ICANN Academy
Leadership Program
ICANN76, 2023
Cancun, Mexico

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Day 1: Opening

- **Greetings**
- **Table Intro's-fast**
- **Program overview**
- **Faculty Intros**
- **Herb Waye Ombud**
- **Group Agreements**
- **Introductions**

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Our Approach: "Ideas into Action"

Assess | Develop | Apply | Inspire

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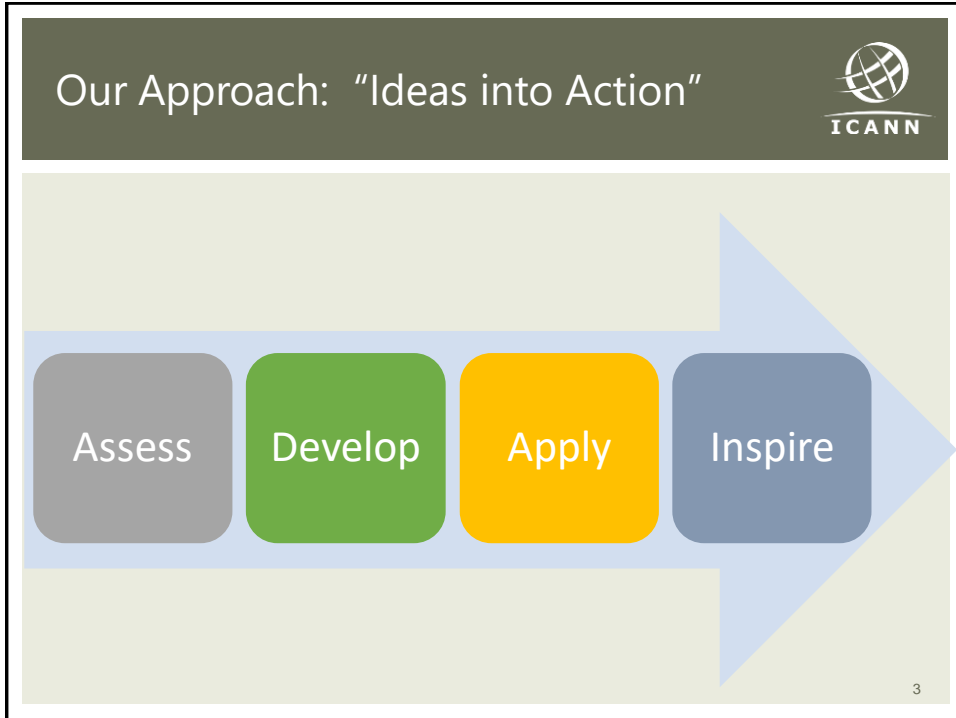
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Day 1: Agenda

- **Welcome / Opening**
- **ICANN Ombud**
  - **Herb Waye**
- **Intro of AC/SO/SG**
- **Lunch & Networking**
- **Facilitation Skills – Handling Conflict**
- **Facilitation Practice**
- **Policy Development**
- **Evening Activity**

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Day 2: Agenda

- **Welcome**
- **Trust & Collaboration**
- **Facilitation Skills – Handling Disruptive behaviors**
- **Facilitation Practice & Problem-solving (Part I)**
- **Lunch & Networking**
- **Hot Topics-Board conversations**
- **Facilitation Practice & Problem-solving (Part II)**
- **Understanding Cultural Differences at ICANN**
- **Preparing for ICANN76 & Close**

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Day 1: Ombud

ICANN

- **Expected Standards of Behavior at ICANN**

Herb Waye

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Our Working Agreements

Let's have some FUN

- **Respectful:** Be polite to one another, open-minded, non-judgmental
- **Listen** - allow others to speak
- **Create a shared, safe space:** to participate, learn & grow
- **Encourage** everyone to share
- **Be clear and concise in communications**
- **Engage Honestly**
- **Focus on application to real ICANN challenges– "Ideas into Action"**
- **Confidentiality:** what's said in the room stays in the room
- **Technology:** Don't be distracted by it, or distracting
- **Be on time, stay on time**
- **What's missing???**

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Day 1:
Introductions

Who is in the room?
- **Advisory Committees**
- **Support Organizations**
- **Stakeholder Groups**

Sandra Hoferichter

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Day 1: Afternoon

- **Facilitation Skills: Handling Conflict**
- **Resistance /Conflict Handling / Mediation Breakout group practice**

  David Agran & Facilitators

- **Policy Development ICANN**

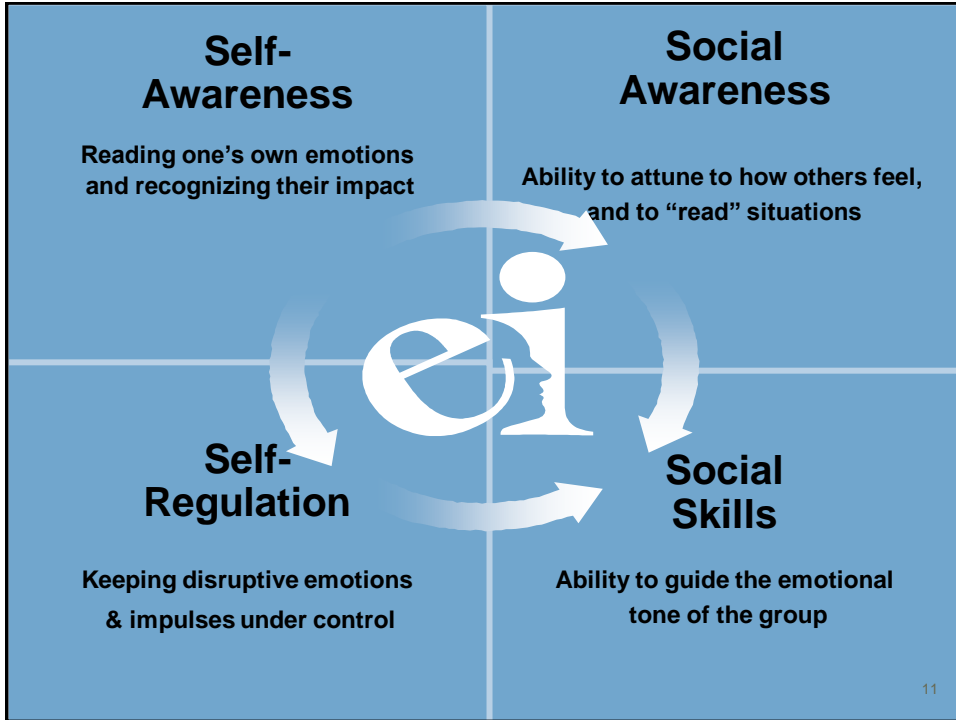 **Sandra Hoferichter**

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Emotional Intelligence

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"Leaders are being judged by a new yardstick; not just how smart they are, or by their training and expertise, but also, how well they handle themselves and others."

Daniel Goleman, Ph.D.
Working with Emotional Intelligence

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Self-Awareness

Reading one's own emotions and recognizing their impact

Social Awareness

Ability to attune to how others feel, and to "read" situations

Self-Regulation

Keeping disruptive emotions & impulses under control

Social Skills

Ability to guide the emotional tone of the group

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Emotional Intelligence defined:

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Emotional intelligence: a scientifically validated function of the human brain to process and utilize emotional information. "Being smart with feelings."

•**EI:** abbreviation for "emotional intelligence."

•**EQ:** abbreviation for "emotional quotient," similar to "IQ" for a measure of cognitive intelligence. (Often used in place of "EI" outside of academia.)

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Personal Competence

Focuses on you. The ability to stay aware of your emotions & manage your behavior & tendencies.

- **Self - Awareness:** Your ability to accurately perceive your own emotions in the moment and understand your tendencies across situations. Staying on top of your typical reactions.
- **Self - Management:** Your ability to use your awareness of your emotions to stay flexible and direct your behavior positively. Managing your emotional reactions to situations and people.

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Social Competence

How you behave with others. It's your ability to understand other people's behavior & motives & manage your relationships. The product of Emotional Intelligence skills.

- **Social Awareness:** Your ability to accurately pick up on emotions in other people and understand what is really going on with them… especially when you feel and think differently.
- **Relationship Management:** The product of the previous three. The awareness of both your own emotions and those of others to manage interactions successfully.

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Step Back
(Take a breath)

Think

Organize
(Your thoughts)

Proceed

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"No doubt emotional intelligence is more rare than book smarts, but my experience says it is actually more important in the making of a leader. You just can't ignore it."
-- Jack Welch

Higher EQ leaders are more likely to make better decisions, engage and influence more effectively, and create the right mood for the job.
-- Joshua Freedman

"Anyone can become angry – that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way – that is not easy."
-- Aristotle, 350 BC
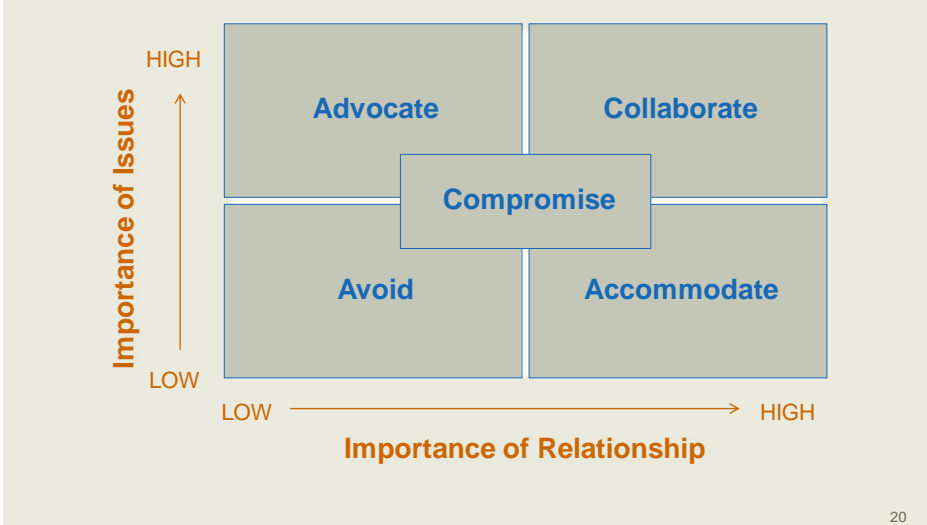
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Forms of resistance & conflict

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- **Detailing…** asking for too much or giving too much
- **Time…** timing is a bit off or there is not enough
- **Impracticality…** sounds good but it won't work here
- **Confusion…** still confused even after several explanations
- **Silence…** stimulus…no response
- **Intellectualizing…** shifts to theory and spinning hypotheses
- **Moralizing…** if "they" could only see the light like "we" do.
- **Methodology…** questioning your methods
- **Flight to health…** it was like that but it's better now
- **Solutionizing…** too quick to solution
- **Broken record…**let me be clear…again….
- **Overt vs. covert …** visible attacks vs. passive aggressive behaviors

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Conflict Management Styles

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COLLABORATION VERSUS TRANSACTION

Collaboration   VS.   **Transaction**

- **Relationship**
- **Shared agenda**
- **Focus on value**

- **Relationship secondary**
- **Client dictates need**
- **Focus on service offering and price**

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Collaboration = Win-Win Approach

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Collaboration = Win-Win Approach

"The Real Truth"

Listen & ask → Deflect aggression & diffuse emotion → Surface the real NEED - name the resistance → Focus on resolution / listen & assert appropriately

covert

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Managing Conflict break-outs & Feedback

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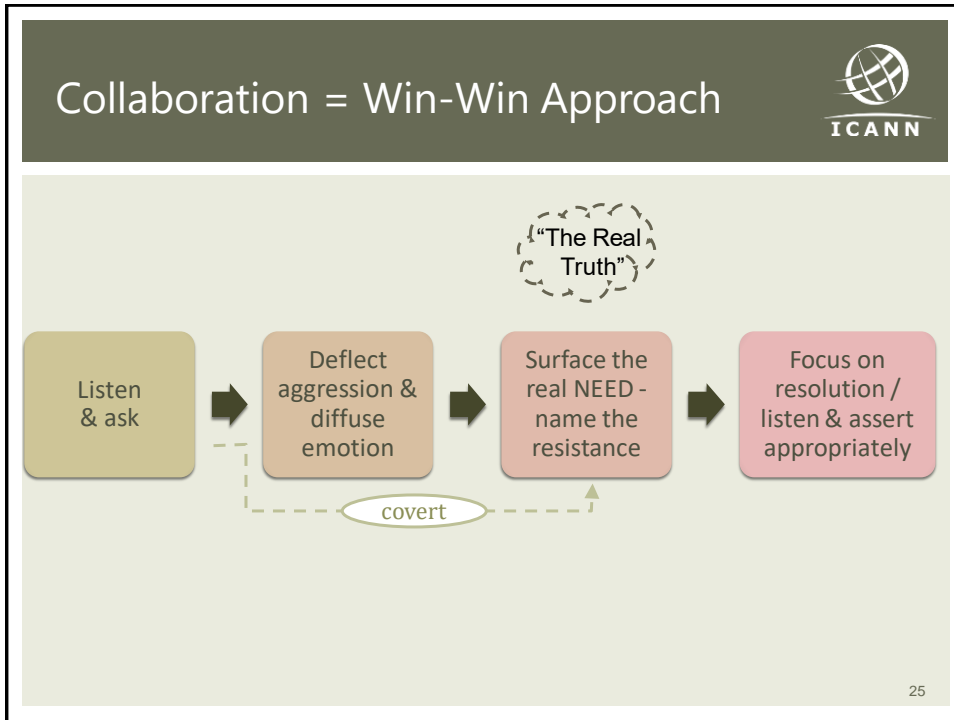
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Giving Feedback Guidelines

Focus feedback on:

1. <u>Behavior</u> rather than the person, related to a <u>specific situation</u> (here & now).

2. <u>Observations</u> and descriptions <u>rather than inferences</u> and judgments.

3. The sharing of <u>ideas and information</u> rather than on giving advice. Exploration of <u>alternatives</u> rather than answers or solutions.

4. The <u>value it may have to the recipient</u>, not on the value or "release" that it provides the person giving the feedback.

5. The amount of information that <u>the person can use</u>, rather than on the amount you might like to give.

6. <u>Time and place</u> so that personal data can be shared at appropriate times.

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Model for giving feedback

Giving feedback

Describe observed behaviors	■ Observations are the behaviors that can be seen. Avoid adding interpretation as to 'why' the person may have acted in the way they did
Describe perceived effects	■ The 'effect' is your personal perception of the impact the behaviors have or had. It is not open for debate
Pause	■ Pausing allows the recipient of the feedback to reflect and ask clarifying questions if necessary
Make suggestion	■ Making suggestions gives the recipient practical, helpful ways in which they may change their behavior, should they choose

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A model for giving feedback

- **Observation of behavior**
- **Impact/Outcome of behavior on self and/or others**
- **Suggestion for alternative behavior or reinforcement of behavior**

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Model for receiving feedback

Receiving feedback

- Be open and receptive, letting people know that you view feedback as useful

  Listen actively

- Reflect on what's being said. Listening doesn't necessarily mean you agree with the feedback. It means you acknowledge the feedback giver's perception is valid & that you appreciate their willingness to be open with you

  Avoid becoming defensive

- Don't hesitate to probe for understanding should clarification be needed

  Ask clarifying questions

- Saying 'thank you' keeps the communication going, maintaining the relationship

  Show appreciation

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Model for giving and receiving feedback

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Giving feedback

Describe observed behaviors

Describe perceived effects

Pause

Make suggestion

Receiving feedback

Listen actively

Avoid becoming defensive

Ask clarifying questions

Show appreciation

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Managing Conflict break-outs

Conflict Role Plays
- Orientation (and coaching)
  - Identify if Covert or Overt Conflict
  - Surface the Issue (the Real Truth),
  - Provide feedback if appropriate
  - Candidly address the issue
- 3-4 Scenarios – Play the role of the Conflict Handler or the Conflictee
- Observers provide behavioural Feedback
- Fast

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Day 1:

Understanding ICANN Policy Development

Sandra Hoferichter

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Closing & Evening Plans

thank you

for a Great Day 1
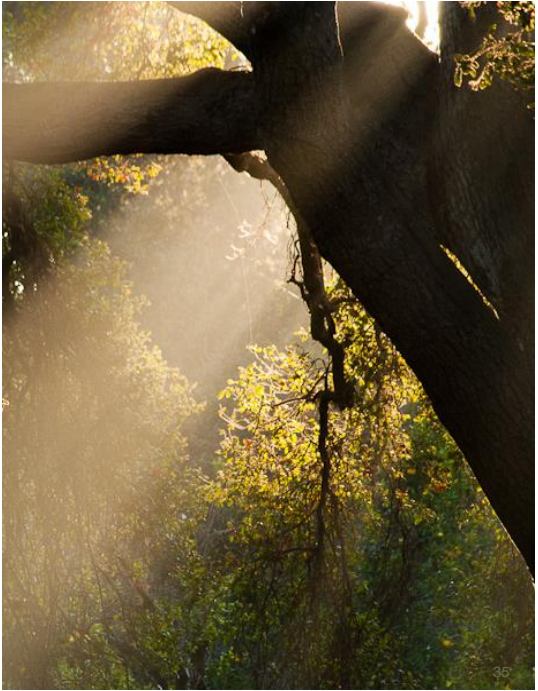
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Day 2: Opening

Welcome
- **Overview of day**
- **Announcements**

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Our Working Agreements

Let's have some FUN

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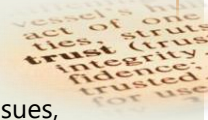
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Trust Equation

Consider an Important Stakeholder

$$\frac{\text{Credibility} + \text{Reliability} + \text{Connection}}{\text{Self-Orientation}} = \text{Trustworthiness}$$

Credibility	=	Content expertise plus presence
Reliability	=	Consistent and dependable behavior
Connection	=	Understanding others concerns and issues, ability to talk about difficult issues and willingness to be transparent and vulnerable
Self-Orientation	=	Degree of focus on self and own agenda, high ego, other story becomes self story, finishing others sentences, reloading, etc.

From the *Trusted Advisor* by Charles Green and David Maister   38

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Elements of Trust: Credibility Tips

- Always tell the truth as long as it doesn't violate confidentiality with someone else or injure others in some way. Don't ever lie!

- "Know your Stuff": Be prepared. Do your homework and present in a way that the other person presents.

- Be clear, so your comments are not misunderstood or taken the wrong way.

- Have a compelling presence: Modulate your voice, use confident body language, eye contact, and expressions.

- When you don't know…say so directly.

- Relax. Act peer-like. Don't put yourself down

- Don't show off or be over-confident, as it erodes credibility.

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Elements of Trust: Reliability Tips

- Make commitments and deliver on small things. Say "No", rather than "Yes" without delivering.

- Be careful not to overpromise (we mean well, then can't deliver as expected)

- Send meeting information in advance of a meeting and show up early!

- Make sure meetings/calls are productive, with clear goals that are met.

- Present to others in a way that they like to receive information to ensure understanding.

- Reconfirm scheduled events before they happen and make sure participants have what they need -- to be productive for the event.

- Be clear on commitments so everyone has the same understanding of expectations, then over-deliver.

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Elements of Trust: Connecting Tips

- Be courageous. Be transparent.

- Exercise candor and be challenging. Don't "soften" a message when a more direct expression could deepen the relationship.

- Be open to giving and receiving Behavior-based feedback.

- Know where the line is and test it lightly and appropriately. If the other person does not respond, don't push it.

- Think about how you might phrase difficult messages and practice with someone else to see how you might come across when you deliver them.

- Make the first move. Take the risk to say "that thing" that might move the conversation to a deeper level. (discuss the pink elephant in the room)

- Identify the other person's emotional state and name it. Listen for feelings as well as content – e.g., "you seem frustrated with this process."

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Elements of Trust: Self-Orientation Tips

- Focus on increasing "other-orientation" versus decreasing self-orientation.

- Focus on them and their needs first.

- Listen patiently & masterfully and ask good questions to understand.

- Let others fill the empty spaces in a conversation.

- Don't make others' stories related to your own so it sounds like you are "one-upping.

- Don't jump to solutions – frame the problem well and engage in collaborative problem solving.

- Be aware of the other person's feelings and acknowledge with respect.

- Take responsibility for mistakes and any failure to communicate.

- Never blame others and give credit and share credit for successes.

- Shift your mindset to avoid having a hidden agenda.

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Disruptive behaviors

- What are some typical disruptive behaviors during ICANN meetings?

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Types of disruptive behaviors

- **Rushing**
- **Dominating**
- **Sniping**
- **Avoiding**
- **Side bar talking**
- **Overtly distracted**
- **Changing the Topic**
- **Others????**

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Handling disruptive behaviors

Meeting in person
- Group Agreements (ground rules)
- Make eye contact
- Redirect verbally
- Use gestures
- Limit air-time
- Stand and move
- Off-line appeal
- On-line appeal
- Confront

Virtual Meetings
- E-mail before
- Group Agreements (ground rules)
- Roles (time-keeper, notes keeper, etc.)
- On vs. off-line discussions
- Summarize
- Check status frequently
- Have people talk one by one
- Realistic (topics) agenda size
- Use the mute button

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Handling disruptive behaviors helpful hints

- Establish group agreements up front. Have agreed expectations of behavior. This is a useful tool, but your group must buy-in to the agreements.
- Use humor but never at another's expense, don't make fun of people. Humor will break tension and add energy to a group
- Be aware of cultural differences: what might feel like disruption: like differing lengths of pause, personal space boundaries (how close people get to each other), eye contact, directness, etc. may be cultural
- If the group meets regularly spend time outside the meeting with people to establish personal connection. Trust and relationship is developed by time together and history
- Always be respectful and courteous, even if the other party isn't. In those cases, simply remove yourself from the situation
- Never make it about you versus one of the group members, you will lose the group no matter how obnoxious this person might be, you will become the common enemy
- As a facilitator, your job is to be objective and move the group ahead. Don't get wrapped up in your agenda, suspend your agenda so you can facilitate.

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Handling disruptive behaviors

Type of behavior	Ways to handle behavior
People who talk too much	Set time limits for comments in the beginning. If this has not happened you can insert the rule in order to share air-time and stay on time
Off topic comments Smart remarks	Ignore till pattern emerges, make eye contact after comment, verbal redirection back to topic
Small handwriting	Ask them to write bigger...the obvious one. Also, if using a flipchart provide thicker darker pens like the "sharpie" brand or a flipchart marker. If someone's handwriting is illegible ask to write in all caps (easier to read) or ask someone else to record.
Messing with priorities	Agree on agenda in the beginning of the meeting and the order of the agenda. Remind the group periodically that that point is further down on the agenda. Also, keep a "parking lot" for side issues or reminders; just make sure your parking lot does not become a graveyard. Make sure you address the parking lot issues.
Late arrival wants to back up to start	Do not back up. Offer to catch up off-line during break

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Handling disruptive behaviors

Incompetence in Self-Regulation	This is a tough one because for many it is a blindspot, you see it, but the other doesn't. Be-respectful and provide off-line feedback if you feel it would be helpful/heard. This is a low emotional intelligence issue, so the lack of self-awareness is connected to a lack of self-regulation. If you do provide feedback, make it behaviorally specific so it is actionable without making a judgment.
Leaving the room	Not much you can do here. Don't chase the person down or call attention to them, the rest of the group will resent that kind of intervention. Just continue on. If leaving the room is an abrupt ending to a statement, like simply walking out in protest, it might be a good time to take a break to catch up with the person and find out what is going on and if it can be resolved
Physical intimidation, personal attacks	Know your boundaries on this, how much can/will you tolerate before you need to take action. With physical intimidation and personal attacks, be clear (assert well) that this is not acceptable behavior: "If you want to continue this conversation, you need to take a step back." "This feels like a personal attack to me, and it is not helpful, please rephrase your remarks in a way we can all discuss."
Willful ignorance/ incompetence	Offer to do an off-line discussion to brief this person on where the group is currently working so time is managed well. Provide documentation prior to meeting.
Interrupting	Use gestures to limit, if possible, move closer to the interrupter and redirect the conversation back to the person that was interrupted. You can say: "Hold on interrupter, let's see if interruptee was done with his statement." Also, if using a que, simply remind the group that there is a que.

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Handling disruptive behaviors

Volunteers who do nothing	Short interval scheduling. Be clear on team expectations, deliverables, timelines, and follow-up, to ensure accountability
Pets and children in the background, not muting	Remind callers to mute and unmute to speak as a general rule. This eliminates the noise from the mobile callers in public spaces and drivers. Ask the callers to hold if the noise is distracting so the offending party can remove the distraction.
Being too emotional, loosing track of the meeting	This is a challenge with difficult issues that bring up emotions because there is stuff that needs to come up. Allow time on the agenda if you feel there will be a hot topic or emotional issue. Take a break so people can collect themselves. Appoint an objective time-keeper to keep the meeting on track
Grabbing microphone	If this is an aggressive act, simply ask the sound board operator to turn off that microphone. If that seems extreme, paraphrase what was said so the person feels heard and might be less likely to grab the microphone again.
Antagonizing just for pleasure, Arrogance, Condescendence, Patronizing	This is simply a dysfunctional behavior, definitely narcissistic and low emotional intelligence. Before an open confrontation consider an off-line appeal so during a break or between meetings provide feedback pointing out that the person could be more effective without that behavior. People pretty much know when they are being rude and if they want to persist you will just have to limit their air-time. Don't make it about you and them, let the group do the work for you. If the antagonism is directed at you, throw it back to the group. Leverage your Group Agreements

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Handling disruptive behaviors

Overt electronics, taking mobile calls or on-line call while in session	Simply ask the person to step outside the room to finish the call. Have a silent phone rule as part of your group agreement/ground rules. It is when there is audio distraction that it is time to intervene
Filibuster Taking all the space	If you are facilitating simply call for a short break: "Excuse me talkative person, I am observing that the group is looking a little sleepy, let's take a short break to get some coffee." Then do an off-line appeal to ask the person to be clear and concise in their point. Also, limit comments with a timer or institute such a rule
Too Loud	Just ask the person to speak with less volume or have soundboard turn microphone down or ask to stop using microphone if no recording is being made
Sidebar conversation	Make eye contact, move toward the sidebar conversation if possible. Move behind them as you speak so attention is drawn. You have electronic sidebars at ICANN where people are IMing across the U. This is more difficult. You can stand in-between them if it is distracting or make eye contact or send an email to them ☺

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Handling disruptive behaviors

Solution Circle break-outs

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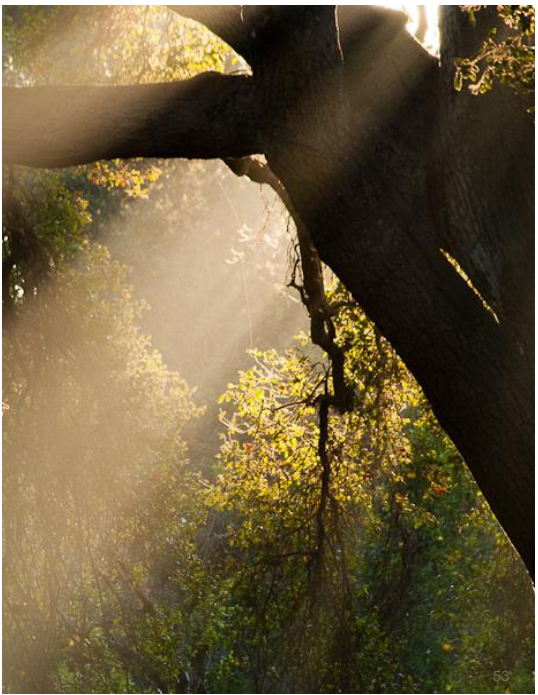## Solution Circle exercise (breakout teams)

ICANN

- For this exercise we will use a technique called Solution Circle. Everyone will have an opportunity to describe a **meeting disruption challenge** that they are facing

- The rest of the group, in order will go around the group and will provide **1 suggestion at a time** on how to approach this challenge... Building on other's ideas, and providing new ones

- The challenge owner will **not respond or argue or explain** with the suggestions. They LISTEN openly, and **take notes**, of all possible ideas provided.

- It often takes 3+/- rounds before **all ideas are shared**

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Day 2: Hot Topics

- **Meet with ICANN Board Member**

- **Fast overview of Hot Topics facing ICANN today**

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Day 2: Cultural Differences

- **Discussion & Best Practice Sharing**

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Culture

An integrated pattern of human behavior that includes thoughts, communication, actions, customs, beliefs, values, assumptions and institutions of racial, ethnic, religious or social groups.

- **Create a flipchart with your table: Examples of cultural differences / challenges that you have experienced?**
  - **Be honest and transparent: it is important to share examples you are not 100% clear on: Was that a cultural difference?... Or, Was that just a personality difference?**
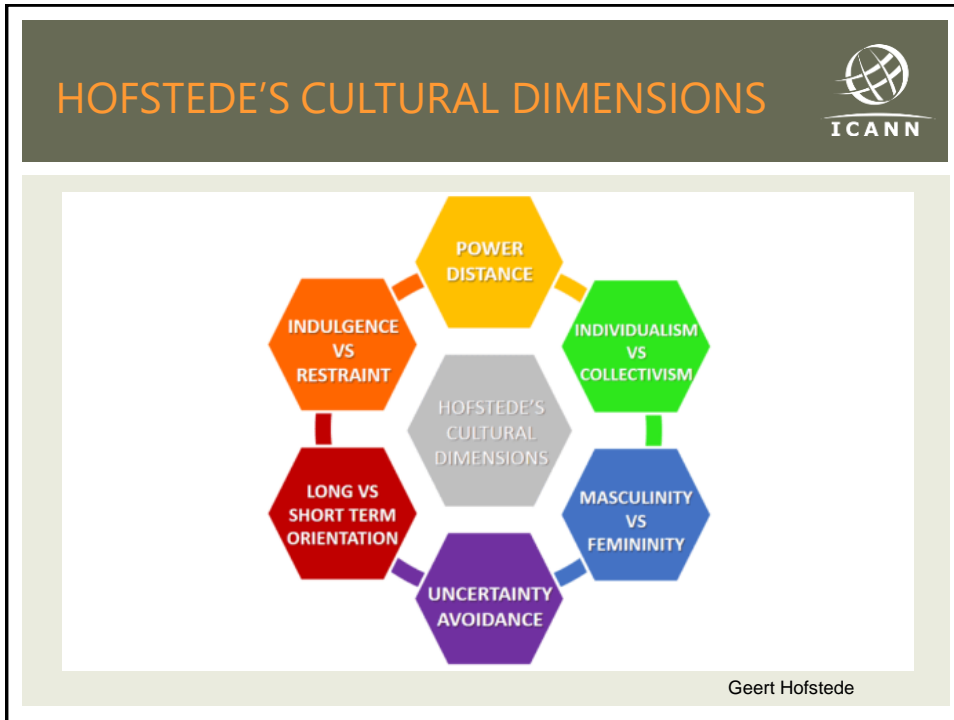
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Cultural Competence

Cultural knowledge (informs us)

+

Cultural sensitivity (getting past judgment)

=

Cultural awareness

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HOFSTEDE'S CULTURAL DIMENSIONS

POWER DISTANCE

INDIVIDUALISM VS COLLECTIVISM

INDULGENCE VS RESTRAINT

HOFSTEDE'S CULTURAL DIMENSIONS

MASCULINITY VS FEMININITY

LONG VS SHORT TERM ORIENTATION

UNCERTAINTY AVOIDANCE

Geert Hofstede

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Cultural Underpinnings

- **Relationships: Individual or collective orientation?**

- **Social context: High or low?**

- **Relationship to time: Linear, flexible or cyclical?**

- **Power distance: Hierarchical or democratic?**

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RELATIONSHIPS: INDIVIDUAL OR COLLECTIVE ORIENTATION?

Individualist	Collectivist
■ Individual focus	■ Group focus
■ Space and privacy important	■ Relationships more important than space and privacy
■ Communication is direct, explicit and personal	■ Communication is intuitive, complex and impressionistic
■ Business is transactional and competitive	■ Business is relational and collaborative

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SOCIAL CONTEXT

High Context	Low Context
■ Relies on implicit, indirect communication	■ Relies on explicit communication
■ Emphasizes non-verbals	■ Emphasizes verbal communication
■ Subordinates tasks to relationships	■ Separates tasks from relationships
■ Relies on intuition or trust rather than facts and statistics	■ Relies on facts and statistics
■ Favors circular or indirect reasoning	■ Prefers linear reasoning

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RELATIONSHIP OR VIEW OF TIME

Linear Time

- Entity to be save, spent, wasted
- Completes tasks sequentially
- Focuses on task to be completed
- Separates work from family
- Seeks to control time with schedule
- Focuses on future

Flexible Time

- Time is fluid and flexible
- Works on multiple tasks
- Nurtures relationships related to tasks
- Views work, family, and social as one
- Reacts as the day unfolds
- Focuses on present

Cyclical Time

- Time is circular and repetitive
- Tasks completed reflectively over long period
- Sees connections and interrelatedness in people and events
- Believes that life controls time
- Focuses on the past

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POWER DISTANCE

Hierarchical

- Obvious hierarchy and structure
- Knows who is in charge
- Saving face is important
- Paternalistic
- Communication is top down

Democratic

- Less rigid structure flatter organizations
- People see themselves as equals
- Communication flow is upwards and downwards
- Less formal communication
- Who is responsible is less clear

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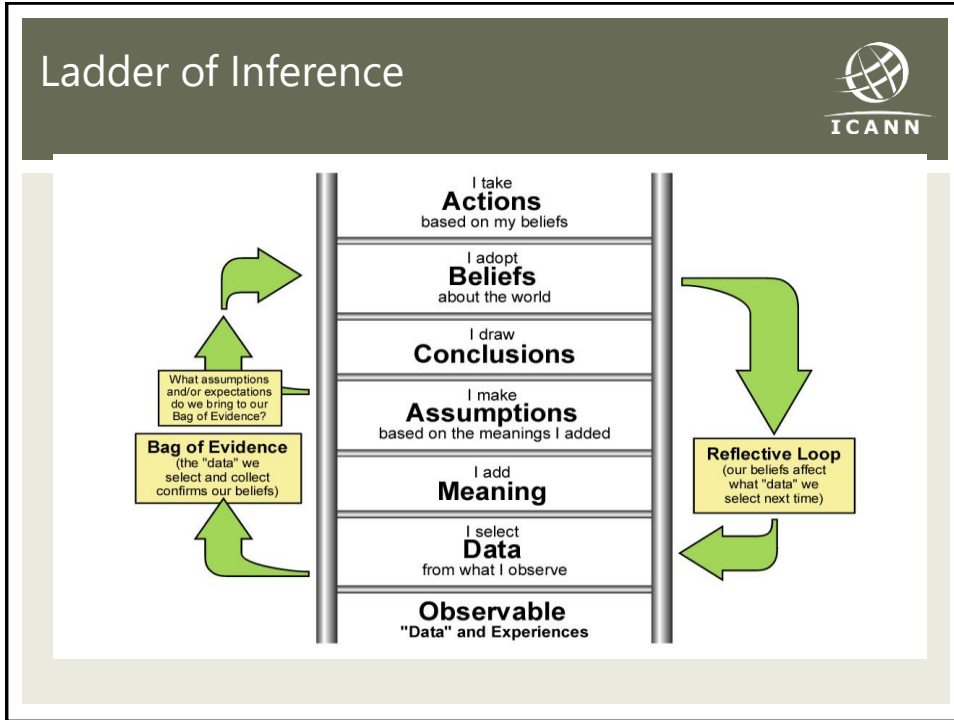
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Cultural Diversity within a Team

Important dynamics:
Pay attention-be more Inclusive

Consider the effect of cultures on Teams
1. "**High Power-distance** vs low Power distance"
2. "**Individualism** vs Collectivism"
3. "**Low Uncertainty** avoidance vs. High Uncertainty avoidance"
4. "**Masculinity** vs **Femininity**"
5. **Time** significance
6. **Gender** differences and leadership styles
7. **Generations** and leadership styles
8. **Disabilities' accessibility**

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Program closing and action planning

- **Share program learnings and one "Ideas into Action Commitment" for doing something differently**
- **Complete program evaluations**
- **Final "key take aways" & words of wisdom**

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Closing & Thank You!

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