

Why Communication is Important (and other good things)

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Who Am I?

Judy Bamberger has 25 years' experience developing software, leading teams, teaching, and developing organisation-wide leaders. An independent consultant, she specializes in project management, process definition and improvement, quality techniques (e.g., formal inspections, metrics), team building, facilitation, and managing change.

Ms Bamberger has:

- Performed numerous assessments (SPA, CBA-IPI, ARC Class C/B, ISO9001, custom-tailored) and worked with organisations around the world and at all maturity levels.
- Created a CMM/CMMI gap analysis method that is highly reliable and cost-effective. This enables her clients to review their strengths and weaknesses against the practices of the CMM/CMMI, provides a likely maturity/capability level rating, and summarises opportunities for improvement - at a fraction of the time and cost of an appraisal. The CMMI gap analysis method complies with ARC Class B/C requirements.
- Assisted her clients with improvement plans based on assessment results, which enabled them to meet their strategic business goals and increase their maturity levels.
- Trained and coached internal change agents in: basic quality tools, communication skills, managing change and resistance, effective improvement planning, and transition. This enabled her clients to create lasting, positive changes.

A key author of CMM, Ms Bamberger is one of the original Authorised Lead Assessors.

Ms Bamberger teaches project management and an award-winning course that has the students apply basic quality tools in the contexts of a real team, project, and organization. She provides workshops and on-site mentoring in the CMMI, Personal Software Process, peer reviews, process improvement, and other software engineering, management, and leadership subjects.

Abstract

Almost nothing in our industry is an individual effort; almost everything is a team activity. Increasingly, it's a GLOBAL team effort - system specification, development, verification, and operation. As systems get increasingly complex and global and timelines shorten, our ability to communicate effectively and work as a global team become critical to success.

Surveys show that effective communication and teamwork are more desirable than just good organisational (management) and technical skills.

This presentation introduces three important models:

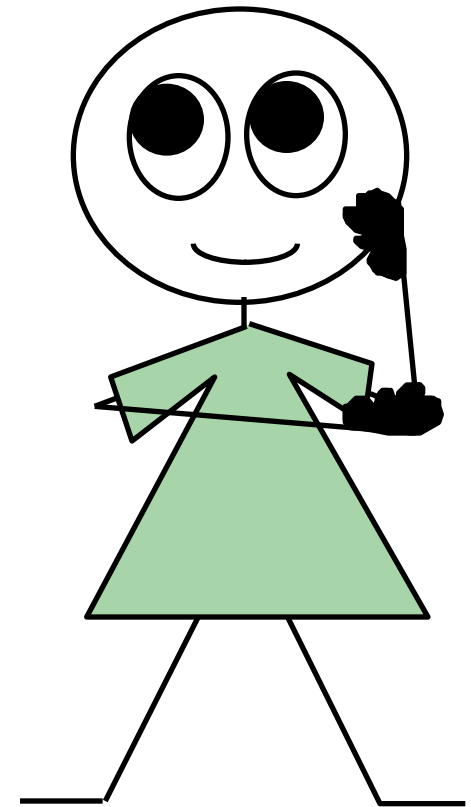
- Communication
- Team growth
- Personal preferences

Three relevant examples of "what can go wrong in real-life" situations are provided, to explore how each model can be used to get back on the right track.

We will review why good communication is imperative to successful system development, deployment, and operation ... in our industry, to personal and professional growth, and wherever our personal and professional lives take us.

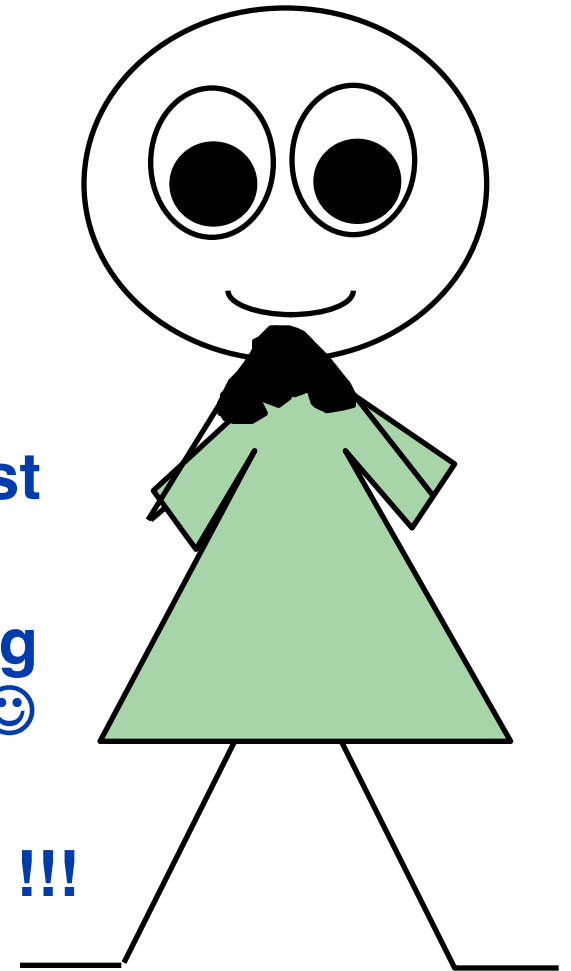
A Few Questions ...

- At university, at work, how many of you had any formal lessons, discussions, readings, exercises on:
 - Communication?
 - Team effectiveness?
 - Any other related topics?
- What types of things for the above?
- How useful were they at university?
Not at all _____ Some _____
Heaps and heaps _____
- Where is communication used in the IT industry?
- Team effectiveness?

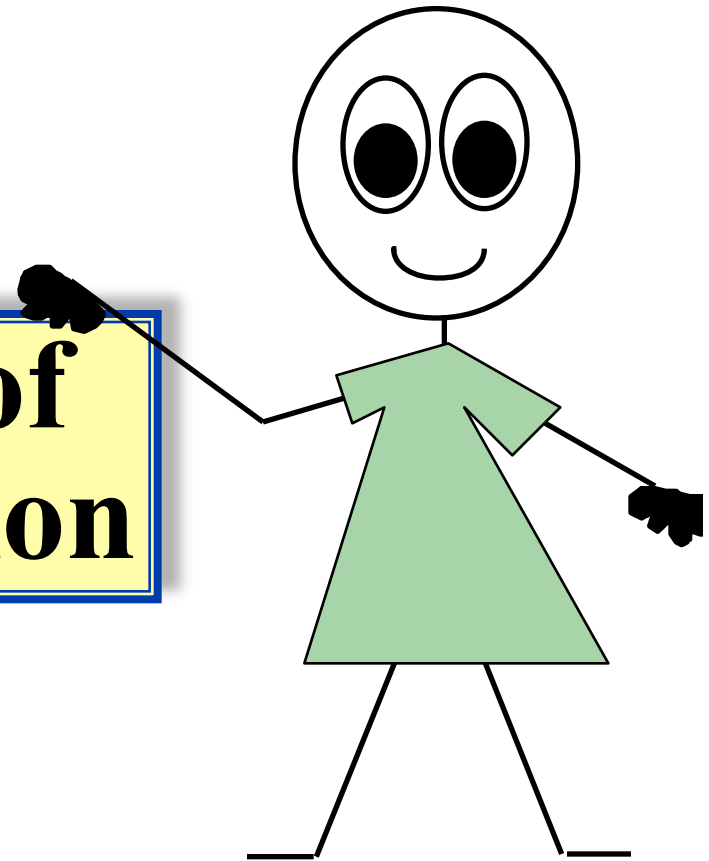


A Few Observations ...

- Almost nothing in IT is an individual effort
- Almost everything in IT is a team activity
- Surveys of industry show
 - Effective communication, effective teamwork is more desirable than just good techie skills
 - * It is not clear whether or not hiring practices actually follow this 😊😊😊
 - + However, growth, promotion, morale, and job satisfaction do !!!



One Model of Communication

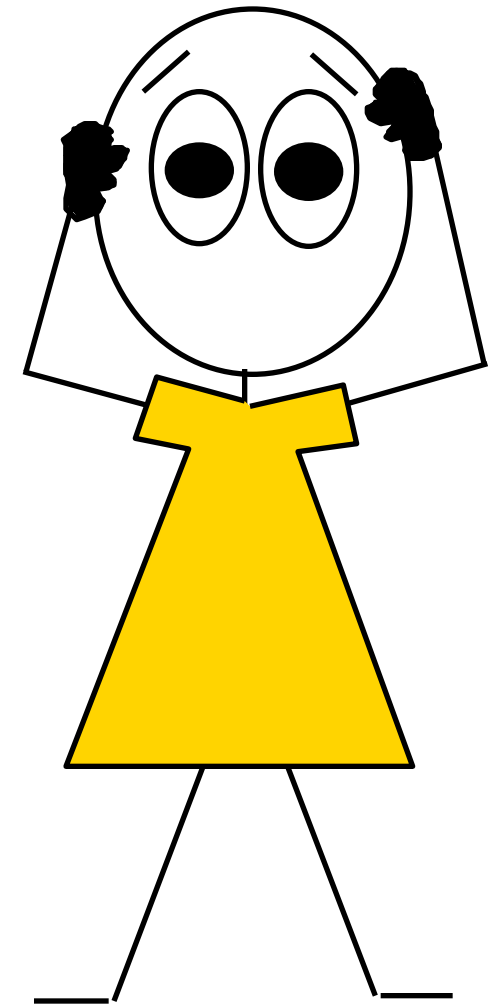


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Communication

“The greatest problem of communication is the illusion that it has been accomplished.”

George Bernard Shaw



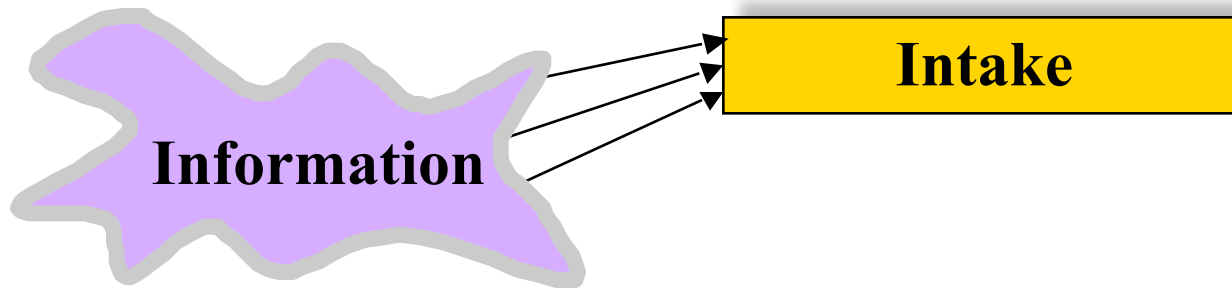
Communication: Example #1

- Matt's story ... ANU tutorial ...

- What was Matt trying to communicate?
To whom?

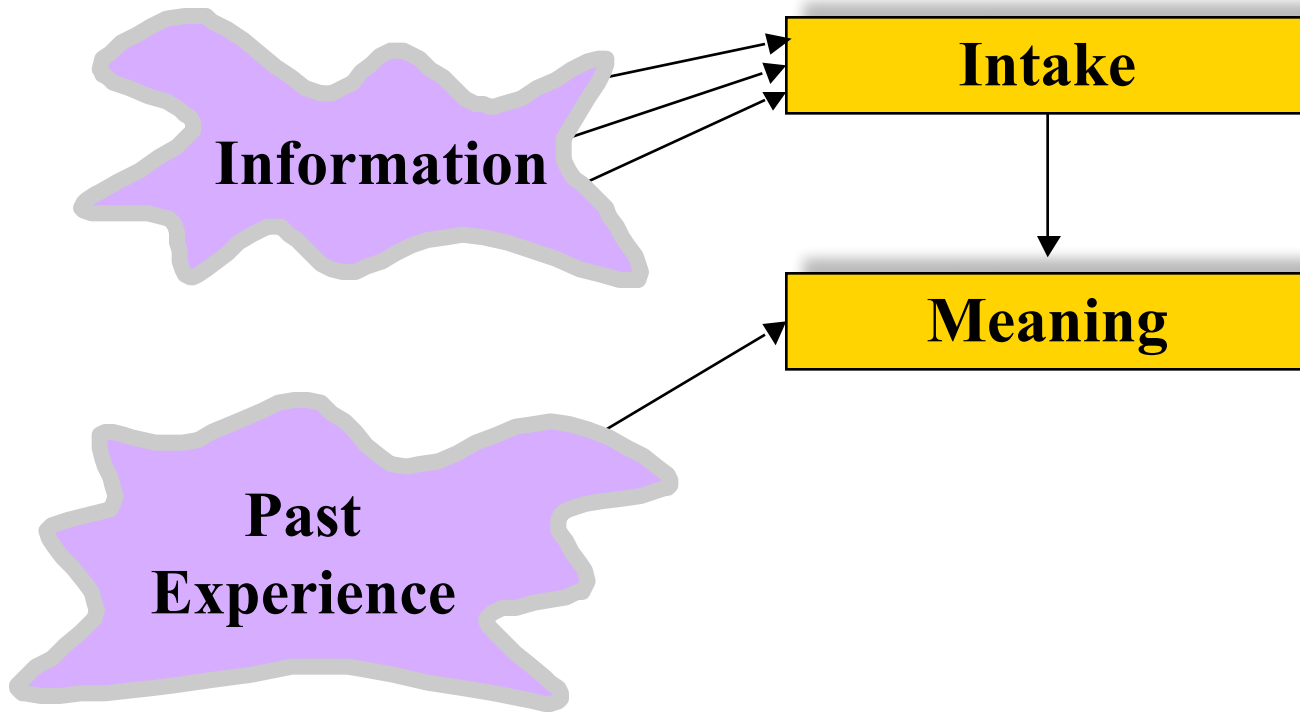


The Satir Interaction Model (1)



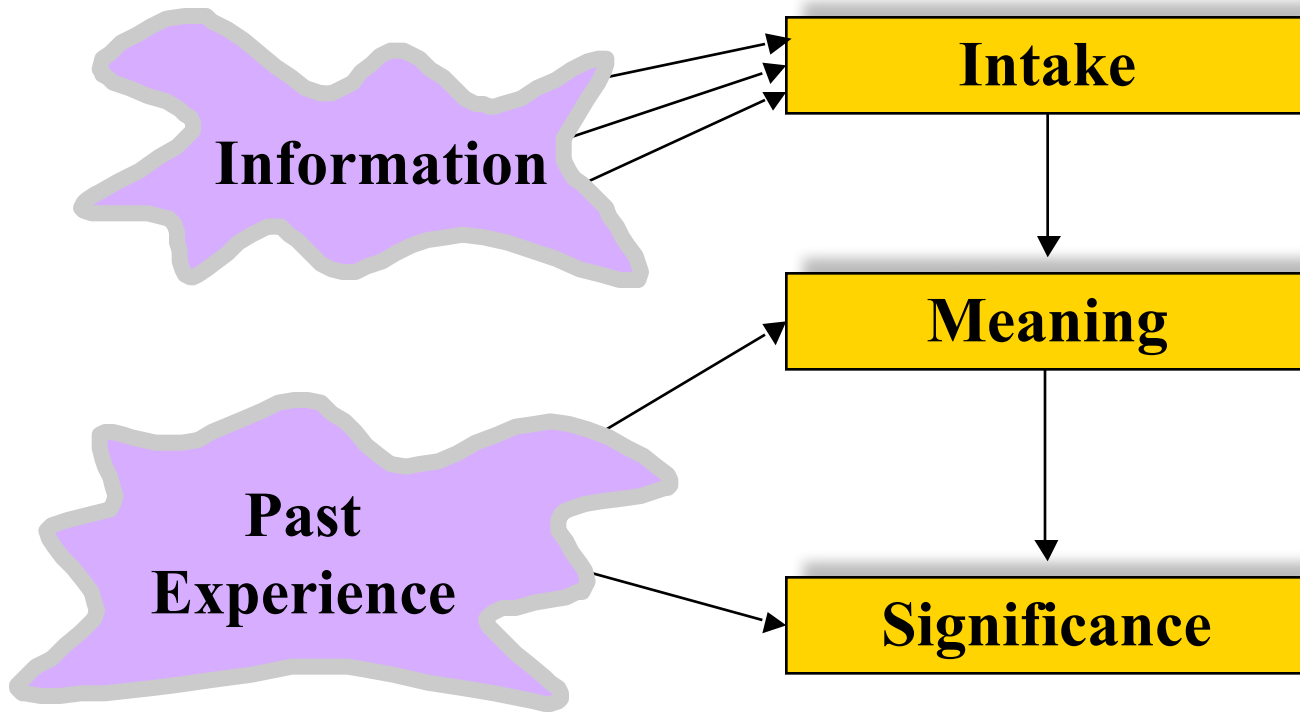
- *What did I see, hear, smell, touch, taste?*
- *What do my five senses tell me?*

The Satir Interaction Model (2)



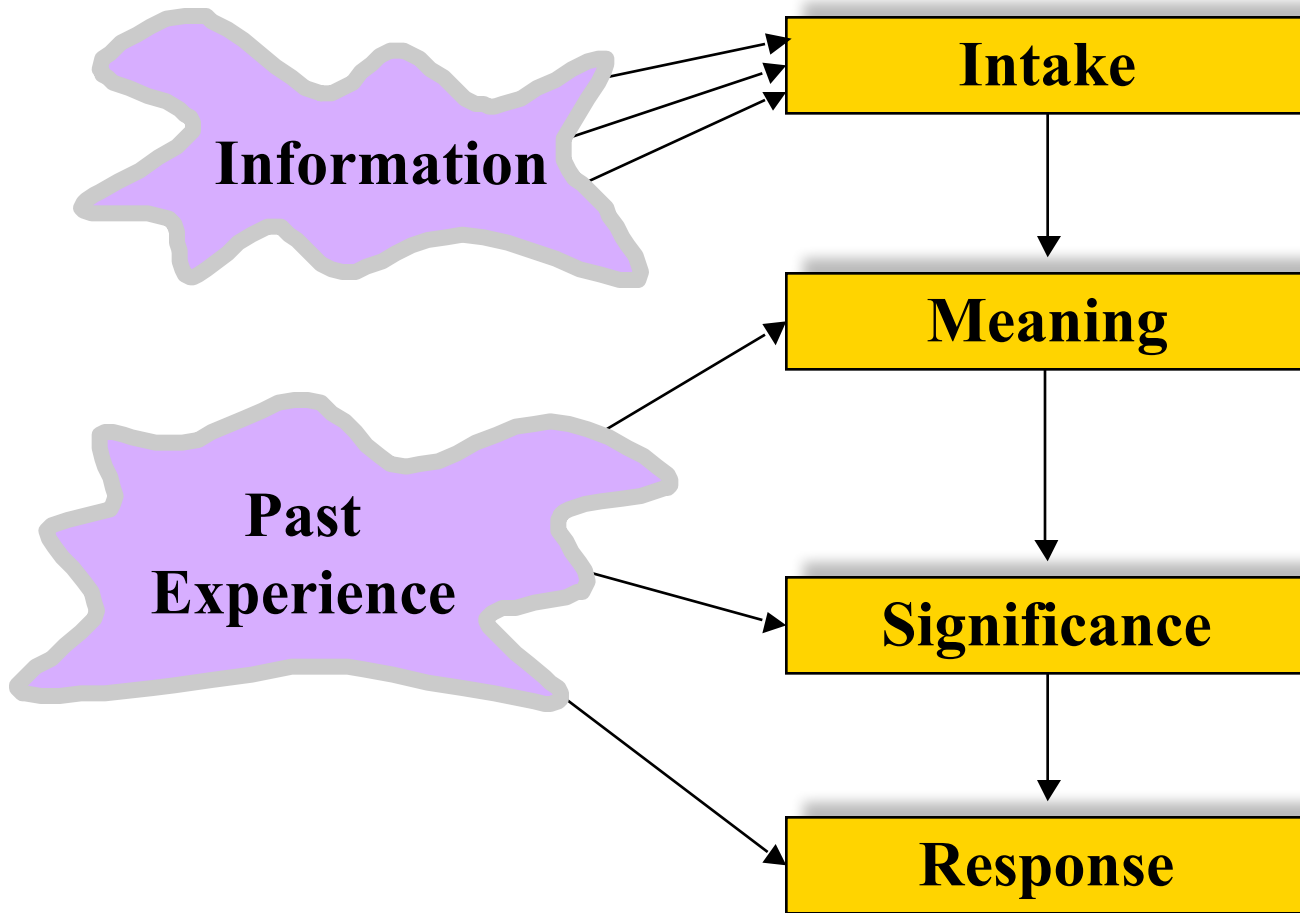
- *What did I see, hear, smell, touch, taste?*
- *What do my five senses tell me?*
- *What interpretation do I made of the Intake?*
- *What is the best-possible, worst-possible, most likely meaning?*

The Satir Interaction Model (3)



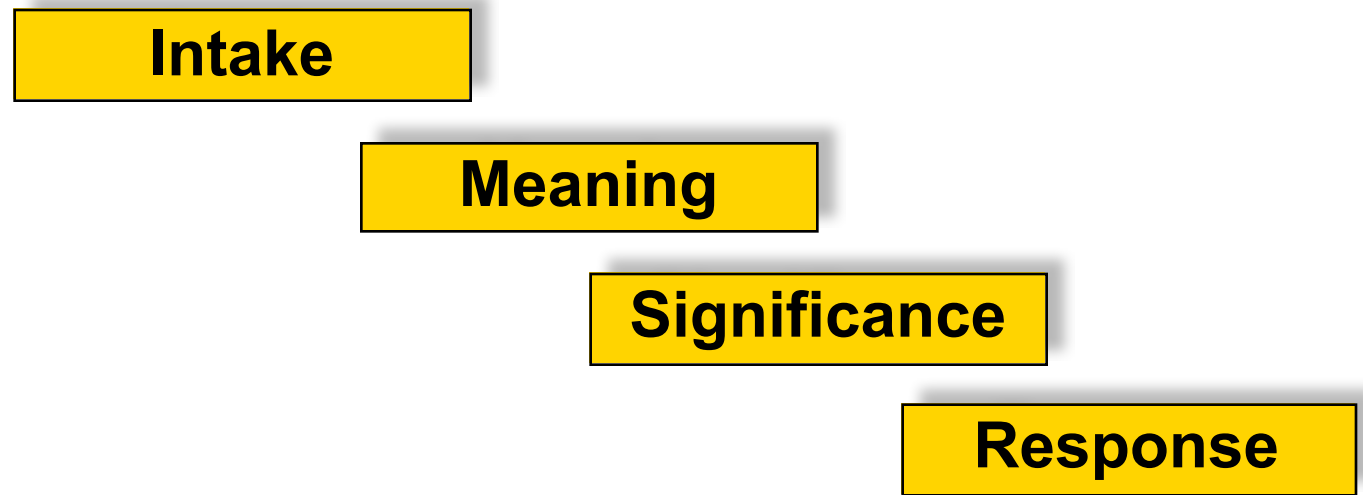
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- *What do my five senses tell me?*
- *What interpretation do I made of the Intake?*
- *What is the best-possible, worst-possible, most likely meaning?*
- *How do I feel about the Intake and the Meaning?*
- *How do I feel about that feeling?*

The Satir Interaction Model (4)

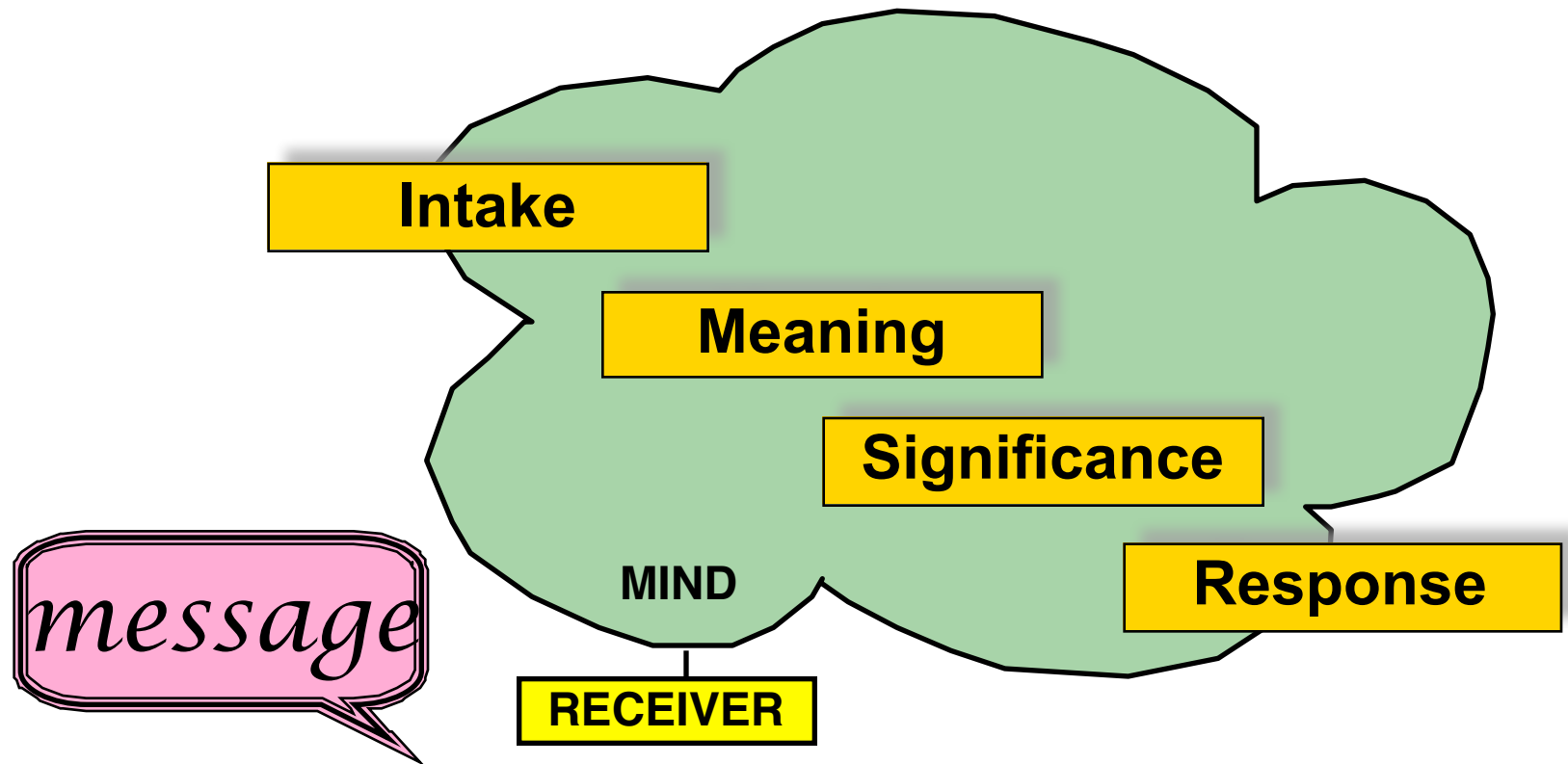


- *What did I see, hear, smell, touch, taste?*
- *What do my five senses tell me?*
- *What interpretation do I made of the Intake?*
- *What is the best-possible, worst-possible, most likely meaning?*
- *How do I feel about the Intake and the Meaning?*
- *How do I feel about that feeling?*
- ***Given the Intake, Meaning, and Significance, how do I want to respond?***
- ***What do I want to provide for "your" Intake?***

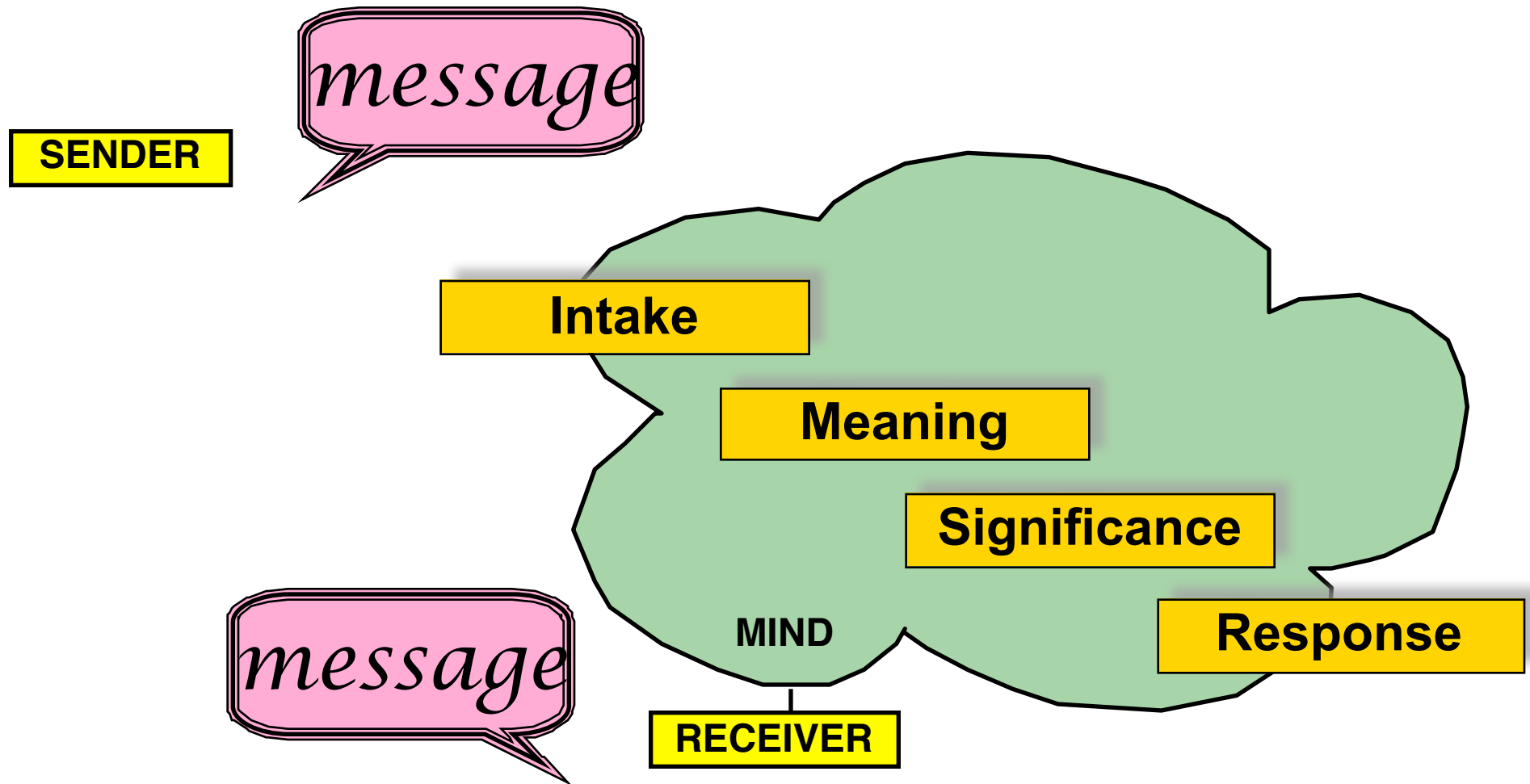
The Satir Interaction Model in Context (1)



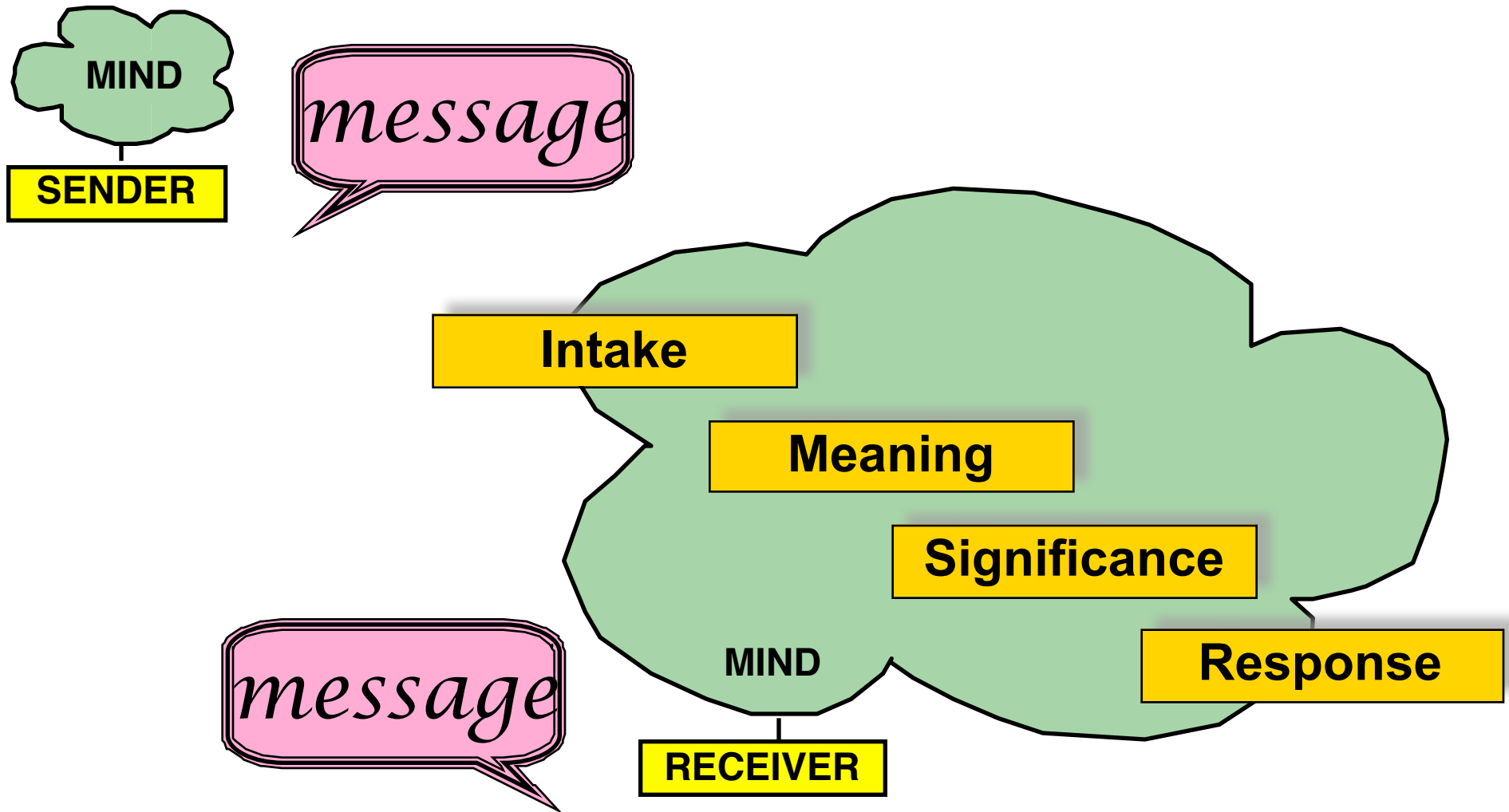
The Satir Interaction Model in Context (2)



The Satir Interaction Model in Context (3)



The Satir Interaction Model in Context (4)



Definition of Communication

- **Communication is a process that moves an idea from one mind to another, keeping that idea intact**
- **Two minds are necessary in the process**
 - **There is no such thing as "mindless communication"**

Tests of Effective Communication

- **Test #1**
 - **Receiver understands message Sender intended to send**
- **Test #2**
 - **Sender's message congruent with outcome she / he wants to achieve, and understood by Receiver**

When Things Go Wrong ... (1)

- **Check the Intake first!**
 - I didn't see / hear ...
 - Could you please repeat that?
 - I am not sure that I am following you ...
 - Did you say < and paraphrase > ?
- **If you did not see / hear / etc correctly, it is extremely easy to give an inappropriate Response**
 - Because the Meaning may be wrong ...
 - Causing Significance to be inappropriate ...

When Things Go Wrong ... (2)

- **Check the Meaning next**
 - I don't understand ...
 - Do you mean ... ?
 - Let me see if I understand what you mean < and paraphrase > ...
- **Check the Significance next**
 - Focus on the here-and-now, this interaction
 - Do not focus on could, should, maybe, possibly, past history
 - Breathe deeply
 - Give yourself permission to feel whatever you are feeling
- **Check the Response next**
 - Speak congruently - honour your own needs, the other person, your environment
 - Give yourself permission to defer responding until you are more OK
 - Speak from the heart and from the head

Our Responsibility as IT Professionals

- **If we treat the customer's requirements as Intake ...**
 - **If we and our customer do not get the requirements - the Intake - right at some point:**
 - * **The analysts, designers, coders, testers, documenters, etc-ers are all free to make whatever Meaning they wish**
 - * **Their feelings - Significance - may vary depending on their feelings of the moment, and about the customer, and about many other things**
 - **So our Response - the system we deliver - may bear no resemblance to what the customer wanted in the first place!**
- **We are responsible for getting the Intake - the requirements - right**
 - **And that involves effective communication ...**

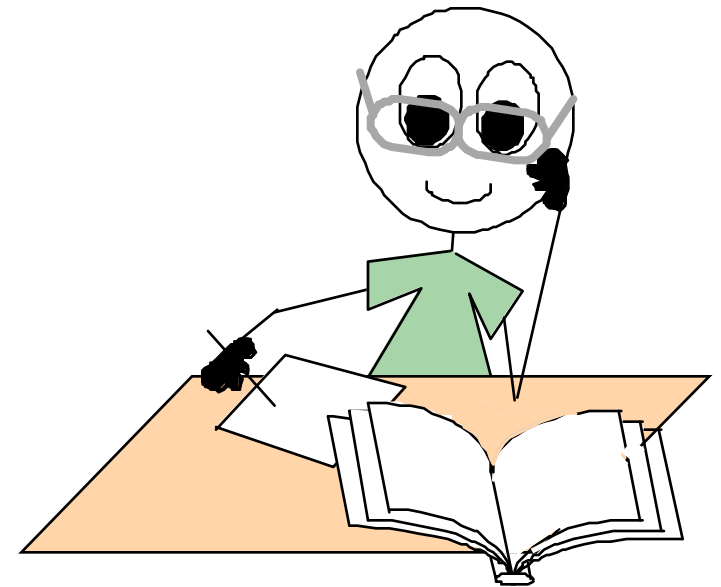
The Implication for Us as IT Professionals

- **Focus on getting those requirements - Intake - right**
 - At the beginning
 - * As much as possible
 - Incrementally
 - * Because some requirements are more certain than others
 - Throughout the life of the project
 - * Because requirements always change
 - Among all stakeholders
 - * Because everybody has a slightly different point of view and need
 - Documenting what is clear and what remains to be clarified
 - Following through to get those clarifications
 - Building that which is clear
 - Prototyping / storyboarding / clarifying that which is unclear until it is clear enough to build
- **This is what the most successful professionals do**

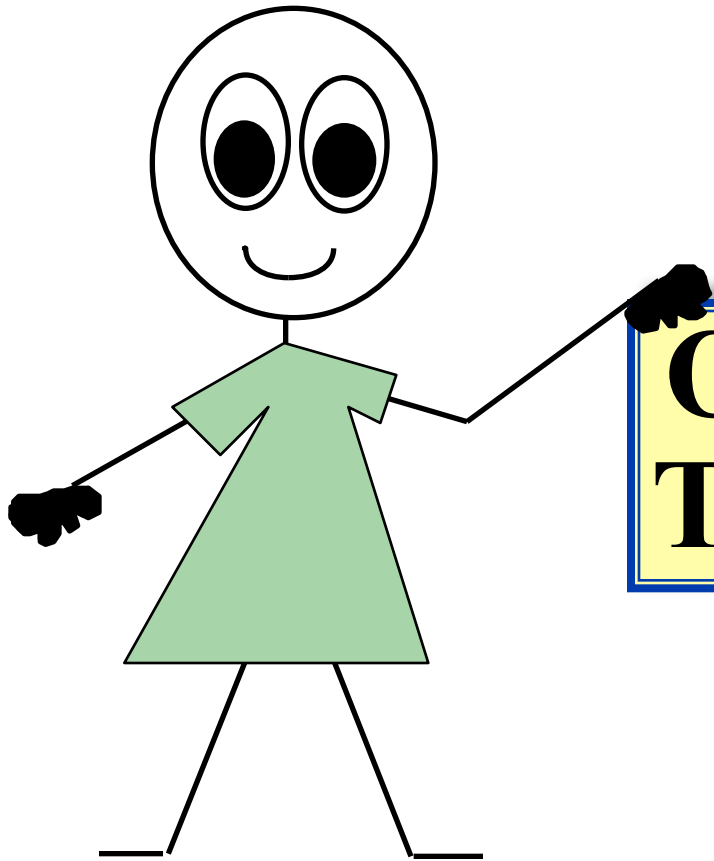
Communication: Example #2

- Judy's story ... Company X meeting ...

- What was Judy trying to communicate?
To whom?



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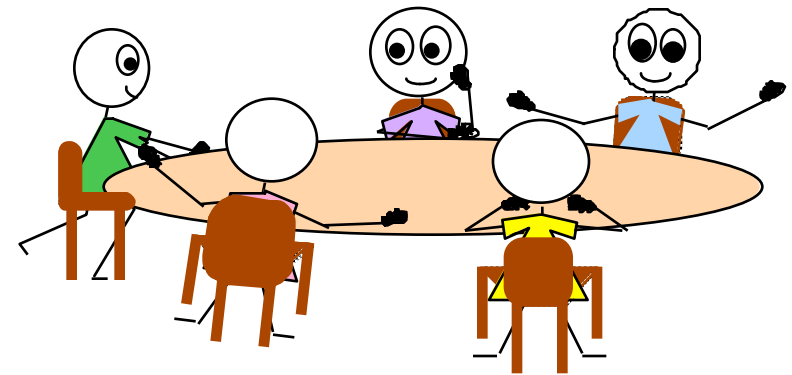
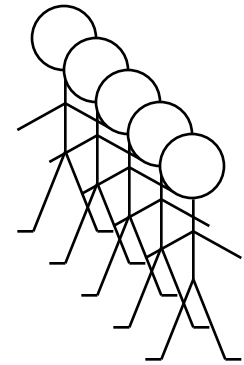


One Model of Team Growth

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GROUP versus TEAM

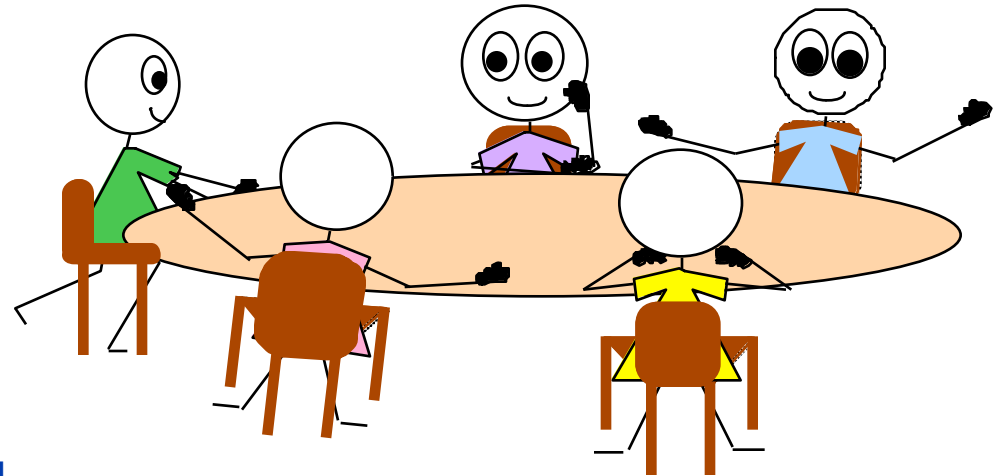
- **Group**
 - **Assemblage of persons located together**
 - **A number of individuals considered together because of similarities**
- **Team**
 - **A group on the same side**
 - **A group organized to work together**
 - **Team play: Mutual cooperative effort**



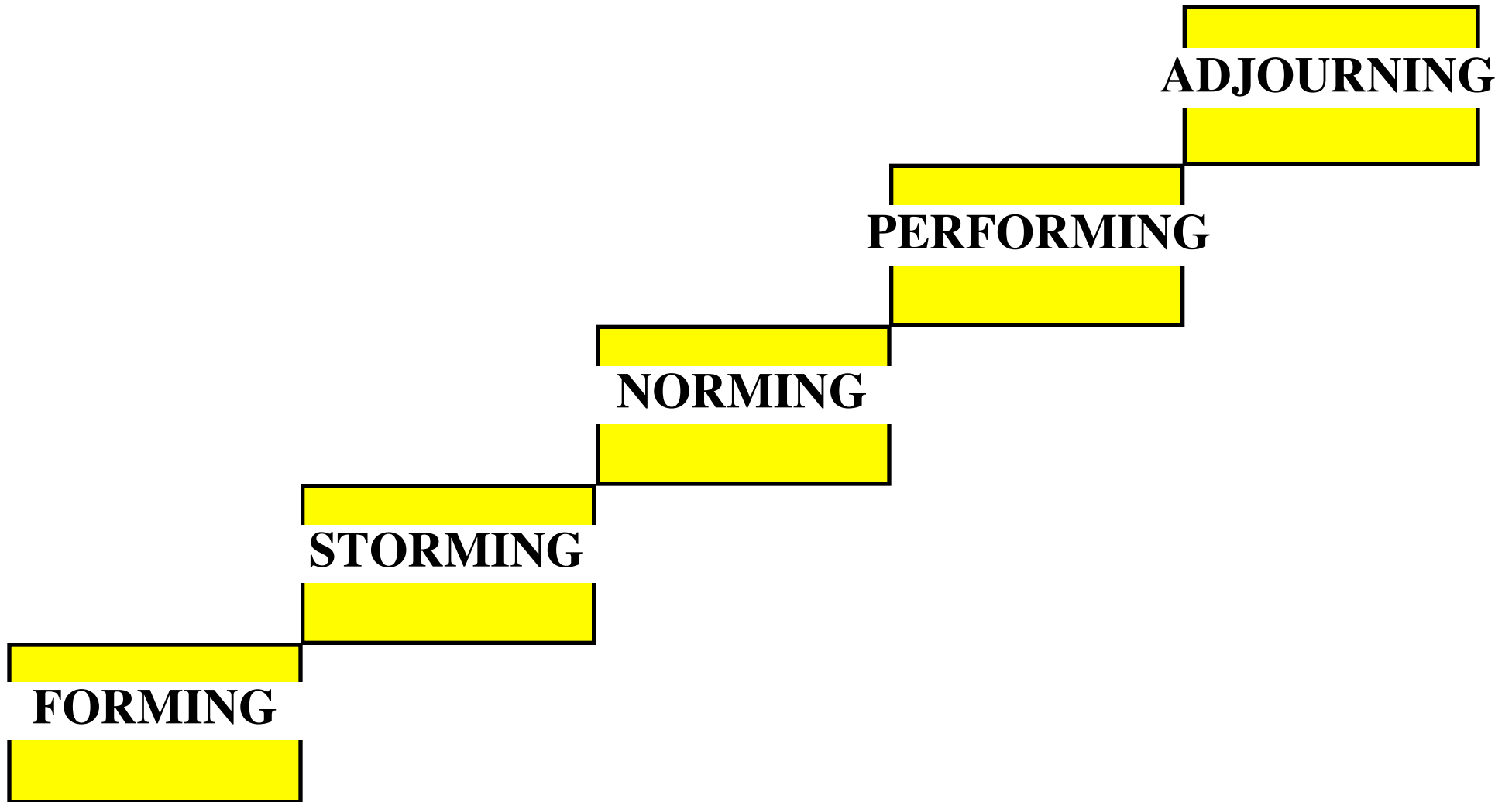
[Webster's II New Riverside
University Dictionary]

Discussion: Your Experience with High Performing Team

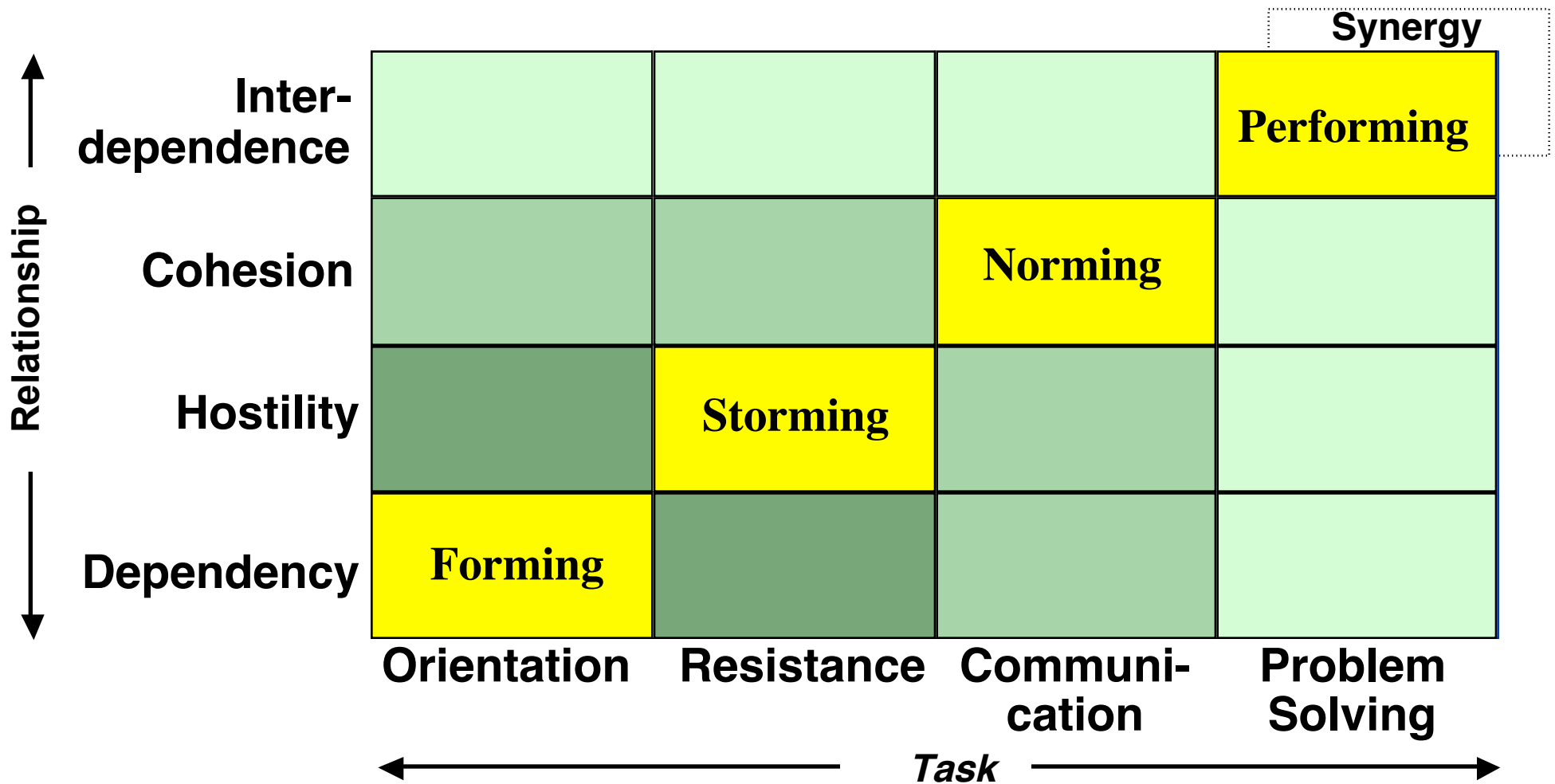
- **N**ature
 - Discuss your experience with a high performing team
- **E**xpectations
 - Shared experiences - what you thought, felt, saw, heard, experienced - captured on flipchart
- **A**genda
 - Discussion
- **T**ime
 - **THREE MINUTES**



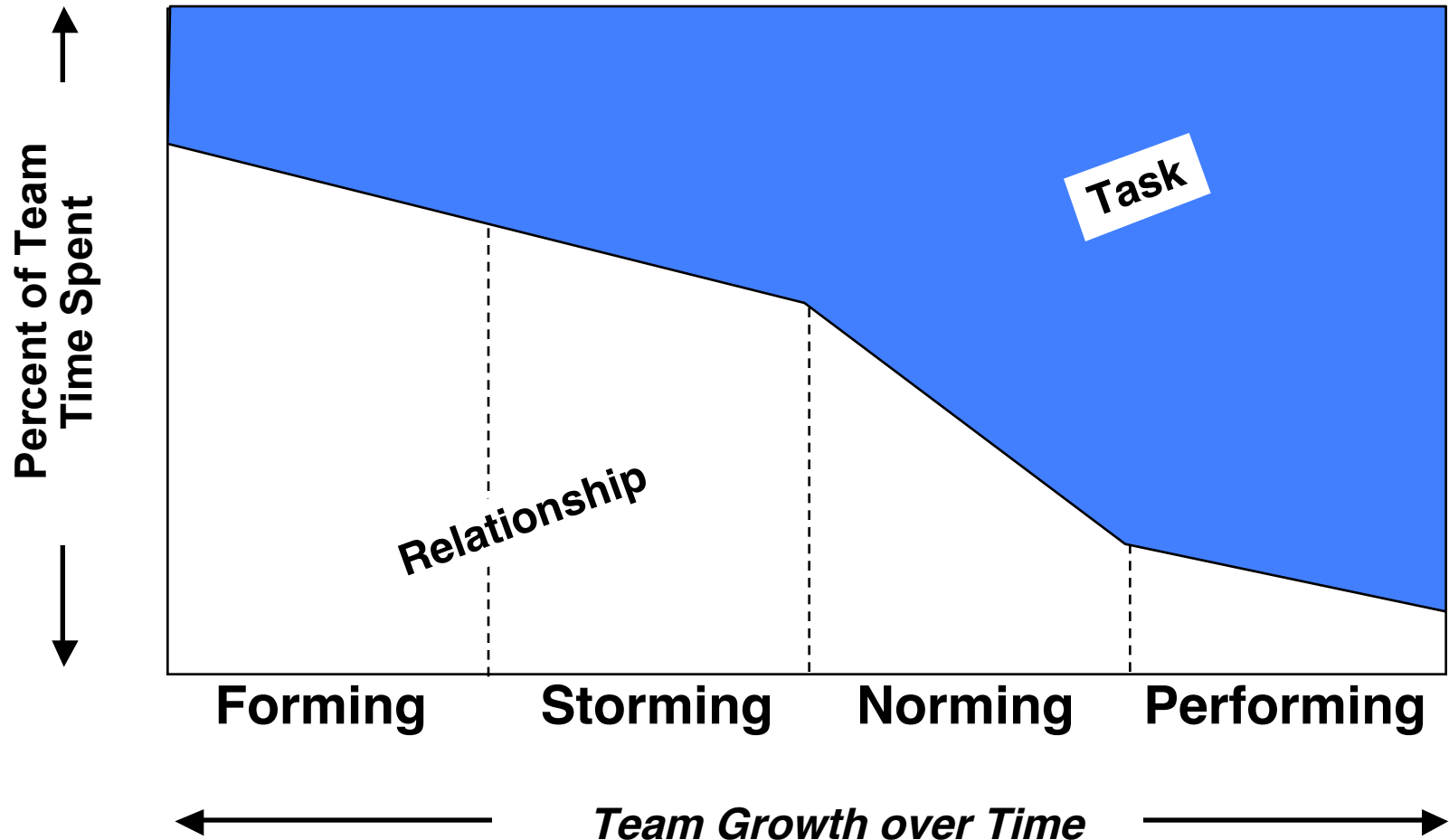
Five Stages of Team Growth



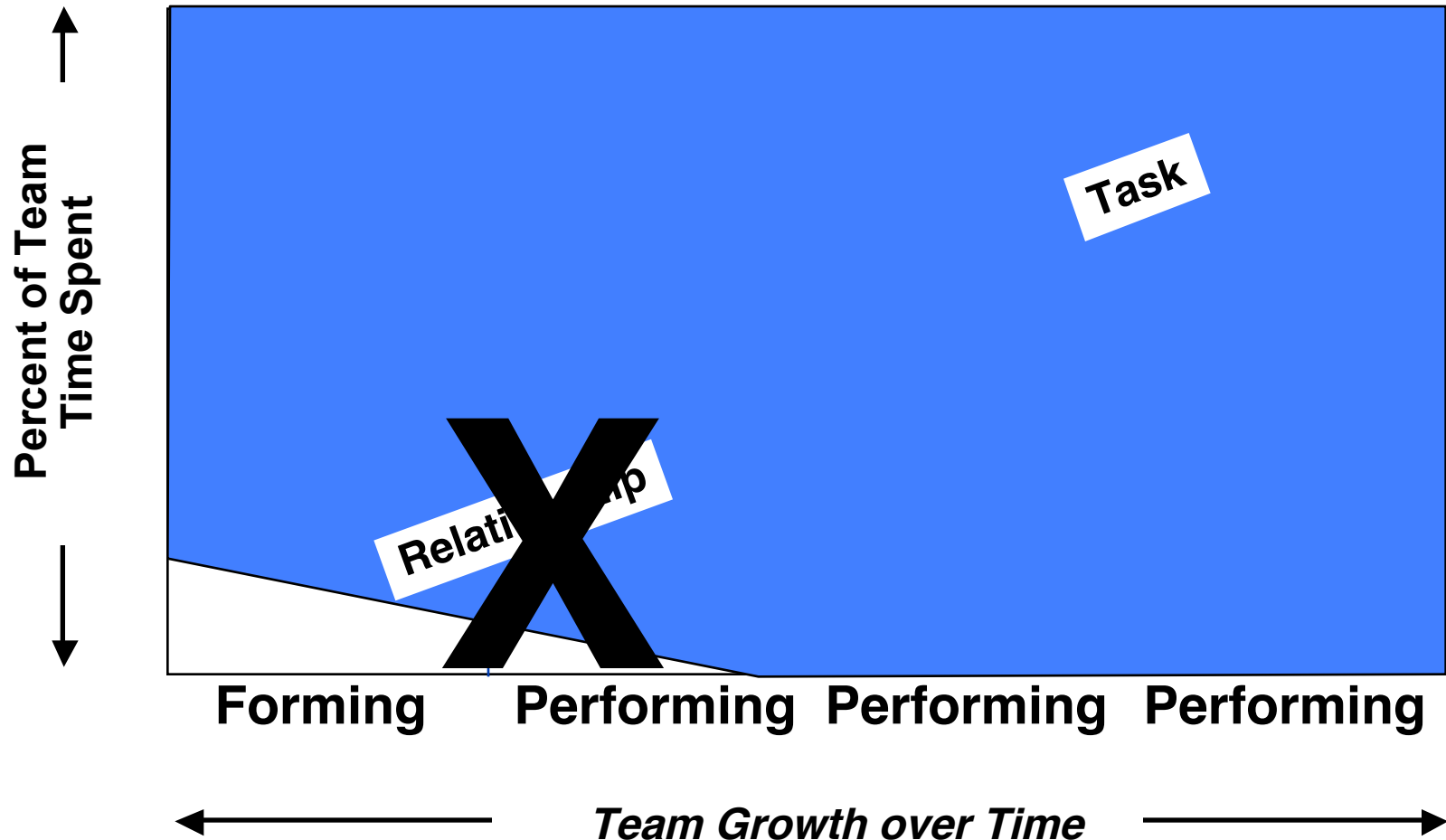
Team Growth - Another View



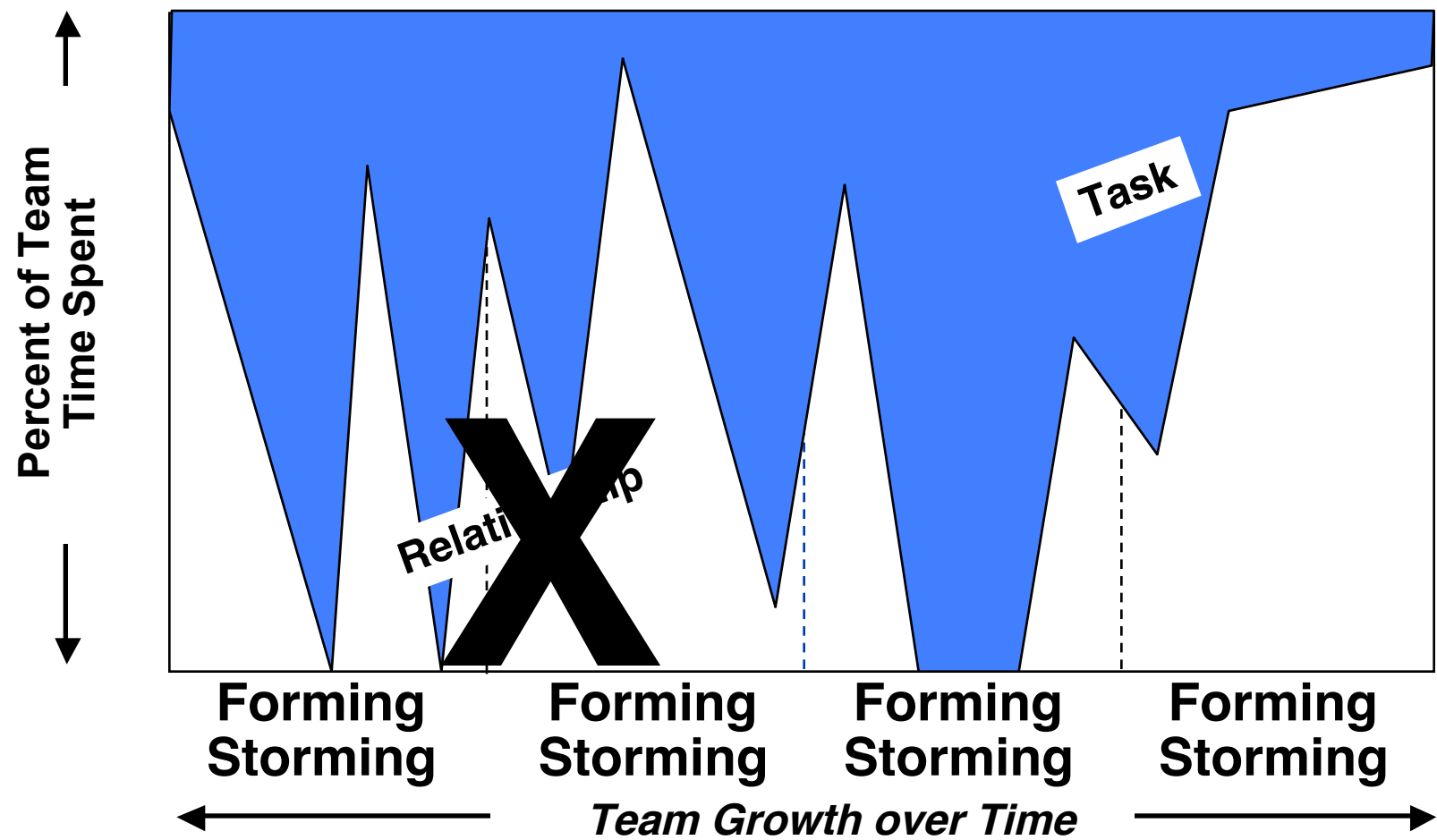
Focus on Relationship vs Task: What Happens in Effective Teams



Focus on Relationship vs Task: What We Too Often Pretend ...

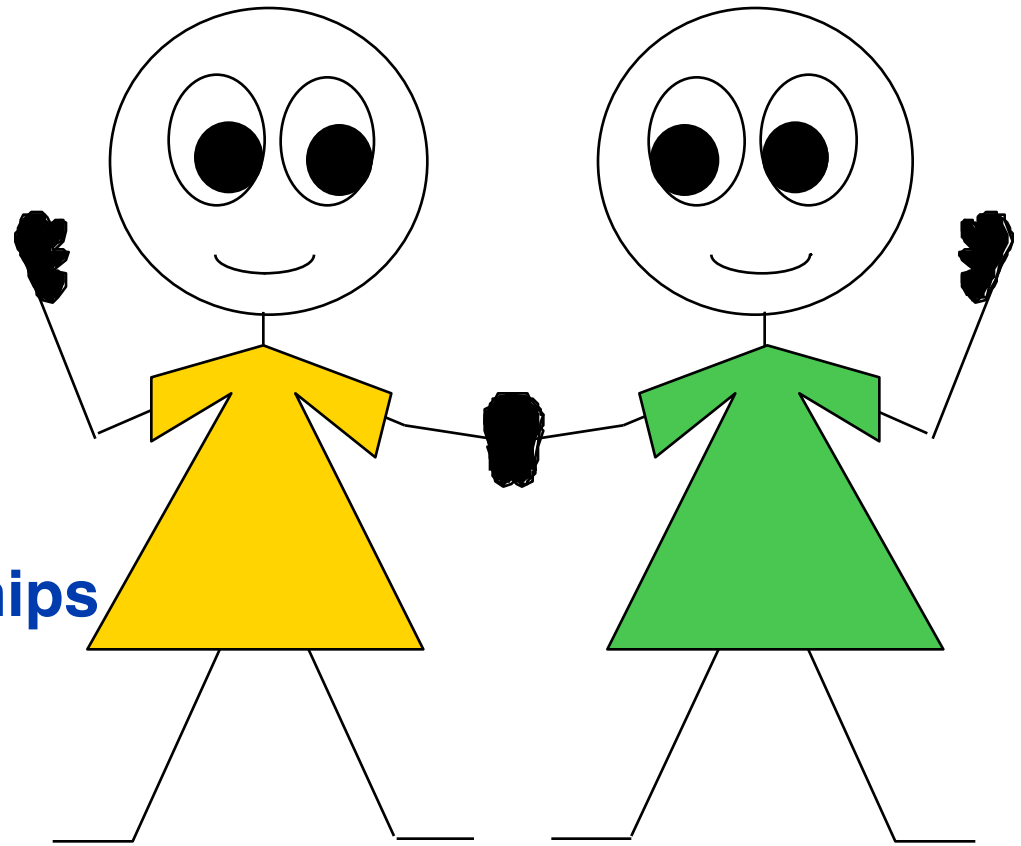


Focus on Relationship vs Task: What Really Happens when We Pretend ...

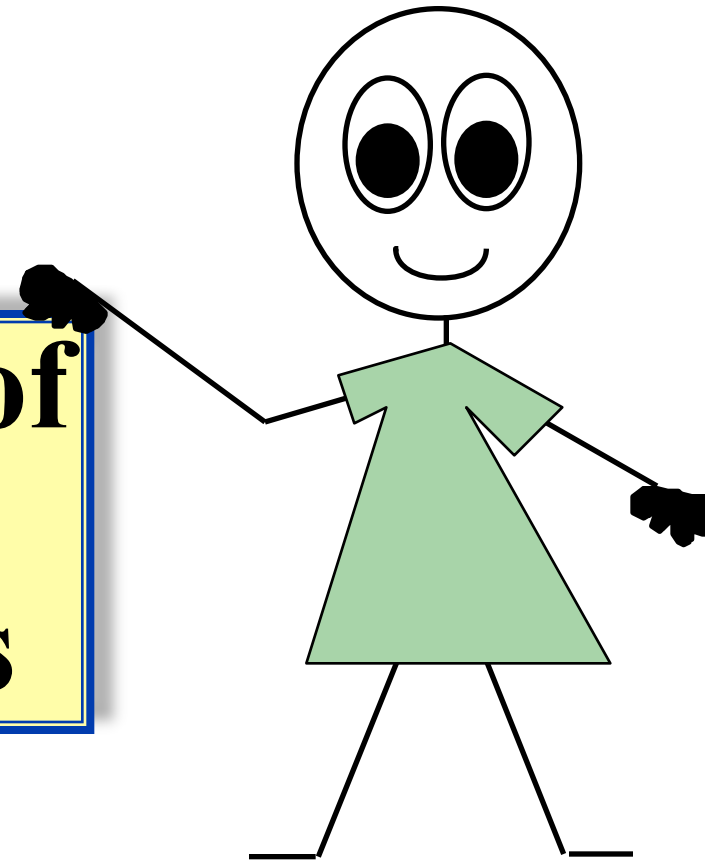


How do we get through this?

- **Communication ...**
 - **Recognise where we are and where we are not**
 - **Focus on Intake first**
 - * **Building safety**
 - **Share Meaning**
 - * **Building understanding**
 - **Share Significance**
 - * **Building relationships**
 - **Enable Response**
 - * **Effective communication**



One Model of Personal Preferences

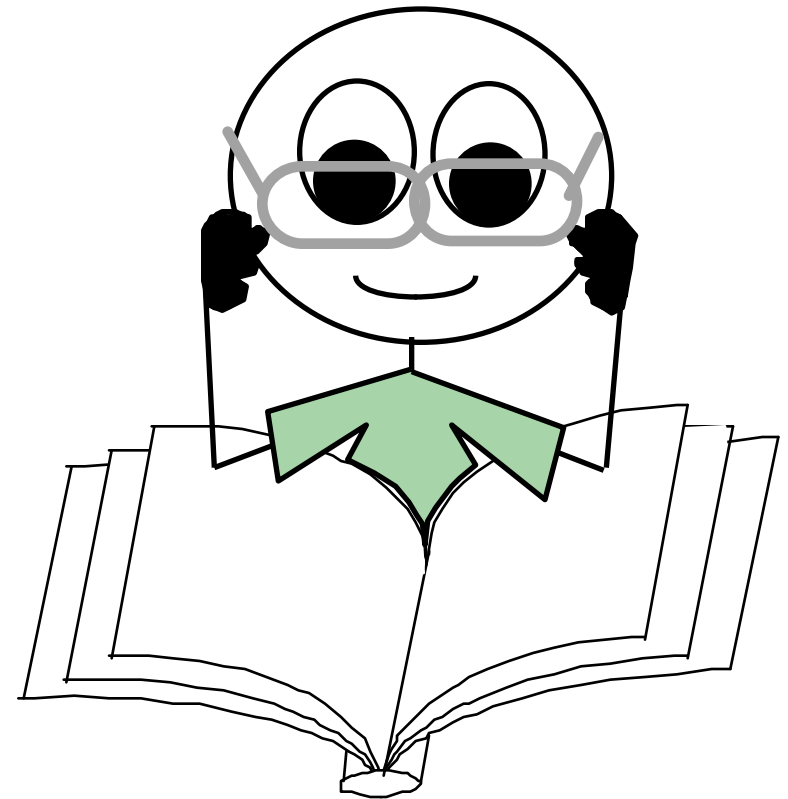


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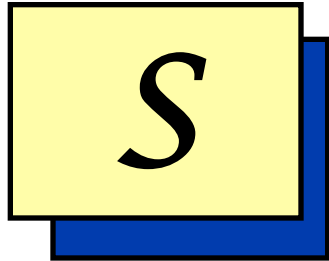
Communication: Example #3

- Judy and Robert's story ... Judy's Email ...

- What went wrong here?
What did I need to do to help
us communicate effectively?



Attending / Gathering Data



*S*ensing

gather data via 5 senses (sight, sound, feel, taste, smell)

definite, measurable

begin at beginning, sequential

"one step at a time"

live in present

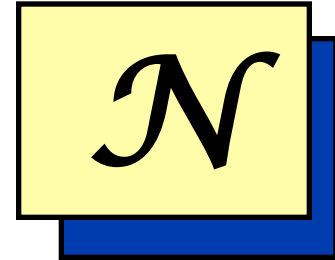
practical matters

facts, facts, facts!

procedures, routines

sensing is conscious

i*N*tuition



process data via "sixth-sense" or hunch or intuition

being inventive

jump in anywhere, especially the middle

"play around"

look toward future

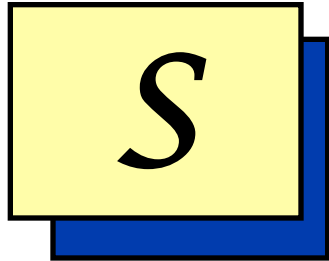
possibilities

metaphors, theories!

change, variety

sensing is unconscious

Attending / Gathering Data: Approach to Work

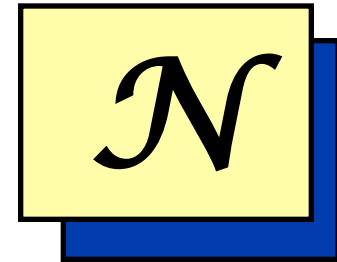


Sensing

use existing skills
pay attention to details
patient with details and few
factual errors

*S*s may seem
materialistic and literal-
minded to *N*s

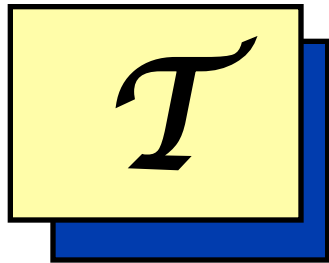
i*N*tuition



add new skills
look at big picture
patient with complexity

*N*s may seem fickle,
impractical, dreamers
to *S*s

Deciding / Making Decisions



*T*hinking

make decisions based on
logic and objective
considerations

decides with head

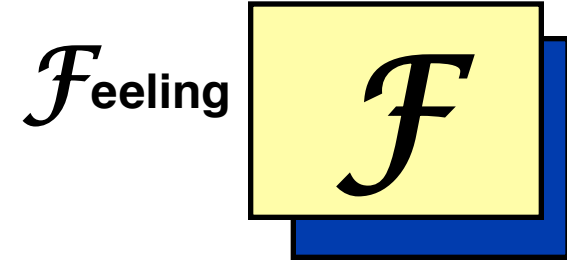
concerned for truth, justice

sees things as on-looker,
outsider

long, impersonal view

spontaneously finds flaws

good at analyzing plans



make decisions based on
personal, subjective values

decides with heart

concerned for relationships,
harmony

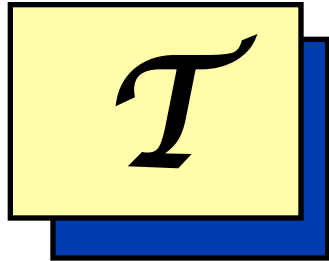
sees things as participant,
insider

immediate, personal view

spontaneously appreciates

good at understanding
people

Deciding / Making Decisions: Approach to Work

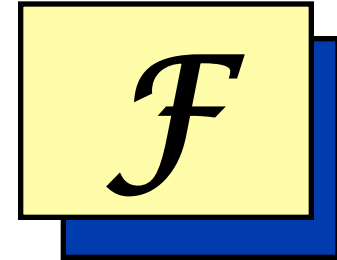


*T*hinking

brief and businesslike
impersonal
treats others fairly

*T*s may seem cold
and condescending
to *F*s

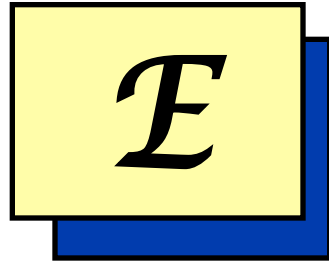
*F*eeling



naturally friendly
personal
treats others as they need to
be treated

*F*s may seem fuzzy-
minded and emotional
to *T*s

Energizing / Focusing Attention



*E*xtraversion

essential stimulation from
environment - outer world of
people and things

friendly, talkative, easy to
know

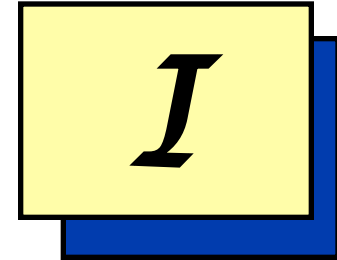
expresses emotions

needs relationships

acts and then (maybe) thinks

energized by other people,
external experiences

*I*ntroversion



essential stimulation from
within - inner world of
thoughts and reflections

often reserved, quiet, hard to
know

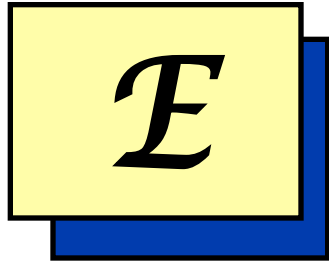
bottles up emotions

needs privacy

thinks and then (maybe) acts

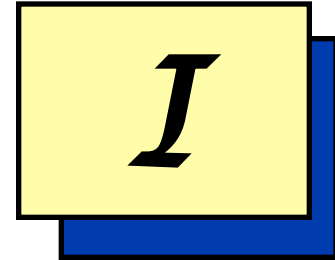
energized by inner
resources, internal
experiences

Energizing / Focusing Attention: Approach to Work



*E*xtraversion

*I*ntroversion



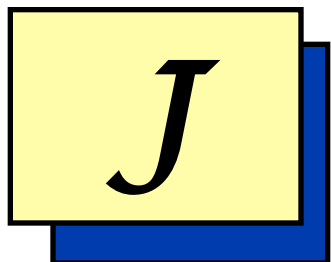
quick response
work with others
brute force solutions
find the way while you
do it

considered response
work alone
economical solutions
find the way before you
do it

*E*s may seem shallow
to *I*s

*I*s may seem withdrawn
to *E*s

Living / Dealing with the World

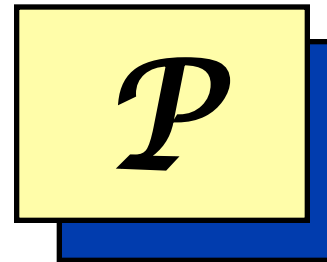


*J*udging

**lifestyle is decisive,
planned, orderly
order and structure
life under control
clear limits and categories**

**establishes closure
handles deadlines by
planning in advance
plan and schedule, even on
weekends!**

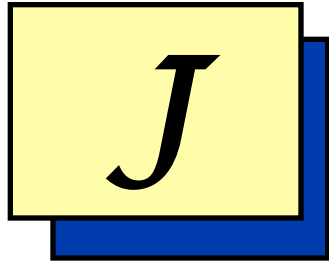
*P*erceiving



**lifestyle is flexible, adaptable,
spontaneous
go with the flow
life as it happens
freedom to explore without
limits**

**maintains openness
meets deadlines by last
minute rush
agendas are painful; live for
the moment!**

Living / Dealing with the World: Approach to Work

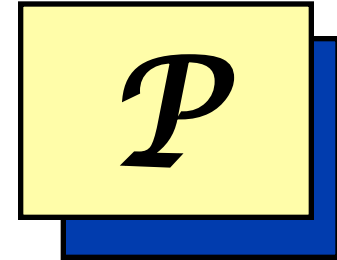


*J*udging

structured and orderly
scheduled and planned
dependable
purposeful and exacting
makes decisions readily
schedule-driven

*J*s may seem
demanding, rigid,
uptight to *P*s

*P*erceiving



spur-of-the-moment
open-ended
responsive
adaptable and tolerant
seeks additional data
good crisis managers

*P*s may seem
disorganized, messy,
irresponsible to *J*s

Myers-Briggs Type Indicator

- **Based on work of Carl Jung**
- **Mother-daughter team of Katherine Briggs and Isabel Myers-Briggs took Jung's theories, incorporated their own research, and started acceptance of "MBTI" as instrument**
- **Translated and used in many countries**
 - **Seems to be nationality-neutral**
- **80% validity**
- **NO RIGHT OR WRONG; MEASURES NATURAL PREFERENCES, like being right- or left-handed**
- **NOT A LABEL; just another tool for understanding**
- **See also *Please Understand Me*, Keirsey and Bates**

Effective Communication Begins / Ends ...

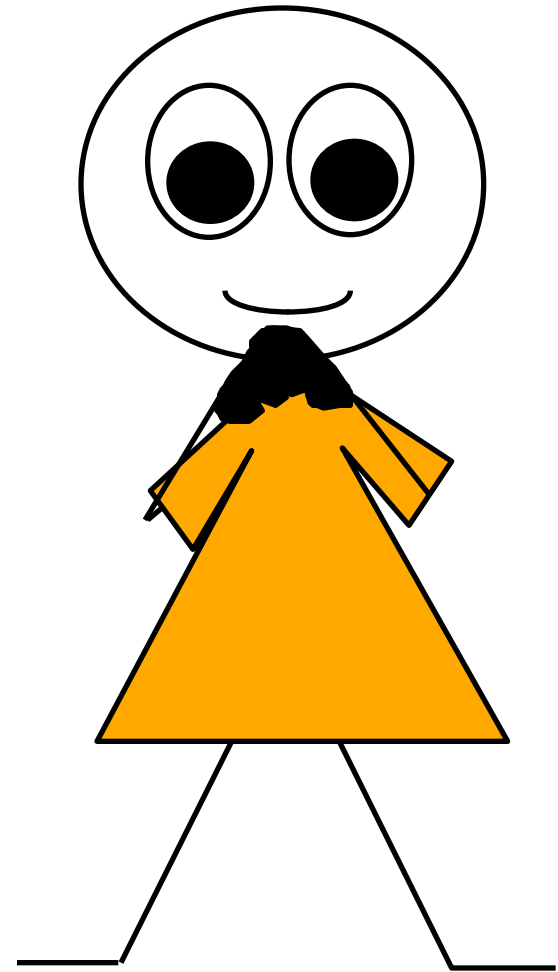
- **Effective communication**
 - **Begins with the Sender knowing and understanding "self"**
 - * **Unique strengths and opportunities**
 - **Continues with the Sender knowing and understanding the "other" - the Receiver**
 - * **Unique strengths and opportunities**
 - **Recognising / understanding the "gap" between self and other, Sender and Receiver**
 - * **Adjusting Intake so it crosses that gap effectively**
 - **Recognising / understanding what is appropriate in the "context" - the Environment**

Summary

- **We have taken a rapid journey ...**
 - **Communication**
 - **Team growth**
 - **Personal preferences**
- **We have only introduced these models today ...**
 - **I have provided some "take-away reading" for tomorrow ...**
- **All these models are widely used within the IT industry in various forms**
- **Effective communication is the key to personal and professional growth**
 - **And effective communication begins with "self"**

Thank You !!!

- Questions ???
- Answers ???



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