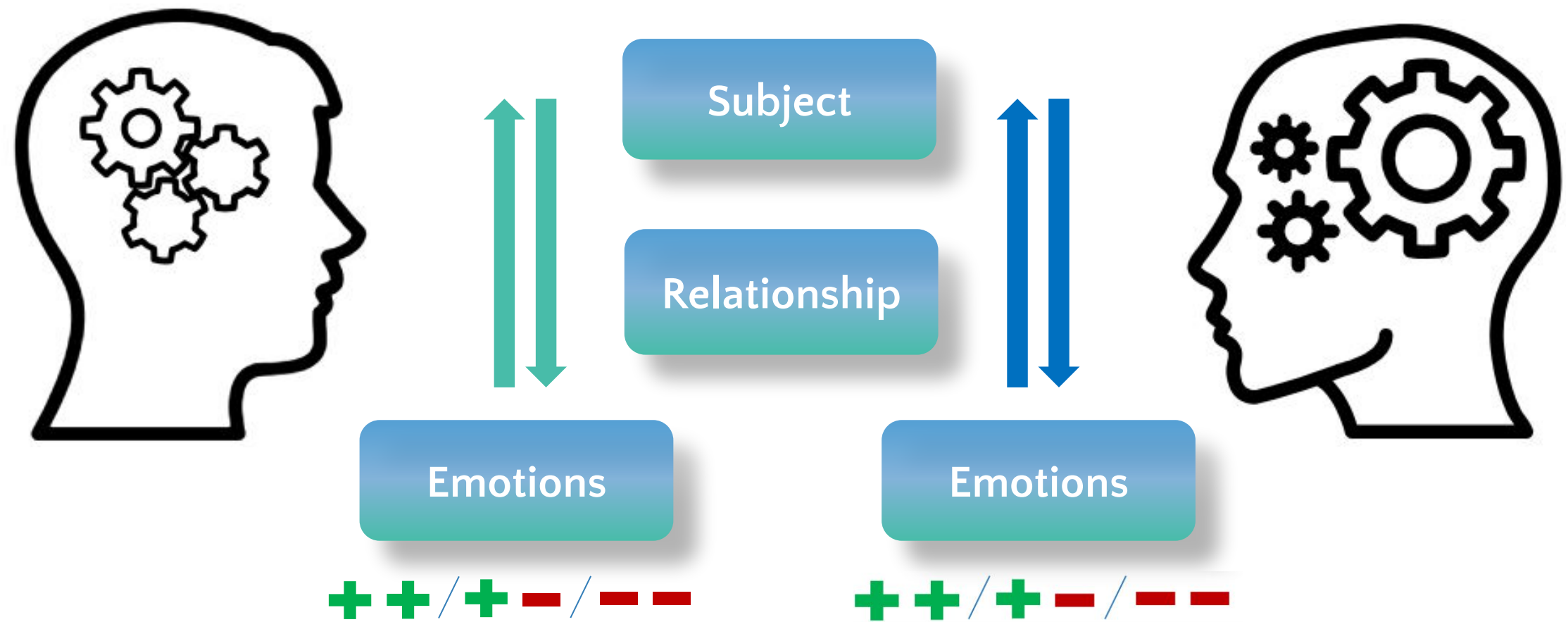
- Students' innerstand when & how to apply basic skills in constructive communication to improve the interaction effectiveness & efficiency in their teams
- They increase their awareness of their teamwork (cap)abilities
- Students get a framework of algorithms, methods & roles for effective teamwork
- They apply this framework (as well as the contents of the previous 2 blocks) during the course to get a comprehensive behavioral experience with the course's subjects
- Students choose the best fitting algorithms, methods & roles to continue actively using them during their studies and after graduation



## Expected Effects



# Reminder: Levels of Communication



## Reminder: What is Effective Communication?

Communication can be regarded effective if **3 results** are achieved:

1. Subject: ***Task completed / Problem solved / Compromise found***
2. Relationship: ***Fits*** the situation's ***requirements*** and ***invites to continue working*** (refer to "I" Levels)
3. Emotions: ***Satisfaction*** with
  - ***result & process*** of the work completed,
  - nature ***of relationships*** and ***atmosphere*** or climate in the team,
  - individual contribution to all that (***sense of achievement***).

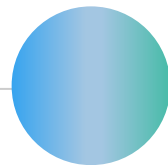
***Additionally***, these results shall be achieved in ***different time perspectives***:

- ***Short term*** (1-2 team sessions)
- ***Medium term*** (80% of all team sessions, e.g., within a project during a study semester)
- ***Long term*** (80% of all team sessions, e.g., within a Start-up, or a certain company department).

***Thus, effective communication achieves all 3 results in all of the time perspectives.***

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## 2) Problems of Communication in Teams

- No common innerstanding about the teamwork's subjects or its different aspects
- Own view on it is considered the "only possible one" – no mutual innerstanding
- Personal interests prevail over other personal interests and over team interests
- Typical mistakes in team discussions (e.g., "classic": some opinions are not considered at all)
- "Blind spots" in the analysis of the actual situation and its potential prospects of further dvpt.
- Not enough communication skills to
  - sufficiently analyze the subject or problem from different angles of view
  - innerstand the true causes of a problem and the effects of different ways to resolve it
  - draft an unbiased picture (lack of "Wisdom" – one of the Qualities of Great Leadership)
- Diffusion of accountability – unclear who is responsible for what

## 2) Problems in Team Discussions

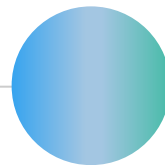
- No rules set or no sticking to set rules
  - No structure or frame (algorithm) to effectively run a team discussion from A to Z
  - Several team members talk at the same time
  - Several team members do not listen (or even hear)
  - Interrupting each other as usual behavior
  - Opinions of others are not considered (as if team members insist on their own opinion)
  - “Discussion invaders” speak louder & longer than everyone else (and occupy time & space)
  - Statements for the sake of just making a statement – showmanship
  - Not all participants are willing and able to express their views
- 

## 2) Cultural Context of Teamwork in Russia

1. Strong tendency ***not to follow*** what & how they are told to but do it in their own way (“I thought that...”).  
Actively showing initiative when it is NOT needed.
2. High level of general ***education*** as a competitive advantage
3. The other side of the coin:
  - over-qualified Russians tend to ***think*** they already ***know***, at least, ***a lot*** (if not ***everything***...)
  - ***suspicious/skeptical*** towards new ideas or views if they haven't come across with their own experience
  - theoretical knowledge is often less suitable or difficult to apply to real life tasks' & solutions
4. ***Too much emotions*** (or too less control of them) lower the efficiency of team discussions & meetings
5. ***“Wordiness”*** as self-presentation or/and self-defense (usurper of social space, time eater)
6. ***Power distance*** – “I am the boss, and you are... a next to nothing...”
7. ***Lack of trust*** – “What for should I listen to you?”

## 2) Consequences of Unstructured Team Discussions

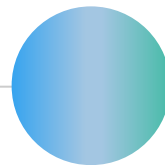
- Discussion as a space for co-existing monologues (realities)
- Different opinions or points of view are not linked with each other – no really joint effort
- Waste of time
- No real decision
- Dissatisfaction of participants
- Tensions
- Low motivation to participate – “пофигизм”
- Increased tendency to do everything in their own way, or just as usual
- Self-fulfilling prophecy – negative





## 2) What are the Features of Effective Teamwork then?

- Rules are set AND followed
- Roles defined, distributed AND carried out (e.g., Discussion Leader, Timekeeper, Verbalizer, Climate Keeper, Implementation Checker)
- All team members *can* express their views and *shall* express their views
- Everyone will speak in turn (one by one) and KISS (keeps it short & simple)
- Team members listen to each other
- They consider the opinion of others – find common ground, common denominator & interests
- Team members find solutions to the subjects they deal with – the solutions fit the requirements
- Decisions are made & implemented



# Lessons from “Teamwork: its Nature, Challenges & Peculiarities”

Please, take down the *specific lessons* you have learned from the previous exercise:

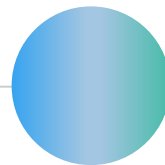
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What does that mean for your *further behavior*? What *specifically* will you

*Keep* doing:

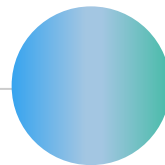
*Stop* doing:

*Start* doing:



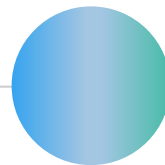
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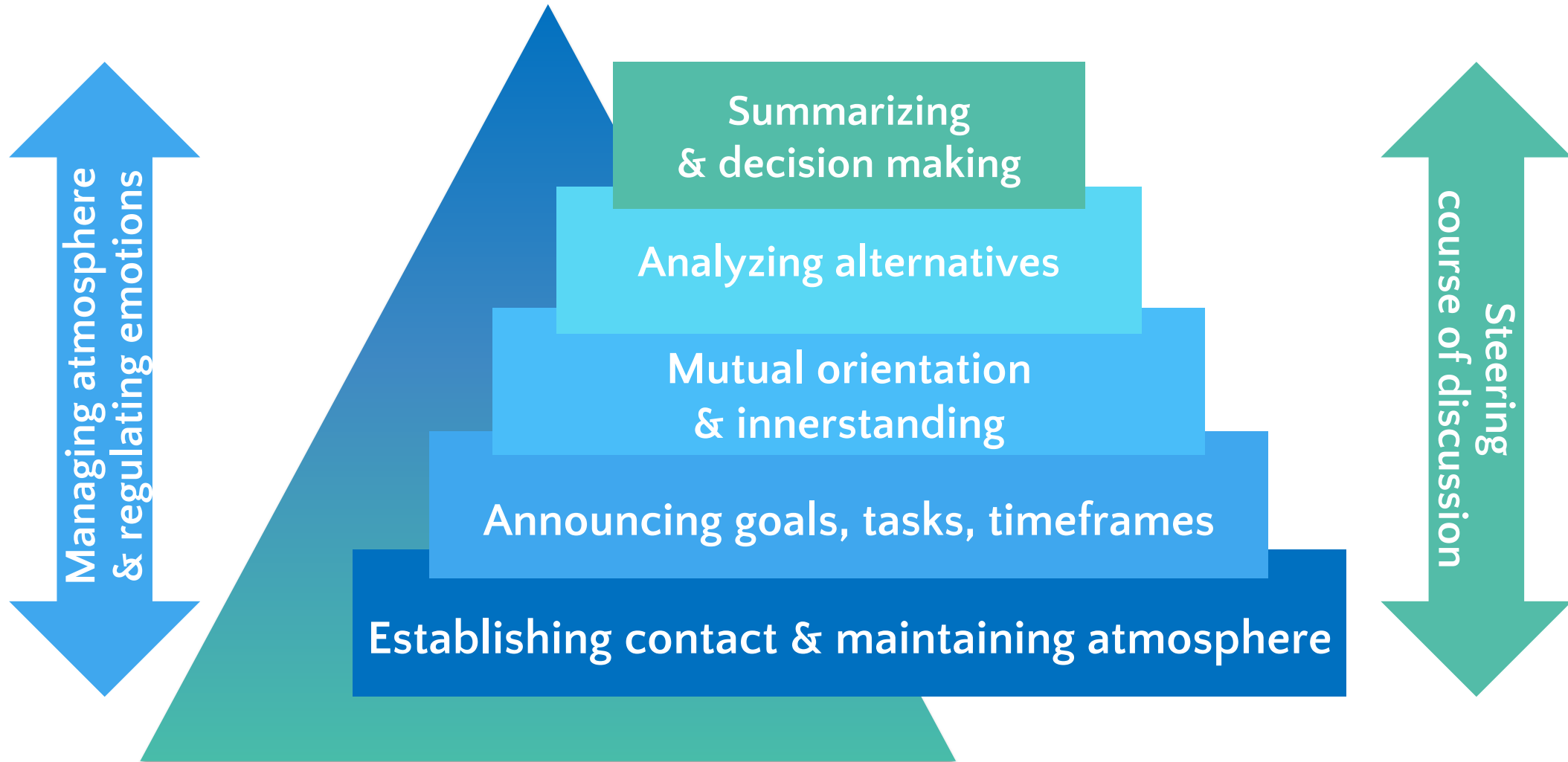


### 3) The Algorithm of Purposeful Discussions

- Introduction: Stages & Goals/Tasks
- Demonstration
- Exercise
- Roles
- Practical experience



### 3) The Algorithm of Purposeful Discussions – new Model



### 3) Tasks/Goals in the Algorithm of Purposeful Discussions

**Establishing Contact & Maintaining Atmosphere** to secure a favorable climate for effective interaction

- Refer to the **12 Techniques**

**Announcing goals, tasks, timeframes** to give structure, direction & meaning to a discussion

**Mutual Orientation & Innerstanding**

- All different **opinions**, suggested **solutions** (“Horse”, “Eggs”), or **interests** in a project, or... are both **KNOWN** by each team member, and **INNERSTOOD** the way the “owner” wants them to be innerstood!

**Analyzing Alternatives**

- All different alternative solutions to a task/problem, or ways of goal achievement – known & innerstood
- **Effects** of the implementation of each alternative solution – **clear** to everyone (based on **criteria**)
- **“Investments”/Efforts** to successfully **implement** the preferred alternative solutions – **clear**
- **Best alternatives** (solutions, ways of goals achievement) – **defined** based on **criteria & efforts to make**

**Summarizing & Decision-Making** based on both – implementation effects (optimal, very good, good)  
Please refer to file “04a\_iNTG\_ILS\_CS\_TB\_Techniques\_Algorithms\_Roles\_EN”!

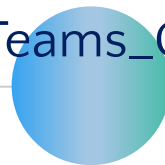
### 3) Exercise 17: Applying the Algorithm of Purposeful Discussions

Team discussions in your **team rooms** about a subject provided by the Lecturer

Goal: **Train** to apply the Algorithm of Purposeful Discussions (esp., stages 2, **3**, and 5),  
Roles,  
Basic Skills in Constructive Communication.

1. Individually solve the task
2. Discuss the task in your team and achieve a result that each team member agrees with by 100%!
3. After finishing the discussion, use Checklist “**Part I: TEAMWORK**” to evaluate your team’s performance.  
Also formulate your KSS for the Team.
4. Then, use Checklist “**Part II: INDIVIDUAL BEHAVIOR**” to evaluate your individual performance during the team discussion. Also formulate your individual KSS for yourself.

Please, refer to file “08a\_iNTG\_Effective IA in Teams\_Checklist\_EN\_2020-12-07”



# Lessons from “Applying the Algorithm of Purposeful Discussions”

Please, take down the *specific lessons* you have learned from the previous exercise:

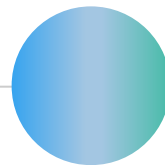
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What does that mean for your *further behavior*? What *specifically* will you

*Keep* doing:

*Stop* doing:

*Start* doing:





### 3) Roles in Purposeful Team Discussions

- Focus on a certain behavior that supports a smooth discussion process of stepwise (stages) & iterative work on the different discussion subjects or aspects to achieve the discussion goals agreed upon.
- 5 communicative roles:
  - Discussion Leader
  - Timekeeper
  - Verbalizer
  - Climate Keeper
  - Implementation Checker.



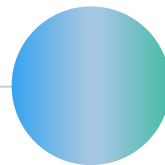
### 3) Why Roles are Important in Purposeful Team Discussions

1. They help to keep team discussions in line with the sequence of stages, thus, make them effective & productive
2. They help to utilize time effectively so that each subject, task, aspect, opinion, suggestion or argue can be addressed sufficiently
3. They help to bring all opinions, suggestions and differences to a common, mutual innerstanding
4. They help to keep a constructive & encouraging atmosphere in the team as well as regulate emotions to make them supporting the working process, instead of hindering it
5. They ensure the discussion results are realistic to be implemented in a certain time frame and with a reasonable amount of effort to make and resources to spend



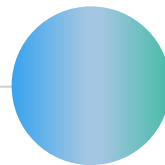
### 3) Roles in Purposeful Team Discussions: Discussion Leader

- Makes sure all team members stick to the sequence of discussion stages.
- Gives each team member the opportunity to speak out their opinions.
- Checks on and makes sure that all discussants stick to the rules originally agreed upon.
- Takes actively part in each stage of the discussion.



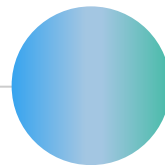
### 3) Roles in Purposeful Team Discussions: Timekeeper

- Makes sure the team members succeed to discuss a certain topic within the time frame allocated to it.  
For that, regularly reminds them of the time passed and, respectively, the time left for discussing the topic.
- Takes actively part in each stage of the discussion.



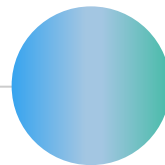
### 3) Roles in Purposeful Team Discussions: Verbalizer

- Asks clarifying questions on different or contradictive standpoints & opinions to fully innerstand them and make them clear to all team members.
- Paraphrases, repeats those opinions that all team members agree with.
- Checks on and makes sure that the discussion subject and/or its different aspects, opinions would be innerstood by all team members in the same way.



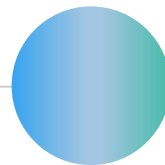
### 3) Roles in Purposeful Team Discussions: Climate Keeper

- Addresses evaluative statements in order to prevent them.
- Traces the team members' emotions during the discussion and adjusts them when they interfere with an effective workflow.
- Takes actively part in each stage of the discussion.



### 3) Roles in Purposeful Team Discussions: Implementation Checker

- Asks questions about the effects or consequences that the implementation of a particular solution or decision would lead to.
- Checks if the team members are satisfied with these effects.
- Asks how feasible certain proposals are.
- Directs the team members' attention to how they would put to life the solutions agreed on, or decisions made.





### 3) Demonstration of the Algorithm of Purposeful Discussions

1. Contact / Atmosphere: Referring to my previous perception of and experience with the students being open, interested, focused & engaged in working on the course's topics.
2. Goal, tasks, timeframe, roles: Comprehend how to apply the Algorithm of Purposeful Discussions; Be prepared to train the AoPD via 2-3 team discussions about relevant subjects.  
Choose 2-5 relevant subjects to later have team discussions about (out of 12-18).
3. Mutual orientation & innerstanding: 25-30 minutes.  
Timekeeper, Verbalizer.  
  
How many potential subjects for team discussions are there in fact?  
What are these subjects about?
4. Analyzing alternatives: Which personal interest do the subject owners have: why this subject, what for?
5. Summarizing & decision-making: What effects or benefits would the discussion about the different subjects have for the other students aside from the subject owner?  
  
Choose 2-5 subjects that are most relevant to most/all of the students.



### 3) Exercise 18: Applying the Algorithm of PD AND Roles

Team discussion in the **General Chat Room** about one of the subjects chosen in result of the AoPD demonstration.

Goal: **Train** to apply the Algorithm of Purposeful Discussions (all stages),  
Roles,  
Basic Skills in Constructive Communication.

1. **Listen** to the subject owner: Why this subject? Goals of the discussion about the subject – expectations to its outcome?
2. **Discuss** the subject in a team of 5–6 students applying the AoPD, all Roles, and Basic Skills in Constr. Communication!  
Come to certain results, which do not necessarily have to meet the subject owner's expectations.
3. 2–4 students **observe** the interaction of the entire team. They use the Checklist "**Part I: TEAMWORK**" to evaluate the performance of the team during the discussion.
4. 5–6 students **observe** the behavior of the 5–6 debaters – 1 observer checks on 1 debater. The observers use the Checklist "**Part II: INDIVIDUAL BEHAVIOR**" to evaluate each debater's individual performance during the discussion.
5. The Team observers individually formulate their KSS for the entire team in written, and then provide it one by one.  
Each individual observer formulates their KSS for the observed debater in written and provides it to him/her orally.  
Please, refer to file "08a\_iNTG\_Effective IA in Teams\_Checklist\_EN\_2020-12-07"!
6. The debaters listen to and accept both feedbacks. They can ask clarifying questions to better understand the

# Lessons from “Applying the Algorithm of PD AND Roles”

Please, take down the *specific lessons* you have learned from the previous exercise:

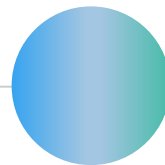
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What does that mean for your *further behavior*? What *specifically* will you

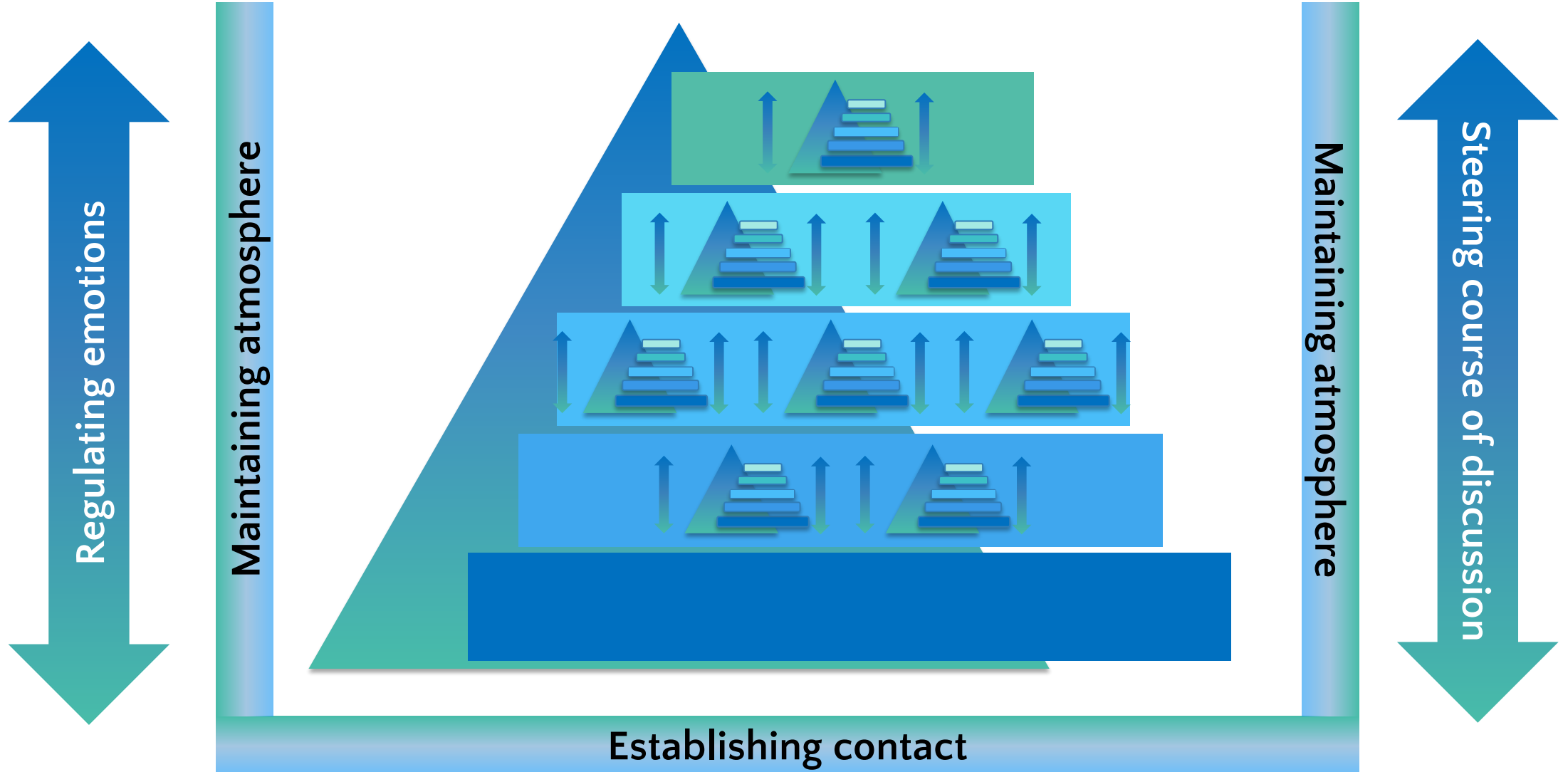
*Keep* doing:

*Stop* doing:

*Start* doing:

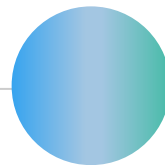


### 3) Reviewed Model: The Algorithm of Purposeful Discussions



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## 4) Methods in Purposeful Team Discussions

(0. Free style – your usual way)

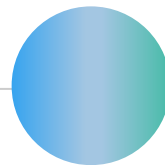
**1. *Toltec Circle***

**2. *World Café***

3. Method 6-3-5 – “Brain-writing”

4. Nominal Group Technique

5. Brainstorming



## 4) Methods in Team Discussions: Toltec Circle

### History:

- Toltecs used to apply this method to solve complex issues
- The elders sat around the fire, and expressed their opinion on the given issue
- They talked one by one, passing to one other a smoking pipe
- The “talking time” was not limited
- While one spoke, the others remained silent

### “Toltec Circle” modified by iNTG:

- Only **1 sentence** per team member
- **No repeating**, only adding – if no new ideas coming to their minds, team members leave out their turn
- Conduct as many circles as new ideas come to mind
- **Visualize** each idea
- Discussion Leader makes sure the **Circle Order** is **maintained** and **Rules** are followed
- When **all ideas** are taken down:
  - **clarify** their meanings if necessary
  - **group** them in categories
  - arrange them in a certain **sequence** of further work..**and: Go on for the next circle!**

## 4) Exercise 19: Applying AoPD, Roles & Method “Toltec Circle”

Team discussions in the **Team Rooms** about another of the subjects chosen in result of the AoPD demonstration.

Goal: **Train** to apply the Algorithm of Purposeful Discussions (all stages) and Roles,  
Method “Toltec Circle”  
Basic Skills in Constructive Communication.

1. **Listen** to the subject owner: Why this subject? Goals of the discussion about the subject – expectations to its outcome?
2. Distribute all Roles prior to start working!
3. **Discuss** the subject in teams of 5–6 students applying the AoPD, Roles, Methods & Basic Skills in Constr. Communication!  
Come to certain results, which do not necessarily have to meet the subject owner’s expectations.
4. After finishing the discussion, all participants use Checklist “**Part I: TEAMWORK**” to evaluate your team’s performance.  
Also formulate your KSS for the Team.
5. Then, use Checklist “**Part II: INDIVIDUAL BEHAVIOR**” to evaluate your ind. performance during the team discussion. Also formulate your individual KSS for yourself.
6. Compare & clarify/discuss all individual KSS on your team’s performance. Then formulate the final KSS for your team.
7. Then ask for feedback from your teammates on your ind. performance and give feedback to them, including KSS. Please refer to the file “Goal iNTG Effective Teams Checklist ENS 2020-12-07”! Clarify the feedback received from your teammates. Compare the KSS for you with your individual one and formulate your

## Lessons from “Applying AoPD, Roles & Method ‘Toltec Circle’”

Please, take down the *specific lessons* you have learned from the previous exercise:

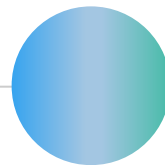
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What does that mean for your *further behavior*? What *specifically* will you

*Keep* doing:

*Stop* doing:

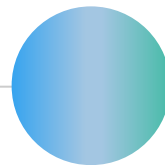
*Start* doing:





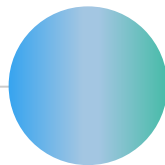
## 4) Methods in Team Discussions: World Café

- For creating a living network of collaborative dialogue around questions that matter in real life situations
- A provocative metaphor:  
As we create our lives, our organizations, and our communities...  
... we are, in effect, moving among “table conversations” at the World Café



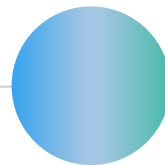
## 4) Methods...: World Café – General Flow

1. Seat 3-5 people at café-style tables or in conversation clusters (3-7).
2. Set up progressive rounds of conversation, usually of 10-15 minutes each – have some good questions to discuss about at every table.
3. Ask one person to stay at the table as a “host” and invite the other table members to move to other tables (to one table after the other) as ambassadors of ideas & insights.
4. Ask the table host to share key insights, questions and ideas briefly with new table members, then let folks discuss the questions to be worked through at this table.
5. After you’ve moved through the rounds, allow some time for a whole-group harvest of the conversations.



## 4) Methods...: World Café – Guide for Hosts

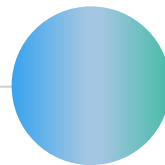
1. The table hosts can participate in the discussions.
2. They make sure that everyone participates, no one dominates, and keep the discussions from becoming judgmental or personal.
3. When necessary, remind people to be non-judgmental! This is not about right & wrong. It is about coming together to learn from each other and gain understanding of different perspectives on the same subject.
4. Invite participants to stay open to different perspectives.
5. Tensions will likely be at the table. Honor & hold them and allow them. Part of what will happen is participants will experience some of the same tensions & frustrations that they are experiencing in their team discussions at daily work. This is OK.
6. Manage your own tensions/needs.
7. Encourage participants to use the sheets and markers to remember ideas, list key points, etc. This helps keep them in a shared dialogue space and adds to transparency.



## 4) Methods...: World Café – Gathering the Results

- At the end of all rounds, each table host will report out and share the harvested work from their table with the whole group
- The harvested information can be circulated to the members in picture or written form throughout the year to remind them of the values, vision and collective thought that was generated “At the World Café”

Please, refer to file “09a\_iNTG\_LS, CS & TB\_Effective IA in Teams\_World Cafe\_EN”



## 4) Exercise 20: Applying AoPD, Roles & Method “World Café”

Team discussions in both the **Team Rooms (= Tables in the World Café)** & the **General Chat Room** about a topic suggested by the Lecturer, whereas this topic is directly related to the subjects of this course.

Goals: **1) Train** to apply the Method “World Café” – within the...

Algorithm of Purposeful Discussions, esp. stages 3, 4, and 5;

Roles;

Basic Skills in Constructive Communication (clarifying questions, active listening).

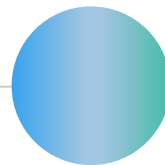
**2) Create** an updated list of **9 positive & 9 negative behaviors** related to the 3 values that we agreed on at the beginning of this course. The list can include the originally formulated 16 behaviors, at least, partly.

1. Define at which of the **3 tables** (Team Rooms 1, 2, 3) will be worked on which of the **3 values**.
2. Appoint a **Table Host** who'll be the “Discussion Leader” and create **3 teams** to work consecutively at all 3 tables.
3. At **each table** carry out **stages 3, 4 & 5** of the AoPD:
  - A) Think of and write down pos. & neg. behaviors individually
  - B) Introduce them to each other (Mutual orient. & innerstanding)
  - C) Analyze the alternative pos. & neg. behaviors in your team
  - D) Make a team decision on 2 pos. & 2 neg. behaviors.
4. **Finale voting** in the whole group:
  - A) The Table hosts introduce the 6 pos. & 6 neg. behaviors created at their tables
  - B) All other participants ask clarifying questions to fully innerstand all behaviors
  - C) Each participant has 2 voices to select 2 pos. & 2 neg. behaviors for each value.

Please refer to file “09a iNTG v5.0 Scs & TB Effective As in Team 2 World Café EN”

## Reminder: How to Formulate Behaviors

1. Formulate **specific** and **observable** behaviors  
(*“Listen out until the end”, “Interrupt your interlocutor”*)
2. Start with a **verb**  
(*“Provide incorrect information”, “Justify your actions”*)
3. Formulate the negative behaviors **without** “**Don’t**” in the beginning  
(*“Judge, before they finished their sentence”, “Devalue your interlocutor’s opinion”*)
4. Is it incorrect to formulate a negative behavior as an antipode of the positive one



## Reminder: The Algorithm of Purposeful Discussions



# Lessons from “Applying AoPD, Roles & Method ‘World Café’”

Please, take down the *specific lessons* you have learned from the previous exercise:

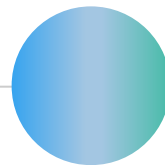
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What does that mean for your *further behavior*? What *specifically* will you

*Keep* doing:

*Stop* doing:

*Start* doing:





## 4) Methods in Team Discussions: 6-3-5 Brain Writing

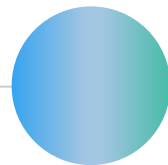
- 6 people are given a form and asked to provide 3 ideas for solving a problem in 5 minutes
- Participants are invited to consider out-of-the-box ideas and combine their ideas with others
- The ideas are written in silence to prevent participants from influencing each other
- After the first five minutes, each participant passes a form like the one below to the adjacent participant, who then reviews the already existing ideas and adds 3 new ideas
- The process consists of 6 rounds = 30 minutes, with a potential for  
 $6 \text{ participants} \times 3 \text{ ideas} \times 6 \text{ rounds} = 108 \text{ ideas}$  about the problem to solve

# 4) Methods...: 6-3-5 Brain Writing Form

Subject to work on, e.g.: “What to do about...?” Or: “How to increase / change...?”			
	Idea 1	Idea 2	Idea 3
Participant 1			
Participant 2			
Participant 3			
Participant 4			
Participant 5			
Participant 6			

## 4) Methods...: Nominal Group Technique

- Involves individual work, the results of which will be subsequently discussed in the group
- Effective since found that people work more creative when on their own



## 4) Methods...: Nominal Group Technique – 6 Steps

1. **Generating ideas:** Every participant independently generates ideas, not voicing them out loud,  
and then fixes them on paper, or other media
2. **Exchanging ideas:** Participants present their ideas one by one, explaining their meaning,  
and answering clarifying questions from their colleagues
3. **Developing ideas:** Participants discuss the different presented ideas to better innerstand  
their similarities & differences as well as effects of their implementation
4. **Choosing** the best idea or a mixture of different ideas **by voting**
5. **Reviewing** of the **decision** taken.  
Participants can **comment** on the selected **idea** or mixture of different ideas to **improve** it  
and validate their decision
6. **Final voting** – selecting of the final idea.  
**Secret ballot** suggests a maximum of objectivity of the decision taken.

## 4) Methods...: Nominal Group Technique

*Stages* of

1. Generating ideas
2. Explaining them
3. Further developing the ideas

are *clearly delineated*, thus *avoiding* the *premature culling* (death) of new ideas.

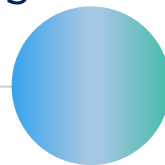
In *large projects*, this method can be used in several iterations:

- First, to identify and define the problem
- then, to map out potential solutions, evaluate the effects of their implementations & make decisions
- then, to work out an action plan for systematic implementation of the chosen solutions
- finally, to evaluate the implementation success and adapt the action plan accordingly.



## 4) Methods in Team Discussions: Brainstorming – Rules

- Session to be conducted in an *informal setting*
- **Duration** – longest 45 minutes (if several rounds on different subjects)
- Optimal **number** of participants: 12
- All of them have **equal status**
- All participants express their **ideas**, encouraged doing it in a **free way**
- The more **unusual or crazier ideas** are, the better it is
- **Criticizing** others is **excluded**
- **Ideas** can be **combined** in different ways



## 4) Methods...: Brainstorming – Implementation

1. Select a coordinator responsible for
  - organizing & executing a brainstorming session,
  - recording the ideas produced during this session,
  - categorizing the ideas after the brainstorming session is finished.
2. Agree on the brainstorming session's goal and its procedure:
  - A) duration of brainstorming session (3 to 10 minutes),
  - B) order of participants to speak out their ideas:
    - Freestyle – just like ideas are coming to participants' minds, or
    - clockwise one by one, whereas participants leave out their turn if no ideas coming to their minds
3. Set up a positive & informal atmosphere with elements of game (people are more creative in positive & game situations than during normal business meetings)
4. Run the brainstorming session itself (record the ideas produced)
5. Categorize all ideas in 4 groups:
  - 1.) Can be used/implemented immediately!
  - 2.) ... after a little additional work on the idea.
  - 3.) ... only after significant additional work on the idea.
  - 4.) Cannot be used/implemented by no means!

## 4) Methods on Stages of the Algorithm of Purposeful Discussions

### Establishing Contact & Maintaining Atmosphere

- Free Style
- 12 Techniques

### Announcing Goals, Tasks, Timeframes, Roles

- Free Style
- (Toltec Circle)

### Mutual Orientation & Innerstanding

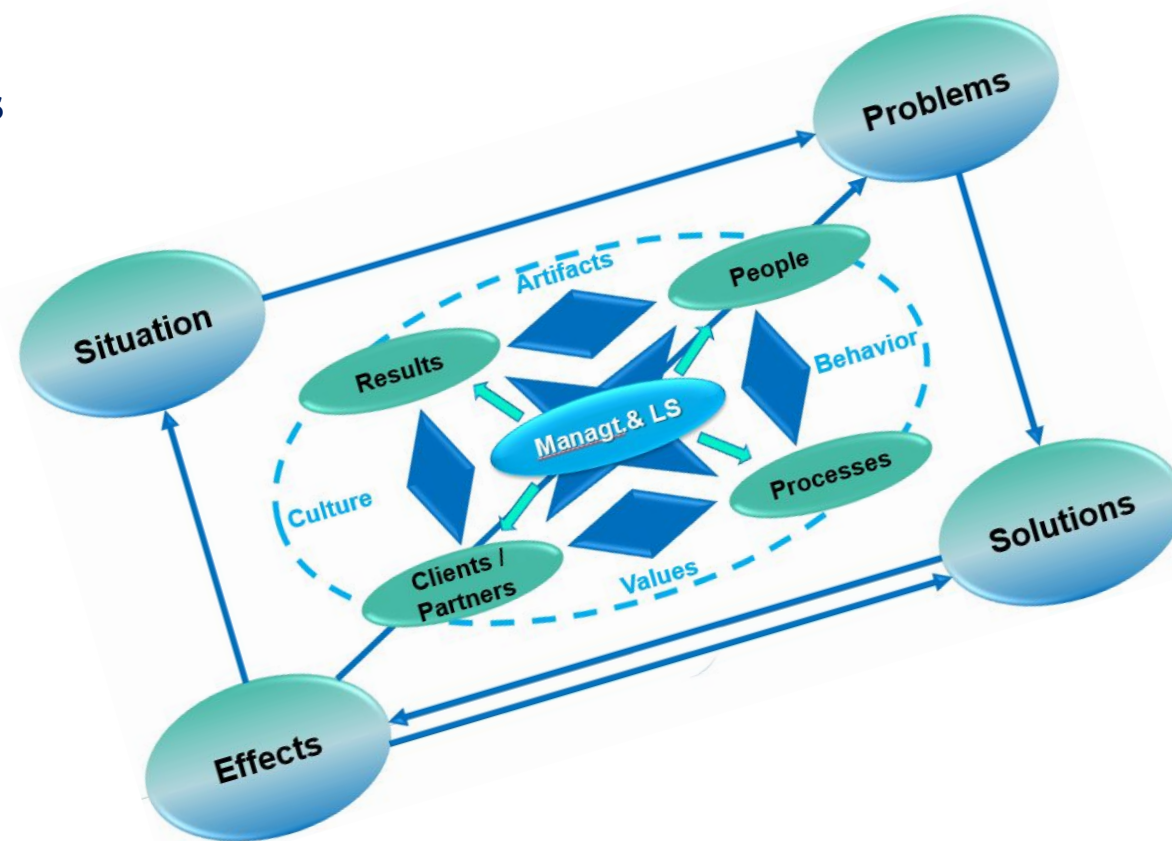
- Active Listening & Clarifying questions
- Toltec Circle
- World Cafe
- 6-3-5
- Facilitation

### Analyzing Alternatives

- Toltec Circle
- World Cafe
- 6-3-5
- Facilitation

### Summarizing & Decision-Making

- Algorithm of decision-making



Communicative Leadership

Basic skills in Constructive Communication



## Lessons from “Methods in Purposeful Discussions”

Please, take down the *specific lessons* you have learned from the previous exercise:

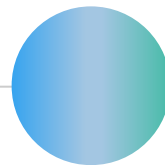
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What does that mean for your *further behavior*? What *specifically* will you

*Keep* doing:

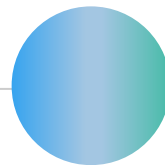
*Stop* doing:

*Start* doing:



# Table of Contents

1. Introduction
2. Teamwork: its Nature, Challenges and Peculiarities
3. The Algorithm of Purposeful Discussions: Stages, Goals & Roles
4. Methods in Purposeful Team Discussions
- 5. Facilitation as Leadership focused on Team Development**
6. The Algorithm of Analyzing & Solving Problems
7. Conclusion & Summary



## Reminder: Leadership and Coaching ... and Facilitation

Leadership

Leading  
yourself

Through  
self-motivation,  
self-reflection, actions,  
and feedback as well as:

Coaching

Leading  
team members

Based on clearly defined values  
through different styles, methods & skills of  
communication & interaction, including:

Coaching

Leading  
teams

Facilitation

## 5) Facilitation as one of the Leadership Tools

### Training (Education)

I tell you what to do, and how to do it.

I let you exercise and experience for yourself, then I give you feedback.

I suggest you find your own way.

Implementation is your responsibility!

### Consulting

I know your business better than you; therefore, I advise you what to do.

Perhaps, I will tell you how to do.

But I won't show you how!

Usually, I won't help you with the implementation

### Facilitation

Make the change process easier.  
Help your team to find the best way in both communication & implementation.

Support objectives' achievement.

### Mentoring

I tell you what to do and show you how.

I advise you how to do yourself and correct you.

Suggest you find your own way and give FB.

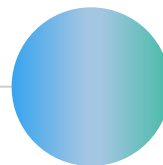
And I help you to implement it!

### Coaching

I won't tell/show you what & how to do.

Won't correct you.

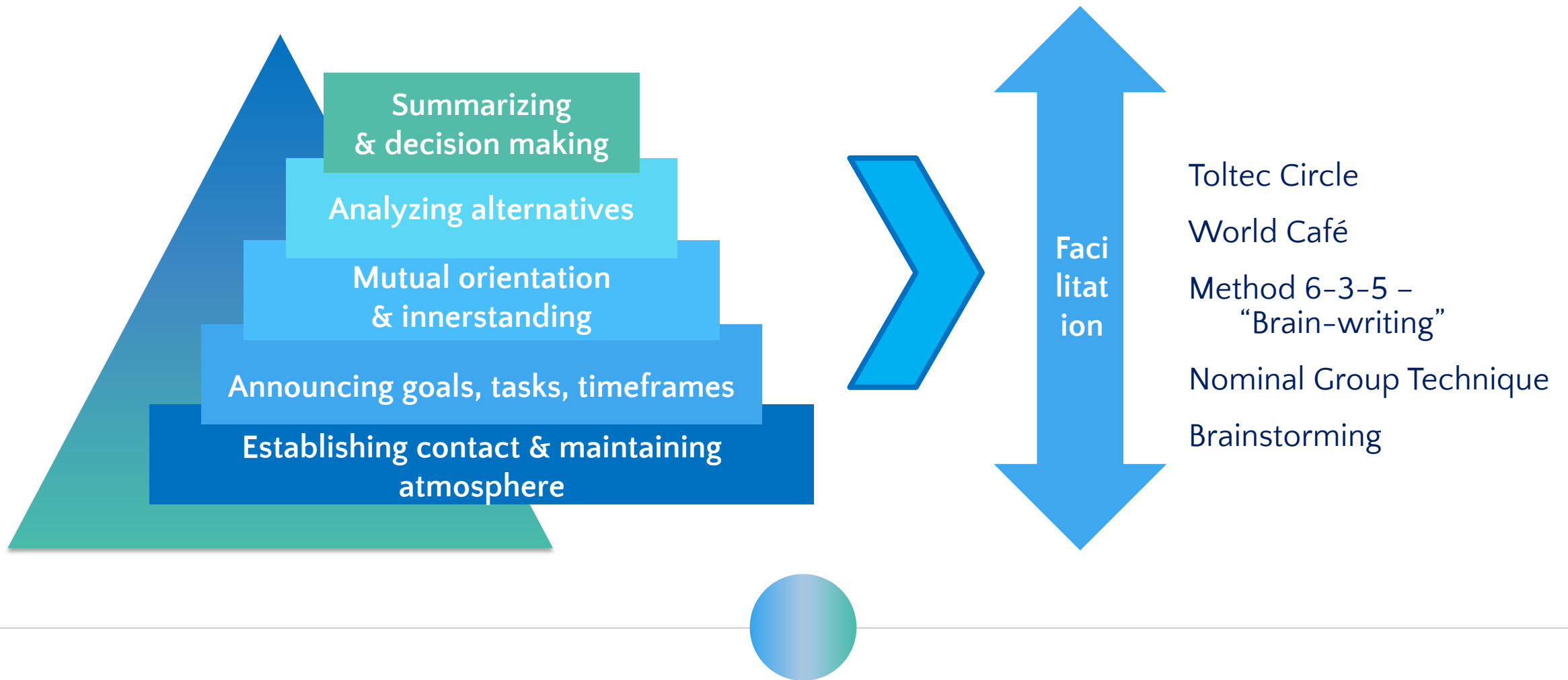
I ask questions to let you understand your goals, situation & problems, and find solutions on your own.



## 5) Facilitation as Leadership focused on Team Development

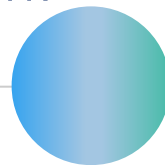
<b>Background</b>	<p>Teamwork often lacks effectiveness &amp; efficiency (“pure time-wasting”) because of both poor communication skills and the disuse of effective teamwork algorithms, roles &amp; methods.</p> <p>Consequences are slight variety of ideas &amp; synergy effects, unequal engagement and distribution of workload, loss of motivation/inspiration, conflicts.</p> <p>All that, finally, leads to poor performance &amp; results as well as dissatisfaction.</p>
<b>Goal</b>	<p>Students innerstand Facilitation as both a method to run teamwork &amp; an approach to develop teams. They experience its effects via practical application.</p>
<b>Effects</b>	<p>They can apply Facilitation in their team projects to increase team performance and achieve better results.</p> <p>They are prepared for their future working life.</p>

## 5) Facilitation: More than just another Method



## 5) Facilitation as Leadership focused on Team Development

- Practical Experience
- Why Facilitation in Business?
- Definition and Objectives of Facilitation
- Facilitated Team Discussions
- Facilitators' Mission, Function and Tasks – Orientation Frame
- Principles & Techniques
- What the Facilitator Does at Different Stages
- What Questions a Facilitator asks
- Effects of Facilitated Discussions & Teamwork



## 4) Facilitation – Exercise 21: Facilitation Session

Please, refer to file “10a\_iNTG\_LS, CS & TB\_Effective IA in Teams\_Facilitation\_Frame\_2020-12”!



## Lessons from “Exercise 21: Facilitation Session”

Please, take down the *specific lessons* you have learned from the previous exercise:

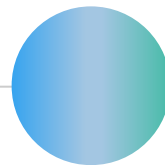
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What does that mean for your *further behavior*? What *specifically* will you

*Keep* doing:

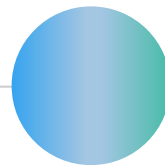
*Stop* doing:

*Start* doing:



## 5) Why Facilitation in Business?

- Constant changes in the external & internal environment of organizations!
- Questions: – What is going on?
  - What should be done?
  - How to achieve strategic company goals?
  - How to use a crisis or critical situation to further develop?
  - How to prepare for future growth?
  - How to overcome obstacles?
  - What changes are needed; how to implement them?
- No easy answers or ready-to-use recipes – esp. not for a single individual... The COLLECTIVE MIND is needed: Synergy!
- Managers at all levels need to discuss current questions, problems, further directions of work & development and find answers and solutions
- Search for answers and solutions during joint discussions on: – problem solving workshops
  - strategic sessions,
  - ...

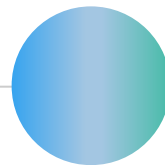


## 5) Facilitation as LS focused on Team Development – Definition and Objectives

Professionally organized, structured & conducted process of algorithmic group work

### Objectives:

- Goals clarified & set
- Priorities set
- Problems defined & diagnosed
- Solutions found
- Effects from solutions' implementation evaluated
- Decisions made
- Further actions agreed upon & planned (road map, action plan)



## 5) Facilitated Team Discussions



Structured & algorithmic discussions to

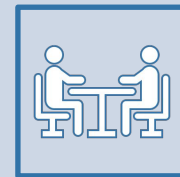
- Analyze & solve current problems
- Define areas of further improvement
- Agree upon strategy
- Find best ways of implementation

Facilitator is “one of us” on the session,

but stays independent:



- Delves into the discussion and balances participants' interests
- Sympathizes & empathizes..., while
- Keeps a certain distance to the problem, barriers and to participants
- Cannot be influenced by any of the participants



Professional Facilitator:

- Assists the process of teamwork via consecutive discussion rounds
- Makes it easier to achieve mutual inner-standing among participants, search for optimal solutions and make best decisions

Professional Facilitator's communication skills:

- Questioning
- Listening
- Leads group discussions effectively
- Gives freedom during discussions, while maintaining focus on their subjects/goals
- Provides feedback
- Creates & maintains favorable, constructive atmosphere

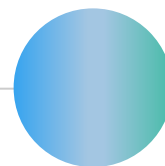
Please, refer to file “10a\_iNTG\_LS, CS & TB\_Effective IA in Teams Facilitation Frame 2020-12”

## 5) Facilitator's Mission, Functions & Tasks

- **Mission** is to support teams & every team member to do their best thinking & interacting.
- This mission is realized through **5 Functions**:
  1. Encouraging full participation
  2. Promoting mutual innerstanding
  3. Fostering inclusive solutions
  4. Cultivating shared responsibility
  5. Enabling constructive interaction

### Tasks:

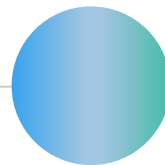
- Helps to prepare & agree on subjects
- Helps to form the group of participants for problem solving or strategic sessions
- Organizes work format, plans sequence of working rounds and methods to be used during the facilitated session
- Steers the discussion rounds & maintains a constructive climate during the session
- Sums results up and organizes decision-making on further steps



Please, refer to file “10a\_iNTG\_LS, CS & TB\_Effective IA in Teams Facilitation Frame 2020-12”

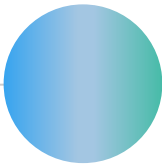
## 5) A Facilitator is not a Boss!

FACILITATOR	THE-PERSON-IN-CHARGE
Explains the importance of reserving time to plan the agenda.	Decides how much time to invest in the agenda planning.
Asks the person-in-charge to list all possible topics.	Identifies possible topics and decides which to include.
Asks the person-in-charge to set the overall goal for each topic.	Clarifies the overall goal for each topic.
Encourages the person-in-charge to define session goals for each topic.	Sets the session goal for each topic on the agenda.



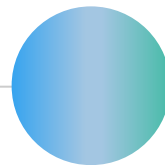
# 5) A Facilitator is not a Boss!

FACILITATOR	THE-PERSON-IN-CHARGE
Suggests thinking activities for the group to engage in during each segment of the session.	Considers the options and makes decisions regarding the process design for each segment.
Puts together a draft agenda, complete with time estimates.	Makes any revisions to the draft and validates the final agenda.
Does not present the agenda at the session. (The person-in-charge is the owner of the outcomes.)	Presents the agenda at the session and explains the objectives for each item.



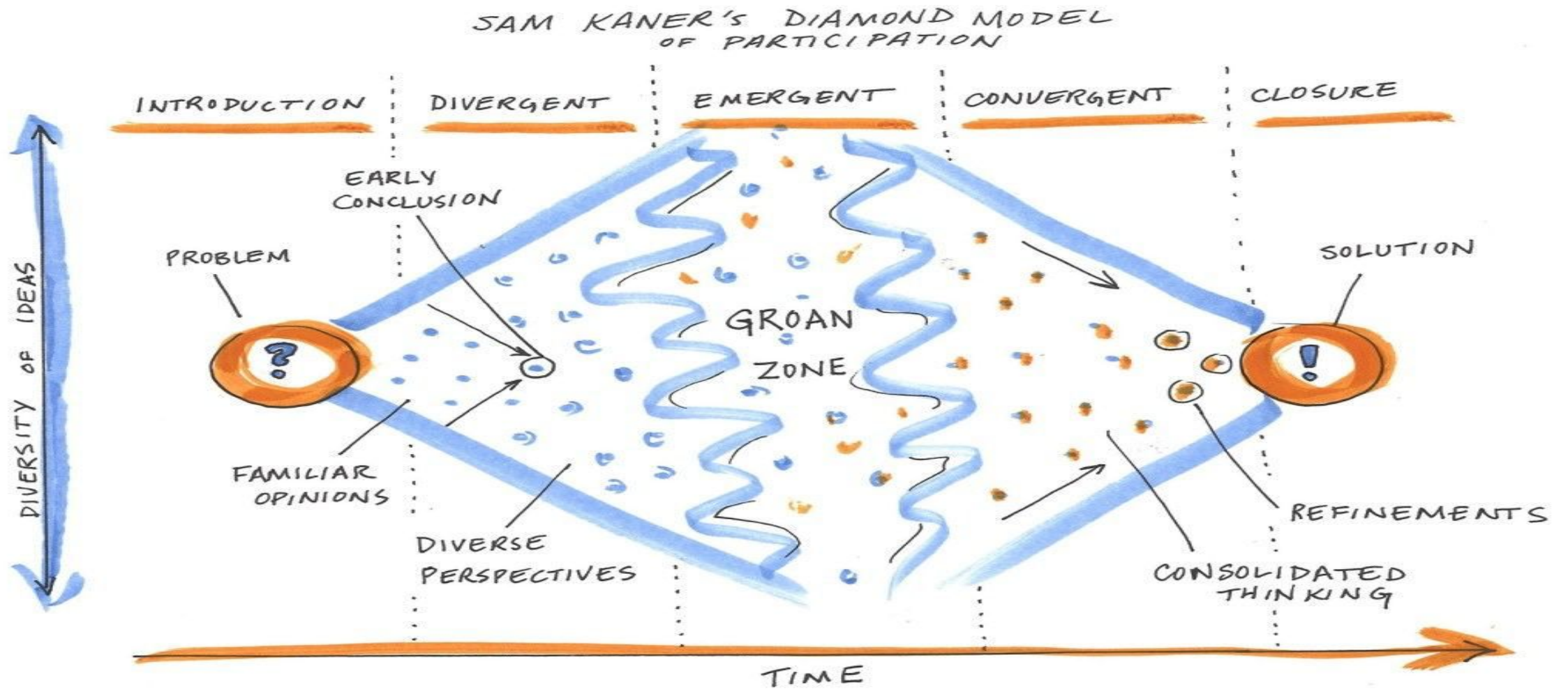
## 5) Principles & Techniques

- **Several rounds** to work a subject through from a common overview down to its specific aspects
- Individual as well as team and group answers & ideas to be written down on **index cards**
- **Visualization** of all answers & ideas on pinboard
- In each round: **Alternation** of individual work, teamwork and group work
- **Alternation** of divergent – emergent – convergent direction of thinking/discussing (see next slide!)
- Structuring & **categorizing** of these answers & ideas
- **Prioritization** of different categories (special voting technique)
- Continue working on most important category/area (2<sup>nd</sup> round, 3<sup>rd</sup> round, ...) up until Decision-Making;
- Creating **road map** or action plan – at least, planning of 1 next step, e.g.: creating a road map or detailed AP
- Facilitator's **comments/feedback** to emphasize different aspects and enhance acceptance & innerstanding

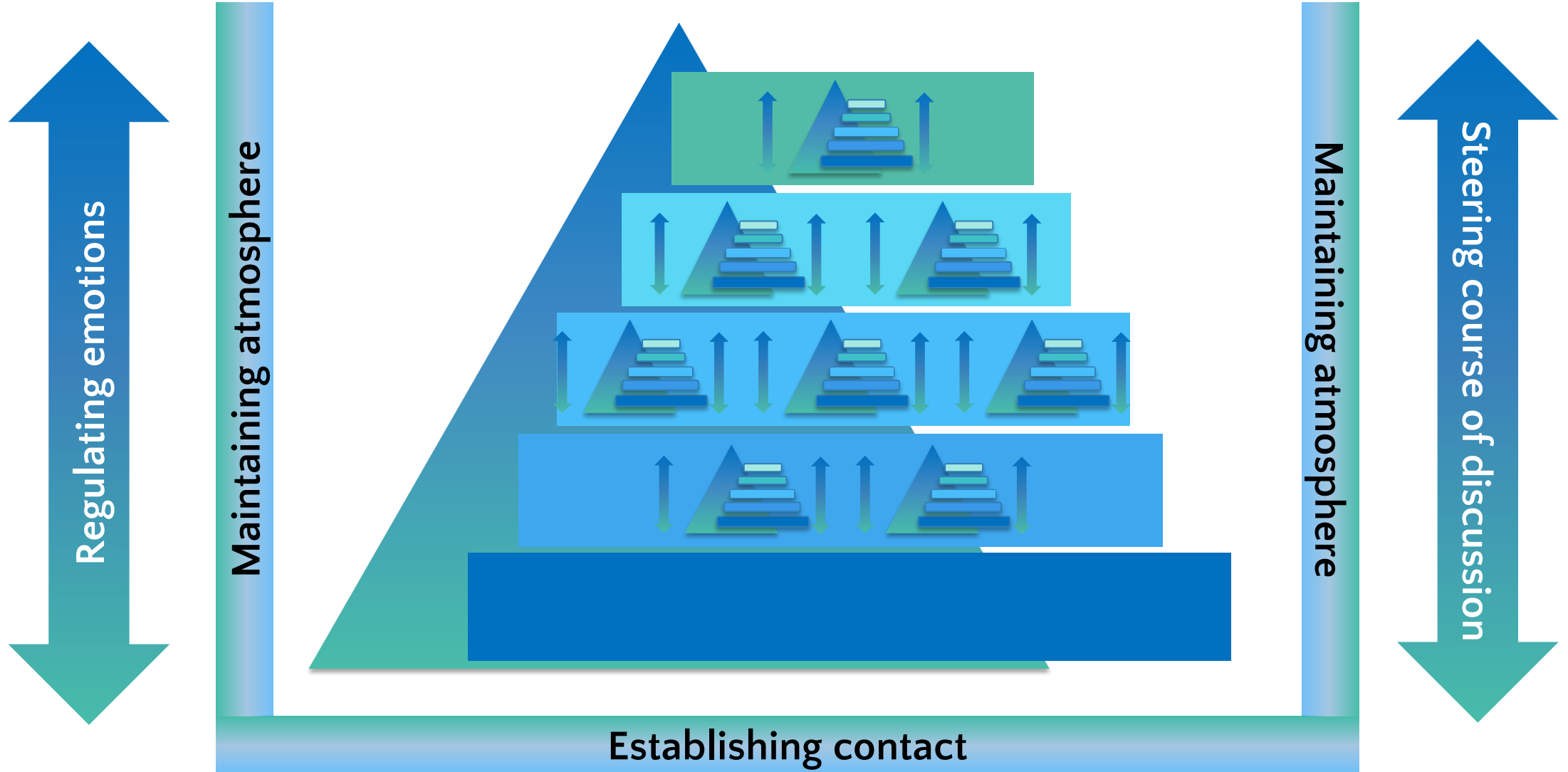




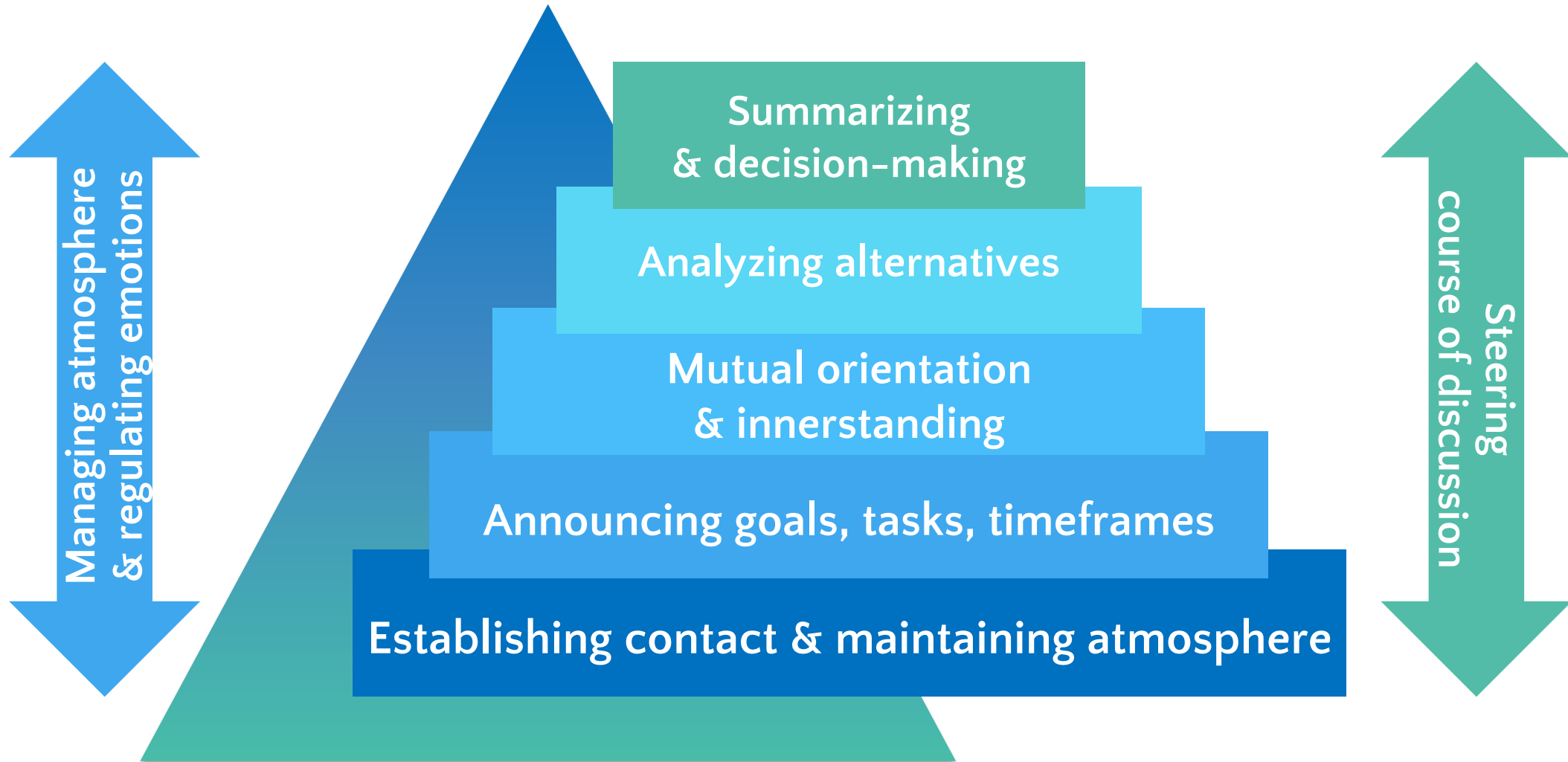
## 5) Principles & Techniques



### 3) Reviewed Model: The Algorithm of Purposeful Discussions



## 5) The Algorithm of Purposeful Discussions



## 5) What the Facilitator Does at Different Stages

<b>Establishing contact &amp; maintaining atmosphere</b>	<ul style="list-style-type: none"> <li>• Asks pre-defined questions in a certain sequence</li> <li>• Sets &amp; agrees on communication rules and makes sure they are followed</li> <li>• Gives feedback to maintain/manage the working atmosphere: <ul style="list-style-type: none"> <li>- “I-messages” on own thoughts &amp; emotions</li> <li>- assumptions on participants’ thoughts &amp; emotions</li> </ul> </li> </ul>
<b>Announcing goals, tasks, timeframes, roles</b>	Makes sure everyone innerstands the session’s goal, its tasks (= aspects necessary to work through to achieve the goal), timeframes to stick to and Roles to use
<b>Mutual orientation &amp; innerstanding</b>	<ul style="list-style-type: none"> <li>• Asks pre-defined questions in a certain sequence to initiate the targeted working process</li> <li>• Applies different teamwork methods</li> <li>• Asks clarifying questions</li> <li>• Paraphrases participants’ statements to ensure mutual innerstanding</li> <li>• Uses mind management techniques to visualize, structure, categorize answers/ideas</li> </ul>
<b>Analyzing alternatives</b>	<ul style="list-style-type: none"> <li>• Collects different ways (alternatives) to improve a situation, solve a problem, achieve a goal</li> <li>• Helps realize the effects (Pro’s &amp; Con’s) of different ways’/alternatives’ implementation</li> <li>• Helps prioritize the different alternatives through special voting technique</li> </ul>
<b>Summarizing &amp;</b>	<ul style="list-style-type: none"> <li>• Recalls entire workflow throughout the session to let participants feel what they’ve done</li> <li>• Formulates different conclusions and the decision or different decisions to be made</li> </ul>

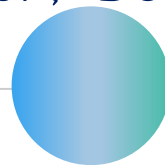
## 5) What Questions might a Facilitator ask you

1. Based on which reasons did you decide on the major of your master studies?
2. Up until now, which knowledge or benefits have you gained from previous lectures in other subjects?
3. What, particularly, has changed in your perception, feeling, thinking, attitudes & behavior as a result of our lectures on this subject?
4. What are the most surprising effects to you of all lectures in all subjects you have had so far?
5. Which changes have you made in your professional and/or private life?
6. What hinders you to fully apply the acquired knowledge & models in your professional practice?
7. What helps you to fully apply the acquired knowledge & models in your professional practice?



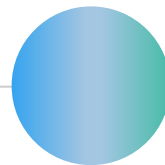
## 5) What Kind of Questions a Facilitator asks

1. Clarifying questions: “What do we need to decide?”, “What information do we need?”
2. Courtesy questions: “Did I put this right?”, “Any questions here, or is everything clear?”
3. Divergent questions: “What else can be improved?”, “What else can be done?”
4. Hypothetical questions: “Let’s assume that...”, “What if we find another customer segment?”
5. Explaining questions: “How will you do this?”, “What to we need to do to solve this problem?”
6. Goal clarification questions: “Does that moves us towards our goal?”
7. Assessment questions: “What do you like?”, “What confuses you?”
8. Alternative questions: “Will we continue to discuss this topic or are we going further?”
9. Summary questions: “Did we agree on this?”, “Does everyone agree with this decision?”



## 5) Specific Effects of Facilitated Discussions & Teamwork

- Different views are perceived, accepted, innerstood and related to each other
- Common innerstanding of the subject to work on (problem to solve, area to develop, strategy)
- Common innerstanding of options & ways to further work on the subject
- Faster & more effective goal achievement (less energy consuming)
- Decisions are made based on consensus or compromise
- Suggestions, findings & decisions come from participants themselves (not the facilitator)
- Motivation to actively participate in further discussions or teamwork in the future
- Self-fulfilling prophecy – positive



## 5) General Effects of Facilitated Discussions & Teamwork

- Action plan implementation entails **organizational changes**, goals' achievement, strategic **development**
- Involvement of all participants (managers & employees) leads to sense of **ownership** as well as **initiative**
- **Satisfaction** with results achieved, progress made, individual contribution to it, experience gained
- Constructive climate & improved **relationships** within and between teams
- **Joy** of working in & developing of teams – process, methods, widening of horizons, overcoming conflicts
- Initial investment of more time & accuracy results in
  - better innerstanding of corporate strategy by all stakeholders
  - more clarity of specific strategy implementation
- Culture of constructive communication and problem solving through collaboration



## Lessons from “Facilitation as Leadership focused on Team Dvpt.”

Please, take down the *specific lessons* you have learned from the previous exercise:

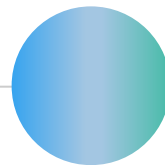
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What does that mean for your *further behavior*? What *specifically* will you

*Keep* doing:

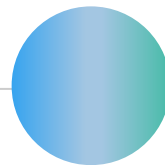
*Stop* doing:

*Start* doing:

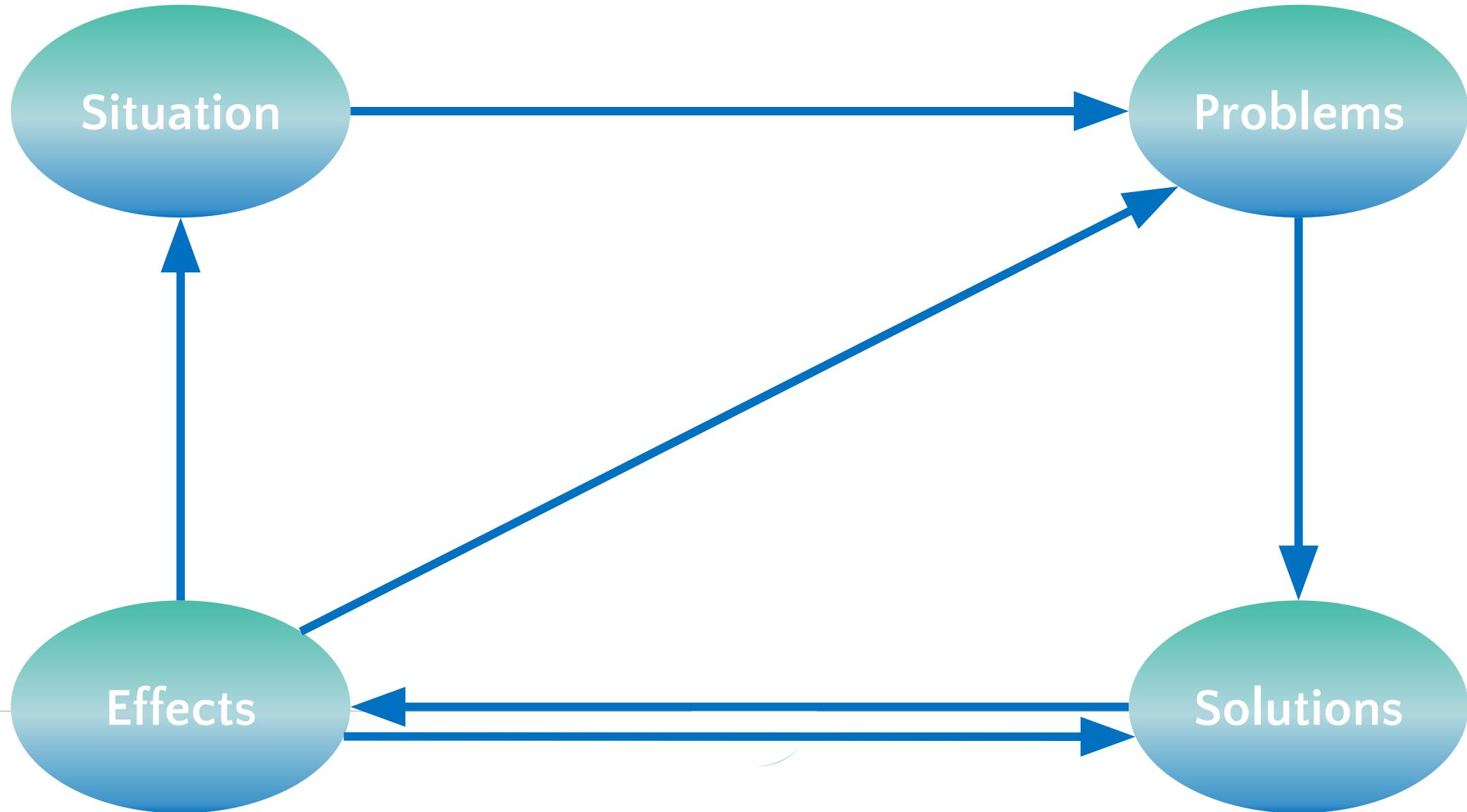


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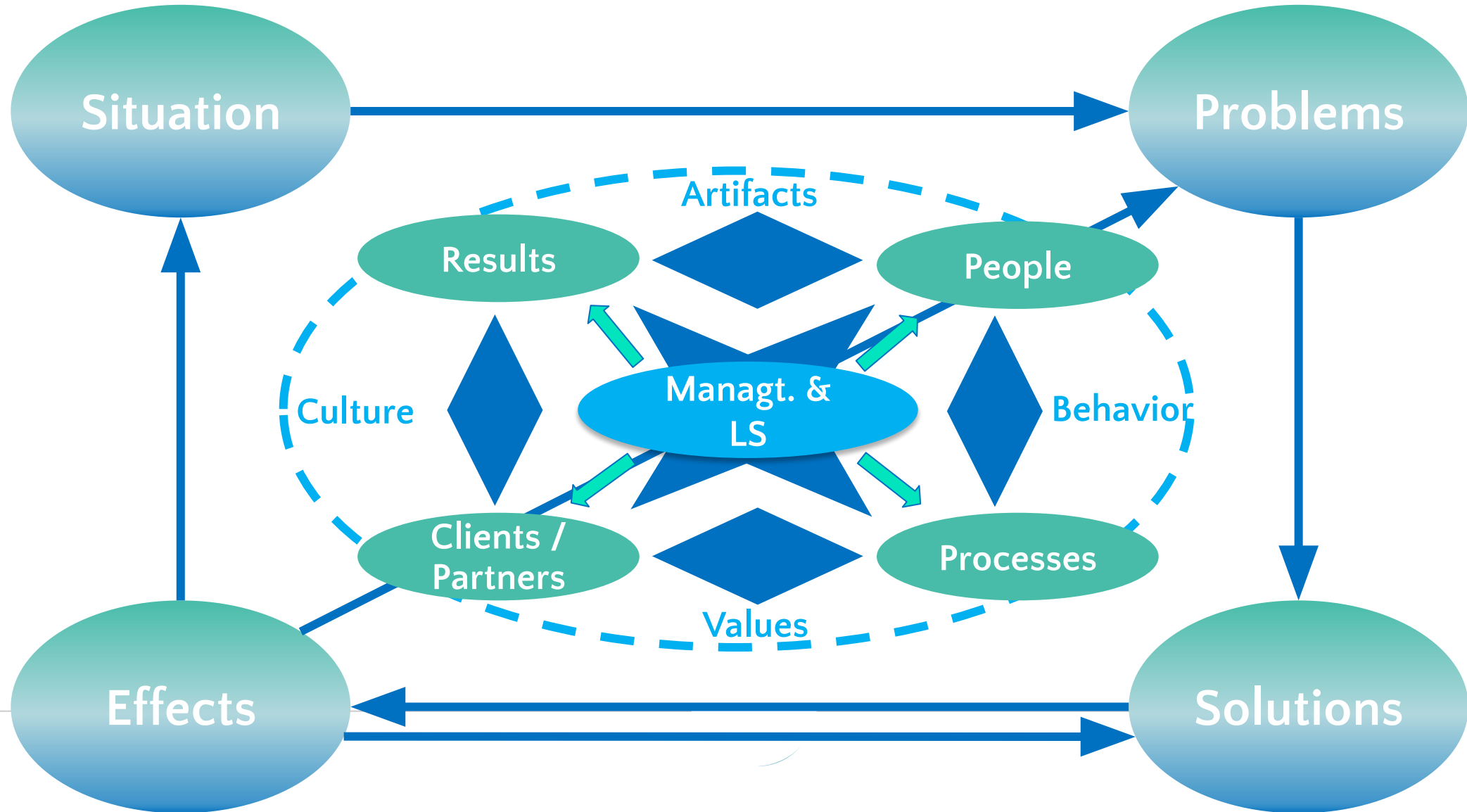
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- 6. The Algorithm of Analyzing & Solving Problems**
7. Conclusion & Summary



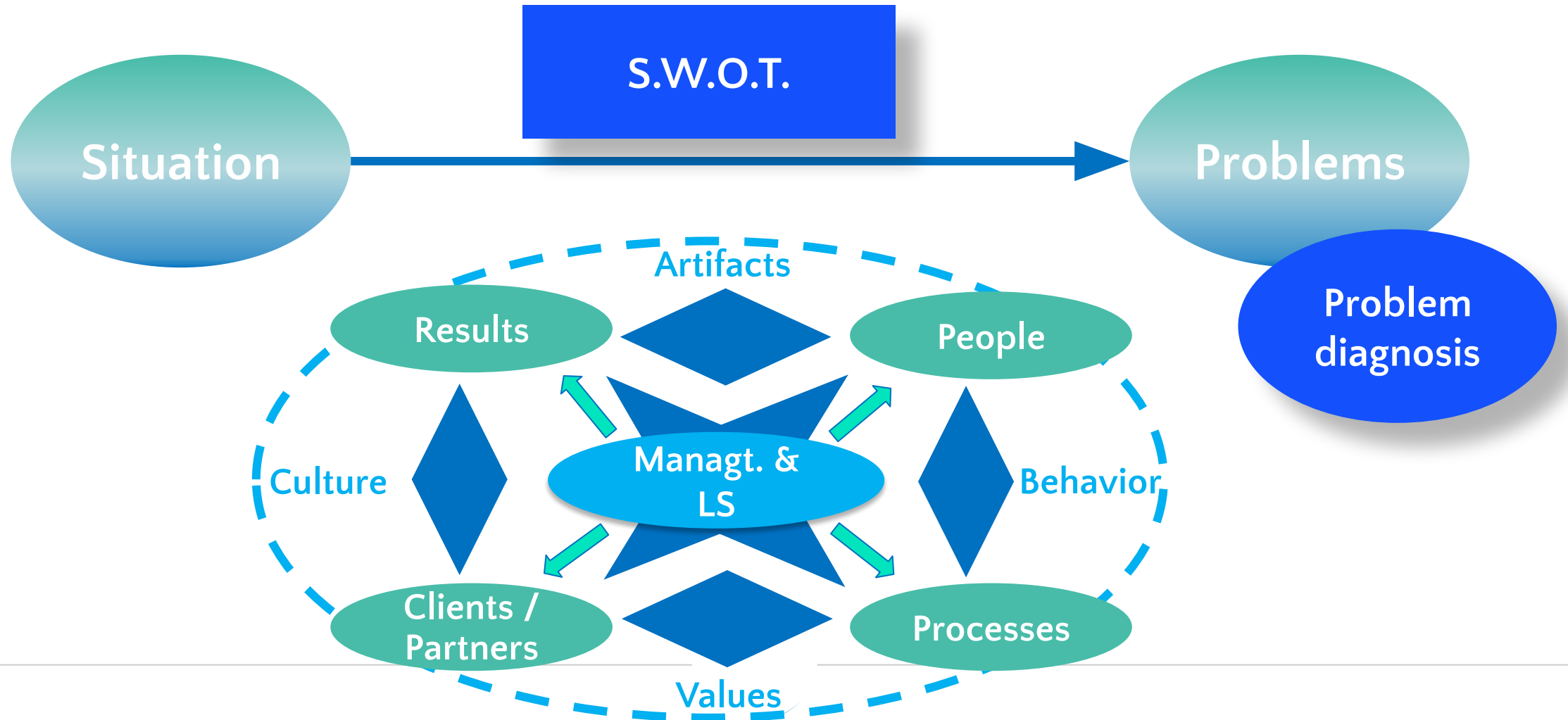
## 6) The Algorithm of Analyzing & Solving Problems



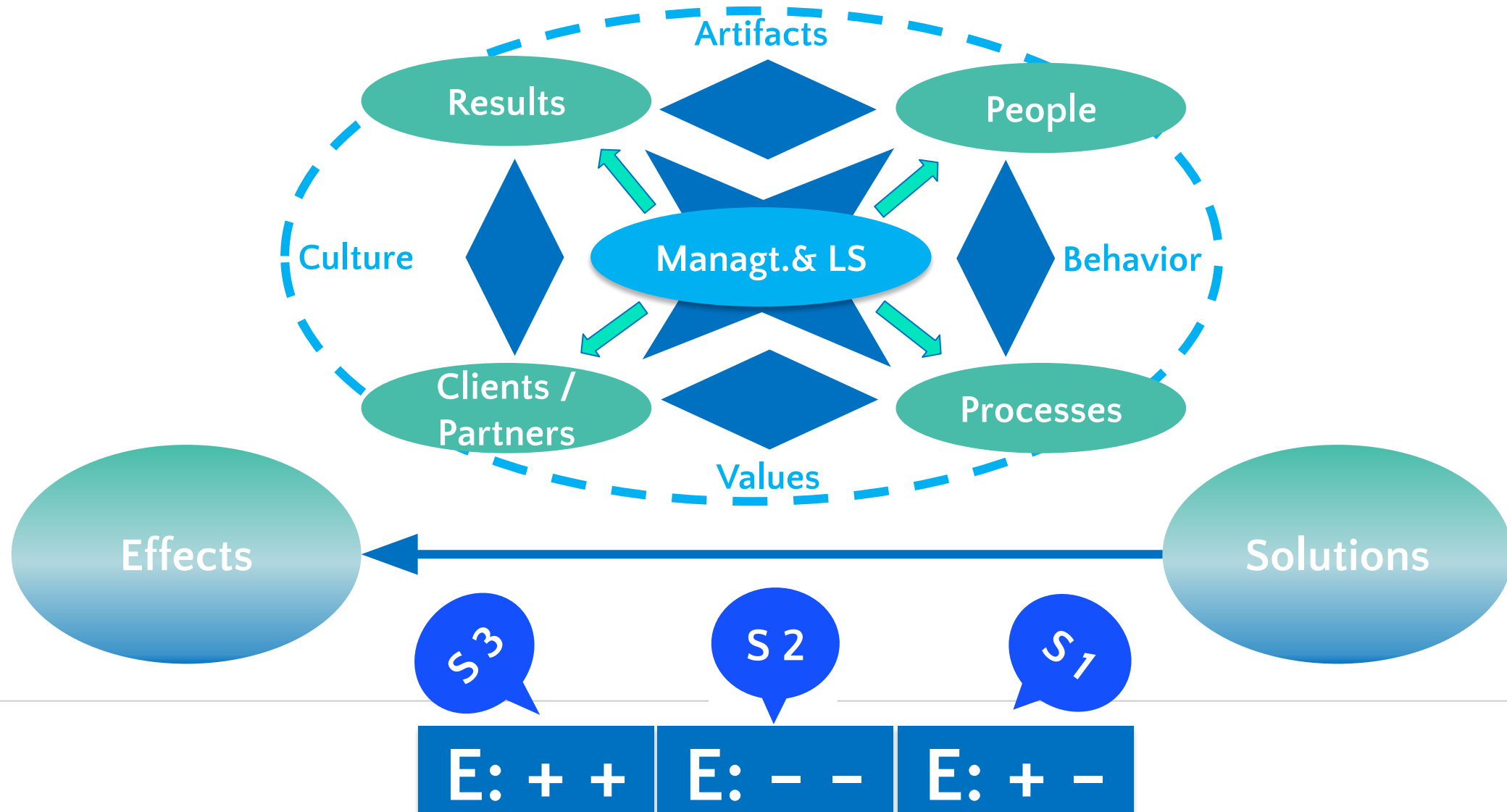
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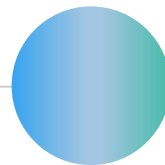
## 6) The Algorithm of Analyzing & Solving Problems



## 6) The Algorithm of Analyzing & Solving Problems

1.) What is the **current SITUATION** regarding:

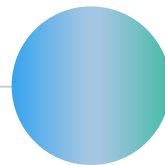
- Business success
- Customers:
  - internal customers/partners
  - external customers/partners
- People/employees
- Business processes, procedures, regulations and structure
- Management & Leadership
- Corporate Culture?



## 6) The Algorithm of Analyzing & Solving Problems

2.) What are the **current PROBLEMS** regarding:

- Business success
- Customers:
  - internal customers/partners
  - external customers/partners
- People/employees
- Business processes, procedures, regulations and structure
- Management & Leadership
- Corporate Culture?



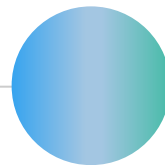


## 6) The Algorithm of Analyzing & Solving Problems

What are the **MOST PRESSING PROBLEMS**?

Rank them in order of their importance – use the proposed “stick-the-dots-technique”.

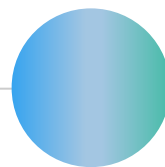
3.) What **ideas** come to your mind about  
**POSSIBLE SOLUTIONS** to **the first** of the most pressing **problems**?



## 6) The Algorithm of Analyzing & Solving Problems

4.1.) Possible **EFFECTS** of implementing the 1<sup>st</sup> solution to the 1<sup>st</sup> most pressing problem for:

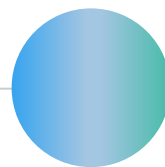
- Business success
- Customers:
  - internal customers/partners
  - external customers/partners
- People/employees
- Business processes, procedures, regulations and structure
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- Corporate Culture?



## 6) The Algorithm of Analyzing & Solving Problems

4.2.) Possible **EFFECTS** of implementing the 2<sup>nd</sup> solution to the 1<sup>st</sup> most pressing problem for:

- Business success
- Customers:
  - internal customers/partners
  - external customers/partners
- People/employees
- Business processes, procedures, regulations and structure
- Management & Leadership
- Corporate Culture?



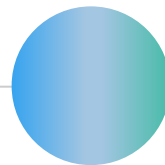
## 6) The Algorithm of Analyzing & Solving Problems

- 5.) Which of the **possible solutions** to **the first** of the most pressing **problems** is the **OPTIMAL ONE**,  
given all the possible effects on the success factors in business?
- 6.) What **EFFORTS** do you need to make and how many **RESOURCES** do you need to apply **to fully implement** the best solution to the 1<sup>st</sup> most pressing problem?
- 7.) Is this **REALISTIC**? If yes, go on!  
If not, ask the same question regarding the other effective solutions to the 1<sup>st</sup> most pressing problem until you find the most realistic solution to implement among the effective solutions to the 1<sup>st</sup> most pressing problem!

*In extreme case, you need to re-start thinking of solutions more realistic for you to implement!*

## 6) The Algorithm of Analyzing & Solving Problems

- 8.) Before creating an **action plan** to implement the solution chosen, you may consider to actively ask:  
What might **HELP** or **HINDER** you to successfully coping with the difficulties that will, likely, occur when implementing the chosen solution?
- 9.) Then, set up a proper **ACTION PLAN**: What?  
What shall be the result of the major actions?  
Deadline? (If actions take longer: define when to start taking them?)  
Who (and, if necessary: in collaboration with whom!)?
- 10.) **When** to meet next time to discuss the **Status** of both the action plan **IMPLEMENTATION** and the **EFFECTS achieved**!
- 11.) **STATUS MEETING**: everything according to the plan? If yes, go ahead!  
If not, add some corrections, or  
start the next iteration of the Algor. of A. & S. Problems!



# Lessons from “The Algorithm of Analyzing & Solving Problems”

Please, take down the *specific lessons* you have learned from the previous exercise:

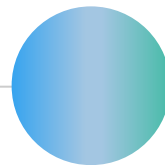
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What does that mean for your *further behavior*? What *specifically* will you

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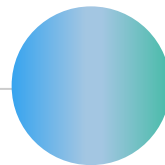
*Stop* doing:

*Start* doing:



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# Methods on Stages of the Algorithm of Purposeful Discussions

## Establishing Contact & Maintaining Atmosphere

- Free Style
- 12 Techniques

## Announcing Goals, Tasks, Timeframes, Roles

- Free Style
- (Toltec Circle)

## Mutual Orientation & Innerstanding

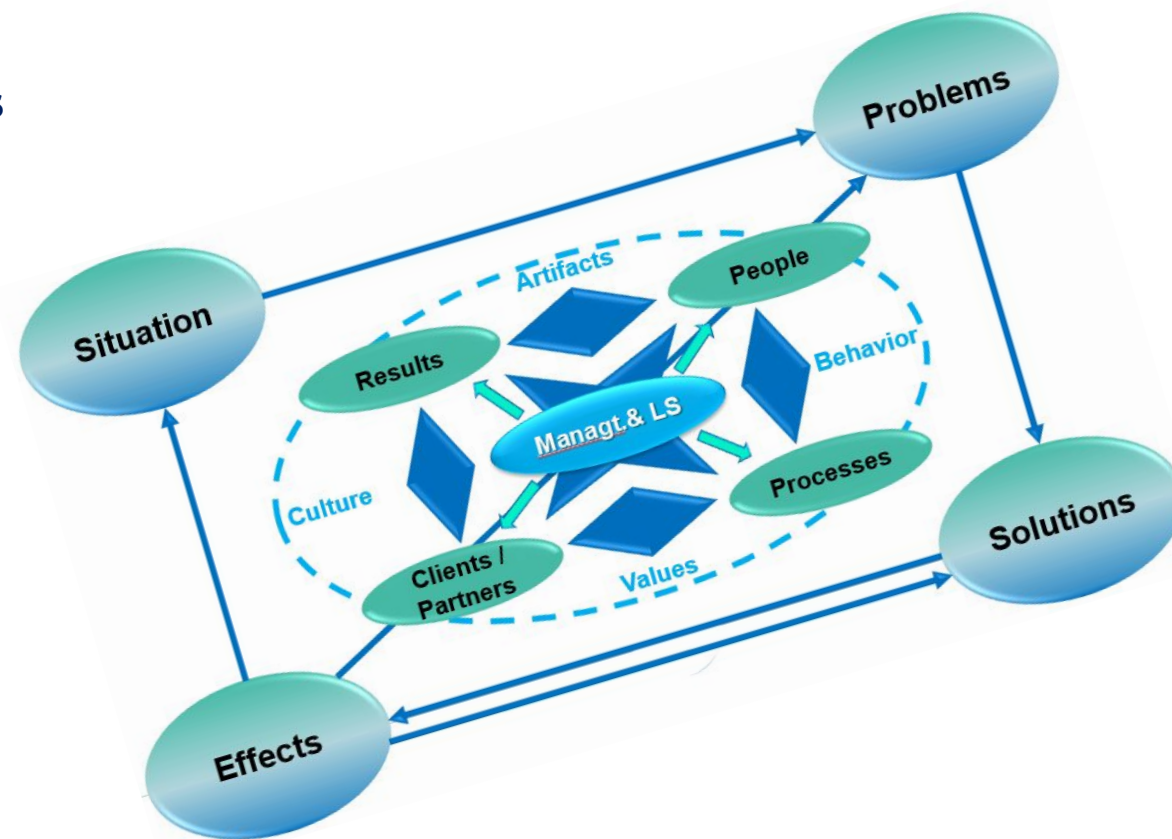
- Active Listening & Clarifying questions
- Toltec Circle
- World Cafe
- 6-3-5
- Facilitation

## Analyzing Alternatives

- Toltec Circle
- World Cafe
- 6-3-5
- Facilitation

## Summarizing & Decision-Making

- Algorithm of decision-making



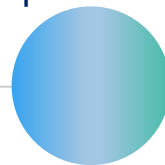
Communicative Leadership

Basic skills in Constructive Communication



# Principles

- Be clear about goal & tasks of your work, your project, each project session and each team discussion
- Alternate individual and teamwork
- Alternate divergent, emergent and convergent thinking/working
- Speak up one by one – in a specific order to be agreed upon (e.g., circle)
- Visualize ideas, suggestions, and questions to be discussed
- Turn from common to specific (or from specific to common)
- Apply the Basic Principle of Social Interaction: Perceive-Accept-Understand-...
- Give feedback during the process (team discussion), e.g., SBII
- Formulate any agreements clearly
- Summarize the results achieved at the end of the process (team discussion, project stage) and formulate KSS



## Lessons from the Entire Course

Please, take down the *specific lessons* you have learned from the previous exercise:

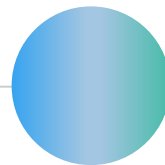
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What does that mean for your *further behavior*? What *specifically* will you

*Keep* doing:

*Stop* doing:

*Start* doing:



**Thanks for your attention!**  
**Good luck to all of you!**

