



Elite Doctors

نخبة الأطباء



مهارات التواصل والتفكير الناقد والقيادة

د. إلهام قطان Ilham Qattan

A. Professor of Medical Molecular Virology (MMV)

Deputy of the Medical Laboratories Technology Department

ESJ editorial board member

Board member of the Center of genes and genetic diseases

Tel (W): +966(0) 148618888 Ext: 3609

Mob +966(0)556472725

Email: iqattan@taibahu.edu.sa

Web: elitedoctorsonline.com/dr630

Description

(MLT257) is illustrating the following;

1- Communication skills, 2- Critical thinking & 3- Leadership.

The course will emphasize the motivation of the personality and behavior in order to create an excellent interactivity and interaction within the community & among population. The course will describe also the basic skills of communications and how this can be used in the intellectual emotions together with the critical thinking to create a leadership personality that can be positively effective. Finally the course will be discussed the Western and Eastern Leaders as an example of how they becoming effective in their society.



1. Communication Skills



What is Communication?

Communication is simply the act of transferring information from one place to another.

Communication is a dynamic process that convey a thought or feeling to someone else.

الإتصال و التواصل هي عملية أخذ و عطاء عرفها بعض المفكرين على أنها نشاط فكري و إنساني لتبادل المعلومات بين البشر ،، كما عرفها الشيخ عائض القرني على أنه أفضل سلوك لترجمة المعاني و الحاسيس و نقلها و التعبير عنها للآخرين ،، أما الدكتور إبراهيم الفقي فعرفها على أنها اللإتصال و التواصل الوميضي فمهما كان الليل مظلماً فالتواصل يُنير لنا الطريق ...

Communication skills can maintain the
life aspects from professional to social
and all in between.

Ability to communicate of any
information accurately & clearly are
considering as one of life category in
something that should not be
overlooked.

Don't wait for the
perfect moment,
take the moment
and make it perfect.

Professionally, certainly need us to demonstrate good communication with others. Such as; interpersonal of a skills we use when we engaged in face-to-face communication with one or more other people.



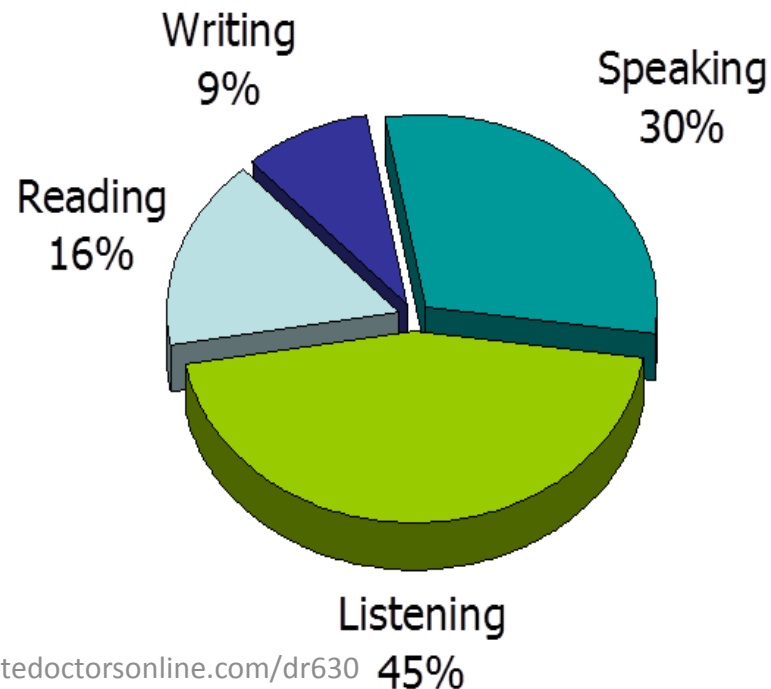
The distribution of the communication skills is the ability;

To speak appropriately with people & maintaining a good eye contact.

To demonstrate a varied vocabulary & tailor the language to audience.

To listen effectively, present ideas appropriately.

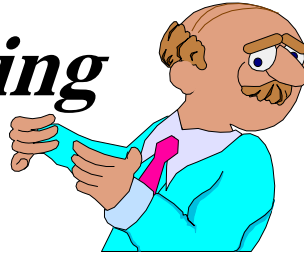
To write clearly & concisely within a team work .



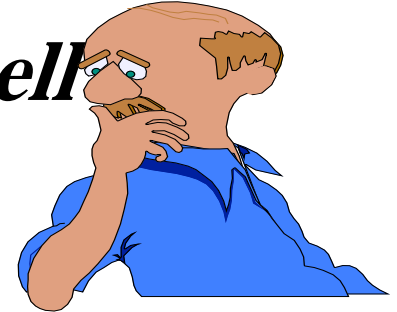
The biggest communication problem is we do not listen to understand.
We listen to reply.

Communication is a Series of;

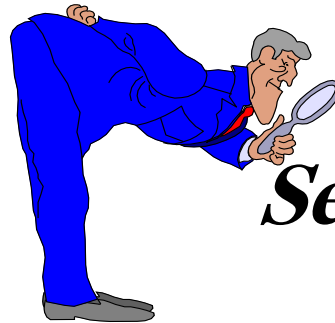
Hearing



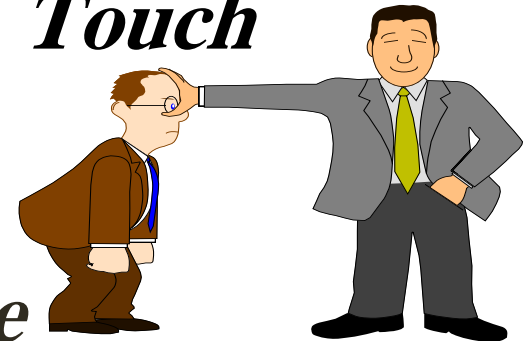
Smell



Seeing



Touch



Taste



Levels of communication

VERBAL

Intra verbal: intonation of word & sound

Extra verbal : implication of words & phrases, semantics.

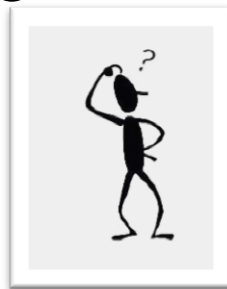
NON-VERBAL

Gestures

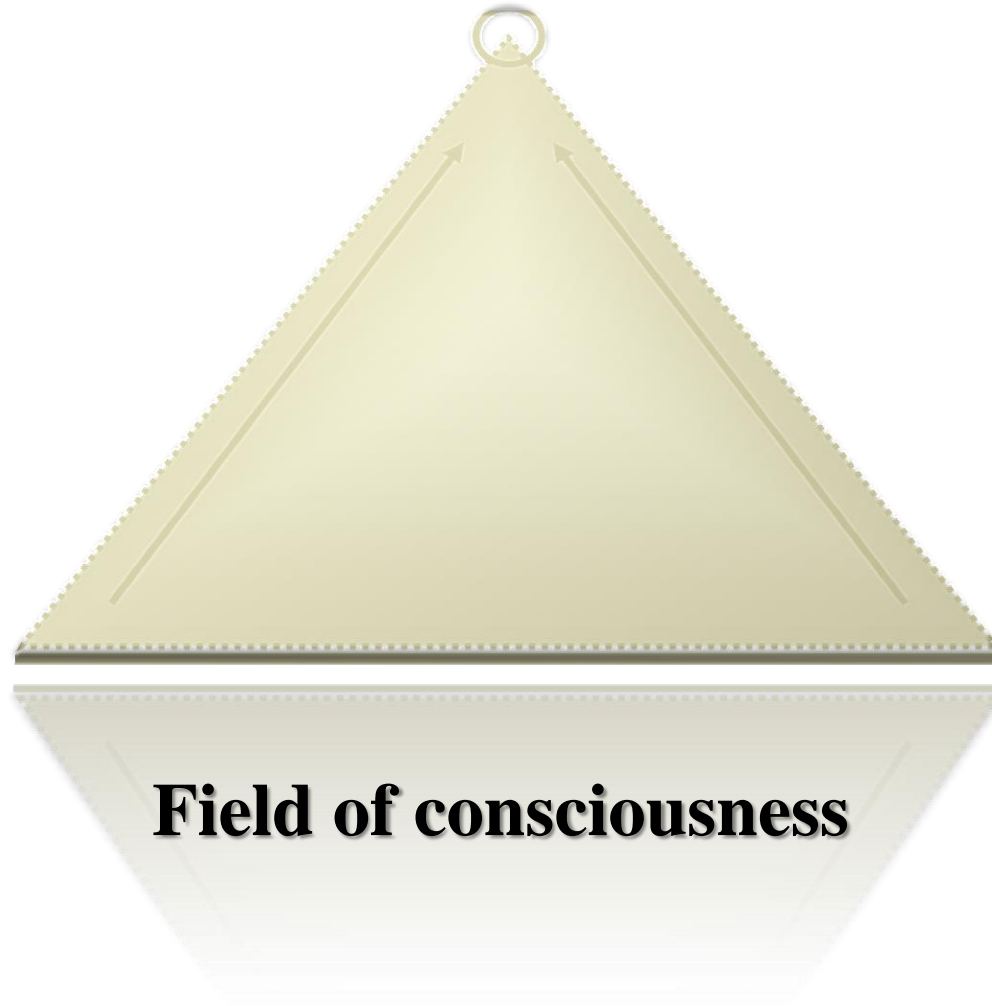
Postures

Movements

SYMBOLIC



Establishing rapport



Field of consciousness

How do you go about Establishing Rapport?

Self-Confidence

Understand People

Enthusiastic

Eye Contact

Interested in them



Barriers of communications

1- communicator

Unwilling to say things differently

Unwilling to relate to others differently

Unwilling to learn new approaches

Lack of self-confidence

Lack of enthusiasm

Voice quality

Prejudice

Disagreement between verbal and non-verbal messages

Negative self image

Lack of feedback

Lack of motivation and training

Language and vocabulary level

Lack of self awareness



2- Receiver

Selective Perception

Unwilling to Change

Lack of interest in the Topic/Subject

Prejudice & Belief System

Rebuttal Instincts

Personal Value System



External Barriers of Communication

Environment

The venue

The effect of noise

Temperature in the room

People

Status

Education

Time



Types of body language

(P)OSTURES & GESTURES

hand gestures & Stance

(E)YE CONTACT

“Lighthouse”

(O)RIENTATION

position yourself

(P)RESENTATION

delivering a message

(L)OOKS

looks, appearance & dress

(E)XPRESSIONS OF EMOTION

facial expressions to express emotion

Impact Factors

7% WORDS

Words are only labels and the listeners put their own interpretation on speakers words

38% PARALINGUISTIC

The way in which something is said - the accent, tone and voice modulation is important to the listener.

55% BODY LANGUAGE

What a speaker looks like while delivering a message affects the listener's understanding most.

7 basic C's of communication

Completeness

Conciseness

Consideration

Concreteness

Clarity

Courtesy

Correctness

Group work assignment



2- Critical Thinking

What is It?

Why is it Important?

How Does it Improve Our Life?




**Critical Thinking is
the art of analyzing and assessing
thinking in order to improve it.**


Becoming a Fair-Minded Critical Thinker

- Problem solving
- Analyzing information
- Interpreting information
- Recognizing bias
- Understanding diverse points of view
- Applying information
- Learning!

Our ability to be fair-minded is the result of cognitive and socio-emotional development. We must all recognize that to be fair-minded must develop traits such as intellectual humility, intellectual integrity, intellectual courage, intellectual autonomy, intellectual empathy, intellectual perseverance, and confidence in reason.

A large, thick red curved shape on the left side of the slide, resembling a stylized 'C' or a partial circle, with a thin grey border.

Whenever we are dealing with
human life, we are almost
always dealing with thinking.

A large, thick red curved shape on the left side of the slide, resembling a stylized 'C' or a partial circle, with a thin grey border separating it from the white background.

**Thinking is the way that
the mind makes sense
of the world.**

The Mind's Three Distinctive Functions

- Thinking: to create meaning
- Feeling: monitor or evaluate meaning
- Wanting: allocates energy to action, in keeping with our definition of what is desirable and possible
- For every positive thought the mind believes, there is a corresponding emotion and value.
- Ask yourself: what is the thinking that influences me not to want to learn this? What is the value of learning it?

The 3 Functions of the Mind

Thinking:
Makes sense of
the world

Judging

Perceiving

Analyzing

Clarifying

Determining

Comparing

synthesizing

Feeling: Tells us
how we are
doing

Happy

Sad

Depressed

Anxious

Stressed

Calm

Worried

excited

Wanting:
Drives us to act
as we do

Goals

Desires

Purposes

agendas

Values

motives

Learn Both Intellectually and Emotionally

- In order to learn and remember something, it must be meaningful to our lives and therefore, must have affective connotation and a value attached to it.
- How does one use motivation to put a different spin on a domain that has previously been assumed unimportant and not valuable?

The Parts of Thinking

- Reasoning: the mental process the mind uses to make sense of whatever we seek to understand.
- We draw conclusions on the basis of reasons (decisions, interpretations, inferences).
- Whenever we think, we think for a purpose, within a point of view, based on assumptions, leading to implications and consequences. We use data, facts, and experiences to make inferences and judgments based on concepts and theories to answer a question or solve a problem.

Thinking tells us:

- what there is
- what is happening
- what our problems are
- what our options are
- what threatens us
- what is important
- what is unimportant
- who our friends are
- who our enemies are
- what our “history” is
- who we are
- who loves us

Thinking determines


- what we learn
- how we learn
- what we think is important to learn
- what effort we should expend
- what we think is true
- what we think is false
- how things should be viewed
- whether our learning is of high or low quality
- whether our learning is deep or superficial

**Everything we know,
believe, want, fear and hope
for, our thinking tells us.**

**Most of the world's problems
are caused by;
A PROBLEMS IN HUMAN THINKING**

Consider these problems

- Humiliation
- Hunger
- Poverty
- Homelessness
- Global Warming
- Torture
- Murder
- Rape

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Thinking is at the core of
human life and human
problems

Therefore thinking
must be
at the core
of the
Curriculum***4 the med

Content is

- Understood by thinking
- Constructed by thinking
- Modified by thinking
- Applied by thinking
- Questioned by thinking
- Assessed by thinking

**Therefore, to learn the
content
we have 2 *think* it in 2 their
thinking using their
thinking.**

**Critical thinking provides the
tools we need to think
through content.**

**Critical thinking is a system of
thinking that opens up all
other systems of thinking.**

What is Critical Thinking?

Critical Thinking
is a *self-directed* process
by which we take
deliberate steps
to think at the
***highest level* of quality.**

Critical Thinking



Something you add onto everything else

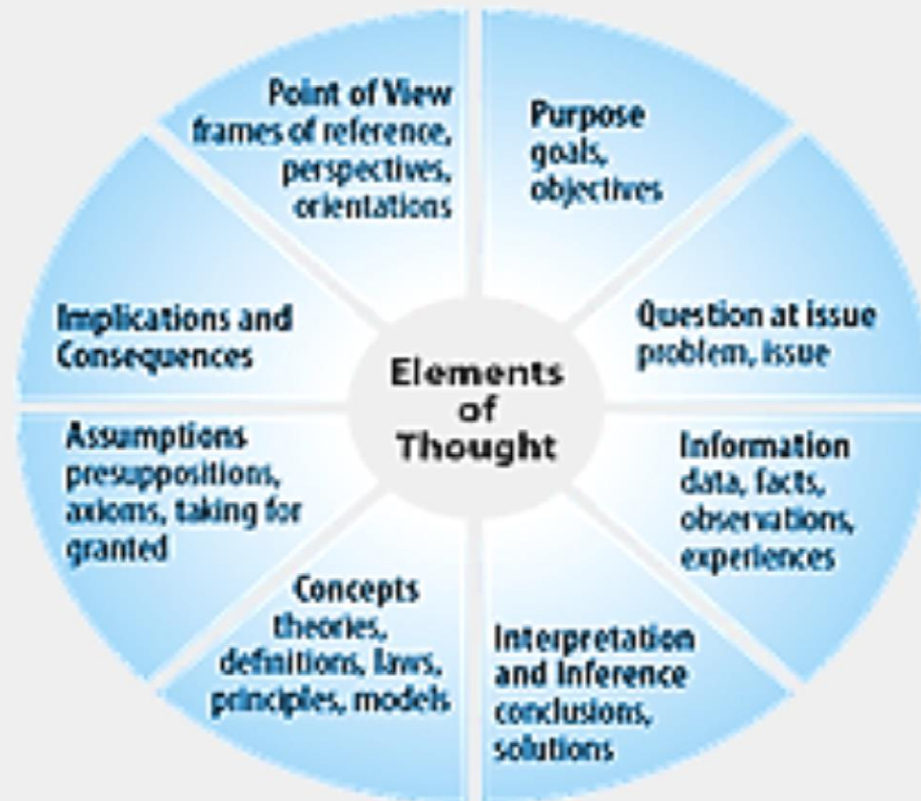
Rather



The Way You Do
Everything You Do

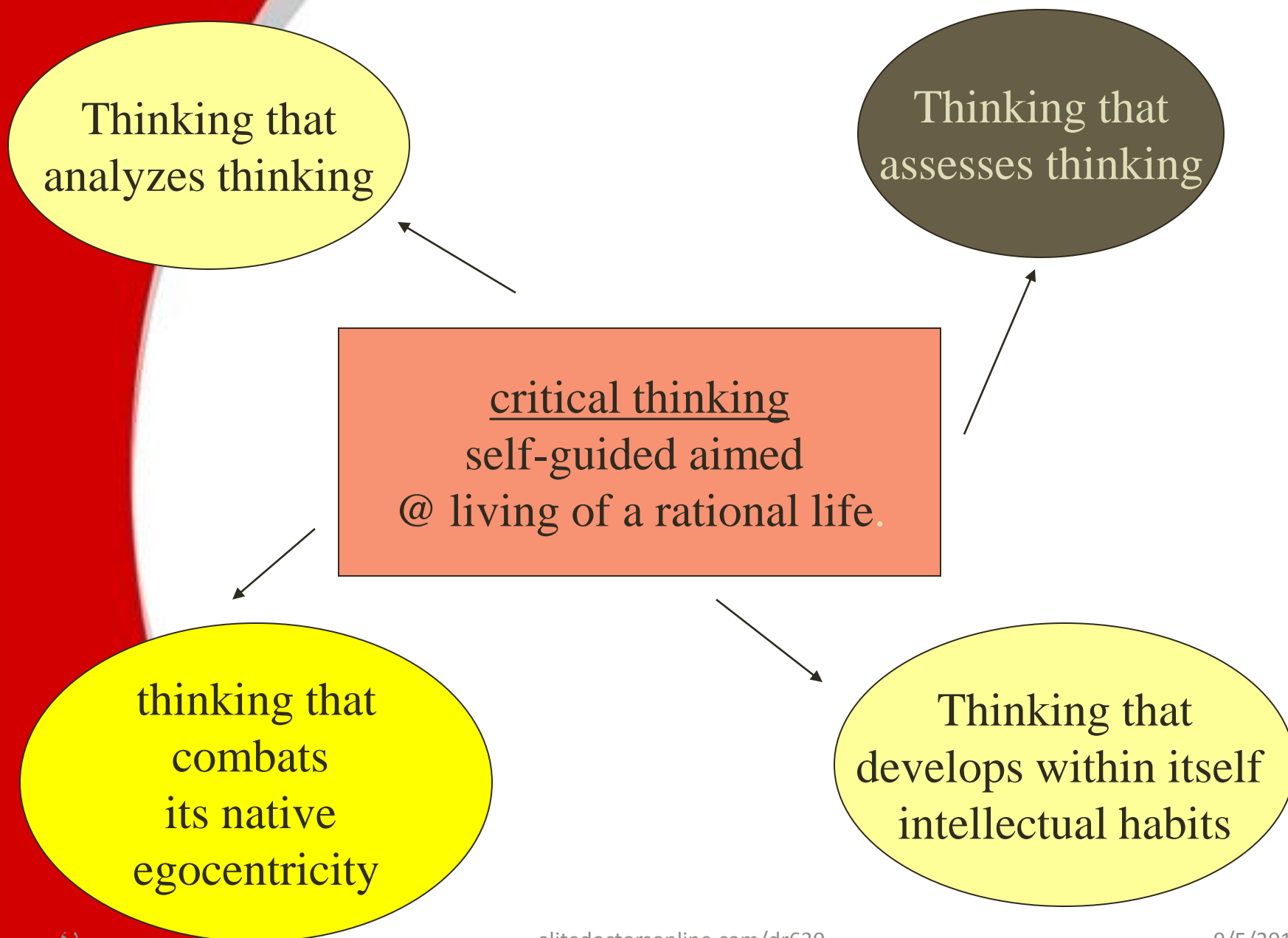
Everything You Do

The Elements of Thought



Used With Sensitivity to Universal Intellectual Standards

Clarity → Accuracy → Depth → Breadth → Significance
Precision
Relevance



Strategic Thinking

- **Strategic thinking has two phases:**
 - The understanding of an important principle of mental functioning.
 - Using that understanding strategically to produce a mental change in ourselves.
- **Understanding.** The human mind has three interrelated functions: thinking, feeling, and desiring or wanting. These functions are interrelated and interdependent.
- **The Strategy.** Whenever you find yourself having what may be irrational emotions or desires, figure out the thinking that probably is generating those emotions and desires. Then develop rational thinking with which to replace the irrational thinking you are using in the situation.
 - Explicitly state what the feelings and desires are.
 - Figure out the irrational thinking leading to it.
 - Figure out how to transform the irrational thinking into rational thinking—thing that makes sense in context.
 - Whenever you feel the negative emotion, repeat to yourself the rational thoughts you decided you needed to replace the irrational thoughts, until you feel the rational emotions that accompany reasonable thinking.

Components of strategic thinking

- An identifying component. You must be able to figure out when your thinking is irrational or flawed.
- An intellectual component. You must actively engage and challenge the acts of your own mind.
 - What is actually going on in the situation as it stands?
 - Your options for action.
 - A justifiable rationale for choosing one of the options.
 - Ways of reasoning with yourself when you are being unreasonable, or ways of reducing the power of your irrational state of mind.

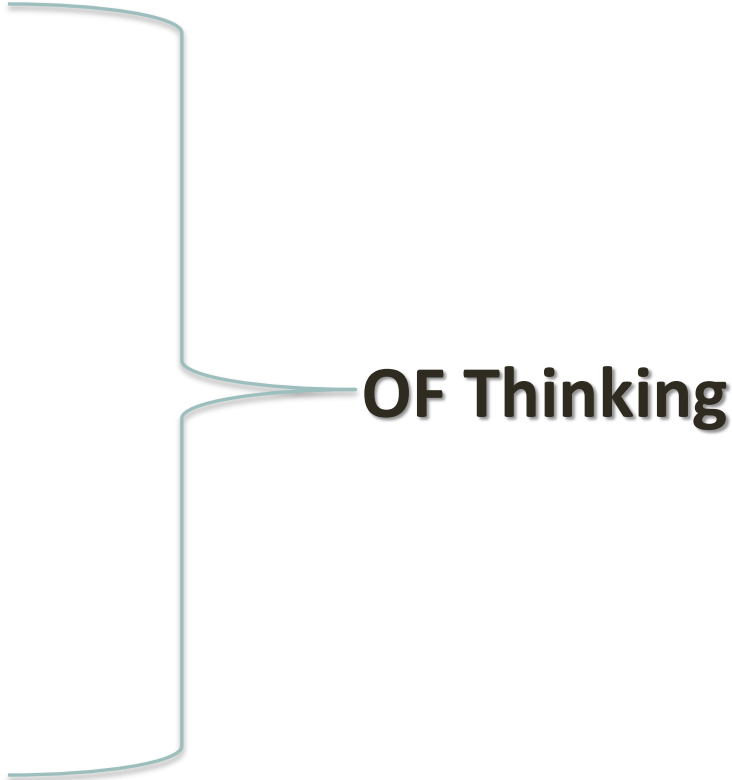
Key idea #1

- Thoughts, feelings and desires are interdependent. If, for example, I experience a degree of anger that I sense may be unreasonable, I should be able to determine whether the anger is or is not rational. I should be able to evaluate the rationality of my anger by evaluating the thinking that gave rise to it.
 - Has someone truly wronged me, or am I misreading the situation?
 - Was this wrong intentional or unintentional?
 - Are there ways to view the situation other than the way I am viewing it?
 - Am I giving a fair hearing to these other ways?

Key idea #2

- There is a logic to this, and you can figure it out.
- Questioning goals, purposes, and objectives. What is the central purpose of this person? This group? Myself? I realize that problems in thinking are often the result of a mistake at the level of basic purpose.
- Questioning the way in which questions are framed, problems are posed, issues are expressed.
- Questioning information and sources of information.
- Questioning interpretations or conclusions.
- Questioning the assumptions being made.
- Questioning the concepts being used.
- Questioning the points of view being considered.
- Questioning implications.

Key idea #3

- In thinking to be of high quality, the routinely assess must be applied to intellectual standards of thinking in 8Fs as follows;
 - Focusing on clarity
 - Focusing on precision
 - Focusing on accuracy
 - Focusing on relevance
 - Focusing on logicalness
 - Focusing on breadth
 - Focusing on depth
 - Focusing on justification
- 
- OF Thinking**

BARRIERS

1. Egocentrism
2. Sociocentrism
3. Unwarranted assumptions and stereotypes
4. Relativistic thinking
5. Wishful thinking

EGOCENTRISM

- Egocentrism: Seeing reality as centered on oneself
- Self-interested thinking: Accepting and defending beliefs that harmonize with one's own self-interest
 - Example: “A rising tide raises all boats.”
- Self-serving bias: Overrating oneself
 - Example: 90% of drivers rate themselves as above average

SOCIOCENTRISM

- Sociocentrism: Group-centered thinking
- Group bias: Seeing One's own group, tribe, sect, sex as better
 - Example: “Girls are better than boys.”
- Conformism: Following the crowd, conforming uncritically to group standards of conduct and belief

RELATIVISTIC THINKING

- **Relativism:** “There is no objective absolute standard of truth.”
- **Subjectivism:** “Truth is a matter of individual opinion.”
Exercise: List areas where truth may be a matter of opinion.
- **Cultural relativism:** “What is true for person A is what person A’s culture of society believes is true.”

MORAL RELATIVISM

- Moral subjectivism: What is morally right and good for an individual is what he/she believes is morally right and good.

UNWARRANTED ASSUMPTIONS

- **Assumption:** Something we take for granted, something we believe to be true without any proof or conclusive evidence
 - We have to make assumptions (the floor was there yesterday when I got out of bed; it'll be there today). This only becomes pernicious when those assumptions are unwarranted.
 - **Stereotypes** are unwarranted assumptions.
Error: Hasty generalization – making a generalization about a large class of people from a small sample
- Discussion:** Identify assumptions you've made since you got up this morning. Were they warranted?

WISHFUL THINKING

- Wishful thinking: believing something not because you have good evidence for it, but because you wish it were true.
- **Examples:** “The wind will pick up.” “He loves me.” “I don’t have a 1-73 chance of dying in a car accident.”
- **Exercise:** Generate examples of hindrances to critical thinking.

CHARACTERISTICS of a Critical Thinker

- Passionate drive for clarity, precision, and accuracy.
- Careful, disciplined thinking.
- Sensitivity to the ways that critical thinking can be prejudiced by egocentrism, wishful thinking and other psychological barriers
- Honesty and intellectual humility.
- Open-mindedness, intellectual courage, love of truth, intellectual perseverance.



- ❖ What is leadership?
- ❖ Why is leadership important ?
- ❖ Why do we need leaders?
- ❖ Leaders – born or bred?

What is leadership?



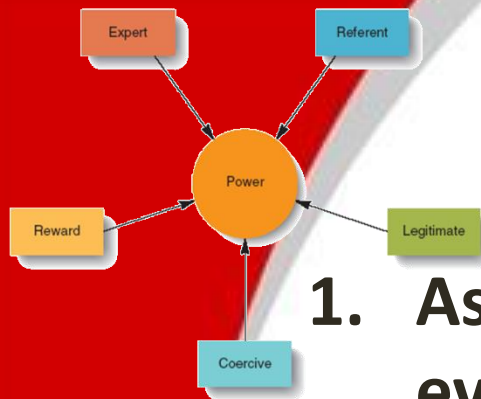
1-"Leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own potential."

Prof. Warren Bennis

2- It is the process by which a person exerts influence over others and inspires, motivates and directs their activities to achieve the group or organizational goals.

3- Is the ability to exert influence over other people in order to help them achieve their goals.





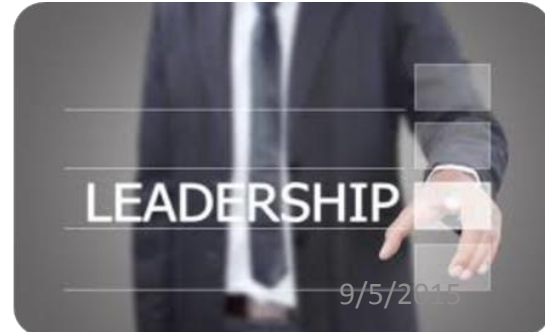
Leaders responsible

1. Assemble the team and facilitate their events.
2. Cultivate the desire team behaviors and skills.
3. Open sharing information.
4. Roles the model and effective team members in order to use teamwork behaviors.
5. Constructs the time and the feedback.
6. Facilitate a briefs, debriefs, and conflict resolution.

Types of Leadership Style

1- Autocratic

- **Leader makes decisions without reference to anyone else.**
- **High degree of dependency on the leader.**
- **Can create motivation and alienation to staff.**
- **May be valuable in some types of business where decisions need to be made quickly and decisively.**



2- Democratic

Encourages decision making from different perspectives – leadership may be emphasised throughout the organisation.

Consultative: process of consultation before decisions are taken.

Persuasive: Leader takes decision and seeks to persuade others that the decision is correct.

Democratic

May help motivation and involvement

Workers feel ownership of the firm and its ideas.

Improves the sharing of ideas and experiences within the business

Can delay decision making.

TEAMWORK
MOTIVATION
INSPIRATION
LEADERSHIP
VISION
+ INNOVATION

SUCCESS



Leadership Theory

Early Theories

Great Man Theories

Leaders are exceptional people, born with innate qualities, destined to lead.

Trait Theories

Research on traits or qualities associated with leadership are numerous.



Types of Leaders

- ❖ **Leader by the position achieved.**
- ❖ **Leader by personality, charisma.**
- ❖ **Leader by moral example.**
- ❖ **Leader by power held.**
- ❖ **Intellectual leader.**
- ❖ **Leader because of ability to accomplish things.**

Leaders become great, not because of
their power, but because of their
ability to empower others.

~John Maxwell

9/5/2015

Leader Activities



Leadership Traits and Skills



Traits

- Adaptable to situations
- Alert to social environment
- Ambitious and achievement orientated
- Assertive
- Cooperative
- Decisive
- Dependable
- Dominant (desire to influence others)
- Energetic (high activity level)
- Persistent
- Self-confident
- Tolerant of stress
- Willing to assume responsibility

Skills

- Clever (intelligent)
- Conceptually skilled
- Creative
- Diplomatic and tactful
- Fluent in speaking
- Knowledgeable about group task
- Organised (administrative ability)
- Persuasive
- Socially skilled



Stogdill, 1974

“Not all leaders are managers, nor are all managers leaders”

- **Managers**
 - Persons whose influence on others is limited to the appointed managerial authority of their positions.
- **Leaders**
 - Persons with managerial and personal power who can influence others to perform actions beyond those that could be dictated by those persons' formal (position) authority alone.

Managers vs. Leaders

Managers

Focus on things

Do things right

Plan

Organize

Direct

Control

Follows the rules

Leaders

Focus on people

Do the right things

Inspire

Influence

Motivate

Build

Shape entities

BOSS v/s **LEADER**



SAYS "I"



SAYS "WE"

BOSS v/s **LEADER**



BLAMES FOR THE BREAKDOWN



FIXES BREAKDOWN

BOSS v/s **LEADER**



USES PEOPLE



DEVELOPS PEOPLE

BOSS v/s **LEADER**



COMMANDS



ASKS

BOSS v/s **LEADER**



DEPENDS ON AUTHORITY



ON GOODWILL

BOSS v/s **LEADER**



DRIVES EMPLOYEES



COACHES THEM

BOSS v/s **LEADER**



INSPIRES FEAR



GENERATES ENTHUSIASM



```

graph TD
    LeadChange(Lead Change) --- Leadership((Leadership))
    EmpowerPeople(Empower People) --- Leadership
    InspirePeople(Inspire People) --- Leadership
    SharedVision(Shared Vision) --- Leadership
    
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How To Improve Your Leadership Skills

1: Think Like a Leader

Identify what is happening

Explain why it is happening

Decide what you are going to do about it

2: Use an Appropriate Leadership Style

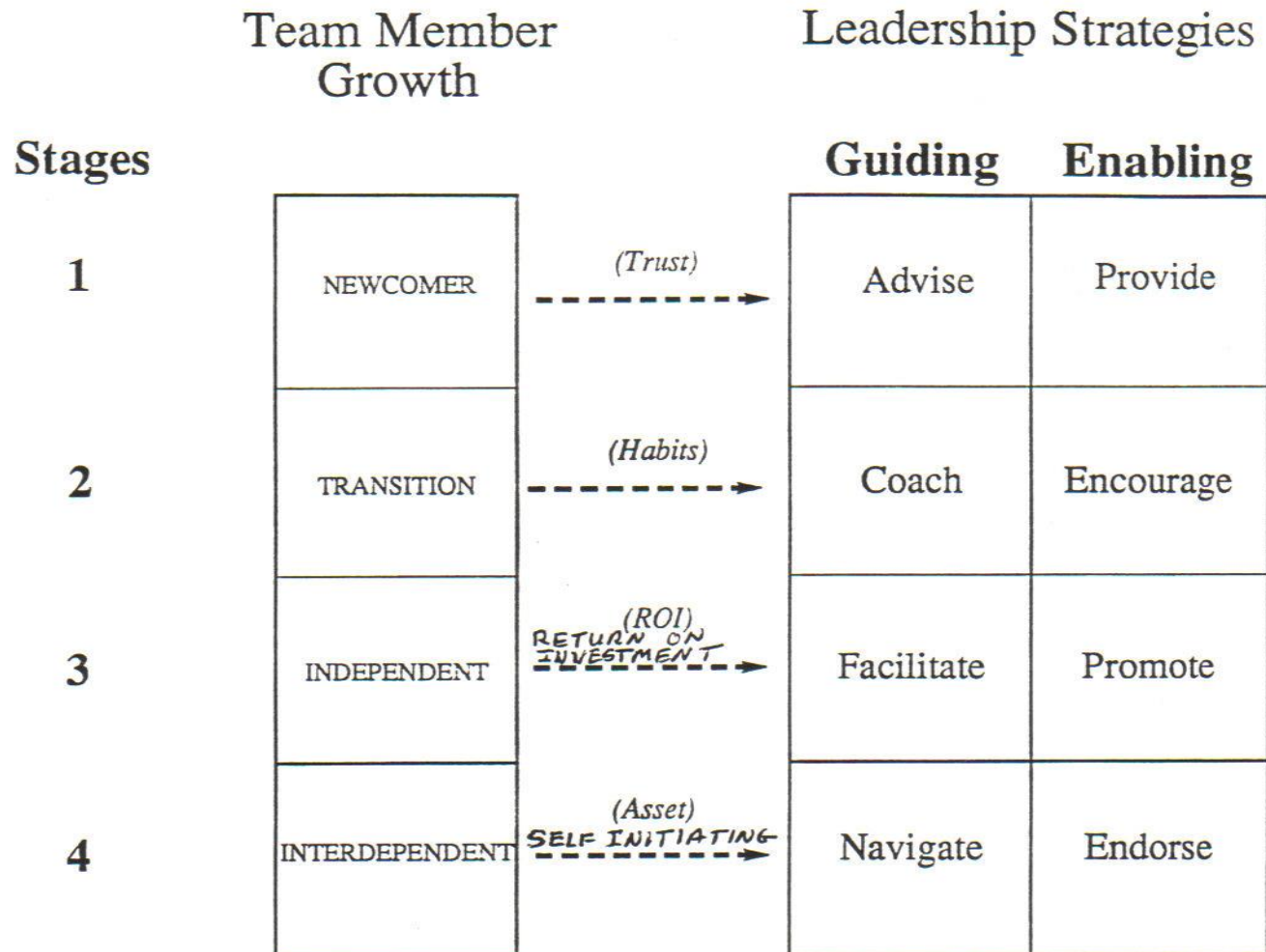
Leaders usually fit their style to the situation

Different leadership styles are appropriate to different situations

3: Pick the Right Leadership Situation

Gravitate toward leadership situations that fit your favored leadership style

Leadership Strategies



Building a Team

Why would someone want to become part of a team?

An effective team helps one feel they are:

- Doing something worthwhile for themselves and the organization
- Enjoying a more satisfying work life
- More in control of their jobs
- Making contributions which are well used
- Learning new skills
- Recognized and respected

When a team is operating well the leader and the members:

- Are clear on team goals and are committed to them
- Feel ownership for problems rather than blaming them on others
- Share ideas
- Listen to and show respect for others
- Talk more about “we” and less about “I” and “me”

- Understand and use each others know-how
- Know about each other's personal lives
- Give each other help and support
- Show appreciation for help received
- Recognize and deal with differences and disagreements
- Encourage development of other team members
- Are loyal to the group, its members, the leader and the organization

- Make decisions based on facts not on emotion or personalities
- Play a variety of roles – serve as leader, teacher or **coach**

Coaching

- The goal of coaching is not to provide direction, but to enable team members to work together to help one another find direction.
- Coaching is the foundation for continuous improvement.
- Coaching is a practical skill anyone can learn.

- **Identify an opportunity to help someone expand on his or her skills, knowledge and abilities**
- Coaching is a chance to help someone enhance his or her performance and add value to the organization/team. Sometimes, people may ask for coaching, but don't wait for that to happen.
- Act on opportunities for coaching at any time.

- **Confirm that the person is ready for coaching.**
- Before trying to coach, make sure the person is open to it. If a person seems hesitant, try explaining the benefits, but don't insist on coaching someone who simply isn't receptive.
- To ensure a win-win situation, find out if the person is willing before proceeding to coach.

- **Ask questions and offer information to help clarify the situation.**
- Much of coaching involves helping people clarify situations in their own minds.
- Often, the best way to do this is by asking open-ended questions that encourage them to think through the situation aloud.
- Begin questions with words like *what, when, where, who* and *how much*.

○ **Help the person identify possible actions.**

- The best coaching enables people to think and act on their own.
- As you help someone identify immediate actions, you're also preparing the person to work through similar issues without your help.
- Offer guidance as he or she develops a plan.

- **Gain agreement on a course of action.**

- In coaching, you help someone plan how to handle a situation.
- To be certain that the session results in positive action, you need to gain the person's commitment to a specific plan of action.

○ **Offer your support.**

- The ultimate goal of coaching is to enable a person to act independently.
- Most people need assurance and support before they can reach that goal.
- As a coach, you need to let the person know you're available to give further assistance – or further coaching- when it is needed.
- Coaching isn't a quick fix or a one-time shot, it's an extended relationship.

Brainstorming Process

- Everyone must be involved
- Call out ideas to scribe
- Build on ideas
- No idea is too trivial or silly
- There is no criticism nor judgment on any idea
- Get as many ideas as possible in the time
- Objective: solve problems and enjoy doing it

Objectives of Brainstorming

- Identify the issues rapidly
- Reach consensus on the most important issues rapidly
- Determine possible solutions to issues
- Select the most promising action to solve the problem
- Agree on who does what
- Get a commitment
- Sell the process

Synergistic Decision Making

Based on the premise that when people are supportive of one another and follow a rational sequence of activities in dealing with a problem, they can perform beyond the sum of their individual resources.

Synergistic decision making requires participation in effective interpersonal and rational processes.

Interpersonal Processes – involves skills we use when working with others.

- Listening to others
- Supporting their efforts to do well
- Differing with others when necessary in a manner that is constructive rather than defensive
- Participating equally in group discussions

- **Rational Processes – involves the skills using in thinking a problem through to a solution.**
- Analyzing the situation
- Identifying objectives (ie., aims or goals)
- Considering alternative strategies
- Discussing adverse consequences

Reaching a consensus is the hallmark of “acceptance” in the effective decision equation:

Effective Decision = Quality X Acceptance

Lack of agreement regarding a decision places acceptance of the decision and its execution in jeopardy.

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