



President's Message

Tom Porter
2003 President
ASTD-OC

It is very interesting to observe this Chapter grow and continue to change to meet the needs of the members. As trainers have you ever thought of yourself as a "change agent"? We work with people all the time to increase their expertise in one area or another. This always leads to an individual making a change somehow in the way they do things. Sometimes the change is very small; other times it has tremendous impact, creating a ripple effect.

Over the last year, and continuing this year, our Chapter has undertaken quite a bite of change. The ripple effect is just now starting to be felt. We have had our first evening meetings, we added social mixers, we had our first vendor fair, we have grown the number of SIG's to over 10, we have added a Company Membership offering, we reorganized and re-structured the Board, we have published an OrangeSpiel Lite as a meeting announcement, we have moved to a quarterly expanded edition of the OrangeSpiel, and now we have a new Web Site with a total new look, feel, and functionality. Guess what? There's more change to come as we continue to respond to your needs and requests. I have heard that some think all this change is good and is just what the Chapter needs; others have called and asked why we are continuing to change things when they are not broken. Have you heard the phrase: "Is the glass half-full or half-empty?" It kind of works the same way with change.

As President, I see my charge as being the strategic leader! Where does the Chapter need to go in the next 3-5 years to meet the needs of the membership, our industry, and our community? Strategically I see the glass as "half-full" with almost limitless opportunities and potential for the members of this Chapter. Therefore, the changes will continue. I urge you to volunteer and become involved if you haven't already. Become a Chapter "change agent." "Get connected.... Stay Connected!"

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*Special "Double Header" meeting
announcement on page 4 and 5*

2003 INDEX

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Orange County Chapter

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Events: Held on the fourth Wednesday of each month.

ASTD-OC presents topics pertinent to maximizing human potential. Guests welcome!

Change of Address: If you have a new address, please send your changes to the ASTD-OC office.
All changes must be received in writing.

Membership Information

New Member: \$150 (\$100 dues + \$20 one-time processing fee)
Renewal: \$100 annually
Student: \$65 annually (Must prove current full time status. Exempt from processing fee.)
Company: \$350 (+ \$50 one-time processing fee)

Checks, money order, Visa, MasterCard and American Express are accepted as payment.

ASTD is committed to maximizing human potential.

In the spirit of diversity and in accordance with state and federal guidelines, the Society supports the principles of equal opportunity.



March 26, 2003 Chapter Meeting
Double Header Special
11:00 a.m.-1:00 p.m.
Turnip Rose, 300 S. Flower, Orange
Detail on page 4 & 5

April 2, 2003 Training and Technology SIG
Experian, 475 Anton, Building D1
Costa Mesa
4:15-6:00 p.m.
Denise Klomp, (714) 342-9733

April 3, 2003 Authors & Writers SIG
OC Transportation Authority
550 S. Main St, Orange
5:00-7:00 p.m.
Teresa Shuff, (714) 525-0882

April 4, 2003 Community Service SIG
Working Wardrobes
1294 Haster St., Garden Grove
7:30-9:00 a.m.
Wendy Nakamura, (714) 665-1981

April 10, 2003 Career Development SIG
Lee Hecht Harrison
2415 Campus Dr., Ste 250, Irvine
5:30-7:00 p.m.
Nancy Piper, (949) 551-2477

April 14, 2003 Business Book SIG
Hof's Hut, 18850 Douglas, Irvine
5:30-7:00 p.m.
Mary Escudero, (949) 786-4876

April 15, 2003 Coaching
Costa Mesa Neighborhood Center
1845 Park Ave., Costa Mesa
5:30-7:00 p.m.
Cathy Townsend, (949) 650-5896

April 23, 2003 Learning Event
Leaders Leading Leaders
Turnip Rose, 300 S. Flower, Orange

New Website Debut

Excellence Deserves Excellent Tools

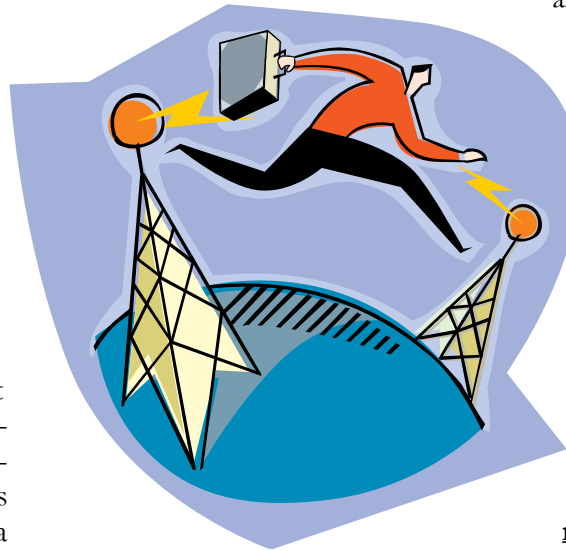
The Orange County ASTD membership is a sophisticated and finely honed group with high expectations of themselves and of the organization. ASTD members are early adopters who seek the deepest knowledge, clamor for the latest trends, and measure success by how effectively solutions are applied. ASTD-OC is rising to the challenge of new thought leadership and emerging technology.

ASTD-OC deserves a website that supports a high level of commitment, fervor, and involvement. The Communications team recognizes the need and seeks to meet it. ASTD-OC is proud to debut a new website which is intuitive, user-friendly. The new site supports the learning model that will carry the chapter into the future.

The website has a new address (URL): www.astdoc.org. Everything is at your fingertips at the top of the page on an easy to read navigation bar. Learn about the chapter under **Chapter Information**. Read the President's quarterly message, see who your 2003 leadership is, check out our past presidents, read the monthly board meeting minutes, brush up on the chapter by-laws or review the monthly financials. Some of these tabs are exclusive to members. Members will have to establish their own personal log-in to view and participate in the members-only areas of the site.

At **Member Services** visitors will learn about the benefits of being an ASTD-OC member. Visitors can join, browse through the newsletter archives, communicate with other members via the message board, check out the Job and RFP listings or post a job. The website also invites other organizations and companies to post their jobs.

The website lets trainers stay in touch with fellow members at the **Find a Trainer** link, where visitors can search for members. Here's how it works: All members will have the benefit of being listed



in the Search feature by virtue of being an ASTD-OC member. Members who have created a fee based on-line profile will boast an enhanced listing. ASTD-OC encourages all members to update your profile today!

Members can obtain an enhanced listing and create maximum benefit from the Search feature by providing a headshot and completing a fullpage profile. The enhanced listing puts you at the front of the line when organizations search on key words. You have the opportunity to be a **Featured Member** on the front page on a rotation basis. The enhanced listing costs \$60 a year. As an introductory offer, for the year 2003, the cost is reduced by 50%, so you pay \$30 from now until December.

The new **Events Calendar**, will provide one of the site's most charming features: the opportunity to see the monthly activities of the chapter at a glance. Clicking on a date will open a link to more in-depth information and sign-up opportunities.

Visit **Professional Resources** to find valuable information about the heart-beat of our organization, the SIGs. Career links as well as Associated Links, Career Development, monthly meeting Speaker Notes and Plugged-in articles can

also be found here.

The **Contact Us** page provides an opportunity to communicate with the chapter leadership.

Your Opinion Matters!

There will be a different opinion poll on the home page every month. ASTD has a smart site, and it knows which members have voted. No member will be given the opportunity to vote twice.

Friends and interested parties who are not members of ASTD-OC may sign up on the home page to receive our monthly **Timely Information message**. The site requests only an email address and a first and last name.

Notice those blue boxes at the bottom of the home page. The left box will always display the **Monthly Learning Event** details. You can learn more about being **Involved** in the chapter by going to the right hand box.

To receive all of the member benefits the site has to offer, you must sign in. Did you notice the **Member Login** on the top right of the home page? If you can't see something that you were expecting to see, check to see if you are signed in. The 'Welcome' at the top left reminds guests if they are signed in or not. Here is what to do the very first time you visit the site.

USER: first initial of first name, last name

PASSWORD: first name, first initial of last name

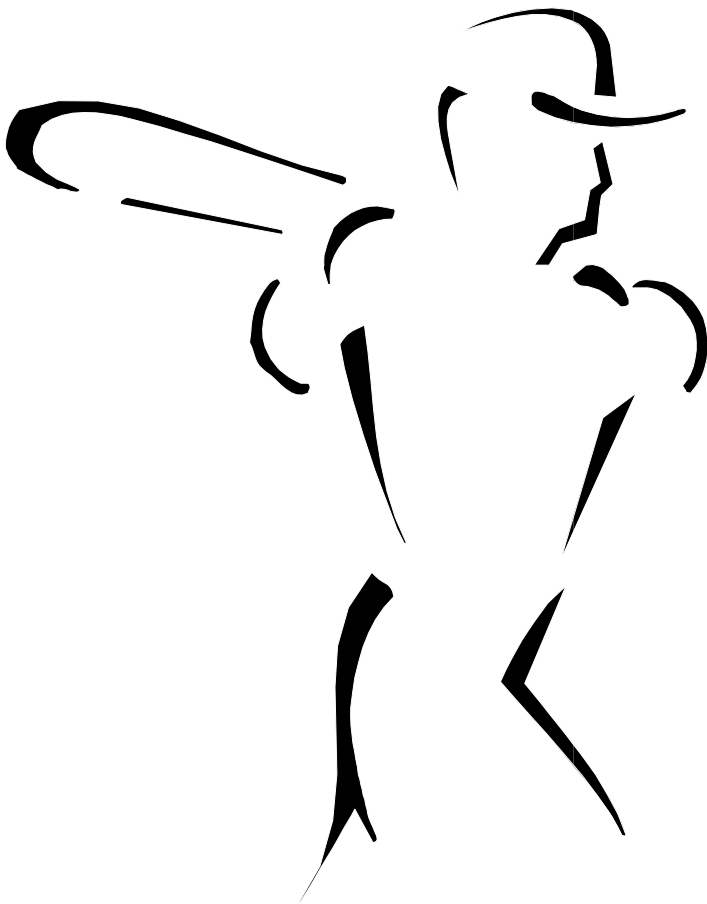
Once signed up, you can edit your password to set your personal preferences.

The Communications team is very proud of our new site. At the same time, we understand that transitions are not always easy. If you have any questions at all, please email our e-Communications manager, Mary Sause at ENews@astdoc.org. We are here to help.

Double Header Offered for the March Learning Experience!

ASTD-OC offers an innovative double header meeting. Two excellent learning experiences in one informative day!

State of the Industry Report by
Toni Johnson
11:00 a.m.



Wednesday March 26, 2003

11:00 a.m. to 1:00 p.m.

Turnip Rose
300 S. Flower
Orange, CA

Register online at
www.astdoc.org
or call (714) 263-7813



State of the Industry Report: Training for the Next Economy

Come and learn the impact turbulent world and business events are having on learning and workplace performance. The performance improvement industry is holding its own. However training and development is evolving into an uncertain "New Economy."

You will learn:

- ▼How training dollars are being invested
- ▼The increased usage of learning technologies.
- ▼The need to link learning with performance and business results.
- ▼How to demonstrate Return on Investment (ROI)

In the Next Economy, we will be required to train more people, in more places, faster, with shorter notice and fewer resources.

Learn the implications for your organization or private practice, join us as we examine the latest research for a learning-for-performance professional.

Toni Johnson, ASTD National Advisor to Chapters, Orange County Chapter President 2002, ASTD Inland Empire President 1997-1998, will share the results of the latest research impacting our industry compiled by ASTD National during 2002.

Toni Johnson is a Coach, Facilitator and Consultant to individuals, teams and organizations moving through change. Her practice, Change Works!, is located in Anaheim Hills, CA.



Jazz and Diversity: The Art of Creative Human Interaction

Through the use of the musical quartet ASTD-OC will explore the importance of diversity in the creation of the art form called jazz. The program will start with the assumption that almost all human interactions can be characterized as a musical event.

There is, in every interaction, a rhythmic element, a melodic component when speaking and, at a somewhat more metaphoric level, an opportunity to be in harmony with others.

People often refer to having “good and bad vibes”. Jazz as a musical art form reflects, historically, the characteristics of diverse societies. The formal part of Jazz--that is, the way that songs are constructed and the types of instruments employed--stems from European roots. The vocal, rhythmic and expressive aspect of Jazz comes from African traditional music. The performance of jazz is a demonstration of the richness that can be derived from diverse perspectives in creative interactions. It requires openness to the ideas of others and an attitude of generosity.

Learning Experience Part 2 Jazz and the Art of Leadership: The Importance of Heart 12:15 p.m.

Lewis Ellenhorn, Professor Emeritus, Pitzer College,--Clarinet Dr. Ellenhorn has had an enduring interest in group and organizational behavior. His current professional activities involve the development of methods for enhancing understanding and communication within organizations through the use of metaphors and art-based perspectives. It is his observation and belief that most human interactions are musical events. Jazz, as music that is created in the moment, is dependent on the harmonious integration of diverse instruments and personalities. If we all played the same instrument and were clones of one another, our music, like other everyday interactions, would be unsatisfying, uninformative, predictable and dull.

After receiving his Ph. D. in Social Psychology from UCLA, Ellenhorn joined the UCLA faculty, teaching Organizational/Industrial Psychology, Group Dynamics and Social Psychology, while conducting research on the relationship of family communication patterns and pre-adolescent behavior, with a focus on the qualities of non-verbal interaction. In 1966, he accepted a position as Professor of Psychology at Pitzer College. He retired from Pitzer in 1991 and continued as a member of the Executive and Management Faculty at Claremont Graduate University. His publications and presentations range from studies of the relationship between non-verbal communication and personality types, the psychological status of Viet Nam veterans, the effects of social stimuli on

verbal originality and Jazz as human interaction.

Ellenhorn has performed with the Chicago Symphony, Los Angeles Philharmonic, recorded with Harry Belafonte, Tony Martin, Sammy Davis, Jr., Marilyn Monroe and others. He can be heard on the soundtracks of several motion pictures. In 1945, Downbeat Magazine Poll listed him as one of the top twenty five jazz clarinetists. However, his most continuous musical performance is the high A to B flat trill, which can be heard on Saturday mornings in the Rocky and Bullwinkle march.

David Koonse-Guitar. David has been described by the noted Jazz critic Leonard Feather as the “most elegant guitarist”. He was a featured soloist at the 1993 Los Angeles Classical Jazz Festival. At the age of 18, he joined the Harry James Orchestra. Dave has performed and recorded with George Shearing, Red Norvo, Chico Hamilton, Peggy Lee, Rod McKuen, Benny Goodman. He performs in the Los Angeles area with Buddy Colette, Alan Broadbent, Page Cavanagh.

Harold Mason-Drums. Harold has recorded with Stevie Wonder, Sarah Vaughan, Ray Charles, Ella Fitzgerald, Buddy Colette, Lou Rawls, Horace Silvers and others.

Dion Sorrell-Cello. Dion is a uniquely talented musician, playing the cello, which is rarely found in jazz ensembles. He has performed and recorded with James Newton, Bobbie Bradford, Vinnie Golia and many others. Dion has composed music for ballet and has recorded several of his own works.


The C's of Change: Training in Tough Times

How do you feel about change? Do you create it, thrive on it, or dread it? Do you fight it every step of the way?

Whatever your answer, one thing's for sure: you can't hide from it; change keeps on coming. And these days it comes faster than ever. So what does it take for today's trainers, human resources professionals, managers, and their employees to sail the stormy seas of change?

The answer is in seven fundamental principles that, when followed, will become your rock-solid foundation for change – before, during, and after. Use them to build a meaningful, effective, fifteen-point professional development program that includes training and coaching for all employees.

Commitment

 Nothing happens without commitment – from you and from management. If you do not have commitment to the program's success, your “customers” will sense it. Training will be a waste of time (and money) for everyone. If management does not have commitment to developing **all** of its employees, then attendance and enthusiasm will be mediocre at best. When management does support professional development, even in – no, *especially in* tough economic times, morale and loyalty are high, turnover is low, and productivity is up.

Commitment takes vision, a clear, frequently communicated mission statement, and specific, measurable, time-bound goals. A good management team develops and regularly revises short and long-term goals. Goals need to be clear, measurable, and time-bound, for example: “In the Western Region, reduce customer complaints about late shipments 10% by June 30, 2003.” Few managers learn the science of strategic planning. They either

follow another manager's model or figure it out by trial and error. Training Op #1: Strategic Planning.

Employees need to set, revise, and achieve goals, too. A recent UCLA study showed that the average monthly income for those who had no goals or no plans to reach their goals was \$3,209. For those who had goals, but no plans to reach their goals it was \$3,410. And for those who had goals *and* had plans to reach their goals, the average monthly income was \$6,478 – more than double that of those with no goals and no plans. Training Op #2: Goal Setting.

Achieving goals may involve re-search into the problem (“needs assess-

ment”), change in procedures or policies (“getting buy-in”), training (over a period of time to reinforce and build), and monitoring those who are trained (“performance measurement”). It may also involve a shift in organizational culture, which may mean additional management development, training, or coaching opportunities. When was the last time your organization trained your managers and line staff on goal setting techniques? How many managers actually work with their people regularly to help them set and achieve individual and company goals? This leads us to...

Consistency

Consistency is habit and self-discipline. The old adage “It takes 21 days to develop a habit; 2 years to develop a lifestyle” means that repetition and reinforcement are essential to instill a change in behavior, thought, attitude, or company¹ culture. Such change and performance improvement take place over time.

Take for instance a salesperson who commits to making five cold calls per day and meets the commitment for 19 days in a row. If on the 20th day she/he breaks the continuum, the count starts all over again.

Let's say you make this commitment: “By May 1, be home by 7:00 three nights a week to have dinner with my wife/husband, spend some time with the kids, and tuck them into bed.” (Take it from one who worked very late too many nights: while this goal is a tough one, it is realistic – if you really have commitment.) It takes good time management skills to develop schedules, prioritize appropriately, and delegate effectively. This probably means managing time better, curtailing interruptions, and overcoming procrastination.



You may need to establish a schedule for routine work. Training Op #3: Time and Priority Management.

Your employees may need to become more organized. Can they find things when they need them? Do they waste time wading through piles of paper and extensive e-mails? Or worse yet, do they do without or recreate what they can't find? Training Op #4: Organizing Skills.

Managers and employees may need to learn how to manage projects using project management principles and tools like work breakdown structure, PERT and Gantt charts, and the "triple constraints." Identifying task relationships, "crashing" a project, and motivating a project team can empower them to complete their projects on time, on scope, and on budget. Training Op #5: Project Management.

Communication



How you talk to yourself determines how you talk to everyone else. An employee who calls her/himself stupid or clumsy probably says the same thing to employees and coworkers. "Can't you get anything right?" "You'll never be good at this." "I can't believe you did that!" These sorts of negativity will sabotage your employees' commitment. Change includes how you communicate – with others and with yourself.

Communication within your organization needs to be positive, assertive, and clear. Do people moan and groan every time there's an organizational change? Do they say, "It was easier the old way" or "I liked it the way it used to be"? Positive, assertive, clear communication means mastering the five communication skills: listening, speaking, reading, writing, and non-verbal communication. Training Op #6: Listening, speaking, and non-verbal communication skills.

Clear written communication – letters, memos, proposals, reports – are critical in our fast-paced business world. That

includes e-mail. It's amazing how people differently people communicate in e-mail than on paper. Yet inappropriate or poorly written e-mail can do far more damage for a far longer time than a printed document. Whether on paper or in e-mail, written communication skills are essential to effective communication inside and outside the organization. Training Op #7: Writing (and reading) business correspondence, including e-mail.

Credibility



"You never get a second chance to make a first impression." When people meet you for the first time, they make up their minds about you within the first seven seconds. And if it's a job interview, it's only four seconds.

What kind of impression do your managers and employees make? Do they dress appropriately for the job? Are their presentation skills polished and professional? Training Op #8: Presentation skills.

Do they conduct meetings efficiently? When attending meetings, are they active contributors to the meeting's success? If you haven't trained your managers recently on good meeting management, schedule one. Start with a needs assessment. Conduct a blind survey of those who attend meetings and find out what they think. Then put together a checklist that becomes your talking points. Be sure to cover meeting preparation by the presenter(s) as well as the participants, managing the people dynamics, and follow-up. Training Op #9: Meeting management and participation.

Credibility also comes from your appearance – how you dress, your grooming, how you carry yourself. Do your employees dress appropriately for their jobs and work culture? That doesn't mean they have to spend a bundle on high priced clothes. It doesn't cost much to make sure your clothes are clean, pressed, and stitched. And dressing to your audience makes a lasting impression. If a line-level

employee is presenting a proposal to upper management and wants her/his ideas to be accepted, a suit or even "business casual" will make a better impression than jeans and a T-shirt. Consider a lunch-and-learn session where all employees are welcome so that no one feels singled out. Training Op #10: Image/Dress for Success

Credibility comes from how you talk. Your speech tells volumes: where you're from, your socioeconomic level, and your education. The principles learned in business writing workshops (Training Op #7), applied consistently and repetitively, will translate into better speech and a better impression.

Credibility comes from follow-through and trust. Do what you say you're going to do. And if you're not able to or will be late, give the other party advance notice. And it's how you talk about yourself and others. Put-downs, sarcasm, teasing, and backstabbing destroy credibility and the trust of others. More on this when we discuss Cooperation.

Creativity



Maybe you've heard these statements: "It'll never work"; "We've never done it that way"; "We've always done it this way"; "We tried that before and it failed." "I wish things could be the way they were." Strategic planning meetings are all about seeing possibilities that others can't. Do your people say things like, "If it ain't broke, don't fix it?" Creativity comes from spending time with your immediate work group, your family, and people in professional organizations like ASTD. If you spend time with only the same people, after a while you start to think like them (isn't that a frightening thought?), stifling creativity.

Brainstorming is one of the best techniques for stimulating creative thinking. Training Op #11: Brainstorming techniques and facilitation skills.

In all your training sessions, include creative activities that relate to the topic.

Courage

Creativity means sharing ideas with each other. We have good ideas individually. We have great ideas when we work together. And that's the next of the 7 C's.

Cooperation



Mistakes and misunderstandings are often followed by the phrases, "I thought you meant..." and "Well, I assumed..." It may seem easier to do it yourself rather than delegate, but that means you'll always have to do it. "But Fran, by the time I delegate, I could have done it myself and gotten it right!" Good delegation means expecting to have to correct mistakes initially. In the long run, it saves time for the one who delegates and develops the delegatee's skills, confidence, and self-esteem. Show your people how to delegate. Give them a process and tools to track commitments and deadlines. Training Op #12: Delegation skills.

Cooperation comes from a culture that nurtures win-win attitudes. Educate your managers and employees on the different social styles. Show them how to these principles to direct and motivate others, and get team members to appreciate each other more.

Test and build your teams. I'm not suggesting that you take your people into the wilderness for a ropes course or book them for a season on *Survivor*. I am suggesting that you conduct worksite team building activities to build credibility and cooperation. Teach them that they don't have to like each other to work together effectively. Training Op #13: Team building skills.

Managing change means taking action. Taking action takes courage. And that's the last of the 7 C's.



Have you ever taken a big risk? Maybe you changed industries or moved a great distance. Or maybe you spoke up in a meeting of executives, stating why their ideas won't work and proposing a better way. The greater the risk, the greater is the reward. And if you don't risk, you don't get.

Good employees have good ideas. When they don't share them, the entire organization loses.

Pave the way for the shyest employees to come forward. Taking a risk may make the difference between success and mediocrity, for the employee and for the organization. Training Op #14.

A mentoring program helps develop and position employees for long-term growth. Guided by the human resources professional, mentoring has a proven track record for grooming emerging leaders. Training Op #15: Mentoring and Coaching.

From these seven disciplines/principles, I've pinpointed 15 training opportunities. How many more can you identify, propose, and get approved? Do you have what it takes, from Commitment to Courage, to put them to work?

¹ "Company" is used generically to mean "employer" whether it be a publicly traded corporation, private company, non-profit, or government agency.

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Emotional Intelligence- What it is, and why you want it!

Emotional Intelligence (EQ) is a term used among Human Resources departments and is making its way into America's boardrooms. EQ is a set of competencies demonstrating one's ability to recognize his or her behaviors, moods, and impulses and to manage them effectively in various situations and with various people. Someone with high Emotional Intelligence can manage their emotions, communicate effectively, and handle change well. In addition, they can problem solve with confidence, build rapport with humor, empathize with others, and remain optimistic in the face of adversity.

Daniel Goleman, a psychologist and visiting faculty member of Harvard, popularized EQ in his 1995 book, *Emotional Intelligence*. In it, he identified five major characteristics of Emotional Intelligence: self-awareness, self-regulation, motivation, empathy, and social skill. Although the qualities of EQ are often distinguished as "street smarts," most people don't realize EQ can be identified, measured, and increased. Daniel Goleman describes the characteristics as follows:

Self-Awareness is "the ability to recognize and understand your moods, emotions, and drives, as well as their effect on others." Self-Regulation is "the ability to control or redirect disruptive impulses and moods" and "the propensity to suspend judgment—to think before acting." Motivation is "a passion to work for reasons that go beyond money or status" and "a propensity to pursue goals with energy and persistence." Empathy is "the ability to understand the emotional makeup of other people" and "skill in treating them according to their emotional reactions." Social Skill



is "proficiency in managing relationships and building networks" and "an ability to find common ground and build rapport."

When conducting validity and reliability studies, Goleman found that EQ proved to be twice as important as IQ and technical skills for job success at all levels. In fact, there is a correlation between high EQ and success in life overall. The best news about EQ is that it can be *learned*. Unlike IQ, which stays constant after the late teens, EQ is a set of competencies one can develop, much like a technical skill. EQ is not a measurement of one's personality, it is not a way to predict one's career, and it is not a static attribute. EQ typically increases over the course of a lifetime and is correlated to maturity.

In the past, training on topics like "stress management" and "assertiveness skills" were relegated to a soft skills training program, treated as a luxury, and only offered after the training budget paid for technical training or hard skills. In reality, EQ represents critical success factors that should not be dismissed as mere 'nice-to-haves.' For example, the Hay Group states one study of 44 Fortune 500 companies found that salespeople with high EQ produced twice the revenue of those with average scores. In another study, technical programmers demonstrating the top 10% of Emotional Intelligence competency were developing software three times faster than those with lower competency. These studies indicate that Emotional Intelligence is directly related to the bottom line and is anything but "soft."

The best way to increase organizational EQ is to include the critical success factors as part of the core competencies that employees need to have. Individuals responsible for interviewing and hiring should be educated on how to discover EQ skills. They should also learn how to measure the competency levels of current employees in order to identify training needs and provide opportunities for growth. EQ may shed a whole new light on old soft skills training.

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Gender Communications

Women as Global Leaders

What do Adolph Hitler and Mother Teresa have in common? They were both leaders. Granted, they are at opposite ends of the leader spectrum—but leaders nevertheless.

What does it take to be a leader? A simple definition would involve only two requirements: (1) You must have a passion for what you believe, and (2) You must have at least one follower.

The real issue about leadership is that there is no formula. Each of us has the capacity for leadership. Both men and women can be leaders or managers, but the difference is how we lead. There appears to be a distinct difference in the way men and women take charge.

Different Management Styles

The key characteristics of the male management style model—high control, strategic, and analytical—are quite typical of many male managers. It is a role with which we are familiar and accepting. To many people, this is the way managers are expected to act.

The female management style model is less familiar and is still in the groundbreaking stages—Society clings to the familiar, not necessarily better. In this model the effective manager is empathetic and collaborative.

Women are taking charge and leading in their own way. And this leadership doesn't look like the leadership of the past. This is because the leadership role models of the past are predominately based on male leadership models. But if we look at both men and women in leadership roles, we see something very interesting: Men and women have different management styles.

Male managers are typically portrayed as competitive, within the organization and amongst themselves. Women, on the other hand, seem to prefer a participative management style that encour-



ages employee cooperation.

The male model of problem solving is rational and objective. This is good in some situations, but it often leaves out the human element. There are some decisions that cannot be reached by just analyzing numbers, sometimes problem solving needs to be creative. When you are creative, you are using the female model of problem solving, which is intuitive and subjective.

Although the management models are broken down into stereotype categories of male and female, most managers' styles fall somewhere between the two models. The progressive manager recognizes the need to incorporate both male and female styles of management.

Business Structures

The basic objectives of businesses can change depending on whether the company follows the male or female management model structure. Businesses can go bankrupt when winning is the basic

objective. Management loses focus of what is important and becomes consumed with winning at all costs.

In comparison, businesses that stay focused on a quality output continue with financial success. Management and employees work together as a team for the common goal.

What we are seeing now is a change in the organizational structure in many successful businesses. This female model structure is horizontal and egalitarian. Companies have found that a horizontal structure, with flexibility for its employees, makes good business sense. Happier employees are more productive.

Different Communication Styles

Along with different management styles, men and women also have different communication styles. Men and women speak the same language, but they often cannot understand each other. What is the problem? Is gender really the issue or is it something else that prevents us from communicating with a member of the opposite sex?

According to linguist Deborah Tannen, much of the communication breakdown occurs because men and women view conversations differently. From the male's viewpoint, conversations are negotiations in which people try to control the conversation. Women, in contrast, have a completely different approach to conversations. They seek closeness and agreement in a conversation.

In all conversations there is a need for control and agreement. But what happens is that men and women focus on different priorities in the conversation. Because of this difference in viewpoint, men and women often have different interpretations of the same conversation.

Childhood Influences

Have you ever noticed that most young children play in same-sex groups? Boys play with boys; girls play with girls. The boys usually play in large groups; the girls play in small groups.

The conversational style between

these two groups of children is also different. The boys tend to play games in which there is a leader and the leader gives orders to the rest of the boys. Girls prefer games where they can take turns and there are no winners.

In our society boys are encouraged to be competitive. Girls are taught to be cooperative and supportive.

Cross Cultural Communication

Deborah Tannen uses the term “cross-cultural communication” to describe the misunderstandings men and women have due to different conversational styles. She believes that our “growing up in separate social worlds of peers” influences our conversational styles.

Conversations between men and women can often end up at cross-purposes because we look at the conversation from different viewpoints, as men and women.

For instance, take a conversational situation in which someone is sharing his or her troubles with another. When women discuss troubles, their response is to “match troubles for troubles.” If I told my girlfriend about my bad experience trying to parallel park my car, she might chime in that she’s had the same experience and “isn’t it awful.” (The old “I feel your pain” scenario.)

On the other hand, men want to solve problems and give advice if someone shares their troubles with them. For instance, if I told my husband about my bad experience trying to parallel park my car, he’d offer me advice on how to correctly parallel park a car. He certainly wouldn’t sympathize and “feel my pain.”

But did I really want advice? No, I wanted someone to listen to my experience. So, I am expecting one response and I get another. This is because I am judging the conversation by my female standards.

Men and women need to realize that there are gender differences in conversational styles. Try not to apply your male or female standard to judging a conversation. Rather, respect the differences and try not to let misunderstandings get out of control.

Multi-Cultural Communication

If we look at conversations between men and women as cross-cultural communication, we see that the term multi-cultural takes on a new meaning. Not only are we dealing with cultures from other countries in the world, we are dealing with the cross-culture of men and women.

Successful communication in a multi-cultural world depends on one’s knowledge of how people of a culture are likely to view them. It also depends on one’s knowledge of their culture. We need to look at it both ways to be effective.

The gender role stereotypes of management and communication styles seem to be global. Many cultures adhere to these stereotypes. The masculine person is independent, active, aggressive, rational, individualistic, and instrumental. The feminine person is expected to be passive, dependent, soft, emotional, oriented toward others, and expressive.

In 1987, Russian president, Mikal Gorbachev, suggested that society should “allow women to return to their purely womanly mission.” Russian society has remained patriarchal even under communism. Current reforms demonstrate a clear investment in maintaining or reinforcing gender roles and male supremacy.

In France, the heads of major corporations are chosen from among the students trained in a number of elite professional schools. Even though these schools are open to them, women don’t apply for a CEO position because they know women have no chance.

In Asian countries, women are not recognized as managers or leaders, they function in support positions to the male hierarchy. Because the Asian cultures do not typically have women in management positions, it can be difficult for Asian males to work with a businesswoman, no matter what country she is from.

In the United States, the number of women who hold highly responsible positions remains limited. Women continue to make strides, but the increase is in middle management where 50 percent of

all managers are now female. In comparison, “the percentage of women holding so-called clout titles from executive vice president up to CEO increased to 7.9% in 2002 from 1.9% in 1995.”

In contrast, Norway accepts women in leadership roles. The government of Norway has almost equal representation of men and women. Since 1986, women have held 40 percent of the Norwegian cabinet ministries.

Women As Global Leaders

We live in a multicultural, internationally competitive market where women are coming forward to transform business in the 21st century. Many experts believe women have an advantage in terms of their leadership style. According to management guru Tom Peters, “businesses must be less hierarchical, more flexible and team oriented, faster and more fluid. In my opinion, one group of people has an enormous advantage in realizing this necessary new vision: women.”

To be an effective leader, women need to realize that the communication style and management style for most women is different from the male model. Women need to use this difference to their advantage. Women excel at relationship building and managing in an interdisciplinary, team-oriented organization. The natural tendency for women to be intuitive, empathetic, and collaborative gives them a decided edge in communication and management skills.

Women will play a key role in transforming organizations in the 21st century. As more women enter management ranks, their nurturing, empowering qualities will continue to produce valuable results. Ironically, the skills that women were once told had no place in the business world are now the very traits that will make them the global leaders of the future.

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