Professional Behavior Skills Workshop

Self-Aware Stories India Pvt. Ltd.

www.selfawarestories.in
Agenda

• Workshop Learning Objectives
• What Are Behavior Skills?
• Why Are Behavior Skills Important?
• Takeaways
Workshop Learning Objectives

1. Define behavior skills for job-readiness
2. Describe “professional behaviors” expected in a work environment.
3. Identify and describe typical behavior skills and issues.
4. Identify and describe how to become aware of the behavior skills and issues with themselves and others.
5. Identify and describe how one’s behavior is perceived by others.
Workshop Learning Objectives

6. Be able to give and receive feedback using positive and negative approaches.
7. Describe personal responsibility and how it applies to behavior skills.
8. Describe “problem solving” from a behavior skills point of view.
9. Align feedback with our goals and behavior moving forward.
Introductions

• Martin Radley
  o 20+ years in software development industry
  o 7 years as faculty at Carnegie Mellon University
  o Past 5 years: designing curricula that produces verifiably job-ready professionals
Inappropriate Behavior

What happens when people exhibit inappropriate behavior?

A. They come across as a rude person

B. They hurt themselves as we don't want to be around them

C. Their behavior can hurt us
Inappropriate Behavior

- When people behave inappropriately, is the behavior intentional? **Usually No**
- Does anyone talk to them about it? **Usually No**
- How easy is it to talk to them about it? **Difficult**
- How do people typically react if you talk with them about it? **Usually Get Upset**

“If You Are Being A Problem, You Will Be The Last To Know”
What if it is You?

• What if the person exhibiting inappropriate behavior is you?

How would you know?

It’s easy to see behavior issues with others, but not so easy to see them with ourselves.
Values

• How do you know what someone’s values are?

From Their Behavior

What Does Your Behavior Say About You?

How Will Your Behavior be Perceived During College, Placement and Your Career?
What is Job Readiness?

- Job Readiness:
  - Knowledge +
  - Technical Skills +
  - Communication Skills +
  - Behavior Skills
  - Experience

Sometimes referred to as “Soft Skills”
Typical Career Path

No Office or Computer Experience
- Computing On-Ramp
  - Beginning Office Worker

Some Computer Experience
- Programmer On-Ramp
  - Junior Programmer

Some Programming Experience
- Application Development
  - Programmer/Developer
  - Web Developer

2+ Years SW Development Experience
- Project Management
  - Project Manager

Oursource Management
- Resource Management
- Program/Portfolio Management
- Technology Management

Embedded SW Development
- Advanced Application Development
  - Programmer/Developer
  - Web Developer

Embedded SW Engineering
- Application SW Engineering
  - Programmer/Developer
  - QA/QC Engineer

QA/QC Engineering
- Advanced QA/QC Engineering
  - QA/QC Engineer

5+ Years SW Development or Equivalent Experience
- Technical Dives

LEGEND
- Entry Point
- Learning Experience
- Exit Point (New Role)
We Notice …

• People often have great knowledge, technical skills and soft skills, but poor behavior skills.

• Poor behavior skills affects their *values*, but they are not aware that it is happening.

• Poor behavior skills hurts their *careers*, but they are not aware that it is happening.
What Are Behavior Skills?

• Our behavior has consequences
• Behavior skills enable us to choose our behavior wisely, thereby affecting the consequences of our behavior
• You choose your behavior; you live with the consequences

Behavior Skills are Not the Same as Soft Skills. Behavior Skills and Soft Skills are Complementary
Soft Skills

- Communicating Effectively:
  - Writing skills
  - Public speaking skills

- Use Communication Tools Effectively
  - Email, telephone, letters, etc.

- Body Language

- Critical Thinking

- Rhetoric and Argumentation
Behavior Skills Framework

1. **Know Your Goals**
2. **Situation Awareness**
3. **Determine Alternatives**
4. **Implement Your Choice**
5. **Assess Results**

Feedback

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Behavior Skills Framework

Know Your Goals

Assess Results

Situation Awareness

Implement Your Choice

Determine Alternatives

Feedback

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Know Your Goals

• What do I want to achieve?
• What results do I want?
• What is most important to me?
• Am I on a good path?
• How do I want to be perceived?
Situation Awareness

• Am I listening (to understand)?
• Are my antenna sensing anything unusual?
  o With what is happening?
  o With my behavior and the behavior of others?
• Is my behavior aligned with my goals?
  o Are consequences expected?
  o Is how I am perceived expected?
• What feedback am I receiving?
Behavior Skills Framework

1. Know Your Goals
2. Determine Alternatives
3. Implement Your Choice
4. Assess Results
5. Situation Awareness

Feedback

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Feedback

• Giving and Receiving Feedback
  o Verbal
  o Body Language
  o Actions (what did or didn’t happen)
  o Questions

• Content (the message)

• Style (how the message is communicated)
Behavior Skills Framework

1. **Know Your Goals**
2. **Situation Awareness**
3. **Assess Results**
4. **Determine Alternatives**
5. **Implement Your Choice**
6. **Feedback**

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Determine Alternatives

• What different behavior alternatives do I have (to achieve my goals)?
  o What are the likely consequences of each alternative?
  o What tools do I have in my toolbox?
  o Which alternative is best, and why?
  o Have I discussed this with others?

• Problem Solving Skills
Behavior Skills Framework

1. Know Your Goals
2. Situation Awareness
3. Determine Alternatives
4. Implement Your Choice
5. Assess Results

Feedback Loop:
- Start with **Know Your Goals**
- Move to **Situation Awareness**
- Then to **Determine Alternatives**
- Follow with **Implement Your Choice**
- Conclude with **Assess Results**

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Implement Your Behavior Choice

• Is this the right time and place?
  o Private or group setting, for example
Behavior Skills Framework

- Know Your Goals
- Assess Results
- Situation Awareness
- Determine Alternatives
- Implement Your Choice

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Assess Results

- Did I get the results I was expecting/wanted?
  - Why or why not?
- If you were surprised by someone else’s behavior, how are you going to find out why?
Behavior Skills Framework
What is Feedback?

• Communication that lets us know how effective we are being professionally or personally with:
  • Achieving our goals
  • How we are affecting others
  • How we are being perceived

It helps us see the consequences of our behavior
Response to Positive Feedback

What happens when people are given praise?

A. They like the feedback
B. They usually like the person
C. They tend to listen
D. They tend to agree

✔ ✔ ✔ ✔
Response to Negative Feedback

What happens when people are given negative feedback?

- They react as opposed to respond
- They usually don’t like the person
- They get angry or upset
- They tend not to agree or listen
- They get defensive and explain our good intentions, but not admit our inappropriate behavior

Understanding negative feedback can help us grow
Characteristics of Feedback

• Positive and Negative Feedback *Content*

• Positive and Negative Feedback *Styles*
Feedback **Content** (What You Say)

- Praise
- Criticism
- Blaming
- Disapproving
- Complimentary
- Assessing

- Feedback Content
- Feedback Content
- Feedback Content
+ Feedback Content
+ Feedback Content
+ Feedback Content
Feedback Styles (How You Say It)

- Healthy timing
- General
- Attacking
- Specific
- Impulsive
- Judgmental

+ Feedback Style
- Feedback Style
+ Feedback Style
- Feedback Style
+ Feedback Style
- Feedback Style
Giving Feedback - Positive Styles

- **Supportive**: delivered in a non-threatening and encouraging manner.
- **Direct**: the focus of the feedback is clearly stated.
- **Sensitive**: delivered with sensitivity to the needs of the other person.
- **Considerate**: feedback is intended to not insult or demean.
- **Descriptive**: focuses on behavior that can be changed, rather than personality.
- **Specific**: feedback is focused on specific behaviors or events.
- **Healthy timing**: given as close to the prompting event as possible and at an opportune time.
- **Thoughtful**: well considered rather than impulsive.
- **Helpful**: feedback is intended to be of value to the other person.

How would you react as the receiver if this is how the giver gives feedback?

Giving Feedback - Negative Styles

- **Attacking**: hard hitting and aggressive, focusing on the weaknesses of the other person.
- **Indirect**: feedback is vague and issues hinted at rather than addressed directly.
- **Insensitive**: little concern for the needs of the other person.
- **Disrespectful**: feedback is demeaning, bordering on insulting.
- **Judgmental**: feedback is evaluative, judging personality rather than behavior.
- **General**: aimed at broad issues which cannot be easily defined.
- **Poor timing**: given long after the event, or at the worst possible time.
- **Impulsive**: given thoughtlessly, with little regard for the consequences.
- **Selfish**: feedback meets the giver's needs, rather than the needs of the other person.

How would you react as the receiver if this is how the giver gives feedback?

Receiving Feedback - Positive Styles

- **Open:** listens without frequent interruption or objections.
- **Responsive:** willing to hear what's being said without turning the table.
- **Accepting:** accepts the feedback, without denial.
- **Respectful:** recognizes the value of what is being said and the speaker's right to say it.
- **Engaged:** interacts appropriately with the speaker, asking for clarification when needed.
- **Active listening:** listens carefully and tries to understand the meaning of the feedback.
- **Thoughtful:** tries to understand the personal behavior that has led to the feedback.
- **Interested:** is genuinely interested in getting feedback.
- **Sincere:** genuinely wants to make personal changes if appropriate.

How would you react as the giver if this is how the receiver reacts?

Receiving Feedback - Negative Styles

- **Defensive**: defends personal actions, frequently objects to feedback given.
- **Attacking**: verbally attacks the feedback giver, and turns the table.
- **Denies**: refutes the accuracy or fairness of the feedback.
- **Disrespectful**: devalues the speaker, what the speaker is saying, or the speaker's right to give feedback.
- **Closed**: ignores the feedback, listening blankly without interest.
- **Inactive listening**: makes no attempt to "hear" or understand the meaning of the feedback.
- **Rationalizing**: finds explanations for the feedback that dissolve any personal responsibility.
- **Patronizing**: listens, but shows little interest.
- **Superficial**: listens and agrees, but gives the impression that the feedback will have little actual effect.

How would you react as the giver if this is how the receiver reacts?

Should We Implement All Feedback?

- Yes
- No

**Sender:**
- Give your feedback selectively and wisely

**Receiver:**
- Generally, only people who care will tell you that you have a problem
- But you can receive bad feedback
Tips for Giving Feedback

- Imagine a table between you and the person you are providing feedback to
- Put your feedback on that table
  - It is up to the receiver to:
    - Accept the feedback, or not
    - Decide what to do with the feedback

Don’t get angry if your feedback just sits there
Feedback & Goals

• When you are giving or receiving feedback, what personal or professional goals are you trying to achieve?
• How are you using feedback to accomplish your goal(s)?

Will your feedback accomplish your goals?
Feedback & Antenna

• How many ways might people be sending you signals?
  o Verbal
  o Non-verbal

• Are your antenna long enough to pick up the signals?

• How do you grow your antenna?
Feedback & Tools in Your Toolbox

• How you react to feedback, whether positive or negative, is another “tool in your tool box”

• Each tool enables you to work better with a particular situation
Practice

• Every situation and context, every day
• Talk about things with people
• Listen and take notes
Takeaways

• Simple framework
• Key is to practice
• Know your goals
• Ask your “safe network” for feedback
• You choose your behavior, you live with the consequences
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Self-Aware Stories

• We’ve created Self-Aware Stories to enable behavior skills awareness and practice
  o Current Focus:
    • Indian college students
  o Future Focus:
    • Experienced Professionals/Management
    • Personal

• Light-Weight Design
Additional Reading

Leadership & Self-Deception
Arbinger Institute
www.arbinger.com
Additional Reading

The No A#$!!?& Rule
Robert I Sutton, PhD
You can not change your future, but you can change your habits, and surely your habits will change your future.

- Dr. Abdul Kalam

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Any Questions?

Please contact me at: martin@selfawarestories.in to send questions or give us feedback