SOFT SKILLS

Improving professional competence and management ability

T.O.P Skills for W.I.N Europe – Training On Professional Skills for Workers In Nations of Europe

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Lifelong Learning Programme

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Content

The Training

Structure and Schedule

This project has been created for use as a self-study mode. We have located, created, linked and provided as many resources as we have been able in order to assist you in your efforts to improve your professional abilities and competence.

As you see, we have divided what we consider to be the most important skills and competence needed in today's labour market, into four groups Within each of those groups you will find individual units containing information, resources and materials pertaining to each soft skill.

The units contain the definition of the skill, external resources and study material readily available and free of charge, case studies, available videos and various resources and links that will help you to create your own training modules.

The groups provide:

- Each unit in PDF format.
- Units grouped according to relevant skills
- Material in a single document ready to be downloaded

Information on required skills can be easily accessed and used in a variety of ways. Skills can be studied, the exercises performed and the suggested external resources downloaded for further study. At any time they can me returned to and repeated in further depth. A specific curriculum may be built, or training courseware used to build the chosen skills. The following icons will guide you through the material:

Here you will find any further literature like books or ebooks, internet links, reports, etc. where you can go more in detail for the specific topic.

If you are interested in watching videos to learn more practical about the according topic you will find the needed resources here.

To make the theory applicable several exercises will allow you to train the skills and competences at this place of the units.

The project partners have endeavoured to provide up to date and reliable information. We link to external sources which offer cost free information and resources, but we are not responsible for the accuracy or the upgrade of that which is beyond this website. We however periodically, strive to review new sources of information to update, or modify as necessary.

○ Target Groups and Objectives

Our main target groups are adult workers, professionals, trainers and social workers from all areas of expertise and work.

As economic environments for businesses continue to be challenging, rates of change in work practice, technology and communication continue to increase the need for professional workers to be as highly skilled as possible. This high level of skill is not confined to technical or industry specific skills; it also applies to the “soft skills” of communication and creative thinking that ate needed in effective managers and employees.

Despite this need this there is, sometimes significant lack of training in these skills and where they do exist (in MBAs or post doctoral programmes for example) they are often expensive or physically out of reach of most SMEs.

We aim to create and deliver a full range of free training materials to as many European organisations as possible for use in improving the skills professionals.

The project team also realized that professionals working in many different fields required more than just the formal training provided by their organisations in their areas of work.

While companies normally offer some courses in their different specializations (such as health, construction, logistics, etc.), we found that few offered their workers and volunteers training in the variety of soft skills that might maximize effectiveness. In our work, we have all encountered very good professionals who had difficulty organizing effective meetings, wrote never-ending to-do lists, had poor presentation skills, were not able to handle conflict among their co-workers, or did not fulfil their priorities.

In response to this issue, we have developed this project to teach and explain the basic soft-skills that can assist in achieving the goals of their organisation and enhance their professional careers.

A pan-european project such as this, disseminating free training modules is designed to improve capabilities, performance and knowledge, helping make Europe one of the most competitive economies in the world.

○ Project goals

- Provide a pan-European vision on professional skills required by European workers
- Create a network of European organisations involved in training and coaching EU professionals in any field
- Spread and disseminate information about the importance of European common knowledge to achieve the Lisboa agenda
- Create and provide materials ready to be used for any EU citizen, anytime, anywhere in Europe

- Create a strong sense of European cooperation among the participants of the project, as well as provide EU citizens with a tool created by several organisations from different countries
- Strength the cultural bonding between EU organisations

Soft Skills: a general overview

There is an axiom in business circles, which suggests that hard skills will get a person an interview, but soft skills will land that person a job. This means an applicant with years of education and experience in the field might have the hard skills necessary to fill the position, but lack soft skills such as leadership ability or self-motivation necessary to perform well on the job. An ideal candidate for many job openings has a combination of both hard and soft skills, with a number of human resource directors preferring to see soft skills such as time management and a willingness to be trained.

Soft skills are qualities, personality traits and social skills, which everyone possesses in varying degrees. Some people make friends easily, for example, which would be considered a valuable soft skill in the world of sales. Others are extremely punctual, or able to make rational decisions under pressure. A person may also have the innate ability to work with co-workers from other cultures, or learn a new language quickly. These would all be considered valuable soft skills.

For years, the widespread belief has been that technical knowledge and technical certification contributes most to career and success for professionals. According to recent surveys however, soft skills are far more important than technical skills to reach the top of career ladder. Research has indicated that, 96% of survey respondents judged communication skills and interpersonal skills (i.e. soft skills) as the most important contributor to achieving career success.

Soft skills is a sociological term relating to a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people. Soft skills complement hard skills (part of a person's IQ), which are the occupational requirements of a job and many other activities.

A person's soft skill EQ is an important part of his/her individual contribution to the success of an organisation, particularly an organisation dealing with customers face-to-face. Such organisations are generally more successful if they train their staff to use these skills. Screening or training for personal habits or traits such as dependability and conscientiousness can yield significant return on investment for an organisation. For this reason, soft skills, in addition to standard qualifications are increasingly sought by employers.

It has been suggested that in a number of professions soft skills may be more important over the long term than occupational skills. The legal profession is one example where the ability to deal with people effectively and politely, more than their occupational skills, can determine the professional success of a lawyer.

A growing number of organisations are now convinced that people's ability to understand and to manage their emotions can improve performance, collaboration with colleagues, and interaction with customers. After decades of businesses seeing "hard stuff" and "soft stuff" as separate domains, emotional competence may now be a way to close that breach and to produce a unified view of workplace performance. Too many corporate managers are well trained in "hard", quantifiable, technical skills, but very poorly trained in "soft" skills, such as empathy, communication, validation, conflict management, and community building.

Soft skills then are personal attributes that enhance an individual's interactions, job performance and career prospects. Unlike hard skills, which tend to be specific to a certain type of task or activity, soft skills are transferable across all types of employment.

Module 1: Leadership

- Strategic Thinking
- Vision and Direction
- Inspiring Commitment
- Leading Change
- Conflict Resolution

General description

This module covers Leadership - a critical management skill incorporating ability to motivate a group of people toward a common goal. At a very simplistic level leadership can be defined as making sure the organisation is doing the right things, whereas management is making sure the organisation is doing things right.

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Unit 1.1: Strategic Thinking

Description

Strategic thinking can be defined as the process for identifying what the right things are. For all organisations, the right things are about how to best deliver value to those they serve. At a team level strategy is defined as the most effective and efficient way of delivering value to customers.

The key word is value. The secret of great strategic thinking is having a real appreciation of what constitutes value for customers. Value comprises a number of key needs and wants, which must be satisfied. Meet or exceed these needs and wants and the customers feel they are getting value. A key aspect to effective strategic thinking is understanding the factors that make up value for your customers.

Understanding what constitutes value for your employees and customers today is a good start (our experience is that many organisations do not know the answer to this question, mainly through a lack of empathy with employee and customer values and feelings). However, effective strategic thinking is about future proofing your organisation or team. Leaders must also ask what will employees and customers want in the future and how they can best position themselves to meet these emerging needs.

It is important for any business leader to set goals for where he/she wants the business to be in the future. Strategic thinking will help to meet these goals through a process of developing skills in creative problem solving and teamwork, as well as critical thinking skills. To be a strategic thinker, one must be able to see the end result of one's vision, and work backward from that point to where one is at the present; then build the correct road map to move forward.

To implement strategic thinking in business, it is important first to define what the organisation needs order to meet the goals. Consider the work that must be accomplished and the skills that the ideal workers will have to do to achieve aims. Observe who in the organisation has these skills. If those employees are in other departments, it may be possible to redeploy them into where they are most needed.

It is advisable to look at how people with these skills may be found, or trained to master new, necessary skills - both hard and soft.

The strength, weakness, opportunity and threat analysis (SWOT) is a great exercise in strategic thinking. In this, personal strengths or what you do well, are identified.

Next comes the identification of weaknesses, because it is important know what is not done well and to develop plans to remedy this.

A list of opportunities or the best potential for future gains, as well as the threats, or the things that might occur to derail plans.

This is a good exercise for plotting the strategy of a business. It should also be reviewed on a regular basis to avoid complacency.

Unit 1.2: Vision and Direction

Description

To achieve a successful future, effective leaders define their intended vision, translate this into a plan, communicate the plan to employees, and develop their commitment. Defining the strategic direction is an extremely important leadership function. It focuses the team on the longer term. The purpose of strategy is to produce improved results on a continuous basis.

An effective leader builds a results based a culture of enthusiastic, motivated, confident teams of employees committed to achieving the organisation's future vision. The effective leader wants to build competitive advantage and long term value.

An effective leader needs to understand personal attitudes, in particular that people want to be appreciated. Henry James, the father of American Psychology, identified appreciation as one of the most basic human qualities. Observe your employees. You will notice that all of them have the letters "MMFA" emblazoned on their foreheads: "Make me feel appreciated."

Effective Leaders should ask themselves 'for whom do the employees work?' A sophisticated view is that employees should be paid to work for themselves. The most effective employees understand that they work for themselves. These employees should be valued because of their positive attitudes about work and the way they continually develop their capabilities.

John Maxwell says that people follow a leader because of what the leader can do for them.

An effective leader understands that he/she needs to have significance in the lives of the employees. He/she understands the connection between performance and development and builds a culture that promotes and rewards personal growth.

Direction and purpose

When a sense of purpose is obvious, organisation will prosper. If it isn't, it won't. It's that simple. Do employees see their employer's passion for the organisation? Can the employees, customers and suppliers tell you why employers do what they do? Do the employees, customers and suppliers feel helped by their employer's execution of the organisation's mission?

Direction and purpose are critical in any organisation; and a organisation's direction depends on the sense of purpose of the entrepreneur. We all need to evaluate what we do and why we do it.

For a leader to be effective in this role, he/she must:

- Provide a clear purpose informed by better insights than the competition on what creates value for employees, customers and the enterprise
- Set ambitious performance objectives that provide stretch, challenge the status quo and energize the organisation
- Have conviction around the strategic issues and opportunities that provide the highest value for the organisation
- Mobilise the organisation by encouraging employees to recognise which markets to serve and which sources of competitive advantage to target
- Challenge and change the internal barriers to strategic decision-making, such as short-termism, incrementalism and blind spots created by the organisational structure

Unit 1.3: Inspiring Commitment

Description

To inspire another is to fill that person with enlivening or exulting emotion. Inspiration is the spark for motivation where motivation leads to action. Leaders motivate others for a common purpose and inspire others to do something for themselves.

Inspiration is the spark needed to ignite the fire within each of us that causes us to take action. Inspiration gives us reason and desire. Leaders who can inspire others to take action for themselves have a gift that is universally sought after

People can be inspired by nature itself: a beautiful sunset, an ocean breeze, or a mountain stream. In fact, virtually any stimulation of one of the five senses can trigger inspiration. Even with all of these sources, inspiration is not a frequent event. Effective leaders, however, can inspire others, or more accurately, cause others to become inspired.

Strategies

Use positive words!	Positive words inspire positive emotions. Encourage others by reminding them of their talents, skills, and gifts. Focus on what they have done and not what they have not done. Project a positive personality.
Show others that you care.	People don't care about how much you know until they know how much you care. Take a genuine interest in other people.
Be a role model.	People are inspired by those who "walk the walk". Do not be afraid to share your own stories of accomplishment. Leaders who inspire practice what they preach and lead by example.
Challenge others.	Those leaders whom we love to hate are the ones who challenge us to do our best. A properly executed challenge can both motivate and inspire.
Share stories.	People need to believe in what is possible. Stories that people can relate to can be very inspiring. Choose stories that convey the same persistence and determination.
Be enthusiastic!	There is no better way to inspire others than by being filled with enthusiasm yourself. This enthusiasm is energy that easily spreads from one person to the next. To be effective, enthusiasm must be genuine; there is no faking enthusiasm.

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Unit 1.4: Leading Change

Description

Even if an organisation has an excellent reason to change,it still needs to make that change happen without upsetting the organisation or its people. That takes a sensible strategy, a robust process and – most importantly of all – people with the right skills to lead that change.

Leading a change initiative is one of the most difficult tasks a leader can face. It is a double-edged sword with both risks and opportunities. For most leaders, managing a change initiative is crucial role, but the responsibilities can widely vary depending on what type of change will be pursued.

When leaders or managers are planning to manage change, there are five key principles that need to be kept in mind:

1. Different people react differently to change
2. Everyone has fundamental needs that have to be met
3. Change often involves a loss, and people go through the "loss curve"
4. Expectations need to be managed realistically
5. Fears have to be dealt with

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Unit 1.5: Conflict Resolution

Description

Conflict is a natural consequence of putting people together to work on tasks that require close cooperation. People have differing ways of thinking, differing perspectives and experiences, expectations and norms for behaviour and they work in different ways.

A good team manages to use these differences when it works to create innovative solutions to its problems, reach its vision and fulfil its purpose. The quality of the decisions a team makes is a function of the way the team capitalizes on these differences. Thus, improving the team's ability to handle and resolve conflicts constructively is a vital factor in building a great team!

What is conflict?

Different interests alone do not lead to conflict. People in a team usually have differing interests and opinions on how to work and what problems to solve, differing perspectives on reality, and other differences of opinion. This alone does not lead to conflict. The quality of the final solution to the team's tasks and problems is, as we have seen, dependent on the differing views and ideas that people have in the first place. The team members are closely dependent on each other in their work as a team, and this dependency makes it more likely that conflict will arise. There is also a relationship between the level of dependency and the intensity of the conflict: the more dependent people are on each other, the more intense the conflict can become. This means that conflict in teams is quite a common occurrence.

There are basically two different types of conflict: substantive conflict and affective conflict.

Substantive conflict

In a substantive conflict, team members may have differing opinions about what the facts mean, what should be done, or how the team should implement a decision.

Substantive conflict can be harnessed to help members to stay on task and work through tough issues, because it focuses on the problem-solving and the actual work that the team needs to do. Solving such conflicts constructively will facilitate team learning and creativity, both key factors for success in teamwork.

Affective conflict

Affective conflict can occur when members personalize differences of opinion, style or personality, characterizing other members as lazy, stupid or untrustworthy.

Affective conflict draws energy and focus away from the team's purpose and key activity, making it more difficult for the team to reach its goals. It also results in counterproductive activity, such as gossiping or squabbling. If a team experiences too much affective conflict, it can reduce both team satisfaction and productivity, and can soon become the team's downfall.

Causes of conflict

As is the case for any problem, if you want to solve it, you have to find out and understand what causes it. Then, you need to understand how your team handles diversity and disruptive behaviour, as that often makes the difference between good and bad conflict handling.

Relationship conflicts

When there are strong negative emotions between team members, they tend to communicate poorly with each other. When there is repeated negative interaction between the members, conflicts in the social relationships within the team can arise.

When someone does something that others do not like, or does not do what others expect, the norms that the team has agreed upon are broken. Such conflicts are unnecessary since there is no real reason for the conflict (unlike in situations where limited resources or mutually exclusive goals can be legitimate causes of conflict).

Relationship conflicts can be avoided by making sure the team has good team management skills and problem-solving skills. Particularly important for handling such conflicts is having the team agree on reasonable norms for communicating and working together.

Data conflicts

Data conflicts occur when there is not enough information available to make good decisions, when people are misinformed or interpret information differently, or when people disagree on what information is relevant.

Getting more information and improving communication between the team members are possible strategies for solving such conflicts.

Interest conflicts

Interest conflicts arise when one or more parties (consisting of one or several members) think that the opponent's needs stand in the way of fulfilling their own need. The needs of the parties may or may not actually be mutually exclusive. This kind of conflict often arises when people develop an understanding that their needs can only be fulfilled in one particular way.

To resolve interest conflicts, it is crucial that the team members fully understand each other's needs. There are three different types of needs:

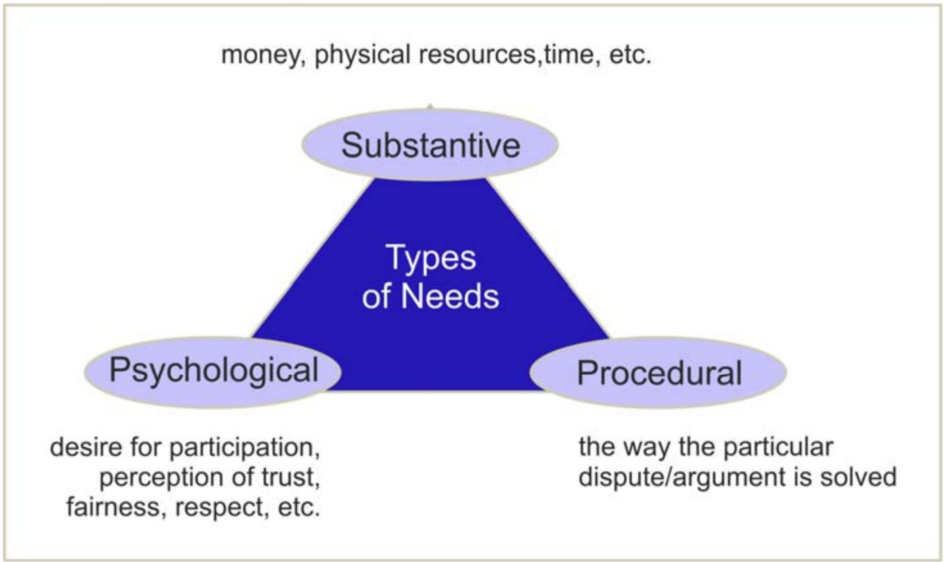

Figure 1: 3 Types of Needs

How can conflict be handled?

There are basically four different ways of approaching a conflict.

- Avoiding: The team members choose not to confront or become involved in the cause of the problem. This basically means that the conflict will be covered up and hidden, making it impossible to deal with it. If you do not know that there is a conflict, it is impossible to deal with it.
- Accommodating: The team members adapt to the others' needs and put these above their own needs. This means that they do not show what they really feel, and so the conflict is likely to arise again.
- Competing: The team members choose to satisfy their own needs by asserting, controlling, or resisting. This would mean that members "put their foot down," state their opinions clearly, and present ultimatums: "my way or no way!"
- Collaborating: The team members enter into dialogue with a positive attitude, attempting to create mutually satisfying solutions and create win-win situations. This is probably the most demanding strategy, but without a doubt the most efficient and productive way to address the conflict.
- Preparing for conflict situations—protocols for handling conflict

Unnecessary conflicts are less likely to occur in a team who take the time to agree on their purpose, vision, strategies, and goals (task strategies); to determine their ways of collaborating and communicating; to establish their membership, roles (social strategies); and to garner a strong commitment from the team members (commitment strategies). The team should agree at an early stage on what they wish to do in the event of conflict, and devise strategies to resolve conflicts.

Conflict is always more likely to occur when the time is running out or when the team is under the most pressure. This is also the time when the team will have the least time and energy to positively deal with the conflict and resolve it. Having discussed and agreed in advance on what to do in such events is therefore very important.

Why do conflicts occur?

Conflict occurs when individuals or groups do not get what they need or want and are seeking their own self-interests. Sometimes the individual may not be not aware of the unmet needs, and can unconsciously act out. Other times, the individual can be very aware of what he or she wants and actively works at achieving the goal.

The source of conflicts

Here are the main reasons why conflicts may arise among team members:

- Confusion of interests with needs
- Communication on different wavelengths
- Internal conflict inside the teams
- Lack of communication
- Refusal to communicate
- Conflict of interests

From conflicts to crises

What is a crisis? A crisis is something unexpected that threatens the whole project and therefore the survival of the team. Crisis comes from the Greek word “krinein” which means “to decide.”

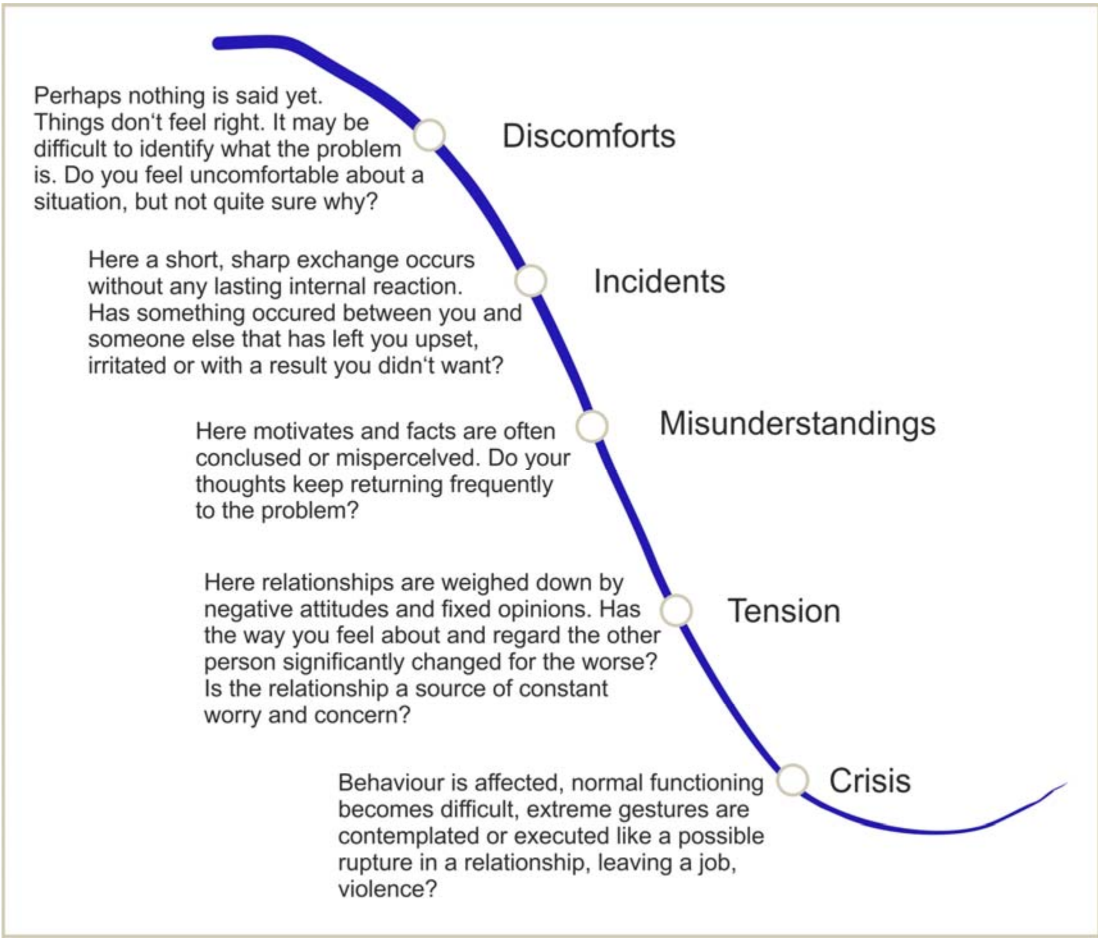

Figure 2: 3 Levels of Conflict

How to solve crises

Before the crisis

- You can train your team members to prepare for the unexpected. Following a simple set of rules can make crises less likely to happen. Some basic advice is:
- Work with the problem. Do not go against it.
- Do not think in terms of blame and responsibility.
- Until the crisis is over, everyone in the team should be equally concerned, and no effort should be spared to solve the crisis.

When a crisis occurs, it is important to react as quickly as possible. So it is important that you, as team leader, be able to identify a crisis when it arises! You must constantly assess risks, and check the consequences of new events. A crisis can be the consequence of one big or several small events. It can come all at once or be a chain reaction. If it is a chain reaction, you may be able to stop the chain reaction at some point if you become aware of it.

During the crisis

Negotiation

An important point to bear in mind is that a conflict can only be resolved by those involved. Arbitration (a solution imposed by an agreed-upon third party) is rarely completely satisfactory.

Negotiation, on the other hand, allows all parties to define the situation in which they find themselves, and to find solutions built on an open analysis of the needs involved. That said, negotiation is also open to manipulation, depending on the strategies employed by those involved.

Concession-making, for example, while necessary, may allow for agreement without viably addressing the underlying needs. Given the bi-polar nature of negotiation, concession-making can also lead to the hardening of basic positions, if a process of contention is allowed to develop.

A win/win approach, the philosophy and practice of joint problem–solving that attempts to help both parties achieve their goals, is always the best solution to any dispute. Central to this strategy is the combination of moving from positions to needs, active listening, and creatively designing options to be pursued. The move from positions to needs also involves a fundamental focus on the conflict, rather than the opposing individuals, as the problem.

Nevertheless, since emotion is a crucial and unpredictable factor in conflict, a trainer involved in a conflict with a team member or participant may find it difficult to implement a careful negotiation strategy while managing their own emotions and dealing with the anger and insecurity which surround them. That is why negotiation is often accompanied or superseded by mediation.

Mediation

Mediation involves the use of a third-party to aid agreement and facilitate the process of conflict resolution. An appropriate metaphor is that of the mid-wife, easing the birth of something that the mediator did not create. He or she is not the fire department, arriving to put out the fire. Instead, mediation involves decision-enabling, and is process that requires skill, experience and reflexiveness.

The key functions of mediation are:

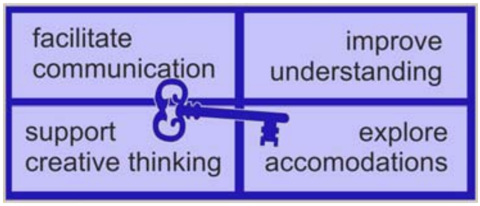

Figure 3: Key functions of mediation

One of the challenges of mediation is communicating neutrality and fairness. The mediator will also have a history in relation to the conflict, and may not be operating within a formal system of mediation. In that case, the mediator must agree to guidelines and principles and consistently apply them throughout the process.

After the crisis

The leader must keep a record of the crisis, analysing why it occurred, outlining possible flaws in the team or project structure, and communicating an action plan to prevent a similar crisis from reoccurring. The leader must also communicate with the team so that they know when the crisis is over.

Then the leader must spend some time restoring confidence, and re-establishing a positive image of the team for the outside world. Crises often affect the trust of various actors (partners, customers, and group members) in the group’s ability, and it is very important that sufficient time and energy be spent to rebuild this trust.

Module 2: Management

- Planning and Managing Resources
- Delivering Results
- Managing Individual Performance
- Leading a Team
- Team Work
- Motivation
- Developing People
- Managing Projects
- Quality and Standards: Monitoring and Evaluation

General description

This module deals with the basics of management skills, the skills a manager must master to be successful and shows how these management skills build on each other toward success. The main role of a manager in any organisation is to lead, motivate and encourage employees to work together, to achieve the organisational goals. To achieve the goals, a manager has to plan, organize and control the available resources including the human resource of the organisation. For this he needs to possess certain skills and qualities, so that he is able to perform his job to the best of his ability.

Unit 2.1: Planning and Managing Resources

Description

Resources are one of the most expensive and important components of an organisation and are responsible for delivering a project successfully. Therefore it is essential that the right person is assigned to the right project task if maximum benefits are to be delivered to the business.

Figure 4: 3 Manage Resources

Managing your resources effectively is a contributory factor to successful project management. This involves allocating the right person to a task based on his/her skills, availability and cost to both current and future projects.

Resource smoothing or levelling is a technique used to ensure each person is working within his/her capacity. Another term for this is capacity planning. A person may be assigned to several tasks across a number of projects causing tasks to overlap one another. By levelling or smoothing the tasks you plan a resources workload so each task is delivered one after the other, dependant upon the priority placed on each task. This technique will also highlight any shortages you may have for a particular project or period.
Another factor of capacity planning is the ability to forward plan. By understanding the current workload on your organisation, you can identify what can be realistically taken on in the future and whether additional resources will be required to meet any additional demand.

What is resource management?

'Resource management identifies and assigns resources to activities so that the project is undertaken using appropriate levels of resources and within an acceptable duration. Resource allocation, smoothing, levelling and scheduling are techniques used to determine and manage appropriate levels of resources.'

Introduction to resource management

Management is actually a pretty easy task—it is all about optimal use of the resources you have available.
The better you use what is available for you to achieve your goal, the better and easier the management will be.

There are many kinds of resources, for example, material, financial, and people (or human) resources. The combination of resources and your approach to handling them can make management either a nightmare or an easy, enjoyable task.

Material resources

Good use of material resources can make your project a much easier task.

Following are some basic guidelines that are important when handling material resources:

- For IT systems, use what is available, don't waste time creating your own products, and learn from the experience of others.
- Inventory all tools that are already available to you or easy to access, such as chat rooms for online meetings, PR materials, supplies, software that meets your needs, equipment and tools, etc.
- Think long-term. Sometimes buying second-hand equipment is a good investment at the time, but it later needs to be replaced at a higher cost. Calculate the costs of your different options using numbers and figures.
- Don't waste resources; use them wisely.

Human resources: focus on the people

Once you have all the materials you need, you need to decide who is going to use those materials. In order to achieve a goal, you need people, your team members, to work on the tasks. People are much more difficult to manage than physical resources, and this is where your management skills really come into play. Finding tasks that meet everyone's satisfaction and matching the right person to the right activity are keys to the project's success.

Keep in mind that your team members may have limited availabilities; they may be working on several projects at the same time or have different responsibilities within your organisation.

They might have been assigned to work on your project without being consulted. Don't overextend your team members. Also, not everyone is willing to the make the same effort or sacrifice.

It is very important for you as project manager to determine the division of work among your team members and to follow up on this. Choose only one system of communicating with your team and assigning tasks, and stick to it. Do not post tasks and project-related information in different places, as it will only end up confusing your team members.

If you have a mixed team of people with varying levels of experience, here are some aspects of HR Management to keep in mind.

When working with	
experienced team members:	less experienced team members:
• Respect their concerns • Use their experience • Give credit as much as possible • Be open to feedback and take it as "a gift" • Involve them as much as they want	• Take their opinions into account • Be open to their ideas • Do not give them only menial tasks, or overwork them • Do not underestimate them • Delegate responsibilities to them

For the less experienced members of your team, always have someone available to act as a coach. This may be time-consuming, but it is very important in order to guarantee continuity. The coach can teach these team members step-by-step and motivate them to take initiative on the project.

Financial resources: focus on scarcity and creativity

Obviously, you usually need money to do anything. However, the project manager is not directly in charge of the project's finances. Nevertheless, the project manager needs to have the tools to control the project expenses.

Remember:
It is not the task of project leader to manage the finances, but he or s he should have a she needs some basic understanding and skills in accounting or finance to ensure effective management.

Budget planning is essential. Ensure that income & expenditures are balanced equally. Your budget can be easily updated as you learn more details, but you should save the updates under a different date, so you can keep track of track of the budget's evolution. This will help you to make a more realistic budget when you work on future projects.

Set priorities. Match your finances with the real goals of the project and spend your resources where they are needed.

Consider worst-case scenarios. Keep backup plans, and stick to clear timelines. This will help you avoid unpleasant surprises. Remember, a project is always full of risks.

Keep good records of your cash flow, and follow-up: Agree on what should be included in the documentation, so there will be no surprises, ask for regular updates, and be strict about keeping the project's money separate from the regular operating budget. Keep all receipts until you close the project.
Prepare financial reports. This will allow you to transfer knowledge and learn from the past, and also ensure that you are following any applicable regulations. Preparing financial reports will give you a very good, organised overview of your costs. It will also allow you to easily respond to questions or enquiries, which can come from external stakeholders, such as the donors who financed the project.

Resource Levelling

Resource levelling is a technique in project management that overlooks resource allocation and resolves possible conflict arising from over allocation. When project managers undertake a project, they need to plan their resources accordingly.

This will benefit the organisation without having the face conflicts and not being able to deliver on time. Resource levelling is considered one of the key elements to resource management in the organisation.

An organisation starts to face problems if resources are not allocated properly i.e. some resource may be over allocated whilst others will be under allocated. Both will bring about a financial risk to the organisation.

The Two Key Elements of Resource Levelling:

As the main aim of resource levelling is to allocate resource efficiently, so that the project can be completed in the given time period. Hence, resource levelling can be broken down into two main areas; projects that can be completed by using up all resources which are available and projects that can be completed with limited resources.

Projects which use limited resources can be extended for over a period of time until the resources required are available. If then again, the number of projects that an organisation undertakes exceeds the resources available. Then it's wiser to postpone the project for a later date.

Structure of Resource Levelling:

Many organisations have a structured hierarchy of resource levelling. A work based structure is as follows.

- Stage
- Phase
- Task/ Deliverable

All of the above mentioned layers will determine the scope of the project and find ways to organize tasks across the team. This will make it easier for the project team to complete the tasks.

In addition, depending on the three parameters above, the level of the resources required (seniority, experience, skills, etc.) may be different. Therefore, the resource requirement for a project is always a variable which is corresponding to the above structure.

Establishing Dependencies:

The main reason for a project manager to establish dependencies is to ensure that tasks get executed properly. By identifying correct dependencies from that of incorrect dependencies allows the project to be completed within the set time-frame.

Here are some of the constraints that a project manager will come across during the project execution cycle. The constraints a project manager will face can be categorized into three categories.

- Mandatory: These constraints arise due to physical limitations such as experiments.
- Discretionary: These are constraints based on preferences or decisions taken by teams.
- External: Often based on needs or desires involving a third party.

The Process of Assigning Resources:

For resource levelling to take place, resources are delegated with tasks (deliverables) which needs execution. During the starting phase of a project, idealistically the roles are assigned to resources (human resources) at which point the resources are not identified.

Later these roles are assigned to specific tasks which require specialization.

Levelling of Resources

Resource levelling helps an organisation to make use of the available resources to the maximum. The idea behind resource levelling is to reduce wastage of resources i.e. to stop over allocation of resources.

Project manager will identify time that is unused by a resource and will take measures to prevent it or making an advantage out of it.

By resource conflicts, there are numerous disadvantages suffered by the organisation, such as:

- Delay in certain tasks being completed
- Difficulty in assigning a different resource
- Unable to change task dependencies
- To remove certain tasks
- To add more tasks
- Overall delays and budget overruns of projects

Resource levelling Techniques:

- *Critical path* is a common type of technique used by project managers when it comes to resource levelling. The critical path represents for both the longest and shortest time duration path in the network diagram to complete the project.
  However apart from the widely used critical path concept, project manager's use fast tracking and crashing if things get out of hand.

- *Fast tracking:* This performs critical path tasks. This buys time. The prominent feature of this technique is that although the work is completed for the moment, possibility of rework is higher.

- *Crashing:* This refers to assigning resources in addition to existing resources to get work done faster. Associate with additional cost such as labour, equipment etc.

For more information

- http://www.brighthub.com/office/projectmanagement/articles/14644.aspx#ixzz1VBrP59wu
- http://www.techrepublic.com/article/the-keys-to-resource-allocation/5031746
- http://www.suite101.com/content/effective-project-team-and-resource-allocation-a89988
- http://www.brighthub.com/office/project-management/articles/11638.aspx

- http://www.youtube.com/watch?v=UA8D2sG4-VI&feature=player_embedded
- http://www.youtube.com/watch?v=UA8D2sG4-VI&feature=player_embedded
- http://www.youtube.com/watch?v=jykK1gAGGF4&feature=player_embedded

Unit 2.2: Delivering Results

Description

Whatever other activities any manager has, Delivering Results has to be prioritised as the current goal, to be your guide.

If you are not focusing on the right outcomes for your business, you may well fail to succeed. So it is up to you to keep your eye on the ball, focus on outputs and make sure, above all else that, in your tactics and deliberations, day-to-day, you are grounded in that simplest of all questions. 'Am I Delivering Results today?'

Because, after all, and the counting is done, it's you who are accountable…
The 'buck' really does 'stop with you'! Feeling lucky? You are – because that is one big release for you, because it makes your job; your role; much, much easier. You have a strict set of parameters to measure your actions by. And that is so crystal clear for you that it saves a lot of time and energy. You know, you have the easiest of jobs!

Top Ten Things about Delivering Results

When you look at those who do the best at this, you will be surprised that, whilst they work hard at it, it is not hard work. Great exponents of Delivering Results make it look just so, so easy. Here are some tips for you.

The best at Delivering Results…

Keep it Simple
Whilst working with a vision, they have a clear step by step plan to get closer to it along the way. Results are steps towards their vision and they are very clear about it.

Test – and Test Again
Throughout their work, every decision; every challenge; every initiative; is cross-checked against the objective of Delivering Results. If the activity doesn't fit they don't do it!

Figure 5: Top Ten about Delivering Results

Get Buy In
Through getting their people involved from the start in the Visioning process, these experts at Delivering Results ensure that everyone is 'singing from the same hymn sheet' and the direction is consistent. Everyone pulling together.

Are Very Clear
And the goals; objectives; milestones; business plans etc; are clear and easy to understand – by everyone in the business.

Communicate Well
The way in which people find out what's going on is organised well, with the audience in mind. This is a vital element of Delivering Results, to maintain momentum and focus. Remember the importance of clarity. Sometimes what we think we are saying is not what people are hearing.

Are Consistent
Their targets are formed well and communicated so that everyone is 'on message'. And they stick to it like glue. No distractions get in the way of Delivering Results.

Show Strength
Yet this focus can be challenging, with all the various distractions, both from within the 'local' business and, especially in larger organisations, imposed from above. This can be very frustrating – and the top-line winners either ignore the distractions – or find top quality workarounds. These are star people who can multitask through distractions.

Are Passionate
Boy, do these folks get excited. You can see it in their briefings, their postings and their day-to-day conversations. They get such a buzz from performance, they infect everyone else with the enthusiasm. They get into sources of success; into causes of underperformance; into the detail. They 'Manage By Walking About'. They are really nosy!

Have Support
They are loved so much – they are so very passionate about their business that they have little difficulty in enthusing their people. You see, when the focus on Delivering Results is so clear; so strong; it becomes fun. Everyone gets enthused!

Celebrate Success
And can they party? They really can! They see Delivering Results as the performance of everyone. All playing their vital part. So they party and celebrate as one big team – everyone doing their bit. Simply brilliant to belong to.

Ten Ways to be better at Delivering Results

Explain Why
Involve your people in what results are expected and why and how they can help you – don't underestimate the contribution others can make to overall success.

Figure 6: 10 Ways to be better at Delivering Results

Make the Link
Business values = individual values = desired results. They are all linked and consistent. Help your people make that link. Help them see exactly how it all fits together.

Keep in Touch
Talking to, listening to, responding to, seeking advice and help. All part of making your people feel included. To do this you must build formal and informal ways of engaging them and the best way to do this is your own, personal communication – day-in/day-out. Formal and informal.

Share Your Excitement
And when you have successes (and you will!), get like a kid about it! Share your buzz! Let them see you really, really excited about it. Take them with you as you tell them how well they have done!
Ask the Question
From time to time check for relevance. Do your people know where they are with the results you are demanding? Can they understand the actions they can take? Are they delivering?

Watch for Off-Message
In the day-to-day work you do, it is very easy to get distracted. Reorganise your team; target a new bunch of clients; start a project. And you need to make sure that where you and your people spend their time, it is value-creating towards your results. In fact this is the best test you can apply – ever.

Check What Works…and…
When you are delivering exceptional results, find out why and how? Check out how you are successful and do more. Check out where you aren't and get to the bottom of why. Be very, very objective – especially about people – are they doing what they need to, to deliver your results?

Reject Obstructions
Be very focused on what gets in the way of you Delivering Results to the best of your ability. Be it something asked of you by your organisation or a change you think of, watch out for taking your eye of your ball.

Question Upwards
And if, in your organisation, someone else tries to shove you off the results focus you have, find out why. Push back and challenge. You'd be surprised how 'Jules in marketing' has no idea of the workload; the distraction or even the cost of his little project in your division (kinda typical of silos!). So ask the questions you need to – your accountabilities don't allow the luxury of this.

Reward Regularly.
Frequently and openly, have a lot of fun when results go your way. Delivering Results is the goal, the measure for you and your people, so jump up and down about it when it goes truly well – as it will!

For more information

- http://www.youtube.com/watch?v=qTTB3Orp5fA&feature=player_embedded
- http://www.youtube.com/watch?v=ozMZk9mrpvI&feature=player_embedded
- http://www.youtube.com/watch?v=bYdvcGB4z7s&feature=player_embedded

Unit 2.3: Managing Individual Performance

Description

Most organisations, both public and private, find it necessary to have some mechanism to manage the performance of employees. The meaning of the term "performance management" has changed over the years. In the past it was often taken to mean rating employees using a trait-based instrument – one looking at factors such as neatness, punctuality, – etc., as opposed to focusing directly on work output. The evaluation process also tended to be secretive. The employee did not participate and was not told what rating he or she received.

This style of performance appraisal is no longer considered good practice. There is general agreement that performance management should be:

- *task-oriented:* based on results as opposed to personal traits, and measuring results against pre-defined goals and targets
- *participative:* involving the employee as well as his or her supervisor, both in the setting of goals at the beginning of the rating period and in appraising results at the end
- *developmental:* the evaluation process should do more than rate employees – it should assist them to improve their performance, and to identify any training or other support that may be required to this end.

Rewarding performance

A longstanding question that many countries are still grappling with is whether and how to reward good performance (or, conversely, how to deal with persistent poor performers). Several countries have experimented with performance-related pay. One approach is to make salary increments or progression past some point on the pay scale conditional on good performance. The disadvantage of such a system is that it can revert very rapidly to a formalistic process in which virtually everyone gets their increment. Moreover, it does not permit any distinction between adequate performers and outstanding ones.

Alternative approaches are to award variable increments according to employees' individual performance ratings, or to award a variable performance bonus over and above the annual increment.
Service-wide performance-pay schemes tend to be costly to administer. Do they deliver worthwhile improvements in performance? The evidence is inconclusive at best. Studies have identified various problems in the way performance-pay schemes operate:

- performance payments tend to be small by comparison to normal pay owing to budgetary constraints
- there is often a large time-lag between the end of the appraisal period and the payment of the related reward
- even where performance-pay schemes allow for variable payments, most employees tend to receive similar ratings: managers appear unwilling to differentiate among their subordinates

- Finally, performance-related pay is only one element in the staff management system and cannot make up for serious deficiencies elsewhere. If, for instance, pay is perceived by staff to be inadequate, performance bonuses of a few per cent are unlikely to motivate employees and may simply be seen by them as a minor pay supplement.

Linking performance to promotions

Some have argued tying career advancement to performance is more important than linking performance and pay. Whereas the benefits of pay for performance are uncertain, particularly in the lower echelons, there is no doubt of the need to ensure that the best people rise to management levels.

It is not advisable to make performance appraisals the sole arbiter in promotion decisions, even where all candidates for promotion have been appraised by the same supervisor. Various other methods have been developed to test the suitability of candidates for particular positions — e.g., structured interviews, assessment centres and aptitude tests, among others. It would make sense to draw on such methods, particularly since past performance is not always a good predictor of performance at a higher level. The use of other methods is also a means to draw on outside judgements in addition to those of the employee's supervisor, thereby minimising the risk of bias in promotions.

Still, an effective and reliable performance evaluation mechanism can play a valuable role in promotion decisions. This, incidentally, can help to ensure that the evaluation process retains its relevance and credibility in the eyes of employees.

For more information

- http://www.123helpme.com/managing-individual-performance-view.asp?id=166005
- http://www.oppapers.com/essays/Managing-Individual-Performance/131624
- http://my.safaribooksonline.com/book/-/9780749459895/14-managing-performance/managing_individual_performanc#X2ludGVybmFsX0ZsYXNoUmVhZGVyP3htbGlkPTk3ODA3NDk0NTk4OTUvaQ==
- http://ebookbrowse.com/leading-and-managing-individual-performance-pdf-d136174482
- http://www.training-classes.com/programs/03/82/38296_managing_individual_performance.php
- http://www.lsaglobal.com/business-solutions/Management-Training-Programs-Individual-Performance.asp

5

Unit 2.4: Leading a Team

Description

To nurture the success of any team, a team leader must perform certain tasks. Unfortunately, in many organisations, there is a lot of confusion about what the role of the team leader is and how they should assume that role. This unit focuses on clarifying that role and developing the leadership skills necessary to draw on the experience, knowledge, and expertise of all team members.

These skills will be helpful to employees at any level of the organisation who are responsible for leading problem-solving teams, customer service teams, production teams, and others. Readers will understand how the role of the team leader differs from traditional supervisors and will begin to develop the critical skills required to help a team reach its goal.

Leading a Team

Whether you are a team leader or you have to work with one, knowing what is expected from this role is as important as knowing how to manage your team.

The different tasks

Creating the vision

It is essential that the team leader be able to communicate the vision, at least partially. The team leader gives the team members insight, and shows them the benefit of the changes being implemented. Part of creating the vision is overcoming resistance to change. This is a constant process through the project's evolution.

Dividing and assigning tasks

As the leader, you possess both the vision of your project's outcomes and overall knowledge of the current situation. By dividing and assigning the project tasks, you enable your team to follow you. It is very important that the tasks be shared among team members according to their motivations and skills. Doing this helps the leader define the way for the team.

Setting goals

For each task you assign, it is important to set goals. By making someone accountable for reaching the goals, you are delegating responsibilities. If you assign a goal to someone, always check that the person is satisfied with the goal. Set achievable but challenging goals. The goals you set should answer the questions, "what task needs to be done?" and, "when will it be done?"

Updating

When each goal is reached, another step has been made toward the project's final aim. It is very important that everyone be made aware of the project's progress and that those responsible for the success are rewarded. Therefore, you must acknowledge their achievement. This is mainly a matter of motivation. On the other hand, it is very important to confront a team member who has failed to achieve a goal, before that has a negative impact on the project as a whole.

Having a clear view of what happens
Because the team leader should know every single detail about what happens, you must have a clear view in order to manage the project.

Managing time and resources: In order to have overall knowledge of the situation, you must know what resources are available and see that the resources are optimized on a global scale. People will require different time, material and human resources to achieve the tasks they have been assigned. To assign resources, you must discuss how the tasks will be completed and the steps involved.

Managing risks: You are the one who can map out scenarios and anticipate problems, because you know the way. Managing risks means knowing which obstacles may come up and having alternate solutions and ways to get around them. For every problem that might occur, know what it will cost and decide if it's worth those costs. Managing risks also requires you to know what the limits are and when the team has to retreat. It is a constant process of assessing and diffusing threats.

Making decisions
Leaders are decision makers: they choose the way to go. Aside from simply making decisions, leaders also need to know how to make their decisions effective, and be aware of who bears the responsibility for the outcomes, whether they succeed or fail.

Motivating team members
Motivating is influencing people in a positive way so that they perform better. It requires a good understanding of people's needs, interests, and values to get the best out of them.

To achieve these tasks a leader needs a certain amount of qualities and skills.

Qualities of a leader

A leader is a person you would follow somewhere that you would not go alone. Leaders must have personal qualities and skills that make them role models for others. Here are some other qualities a leader should possess:

self-oriented	creative	flexible	self disciplined	self confident
committed	strong sense of responsibility	Qualities of a Leader	balanced temperament	quick to learn
energetic	organized		able to cope with frustrations	able to resist stress pressure
good problem solver	enthusiastic		interpersonal	tolerant
ethical	sensitive	social attitude	effective listening skills	persuasive

Figure 7: Qualities of a leader

Which qualities would you also add to the ones listed above? Think for a moment what qualities you would like to see in someone who is leading you in a project or team. If you were the team leader, which of those qualities do you need to improve on? Is there anything you can learn to round out your leadership competencies and become a better team leader?

Motivate your team

The leader is the one responsible for keeping the team spirit high to get the best results from the team members. Therefore, the team leader has to learn to always keep always the team motivated by showing them a positive attitude even in the most difficult phases of the project. Here you have some practical tips on how to motivate your team:

- Enthusiasm is contagious. Be enthusiastic about the project and your work.
- Recognize that supporting people's motivation is an ongoing process, not a one-time task.
- Make people feel they are important.
- Emphasise the overall importance of the group and its work.
- Make people feel they are an important part of the group.
- Acknowledge achievements and identify progress, especially in meetings, where others can be made aware of the accomplishments.
- Establish goals that are SMARTER: Specific, Measurable, Acceptable, Realistic, Timely, Extending of capabilities, and Rewarding to those involved.

To improve motivation, make opportunities for:

- Achievement: Set achievable tasks, and 'plan' success, to make the work motivating.
- Recognition: Give trust, reward, and acknowledgement.
- Responsibility: Give your team members a chance to work on appropriate tasks.
- Career advancement: Let people grow, give them more advanced tasks, and make training available to support growth.
- Aligning the goals of the organisation with the goals of people: If people identify their personal goals with the goals of the organisation, they will be motivated to work much harder and their work will be more efficient.

Adapt to your team

The leader decides how the project will proceed, and can be more or less flexible in their style. We can identify three leadership styles depending on how leaders make their decisions, and these styles reflect the leaders' various degrees of responsibility.
The three different leadership styles

1. The Autocrat

This type of leader imposes decisions on the team, and assumes full responsibility for the outcomes of the decisions. The autocrat is a source of authority.

- Dominates team members, and makes unilateral decisions to achieve a singular objective.
- Generally results in passive resistance from team members.
- Requires constant pressure and direction from the leader in order to get things done.

When is the autocrat style appropriate?

- When there is a call for urgent action.
- To deal with aggressive and uncooperative people.
- To relieve people from additional responsibilities.

Most people are familiar with autocratic leadership and therefore have less trouble adopting this style. In some situations, subordinates may actually prefer an autocratic style.

2. The Democrat

This leader solicits ideas and suggestions through discussion with the team. The democrat makes decisions together with the team and goes along with the team's views. The democrat shares responsibility with the team.

Makes decisions by consulting the team, but keeps control. Good democratic leaders encourage participation and delegate wisely, but never lose sight of the fact that they bear the crucial responsibility of leadership. They value group discussion and input from the team, and capitalize on the team members' strengths to obtain the best performance from the team.

May appear unsure of their leadership. The leader is supposed to show the way!
Generates creative solutions by looking at all points of view. However, this can be very time consuming.

When is the Democratic style appropriate?

- When you need to legitimate a decision.
- When you are dealing with cooperative and open-minded people.
- If you lack information to make an important decision.

3. Free Rein

This type of leader delegates leadership responsibilities to team members for specific tasks, and makes them accountable for the results. The Free Rein leader is a source of information and coordination.

- Has little control over the group.
- Leaves team members to sort out their roles and tackle their work.
- Risks leaving the team to flounder with little direction or motivation.
- When is the free rein style appropriate?
- When you have a team of highly qualified and responsible people.
- When you need to delegate responsibilities and leadership.
- When your team is made up of individualistic and independent team members, this style will achieve the best results.

For teams with members spread out in different locations, when decisions must be made quickly.

When to use which style?

If you are able to switch from one style to another, when should you use them? There is no one way to lead a time, as we have seen. Your leadership style will mainly depend on:

The team members	• Are they cooperative? • Are they individualistic? • Are they skilled?
The structure of the team	• Is the team spread out in different locations? • Is there good cooperation and communication between team members? • Do you need to delegate or concentrate responsibilities?
The situation	• Is there urgency? • Do you have enough information? • How important is the decision?

The leader should know how to switch from one style to another depending on these factors, and should be comfortable in all situations. There will be times where you will have to use one style or another, even if your personality suits a different style. You have to adapt to the situation by choosing the best way to manage your team.

Delegate

“The coordinator doesn’t have to do everything, just make sure that everything is done on time.”

Know your team

To be able to assign the right task to the right person, you should get to know the strong and weak points of each of your team members. This means that you have to find out what they can do, what they like and do not like to do, how much time they have, how they work with the other team members, etc.

Use their skills

Obviously, because the goal of the coordinator is to finish the project on time, they will strive to make the process as quick and efficient as possible. Normally, this will mean that tasks will be assigned to people with more experience in the field associated with their work. It is important to delegate tasks in this way, since it will help you to achieve the results that you need.

However, aside from making sure that the work is done, the coordinator also has to ensure that team the members learn about their work and take an interest in it. Therefore, it is good to “use” experienced members in one field to transfer their knowledge to inexperienced people. That way, in your next project, you will be able to assign responsibility for tasks to more people, and will not always have to depend on the same person. Leaning too much on one team member in a certain area could affect their motivation.

Renew tasks
The team members will appreciate it if you assign them tasks in different fields. This will provide them with the opportunity to learn different things and develop different approaches to problems. Ideally, you would also provide them with the experience of other members in those fields.

Barriers to delegating tasks

Sometimes, leaders will hesitate to delegate tasks. Some of the reasons can be:
They are afraid that a team member will excel at the work and replace the leader.
They are afraid of losing control over the project.
They do not trust the other people.

To avoid these situations, the leader should be able to evaluate the members of the team, trust them, and be able to communicate efficiently with them.

However, sometimes the barriers can come from the team members themselves. Sometimes, team members are not willing to take on responsibilities, either because they are afraid that they not being able to fulfill them, or because they are not motivated enough to fulfill them.

Teams & What Teams Do

A team is any group of people organized to work together interdependently and cooperatively to meet the needs of their customers by accomplishing a purpose and goals. Teams are created for both long term and short term interaction. A product development team, an executive leadership team, and a departmental team are long lasting planning and operational groups. Short term teams might include a team to develop an employee onboarding process, a team to plan the annual company party, or a team to respond to a specific customer problem or complaint.

A group of people with a full set of complementary skills required to complete a task, job, or project Team members operate with a high degree of interdependence, share authority and responsibility for self-management, are accountable for the collective performance, and work toward a common goal and shared reward(s). A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.

A significant part of the work in any organisation is done by different kinds of teams. Thus, the success of the organisation as a whole relies on our ability to work efficiently in teams. With this in mind, it is interesting to note that most teams never manage to work optimally; they fail to fully benefit from their powerful potential. This means that your team has a lot of potential waiting to be tapped.

This requires a team that works efficiently and fosters positive interaction among the team members.

If you remember only one thing about team work, let it be this: It is important for the team to spend time talking and thinking about how they are working together.

Unit 2.5: Team Work

Description

What is teamwork?

In real teamwork, the right people with the right skills, knowledge, and perspectives join to collectively explore challenges, generate creative solutions, and work diligently to build the necessary support and commitment for the implementation of the project.

All employers are keen to recruit graduates who are able to co-operate, solve problems and work in teams. As less hierarchical organisations have emerged with project teams, self-managed work teams and management teams, so the requirements to 'Get on well with people', and to 'Work with and through others' become increasingly important.

Teamwork involves working confidently within a group, contributing your own ideas effectively, taking a share of the responsibility, being assertive – rather than passive or aggressive, accepting and learning from constructive criticism and giving positive, constructive feedback to others.

How can a person work as part of a TEAM?

Man is a social being thus he needs to interact with people. Almost every individual has experienced, in one way or another, how it is to work in a group – from his childhood games to wherever he is now earning his living. Unfortunately, not every group succeeds in its objectives or goals. Failure is a possible consequence whenever we get into a challenge. However, we can always avoid this much dreaded "failure" if every member of a group would not fail to use or exercise TEAMWORK. Yes, every group of people must not only work as a GROUP where every individual works for his own advantage, but instead, every one should work as part of a TEAM – where he is working towards a common goal. When these "small contributions" build up, success is hardly unforeseeable.

T alent
E nthusiasm
A ccountability
M anagement
W ork-able
O peness
R espect
K eeness

Figure 8: Teamwork

T is for Talent

By talent, we mean a person's knowledge or capabilities. It is of course quite necessary for a member of a team to be knowledgeable about the work that his team is going to do. Where can this knowledge be gained? Knowledge can explicitly be learned from some useful handbooks on whatever you are working on. However, implicit knowledge – that which is acquired through experience and practice, is found to be much more useful.

E is for Enthusiasm

But talent alone is not enough. A knowledgeable team member must also be enthusiastic. He must seek responsibility, he must find ways to make the talents he has useful. He must always have the energy and the drive to work. Eventually, this enthusiasm will naturally come out of him and he will realize that his example becomes so inspiring and motivating enough for his other teammates to work – without him asking them any demands.

A is for Accountability

Every member is accountable not only to his team but to all his other work mates. We are not responsible only of ourselves. It is everyone's responsibility to keep others informed. Whenever someone keeps on forgetting what he needs to do, it is our responsibility to keep him reminded. What he failed to do is a reflection of what we were also not able to do ourselves.

M is for Management

Every member must know his specialization relative to what his other teammates can do best. A good organisation is really needed in proper distribution of work. The best member of any group is he who demands work based on what he can do. When we are assigned to do or work on something, we must also know where to go for help (just in case we couldn't work out on something), and when those help must be asked. Ultimately, it is every group member's responsibility to ensure that everyone has a work to do and that every one is always the best man for his job.

W is for Work-able

When a person has all the talents and the enthusiasm in the world and yet he doesn't have free time to work, it all turns out useless. Availability of every member is very much needed to work as a team. If no one's there, who do you expect to pursue the team's goals? This work-ability is not all about free-time, however, it also entails a large amount of adaptability. Every member must be able to expect different possibilities and must know how to react on them should they arise in the course of events.

O is for Openness

Understanding among team members is a necessity in every team for every member to be able to work in the best of his abilities. Everyone must be open to new ideas and suggestions. Everyone must have the capability to understand people. It is in keeping the communication lines open that the team can more efficiently achieve its goals.

R is for Respect

Every team member must be able to practice respect so that he can expect to be respected in return. A team could discuss things and every member could voice out his own opinion in whatever matter they are discussing without degrading his teammate or his teammate's suggestions no matter how irrational they are. It is one thing to listen and be able to humbly object and it is another thing to just avoid to listen. Whenever a team is brainstorming, everyone must be able to raise his opinions without having any hard feelings.

K is for Keenness

Keenness is the final key in working as a part of a team. It is more than enthusiasm. Enthusiasm comes before doing the actual work. This keenness – this intensity, is manifested while going through the work itself. It is what pushes us to move on and keep on working until we are finally done.

What are the benefits of having a team?

- improved performance
- better decision-making
- high commitment to group decisions
- increased member satisfaction
- The quality of a team and its work

How do you measure how well a team is working? Examining the team's purpose helps us to answer this question. A team is formed to solve one or several different problems. But that is also true of a working group. What is different in a team is that a team creates synergy from its members' individual skills and knowledge. Thus, it is vital for the team to develop a positive social climate that motivates the members and makes this synergy-possible.

So, it seems that the quality of teamwork can be measured in two ways:

Team performance: This measures the degree to which members agree that the team's productive output (product, service or decision) meets the requirements for quality, quantity, and service expected by the team's customers. (The customers can be other teams, another organisation, a donor, government, a manager from an external company, etc).

Team satisfaction: This measures the extent to which group members enjoy being a member of the team and experience the social rewards of membership.

Only the team itself truly knows how well it is performing and how skilled members are at working together, so it is usually best to ask the team itself to assess its performance and level of satisfaction. A smart team will evaluate its performance and work and learn from it.

The figure below shows that some disagreement about what or how things should be done is needed for the team to have good discussions. The horizontal graph goes from no conflict at all to a devastating level of manifested conflict, in which people are working against each other and attack each other personally. Without going deeper into the different levels of conflict, it is important to note that if there is no disagreement or discussion about how things should be done, it is difficult for a team to make very good decisions.

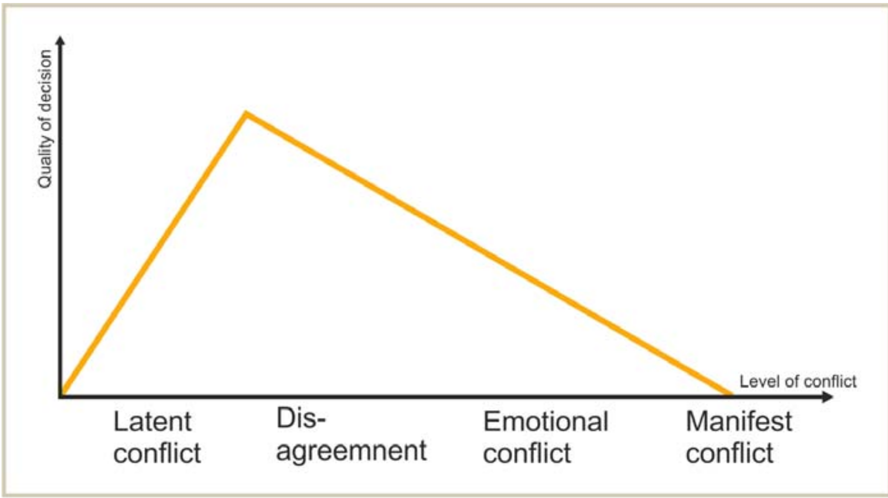

Figure 9: Conflict-Decision-Context

The Team effectiveness model

As shown in the previous section, a team needs some basic skills if it wants to fulfill its potential and reach its goals. These skills can be divided into three different categories: team management practices, team problem solving and team conflict handling.

Team management practices or skills refer to the team itself and the way it works, that is, the overall level of team commitment and social functioning and the way a team approaches a task. In a team with good team management practices, members agree on their purpose, vision, strategy, and goals (task strategies); they agree on how they will collaborate and communicate, and establish memberships and roles (social strategies); and they establish a strong commitment to the team from the members (commitment strategies).

Team problem solving practices refer to the team's problems or tasks, and how they are solved. This includes techniques for generating and building on ideas (such as brainstorming), effective communication, discussion techniques, and strategies for decision making. Good team problem solving practices help the team create synergy and thus the team benefits from the members' individual knowledge, skills and experience.

Team conflict solving skills allow the team to avoid unnecessary conflict and to solve conflict constructively and effectively. This is very important, not only since conflict can be emotionally painful and steal energy and focus from the team's objectives, but also because a certain level of substantive (not personal) conflict is necessary for the team to perform well.

It is very important for teams to build these skills right from the start, but most teams fail to do this properly. This start-up phase can be viewed as a training camp for teams. Just like successful mountain climbers must spend sufficient time preparing for their ascent by planning their route, testing equipment, deciding on roles and responsibilities, adapting to the climate, and stocking supplies, teams must devote

enough time and energy to developing effective team management practices, problem-solving abilities and conflict-handling processes. As teams spend time building these essential skills, they learn to work together more effectively.
In other words, you need to ensure that your team is really prepared for effective collaboration.

Three common types of teams

- *Functional or departmental teams:* Groups of people from the same work area or department who meet on a regular basis to analyze customer needs, solve problems, provide members with support, promote continuous improvement, and share information.
- *Cross-functional teams:* Groups of people who are pulled together from across departments or job functions to deal with a specific product, issue, customer, problem, or to improve a particular process.
- *Self-managing teams:* Groups of people who gradually assume responsibility for self-direction in all aspects of work.

Team Leader Duties and Responsibilities: Skills of a Team Leader

Being decisive:
Employees want decisive leadership from their managers. Organisations, too, need their managers to be clear about their objectives, and how their teams can achieve them.

Understanding and sharing tasks and responsibilities:
As a leader, it is important that you understand that leadership is about giving direction, but it is also crucial that you realize that it also involves trusting and empowering your staff. You will undoubtedly have been very good at your job, but now you will need to resist the temptation to continue doing it. For some time to come, it may be true that you could do it quicker or better, but an important part of your new role is delegating tasks to others. You will not have time to do everything yourself, and your staff members will need to know that you trust them enough, and are sufficiently interested in their development, to give them the opportunity to learn new skills.

Working with People:
Being a manager means that you need to be at the centre of everything. There will be people from whom you need information, and those who need information from you; some will be inside the organisation, and others will be outside it.

Effective communication:
It is at the heart of most successful businesses. The way in which you communicate with each group may be different, but the clarity of the message, and the appropriateness of the method will always be important

Characteristics of a Successful Leadership Style

Much is written about what makes successful leaders. Some of them are;

- Choose to lead.

- Be the person others choose to follow.
- Provide vision for the future.
- Provide inspiration.
- Make other people feel important and appreciated.
- Live your values. Behave ethically.
- Set the pace through your expectations and example.
- Establish an environment of continuous improvement.
- Provide opportunities for people to grow, both personally and professionally.
- Care and act with compassion.

Short Stories about Leadership

Here are two lessons to illustrate an unusual characteristic of leadership.
The two stories, one about Tom Watson Jr. and the other about Thomas Edison, both illustrate how great leaders deal with costly mistakes.

The way both leaders responded to their situations demonstrated an essential characteristic of leadership – the ability to see things differently. An ability which illustrates the importance of vision over short-sightedness.

❶ A Costly Mistake or a Learning Investment?

Tom Watson Jr., CEO of IBM between 1956 and 1971, was a key figure in the information revolution. Watson repeatedly demonstrated his abilities as a leader, never more so than in our first short story.

A young executive had made some bad decisions that cost the company several million dollars. He was summoned to Watson's office, fully expecting to be dismissed.

As he entered the office, the young executive said, "I suppose after that set of mistakes you will want to fire me." Watson was said to have replied, "Not at all, young man, we have just spent a couple of million dollars educating you."
(Source: Edgar Schein in his book Organisational Culture and Leadership)

The story provides a strong message of support and a reminder that some of the most powerful lessons we can learn are from our so called failures or difficult times.

❷ Remember Edison's famous saying: "I have not failed. I've just found 10,000 ways that won't work." Thomas Edison also demonstrated a great response to adversity which compliments Watson Jr's actions.

When his factory was burned down, with much of his life's work inside, Edison said: "There is great value in disaster. All our mistakes are burned up. Thank God we can start anew."

A characteristic of leadership is to see things differently. Seeing mistakes as an investment in learning. Seeing that, even in disaster, you can start anew.

Now consider your own situation:

- What message does your organisation give in the way it responds to mistakes?
- What culture do you create with your team, by your attitude to mistakes made by your colleagues?
- Just as important, what lessons can you learn from your own mistakes and difficult times?

Team management practices

Team management practices are the most important determinant of a team's level of competency. These practices include task processes, which help focus on the actual work that the team has to do, social processes, which help the team define what appropriate team behaviour is and help maintain good social relationships, and team commitment processes, which ensure that team members are energized and motivated to work together. Team commitment is built on good task and social processes.

Establishing good team management practices allows the team members to lay a solid foundation for fulfilling the team's purpose. It is very important that a team takes the time to establish these processes as a team right from the beginning, and that all members are involved and active in this process.

Task processes

Task processes include the process of defining the team's purpose and the process of breaking it down into specific goals, activities, work processes, tools, and technology that will help the team to fulfill its purpose.

When a team has good task processes in place, the members are able to create a meaningful and well-defined purpose or challenge, and can decide on the most suitable strategy, processes, and tools for working on the challenge.

Purpose of the team

The first task process a team should go through is to define its own purpose. The big question in this early process is "why are we here?" Together, your team members develop a purpose that they all want to contribute to.

This is very important, as it allows the team members to align their individual goals with each other. A good team purpose clearly states what the core challenge of the team is. It also shows the team's organisational relevance and personal relevance.

The team's organisational relevance shows how the team and its success are important to the organisation to which it belongs. The team's personal relevance shows how it is relevant to the individual team members. Most people are so overloaded that they simply will not invest time and energy in tasks that do not have meaning for them personally. Therefore, a team leader who manages to make all members feel like they have ownership in the team's purpose is likely to create an environment where the team members will work hard to solve and overcome the team's challenges.

How do you do this in your team? Brainstorm with all of the team members to find out why the project is important and why they are interested in being part of it. Determine the driving forces behind the project. Then, discuss the results, and agree on a formula that you can write down in a few sentences. Ask some other people around to help you evaluate it if you want. Then make sure that everyone understands and agrees on it.

Create the team's vision and strategy

Once you know why your team exists, you know the core challenge that your team was created to solve. The next step is to have the team devise a creative and attractive vision of what it will be like when the team has finished its work. When this is done, it is time to make a roadmap or lay out a strategy for how they will make this vision a reality.

The big question in creating a vision and strategy is: "Where are we going?" A team of mountaineers will examine several different mountain peaks, evaluate if it is possible, given the team's properties, to reach each of them, and then decides which one to climb. The next thing the mountaineers do is examine the different possible routes to the summit and decide which of the possible routes they want to take,

Envisioning can be done in four steps:

Ask the team members to create a dream solution to their challenge. What would the solution look like right now if they could have whatever they wanted? It is important not to limit people's imagination with real or imagined constraints, as the key here is to get as many original ideas as possible.

Check the feasibility of the different ideas to see if the solutions are realistic. Does the team have the technology, the know-how, time and people to make it work? Will the solution work given the setting and environment in which the team is working? Which idea will you choose?

Develop and organize priorities for action. Determine the most important part of the solution, which part has to be solved in the long run, which has to be solved in short term, which has a longer horizon?

Create supportive thinking for the vision. How must the team think and behave to bring the vision to life? How does the team know if they are getting where they want to, and how can they track their progress? In this respect, the team will think about how they need to work to make the vision happen.

Developing clear goals and accountability

After devising a strategy that will take you to the ideal solution, it is necessary to break the strategy down into actual tasks and goals that people can work on. A strategy alone does not show people what to do. People need to have concrete problems to work with, and the work has to be well coordinated. To do this, it is helpful to answer the following questions:

- What are the specific objectives to be achieved?
- What key activities are required?
- What specific results or outcomes are expected? By whom?
- What are the expected dates for completion?
- How, when, and by whom will the work be measured?
- At what milestones should the results be reported and how should they be reported?

Once the goals are defined, the team must go through the process of identifying who can best carry out each of the sub-goals, and assign them responsibility for these challenges. The person assigned the authority and responsibility for a goal becomes the goal leader. This does not mean that the goal leader alone has to do all of the work to reach the goal, but rather, the goal leader must ensure that the work is done on time and it meets the desired standard of quality. The goal leader makes sure that the particular goal is reached by delegating tasks to other team members. It is important to clearly define what expectations the team has for the particular output of the goal when it is assigned to a team member.

Below is a sample accountability chart that can be used to show how people are involved in different kinds of goals. This helps the team to clarify which roles team members will have for different tasks, and also shows how many people are working on a particular task, and how many tasks each member has.

When combined with explicit descriptions of the expected outcome of the tasks, the chart allows the team to have a clear idea of what is being done, and how each member contributes to the team's success. The chart also helps give people recognition for their work, to keep them motivated to continue volunteering.

Decision or task	*Member 1*	*Member 2*	*Member 3*	*Member 4*	*Member 5*	*Member 6*	*Member 7*
Self management training	R	S		A	I		
Team management	I		R	S	S	C	
Communication			S	C	R		
Handouts production	R	R	R	R	R	R	A

The symbols in the figure have this meaning:
A – has authority to make decisions
R – has the responsibility for a particular action (but not necessarily authority)
S – has a support role and must help out
I – must be informed before the action
C – must be consulted before the action

Social processes

The second part of laying the foundation for effective teamwork is to establish a good social environment for collaboration. When a team has good social processes, the members have developed and abide by respectful norms of conduct for meetings and group work. In building these skills, the members clarify their roles and the work is performed according to the team members' responsibilities and talents. This will satisfy the members' needs to be heard, and have meaningful involvement and relationships.

Following are some important topics for the team to discuss in order to build a good and motivating social working climate.

Membership

How big should the team be?
Experience tells us that it is advisable to have no more than nine people on a team, and no fewer than four. If the team becomes too small, there will be less variety of different opinions and perspectives, which will negatively impact the quality of the team's decisions and work. On the other hand, if the team becomes too large, communication and interaction tends to become more difficult, which can lead to dissatisfaction among your members and less effective cooperation.

Who should the optimal team include?

Most of the time, you do not have the privilege of choosing your team members yourself. However, it is important that the team investigate, at an early stage, what kind of skills and knowledge it needs in order to fulfil its purpose. This is done in close relation to the definition of the team's goals and accountabilities. As a team leader, it is important that you determine at the outset what skills and knowledge each of the members can bring to the team, so that the team can benefit from these skills and let people use their talents as much as possible.

When you first assemble the team, you should communicate with each member, to find out his/her motivation and reason for joining the team. Following are some hints on what to keep in mind in this process.

Important questions to ask:

- Availability: Do you really have the time to do this?
- Ability: What skills do you have and how can you contribute? Do you have the skills needed to do this, and if not, can you learn them?
- Willingness, eagerness and optimism: Just how motivated are you to join in?
- Expectations: What is your motivation for joining this team?
- Important information to give:
- The reason the team is being assembled, the idea behind it, and its purpose.
- The tasks involved and the problems the team is expected to solve.
- The amount of work involved.

For more information

- http://www.leadershiparticles.net/
- http://changingminds.org/disciplines/leadership/articles/articles.htm
- http://www.the-happy-manager.com/leadership-stories.html
- The Importance of Working Together With Your Team
- How to be an Effective Team Member
- Effective teamworking
- Teamworking improves productivity and employee satisfaction?
- Blog: Team building and performance
- Guide to team working

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- http://managementhelp.org/management/guidebook.htm
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- http://www.youtube.com/watch?v=g0gVD_HjaOw&feature=player_embedded
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- http://www.youtube.com/watch?v=VmTcbzHOsNQ&feature=player_embedded
- http://www.youtube.com/watch?v=-5cCXc05cE0&feature=player_embedded
- BBC 4 videos series on Team Working
- The Meaning of a Team

Unit Exercise

PROCEDURES- TRAINING EXERCISE

Think about teams you have been on in all areas of your life: sports, clubs, music, drama, church, family, school courses, etc. Name one of these teams that you think was successful. Name one team that you think was unsuccessful. What differences do you see between the successful and unsuccessful teams?

Throughout this exercise you will be working in a project team. Imagine that this team is an ideal team. What characteristics will it possess?
What thoughts do you have about working on teams?

Dilemma 1:

You are working in a team of three or four people. Responsibilities have been assigned and agreed upon by all. At your next meeting everyone is prepared but Stephanie.

- What will you say to Stephanie?
- Stephanie explains to the team that she was not feeling well the night before and was unable to complete her responsibility. What is your response?
- What does your team do to continue progress on your project?

The next day Stephanie comes prepared and the team progresses well. A week later on the day your team was going to put together your project, Michael forgets to bring the materials he agreed to bring.

- How does your team respond?
- How will you make the progress you need to make?

The next day Michael brings his materials, but Stephanie is absent. Your project is due the next day.

- How does your team respond?
- What can you do as a team to plan for delays?

Dilemma 2:

Suppose you have worked in many teams before and you seem to always be the one who does all the work.

- How can you assure that others do their share?
- What needs to happen before you go to someone else for help with your dilemma?
- Under what circumstances will you choose to leave the team and work on your own or with a subset of the original team?

Dilemma 3:

You are working in a team with John. He always wants to tell everyone what to do. He doesn't listen to other people's suggestions, or he puts others suggestions down.

- How will you work with John in the team?
- What will happen before you ask someone else for help?
- Under what circumstances will you choose to leave the team and work on your own or with a subset of the original team?

Team Goals Statement
Create a statement of your team's goals in this exercise.

Team Working Agreement
In light of your responses to the previous questions, write a TWA that enhances the chances that your team will achieve its mission. Be sure your TWA addresses the concerns each of you has about working on a team, incorporates your strategies for dealing with the dilemmas, and specifies the circumstances under which each of you will leave the team and work on your own or with a subset of the original team.

Answer the following questions in your TWA:

A. What times in the week can you get together as a team?
B. How will you contact each other about meetings?
C. How much advance notice will you give before meetings?
D. Will you allow future amendments to your TWA? If so, how will this be done?
E. What do you expect each other to contribute to your team?
F. What behaviours are acceptable in team meetings?
G. How will team members deal with disagreements?
H. How will the team deal with absences?
I. Under what conditions will your team choose to go to someone else for help?
J. What other policies will you establish to address situations similar to the dilemmas above?

Suppose that, in spite of all your planning, worse comes to worse and it appears that one or more members of the team are not doing their jobs.

Under what conditions will you leave the team and choose to work either with a subset of the original team?
What warnings will you give?

Do you find hard to work with others? If so, why?
What is the most beneficial outcome you find in team working
What is the major obstacles you find in team working? Can they be solved?

5

Unit 2.6: Motivation

Description

Motivation plays an impeccably valuable role in any organisation. It is a trait that should be instilled in every employee of an organisation, despite their designation or responsibilities. Having stated that; it is imperative that, senior management looks at ways of increasing team motivation within an organisation.

Team structures may vary depending on the function in an organisation that is assigned to a group of people to the mere fact of a group of people belonging to an organisation.

Whatever the nature of the team formation is, it is important that such groups of people falling in to one or more teams act in harmony and in line with an organisation's ultimate goals.

Two Main Approaches for Team Motivation

- Negative Team Motivation -

On the outset you may feel that some managers really enjoy belittling employees and shouting at them all the time.

Such approach to motivation is guided by the fear factor principal and is a very primary approach; one that we know from our childhood. Therefore, the effects of such negative motivational techniques will surely be effective in short term as against the desired result of long term.

Some managers also tend to set unrealistic goals before their teams in hopes of getting team members to work harder and more effectively.

However, as this delusion takes its stance, employees will become understand the unrealistic nature of the goals and also will feel de-motivated at the same time due to the lack of achievement orientation.

+ Positive Team Motivation +

Since the primary approach of negative motivation techniques have not brought about effective results, more and more managers have now turned to positive motivational techniques.

Guiding a team's motivation based on positive reinforcement involves a few steps:
You will need to understand individual strengths and weaknesses and how these strengths and weaknesses affect the person and his/her team when operating within a team.

Building self esteem of both the team and individuals.

Assigning value to each team member (for e.g. seeking their opinion, sharing information and allowing their contribution to play a role in team decisions).

Dynamics of Team Motivation

- Don't allow assumptions to rule
So you may evaluate an individual's strengths and weaknesses and may falsely conclude that this person will not function effectively within a team due to his/her personal traits.

But unless otherwise you put this person in a team environment and observe the team dynamics, you wouldn't definitely know the outcome. Therefore, the rule of the thumb for any manager is not to isolate their team members due to assumptions that you may hold.

- Know that people are different
Secondly, it should be noted that people differ from one another. Therefore, when it comes to team motivation, the managers will need to do certain things to balance out negative effects.

You will be dealing with different personalities therefore, although there are set rules by which a team operates, your diplomacy and flexibility in operation too will contribute to successful team motivation to be retained.

- Don't isolate the black sheep
The third factor is not to isolate black sheep. Any family or any organisation will have black sheep. These are radical individuals who seek extra attention.

Therefore, rather than isolating these characters, you will need to be skilful enough to reassure a sense of belonging to such individuals. The truth of the matter is that once such individuals feel secured and important, they will become very loyal to his clan.

- Understand the psychology behind things
A little bit of psychology goes a long way in motivating teams. You do not need to have studied psychology formally to understand the basic concepts.

However, it would come in handy if you have read about a couple of motivational theories and motivational factors that contribute to human dynamics. When you know underlying factors of a certain concept, you will be better able to address the issue.

- Lead by example
If you are mentoring a team and if you are trying to build team spirit among the individuals, but if you are not a good spirited individual yourself, it will become extremely difficult for you to get your team to achieve a sense of identity as a team.
So a team should always have someone leading by example in order to become motivated sufficiently.

- Work and fun equilibrium
And lastly but not in the very least; try to strike a balance between work and fun. Every team needs to engage in work and non-work related activities to build up their spirit.

Therefore, make sure that your team received plenty of opportunities to mingle with one another and share a good laughter. Little things go a long way in human dynamics and such spirit built over a cup of coffee will take your organisation a long way at the end of the day.

The Most Basic Point Of All…… Win-Win

People are actually doing precisely what they want to do.
If someone is doing what you want, it is because he or she actually wants to do the same thing you want. Conversely, if he or she does not want to do the thing you want, you will have an incredibly difficult challenge in getting what you want done. Anybody who is forced to do what you want will take exquisite pleasure in sabotaging your goal.

So always be alert to what the Win-Win is any situation. By using a Win-Win approach more of the time your team will not only be happier to do what you want, but also be significantly more effective in dealing with other people.

The Difference Between Leaders and Followers.

A Leader knows what he or she wants.

A follower has forgotten or dismissed what he or she wants, so follows a Leader.
This is a simplification, but it is here to help you to observe what happens.
We all enjoy being active and creative. You get great pleasure from DOING A GOOD JOB.

If a Leader asks you to do a good job, and do it well, then that leader will probably praise you and you in turn will experience a sense of satisfaction. That Leader will now find it easier to get you to do a job for him or her in the future.
Leaders define your success. When you are the Leader, you define the success of others.

The person with the most ENERGISING goal or vision tends to be the leader.
Leaders often adopt other people's goals or visions, make it their own, and ENERGISE IT.

Followers, are however, less energised by their personal gaols and visions, so are happy to adopt the more energising ones a leader demands. Often, a follower will await the permission of a Leader to energise the follower's vision.

Motivating A Team

AVOID

- Pointless criticism.
- Excessive routine that will send your team to sleep.

ENCOURAGE

- Clear objectives.
- Creative thinking and delivery of objectives.
- Energise Yourself To Energise Your Team

- Your team will copy you. Human nature makes you tend to notice all the ways in which we are different from each other. But if you observe the reverse you will notice that to a surprisingly large extent your team are copying you. Hence, the degree to which you are energised and motivated will be replicated to a large extent by them.

Helpful Tip.

When you are motivating one or more of your team, be energised. Get the team member(s) to see the "What's in it for Me" aspect that will benefit them. Help them energise. But…….You don't have to be amazingly energized all day. Many meetings last only minutes. By being well energised for the meeting your team member will replicate and copy your energetic approach and achieve more.

Realistically, it is very difficult to be highly energetic all day. Pushing yourself to do so will make you ill. But, planning your energetic moments allows you to be very inspiring at key moments.

Follow Up

- Do you like being "chased up"? (i.e. Your boss asking you "Have you done X yet")
- Do you like being "chased up" when you have failed to do something?
- So excessively "chasing" after your team will tend to de-motivate them. But if you do no follow-ups…… Often not much gets done.
- So where possible it is better to have a team member reporting to you. Get the team member to suggest when he or she should be reporting back to you. This helps the team member comprehend the urgency or that item. This may require a little training.

Personal Authority

- Who is in charge?
- Have you ever seen a child control a parent?
- Much as this website is about being positive and uplifting. Authority stems from fear, and it does work.
- It's easy to get something done if the person you are instructing is afraid of you. However, in more and more situations, modern business is increasingly competitive. This demands that your team try out more creative experiments that give you the cutting edge. But if your team is very afraid of you, they will "play safe".
- This is why very hierarchal organisations can generally be outperformed by smaller more flexible and inventive competitors. Because, the hierarchy implicitly uses a great deal of fear, creativity is diminished.
- You have to choose which model you are going to use.
- Hierarchy is generally easier.
- Equals, who agree roles is more difficult and requires excellent communication skills.
- It's up to you.
- Probably a combination of the two will turn out to be your solution.

Motivation is what pushes the team members to work on the project. Basic theory says that motivation does not come from outside, it comes from inside a person. Therefore, a team leader cannot motivate somebody, but can encourage someone's inner motivation and use it in the right way. Motivation comes from the needs that all of us have. If the needs are not satisfied, we act to satisfy them.
Two basic equations form the motivation theory:
Personal output = motivation + circumstances + personal ability
Success = motivation to succeed / avoidance of failure

There are 5 levels of motivation

- The first level involves a person's physiological needs. These include the need to eat, drink, sleep, etc. For example, tiredness motivates people to sleep.
- The second level involves the feelings of security and safety. At this level, we respond based on our need for an ordered world and the opportunity to work.
- The third level is the level of social needs, meaning the necessity to be in contact with others. Love, friendship, and family also belong on this level.
- At the fourth level are the needs to be appreciated, respected and important.
- On the highest level are the needs for self-realization and the need for personal development.

How to motivate people to do less important tasks

It is hard to find motivation to do certain tasks which do not really lead to the fulfilment of any needs, but the project manager still has to find someone to execute them they are part of the whole project. The best way to motivate people is to tell them to use the momentum from the bigger, more rewarding tasks to get the smaller ones done, and to think about the big picture and how those small activities contribute to the success of the whole project.

Motivators and other factors

Motivators satisfy people's needs, but when motivating factors are lacking, it can draw the team members away from success.

Motivators include:

- interesting work
- success and appreciation
- self-development
- responsibility
- progression

Other factors include:

- rewards for work done
- interpersonal relationships
- working conditions
- relationships between the board and the team members
- organisation of the work flow

- internal rules
- personal life
- Norms and protocols for working together

To create the team's working environment, it is helpful to discuss and agree on how the team members should behave toward each other while working together. This will help the members think through and define ideal behavioural expectations for each other.

Some of the questions to answer in this process are:

- How well we react when there is disagreement?
- How will we make decisions? By voting? Always collectively?
- How should we solve problems?
- How will we handle conflict when it arises?
- Team Roles

The big question here is how will each member contribute?
Generally, certain roles are required for a team to work efficiently.

These are:

Facilitator	• Designs meetings to ensure that people have the right conversations to move forward. As the team develops, it is good to let the team members alternate in the role of facilitator. • Schedules, arranges, and facilitates team meetings • Clarifies purpose and team goals • Summarizes and organizes ideas, checks for understanding and commitment, assigns tasks • Ensures that the team uses the problem-solving methods agreed upon • Ensures that action items are assigned and follows up to ensure completion • Keeps the team coach(es) and others updated on the team's progress
Scribe/ Minute taker	• records ideas to make sure that they do not get lost • provides members with a record of key items discussed, decisions made, and commitments • captures only the relevant data, like the meeting's purpose, relevant discussion themes, points of agreement and disagreement, decisions for action and accountability
Time-keeper	• Helps the facilitator keep track of time during the meeting to make sure the work gets done in the time allowed • Does not change the agenda of the meeting, but alerts the team when the time is running out

Team members	• prepare prior to the meetings • arrive at team meetings on time and stay for the meeting's duration • participate fully by providing key information, voicing opinions, and listening actively • accept and complete work assignments set by the team • serve as facilitator, scribe, timekeeper and process advisor as needed • accept and support common decisions of the team
Team coach	• Newly-formed teams can benefit greatly from the support of a team coach. The coach is usually an experienced member who can support you in your effort to build the team • The coach provides guidance, advice, and help in the development of the team, primarily by coaching the team leader

Commitment processes

The third and last part of the foundation for effective teamwork, commitment processes, allows the team to sit down and evaluate its work and achievements. The purpose here is to give the team a chance to learn from its experiences, so that it can enforce positive actions and behaviours and change negative ones. Most teams forget to do this, and as a result, they make the same mistakes over and over again. How this is done is not important, only that it is carried out from time to time. For example, the team could evaluate the work at the end of meetings, or use this as a theme for a teambuilding weekend.

Commitment from the team's members is very important, as it ensures that the members are participating, involved, and taking responsibility for the team's results.

A team that has committed members can be described as follows:

- All members feel that they are a real part of the team
- Each member assumes responsibility for getting the work done
- Members demand that everyone contribute to team tasks, especially over the long term
- Members do not reveal confidential information to outsiders
- Cliques (sub-groups that fence out other members) do not form within the team

Following are some examples of how team evaluation can be done:

Review ground rules for the teamwork. Discuss how well the group has been following the rules agreed upon. What does the team need to do more of, do less of, and continue to do because it is really working? Refine the ground rules to accommodate the new thinking.

Review the team's successes. What thinking and behaviours helped achieve this success? As a result of this discussion, what does the team need to do more of and less of? What more is left to do? Take this feedback into the team's action plans, norms and processes.

Review areas where the team has not been successful. What thinking and behaviours blocked the team from accomplishing its goals? As a result of this discussion, what does the team need to do more of and less of? What does the team need to stop doing altogether? How will the team include these realizations into team goals, norms and processes?

For more information

- http://www.tutorialspoint.com/management_concepts/motivation_theories.htm
- http://www.icb.org.au/Members%20Area/Be%20Your%20Best/Energising%20and%20motivating%20your%20staff
- http://www.uncommonhelp.me/articles/exercise-motivation/
- http://www.aikaizen.com/services/in-company-training/leadership-and-management-courses/motivating-and-energising-teams-in-times-of-change/
- http://www.management.wharton.upenn.edu/grant/GrantShin-MotivationHandbook2011.pdf

- http://www.youtube.com/watch?v=GZ_VuA_noYk&feature=player_embedded
- http://www.youtube.com/watch?v=B7r7YY_EO0A&feature=player_embedded
- http://www.youtube.com/watch?v=HN3pm9qYAUs&feature=player_embedded

Unit 2.7: Developing People

Description

Training and development is often cut when costs are tight. Developing people needs to be seen as an investment, not a cost. This means that there must be some strategic criteria for deciding which employees to develop and what skills to focus on. Too often training is used as a reward rather than as a strategic investment. The reality is that training serves multiple purposes: it can be an employee retention tool, a reward, a pacifier as well as a strategic choice.

Who to develop

- Everyone who asks for it or strategically?
- What are your main criteria – immediate performance improvement, to meet key strategic goals – these should be the main ones.
- Also, development can be used as a reward for excellent performance.
- Or as a retention tool.
- A career or succession planning aide.

How to develop people

- Put people into a range of stretching projects, ones outside their comfort zone.
- A good developmental process should include some form of log book for them to record what went well and what they want to improve for every aspect of a project.
- You, or a mentor, should review their progress regularly.
- Regular reviews help to consolidate learning and plan next steps.
- Feedback from others on key developmental areas is also critical.
- Anonymous feedback through questionnaires might be more honest.
- A training course is only a one-off event; development is an ongoing process.
- Developing personal skills amounts to changing bad habits – not as easy as learning technical skills.
- Bad habits will re-surface unless a concerted effort is made over a sufficient time period for new habits to become ingrained.

Knowing Yourself

Know your innate qualities – ask yourself: “Whether I produce results as a decision-maker or an adviser?” If you are not a decision-maker, don’t take decision-making assignments.

Understand your learning style: how you absorb information better – through seeing, reading or through listening? Knowing your style is the first thing to know about how you perform. Once you understand which is your naturally dominant learning style you are in a position to improve the way you perform. “Don’t try to change yourself – it is unlikely to be successful. But work, and hard, to improve the way you perform. And try not to do work of any kind in a way you do not perform or perform badly", advised Peter Drucker.

The awareness of how we do what we do is the key to self-management and influence. Study what works for you and for others by practicing NLP technology of achievement principles in order to realize your true potential.

Developing Yourself

Developing people starts with the self. Aim to be the kind of manager who gets the best from staff, and who does the best for them.

Consider your values as well as your strengths, weaknesses, and personality. Carry out a Strength-Weaknesses-Opportunities-Threats (SWOT) analysis on yourself. One of the essential values is honesty. If you are honest with yourself, you will treat other people honestly too. Never work with an organisation whose values are unacceptable to you.

Do the feedback analysis to show you where your strengths and weaknesses lie. Based on this information, form an action plan. Concentrate on your strengths and waste as little effort as possible on improving areas of low competence. Ask everyone who works with you to form and adopt an action plan.

Test your knowledge to develop your abilities for managing and being managed by considering the following questions:

	Y/N?
Do I know what everybody else does?	
Do I know how they perform?	
Do I know what they contribute and what results are expected?	
Do I trust the people I work with?	
Do I treat each of them as individuals?	
Do I know their strengths?	

Work towards a positive answer to each of them. Use "the mirror test" and make sure you pass it. It consists of one question: "What kind of persons do I want to see when I shave myself, or put on my lipstick, in the morning?"

Building Your Cross-Functional Excellence

The goal of functional specialists is to optimize individual performance within narrow corridors of their functional expertise. The task of effective senior managers is to seek to balance the skills and capabilities of individual players. They must require that their functional specialists forego the quest for personal best in concert with the team effort. To raise to the ranks of senior manager, you must forego the quest for personal functional perfection and take the transformation from a team member of to the planner, coach, and facilitator of team performance.

Developing Others

Developing people is achieved by careful, planned and motivational delegation of responsibility and duty. Trust and know your colleagues. “Organisations are no longer built on force. They are built on trust.” Rather than relying on your powers, provide a spur, use the powers within people.

You also have a “relationship responsibility” for those with whom you work. It is an absolute necessity and it is a duty. Personality conflicts arise mostly because “one person does not know what the other person does”, or how that is done, or its contribution, or the expected results.

Make sure everybody understands what your business is really about and what is their role and the role of their colleagues in it.

Coaching

One of the “hot” areas of personal, professional, and business development is coaching. The coaching is all about helping others to identify and define their specific goals, and then organize themselves to attain these goals. Coaching deals with building an individual’s personal skills, from setting the goals, to communication to management style to decision making and problem solving. Coaches draw upon a client’s inner knowledge, resources and creativity to help him or her be more effective.

For more information

- http://www.nickheap.co.uk/documents/developing_people.pdf
- http://www.jhsph.edu/bin/m/t/do_you_know.pdf

- http://www.youtube.com/watch?v=eDZZRAh8SKU&feature=player_embedded
- http://www.youtube.com/watch?v=Lu79w4OyQpU&feature=player_embedded
- http://www.youtube.com/watch?v=ev0hcYvDiTk&feature=player_embedded

Unit 2.8: Managing Projects

Description

Project management is the discipline of planning, organizing, securing and managing resources to bring about the successful completion of specific project goals and objectives.

A project is a temporary endeavour, having a defined beginning and end (usually constrained by date, but can be by funding or deliverables), undertaken to meet unique goals and objectives, usually to bring about beneficial change or added value. The temporary nature of projects stands in contrast to business as usual (or operations), which are repetitive, permanent or semi-permanent functional work to produce products or services. In practice, the management of these two systems is often found to be quite different, and as such requires the development of distinct technical skills and the adoption of separate management.

The primary challenge of project management is to achieve all of the project goals and objectives while honouring the preconceived project constraints. Typical constraints are scope, time, and budget. The secondary—and more ambitious—challenge is to optimize the allocation and integration of inputs necessary to meet pre-defined objectives.

What is Project Management?

Project management is the process by which projects are defined, planned, monitored, controlled and delivered such that the agreed benefits are realised. Projects are unique, transient endeavours undertaken to achieve a desired outcome. Projects bring about change and project management is recognised as the most efficient way of managing such change'.

There are several definitions:

Project management is the application of knowledge, skills, tools and techniques to a broad range of activities in order to meet the requirements of a particular project. A project is a temporary endeavour undertaken to achieve a particular aim. Project management knowledge and practices are best described in terms of their component processes.

The leadership role which plans, budgets, co-ordinates, monitors and controls the operational contributions, in a project involving the development of a task in accordance with a client's objectives in terms of quality, cost and time

The methods and disciplines used to define goals, plan and monitor tasks and resources, identify and resolve issues, and control costs and budgets for a specific project

In summary, project management means controlling a whole team of people and resources to accomplish a predefined task within a clear timeline.

Association for Project Management

Organisations of all sizes are involved with managing projects. A project can be seen as an activity that has a defined objective with a clear start and end date. This doesn't necessarily involve large budgets, but it does involve resources that are expected to deliver the intended value of the project to the business.

Therefore a project's ultimate success or failure will impact an organisation's bottom line, making project management an essential role within your business.

Effective project management is about delivering projects within the typical constraints of scope, time and budget. There are a number of methodologies to project management including PRINCE2 , Agile Planning and Phased Approach to name a few. Each of these methodologies will approach your project management with a particular focus, be it resource centric, critical path centric or process centric. However, not all organisations choose to follow a methodology.
Part of managing projects is the management of resources and costs; ensuring you have the right people to deliver the work and that it is done so within the allocated budget. Tracking your planned vs. actual cost and revenue on each project enables a business to maximise its profits.

Project management looks at delivering individual projects, whereas program management groups related projects together that share a joint objective usually based on improving an organisation's performance. Projects will have a definitive end date, whereas a program will be on-going initiatives that are measured on the benefits that they provide.

Portfolio management enables the organisation to group projects and programs together that share a resource pool and provide top level management reporting on key performance indicators, such as performance and financial milestones.

Project Management Methodologies

Introduction:

In order to achieve goals and planned results within a defined schedule and a budget, a manager uses a project. Regardless of which field or which trade, there are assortments of methodologies to help managers at every stage of a project from the initiation to implementation to the closure. In this tutorial, we will try to discuss the most commonly used project management methodologies.

A methodology is a model, which project managers employ for the design, planning, implementation and achievement of their project objectives. There are different project management methodologies to benefit different projects.

For example, there is a specific methodology, which NASA uses to build a space station while the Navy employs a different methodology to build submarines. Hence there are different project management methodologies that cater to the needs of different projects, span across different business domains.

Project Methodologies:

Following are the most frequently used project management methodologies in the project management practice.

- *Adaptive Project Framework:*
In this methodology, the project scope is a variable. Additionally, the time and the cost are constants for the project. Therefore, during the project execution, the project scope is adjusted in order to get the maximum business value from the project.

- *Agile Software Development:*
Agile software development methodology is for projects that need extreme agility in requirements. The key features of agile are its short-termed delivery cycles (sprints), agile requirements, dynamic team culture, less restrictive project control, and emphasis on real-time communication.

- *Crystal Methods:*
In crystal method, the project processes are given a low priority. Instead of the processes, this method focuses more on team communication, team member skills, people, and interaction. Crystal methods come under agile category.

- *Dynamic Systems Development Model (DSDM):*
This is the successor of Rapid Application Development (RAD) methodology. This is also a subset of agile software development methodology and boasts about the training and documents support this methodology has. This method emphasizes more on the active user involvement during the project life cycle.

- *Extreme Programming (XP):*
Lowering the cost of requirements changes is the main objective of extreme programming. XP emphasizes on fine scale feedback, continues process, shared understanding, and programmer welfare. In XP, there is no detailed requirements specification or software architecture built.

- *Feature Driven Development (FDD):*
This methodology is more focused on simple and well defined processes, short iterative, and feature driven delivery cycles. All the planning and execution in this project type take place based on the features.

- *Information Technology Infrastructure Library (ITIL):*
This methodology is a collection of best practices in project management. ITIL covers a broad aspect of project management which starts from the organisational management level.

- *Joint Application Development (JAD):*

Involving the client from the early stages with the project tasks is emphasized by this methodology. The project team and the client hold JAD sessions collaboratively in order to get the contribution from the client. These JAD sessions take place during the entire project lifecycle.

- *Lean Development (LD):*

Lean development focuses on developing change-tolerance software. In this method, satisfying the customer comes as the highest priority. The team is motivated to provide the highest value for the money paid by the customer.

- *PRINCE2:*

PRINCE2 takes a process based approach to project management. This methodology is based on eight high-level processes.
Rapid Application Development (RAD):
This methodology focuses on developing products faster with higher quality. When it comes to gathering requirements, it uses the workshop method. Prototyping is used for getting clear requirements and re-use the software components to accelerate the development timelines.

In this method, all types of internal communications are considered informal.

- *Rational Unified Process (RUP):*

RUP tries to capture all the positive aspects of modern software development methodologies and offer them in one package. This is one of the first project management methodologies that suggested an iterative approach to software development.

- *Scrum:*

This is an agile methodology. The main goal of this methodology is to improve team productivity dramatically by removing every possible burden. Scrum projects are managed by a Scrum master.

- *Spiral:*

Spiral methodology is the extended waterfall model with prototyping. This method is used instead of using the waterfall model for large projects.

- *Systems Development Life Cycle (SDLC):*

This is a conceptual model used in software development projects. In this method, there is a possibility of combining two or more project management methodologies for the best outcome. SDLC also heavily emphasizes on the use of documentation and has strict guidelines on it.

- *Waterfall (Traditional):*

This is the legacy model for software development projects. This methodology has been in practice for decades before the new methodologies were introduced. In this model, development lifecycle has fixed phases and linear timelines. This model is not capable of addressing the challenges in the modern software development domain.

Selecting the most suitable project management methodology could be a tricky task. When it comes to selecting an appropriate one, there are a few dozens of factors you should consider. Each project management methodology carries its own strengths and weaknesses. Therefore, there is no good or bad methodology, and what you should follow is the most suitable one for your project management requirements.
Everything we do can be defined as a task, and to achieve anything, there are usually a lot of tasks that you have to accomplish.
When you put all those tasks together, set a timeframe in which to do them, and make use of certain resources, that is a project. What is next, then, is to find an efficient way to manage everything.

Definition of project

A project is a temporary process, which has a clearly defined start and end time, a set of tasks, and a budget, that is developed to achieve a well-defined goal or objective.
A successful Project Manager must simultaneously manage the four basic elements of a project: resources, time, money, and most importantly, scope.

All of these elements are interrelated and each of them must be managed effectively and together if the project, and the project manager, are to be successful.

Resources			Time		
people	equipment	materials	task duration	dependen-cies	critical path
Basic Project Elements					
Money			**Scope**		
costs	conten-gencies	profits	project size	goals	require-ments

Figure 10: 4 Basic elements of a project

A project is always unique, implemented in limited time with a precise start and end, and intended to achieve a specific outcome. Also very important, a project is always risky, with a lot of uncertainties that must be managed to achieve the goals.

Phases of the project

In order to provide better management control, projects are divided into phases.
Together, all of the project phases make up the project life cycle. Each project phase has a measurable outcome. The phases act as milestones of the project and can be used to assess the success of the project.

Projects can be divided into three main phases: initial, intermediate and final.
In the initial phase, the project is usually defined and questions such as “what” and “why” are answered: What is the problem? Why should we use certain methods to solve the problem?

The Intermediate phase is usually when the planning takes place, followed by the implementation of the project. Most of the resources are used during the intermediate phase. Ultimately, the intermediate phase answers the question of how to solve the problem.

In the final phase, the evaluation and project reports are made and saved in such a way that they can be used by a new team in the future. Lessons learned are also reviewed at the end of the project so that we, and others, can apply what we have learned from our mistakes in the future.

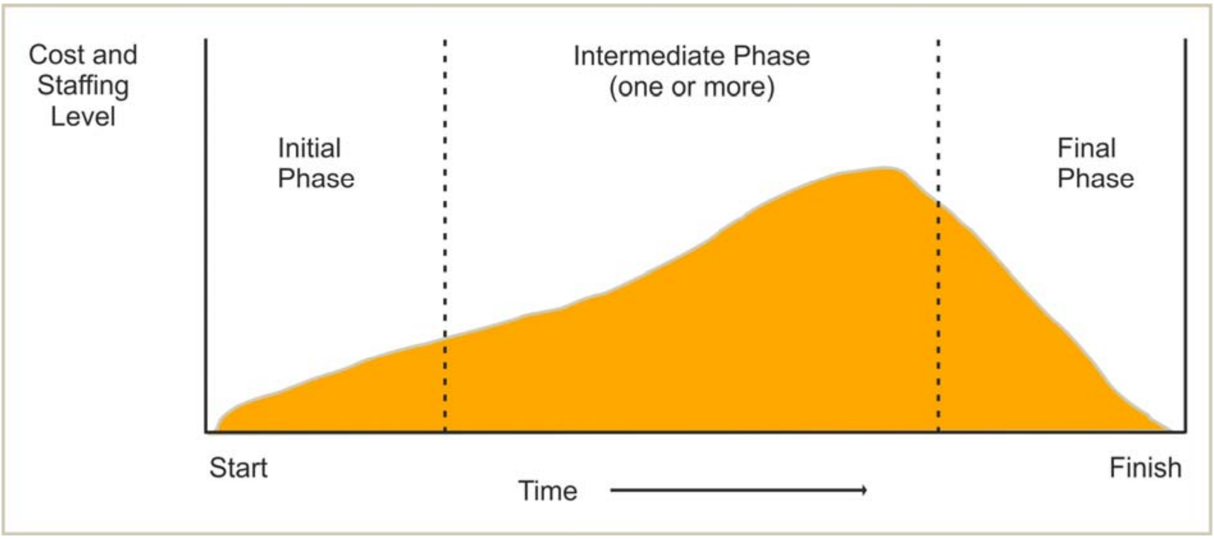

Figure 11: Project Phases

Project types

Projects can be divided generally into two main types: “development” projects and “realization” projects. The types are defined according to the length of the start-up phase and the problems that can occur during that phase.

Development projects are normally implemented to define a problem, not to solve it.
Realization projects are more generic and have more clear goals; the purpose of a realization project is well-known and the planning phase is shorter. The initial phase of these projects is often very short.

For example, organising the construction of a school in a refugee camp is a realization project, but a workshop to brainstorm how to do it might be considered as a developmental project (the organisation of the workshop is the “project” here).

7 Steps to problem solving

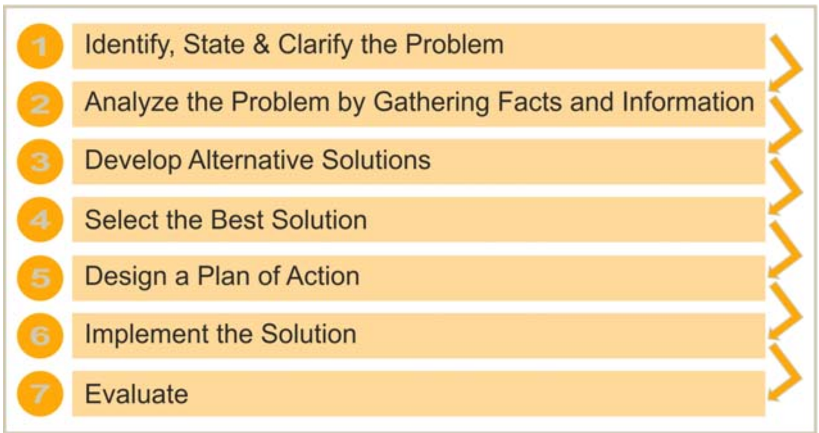

Figure 12: 7 Steps Solving a Problem

Step 1: Identify, State and Clarify the Problem
This step implicitly involves a phase of identification of the major issue we need to solve. The selected problem may be the most important problem for the group of people or organisations involved, or it may be selected given the group's expertise in dealing with the issue. This first step involves clearly defining the problem, clarifying the aspects involved, uncovering any difficulties, and deciding on the main issues of the problem.

Step 2: Analyze the Problem by Gathering Facts and Information
This step involves gathering data on the problem in order to determine all of the contributors to the problem.

Step 3: Develop Alternative Solutions
This step involves listing and examining all the different ways of solving the problem and an analysing the positive and negative impacts of each alternative solution.

Step 4: Select the Best Solution
This step entails a process of evaluating all of the alternative solutions to determine the best one, or the best combination of solutions. The ideal solution may not be the most suitable for the project at hand. Solutions should be judged not only on whether they are the most effective, or the quickest and easiest to implement, but also on factors such as budget, time, economic situation, etc.

Step 5: Design a Plan of Action
This step involves defining the project's goal, outlining specific objectives and tasks, determining the project's timeline and budget, the responsibilities of those involved in the project, etc.

Step 6: Implement the Solution
In this step, we put the solution into action and monitor its progress as well as adherence to the project plan.

Step 7: Evaluate
This final step involves evaluating how the objective was reached, and determining the effects or ramifications of the solution's implementation, and the positive and negative implications of the phases of the process and the process as a whole.

Goal of the project

The project goal is a statement of what is to be accomplished. It is usually a brief, easily understandable sentence that describes the purpose of the project.

All projects are essentially solutions to different problems, so the project goal must state the solution of the problem simply, and without getting into details. The statement has to be a realistic vision of what the project is going to change and it should tell us where we are going, or how things are going to be after the project is over.

How to identify the goal

Follow the 7 steps to problem solving procedure.
List at least three causes of your selected problem in order to have a better view of it.
Come up with several alternative solutions. Don't worry if some of your solutions seem impossible, they may lead you to some good ideas.
Choose the best solution.
Write out your chosen solution in a way that expresses the goals you want to achieve by implementing it.

Some examples of project goals are: build a new hospital, design a new system to produce electricity, or improve a certain machine. They are simple phrases that explain in a few words what aim we want to achieve.

Project Objectives

Project objectives are the specific accomplishments that we aim to achieve within each project phase. Usually, there are several objectives, depending on the size of the project. Each objective refers to one specific part of the project, and tells us what has to be done in order to accomplish the main goal of the project in a measurable way.
In order to define the project phases, we have to write down the objectives we want to achieve in each part of the project. Together, all the objectives of all project phases make up the project goal. This means that if we achieve every project objective, we can be sure that we will meet the project goal.

The project manager's next step is to identify the objectives for each project phase. Those objectives should have certain characteristics, which are abbreviated as SMART.

SMART objectives

- Specific: The objective must refer to just one idea and should be very specific.
- Measurable: An objective should always contain numbers or some means to measure its success.
- Achievable: The objective must be able to actually be attained.
- Realistic: Realistic solutions those that are worth implementing and are the most cost effective, making use of existing resources.
- Time: The objective must specify when it will be achieved and how much time it will take.

Features of a good objective

These following questions are helpful if you have doubts about whether your objectives are SMART:

- What needs to be changed?
- How much change is needed?
- Who will be affected by the change?
- Where will the change occur?
- When will the change occur?

For more information

- http://www.tutorialspoint.com/management_concepts/project_management_office.htm
- http://www.tutorialspoint.com/management_concepts/project_management_processes.htm
- http://www.tutorialspoint.com/management_concepts/project_management_tools.htm
- http://www.tutorialspoint.com/management_concepts/project_management_triangle.htm

- http://www.youtube.com/watch?v=XDP26gGFVJI&feature=player_embedded
- http://www.youtube.com/watch?v=croudq8sqZY&feature=player_embedded
- www.youtube.com/watch?v=WURExEwxU2M&feature=player_embedded

Unit 2.9: Quality and Standards: Monitoring and Evaluation

Description

What is monitoring?

Monitoring is a necessary tool for effective project control. It involves watching and influencing the project's key activities and accomplishments. In order to be effective, monitoring must be done in an organized way, and it must be used to provide feedback on the project's progress and problems to those involved. Monitoring mainly concentrates on project activities and short-term performance.
Purpose of monitoring

Monitoring is a routine process which starts when the planning phase of the project has ended and ends after the project has finished. It tracks project problems in order to:

- Anticipate future problems
- Detect current problems
- Correct problems and/or redesign certain activities
- Provide feedback
- Encourage progress
- Provide motivation

Good monitoring will allow you to be much more effective and react quickly in the face of change. It will also allow you to anticipate possible pitfalls and unexpected consequences.

What do you monitor?

The specific items monitored will vary from project to project, but they usually include a range of performance, technical, and cost factors. Some aspects of a good monitoring plan are:

- *Project activities and progress toward objectives:* Each activity and task must be monitored in order to track the project's progress.
- *Project delivery:* If the project has stages involving interaction between your team and other external entities, check to make sure that these communication tasks are done, and verify this with the other parties involved.
- *Resource availability and utilisation:* check the planned resources and reassign them if possible in order to produce savings.
- *Realistic scheduling and changes:* This is usually done for projects where there have been changes in the schedule before the start of the project. This is done to avoid overlapping activities as the project unfolds.
- *Administrative issues:* Any organisation has to exist in a legal framework in order to avoid possible problems due to government and donor checks, especially in the area of finances. Usually, financial reports must be given to the supporting state or international organisations. Also, during large

projects, it is usually difficult to keep track of all expenses, since there may be many different people spending money related to the project.
- *Team processes:* From time to time, meet with your team and examine how you are working together, how you make decisions, and other team processes. Do not forget to spend some time on teambuilding activities, and get feedback from the team on the activities to find out whether or not they were useful and appropriate, and whether the team needs more or fewer teambuilding activities.

How to monitor

Here are a few steps for a good monitoring process:

- Determine what indicator or measure will be monitored based on the type of task or activity.
- Decide on how (in what way or form) and when (at what intervals) to monitor. How you monitor depends on what you are monitoring. Accountability software or Excel spread sheets work well for financial monitoring. Task lists can be useful for monitoring activities or human resources, and check lists can be used to monitor tasks.
- Monitor as planned and keep records. Develop short, concise, and simple forms to record your monitoring.
- Define all the problems that you have identified.
- Consider whether each problem is so significant that it needs a solution, then determine whether the solution is urgent. Also observe whether the problem is getting bigger or smaller, and look to see if it is connected to some other problem.
- Prioritize the problems and apply the 7 Steps method to solve them in the order you prioritized them.
- Monitor how the each solution fits its problem and make a report of it.
- Change management

Most solutions require some change to take place. Don’t be afraid of change; usually, change will improve the situation. Nevertheless, you should plan the change carefully. Also, change can occur in the middle of a project due to unexpected circumstances. When facing a problem whose solution requires a change, it is useful to ask these questions:

When will you be able to implement the change? Is it still possible to make the change without affecting the whole project? Changing or delaying certain activities will influence the project, so it is important to take extra care while monitoring these activities.

What can you change? Certain things in a project cannot be changed. This may be for any number of reasons, such as a condition imposed by one of your partners or donors, or because the change would prevent the project from meeting its goals or objectives.

Is it worth making the change? Can you find other solutions or workarounds? Does the change bring more benefit than cost?

Document all the changes that are made during a project and explain why each change was needed. Include the causes of each problem and note which solutions were chosen, and why.

Keep minutes of meeting and track all decisions
In order to see what changes have been made over the duration of the project, it is useful to keep the minutes from all meetings and records of decisions in a dedicated folder. After the project is complete, you can chart its evolution from the very beginning, and compare the initial idea for the project with its final outcomes.

What is evaluation?

Evaluation is the process of checking project results or outcomes, based on measurable project objectives. It can be done at the end of a project phase, at the end of a project, or one or two years (or more) after the completion of the project.
Evaluation is a critical tool for any project. The evaluation allows you to point out the positive aspects of the project, understand what parts of the project plan worked or didn't work, and analyze the chosen solution.

Evaluation is different from monitoring, as it focuses on overall project goals and objectives and on the project's long-term effects and impacts on the target group, partners, and other entities involved in the project.

Purpose of evaluation

- Check goals & objectives
- Analyze mistakes and problems
- Determine how to do things better
- Document information & experience as a reference for other projects
- Provide motivation & satisfaction
- Examine whether a better solution could have been chosen

How to evaluate

- Evaluate in a planned meeting
- Use monitoring reports
- Run through the whole project or phase
- Involve everybody
- Be open
- Write up a report and share it with your team

It is important to prepare for your evaluation meetings, because there is no point in doing evaluations if you're not doing them right.

Module 3: Personal Delivery

- Effective Communication
- Presentation Skills
- Negotiation Skills
- Effective Meetings

General description

Unit 3.1: Effective Communication

Description

Why is communication important?

“Communication is the process by which people attempt to share a meaning via the transmission of symbolic messages.”

The average person spends three quarters of their life communicating. Successful team managers need to communicate even more.

Synergy is what makes the difference between a group and a team. To achieve this synergy between team members, there has to be communication. Therefore, the ability to communicate effectively is one of the basic soft skills required of each team member.

Communication is not just expressing yourself, or just delivering a message; it is getting others to understand you.

The Communication process

In the ideal situation, the communication process results in the sender and the receiver thinking about exactly the same thing. The sender has succeeded in transferring an idea from their mind to the mind of the receiver.

A successful communication process includes the following stages:

- Perception of the message (noticing that a person is trying to pass a message on to you)
- Understanding the message
- Evaluation of the message
- Response to the message

The story of Sender and Receiver:

“On a beautiful, sunny morning Sender thinks about a square, he has a fascinating square in his mind. As he wants to say something about that marvellous square to his friend Receiver, whom he just met while walking in the street, he encodes this very square in his mind. Our Sender is a very experienced person in encoding, so he knows how to encode that square perfectly so that it exactly represents the beautiful square he has in his mind. This makes our Sender say “square” when he is talking to his friend.

The message “square” goes through a channel. As it is a very nice, sunny, and clear afternoon without cars or noisy children playing nearby, the channel is perfectly clear, so the message “square” goes through it without any problem.

At the end of the channel, Receiver is waiting to capture Sender’s message. And indeed, after few seconds, our Receiver also hears the encoded message “square”.

But this “square” he hears is still encoded, and Receiver has to decode it in order to get the real message out of it.. But again, as our Receiver is an expert in decoding messages, he decodes it perfectly and he also thinks about the great, beautiful, fascinating “square” the Sender had in mind. So Sender and Receiver both have the same Square in their minds. They feel very happy because the communication has been successful.”

One-way vs. two-way communication

There are two different ways of communicating with others:

One-way communication:
The sender communicates without expecting or getting feedback from the receiver (e.g. a presentation).

Two-way communication:
The receiver provides feedback to the sender (e.g. an oral exam).

Obviously, we behave differently depending on whether we are participating in one-way or two-way communication. The next section deals with important information regarding the different behaviours used in communication.

Active listening

In two-way communication, listening is very important. Listening includes not just hearing the words people say, but also watching their body language, listening for the meaning behind the words, and using intuition.

Check for your own barriers. What blocks do you have to hearing what the other person has to say?

Show that you are listening. It does not take much to reveal that we are distracted or not interested. Use body language to let the other person know that they are being listened to (but do not overdo it).

Observe the body language of the other person. How are they feeling about what they are saying? Are they nervous? Are they comfortable with you? But do not base assumptions on this. Add your observations to your overall picture, and check if the body language contradicts what is being said.

Briefly summarize what the other person has said, to make sure that you have understood it correctly. Often this will help the speaker to focus on the key points or spot anything they have missed. It is often far more helpful than asking questions.

Use all your senses to check for the meaning behind the words: look for incongruity or inconsistencies.

Where appropriate, ask questions, but beware of diverting the conversation away from the speaker onto your own interests.

Emphatic listening

"I cannot believe that I have to redo the whole report about the budget. I put so much effort and time into this project and now I have to do it all over again."

Here are some ways a listener could respond to this person:

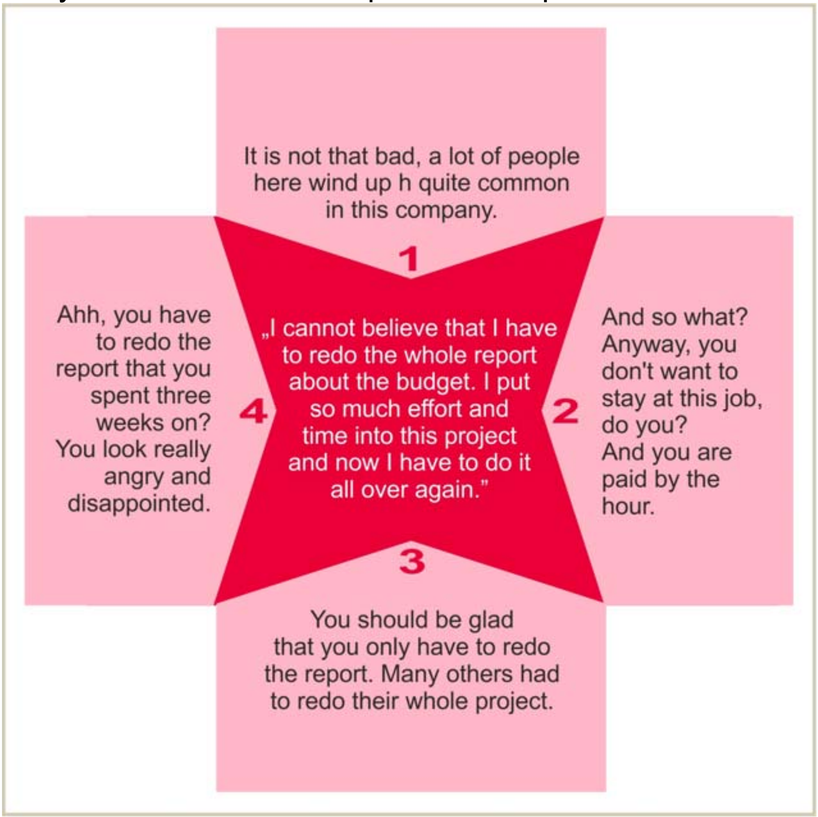

Figure 13: Responds of a Listener

The first two answers minimize the importance of redoing the report. The third answer tries to give a new perspective on the situation. The answers are allright, but they attempt persuading the colleague that his opinion is wrong and that he should not feel the way he does.

On the other hand, the fourth answer shows that the listener has understood both the explicit and the hidden meanings of the message.

Feedback in common communication

Feedback in common conversation is another example of two-way communication. Communication is comparable with a servomechanism; it is effective only when there is feedback. One of the ways to improve communication is for the listener to ask the speaker to rephrase the message. This way, the listener can help ensure that they have correctly perceiving the message. Also, the listener should remember to use active listening techniques to give the speaker appropriate feedback.

Constructive criticism

Constructive criticism can help people to improve themselves and their performance, depending on how that feedback is received. It's important to know how to give feedback and constructive criticism, because you may give positive feedback, but you may also need to be less complimentary.

Constructive criticism is a gift. You can decide whether to take it or leave it.

Tips for giving feedback

- Start with positive things. Make more positive than negative points, and give two or three times as many positive comments as negative comments. People tend to remember negative comments better than positive comments, so you should emphasise the positive feedback. Also, starting with positive feedback makes people more open to listening to the rest of the feedback.
- Give feedback directly to the person in question.
- Do not lie, be honest. Do not exaggerate, either.
- Be specific and concrete: refer to a certain action at a precise time. Avoid generalities and words such as: always, never, often, etc.
- Be as objective as possible; do not try to evaluate or interpret. State facts, not opinions (e.g. yesterday you drank coca-cola during the coffee break).
- Own the feedback: use "I" instead of "we" or "some people think".

Here are some examples that incorporate the above tips:

- "Yesterday, when you came home from work, you slammed the door. When you did that, I felt angry with you."
- "Yesterday, when you came home from work, you slammed the door."
- "You slammed the door" is an objective fact.
- "Yesterday, when you came home from work" is a precise indication of a certain event at a specific time.
- "When you did that, I felt angry with you." By using "I," you are expressing your own personal feelings.

Tips for receiving feedback

- Listen, do not interrupt
- Ask for clarification if needed
- Do not defend or argue
- Evaluate feedback for yourself

Remember that feedback on how you do things, behave, or think is a very valuable gift that you can use to improve yourself. Many people take feedback personally and it can lead them to feel hurt or angry. Instead of letting the feedback bother you, try to incorporate the lessons and comments you receive into your personal and professional growth.

Just because people may how to communicate, that does not mean that all of their communication will be effective. To make your communication effective, there are four things about your message that you should keep in mind:

- What is the message?
- To who is it directed?
- How is it expressed?

- When is it expressed?

What is the message?
The saying, “think twice and cut only once,” is useful here. It is important to think twice about the message you want to send. In particular, if you are feeling tense in a situation, you should not let those feelings affect the communication process. For example, let’s say you get an email that makes you angry. You answer the email in an angry tone, but the person you’ve replied to doesn’t read your response right away. By the time they do, the situation between you isn’t so tense, but your email still conveys the anger you felt when you wrote it.

Also, the meaning of your message can get lost if your communication is too cluttered with unnecessary information or details. The Receiver will spend too much time trying to figure out the point of the message. Keep your message clear and short.

Who is the receiver?
To who is the message directed? Should your message be directed to several people, or just one specific person? Also, your message needs to be adapted depending on who it’s directed to. An informal presentation to your colleagues is very different from talking with your friends in a bar or explaining to a donor why you need support for your project.

What is the effect of the message?
What is the desired effect of the message you are sending? Every action calls for a reaction. Before sending the message, you should have an idea of what type of reaction to expect. Be careful about your words and how you use them. Sometimes, different cultures interpret the same words in different ways, so don’t be surprised if you get an unexpected reaction to your message.

At what time?
When is the best time to send the message? If your listener is not paying full attention to you, maybe you should wait for a better occasion to contact them. Taking these factors into account will make your attempts to communicate much more effective, and help you better achieve your goals.

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Unit 3.2: Presentation Skills

Description

The ability to conquer nervousness and speak with self-confidence is not difficult to acquire. It is not a gift bestowed by Providence on only a few rarely endowed individuals. Everyone can develop his own capacity if he has sufficient desire to do so. (Dale Carnegie.)

When you present information in either a formal or informal setting, do you have the presentation impact you intend? Do you struggle in deciding what information to include or omit in presentation overviews and briefings? Is your presentation delivery style one that engages the audience and increases persuasiveness? Are you connecting with the participants? Do participants request additional copies of your hand outs or are they left on the table at the end of your session? Do you establish rapport immediately? Are you able to link that rapport to the action you want your participants to take or information they need to retain? The tools available at this page can help you plan a powerful presentation and not only communicate with confidence but with assurance that your participants' learning needs are met.

Effective presentation skills have become an essential skill in the modern business world. Gone are the days when you could just throw together a quarterly report in PowerPoint and impress everyone with your technical prowess. Now you have to ensure that your message actually speaks to your audience and that they care enough about it for it to matter.

The material of your presentation should be concise, to the point and tell an interesting story. In addition to the obvious things like content and visual aids, the following are just as important as the audience will be subconsciously taking them in:

- Your voice – how you say it is as important as what you say
- Body language – a subject in its own right and something about which much has been written and said. In essence, your body movements express what your attitudes and thoughts really are. You might like to check out this web page
- Appearance - first impressions influence the audience's attitudes to you. Dress appropriately for the occasion.

As with most personal skills oral communication cannot be taught. Instructors can only point the way. So as always, practice is essential, both to improve your skills generally and also to make the best of each individual presentation you make

About listening

- Listening is much more difficult than reading
- "Listeners" listen somewhere between 25% and 50% of the time
- Information must be taken in "on the fly" with no backtracking
- Short-term memory holds only 5 to 7 points

- People remember only 10% of what they hear versus 50% of what they read
- If your audience only listens only part of the time and remembers only 10% of what they hear, then your “window” of communication is around 2.5% to 5.0% of your total presentation time!
- Your presentation has to help people listen
- Organize- provide structure and framework for the data you will present
- provide a “jigsaw puzzle boxtop” for listeners to organize and reconstruct your verbal message
- list points to be covered and provide a “road map” of how you will get there
- Illustrate- help listeners to visualize – convert data to information
- paint a picture
- tell a story
- make comparisons
- Repeat- improve audience reception of data
- remember that “listeners” listen only 25 to 50% of the time
- repetition often suggests importance

For more information

- Presentation Skills for Emergent Managers
- How to improve your presentation skills
- What makes a great presenter
- Blog: High Trust Speaking
- Blog: Nick R Thomas, public speaking
- Presentations magazine
- Oral presentations: a practical guide (pdf)
- Six Minutes- Articles and magazine about presentation skills
- Presentation skills.info
- Oral presentations- Skills Unit
- Giving an oral presentation
- How to do an effective presentation

- http://www.youtube.com/watch?v=bt8YFCveNpY&feature=player_embedded
- http://www.youtube.com/watch?v=ooOQQOQdhH8&feature=player_embedded
- http://www.youtube.com/watch?v=Yz-xbMrSF1U&feature=player_embedded
- 3 keys to speaking success
- Using Eye contact

- [Effective presentations]
- [Tips for being assertive & saying 'No']
- [Enhancing your presentation skills]
- [From Speaking Zero to Speaking Hero]

Unit Exercise

A presentation is the preparation and delivery of essential information in a logical, succinct manner leading to productive results. In this exercise we will work on creating our own and practicing our presentation skills.

Types of Presentations

- Persuasive
- Informative
- Briefing
- Instructional

The Six Step Presentation Process. Remember it and apply it always!

1 Establish objectives
2 Analyse the audience
3 Create a preliminary plan
4 Select resource material
5 Organize and develop material
6 Practice and evaluate

OBJECTIVES

This exercise will address how to:
Prepare a presentation effectively.
Connect with your audience

TIME ALLOTMENT

60 minutes

MATERIALS / EQUIPMENT

PowerPoint

PROCEDURES- TRAINING EXERCISE

Create a Preliminary Plan
The preliminary plan is a conceptual guide. It includes an assessment of the direction of the presentation, selection of presentation content, and the flow of the content. The preliminary plan consists of:

- The objectives

- The audience analysis information
- The three to five main ideas you want to share
- The supporting factual information

Example:

Objective: To communicate problems with the schedule and get agreement on solution.

Audience: Client's project manager and related personnel. They are very familiar with the project.

Main Idea 1: Project is four weeks behind schedule.

Factual Supporting Information: Factors affecting schedule: Data necessary for the analysis has not been provided by the client. As a result, delays have occurred in producing the analysis.

Main Idea 2: We can get back on schedule by one of two options:

Factual Supporting Information: Send ABC personnel on site to collect data. Additional costs to client will be $10,000. Or, client personnel must submit data by 2/25 deadline.

Main Idea 3: We can complete this project on time and meet all key performance measurements.

Factual Supporting Information: New schedule created, assuming decision is reached today on data collection. We can still meet the project completion date if decision is made today on data collection.

Please Create Your Presentation Plan

- Your Objective: (What do you hope happens as a result of your presentation?)
- Key Characteristics of Your Audience: (Why are they listening to you? Level of knowledge of subject? Attitude towards subject? How do they like to receive information?)

Main Idea 1:
Factual Supporting Information:

Main Idea 2:
Factual Supporting Information:

Main Idea 3:
Factual Supporting Information:

Please complete the following:

Establish Objectives

Objectives provide the focus for the presentation and address the questions:

- Why are you making this presentation?
- What reaction do you want from the audience?
- What do you want to happen as a result of your presentation?

Analyze the Audience. An audience analysis answers the questions:

- Who is in the audience?
- Why are they listening to you?
- What is their level of knowledge of the subject?
- How do they like to receive information?

Create a Preliminary Plan

- The preliminary plan is a conceptual guide that includes: Objectives, Audience information
- List the three to five main ideas you want to share
- Add the supporting factual information

Select Resource Materials

- Resource materials are the stories, charts, graphics, pictures, videos, and other specific pieces of information that support your main ideas. Look for them and include them in your presentation.

Organize and Develop Material, Audience Retention Graph

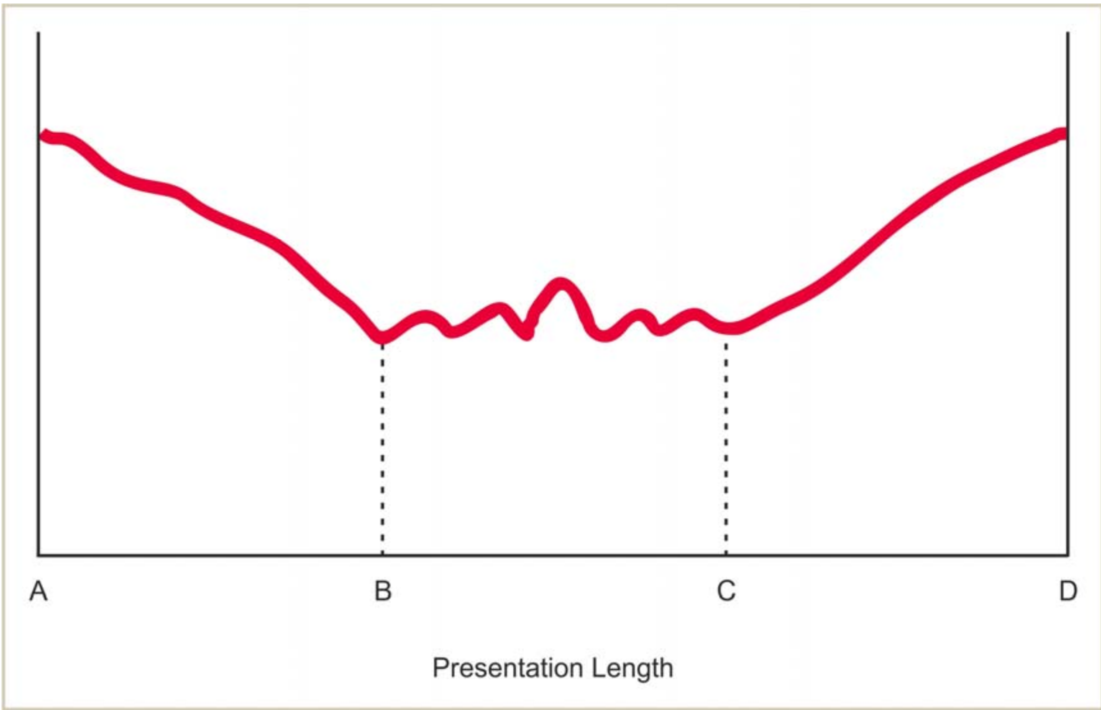

Figure 14: Audience Retention Graph

Section A-B: Introduction
Section B-C: Body
Section C-D: Conclusion

Recommended PowerPoint format: 6 by 6, 6 major bullets per slide 6 words per line. Do structure your presentation according to the different sections above.

- Present only one idea per visual.
- Use sans serif fonts instead of Scripts.
- Font size should be 24 points or higher

Practice and Evaluate

- Practicing and self-evaluation are key!
- Practice out loud. If you use “um”, “ah” or “er” sounds, repeat them 3-4 times during practice.
- Practice in front of a mirror or with a partner.

Manage your expression: Open, Smiling, or Closed Face?

- Using effective gestures: Arms at side or used to illustrate your points.
- Avoid: Fig Leaf, Parade Rest, Arms Across Chest and T-Rex.
- Managing your voice: Tone
- Pitch
- Articulation
- Pronunciation

REFLECTION

- What is the best presentation you have been to?
- Why was it so good?
- What is the worst presentation you have been to?
- Why was it so awful?

5

Unit 3.3: Negotiation Skills

What is your negotiation style?

We will start this unit by asking you to find out what kind of negotiator you are. The following exercise is designed to help you think about your own negotiating style and how it could be improved. Read the statements and tick those that you generally agree with. Work through the statements quickly – do not spend too long thinking about them and do not try to work out what the "correct" answer is. Don't worry about whether your answers are consistent, just answer as honestly as possible.

	Statement	Score	
1	I like to examine the issues before I start negotiating.		B
2	I often give in on issues for the sake of preserving the relationship.		D
3	I am good at consulting with others to find out what they really want.		B
4	I avoid conflict at all costs.		C
5	I sometimes avoid raising issues that I know will create controversy.		C
6	I am often the one who suggests the middle ground compromise.		D
7	I try never to hurt the other person's feelings.		D
8	I try to think of ways of convincing the other person of the benefits of my position.		B
9	I like to get the most contentious issues out in the open as soon as possible.		A
10	I always want both sides to be happy with the agreement.		D
11	I feel that if you work on the major issues, the minor ones will take care of themselves.		A
12	I like to negotiate in a friendly or non-confrontational manner.		C
13	I dislike dealing with people who are aggressive.		C
14	I sometimes feel that I don't express my real concerns.		C
15	I feel that if I am always honest it will encourage the other person to do the same.		B
16	I make sure I always understand the other person's concerns.		D
17	I feel that if I give in on some issues, it will make the next negotiation easier.		D
18	My prime concern is not whether the other person likes me, but whether I get the best deal possible.		A
19	I always make sure that when I concede on an issue, I get something in return.		A
20	People don't value things they get for nothing.		A
21	I like to have plenty of time to think through the implications of any decisions.		B
22	If you give people too much time to think about things, they are likely to change their minds.		A
23	I like to get to know people before we start negotiating.		D
24	You have to be careful to separate friendship from business.		B

total	A		B		C		D	

HOW TO SCORE

On the table below, put a tick against the number of the statements that you agreed with. Now count the number of A, B, C and D answers.

The first step toward improving your negotiation style is to realize that negotiation is something you do all the time. You negotiate many issues in your everyday life. Think about all the times you had to agree on something with your parents, colleagues, teachers, partner or spouse, or in your organisation.
Negotiation styles

There are four basic negotiation styles. There is no right or wrong style, and you may find that you use a combination of different styles. The goal is to find some areas to work on in the future to improve your style.

Dominant/Aggressive - Mostly A's

You can be a very tough negotiator, and are probably proud of that fact. You know what you want and are prepared to do whatever you need to get it. You are very good at closing deals, but may attempt to push the other person into closing, or fail to take their needs or feelings into consideration. You may end up with "I win, you lose" outcomes, which can create problems your relationship with the other negotiator is on going.

Areas to work on:

- When preparing for the negotiation, pay more attention to discovering the other party's expectations and needs.
- In the initial phase of negotiation, ask more open questions (questions that cannot simply be answered with "yes" or "no").
- Practice reading other people's body language so that you can be more aware of their unspoken feelings and attitudes.
- Spend more of the discussion investigating what the other person needs from the agreement.

Analytical/Conservative - Mostly B's

You probably prepare well for negotiations. You know what is important and you take care to find out the other person's position and are prepared to be flexible to reach agreements on both sides. However, people may find you somewhat formal and clinical in your dealings. They may be intimidated by your style and so hesitate to express their concerns.

Areas to work on

- Try to spend a little more time during the initial discussion developing a personal rapport with the other party.
- Be aware of your own body language, and make sure that it accurately reflects your flexible and open-minded approach to the negotiation.
- If you feel that the person you're negotiating with is not saying what is on their mind, ask.
- Relax, and let the other side know that you are satisfied with the way the negotiation is progressing.

Supportive/Understanding - Mostly C's

When negotiating, you probably give away too much in an effort to avoid conflict, and you may have a tendency to use tentative or unassertive language. You may get "you win, I lose" outcomes more often than you would like.

Areas to work on

- When preparing for negotiation, decide on what you must have from the deal and ensure that those needs are met.
- Think about what are you asking for and why it is important to you, so that you can communicate this clearly to others.
- Always prepare a structured agenda. This will help you to ensure that you cover all the issues.
- Work on your body language so that it agrees with your verbal message. Otherwise, you may come across as being tentative and uncertain.
- Try to see conflict as productive. Both sides have to express their conflicting demands before any agreement can be reached.

Flexible/Compromising - Mostly D's

People probably enjoy doing business with you. You strive to deal with people in a friendly and relaxed manner. There is a danger, however, that you will give in too much to preserve your relationship with the other party, and you may fail to focus on the issues that are important to you.

Areas to work on:

- Structure your negotiations so that all the issues are dealt with in detail, and you are not tempted to let something go.
- Be honest about your concerns. Remember, the point of establishing a good relationship with the other party is that the negotiation should be beneficial to both sides.
- Do not be afraid to express disagreement. Differentiate between saying "no" to the request and "no" to the person.

Effective and ineffective negotiators

The difference between good and bad negotiators, whether in business or in daily life, is that good negotiators think about what they are doing, prepare thoroughly for the negotiation, and take the time to think through the situation from the other party's point of view. They consider what factors could hinder the negotiation process and try to think of ways around problem areas.

Ineffective negotiators	Effective negotiators
• lack preparation	• prepare
• do not have clear objectives	• have a clear view of what they need to achieve
• fail to understand the other side's point of view	• are prepared to listen to the people they deal with
• have unrealistic expectations	• will be flexible and look for

	creative solutions to problems
• try to close the deal too quickly	• will have thought through what is reasonable
• lack clarity as to what the deal involves on either side	• will examine and understand the details of the agreement
• get hung up on areas of disagreement	• move from contentious areas to those where the agreement can be reached
• try to avoid discussing areas that might prove contentious	• ensure that all problems are eventually dealt with and resolved

When you are fully prepared, you are able to negotiate from a position of strength. You will feel, and appear to be, more confident and assertive in your dealings with others. If you go into negotiations believing that you have a high chance of success, you will be able to deal with the other party in a positive way. An ineffective negotiator will enter into the negotiations unprepared, appear less organised and less confident, and so is less likely to achieve their desired outcome.

Prepare: To fail to plan is to plan to fail

Anticipate problems

Any potential difficulty can be turned upside-down and transformed into a positive. By anticipating possible problems and preparing for them, you will help yourself achieve the best possible outcome. The following checklist is designed to help you consider all the possible difficulties you may encounter.

History

If a person, group, or organisation has an existing relationship with your company, set aside any preconceptions about them and judge them based on your interactions and experiences, not on what you've heard about them.

If you are meeting a person for the first time, work on making the best possible first impression. Be friendly and make it clear that you want to work with them.

Limits

Get a clear briefing on what your level of authority is, and what criteria the deal has to meet to be successful.

Ask the other party if they can actually agree to the deal.

Language

Check your own language for any company jargon. Aim to communicate simply and clearly.

Never hesitate to ask the other party to explain any terms that you do not understand.

Time

Allow enough time for the negotiation process, remembering to include time for reflection on the implications of the proposed deal.

Offer the other person time to think. It will show that you have confidence in the deal.

Conflicts
If there is conflict, ask yourself what the basis for the disagreement might be.
Try to see things from the other person's point of view in order to reduce conflict.
Be gracious at the close of negotiations. If you have spent time building up a rapport with the other party and creating common understanding, you want to be able to capitalize on this in any future negotiations.

Preparation
All negotiations have a life cycle—a series of stages that need to be completed to ensure that the criteria for a good agreement are met. Applying a structure to the negotiation process can help you avoid potential pitfalls and ensure that you have addressed all your requirements, and those of the other party, in detail. Before entering into any negotiation, you need to consider the following questions:

- What is your objective?
- What should a good agreement include?
- What can you not do without?
- What are your expectations of the other party in the negotiation?

- What are your limits?
- What level of authority do you have?
- Will you need to get final clearance prior to making final agreement?
- What is non-negotiable?

- Who are you negotiating with?
- What do you know about them already?
- What can you find out about them?
- What might their requirements be?
- Will they bring any non-negotiable areas to the discussion?

- Are you dealing with the person who can sign off on the deal?
- Will they have the authority to sign the contract?
- Will they have any limits on what they can agree to?
- Will they need to get clearance from someone else before they can sign an agreement?

- If so, how can you help them to recommend the deal?

- What would be unacceptable?
- At what point would you walk away from the deal?
- At what point would any short-term benefits from the deal be outweighed by the long-term costs?

Why?
The first of the critical questions, "why?", should actually be broken down into two questions: "Why am I doing this?" and "Why me?"
Why am I doing this?

You need to be quite clear on your desired outcome for the negotiation. If you have not identified clear objectives for the discussion, then you reduce the likelihood of your needs being met. You also need to have specific requirements in mind for the deal.

Why me?

You need to ask yourself why you are the best person to conduct the negotiation. Think about the skills, experience, and knowledge that you will bring to the negotiating table. Does your relationship with the other party make you particularly suitable? Have you dealt with them successfully in the past? Will you be responsible for the agreement during its implementation?

When answering this second "why?" question, you also need to consider the limits of what you can achieve. Consider whether other people would be able to help. Would it be helpful to have other people to consult with prior to making the final agreement? Who will need to be informed once the agreement has been reached?

Who?

You may be entering into a negotiation with someone you have encountered before, or with someone who has no history with you or your organisation. Either way, you should take the time to find out something about the person or people you will be dealing with.

If there is an established relationship with the other party, do all you can to find out about them and what they are likely to bring to the negotiation. Know who you are dealing with.

What do you know about them or what can you find out about them?

Who should you ask? Is your source's view likely to be coloured by personal concerns?
What are the interests, needs, and concerns of the person you will be dealing with?
What is the history of the relationship?
If there have been problems in the past, it may be wise to acknowledge this openly from the outset, rather than hope that the other party doesn’t bring it up. Stress that you have taken steps to avoid similar problems in the future. If the other party has a good business relationship with one of your colleagues, acknowledge that relationship and stress that your intention is to continue it.

Where?

Location may not seem like a very important issue, but it can be crucial. The fundamental question is "your place or mine?"
The general rule is that if you are selling, you should go to the customer. You should be seen to be the one making the most effort.
This is not simply matter of courtesy. Visiting the customer on their own territory can work in your favour. Surprisingly, people are usually easier to sell to when they are on their home turf. They feel more comfortable and are therefore more receptive.

People are also inclined to be more polite when you are a guest in their office or home. Many people think, wrongly, that the best thing to do is to invite prospective customers to their location so that they can show them hospitality. This is advisable for a second meeting, but rarely for a first one.

When?

Timing is crucial. The best time for negotiations to begin is when everybody has been fully briefed and knows what to expect. Make sure that you, your colleagues, and the other party have all been given a brief outline of the issues to be covered, and let them know when you intend to call or meet them.

Do not be pressured into a negotiation before you have had time to prepare. Reschedule if you are not ready. Equally, you should resist the urge to pressure the other side just because you are ready. This is particularly important when dealing over the phone. Always check that you have contacted the other person at a convenient time. If you interrupt them or catch them unprepared, it can make them less inclined to cooperate.

What?

The next question in your critical analysis is simple: what do you want to achieve? The answer to this may be something basic, like, "I want to get free supplies of medicines for my organisation," or it may be more complex, involving the development of a long-term relationship with the company.

What do I need?

If your negotiation is of the more complex kind, make a checklist of what you need from the agreement. You might ask for:

- sponsorship in money (amount)
- sponsorship in "goodies" (merchandise)
- a guest lecture
- a company visit
- a training session
- arrangement of dates, topics, number of people attending
- attendance at a job shop
- delivery of material, technical, or software support

What is the most important to me? What am I prepared to give?

The next step is to prioritize your checklist into what you must have, what would be useful to have, and what would simply be nice to have. These will depend on the situation.
An additional area to think about is what you are prepared to concede in order to make the deal. You might decide to offer certain advantages to the other party, such as featuring their company logo on your website.

How?

The last of your critical analysis questions is "how?" There are so many means of communication now that you have more choice than even before. You can negotiate:

- *face-to-face*

  Meeting face-to-face can provide you with vital information about how the person you are dealing with feels about the situation. This evidence—observed through tone of voice, facial expressions, and body language—is not available in any other form of communication.

- *over the telephone*
  Because you can't observe non-verbal signals when you talk to someone on the telephone, it may be best to reserve this method for negotiating with people you know well. It is usually helpful, however, to supplement face-to-face discussion with telephone calls just to confirm details or check progress.

- *in writing – by letter, fax, or e-mail*
  Face-to-face dialogue may be best, but written communication still plays a vital part in negotiations. Written briefs, summaries of proposed agreements, and minutes of meetings all have their role to play.
  A disadvantage of written communication, however, is that your tone can be easily misinterpreted. For example, if the recipient has had a bad day, they might take offence at something you intended to have a neutral tone when you wrote it.

The escape hatch

Once you've gone through all of the critical analysis questions, you also need to consider the point at which you will determine that an agreement will not be reached. It may seem negative to think about what could kill the deal, but preparing for it, and having a fall back position ready, can help you to feel and behave confidently in the negotiations.

If you reach deadlock in a negotiation, your main objective should be to exit with dignity. You should leave the other party with the message that even though doing business is not possible at this time, you would be happy to do business at some point in the future.

Even if you feel that your time has been wasted, you will need to keep your cool. A display of temper is unlikely to create the desired effect. If the other party has behaved badly and you feel you never want to do business with them again, you should still treat them with respect. Remember that your behaviour should reflect well on you and on your company.

The negotiation

Setting the agenda

Your preparation, if you have done it thoroughly, will provide you with a comprehensive agenda—a list of areas that need to be covered for you to get the deal you require. Preparation will also help you to recognize why these things are important to you, so you will be able to communicate your needs in a clear, convincing, and confident manner.

A shared agenda

Once you have drawn up your own agenda, it is a good idea to put it in writing and give the other party a copy in advance of the meeting. If you do this, you may also

wish to indicate what is not on the agenda: issues that you feel are outside the scope of the negotiation.
The point of sending the agenda to the other party is not to take control of the discussions, but to allow them to contribute. Emphasize to them that the agenda is still a draft at this stage and that they can add items to it. Inviting their input in this way will allow you to create a climate of agreement even before the discussions begin.

Creating a structure
While it may seem very formal, an agenda can help to give your discussions a structure. Setting out your concerns will help the other party to think through theirs, if they haven't done so already. Once you have agreed on the key areas where an agreement needs to be reached, you will be in a better position to set the pace of the discussion.

Making the agenda work for you
When you are preparing the agenda, aim to place items that you think will be easy to agree on at the top of the list.
There are two advantages to doing this. The first is that it gets everybody into the right frame of mind, one of mutual agreement. If you cover contentious items at the beginning of the negotiations, you risk developing a negative atmosphere in which all points will be contested.

The second advantage is that, as the negotiations progress, the more areas of agreement that are established, the more you are likely to reach compromises on the more contentious points. Once a person has invested time and energy in the discussion, their emotional need to resolve any conflict will increase.

The last minute
Even if everyone has already seen the agenda, it is a good idea to recap it briefly at the outset of the meeting. This allows for last-minute changes and focuses attention on the coming discussion.

The middle ground
Both parties need to reveal the interests that lie behind their opening positions. Once this is out on the table, you can move to a stage of proposals and bidding. In order to reach a win-win outcome, both sides will need to be prepared to compromise.

Moving towards agreement
At this stage it should be clear that you are only exploring possibilities. Neither side is required to give a firm commitment.
You are asking the other party to consider what a good deal would need to look like. If you make a proposal and they cannot accept it, ask, "why not?" By getting them to explain what is unacceptable about the proposal, you may be able to come up with an alternative that would overcome their objections or concerns. Ask "what if?" questions as a way to move forward.

If this questioning approach fails to uncover their reservations, you may need to establish boundaries by asking direct questions, such as, "What would be the minimum sponsorship quantity that you could agree to?"

Don't concede, exchange!

During the stage of trading and bartering to reach the middle ground, it is wise to ensure that whenever you agree to a concession in the other person's favour, you get something back in return. It is well-known that people tend to place little or no value on things they feel that they got for nothing. The exchange does not have to be of equal value; what is important is that both sides show flexibility in order to keep the discussion in balance.

Agreement
You are now in a position to start closing the deal. You have covered all the issues and explored the possibilities, and are broadly in agreement. You will have been taking notes on points agreed throughout the discussion. When you reach the closing of negotiations, you should be at the point of simply confirming the specifics of the agreement.
For each point negotiated, it can be helpful to restate what the want or need was, and to summarize what was finally agreed. Keep checking that the other party is satisfied with the summary.
Writing down each point agreed can be a positive reinforcement of the negotiation process. It shows the other party that the discussion has moved into a new phase, away from exploration and towards resolution. After the discussion, you should type up your handwritten notes and send a copy to the other party as a confirmation.
If you are not negotiating face-to-face at this stage, it is even more important to let the other party see the current agreement in writing rather than just going over it on the phone. Seeing the agreement in writing may prompt some final questions that are best dealt with at this stage.

Checklist for closure of negotiations

	✓
Make a complete list of issues from both sides	
Prepare a draft framework for the agreement. Stress that it is only a framework at this stage. The draft should mention areas which still need to be agreed on, leaving the details to be filled in at a later point.	
Firm up the agreement by tackling any outstanding details.	
Record each point as it is agreed upon.	
Agree on a procedure for dealing with complaints or problems that arise through the negotiation process.	

5

Unit 3.4: Effective Meetings

Description

How many times have you felt bored or out of place at a meeting, or felt that a meeting was a complete waste of your time? Have you organised meetings where people did not participate or pay attention, or simply left?

Meetings are very important tools in any organisation for dealing with daily activities, but they can be also a source of problems and a waste of time if not properly conducted. This section will discuss how to improve the way we organise and participate in such meetings.

A meeting occurs when people come together and communicate with each other.
Some meetings happen by chance, others are regular or planned. The latter differ from the former in that:

They usually have a predetermined task to be accomplished.
Usually there are some expectations about the process to be used to conduct the meeting, and the way individuals will make their contributions.

Why meetings?

Before we get into effective meeting design, we need to ask the question why have a meeting at all?
Many meetings we attend waste a great deal of time, create intense irritation and frustration, and seem to be largely unproductive.

Any manager who ever has to make an organisation work soon becomes frustrated trying to implement their initial vision through meetings. But why?

The fact is that people have all sorts of reasons for attending meetings, some of which have nothing to do with task achievement. They have basic needs which only seem to be met by physically meeting with others in small "family" or "tribal" groups. In return, they will undertake tasks on behalf of the group. Carrying out these tasks competently is often rewarded by recognition from fellow members which in turn builds a stronger bond between the individual and the group.

The point is that people will be seeking to meet their needs as individuals and as a group, regardless of your intentions as the meeting organiser. A well-designed meeting takes these factors into account and turns them into a positive force for task achievement.

The human needs for meetings

The need to belong
A meeting is an occasion where a group uses its resources collectively. People have always pooled their resources together to achieve greater results. We are very good at this when we want to be. A meeting can be a powerful opportunity for synergy, and the

creation of ideas, possibilities, and opportunities unlikely to occur to us when we work individually. Meetings where we collaborate with others can also help us to develop more effective action plans.

Group membership can change when people no longer wish to be associated with the group. Individuals can achieve their disassociation by simply not attending a group meeting.
Alternatively, people may attend group meetings in order to be associated with certain individuals in the group, such as a General Manager or another group member with a high status level.

The need for achievement and recognition
The success of a group's activity is key to the group finding it a rewarding experience. Being part of a group that fails is a miserable experience which we all try to avoid; no one wants to be associated with failure.

To get this level of satisfaction, an individual will often be prepared to make extra effort or ensure the group's success with a personal sacrifice that they would not contemplate if they were working alone.

When any group of individuals work together, sooner or later a number of issues begin to surface concerning the group's social ordering. These include competition for individual recognition, reward, status, leadership, power, and authority.

When such issues occur they must be tackled consciously and openly, or else they will divert the group's energy and attention from task achievement.

Whether or not they're on the agenda, meetings will deal with these issues. Effective meetings are designed to handle these issues openly, setting aside time to deal with them as they occur.

The need to be "in the know"
Every group creates its own pool of shared knowledge, experience, judgement and folklore. The group members need to know what all the others know, too. Pooling knowledge helps members to do their jobs more effectively because it greatly increases the speed and efficiency of communication.

Similarly, in making decisions and creating new ideas, the pool of knowledge and data provides an intuitive sense of what will work and not work, and can help the team avoid lengthy assessments. (On the other hand, it can also be a blind spot, of course.) It contributes enormously to the alignment of commitment in the group, but needs constant updating and expansion to be effective. Meetings can provide an effective way of doing this. With new groups, new members need to get to know each other.

The need for action
Lastly, and importantly, a meeting leads to commitment for action. Decisions taken are only effective when put into practice. Once something has been decided, even if you originally argued against it, your membership in the group entails an obligation to accept the decision and carry out what was agreed.

Summary

Well-designed and efficiently run meetings are more likely to achieve the outstanding results necessary for the long-term success of the business than if people are left to work alone.

They can provide a source of deep personal satisfaction for individuals in terms of the need to belong, to be recognized, and to feel pride in an outstanding accomplishment. Well-designed meetings a strengthened by fulfilling these needs. Meetings are an intensely human activity.

Well-run meetings encourage teamwork and develop the group dynamics necessary for high performance by:

Defining the team and its objectives.

- Sorting out issues of hierarchy, pecking order, status, power, authority, and relationship.
- Developing individuals' alignment to team objectives and commitment to action.
- Providing an opportunity for leadership and the recognition of leadership.

Meetings are usually necessary to get things done, but they are a high-risk strategy. Badly designed and badly run, they will have exactly the opposite effect to those intended, and waste large amounts of time.

How to design & set up a meeting for success

Title, purpose, & objectives

A meeting's purpose explains why the group needs to meet. The meeting's objectives are the things that are expected to be accomplished at the meeting.

"To progress the upcoming sales launch" may be a reason for doing something, but it does not expressly state the reason for meeting. On the other hand, "to reach an agreement on what we will do to progress the upcoming sales launch" provides a clear explanation of what the meeting organizer hopes to accomplish. A key point about objectives is that they should be measurable.

By the end of the meeting about the sales launch, we will have:

- Agreed on a list of outstanding items to tackle. (Check – do we have the list or not?)
- Agreed on an action plan to tackle each outstanding item (Check – do we have an action plan for each outstanding item?)

- Identified who will do what by when to accomplish the plan. (Check – are specified people, steps and timing identified?)

The importance of a clear purpose and objectives cannot be overemphasised.

- They clarify who should attend the meeting.
- They align membership to what is to be achieved.
- They exclude other items (and potential distractions).
- They provide a process structure for the meeting.
- They provide a means of controlling individual contributions.

Attendance

The purpose and objectives define the decisions to be made and who will execute them. Based on this, it is possible to deduce who should attend the meeting. Considerations for deciding who should attend might include:

- Those who have the authority to reach the decisions. It is particularly important that if someone sends a representative, it should be clear that their representative has the authority to commit their organisation.
- Those whose support is essential, in the execution of what is agreed.
- Those who will be responsible for executing what is proposed.

Design of meetings

Types of meetings

Broadly, meetings fall into three categories:

• Communication	• Planning or Problem Solving	• Changing the Framework

We will first of all discuss the design considerations for each type of meeting and then go on to discuss some general considerations, like meeting pre-prep, agenda building, follow-up, improving personal meeting skills, and logistics.

Design considerations for specific types of meetings

a. Communication

It is important to realise that the purpose of a communication meeting is strictly not to decide anything, as this type of meeting would occur once a decision has already been made. The purpose is rather to communicate what has been decided or what is happening. The meeting should incorporate a means of checking that what has been communicated has been understood by the recipients as it was intended by the communicator.

This is important because people often do not hear what is said, but only what they want to hear.

There are several good ways of ensuring communication:

Providing an opportunity for questions of clarification.
Asking people to answer a questionnaire.
Asking people to repeat back to you what you have said.
Avoid discussion on whether the original decision was correct.

b. Problem solving

Problem solving is best done in small groups – about 4 to 7 people works best, but up to 12 is manageable if the individuals have good team skills.

If the problem to be solved is at all complex or significant, people will be anxious to have their points of view heard. In this case, it is worth outlining the process the discussion will take, on a flipchart, for example. This will help save time and prevent confusion caused by people raising issues at inappropriate points in the meeting, like evaluating ideas too soon.

The problem solving process
There are many types of problem solving processes, which usually contain the following steps:

- Opening
- Data collection
- Data analysis
- Identifying a solution (includes [a] development of solution and [b] decision on solution)
- Execution

Thus, a good problem solving process requires both analytical and creative thinking. Problem solving processes generally follow the sequence of events that occur when we go to see the doctor.

1. Opening
What seems to be the trouble?

It is clear that something is wrong and that something needs to be done to put it right. But until the visit to the doctor, that is all we really know.

2. Data Collection
How long has this been going on?

The doctor will start with a case history of all the relevant background facts, and in just the same way, we must collect data about the problem. The data form a foundation for any discussion about how we might remedy the problem. Establishing the facts may seem time consuming at first, but it will save time later on.

3. Analysis
You seem to have a slipped disc.

Once the facts have been established, you can move toward a diagnosis. This is the last part of the analytical stage.

4. Identifying Solutions
Take this prescription to the chemist.

[a] Construct a series of possible options without too much evaluation. Then try to select and combine promising elements until a series of well thought out, coherent, and sensible suggestions are on the table.
This process is called a conversation about opportunity.

[b] Only when you have generated your options do you start to choose between them. In the case of the sales launch example, you can decide whether to pick a course of action based on repacking and a point-of-sale promotion, or an action based on advertising and a price cut, or one to bide time and save money for heavier promotion of a new product next year.

5. Execution
This stage deals with how the decision will be carried out. This comes after we have decided what to do, and concerns who will do what by when. This process is called a conversation for action.

It is more effective for each person to agree to what they will do and to know what others have agreed to. It builds a sense of sharing the load and equality in the distribution of tasks. It also enables members to see what they can do to help and contribute to each other's work, and helps to build team alignment and communication. Often, resistance is one-tenth disagreement with the action plan and nine-tenths resentment caused by not being involved.

Lastly, securing group commitment to the action plan may be of prime importance in this stage.

c. Changing the framework

There is a third type of meeting, often done in large groups, where the aim is to set a new direction for a whole organisation, to build a new sense of the organisation's mission, purpose, or objectives, and align or realign the membership to what is required, like for a sales launch.

The dilemma in designing meetings of this type is that there is a conflict between what is needed to create alignment (maximum involvement, giving people the chance to have their say and feel they are contributing to the new rules, patterns and directions), and the need for a firm structure to manage the meeting process because of the large numbers of people involved. Without a firm structure, a large meeting can quickly take on the characteristics of a crowd or mob, emotions can run high, and, as sub-groups form and dissolve, several conversations and arguments can take place at once.

Guidelines for “Changing the Framework” meetings:

- Formulate a set of proposals in advance to which people can react or contribute modifications and work out how they will be executed.
- Set up a small design team to carefully design the meeting process in advance.
- General Considerations

a. Pre-work

Pre-work can be a good way of getting the meeting started quickly by:

Bringing people up to date before the meeting so that they are ready to discuss a topic when the meeting starts.
Providing an opportunity to structure the invitees’ contributions before the meeting.
Communicating and explaining what is to be done at the meeting and what decisions will be made, so that people can form a view before the meeting.
Sharing information about what is going on and about the progress made to date in order to update the common information pool.

But – and it is a big but – most people do not do meeting pre-work, so the meeting design needs to emphasize the pre-work elements. Here are some rules to make pre-work effective.

Get meeting participants to agree to get their pre-work done.
Make pre-work relevant and essential. Put yourself in the shoes of the people who will be assigned the work, so that you can understand their perspective toward this work.
Issue the work two or three days in advance. If it takes longer to do than this, it is unlikely to be done any earlier, and people will probably forget to do it at all.

b. Agenda building

Broadly, items can be divided into 4 categories.

1	urgent, important	2	not urgent, important	3	urgent, not Important	4	not urgent, Not important

Items can also be described as simple or complex.

- Broadly, the rules for effective meetings are:
- Deal with simple/urgent and important items first.
- Deal with complex/not urgent but important items second.
- Delegate urgent and unimportant items to an individual (or do it yourself), and communicate what has been done.
- Eliminate the non-urgent and unimportant items.

The secret of effective management is to increase the amount of time spent working on Not Urgent, Important (category 2) items, since that allows us to be proactive and work toward the longer term mission and goals of the group. In Total Quality terms, it means working on the system to improve it. This often prevents the need to work on items in categories 1 and 3. However, when category 1 items occur, they should be dealt with because until they are resolved, the group is unlikely to concentrate on anything else.

The point of dealing with simple items first is to warm up the group to the process by getting a few things done, and thereby create a sense of accomplishment. If at all possible, work on only one complex item in each meeting, and schedule them 10 to 45 minutes from the start of the meeting, when individuals and teamwork are at their best.

Meetings should ordinarily last no longer than one hour, as is very difficult to hold people's concentration on one topic for more than one hour. When you are building the meeting's agenda, you should also consider the relevance of the agenda items to the meeting participants. Not all items concern everyone, and requiring the meeting participants to sit through a series of agenda items that don't concern them may be irritating to some and disruptive to the meeting process overall. Those who are uninterested will sooner or later veer off-topic to a subject that interests them more (this can affect the group's dynamics, as was mentioned above). Ultimately, this can distract the people who are concerned with the topic, cause further irritation, and require the original item to be reworked.

There are several ways to deal with such situations. One option is to have some participants arrive to the meeting earlier or later, and deal with items that don't concern them in their absence. Another option is, at some point in the meeting, to split the participants into sub-groups to work separately on different items for a while. As we shall see when we come to consider group size, for groups larger than 12, this can have a positive effect on the group's process.

c. Follow-up
It is of vital importance to record the results of a meeting so that:

You avoid wasting time and having to redo the work; and
Each group member knows what work everyone has committed to do as a result of the meeting.

d. Logistics
Logistics deals with the administrative work associated with arranging the meeting, and the physical set-up of the meeting itself.

Arrangements may include the following considerations:

- Date, time and place.
- Refreshments, meals, accommodation. This can depend on whether the meeting is held on or off your work site. Whether or not the meeting is held at your work site or at another location, provide explicit details on your meeting requirements with those who will actually set things up for you. If the meeting takes place in a hotel, give the hotel exact specifications in writing, draw diagrams of the room layout, and specify any special equipment needed. You should also double check to ensure that you have not been misinterpreted, and that everything you requested will be provided.
- Special equipment/visual aids, including flipcharts, masking tape, and pens. This may also include overhead projectors, slide projectors and video equipment. The golden rule with all equipment is - make sure it works. You

should also check the quality of the equipment and visual aids. Illegible slides or poor sound quality on a video can be very distracting.

- Potential interruptions. For a short meeting you can probably ask a receptionist to handle calls or messages, which should be dealt with during breaks. If the meeting takes place off-site, make arrangements with the hotel reception to take messages.
- Breaks. Take a break about every two hours. Make sure the breaks allow the participants to get their minds off the topics being discussed, and refresh themselves before starting up again.

Considerations for physical layout

It is worth your time to plan the room's layout so that it supports the sort of meeting you want to hold.

If the room is neat and tidy, the meeting will probably be more orderly.
A room that is bright (with natural light), airy, and quiet, will help your meeting be more effective. A room that is dark, stuffy, and noisy will have the opposite effect.
If the room had a theatre-style layout, expect a relatively low participation rate; your participants will tend to listen rather then talk.
A room with a boardroom layout (chairs around oblong table with the leader at the head), will result a business-like, strongly led meeting.
U-shaped layouts, with the leader facing the group at the front of the room (but without a table at the front of the room), typically result in more open participation in the session.
If the set-up is simply a circle of chairs and a flipchart, expect a loosely structured and creative session in which the leader acts more as a facilitator.
Communicate the arrangements to let people know:

- Date, time, place of the meeting
- Meeting purpose and objectives
- Travel and accommodation arrangements
- Pre-work and Pre-reading for the meeting (what each individual is expected to prepare in advance)
- The agenda, including the items to be covered, the purpose and expected outcome of each item, and the form that it will take (presentation, discussion, generation of ideas, etc.)

How to manage the process for results

Getting group aligned to the task

When you begin your meeting, you will introduce the purpose and objectives, explaining carefully what you intend to accomplish. It is then a good idea to check the participants' understanding of the meeting's agenda and goals, and determine if anything needs to be clarified. Getting the group's alignment, though, requires more than this. You need to ensure that the participants are prepared to work through the purpose and objectives as stated.
It is useful to ask if anyone sees anything missing in the proposed agenda and objectives. The participants' replies will allow the leader to see what items and objectives each participant is committed to, what is driving them, and the particular aspects they see as most important. Meetings often generate expectations. Even

though they may have agreed to work on a common purpose and objectives, each participant may want something different out of the meeting.

A really successful meeting, aside from meeting its objectives, satisfies the individual commitments of the members, what they stand for and what they are concerned about. Establishing each participant's commitments will help you predict who will be speaking about which point. Then, you can align the individual commitments to the common task, fitting commitments that could be disruptive or cause disagreement within the context of the larger project, and making them helpful to the project.

Doing a round table

Before you start any discussion, it is always a good idea to do a round table so every person attending the meeting can present themselves to the others. This helps to create a relaxed atmosphere and ease into the discussion of the agenda items.

Managing group standards

It can be worth making some simple requests of your participants before or at the start of the meeting. This is the time to lay out expectations, such as:

- Do the pre-work
- Be on time
- Speak the truth and listen attentively
- Do not interrupt
- We will work for no longer than one hour

Managing the meeting progress

Describe the meeting process

If the process is at all complicated or complex, people will feel nervous about being allowed to have their say or worry whether a point they find important will get proper air time.

It is worth going through the process to be followed at the start of the meeting, for example: "Derek will give us a short presentation first, then I'll take questions of clarification, then I'll ask each of you to respond with your views in turn..."

Keep focussed

There are a number of things a leader can do and a number of things to avoid to help keep the group focussed on the task.

- Give credit

  It is very motivating for individuals and groups to be recognised for their successes when it is deserved. Find something genuine to say, and say it in your own way.

- Restate the objectives

  A group will often get distracted by a different issue or topic than the one at hand. If this happens, a good way to refocus the group's attention is to restate the objective of the discussion and, if necessary, the purpose and objectives of the meeting.

The good leader should try to help the group to stick to the facts, understand the group members' situations and commitments, and ensure that each step of the problem solving model is completed before going on to the next. This is particularly important in urgent situations, because emotions will tend to run high, and people will tend to jump to conclusions.

- Summarize

Another key technique for leading a meeting is summarizing what has been accomplished. This is obviously useful when a topic is nearing completion, but it is also useful when the group discussion has gone on for some time and has not been resolved, the group has reached a stalemate, or the meeting's time is up.

Generating ideas

It may be important to have some creative thinking process like brainstorming in your meeting to generate a range of ideas. The key to success in this area is to suspend judgement and the evaluation process during the creative thinking process. The role of the leader in these creative processes is to keep the energy flowing and avoid any tendency for evaluation, but it is also to gauge how the group members' assumptions, values, opinions, and judgements may influence their decision-making and preclude certain courses of action.

Generating action steps which happen

It is very common for a group to come to the end of a meeting and need to agree on action steps to be taken after the meeting. This is perhaps the most crucial part of the meeting since unless this action is carried out, the task will not be accomplished and the meeting will have been a waste of time.

It is important that the leader record what is agreed to be done, by whom and by when. But this is not enough to ensure that things actually happen. The leader also needs to do some follow-up because people may forget to do their work, become busy with other work, find a reason why what they promised to do no longer make sense, and so on. The leader should also provide some structure of support to help individuals to complete the tasks they committed to.

One obvious way to support people is to write up and publish minutes containing the decisions taken and the action agreed. Another way is for the leader, or another delegated team member, to follow up at regular intervals, to find out what has been done and how the work is progressing. This should be done well in advance of any deadlines set for these tasks. Following up makes people aware that someone is noticing what is going, and it can really spur them on to get things done.

How to handle individual contributions

General considerations

This final section deals with some useful tips for handling the different types of contributions that may be made by meeting participants.

Once again, it is best to open your meeting by stating the meeting's purpose and objectives, and reviewing the ground rules for behaviour. Make clear that membership in the group is conditional on certain standards of behaviour. It is always worth agreeing on the behavioural standards in advance, when the group is relaxed and there is no content or emotional issue at stake.

Here are some suggested ground rules for groups:
Be courteous
Do not lose your temper
Discuss problems with other members privately when you first notice them

Ask your group members for a commitment to the ground rules. Only adopt controlling or discipline procedures if these approaches fail.

In other words, treat people with dignity and respect and do not become emotionally involved yourself.

Handling specific types of behaviours

1. Protecting the weaker group members, encouraging nervous or timid members

Some people are too heavily influenced by strong personalities in a group. They may hold back on contributing ideas that could benefit the group. Often, these people are the better listeners in the group.

The way to encourage them is to control the more dominant group members, and soliciting perspectives from the quieter members, seeking to understand their point of view. This can be done non-verbally (the least threatening way) by glancing at people in an encouraging way. If you observe carefully, you will see when people have something to say but are hesitant to say it. When you see this, create an opening for them by asking them a question, such as, “What do you think, Mary?” or “I’d like to hear what Fred has to say on this.”

Another way of encouraging more timid group members is to compliment them on any contributions they do make.

When someone makes a contribution or gives an opinion, test your understanding of what they’ve said by summarizing it for them: “Let me see if I’ve understood…”

Be careful about bending over backwards to get contributions from people who say nothing. It may be that they have nothing to say, and soliciting their contributions may only make them more nervous. Also, beware of championing the quieter group members and taking their side in conflict; it is not your role to be their spokesperson.

2. Controlling the more dominant group members

Dominant group members often just need help to slow down and listen to others. Make sure that once they have had their say, others get their turn: “Hang on, Mike, I’d like to hear what the others have to say.”

Another way of slowing these people down is to ask them to test their understanding of what others have said. The key with dominant people is not to try to compete with them. Stick to the facts, and question them, but do not let the discussion become a battle of wits and wills. (Incidentally, this will terrify the weaker and timid group members and drive them even further into their shells.)

Stick to your problem-solving model. Insist on clarifying or gathering the facts first. Make sure the group considers other solutions and that people are given the opportunity to contribute their own ideas or their evaluation of the dominant people's ideas.

3. Diffusing the more aggressive group members

There are two kinds of aggression: one results from frustration that people feel when they are genuinely committed to something but their efforts are being blocked; the other results when someone shifts the focus of blame from themselves to others when they are feeling incompetent or guilty about something they have done.

The first kind of aggression does have a positive aspect, since it comes from people who are committed and feel passionate about the issue. Keep asking questions about the person's feelings until you are sure you have understood what they are committed to. Just demonstrating your understanding in this way is often such a tremendous confirmation to the individual that they will be ready to solves the problem rather than continue the aggression. Showing to the individual how their commitment can fit in with the larger project and be a contribution rather than an obstacle will often turn the situation around.

The second type of aggression is more difficult to deal with, because it is often based on people trying to look good by making others look bad. Just being silent for a while often allows the person to vent off some steam. Coolly and gently verifying the facts in someone's statements often works, too.

Still, a group leader should never let it look like they are being submissive, because then the aggressor will feel they have been successful and repeat the behaviour in the future. Remember that empathy is not sympathy or submission.

4. Motivating uninterested group members

When you have uninterested group members, it is worth looking for something that will spark their interest. People are rarely completely disinterested in everything.

If this approach fails then it may be worthwhile to confront their behaviour and see if there is any point in their continuing membership in the group and attendance of meetings.

5. Controlling the cynics, ramblers, and clowns

Cynicism can be most disruptive because it can easily create a feeling of despair in the group. Cynics often do not see what they can do and deal with this by distracting the group. They often get a superficial following because this can alleviate the tension for a while.

In the long term, this kind of behaviour needs to be controlled because it is actually a challenge to your leadership. This is where pre-agreed ground rules for group behaviour are so valuable. By pointing out the lack of alignment between what was agreed and the behaviour exhibited, you exert group pressure on individuals to behave more acceptably.

If all else fails, ask disruptive individuals to leave. You must not collude with the cynic by joining in the joking, criticism, or gossip. That would most likely result in the undesired behaviour persisting.

One subtle way of handling this sort of behaviour is to sit the individual on your right hand side. This is the so called “dead corner” in a group where you can cut the individual out of the group al most physically by slightly turning your back on them.

Ramblers are somewhat different from cynics; they are not so much an affront to your authority as they are fond of their own voice or woolly in their thinking. Summarizing their comments when they pause to draw breath, or bringing others in can be effective ways of dealing with their behaviour.

Unit exercise

Imagine you have to set up a meeting with your team members to discuss a problem. Make the invitation (mail; letter, etc.), the agenda, the purpose of the meeting, etc. Think about who on your team should attend the meeting and why, and explain clearly what you expect to achieve. Create your meeting minutes with a summary of what you will have discussed (imagine the content of the meeting), and assign action items with deadlines to your team members.

Module 4: Self Management

- Self Awareness
- Integrity
- Flexibility and Adaptability
- Self Confidence
- Proactivity and Time Management
- Resilience

General description

Unit 4.1: Self Awareness

Description

Self Awareness is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self Awareness allows you to understand other people, how they perceive you, your attitude and your responses to them in the moment.

We might quickly assume that we are self aware, but it is helpful to have a relative scale for awareness. If you have ever been in an auto accident you may have experienced everything happening in slow motion and noticing details of your thought process and the event. This is a state if heightened awareness. With practice we can learn to engage these types of heightened states and see new opportunities for interpretations in our thoughts, emotions, and conversations.

Self-awareness is the capacity for introspection and the ability to reconcile oneself as an individual separate from the environment and other individuals. Self-awareness, though similar to sentience in concept, includes the experience of the self, and has been argued as implicit to the hard problem of consciousness. (source: www.wikipedia.org)

Tips to get more self-aware

- Learn to know yourself better
- Stop your inner critic
- Be nice to yourself
- Reward yourself
- Learn to tolerate contact and proximity
- Talk to others
- Learn to make claims
- Take centre stage
- Risk rejection and criticism
- Learn to say “NO!“ and to answer back
- Learn to clearly occur

For more information

- Phenomenological Approaches to Self-Consciousness: http://plato.stanford.edu/entries/self-consciousness-phenomenological/
- Self-Consciousness: http://www.iep.utm.edu/self-con/
- Two Sides to Self-Awareness: http://www.skillzone.de/persoenliches-wachstum/wachstum-skills/persoenliches-wachstum/3022-two-sides-to-self-awareness.html

- Thomas S. Duval Self-Awareness and Causal Attribution
- Anthony P. Cohen, Self-Consciousness: An Alternative Anthropology of Identity, 1994
- Demetriou, A., & Kazi, S. (2001). Unity and modularity in the mind and the self: Studies on the relationships between self-awareness, personality, and intellectual development from childhood to adolescence. London: Routledge.
- Mark R. Leary. (2007). The Curse of the Self: Self-Awareness, Egotism, and the Quality of Human Life

- Self Awareness Exercise: http://www.turn-stress-into-bliss.com/self-awareness.html

- How self awareness creates a path for changing your life: http://www.pathwaytohappiness.com/sound_files/self-awareness.mp3
- Audio: Self Awareness Mastery Skills: http://www.lifemasteryskills.com/life-mastery-skills-self-awareness.html

Unit Exercise

OBJECTIVES

The following exercises will help to be more courageous contacting other persons and will show you that nothing will happens if you break the ice to someone else. Also they will help to resist taking centre stage.

TIME ALLOTMENT

Depends on the single exercises

MATERIALS / EQUIPMENT

No material necessary

PROCEDURES

Learn to say “NO!” and to answer back.
Finish phone calls by yourself to people who are boring you
Say also “Not yet” if someone is knocking to your door
Say “Please let me finish!” if someone is interrupting you
Say loud and clear “Don’t bather me!” if you're accosted stupid

Learn tolerating contact and proximity
Go intentional in crowded areas (e.g. public transports, shops, discos, cinemas, events, etc.). Get moving through the crowd. Ask people who are in your way to let

you pass.
Ask foreign persons in a crowded café or restaurant if you could sit at their table.
Participate in groups, courses or events where you know nobody. Get in touch with foreigners and asking questions like “Do you know, how long it will take?” or “Could you please tell me the procedure?” etc.

Learn talking to others
Ask foreign people in the street what’s the time or for directions or ask them to change money for a bus ticket, etc.
Make compliments! For example in a restaurant for the waitress, your boss for an interesting meeting, you mother for the dinner, etc.
Ask foreign people if it is possible that you have met him/her before even if it is not true.
Learn to take centre stage
Stand up in the middle of a film in cinema or at an event and ask neighbours to leave you out
Ask someone in a queue (e.g. in the super market) to admit you.
Shout something loud to a friend who is removed to you in bus, metro, etc.
Practice things which you can not do well at the moment for any audience

Unit 4.2: Integrity

Description

“The opposite of integrity is manipulation.” (Thesaurus)

Integrity is a concept of consistency of actions, values, methods, measures, principles, expectations, and outcomes. In ethics, integrity is regarded as the honesty and truthfulness or accuracy of one's actions. Integrity can be regarded as the opposite of hypocrisy, in that it regards internal consistency as a virtue, and suggests that parties holding apparently conflicting values should account for the discrepancy or alter their beliefs.

The word "integrity" stems from the Latin adjective integer (whole, complete). In this context, integrity is the inner sense of "wholeness" deriving from qualities such as honesty and consistency of character. As such, one may judge that others "have integrity" to the extent that they act according to the values, beliefs and principles they claim to hold.

A value system's abstraction depth and range of applicable interaction may also function as significant factors in identifying integrity due to their congruence or lack of congruence with observation. A value system may evolve over time while retaining integrity if those who espouse the values account for and resolve inconsistencies. (Source: www.wikipedia.org)

Used words describing people identified as possessing 'integrity':

- strength of character
- steadfast, resolute, having fibre
- walking the talk, doing what was promised
- authentic, straightforward, what's on the inside is displayed on the outside
- open, honest and direct in their dealings with others
- clear and uncompromised values, and clarity about what's right and wrong
- committed, with the courage of their convictions
- behaviours matched values (congruence)
- principled, honourable, fair, accountable and responsible
- balanced, integrated, whole
- self aware and self-reflective
- mature and wise

5 Ways to build job integrity

- Maintain accurate records
- Be accountable to another employee
- Keep your word
- Don't take advantage of relationships
- Pull your weight

For more information

- Integrity: A positive model that incorporates the normative phenomena of morality, ethics and legality”: http://www.wernererhard.com/integrity_paper.html
- The Relationship Between Moral Integrity, Phsychological Well-Being, and Anxiety: http://www.charis.wlc.edu/publications/charis_spring02/olson.pdf
- Leadership in Action Series: http://www.abetterworkplace.com/042.html
- The Seven Heavenly Virtues of Leadership: http://www.aim.com.au/publications/bkchapters/seven_ch3.html

- Alcoff, Linda Martín (2002). ‘Does the Public Intellectual Have Intellectual Integrity?’
- Blustein, Jeffrey (1991). Care and Commitment: Taking the Personal Point of View New York
- Frankfurt, Harry (1971). ‘Freedom of the Will and the Concept of a Person
- Halfon, Mark (1989). Integrity: A Philosophical Inquiry
- Holley, David M. (2002). ‘Self-Interest and Integrity

- Practice Integrity in Every Action: http://www.netplaces.com/self-esteem/self-esteem-for-life/practice-integrity-in-every-action.htm

- Integrity at Work: http://www.slideshare.net/techlistener/integrity-at-work
- WorkLife.org - Integrity at Work: http://www.youtube.com/watch?v=qfUKq0QYSG0

Unit Exercise

OBJECTIVES

Find out who you are and how are you when it comes to showing up at work with integrity.

TIME ALLOTMENT

A few minutes

MATERIALS / EQUIPMENT

Chart

PROCEDURES

Answer the following questions by yourself honestly. Use the chart as a self-evaluation.

On an integrity scale of 1 (low) to 10 (high), how would you rate yourself when it comes to the following workplace behaviours:	
Your rate	*Workplace behaviour*
	gossiping
	bullying
	viewing or downloading porn
	stealing physical materials
	stealing intellectual property
	stealing time
	telling the truth
	taking responsibility for your piece of your team's projects
	making excuses
	being direct, open and honest in your communications
	respecting others
	living your values
	keeping an honest set of books and following appropriate accounting principles

Who or what stops you from acting with integrity?	
When you're not acting with integrity, what kind of self-talk do you engage in?	
Do your needs for control, recognition and security stop you from acting with integrity?	
Do you lie to yourself about acting with integrity? If so, why?	
Does it matter to you that you are not acting with integrity?	

Do you use the same definition to define integrity for yourself as for others? If not, why not?	
Do you respond if others act without integrity and their actions directly affect you?	
Do you respond if others act without integrity and their actions affect your team, your unit, your department or your organisation?	
Do you ever excuse, justify or rationalize acting without integrity? If so, when and why?	

REFLECTION

So, how did you do with your self-assessment? Who are you and how are you when it comes to showing up at work with integrity?

Unit 4.3: Flexibility and Adaptability

Description

Flexibility is a personality trait — the extent to which a person can cope with changes in circumstances and think about problems and tasks in novel, creative ways (Source: www.wikipedia.org)

What makes a person adaptable/flexible?

Is being adaptable and flexible a characteristic of your personality, a behaviour, which you can learn, or an employability skill you can develop? The answer is all three and having an understanding of yourself and how you respond to situations will be useful to you in the workplace. If you haven't already taken a personality questionnaire, like the Myers Briggs Type Indicator, you might find it useful to do so.

Intellectual flexibility – keeping an open mind is important. You should be able to demonstrate that you can integrate new information and draw conclusions from it, and that you can switch from the detail to the big picture.

Being receptive – particularly to change. Being able to respond with a positive attitude and a willingness to learn new ways to achieve targets and objectives is a key competency.

Creativity – actively seeking out new ways of doing things and not being scared to improvise and/or experiment.

Changes behaviour – show that you can adjust your style of working or method of approach to meet the needs of a situation or emergency

Some people are naturally adaptable – in fact, they thrive on change and the unexpected and alter their routines as much as they can. However, if you are the kind of person who has a 'to do' list and doesn't like it when something arises which isn't on your list, then you aren't naturally adaptable. You will, though, have learnt how to become adaptable/flexible through experience. You might even have the advantage over others as you will have used your planning and organising skills to change your behaviour. Look, also, at the section on initiative and problem solving as the skills are very similar.

Whatever your natural tendencies, you have to be able to prove to an employer that you can:

- Looks for ways to make changes work rather than identifying why change will not work
- Adapt to change and new ways of working quickly and easily
- Make suggestions for increasing the effectiveness of changes
- Show willingness to learn new methods, procedures, or techniques
- Shift your priorities in response to the demands of a situation
- Bounce back from setbacks and maintain a positive attitude

How do you prove to a recruiter you have these skills?

It is not good enough to simply say "I can adapt to situations" or "I am flexible in the way I work", you have to prove that you are by giving appropriate examples. You can draw on situations like these to help you demonstrate your adaptability:

- Living abroad as part of an exchange programme
- Moving to this country to study
- Balancing your study commitments with part time work
- Working and/or living with people of different ages/cultures
- Work experience, particularly placements and internships
- Voluntary work experience

Think of an example of when you have had to adapt to change or had to be flexible in a situation. Then use the STAR technique to describe it:

S	Define the Situation
T	Identify the Task
A	Describe your Action
R	Explain the Result

Figure 15: The STAR technique

This technique is useful at all stages of the selection process so it is worthwhile getting to grips with it. Here's an example:

S define the situation: –
where were you; what were you doing? what was the context

I initially applied to study Pharmacy at University, acting on my family's advice. I knew I would have to achieve high grades in my A levels, particularly Chemistry, which is not one of my best subjects. Several of my friends were applying to Brighton University and I did too. I got an offer and made plans. However, I did not get the B grade I needed in Chemistry to be accepted onto the course.

T identify the Task:
what was your aim? what was the problem?

I had to re-think my future urgently. I could take up the offer of an alternative course at Brighton, see if I could get on a Pharmacy course elsewhere or re-consider my career. Whatever I decided, I had to be flexible as I knew my options were limited.

A describe the Action you took:
be clear about what you did

I decided that what I studied was more important than where I studied it. My favourite subject is biology and I enjoyed laboratory classes at school. After getting information from a Careers Advice helpline and doing some research, I decided to apply for Biomedical Sciences courses through Clearing. I drew up a shortlist of courses and arranged to visit 3. I was most impressed by the course here at Bradford and received an offer from them. I knew that moving to Bradford would be a challenge as my network of family and friends are all in the South.

R highlight the Result you achieved:
what was the outcome of your actions, what did you achieve?

I was, initially, very upset having to change my plans but I'm pleased I did as I am sure I have made the right decision. Moving to Bradford was hard initially but everyone is very friendly and I have got to know people from many different cultures as Bradford is so diverse, and I have particularly enjoyed this. I am also enjoying the course a lot and getting good marks. I have already decided I want a career in biomedical research and am planning to do a placement year.

To use the STAR technique effectively, remember:

- You are the STAR of the story, so focus on your own actions, even if they were only a small part of a larger whole.
- Tell a story and capture the interest of the reader. Include relevant details but don't waffle.
- Move seamlessly from the situation, through the task, to your actions, and finally to the result.
- How to stay committed but flexible? (source: http://www.about-personal-growth.com/flexible.html)

- Have the correct mind set: There is a popular saying that nothing is set in stone. It should apply to your mind set. Whatever it is that you have chosen to believe and assume can be challenged and is changeable. Develop a sense of curiosity, shift your views and look at yourself, things and people in new ways.

- Be willing to change: Being rigid with yourself and your rules indicate that you are resisting change. You don't have to remain consistent to the old you and the things that you have said or done in the past. Change is absolutely necessary for personal growth and success especially if what you have done have not worked out. When you improve yourself, your world will change for the better.

- Do things differently: You have to decide to do things differently to experience different results. It does cause certain amount of discomfort and emotional upheavals but you need to detach and rise above your present level. Remain aware and alert so that you can implement the next course of action.

- Learning to deal with difficult people and situations: You can't change events and people but you can adjust and modify your behaviour and habits. You may have to learn to communicate and influence others more effectively. You may also need to look at your own attitude on how you judge and perceive others and things.

- Take personal responsibility: Take personal responsibility for the mistakes that you have made, learn from them and bounce back. Amend your mistakes, give yourself another chance and another go to make things right. If you are willing to remain flexible, you will find another way to do things or obtain answers to your problems.

For more information

- Is flexibility at work good or bad?: http://positivesharing.com/2007/09/is-flexibility-at-work-good-or-bad/
- Adaptability/Flexibility: http://www.careers.brad.ac.uk/employability/skills/adaptflex.php
- Foundations of Leadership III - Adaptability and Flexibility: http://ezinearticles.com/?Foundations-of-Leadership-III---Adaptability-and-Flexibility&id=1498415
- Workplace flexibility and the changing nature of work: An introduction: http://findarticles.com/p/articles/mi_qa3981/is_200103/ai_n8936013/
- Do you have Adaptability?: http://www.assessmentbusinesscentre.com/media/articles/Adaptability(1351).pdf

- Peter Andrew Reilly (2001): Flexibility at work: balancing the interests of employer and employee
- Sharon Lambley (2009): Proactive Management in Social Work Practice (Post-Qualifying Social Work Practice)
- Andreas Holzinger (2011): Successful Management of Research & Development
- Wayne L. Staley (2008): Pathway to Adaptability
- Susan Page (2010): The Power of Business-Process Improvement: 10 Simple Steps to Increase Effectiveness, Efficiency, and Adaptability

- For Your Resume: Flexibility, Adaptability, and Creativity: http://www.acacamps.org/blog/counselors/your-resume-flexibility-adaptability-and-creativity
- http://anniehu123.files.wordpress.com/2011/10/learn-to-adapt1.pdf

- How to adopt flexible working practices: http://www.youtube.com/watch?v=Zml3pQLmzZ0&feature=related
- Flexibility in the Workplace: http://www.youtube.com/watch?v=6kBWrck5qqY&feature=related

Unit 4.4: Self Confidence

Description

"Self-confidence is knowing that we have the capacity to do something good and firmly decide not to give up." (His Holiness the Dalai Lama)

Definition

The socio-psychological concept of self-confidence relates to self-assuredness in one's personal judgment, ability, power, etc., sometimes manifested excessively. Being confident in yourself is infectious if you present yourself well, others will want to follow in your foot steps towards success. Inaccurate self-evaluation is commonly observed in healthy populations. In the extreme, large differences between one's self-perception and one's actual behaviour is a hallmark of a number of disorders that have important implications for understanding treatment seeking and compliance. (Source: www.wikipedia.org)

How to build self-confidence?

- Recognize your insecurities.
- Talk about it with friends and loved ones.
- Remember that no one is perfect.
- Identify your successes.
- Be thankful for what you have.
- Be Positive, even if you don't feel the same way.
- Accept compliments gracefully.
- Look in the mirror and smile.
- Fake it.
- Stick to your principles.
- Help others.
- Avoid perfectionism.

And now 6 tips to help you destroy your confidence and your self esteem guarantees

Of course, please do not follow these advices!

Figure 16: How to destroy your self-confidence

For more information

- Self confidence tips to help you now!: http://www.more-selfesteem.com/self_confidence_tips.htm
- How to build self-confidence?: http://www.wikihow.com/Build-Self-Confidence
- 10 Ways to Instantly Build Self Confidence: http://www.pickthebrain.com/blog/10-ways-to-instantly-build-self-confidence/
- 7 Powerful Strategies to Building Bullet-Proof Self-Confidence: http://www.yourgoalbook.com/self-confidence

- The Macquarie Dictionary. Compare The Dictionary of Psychology by Raymond Joseph Corsini. Psychology Press, 1999.
- Rowh, M. (2006). "HOW'S YOUR CONFIDENCE?". Career World 35 (2)
- Beer J, Lombardo M, Bhanji J. Roles of Medial Prefrontal Cortex and Orbitofrontal Cortex in Self-evaluation. Journal of Cognitive Neuroscience [serial online]. September 2010
- Raj Persaud. The Motivated Mind.

- Free Online course: http://www.selfconfidence.com/
- http://www.mindtools.com/selfconf.html
- 10 Ways to Instantly Build Self Confidence: http://www.pickthebrain.com/blog/10-ways-to-instantly-build-self-confidence/
- Test you contentedness: http://www.palverlag.de/Zufriedenheit-Test.html (unfortunately only available in German)

- Building Self-Confidence: http://www.youtube.com/watch?v=dtVja0WfnIs&feature=player_embedded
- The Fastest Way To Build Self-Confidence: http://www.youtube.com/watch?v=S2qHu_1VDEw&feature=related
- How to Build Your Self Confidence: http://www.youtube.com/watch?v=ZLAogkva-Ok&feature=related

Unit Exercise

OBJECTIVES

If you are willing to build your self-confidence you have to be willing to replace your negative opinion by a positive one. The following short exercises may help you. But they only work if you will do them again and again.

TIME ALLOTMENT

Only a few minutes

MATERIALS / EQUIPMENT

Paper and pen

PROCEDURES

Say the following sentence to yourself a 100 times each day: ”Paula (use your own name), I like you”. You will make a confusing experience. Everything will be reluctant to tell you such a thing. And even when you try it, it seems that you are telling something what’s wrong. You have the feeling of lying to yourself. This is normal because at this moment you don’t believe that you are lovable. As recently as you said those words a few hundred times they are getting plausible.

Make a list of your properties and behaviours, which you

- Like about yourself
- Can live with
- Refuse about yourself

Take the properties which you refuse about yourself one after each other and say to yourself bye ach of the properties: ”I am willing to accept me as I am even I (e.g. am jealous). I have strengths and weaknesses like any other person.”

Let's pass the day revue directing your attention to what you managed successfully. Congratulate yourself for it.

REFLECTION

Repeat these exercises as often as possible - every day if you can.

5

Unit 4.5: Proactivity and Time Management

Description

The concept of time management has existed for more than a hundred years. Unfortunately, the term "time management" creates a false impression of what a person should be able to do. Time cannot be managed, time is uncontrollable we can only manage ourselves and our use of time. In this section, we discuss tips and tricks for managing the project “you,” one of the most complex projects you will undertake in your lifetime. Time management consists of two parts:

Planning: deciding in advance when you will work.
Priority management: deciding in advance what you’ll do and in what order.

To be able to work more efficiently, and thus to do more work in less time, you need both planning and priority management. There is little sense in planning working time without using it as efficiently as possible. And it is very difficult to work efficiently if you have not planned the time to do it. At the heart of time management is an important shift in focus: concentrate on results, not on being busy.

Planning

Proactive and reactive working

Peter is woken up by his mobile phone. It’s Kathy, the president of his NGO, and she’s asking why he didn’t put the training course webpage online yet. The application period started the night before. “Oh, I forgot,” Peter thinks, “I’ll do it now,” he promises. He showers and checks his email, thinking not too much time will be lost. But then he sees an email from one of his classmates, containing the agenda of the programming project meeting. It starts in about 15 minutes. “It’s lucky,” Peter thinks, “that Kathy phoned, otherwise I would have showed up way too late. Well, they would expect that from me anyway.”

When you work reactively, you wait for input from the outside world to drive you towards the work that needs to be done. In the above example, it is clear that whoever shouts the loudest gets Peter’s attention. Some of the work may get done satisfactorily, but delays are likely, and the other team members may become frustrated. In the worst cases, the reactive approach can lead to unfinished work and a failing project. The best case scenario is a suboptimal project result.

The way to avoid these problems is by organizing yourself and planning your time. Two tools, as simple as an agenda and a task list, are enough to start you working pro-actively and efficiently.

Task lists

A task list is a list of all the tasks that you need to carry out. It consolidates all the jobs that you have to do into one place. You can then prioritize these tasks into order of their importance. This allows you to tackle the most important ones first.

Task lists are essential when you need to carry out a number of different tasks or different sorts of tasks, or when you have made a number of commitments. If you find that you are often left out because you have forgotten to do something, then you need to keep a task list.

While task lists are very simple, they are also extremely powerful, both as a method of organizing yourself and as a way of reducing stress. Often, problems may seem overwhelming or you may feel that you have a huge number of demands on your time. This may leave you feeling out of control, and overburdened with work.

Some hints:

Tasks can be date-specific (e.g. go shopping, contact this or that person, etc.), or float over a period of time (e.g. work out budget, buy present for father, etc.). Make sure that the tasks always have a clearly defined deadline.
Add timing to tasks: how long do you think it will take you to finish the task? This will allow you to plan your day more easily.

Agendas

You use an agenda for keeping track of related events on a specific timeline. Everything on an agenda starts at a fixed time and has a certain duration, when time is fully dedicated to that agenda item.

Some examples:

- Meetings, appointments: when two or more people need to meet, you arrange a time and duration for it. This also involves time for hobbies, sports, etc.
- Travel time: when you need to go somewhere, put it in your agenda as well. When you have to go to a meeting in the same building where you work, travel time is not a concern. But if you have to ride or drive to a meeting, that can easily consume half an hour or more, time during which you cannot do anything else.
- All-day events: whenever a day is dedicated to a certain event, even though you do not need to be there all the time, add it to your agenda, since this will affect the amount of time you can work that day. Include instances where a friend of special colleague is visiting.
- Reminders: Include things that you should not forget, like birthdays and anniversaries, in your agenda.

Tips and tricks for planning

- Use categories to distinguish the different parts of your life.
- Colour-code your agenda. For example, write all work-related events in green, school-related items in red, etc.
- Separate your task lists. Group all work-related tasks together, things you have to do for school together, life obligations (shopping, library, etc.) together. You can use separate pieces of paper if you want, but it is sufficient to divide the paper in four quarters.

- Set deadlines (or durations) for all tasks and stick to them. A task should only take the time set aside for it. Without deadlines, you'll keep on working (trying to improve even more) and waste time. Typically, it takes 30% of your allocated time to finish 70% of a task, and 70% of your allocated time to finish the remaining 30%. A deadline helps you to focus more and waste less time on unimportant details.

Priority management

Fighting the clock

The best time-managers can accurately estimate the time needed for their tasks and appointments or meetings. A person less experienced with time management typically tends to underestimate the time needed for a job. For instance, they can easily plan to do 12 hours worth of work in a regular 7 ½ hour working day. The clock becomes their enemy and they become stressed out, and unsure of their capabilities. But there is no need for this as they are only the victims of planning fraud.

Let's see how well you are able to estimate the time needed for your tasks.

First, write down how many working hours you have:	A = ______ hours
Calculate the percentage of work that you get done on an average day:	B = _____ %
Your ideal working day, where you get all of your tasks done, would equal:	C = A / B = _______ hours

Does this surprise you? If the answer you got was above 12 hours a day, do you really think that you can manage that?

As you can see, it is not about working more, but about working smarter. Increasing your efficiency (B) is easier and better than increasing the length of your working day (A). This leaves you more time for a social life, which makes you a more relaxed person. And after all, quality of life is important.

Productivity pirates

It is not only bad planning that causes you to not finish your work. There are other factors that will decrease your concentration level.

Can you think of some factors that disturb you when you are working? What prevents you from working smarter, or affects your concentration?

- ______________________________ ______________________________
- ______________________________ • ______________________________
- ______________________________ • ______________________________
- ______________________________ • ______________________________

Roughly, all these factors can be divided into two categories:
External disturbers: those factors you cannot control, but you can try to handle them efficiently.
Internal disturbers: this is about the way you work, and you have almost total control over these factors.

How to prevent being disturbed (being proactive)

When you are working in a noisy environment, try using headphones. This locks you into your own universe, which makes it more difficult to become distracted.

Whenever somebody comes and asks you a question, stand up. This is a psychological trick using body language to show the person that they are disturbing you, without having to actually tell them. They will get the message subconsciously, and be quicker and more to the point with you than if asked them to sit down and talk about the situation.

- Position your desk in such a way that you sit with your back towards the door.
- Close your door, or hang a sign outside that says “do not disturb,” “meeting,” or “conference call.”
- Clean your desk. “Paper talk” alone can cost you up to an hour a day in looking for things and give you constant distractions.
- Many people have developed the habit of making their office into a giant “to-do” list, with papers, “some day” stacks, files, letters, in-trays, and phone messages lying around and demanding to be looked at or dealt with. Each piece of paper on your desk will distract your attention about five times a day.
- Stress and fatigue are rarely caused by the things you have done, but by the thought of what you have not done! There is no need to be constantly reminded of what you still need to do.
- Shut down instant messenger software (icq, messenger, etc.) during the times of the day when you tend to perform best or are most productive.
- If you lack self-discipline and are easily distracted, shut down your e-mail client and switch off your phone when you need to concentrate on your work.

What to do when you get distracted (being reactive)

Use this checklist	
for incoming calls:	for interruptions from unexpected visitors:
• Let the caller know about your time constraints. • Dare to say that you are busy, but arrange a time to return the call. • Always keep a pen and pad by the phone. • If you get a call asking for information, you do not have to give it out right at that moment. Don’t feel	• Establish at the start why they have come to see you (aim). • Stand when they enter the room, so that they also remain standing. • If it is necessary for you to deal personally with them, suggest a later time to meet, at your convenience. • Whenever possible, suggest a

obligated to look for it, arrange to call back later.	meeting in their office. • Set time limits for your discussion. • Avoid engaging in small talk. • If you really cannot get them out of your office, leave the office yourself.

Some final hints:

- Do difficult jobs first, when you are at your best. Look after minor jobs when you are tired.
- Do not postpone important matters that are unpleasant. Jobs rarely get more pleasant by being postponed. Do them now!
- Plan your telephone calls. Make a brief note of what you want to say and what you want to find out. It will save you time later. Make your notes and review them at least twice before making the call.
- If you have several phone calls to make, do them all in a row.
- When you start a piece of work, try to finish it without interruptions. If you have to finish it later, you will lose time picking up where you left off.
- Monitor how you use your time, and make conscious changes to your behaviour.
- Make a habit of finishing the main job of the day before you go home.

Determine your own P-time

Once you know which the external disturbing factors are, you can determine the times when you perform at your best. It is important to be aware of this since this should be when you do work that required the most concentration.

Are there are overall peaks? What can you do to create overall peaks?

One thing to take into consideration is that after you eat lunch and dinner, a lot of your energy goes into the digestion process. This makes it more difficult to concentrate, and can even result in a sleepy feeling.

Task prioritisation

You are aware of what you need to do (write it on your task list) and when you perform at your best. Let's say that you were able to detect a period of "high concentration time," and a period of "efficient working time," and during the rest of the time, disturbances easily occur. How do you select which task to do in which time block? For each task, assess:
Whether it is important (crucial for the success of the project) or not (no influence on the success).
Whether it is urgent (needs to be dealt with immediately) or not urgent (can be postponed until later).

A good way to assess this is to rate the tasks on a scale from 1 (urgent-important) to 5 (not urgent-not important). A 3 rating on a task would mean that it is a normal priority task.

Now you can set your tasks and ratings out on a graph. It becomes clear which tasks you should start first.

Achieving lifetime goals

Once you have set your lifetime goals, set a 25-year plan of smaller goals that you need to meet if you are to reach your lifetime plan. Then set a 5-year plan, 1-year plan, 6-month plan, and 1-month plan of progressively smaller goals that will help you to achieve your lifetime goals. Each of these smaller plans should plan be based on the previous one. Finally, work your plans into your daily to-do lists, so that you are working toward your lifetime goals on a daily basis.

In the early stages of your planning, your goals may be to read books and gather information on how to achieve your goals. This will help you to improve the quality of your goal setting and help you to set realistic goals. Finally, review your plans regularly, and make sure that they fit in with how you want to live your life.

Monitoring your life

Once you have drawn up your first set of plans, keep the process going by reviewing and updating your to-do list on a daily basis. Periodically review the longer-term plans, and modify them to reflect your changing priorities and experience. When you have achieved a goal, take the time to enjoy the satisfaction of having done so.

Absorb the implications of having achieved the goal, and observe the progress you have made toward other goals. If the goal was a significant one, reward yourself appropriately. Review the rest of your goal plans to incorporate what you learned from your experience of achieving the goal.

Ensure that you schedule a regular time for following up and reviewing what you have done (for example, one or two hours once a month, and a full day once a year). If you don't make an appointment with yourself, you won't take the time to do this.

Things to take into consideration during those meetings are:

If you achieved certain goals too easily, make your next set of goals more difficult.
If goals took a dispiriting length of time to achieve, make the next set goals a little easier.
If you learned something that would lead you to change other goals, do so.
If, while achieving a goal, you noticed a deficit in your skills, decide whether to set goals to fix this.

Failure to meet goals does not matter as long as you learn from it.

Feed lessons learned back into your goal setting. Remember too that your goals will change as you mature. Adjust them regularly to reflect this growth in your personality. If you are no longer attached to any goals, then let them go. Goal setting is your servant, not your master. It should bring you real pleasure, satisfaction and a sense of achievement.

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Unit 4.6: Resiliance

Description

Resilience in psychology refers to the idea of an individual's tendency to cope with stress and adversity. This coping may result in the individual "bouncing back" to a previous state of normal functioning, or using the experience of exposure to adversity to produce a "steeling effect" and function better than expected (much like an inoculation gives one the capacity to cope well with future exposure to disease). Resilience is most commonly understood as a process, and not a trait of an individual.

Resilience can be described by viewing:

- good outcomes regardless of high-risk status
- constant competence under stress
- recovery from trauma
- using challenges for growth that makes future hardships more tolerable

Resilience describes people who are expected to adapt successfully even though they experience risk factors that 'stack the odds' against them experiencing good development. Risk factors are related to poor or negative outcomes. Risk factors may be cumulative, carrying additive and exponential risks when they co-occur.

7 abilities of resilient people

- *Emotional awareness or regulation.* The ability to identify what you are feeling and when necessary, the ability to control those feelings.
- *Impulse control.* Highly resilient people are able to tolerate ambiguity so they don't rush to make decisions. They sit back and look at things in a thoughtful way before acting.
- *Optimism.* For optimism to help resilience it needs to be 'realistic optimism' and to be 'wed to reality'. People, who are blindly optimistic, do not have optimism which facilitates problem solving: in fact it interferes with it.
- *Causal analysis.* This means the ability to think comprehensively about the problems you confront. Being able to look at problems from many perspectives and consider many factors.
- *Empathy.* The ability to read and understand the emotions of others is very important as it helps build relationships with others that provide vital social support in return.
- *Self-efficacy.* Confidence in your ability to solve problems, knowing your strengths and weaknesses and relying on your strengths to cope.
- *Reaching you.* People who score high on resilience are willing to try things and take risks. They view failure as a part of life.

For more information

- Developing Resilience – The Most Important Soft Skill for Hard Times: http://www.businessperform.com/articles/nature-work/developing_resilience.html
- Resilience: The Foundation of Organisational Success: http://www.trainingmag.com/article/resilience-foundation-organisational-success
- Facing Failure: Why Resilience Must be Part of Leadership Development: http://www.theglasshammer.com/news/2011/03/02/facing-failure-why-resilience-must-be-part-of-leadership-development/
- Building Resilience in a Turbulent World: http://www.vision.org/visionmedia/depression-trauma-resilience/5816.aspx
- From homeless to Harvard: graduate sets sight on success: http://seattletimes.nwsource.com/html/education/2009364589_harvard21.html

- Karen Reivich / Andrew Shatte (2003): The Resilience Factor: 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles
- John W. Reich, Alex J. Zautra, John Stuart Hall. (2010): Handbook of Adult Resilience
- Elizabeth Edwards (2010): Resilience: Reflections on the Burdens and Gifts of Facing Life's Adversities

- Resilience Coaching – Soft Skills for Tough Times: http://www.advancecoach.co.uk/blog/resilience-coaching
- How to stay sane: Personal resilience training: http://www.trainingzone.co.uk/topic/how-stay-sane-personal-resilience-training/154341

- Sidney Dekker on Resilience: http://www.youtube.com/watch?v=mVt9nIf9VJw
- Recruiter Training: How to Become Resilient: http://www.youtube.com/watch?v=1NwRlt3CCNo&feature=related
- Resilience - A Key Mental & Emotional Fundamental.mp4: http://www.youtube.com/watch?v=DlowjoJAVsk&feature=related

Unit Exercise

OBJECTIVES

Learn about the characteristics of resilience and self-evaluate which of these characteristics are typically for yourself and how you demonstrate these characteristics.

TIME ALLOTMENT

30 minutes + 30 minutes presentation and discussion

MATERIALS / EQUIPMENT

chart „resilience characteristics“

PROCEDURES

Read the following characteristics of resilience as well as their descriptions and try to explain how you demonstrate these characteristics in your daily work/life.

Characteristic	Signs	How have you demonstrated this characteristic?
Emotional Control	This quality entails the ability to moderate the intensity of your feelings in order to keep your focus in stressful events. People with this trait also display the ability to exhibit consistent behaviours across a wide range of situations.	
Strong Relationships	Resilient individuals maintain strong connections with others and tend to have supportive relationships. Nor are they too proud to accept help and guidance from those they trust.	
Authenticity and Self Acceptance	The presence of authenticity connotes a life in which our behaviours are in accord with our values and goals. In essence, we are practicing what we preach. Self-acceptance implies that we possess realistic expectations and goals and that we have an accurate recognition of our	

	strengths as well as our vulnerabilities.	
Self Efficacy	Self efficacy is the belief in your ability to get things done and move your life in a desired direction. This trait entails the capacity to stay focused on your goals and to carry out the necessary actions to accomplish them.	
Goal Setting	The skill of goal-setting involves your ability to develop realistic goals and to take consistent, dedicated action to move toward those objectives. Instead of focusing on goals that seem unattainable, people with this skill have a clear and level headed grasp of the situations facing them.	
Perspective	Resilient people maintain a sense of perspective in the face of adversity. They are able to step back and appraise events in a calm and measured manner, not jumping to “doom and gloom” conclusions every time there is a setback.	
Curiosity	This means that you are continuously eager to learn about new things. With regard to resiliency, these traits imply an open-mindedness to experimenting with different approaches that will increase your ability to move through an adversity.	
Persistence and flexibility	Persistence is often the trait we most associate with resilience. It is our ability to tolerate discomfort and frustration in order to persevere through difficulty or challenge. But resilience also involves maintaining a flexible	

	approach in your life as you deal with stressful circumstances and traumatic events	
Humour	A sense of humour enables you to not take yourself or your ideas too seriously. In doing so, you are better able to step back and observe circumstances with a little more detachment and objectivity.	

REFLECTION

Present your description to a colleague or friend and find out common solutions to work on these for your own handling.

PARTNERSHIP

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