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**TEMPUS IV PROGRAMME**

**Leading and Managing Change in Higher Education  
(La MANCHE)**

**YOUNG LEADERS ACADEMY**

8<sup>th</sup> - 12<sup>th</sup> September 2014

International University College, Bulgaria  
Address: 3, Bulgaria str., 9300 Dobrich, Bulgaria



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## Cultural diversity challenge at IUC



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# **Team Building in Change Management: communicating change and developing change management culture in the organisation**



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# CHANGE

"It's not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change." - Charles Darwin



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# Are you a team player or you prefer working on your own?

## WORKING ON YOUR OWN MEANS

Making all decisions yourself

Keeping all profits yourself

Possibly losing money on the business

Working at your own pace

Working alone

Taking all the responsibility

Relying on your own skills

## WORKING WITH A TEAM

Sharing decision making with others

Sharing profits with others

Splitting losses with others

Working at a team pace

Working with others

Sharing the responsibility

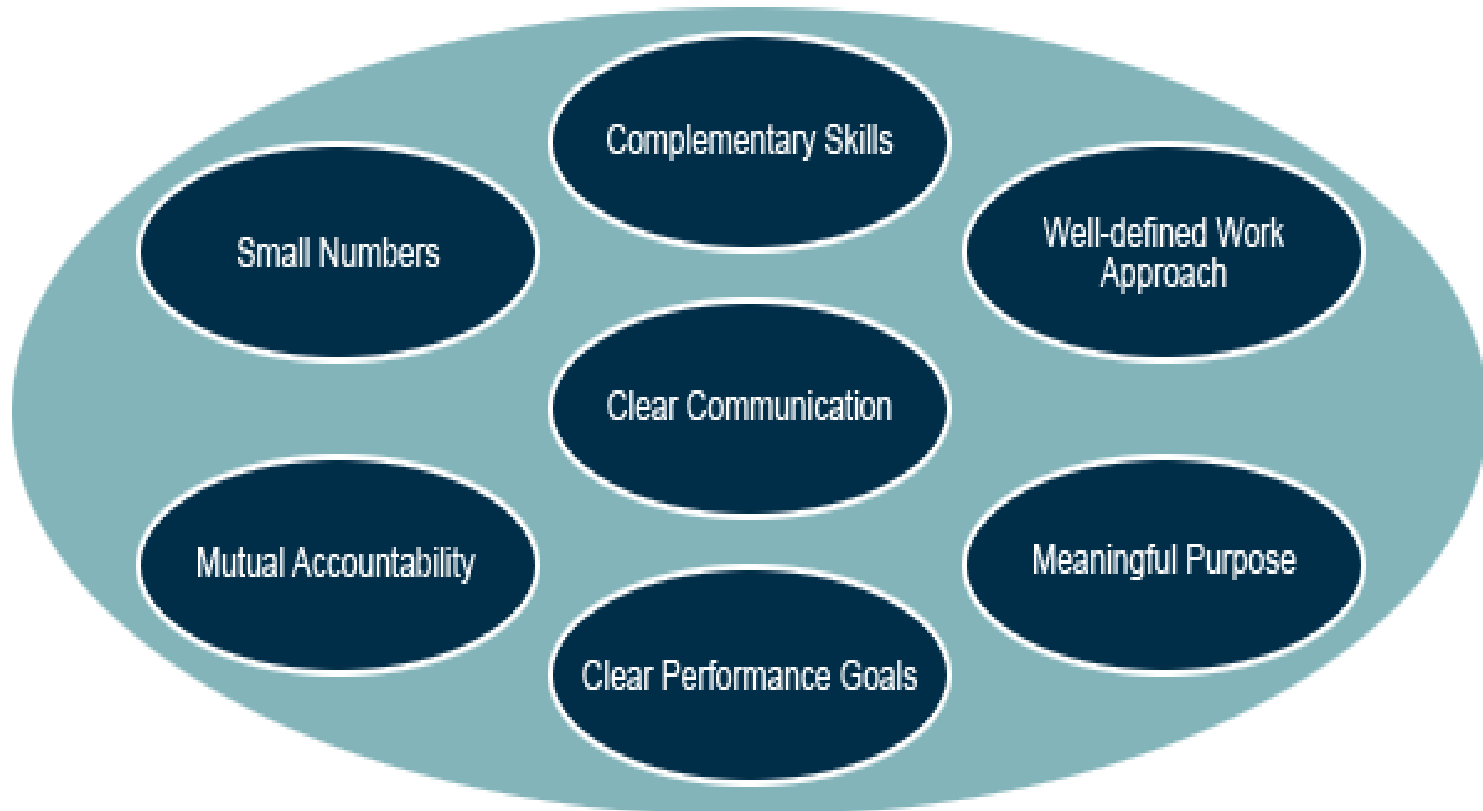
Relying on a range of skills from each member of the team



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# What makes a good team?





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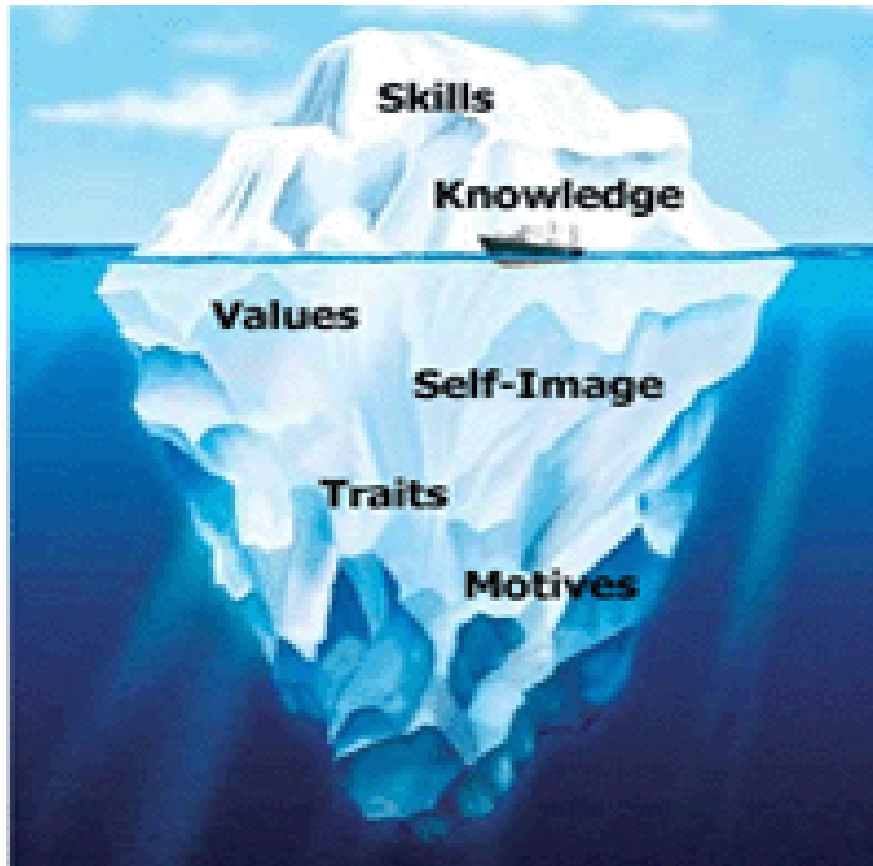
- Teamwork is the combined action of a group, especially when effective and efficient
- Teams are more efficient and productive than single individuals
- The strength of a team is tested in times of change and uncertainty
- The importance of creating a culture of teamwork values



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# Understanding team culture



Leadership is Identifying and motivating individuals to form a team which stays together, works together and achieves goals together.





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# What makes a good leader?

- Motivation and encouragement
  - Clear vision of the objectives
- Problem solving skills and ability to delegate tasks
  - Honesty and communication
  - Confidence and commitment
    - Self-assessment
- Perception of what people think
- Knowing the needs of the team
  - Knowing the organisation



***What do people say to themselves about the way you work, interact and socialize with your work group?***

***Learn about your own and your co-workers' thinking styles of working and learning***

<http://www.hbdi.com/SolutionsFor/organizations.php>





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# Herrmann Brain Dominance Instrument

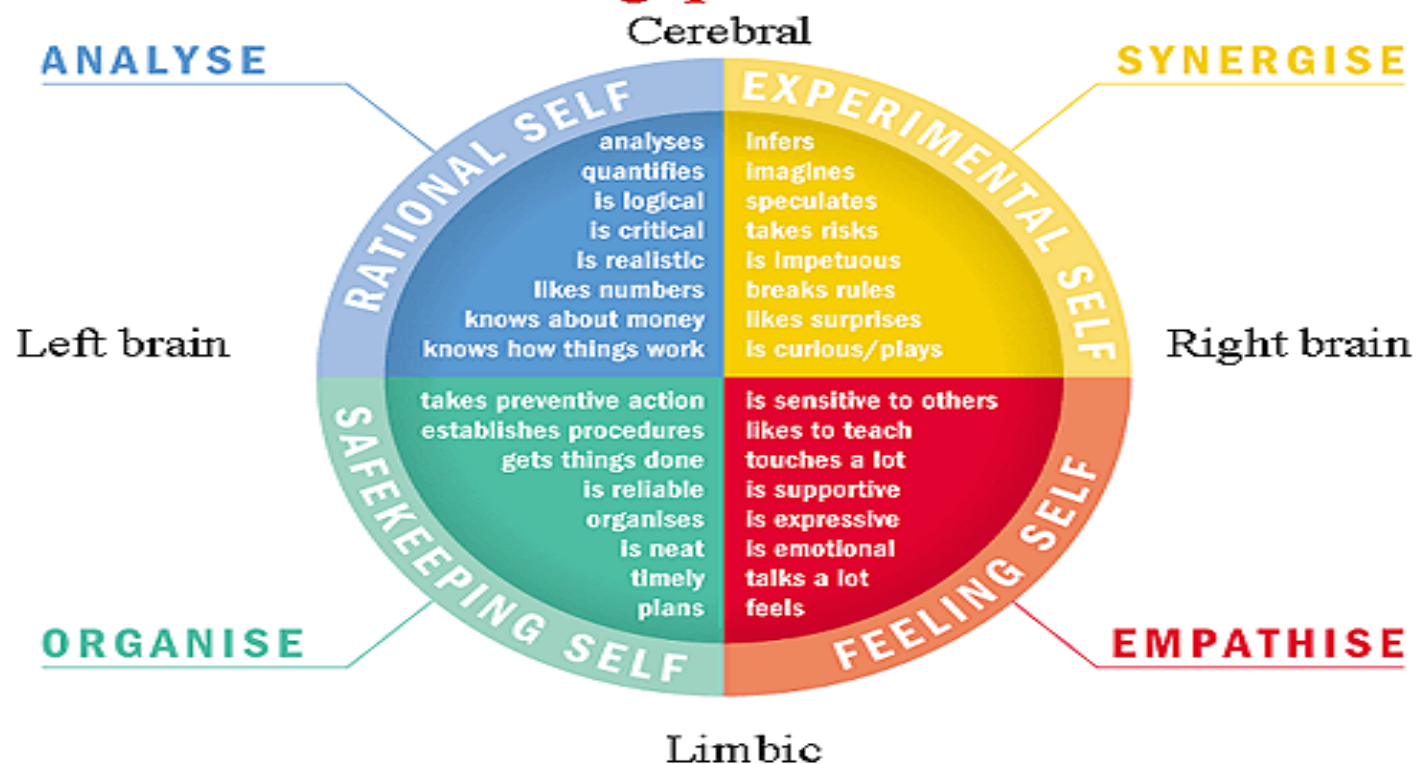
- Leading thinking styles assessment tool – 1970s by Ned Herrmann
- Describes the degree of preference people have for thinking in each of the four brain quadrants
- We all have a dominant preference for thinking
- Everyone is capable of switching to a less preferred style of thinking to adapt to the environment
- Helps to improve individual and team effectiveness



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# Thinking preferences





# Leadership Thinking Styles Assessment

**Solving problems**  
**Analyzing information**  
**Making things work**  
**Needs analysis**  
**Logical reasoning**  
**Financial issues**  
**Cost analysis**

**Big picture**  
**Creative mind**  
**Taking risks**  
**Vision and goal setting**  
**Bringing about change**  
**Developing new ideas**

**Organisation**  
**of work activities**  
**Being in control**  
**Building programmes**  
**Planning things**  
**Work evaluation**  
**Getting things done on time**

**Communication**  
**Empathy**  
**Working with people**  
**Being part of a team**  
**Facilitating interaction**  
**Getting groups to work toge**



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# Team Effectiveness



Homogeneous Team



Heterogeneous Team



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# Expectations of the team member

## "A" Worker

### Expects

- Precise, to the point, information
- Logical rationales
- Proof of validity
- Quantifiable numbers, data sets, problems
- Opportunity to ask challenging questions
- Work expertise

### Struggles with

- Expressing emotions
- Lack of logic
- Vague, imprecise concepts or ideas



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## **“B” Worker**

### Expects

- An organized consistent approach
- Staying on track, on time
- Complete subject chunks
- A beginning, middle, and end
- Opportunity to practice & evaluate
- Practice
- Examples
- Clear instructions/expectations

### Struggles with

- Risk
- Ambiguity
- Unclear expectations/directions





## **“C” Worker**

### **Expects**

- Group work & involvement
- To share & express feelings/ideas
- Kinesthetic, moving around
- Personal connection with group members and management
- Emotional involvement
- Use of all the senses

### **Struggles with**

- Too much data and analysis
- Lack of personal feedback
- Lack of participation

## **“D” Worker**

### **Expects**

- Variety
- New challenging approaches
- Freedom to explore
- Quick pace and variety in format
- Opportunity to experiment
- New ideas & concepts

### **Struggles with**

- Time management and deadlines
- Administration and details
- Lack of flexibility



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## What is your preferred style of thinking?

### Group task:

Use the following key words as a guide to invent a story:

- A bus
- A road
- A monkey
- A rainbow
- Wind





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# Marshmallow Challenge Game

**Build the Tallest Freestanding Structure:** The winning team is the one that has the tallest structure measured from the table top surface to the top of the marshmallow. That means the structure cannot be suspended from a higher structure, like a chair, ceiling or chandelier.

◆ **The Entire Marshmallow Must be on Top:** The entire marshmallow needs to be on the top of the structure. Cutting or eating part of the marshmallow disqualifies the team.

◆ **Use as Much or as Little of the Kit:** The team can use as many or as few of the 20 spaghetti sticks, as much or as little of the string or tape. The team cannot use the paper bag as part of their structure.

◆ **Break up the Spaghetti, String or Tape:** Teams are free to break the spaghetti, cut up the tape and string to create new structures.

◆ **The Challenge Lasts 18 minutes:** Teams cannot hold on to the structure when the time runs out. Those touching or supporting the structure at the end of the exercise will be disqualified.

◆ **A challenge kit for each team** - containing twenty sticks of spaghetti, one yard of masking tape, one yard of string and one marshmallow.



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## Marshmallow Challenge Game

- The assumption in the Marshmallow Challenge is that marshmallows are light and easily supported by the spaghetti sticks. When you try to build the structure, the marshmallows don't seem so light.



- The lesson in the marshmallow challenge is that we need to identify the assumptions in our project - the real customer needs, the cost of the product, the duration of the service - and test them early and often. That's the mechanism that leads to effective innovation. [http://www.ted.com/talks/tom\\_wujec\\_build\\_a\\_tower?language=en](http://www.ted.com/talks/tom_wujec_build_a_tower?language=en)

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