



Soft skills



Agenda – Soft Skills Module



I. Soft Skills Introduction

- 1.1 Leadership skills
- 1.2 Situational Leadership
- 1.3 Communication/ Platform skills
- 1.4 Conversation techniques
- 1.5 Presentation techniques
- 1.6 Business meeting
- 1.7 Transformational versus Transactional Leadership Theory

II. Soft Skills (part 2)

- 2.1 Emergence of conflicts
- 2.2 Conflict management
- 2.3 Types of conflicts
- 2.4 Conflict progression
- 2.5 Conflict resolution
- 2.6 Communicating with groups (Platform skills)
- 2.7 Etiquette (guide) and career

What are Soft Skills?



III. Project Management

3.1 Project Management Plans

3.2 Project Marketing

3.3 Performance Management

IV. Scientific Work Methods

V. Time Management

VI. The Importance of Soft Skills at the Labour Market

6.1 Labour Market marketing strategy

Purpose of the Module

- Career-enhancing factors: (according to an IBM-study)
 - 60 % valuable contacts
 - 30 % demeanour & appearance
 - 10 % technical qualification } **90 % Soft Skills!**

- Purpose of the module Soft Skills for Engineers is:

To teach interdisciplinary communicative skills, methods and tools which will enable the audience of this course to fulfil their current and future tasks superiorly!



**Hard Skills Lead to
Projects**

**Soft Skills Lead to
Success**

Dr. Jerry Brightman

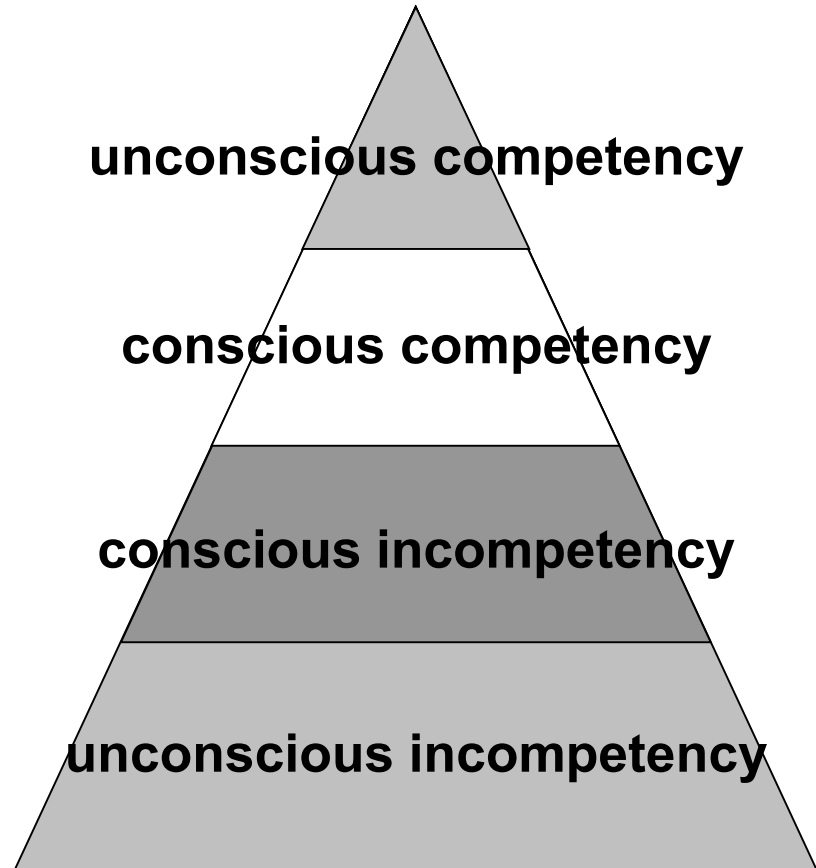
President - The Leadership Group

Soft Skills – Getting Started



- Neither
extensive intelligence
nor
further talents
are required to be
successful in any field,
but solely

**TRAINING,
TRAINING,
TRAINING!**

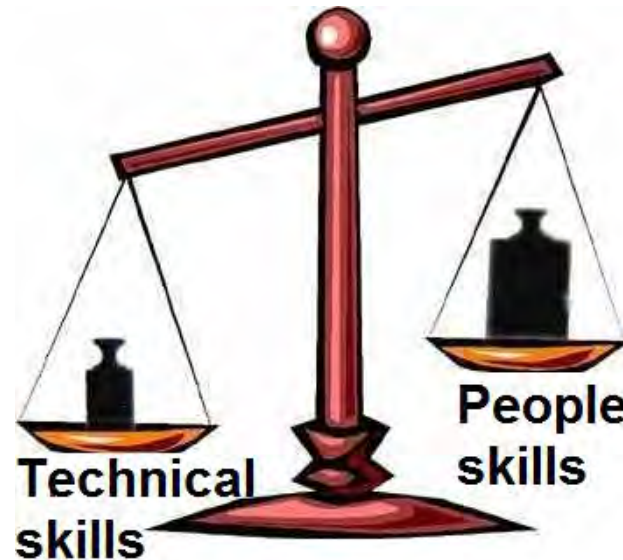


Hard Skills vs. Soft Skills



Hard skills:

- what might appear on the resume
- level of expertise
- degrees,
- certifications,
- job titles,
- computer lingo
- technical know how



Soft Skills:

- are often difficult to define analytically,
- are too indistinct to differentiate from each other,
- have a lot of intersections and dependencies.

Research suggests that they are just as good an indicator of job performance as traditional job qualifications or hard skills...

What are Soft Skills?



- These main groups belong to Soft Skills:

- Communication skills
- Intellectual skills
- Leadership skills
- Methodological competence
- Personal (self-) management
- Social competence
- Business ethics
- Knowledge management

Communication
is a so called
Meta Soft Skill,
since it is present
in every other
Soft Skill.

What are Soft Skills?



- Soft Skills are primarily related to **communication**:
 - Communication by themselves and to fellow human beings (both verbal and nonverbal)
- According to an IBM-study career-enhancing factors are:
 - 60 % valuable contacts
 - 30 % appearance
 - 10 % technical qualification

**These are 90 %
Soft Skills!**

Importance of “Soft Skills” on the Labour Market

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Stärken Sie unser Team

Hebel Haus sucht Sie als **Sekretär/in** der Bauleitung für die Niederlassung Berlin

Erstklassige, über Jahre aufgebaute und beständig weiterentwickelte Produktkompetenz im Ein- und Zweifamilienhausbereich sowie eine ausgeprägte Kundenorientierung sind die Basis unseres Erfolges.

Ihr Background für diese Aufgabe:
Sie verfügen bereits über mehrjährige Erfahrung in vergleichbarer Position und kennen die gesamte Palette dieses Tätigkeitsfeldes. Mit den Instrumenten der modernen Bürokommunikation (MS-Office, Internet) sind Sie bestens vertraut. Persönlich überzeugen Sie durch ein hohes Maß an Flexibilität und Zuverlässigkeit. Sicheres Auftreten, Kommunikationsstärke und gepflegte Umgangsformen runden Ihr Profil ab.

Unser Angebot:
Verantwortung und Entscheidungsfreiraum erwarten Sie. Nehmen Sie die Herausforderung an? Dann senden Sie bitte Ihre kompletten Bewerbungsunterlagen an Herrn Rainer Christmann. Gern beantwortet er unter Telefon (0 60 23) 940-712 Ihre Fragen.



With above-average qualifications, you have an excellent chance to work at Audi. However, we don't simply judge a person based on his or her qualifications. We take a close look at the applicant's overall qualities. Along with specialised knowledge – and depending on the department you want to work in - the most important criteria include the following:

- **Fluency in German and English - both written and spoken**
- **Solid customer orientation**
- **International skills**
- **Interdisciplinary abilities**
- **Ability to work in teams**
- **Ability to work methodically**
- **Flexibility**
- **Reliability**
- **Self-confidence**
- **Politeness and Style**
- **Excellent Communication Skills**

What are soft skills?



How the customer explained it



How the project leader understood it



How the engineer designed it



How the programmer wrote it



How the sales executive described it



How the project was documented



What operations installed



How the customer was billed



How the helpdesk supported it



What the customer really needed



- Technical –**

- PLCs, Networking, Industrial Computer Technology, Equipment Troubleshooting, Simulation, Process Layout & Optimization, Tooling & Fixture Design, Value Stream Mapping, Process Improvement Tools, Factory Automation – Justification, Acquisition, & Deployment, Production Planning, Asset Utilization, Maintenance Reliability, Building Codes, Product Introduction,

- Leadership –**

- Team Based Work Systems, Integrity, Championing Change, Coach & Develop, Customer Focus, Planning, Strategic Thinking, Diversity, Communication

- Safety –**

- Emergency Management and Response, Environmental Regulations, Industrial Hygiene, Equipment Safety, Control of Hazardous Substances

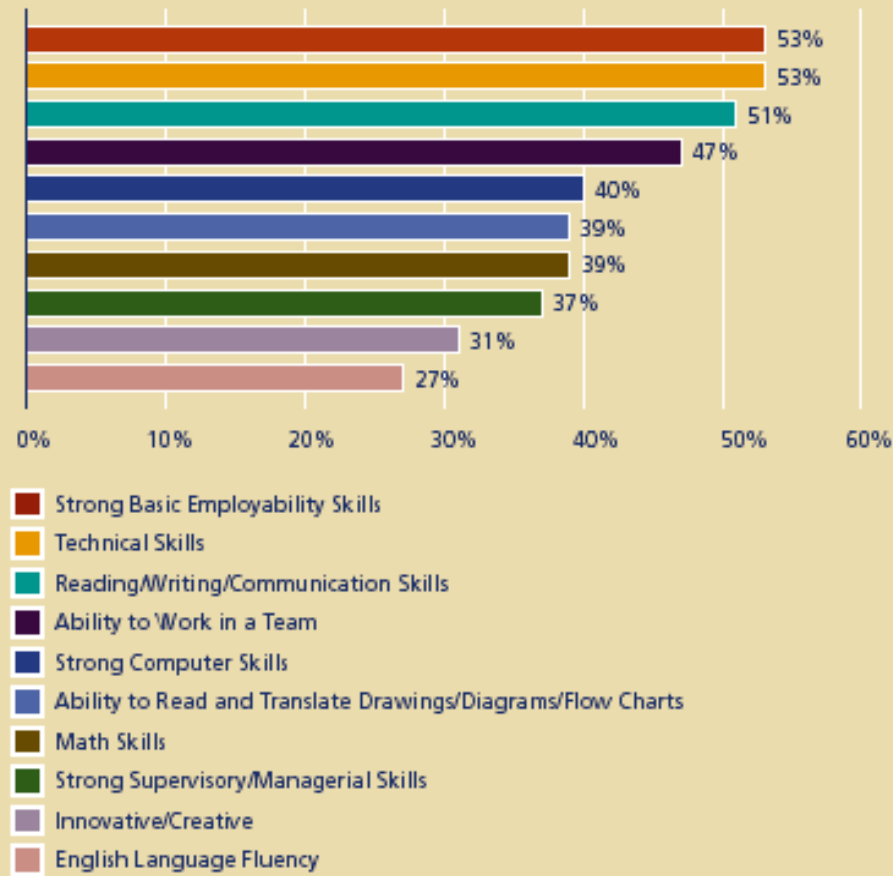
- Quality –**

- Problem Solving, Continuous Improvement, Manufacturing Quality Planning, Quantitative Methods, Six Sigma Methodology, AIAG Core Tools (FMEA, APQP, PPAP, MSA, SPC, etc), Customer Focus

Types of Skills needed by Manufacturing Employees



Figure 4. What Types of Skills Will Employees Need More of Over the Next Three Years? (Check All that Apply)



Source: National Association of Manufacturers
(NAM) 2005 Skills Gap Report

http://www.nam.org/s_nam/bin.asp?CID=9&DID=235731&DOC=FILE.PDF

What Industry Wants

Skill sets that include:

- Oral and written communication skills
- Critical thinking ability
- Problem-solving resourcefulness
- Ability to work productively on a team

What Our Students Want



- Meaningful employment
- Competitive advantage in today's economy
 - Help with soft skills

Our Experience at TU Berlin

Implemented “Soft Skills at Work”

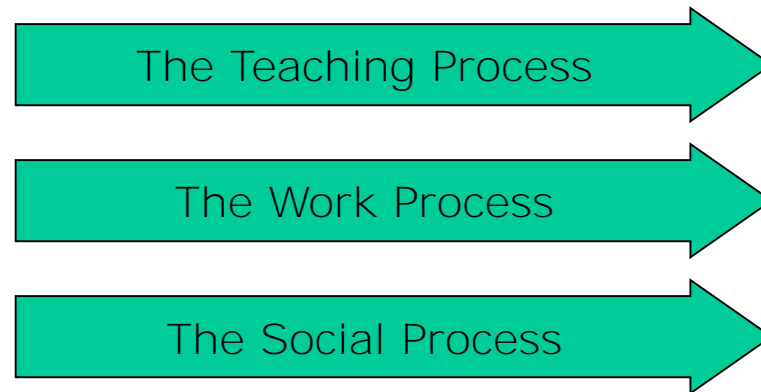
Used in Intro CIS course

Close to 1,000 students Fall 11

Topics covered:

Resumes, attire, online persona management, written communication, team dynamics and generational differences, presentation basics

The Course Design



Moment of Truth: Student Feedback

Students were asked to rate topics in terms of
how helpful it will be in the future.

Resumes and interviewing skills:

97%

(Somewhat to very helpful)

Moment of Truth: Student Feedback

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Online persona management, identify theft
and cyberstalking:

88%

Moment of Truth: Student Feedback



**Written communication skills, e-mail/cell/text
message etiquette:**

90%

Moment of Truth: Student Feedback

Team dynamics :

89%

Moment of Truth: Student Feedback

Presentation skills:

94%

Moment of Truth: Student Feedback

**Students were asked to evaluate how much
they learned**

Resumes and interviewing skills:

72%

Moment of Truth: Student Feedback

Making an effective presentation:

86%

Challenges to Becoming a Successful Engineering Manager



➤ **Technical Competence**

➤ **Communications**

➤ **Business Skills**

➤ **Management Skills**

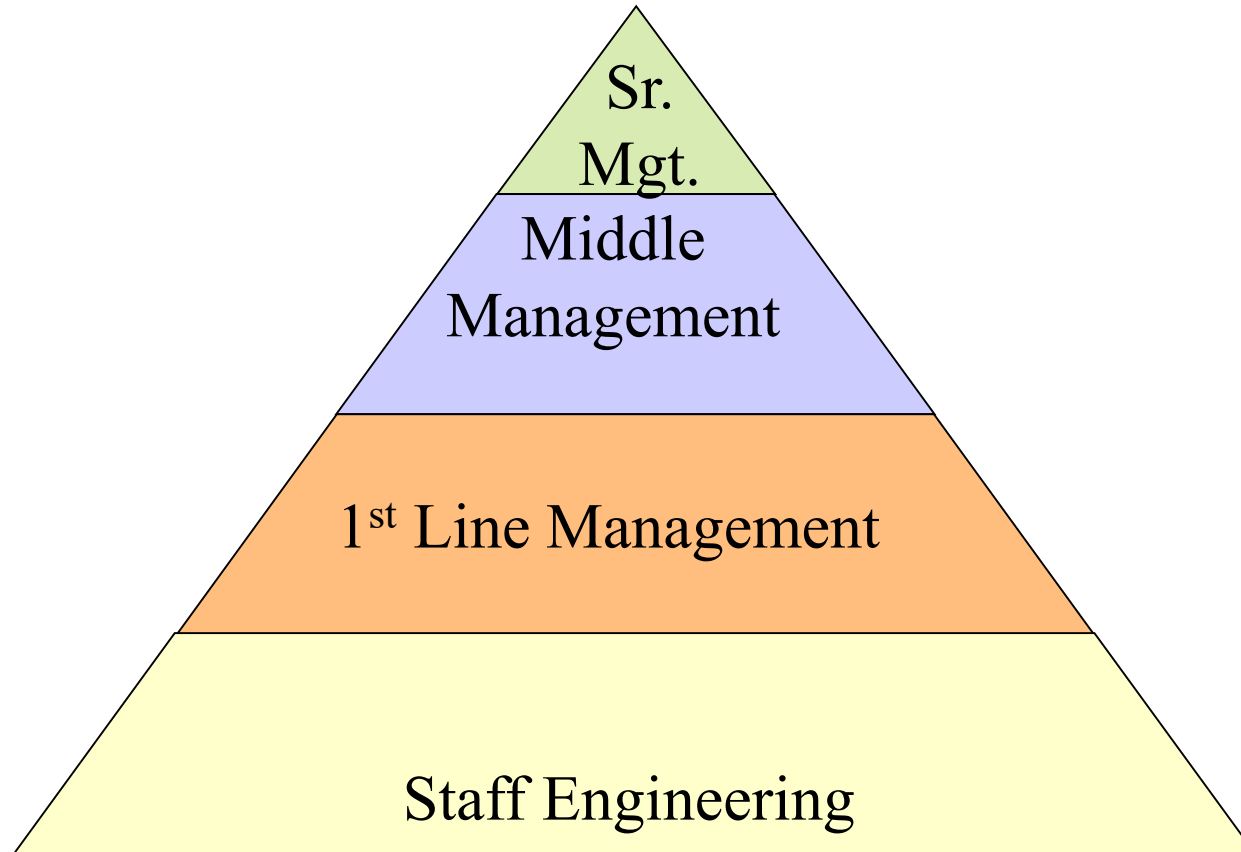
❖ **Motivation**

❖ **Performance Evaluation**

➤ **People (or Interpersonal) Skills – A Special Challenge**



Challenges to Becoming a Successful Engineering Manager

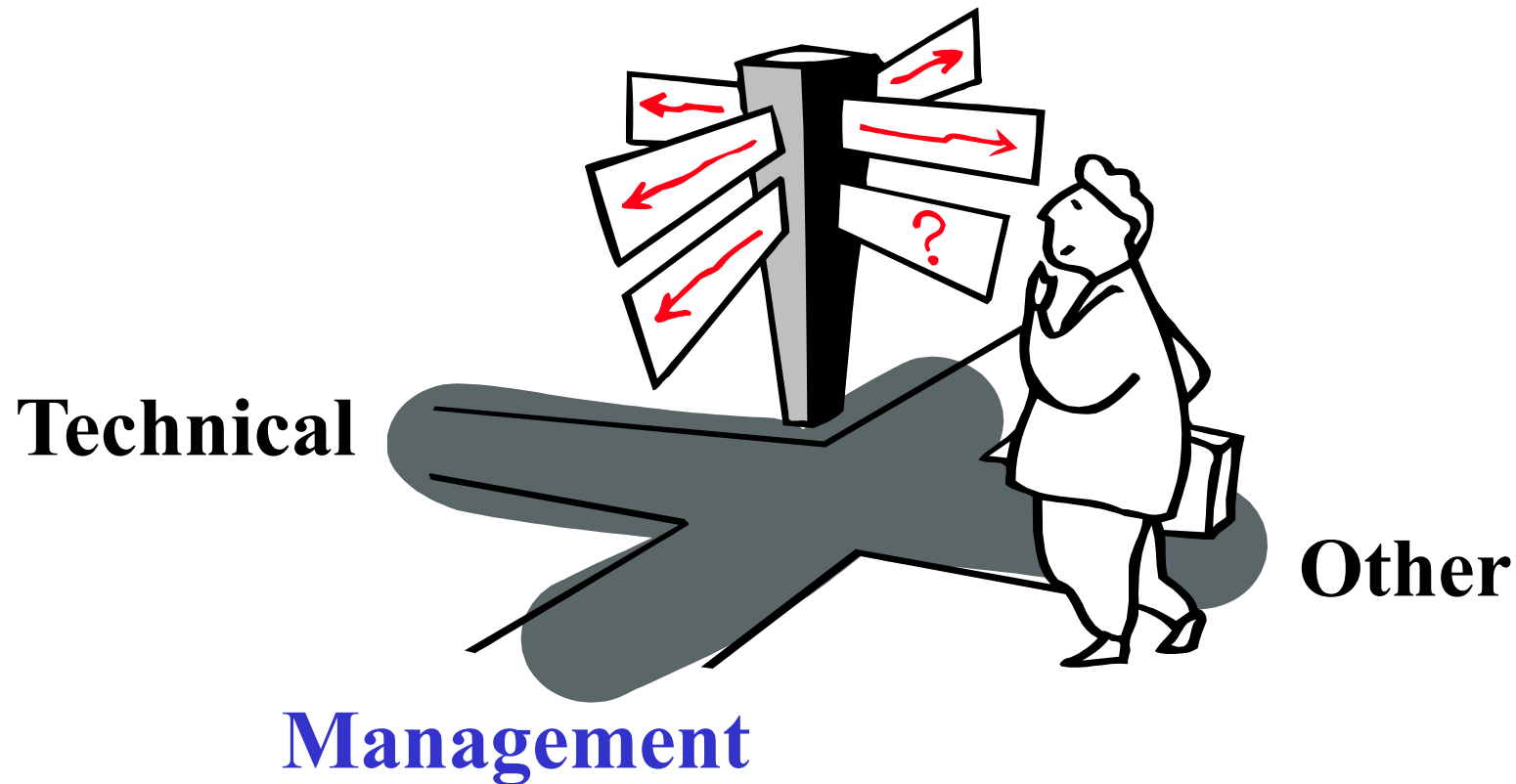


The Career “Pyramid”

Challenges to Becoming a Successful Engineering Manager



Which Career Path Should I Follow?



Challenges to Becoming a Successful Engineering Manager



Why Management?



Challenges to Becoming a Successful Engineering Manager



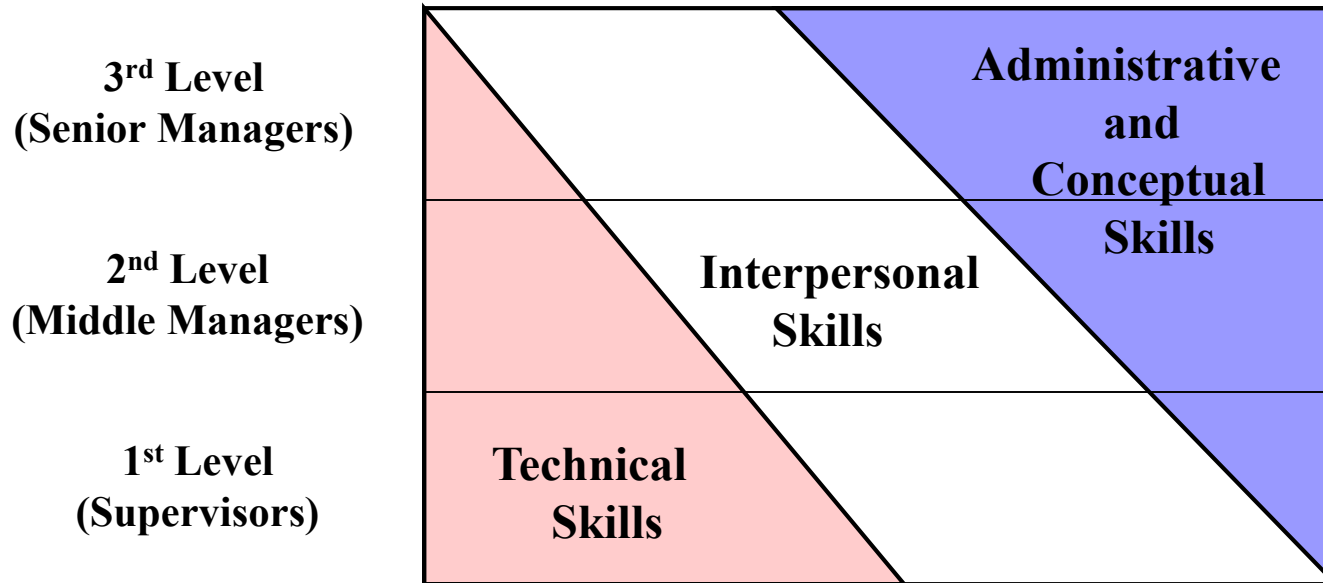
*Setting the Course.....
From Engineer to
Engineering Manager*



**Do not be too timid and
squeamish about your
actions. All life is an
experiment. The more
experiments you make
the better.**

—Ralph Waldo Emerson

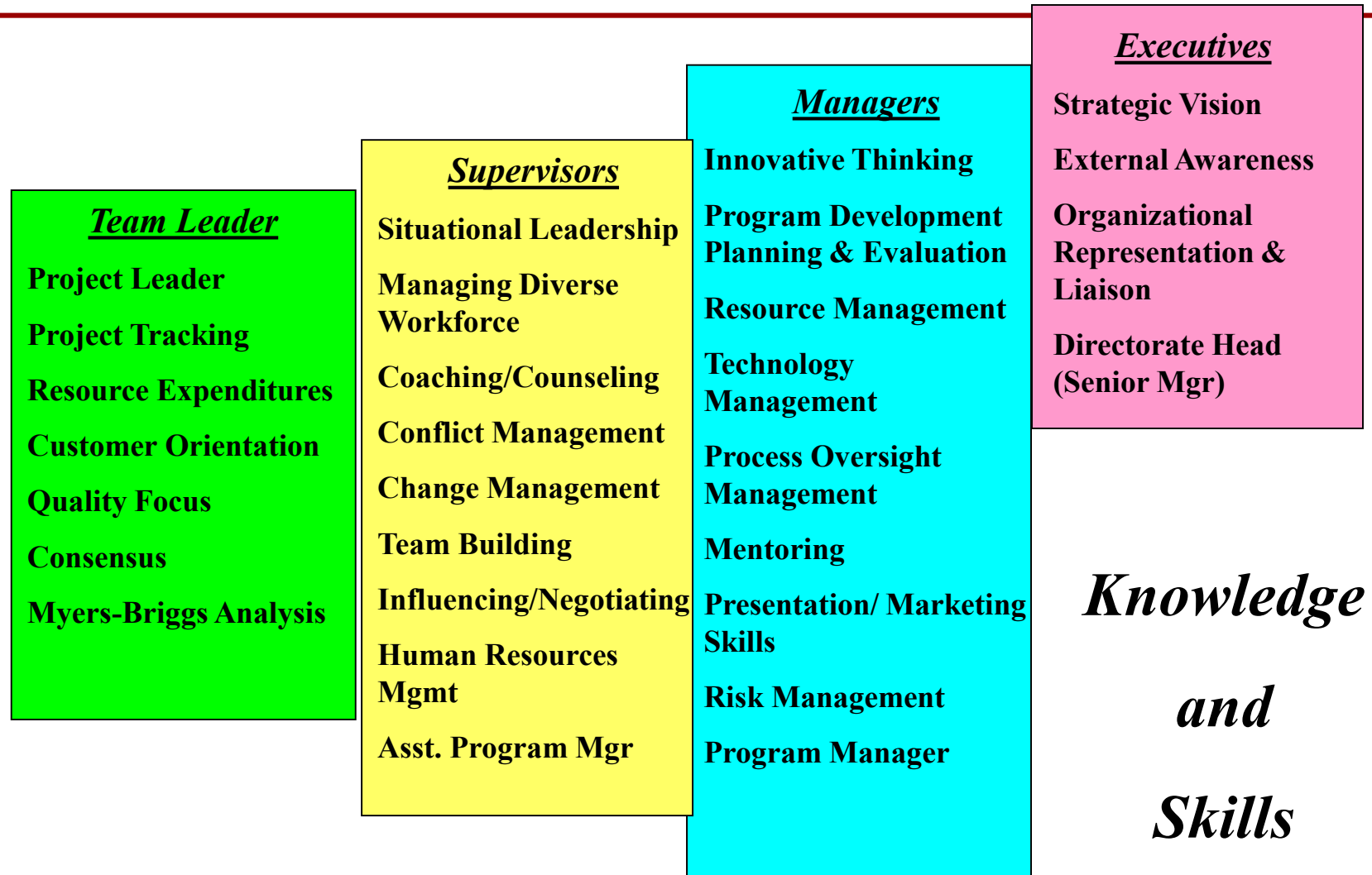
Management Levels & Skills Mix



➤ **As organizations evolve to reflect their business environment -- the skills mix is also changing for the organization's managers**

Engineering Management: An Organizational Development Approach

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First Things First: “Manage” Yourself



- **Know Your Personality**
 - ✓ **Personality/Behavior Tests**

- **Work Within Yourself**
 - ✓ **Know Your Constraints and Limitations**
 - ✓ **Don't Become Something You're Not!**

- **Take Care of Yourself Physically and Mentally**
 - ✓ **“Management” Will Require Much of Your Energy**
 - ✓ **Strive for Balance - Don't Become a Workaholic!**

Manage Yourself before Managing Others

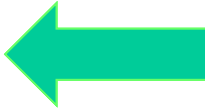
What are Soft Skills



“We carry all the necessary resources within us to accomplish desired changes.”



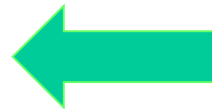
Soft Skills – Getting Started



Flexibility of thinking is needed
respond to thinking along the way



Project managers should focus on
desired outcomes



What else could happen as a result of
this outcome and is there anything good
about the present situation that could be
lost?

What are Soft Skills?



- Soft Skills can be described metaphorically as

- Bridge construction to other people.



[Source: Fotolia,
Volker Schuhmaier]

- They are as important for a human as a pair of healthy legs for a runner.



[Source: dadp-blh,
marathon run
Berlin, Sept. 2010]

Soft Skills – Getting Started



- Training advice:



Training Example 1

- Sensory acuity
- Pacen (*posture*)
- Questions

Training Example 2

- Diversity in behaviour (≥ 3)
- Controlled dialogue
- Eye movements

Training Example 3

- Lucid objectives (*SMARTS*)
- Self message
- My own values

Soft Skills

1.1 Leadership Skills



What is Leadership?



Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

Leadership Skills

Are Leaders Born or Made?



“A leader is best when people barely know that he exists”

Good leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience.

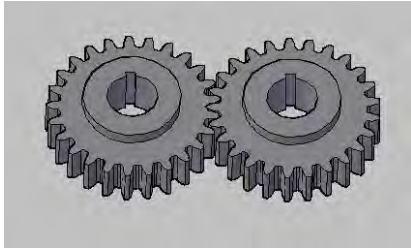


Leadership Skills

Are Leaders Born or Made?



Leadership is about:



LEADERSHIP IS ACTION NOT POSITION

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Leadership like swimming cannot be learnt by reading about it

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systembolaget
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S-436 33 ASKIM
031/28 23 30
OrgNr: 556059-9473

Förs : 1424wiul But: 1424 Nr: 6206
Datum : 2009-11-30 15:36 Ka: 6

Krusovice Imperial 5% 500 ml brk			
1528-02	2 *	14,90	29,80
Pilsner Urquell 4,4% brk 500 ml			
1566-02	2 *	16,90	33,80
Saku Kuld 5,2% 500 ml			
1572-01	2 *	14,90	29,80
Eriksberg 5,3% 500 ml			
1584-01	2 *	15,30	30,60
Litovel Premium 5% 500 ml			
1302-01	2 *	14,70	29,40
TOTAL			153,50
Totalt antal artiklar: 10			

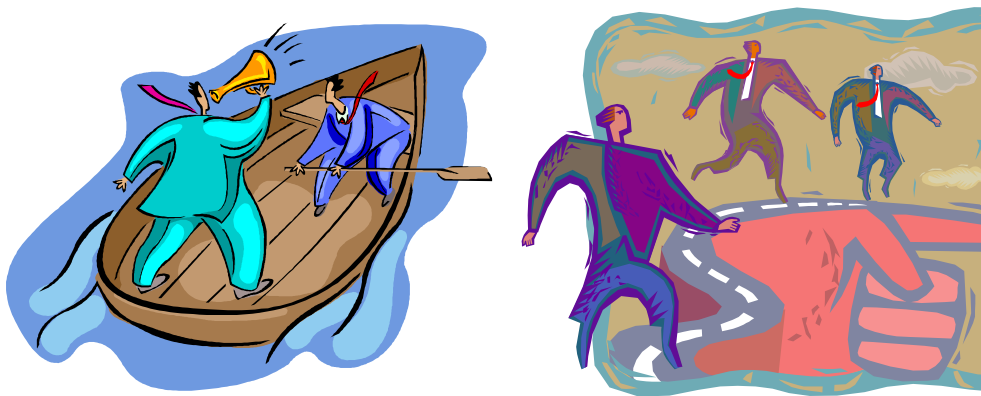


Leadership Skills

Supervision – Management – Leadership



Are they the same? Are they different?



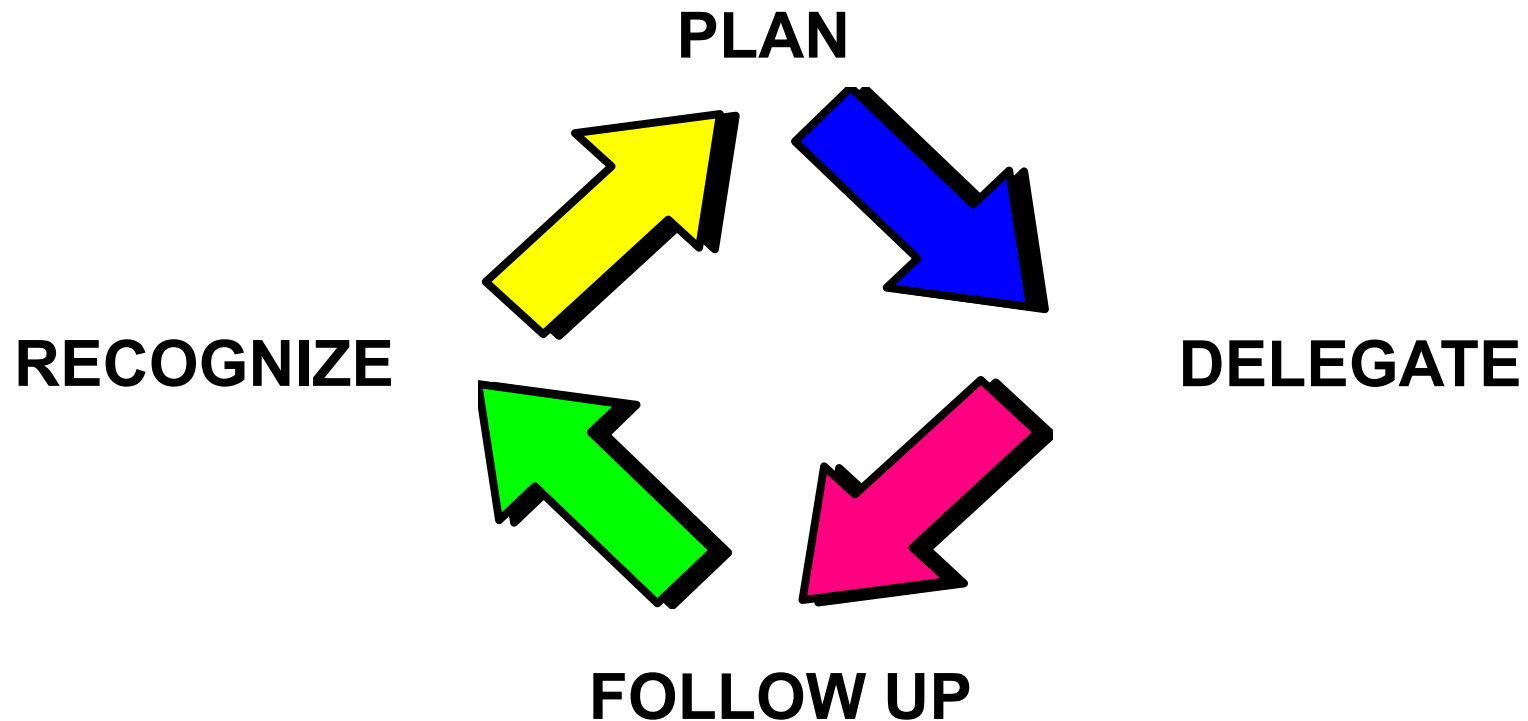
Leaders are people who do the right thing;
managers are people who do things right
– A. Einstein

Leadership Skills

General Leadership Cycle



Common to all leadership styles is a process ,where each has consistent process



Six leadership styles



Lean Ends “Command and Control”



1. **Coercive:** The leader who demands immediate compliance: "Do what I tell you!,,
2. **Pacesetting:** The leader who sets extremely high standards for performance: "Do as I do, now!"

Six leadership styles



3. Coaching: The leader who is focused on developing people for the future: "Try this.,"



4. Democratic: The leader who achieves consensus thorough participation: "What do you think?" This style builds trust, respect and commitment



Six leadership styles



5. Affiliative The leader who is interested in creating harmony and building emotional bonds with employees: "People come first.,,"



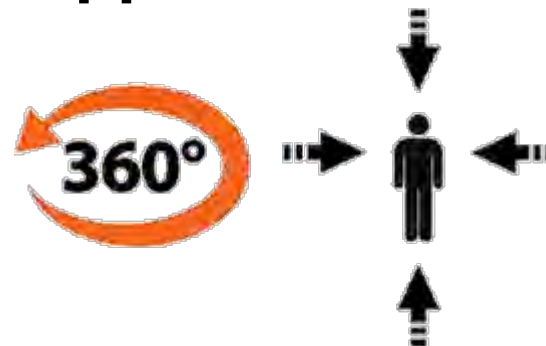
6. Authoritative: The leader who mobilises people with enthusiasm and a clear vision: "Come with me."



Leadership Principles



- **Show Interest**
- **Positive Approach**
- **Complaints**
- **Promises**
- **Get the Facts**
- **Discussion Basis**
- **Design an Approach**
- **Explain Why**
- **Admit Mistakes**
- **Reasonable Expectations**
- **Be Prompt**
- **Compliment**
- **Prepare for Change**



360- degree Feedback



Leadership

Management

**Communication
Skills**

**Fachwissen,
Fachmethodik**



Kommunikation Rollen



- Vorbild
- Coach
- Motivator
- Integrator
- Selbstkritiker



Leadership Principles



LEADERSHIP: Telling
people what they want
to hear

Or

Taking people where they
need to be?



Why NASA Builds Teams



NASA failures are visible and catastrophic.

*Challenger's
Explosion*



*Hubble's
Flawed Mirror*



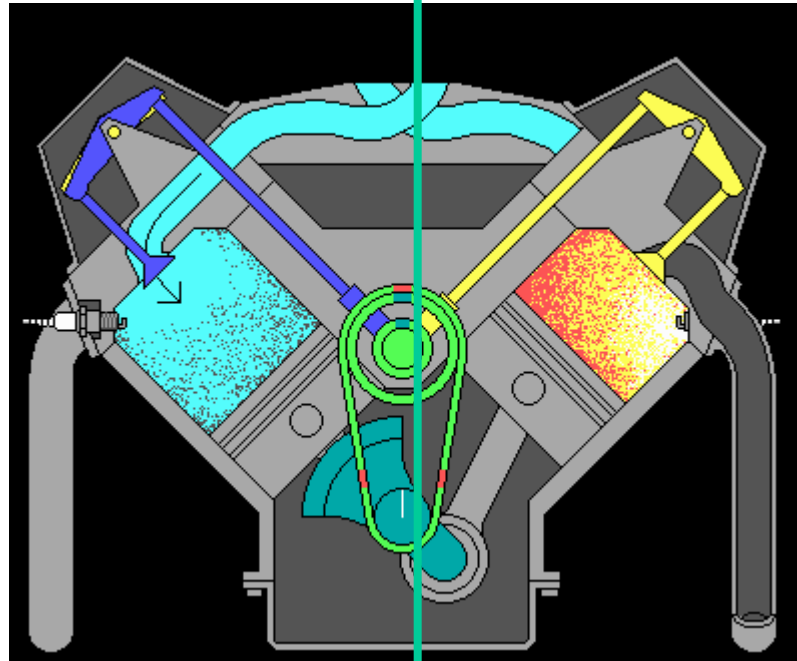
*Columbia's
Disintegration*



The Duality of NASA Team Performance



Technical Side
Education,
Processes,
Policies



Human
Side
Assessments,
Workshops,
Coaching

Review Boards
universally name
"Human Side"
shortfalls as
causes of project
failures!

Context Drives Behavior



Would you behave differently in these social contexts?



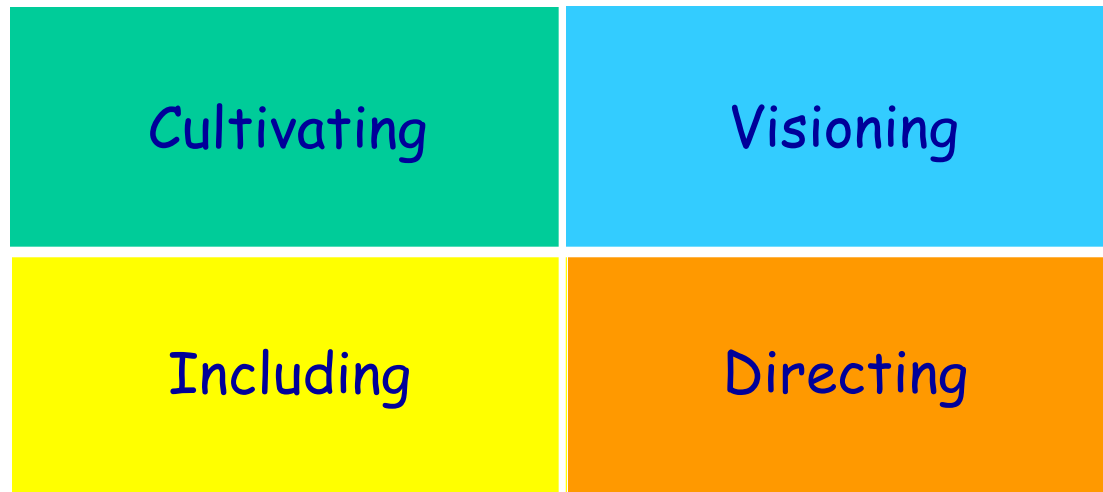
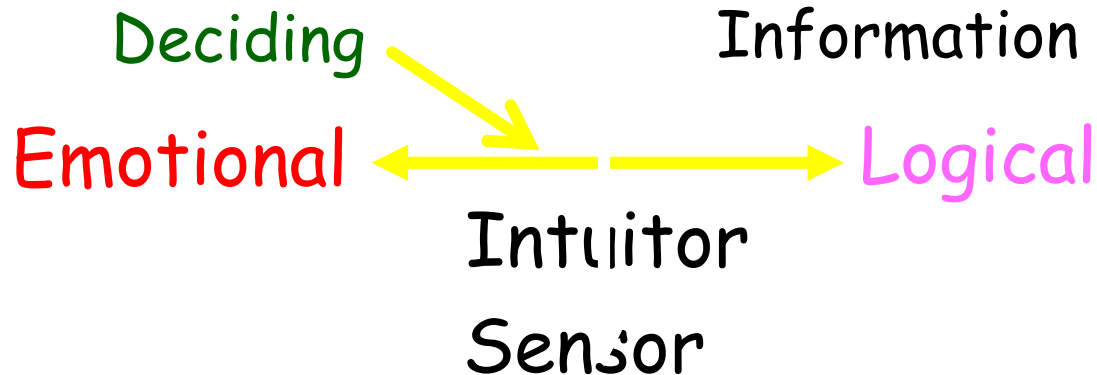
Character, then isn't what we think it is, or what we want it to be ... The reason that most of us seem to have a consistent character is that most of us are really good at controlling our environment.

During the 90's KAL crashed at 17 times the industry average. Why?

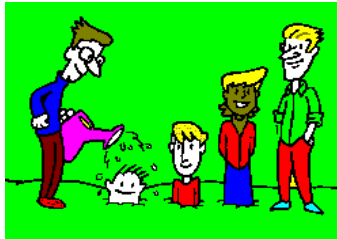
Context drive perceptions and behavior.
Team contexts must be measured and managed.



Analyzing Team and Leader Performance



Which Icon Goes Where?



Cultivating
"Green" Growers

Feeling their feelings and
imagining a better future,
they naturally care
deeply about other
people.



Visioning
"Blue" Sky

Thinking and
imagining, they are
naturally and
constantly
creative.

Emotional

Intuited

Logical

Feeling their feelings
and sensing reality,
they are natural team-
builders.

Sensed

Thinking and sensing
reality, they
naturally organize
and value process.

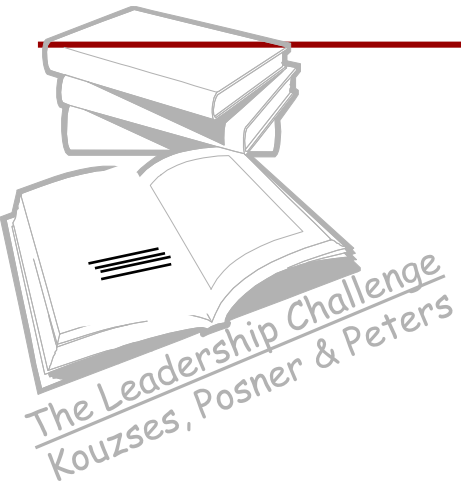
Including
"Yellow" Hens

Directing
"Orange" Suns



What Do People Most Admire in Leaders?

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Honesty - 80% (trustworthiness)
Competence - 67% (productive, efficient)
- Forward looking - 62%
- Inspirational - 58%



Valuing,
appreciating



Vision,
innovation



Relationships
build trust



Directing,
organizing

So far, so good!

CGRO's 4-D Context Analysis

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Cultivating "Green"

Lots of little things like patches, stickers, mugs, etc. to say "Thanks" to the team members.

An atmosphere of honesty, mutual trust & understanding prevailed.

Program focused on teamwork and people in addition to...
Frequent face to face meetings
... time for "after work" social events.

Including "Yellow"

Visioning "Blue"

Team members were given freedom to depart from "business as usual."
Talented and creative people were drawn to the program.
Many examples of innovation and productivity gains.

A "Can Do" attitude was inspired.

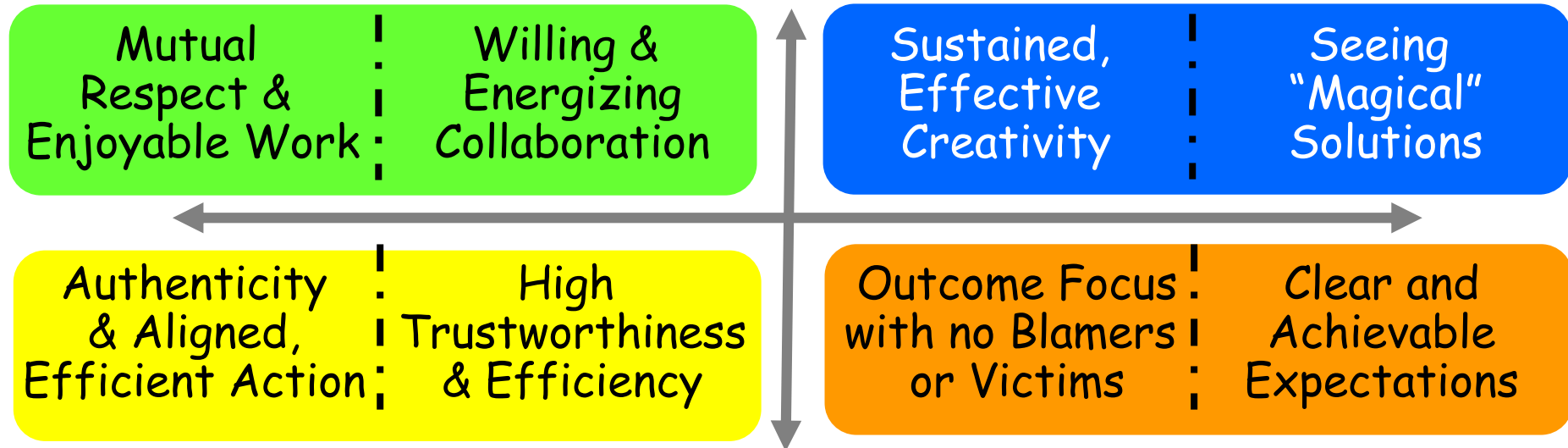
Program management stayed "in touch" with the realities of the program ... was kept up to date and well informed.

Directing "Orange"

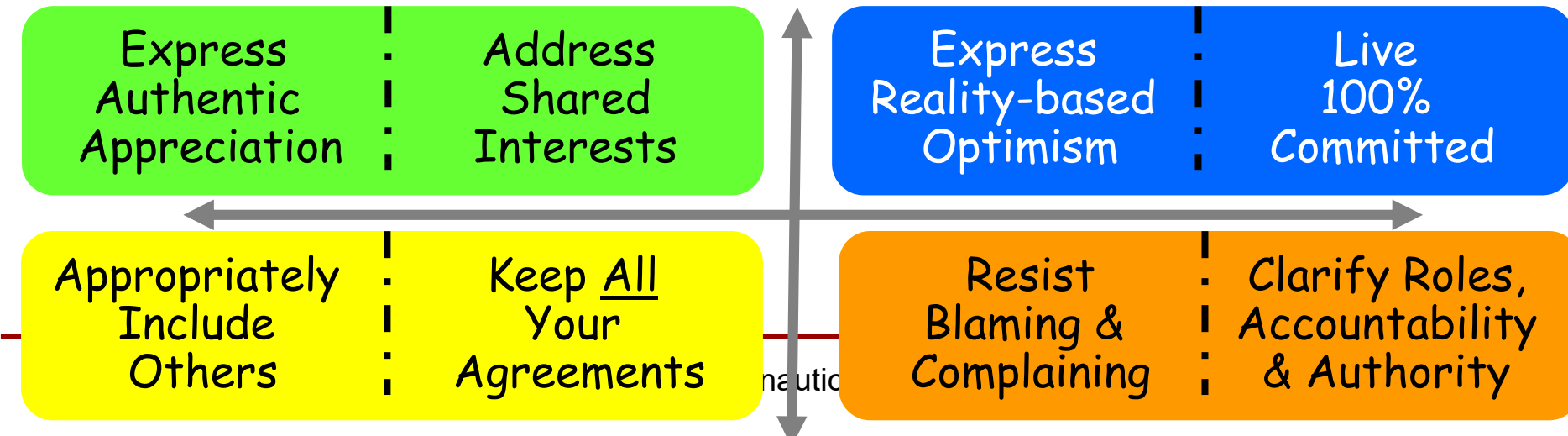
Would you like to work in this environment? You now can.

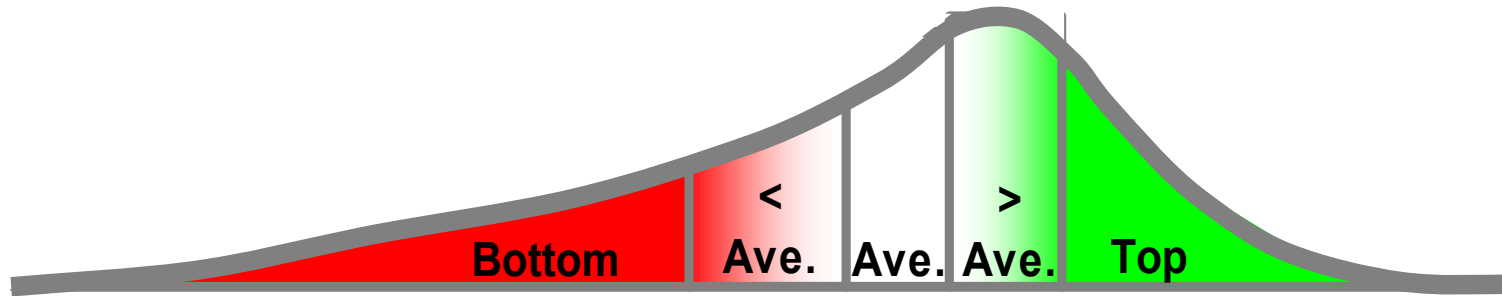
Eight Behavioral Norms and Contexts

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Make these behaviors habitual!

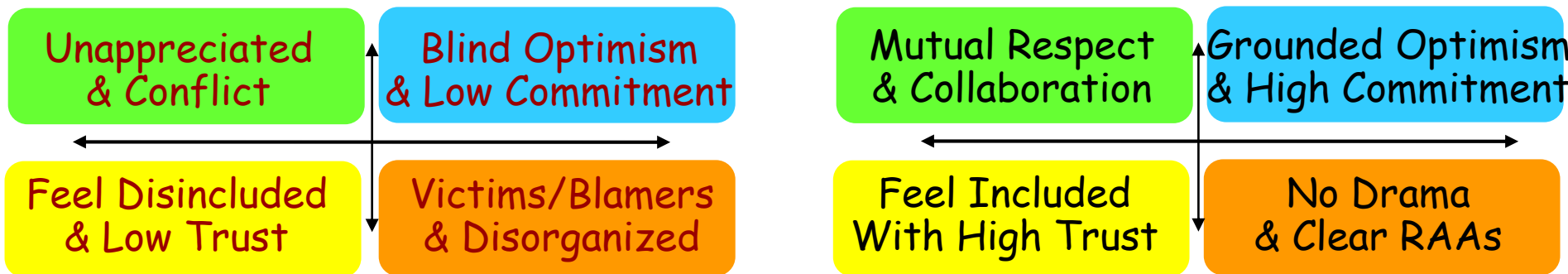




Histogram of 300 teams' average
behavioral norms

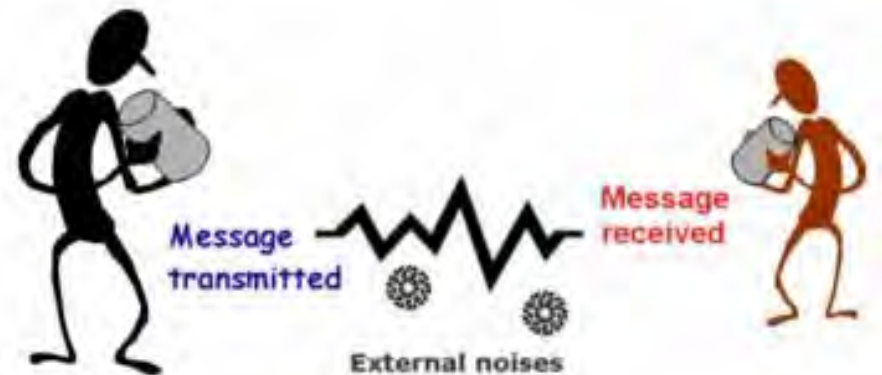


Low Performance → High Performance



Which context would you rather work in?
Which context would perform better?

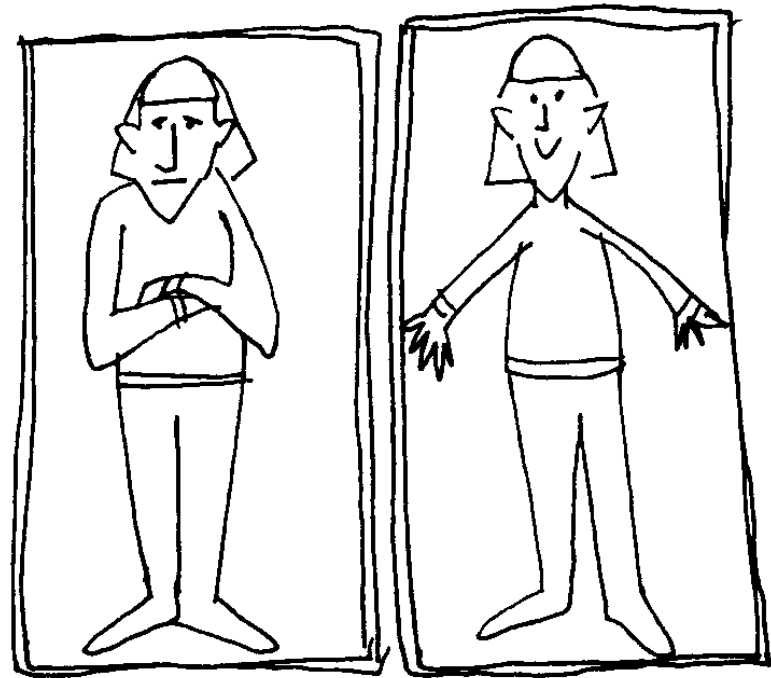
Communication Skills



Communication Skills



- Nonverbal messages are the primary way that we communicate emotions



- Paraverbal Messages

"I didn't **SAY** you were stupid."

"I didn't say **YOU** were stupid."

"I didn't say you were **STUPID**."

Some points to remember about our paraverbal communication:

When we are angry or excited, our speech tends to become more rapid and higher pitched.

When we are bored or feeling down, our speech tends to slow and take on a monotone quality.

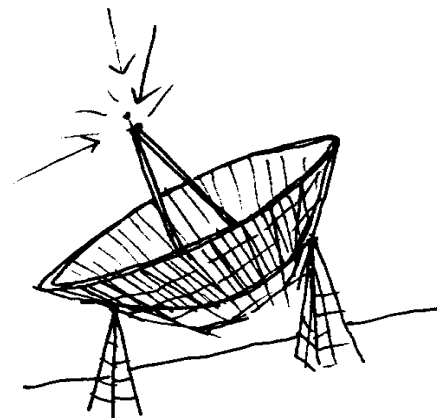
When we are feeling defensive, our speech is often abrupt.

Communication Skills



Listening

1. Requires concentration and energy
2. Involves a psychological connection with the speaker
3. Includes a desire and willingness to try and see things from another's perspective
4. Requires that we suspend judgment and evaluation

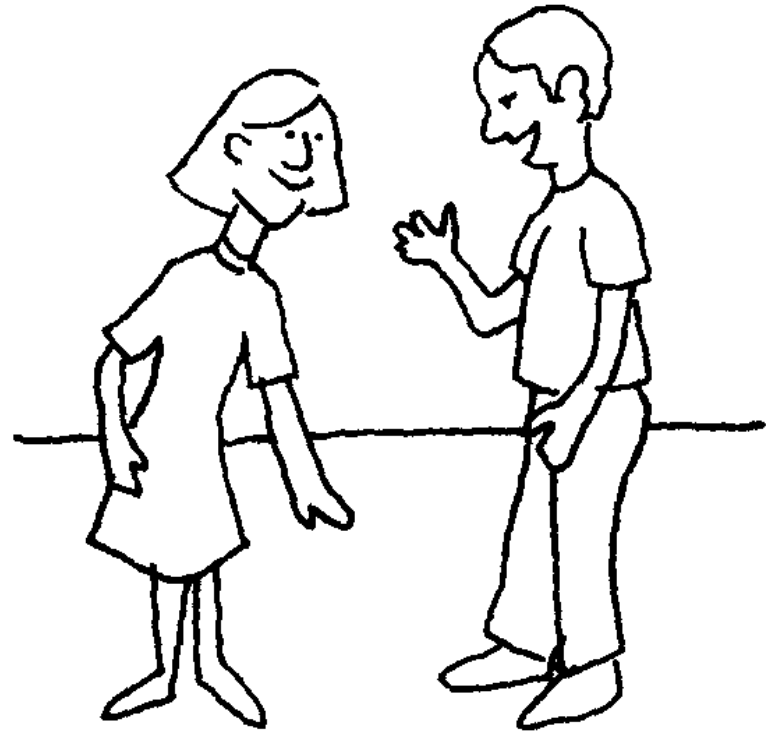




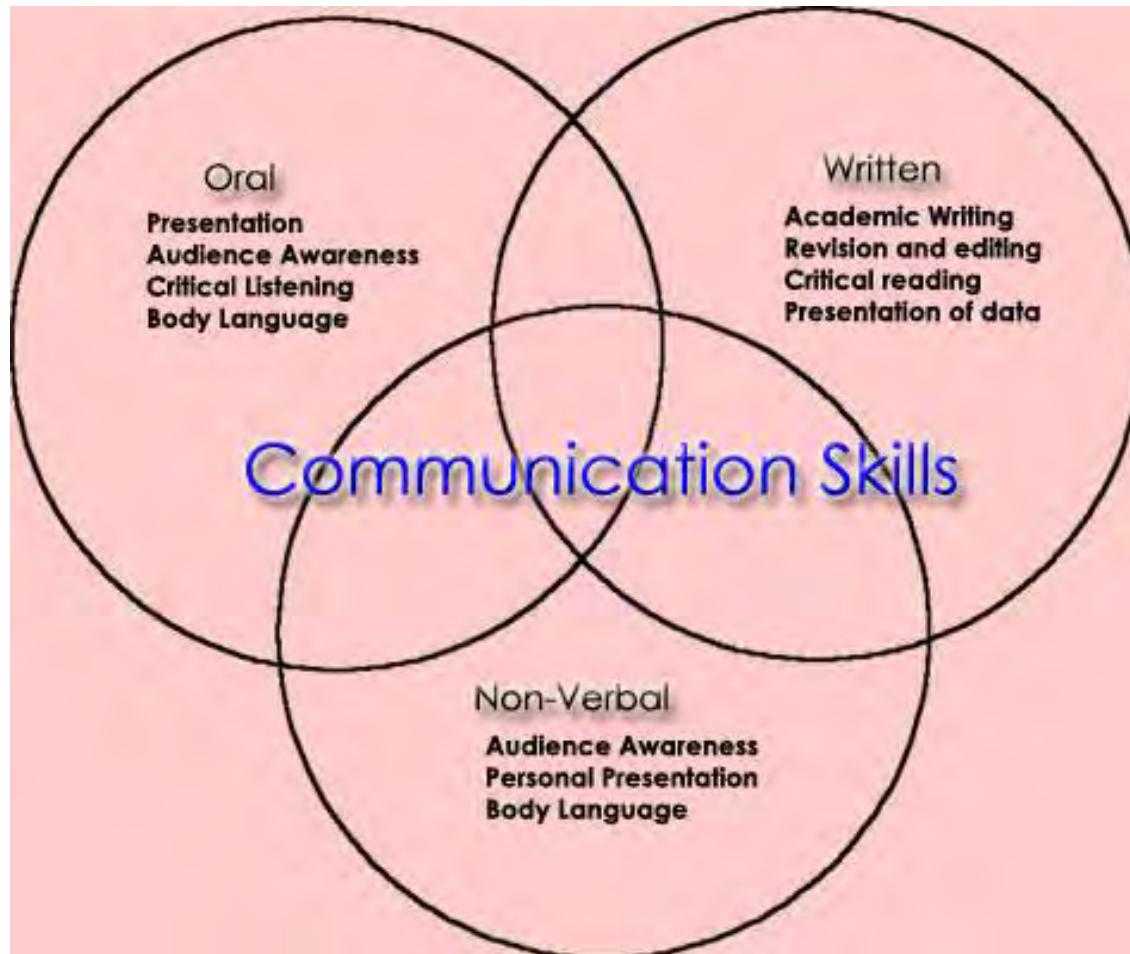
Giving Full Physical Attention To The Speaker

Attending is the art and skill of giving full, physical attention to another person. We create a posture of involvement by:

- Leaning gently towards the speaker;
- Facing the other person squarely;
- Maintaining an open posture with arms and legs uncrossed;
- Maintaining an appropriate distance between us and the speaker;
- Moving our bodies in response to the speaker, i.e., appropriate head nodding, facial expressions.



Communication Skills



Presentation Skills



“
A person can have the greatest idea in the world. But if that person can't convince enough other people, it doesn't matter.
”

–Gregory Berns

Presentation Skills




Act 1: Create the Story





“

The single most important thing you can do to dramatically improve your presentations is to **have a story to tell** before you work on your Power  file.

– Cliff Atkinson, Beyond Bullet Points

Presentation Skills



Truly great presenters like Steve Jobs visualize, plan and create ideas on paper (or whiteboards) well before they open the presentation software.



THINKING

SKETCHING

SCRIPTING



Design experts recommend that presenters spend the majority of their time thinking, sketching and scripting.

Nancy Duarte recommends that a presenter spend 90 hours creating an hour long presentation with 30 slides.

But only one third of that time is spent building

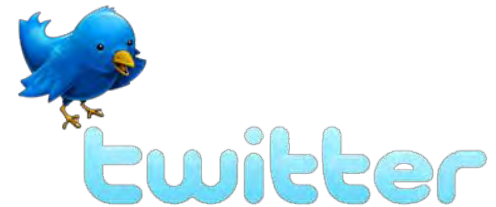
BUILDING
SLIDES

REHEARSING



Researchers have discovered that ideas are much more likely to be remembered if they are presented as pictures instead of words or pictures

BIRD





BIRD



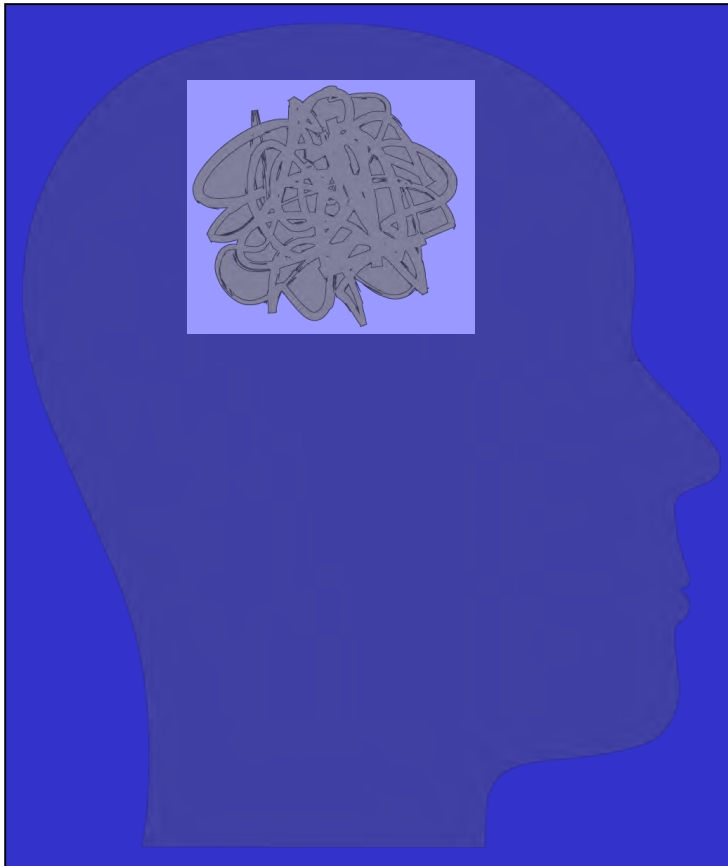
10%

If information is presented orally, people remember about 10% of the content 72 hours later. That figure goes up to 65% if you add a picture.

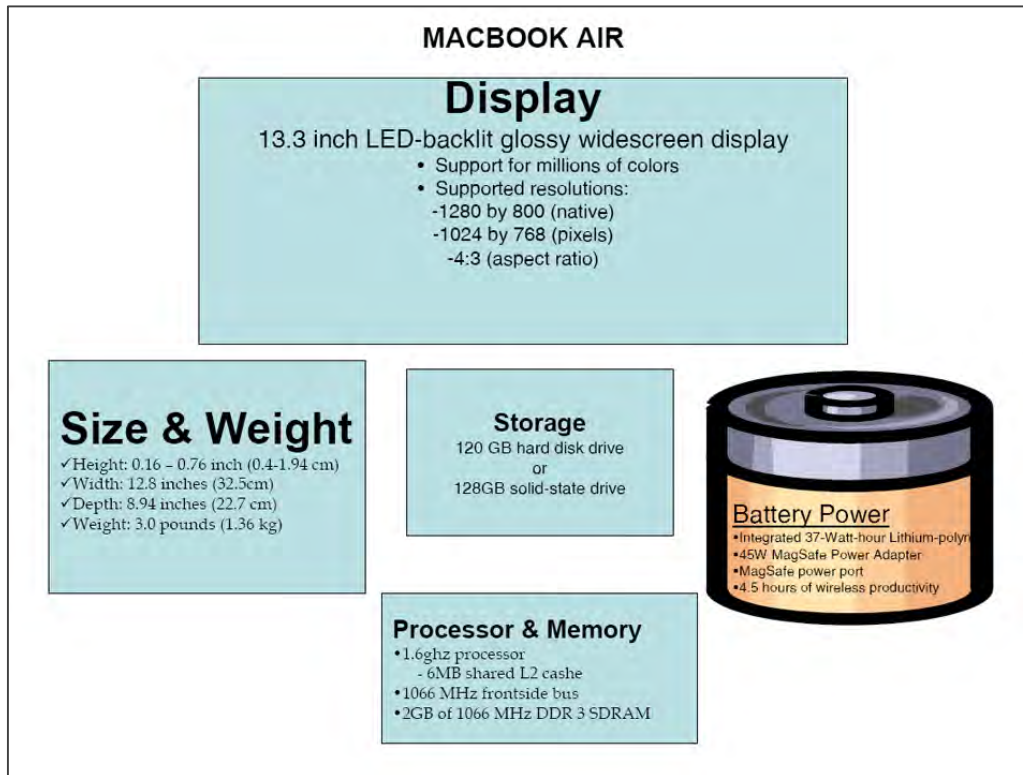


Psychologists call it: Picture Superiority Effect

Presentation Skills



According to John Medina, your brain interprets every letter as a picture so wordy slides literally choke your brain.



Here is an example of how a mediocre presenter would launch the MacBook Air. They would try to squeeze every piece of information onto one slide – along with different font styles, colors, etc.

Let's take a look at how Steve Jobs simplifies complex information

Presentation Skills



Here is Steve Jobs's slide. What's the difference? First, no words. Why use words when you're simply trying to show that the computer is so thin, it fits in an office envelope? Challenge yourself to use fewer words and more visuals. It does take more thought, but you'll never deliver an Apple worthy presentation if don't.



Presentation Skills

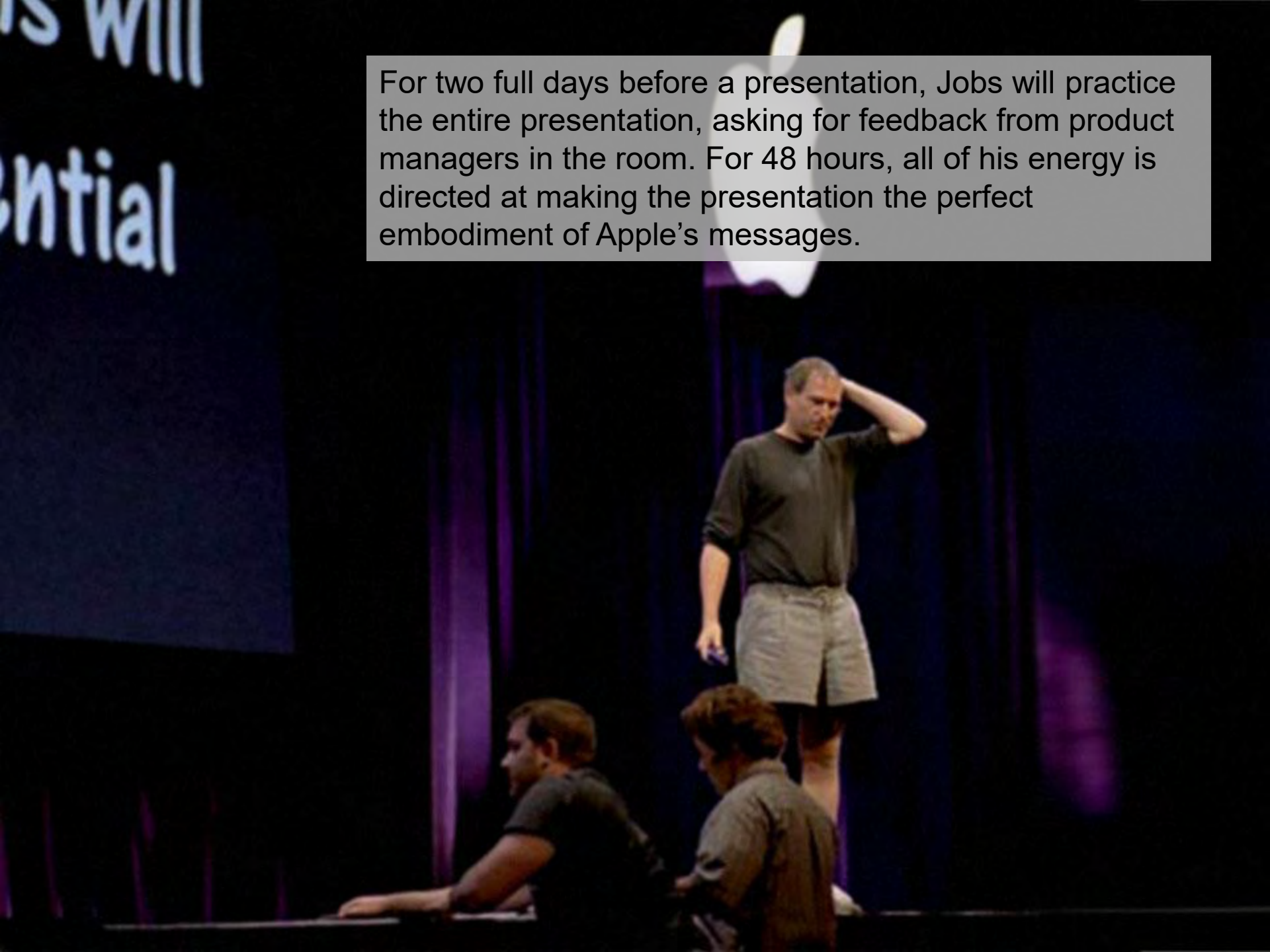


5GB — 1,000 songs —



For example when Steve Jobs introduced the iPod in 2001, he said it came with a 5GB of memory. He broke it down even further by saying you could carry 1,000 songs “in your pocket.” The best way to help them understand is to make those numbers relevant to something with which your audience is already familiar with.

For two full days before a presentation, Jobs will practice the entire presentation, asking for feedback from product managers in the room. For 48 hours, all of his energy is directed at making the presentation the perfect embodiment of Apple's messages.



Presentation Skills

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Timing is everything!

Presentation Skills



Get warmed up!





Managing nerves :

There are two types of speakers: those that are nervous and those that are liars.

Mark Twain



Presentation Skills



Love your audience

Presentation Skills



Three stages of your presentation:

1. Design



What is message





2. Construction



Simple text

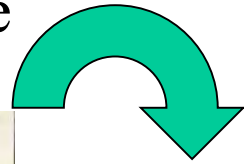
```
Formatiert eine  
function formatPhone($phoneno) {  
    $phoneno = preg_replace('^[^0-9]*', '', $phoneno);  
    if (substr($phoneno, 0, 1) != '0') $phoneno = "0$phoneno";  
    preg_match('/^(01|0[2-9])\d{3}\d{3}\d{2}$/', $phoneno, $m);  
    return("$m[1] $m[2] $m[3] $m[4]");  
}
```



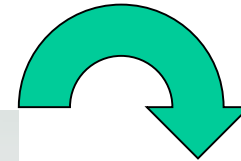
Presentation skills

3. Delivery

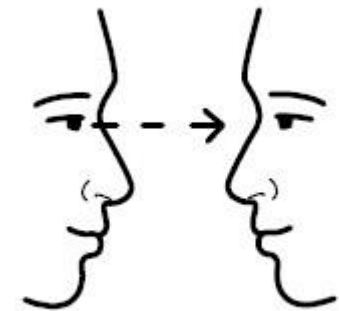
Know the space



Talk to people, don't read



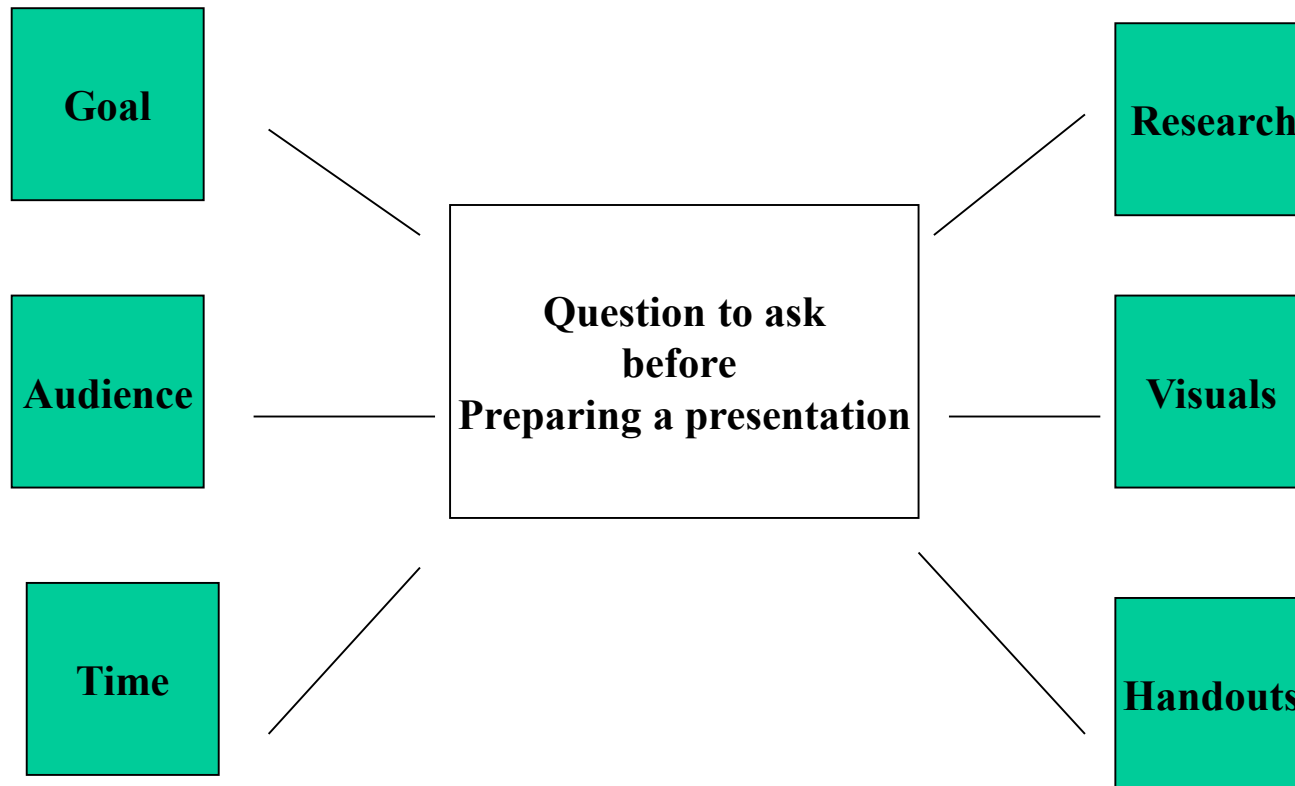
Make eye contact



Presentation skills



Before your presentation

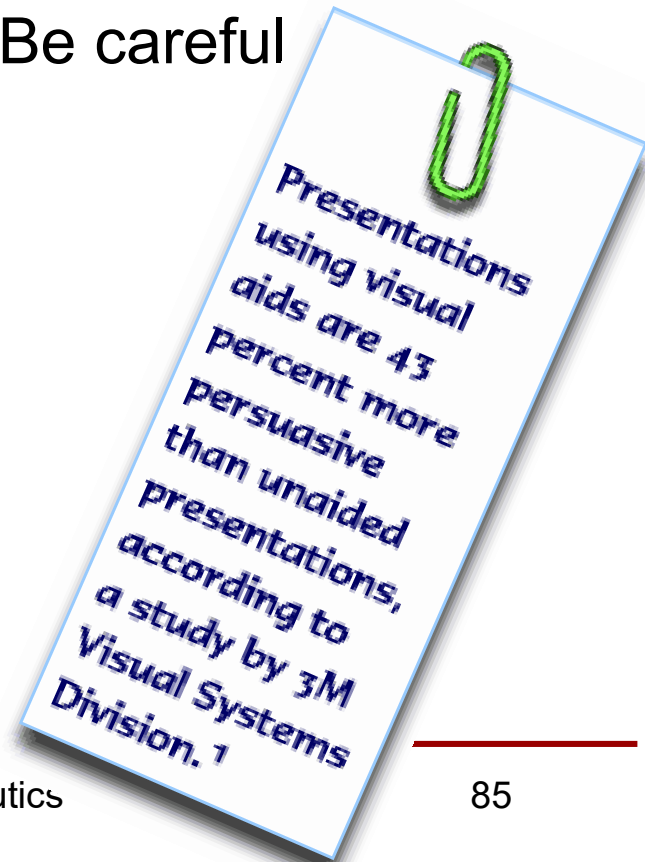




Get into small groups of between 3 and 5

Each tell the rest of your group about the worst and best presentation you have seen. Be careful explain why it was so good/bad

You have 10 minutes



Talk is different to written



- Do not assume too much knowledge
- Better to be too basic than too difficult
- Listeners have one chance to hear and can't "re-read",
- K.I.S.S. (keep it simple stupid)
- Pictures are great for breaking up sections
- Also use charts and graphs to illustrate results /animation example





So: What is AI?

- “A singular consciousness that spawned an entire race of machines” Morpheus, The Matrix
- “The scientific understanding of the mechanisms underlying thought and intelligent behaviour and their embodiment in machines.” AAAI
- “Making computers do anything that they can not currently do without human intervention” Karen Petrie

TOO COMPLICATED

Follow the “6 x 6” rule:



Use about six words per line, six lines per slide

✓ DO

Training Objectives

- **Develop a policy communication strategy**
- **Improve skills for writing a press release**
- **Create an oral policy presentation**

✗ DON'T

Training Objectives

- To understand the capabilities of PowerPoint
- To make use of the major features of PPT
- To display data effectively (within PPT charts)
- To distinguish between a good and bad presentation
- To compare/contrast the advantages and disadvantages of outline view and slide view
- To switch between outline and slide views
- To create slides in outline view
- To insert slides in outline view
- To insert slides in slide view
- To change the font, paragraph, and bullet effects
- To change these elements by using the drop-down menus and the tool bar
- To create and use templates
- To create and use master slides
- To insert a new slide in slide view
- To design and implement a new color scheme for their presentation
- To distinguish between the different color boxes used in PowerPoint
- To choose the best chart to represent their data
- To distinguish between bar, column, pie, area, line and XY scatter charts
- To create bar, column, pie, area, line and XY scatter charts
- To apply this knowledge to their own research data

Always use a font large enough to be seen by all audience members.



Use 32- to 44-point for titles and no smaller than 28-point for the text or bulleted items.

✓ DO

Successes: Decentralization

Senegal:

- Influenced government decentralization policy and implementation through M&E
- Implemented innovative new bilateral program to support decentralization

✗ DON'T

Successes: Decentralization

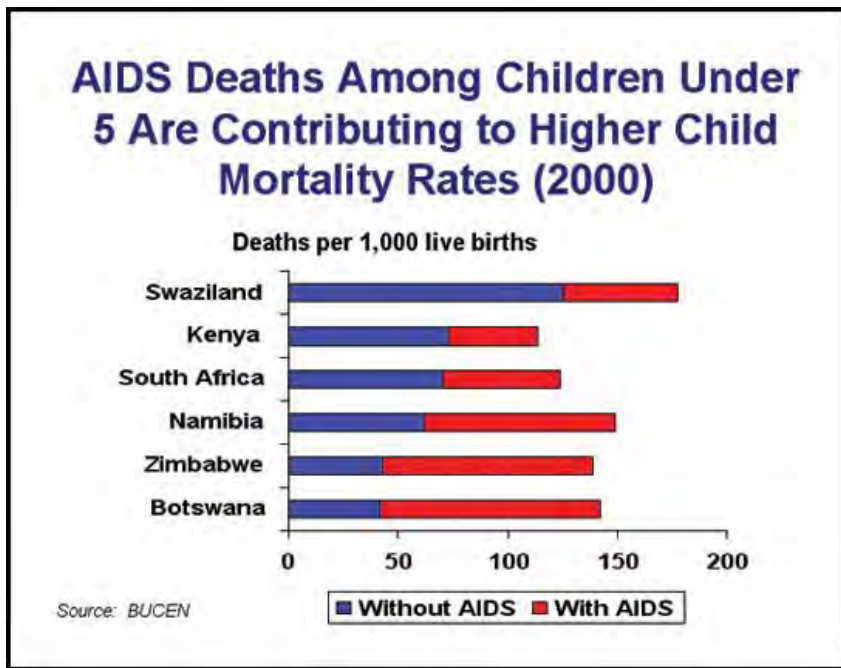
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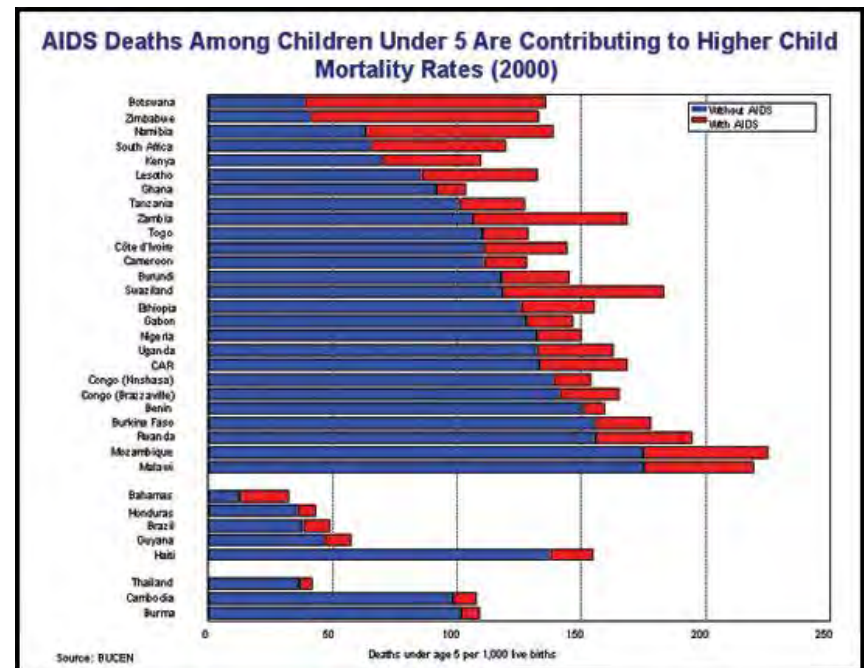


Use simple graphs to communicate findings.

✓ DO



✗ DON'T





When the exact numbers are important and you must use a table, remember the “6 x 6” rule

✓ DO

✗ DON'T

Factors Influencing Health Seeking Behavior

Variable	In-School (%)	Out-of-School (%)
Talk about sex with friend	69	45
Get information on STI	80	51
Told close friend had STI	73	29
Partner notification	30	37

Source: KDHS

TABLE 2. COMPARISON OF WOMEN'S SOCIAL NETWORKS IN THE REGIONS OBISA AND OWICH, KAWADHIGONE, AND WAKULA SOUTH: CURRENTLY MARRIED WOMEN WITH NETWORKS OF SIZE 3 AND 4 ONLY

	Owiche, Kawadhigone, and Wakula South	Obisa
N	270	118
Family Planning Use by Network Partners		
Average proportion of network partners using family planning	0.578	0.585
Average proportion of network partners advising use of family planning	0.642	0.641
Density		
Average density of network among network partners*	0.846	0.782*
Average Proportion of Network Partners Who Are		
Female	0.931	0.950
Female relatives of respondent	0.683	0.671
Friends only (unrelated to respondent)	0.193	0.194
Confidants of respondent	0.465	0.478
Acquaintances only	0.098	0.114
Known for five or more years by respondent	0.694	0.686
Younger than respondent	0.235	0.304*
Living in same compound or village as respondent	0.556	0.522
Living in Nairobi or Mombasa	0.019	0.013
Average Proportion of Network Partners		
Respondent lent money to	0.391	0.423
Respondent helps others in network partner's household	0.207	0.208
Respondent talks with at least weekly	0.631	0.684
Known by respondent's husband	0.352	0.372
With at least primary education	0.807	0.767
With secondary education	0.247	0.289

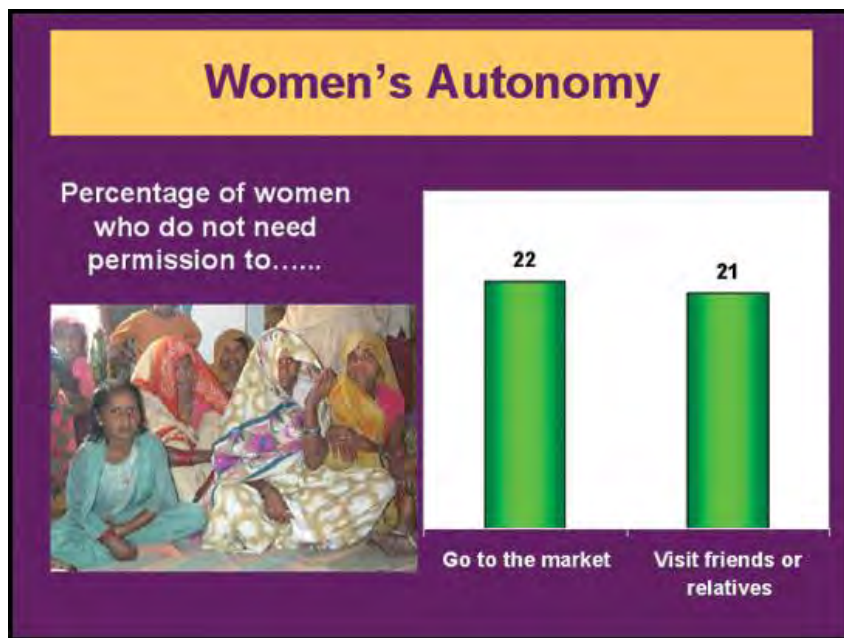
Results of two-tailed tests for equal means:

*The difference between Obisa and OWW is significant at $p < .05$ (two-tailed test).

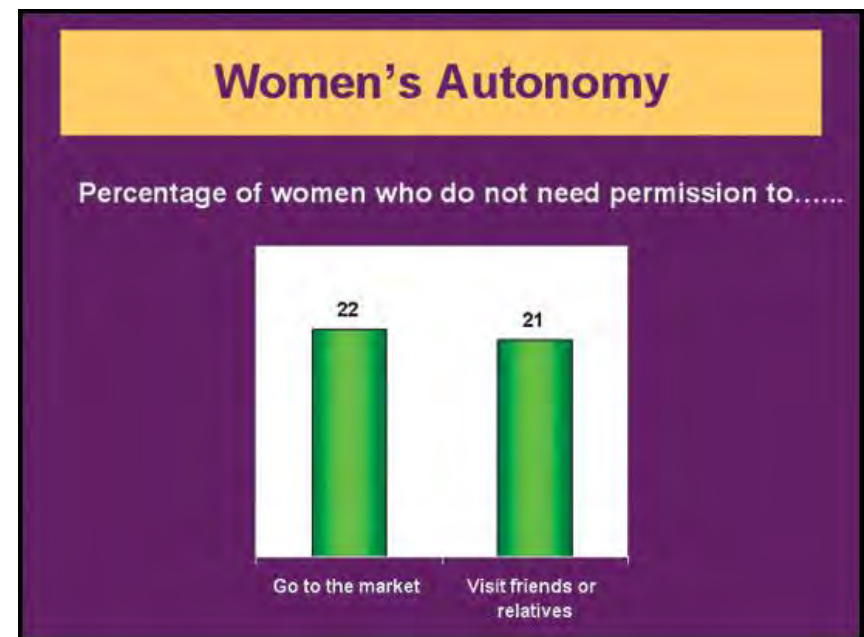
*Network densities below 0.5 are relatively rare. Only 16% of respondents in OWW, and only 11% of respondents in Obisa, have networks with a density of less than 0.5.

Photos also help put a “human face” on the numbers.

✓ DO



✗ DON'T



Business Meeting



Golden and Platinum Rules for Conducting Effective Business Meeting

Golden: Treat others as you would
like to be treated



Platinum: Treat others as they would
like to be treated



Business Meeting



Have the participants been informed of:

- Date, place, time
- Agenda
- Objectives
- Specific preparations
- Documentation
- Specific roles



1. Opening the meeting
2. Introducing the agenda
3. Starting objectives
4. Calling on a speaker
5. Controlling the meeting
6. Moving the discussion on
7. Summarizing
8. Closing the meeting

10 Commandments of the Meeting

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Always Know What Time It is



Not Forget the Reason for Meetings



Praise in Public, Criticize in Private



Organize Meetings of Normal Business Hours



Not Use Group Pressure to Logroll Conclusions



Business Meeting



-
- Not Use Meetings to Destroy Others' Careers**
 - Keep the Personal and the Corporate Distinct**
 - Remember that the Best Model for Meetings Is Democracy, Not Monarchy**
 - Prepare a Clear Agenda and Circulate It Beforehand**
 - Terminate a Regularly Scheduled Meeting.**

Agenda of Meeting

- State the problem properly
- Include all relevant detail in the announcement
- Including topic, date, time, placement
- Responsibilities of the participants

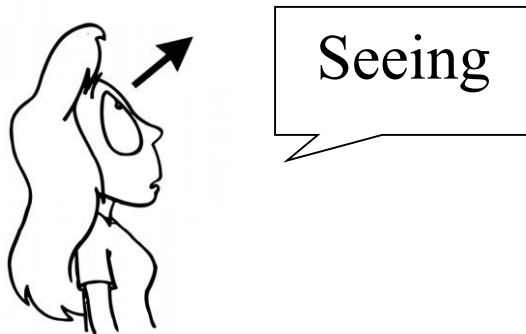
Appearance

- Handshaking
- Presence (Dresscode)
- Grooming (hair, perfume, fingernails, jewelry, tattoos, shoes)

Communication Skills



- Communication is a series of experience of:



COMMUNICATION GAME # 1



RULE:



- Make a group of Four.
- Sequentially assign a number to every individual.
- 1 representative Pick up on chit from the lot.
- Memorize the sentence and return the chit.
- Go back and utter the sentence to the 2nd person.
- No one else should hear the sentence.
- Then the 2nd person should utter it to the 3rd person and so on.
- The last person should announce the sentence to all.
- And 1st person reads the chit.

WHAT DID WE LEARN?



- Only verbal communication can create chaos while it reaches the last person.
- Every person's thought process influences the individual understanding.

So be an active listener.....



1. Understand your own communication style:

- High level of self-awareness to creating good & long lasting impression on others.
- Understand how others perceive you.
- Avoid being CHAMELEON by changing with every personality you meet.
- Make others comfortable by selecting appropriate behavior that suits your personality while listening. (Ideally nodding your head).



2. Be An Active Listener:

- People speak @ 100 to 175 WPM but can listen intelligently @ 300 WPM.
- One part of human mind pays attention, so it is easy to go into mind drift.
- Listen with a purpose.
- Purpose can be to gain information, obtain directions, understand others, solve problems, share interest, see how another person feels, show support, etc.
- If it is difficult to concentrate then repeat the speakers words in your mind.

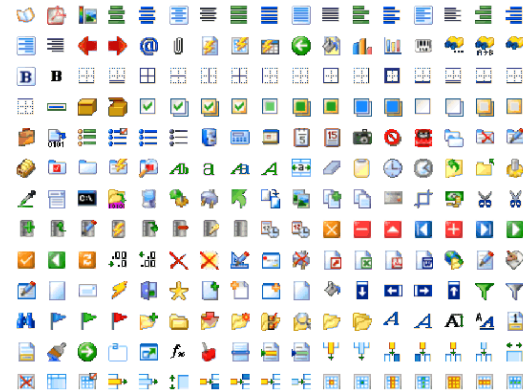
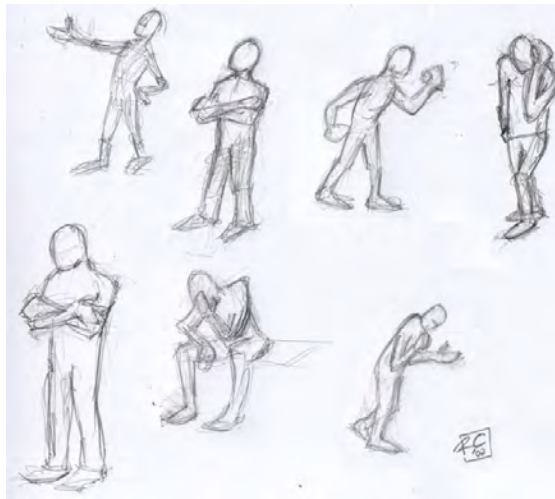


Emperor Frederick - the 13th century ruler of the Holy Roman Empire - wanted to know what language had been spoken at the birth of mankind in the Garden of Eden. Was it Hebrew, Greek or Latin? He ordered an experiment in which the original circumstances would be recreated as closely as possible. A group of infants were to be isolated from hearing human speech from the moment of birth until they spoke their language. The babies were to be raised by nurses who were strictly charged to maintain complete silence when with the babies. The result? Every one of the babies died. The lack of communication can be lethal.”

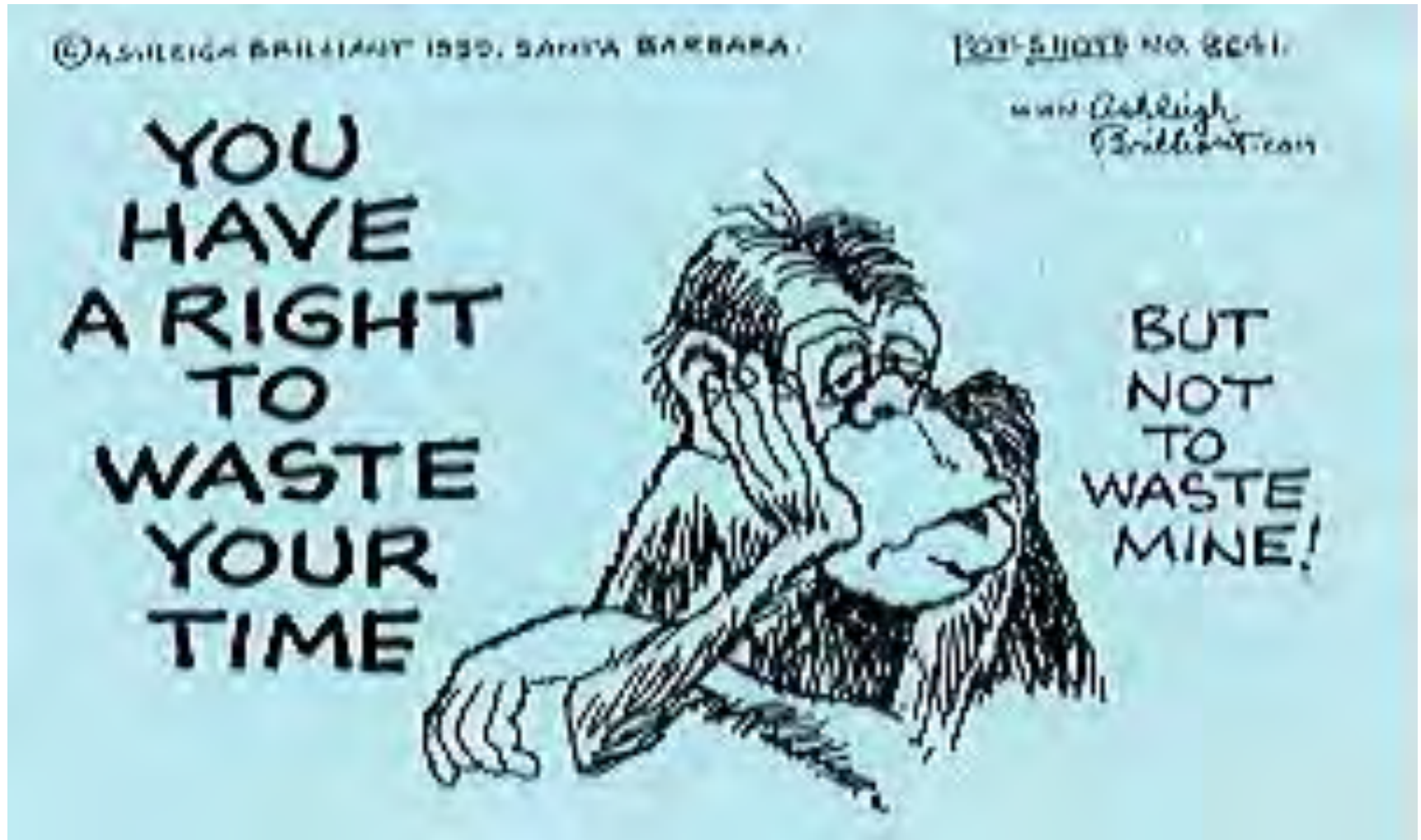
Communication Skills



Most common ways of communication



Communication Skills





First Impression

The rule of 12 in Business: You never get a second chance to make a first impression

- The first 12 words
- The first 12 steps





Books are judged by their covers, houses are appraised by their curb appeal and people are evaluated on how they choose to dress and behave.

- Your Entrance and carriage
- Hold your head up
- Don't slump
- Project self confidence with
- a strong stride
- a friendly smile
- A good posture



What is “Teambuilding”?



The simple definitions are usually something like....

“One for
all and all
for one!”



Together
Everyone
Achieves
More

“Getting everyone
on the same page”

“Everybody working
together for the same
outcome”

Communication Skills

Business Meeting



- Prepare in advance
- Arrive early
- Position yourself
- Work the crowd
- Don't clump
- Know when to leave

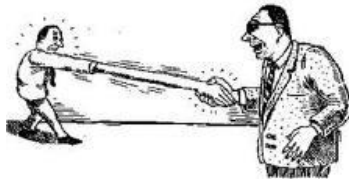


Communication Skills

Business Meeting



Hand Shakes



Communication Skills

Business Meeting



How do you do it?

- The handshake should be firm.
- While shaking hands establish eye contact and always smile
- The person who initiates the handshake is the one who closes it.



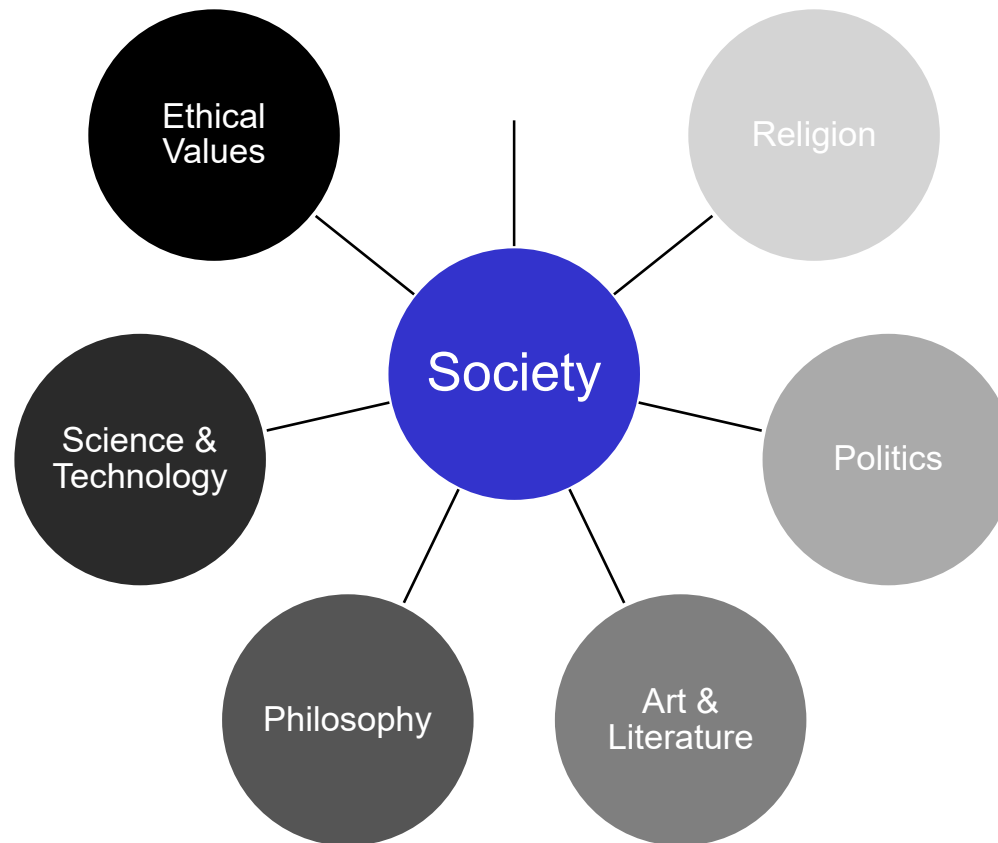
Cultural Communication



What is culture?

- Anthropological Culture
The ways that people of a certain group behave/live among themselves.
- High culture
The art, music, theater, literature created by culture
- Popular culture
Contemporary music/films/trends

What is culture?



Four Fundamental Patterns of Cultural Difference



What is different?

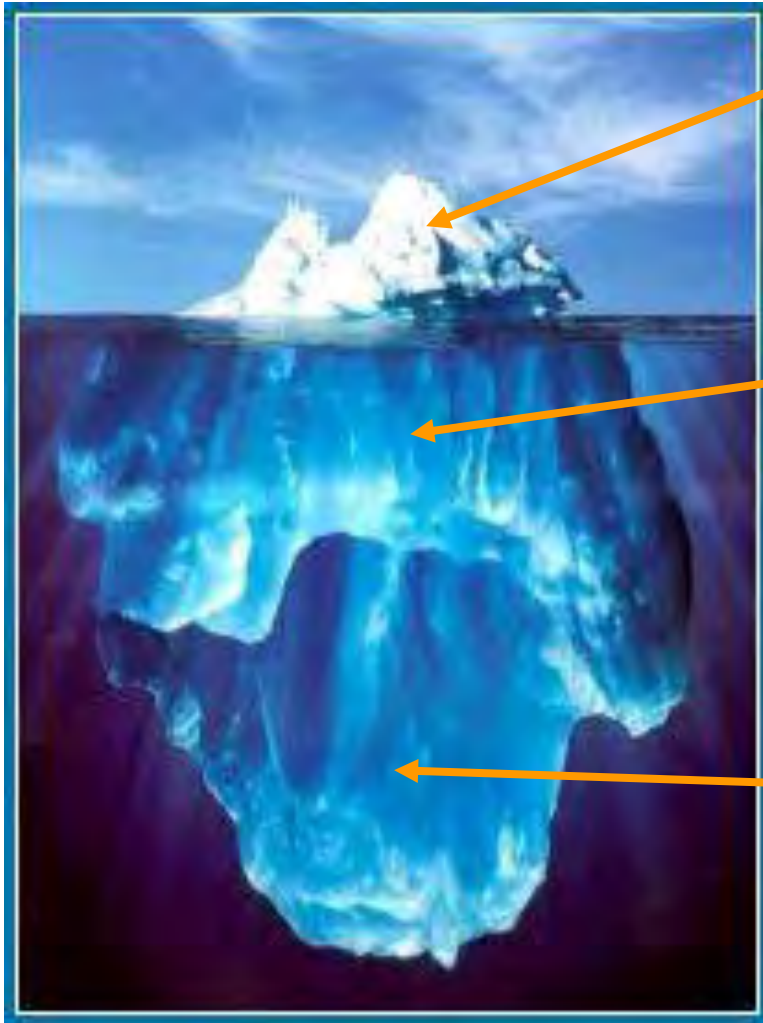
1. Communication Styles
2. Attitudes toward conflicts
3. Decision making style
4. Social behavior

What is hidden below the surface

1. Beliefs
2. Values
3. Expectations



Levels of cultural understanding



- **Observable behavior**
 - Can learn a lot, but likely to focus on do's and don'ts
 - Often leads to superficial understanding
- **Shared values**
 - Requires inferences from observed behavior and learning about a culture
 - More powerful, because values drive (partially) behavior
- **Shared assumptions**
 - Very abstract – these drive our values but are very hard to determine
 - Very powerful, helps truly understand a culture

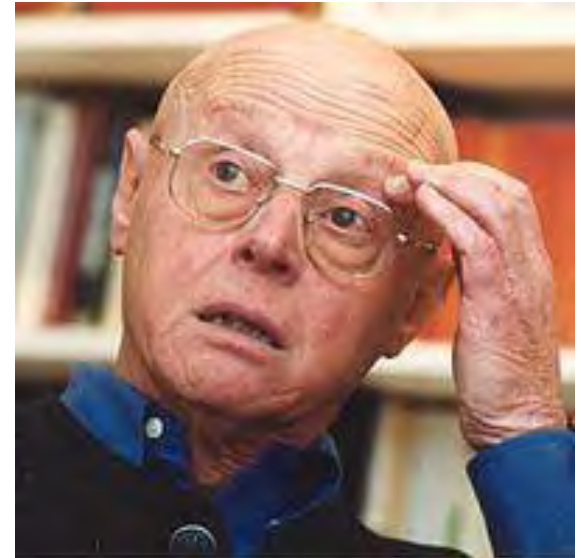
Geert Hofstede's cultural dimensions



Geert Hofstede

worked for IBM as Psychologist from
1967-73

Geert Hofstede's dimensions analysis
can assist the business person or
traveler in better understanding the
intercultural differences within regions
and between countries.



Individualism vs. Collectivism



Individualism (IDV) focuses on the degree the society reinforces individual or collective, achievement and interpersonal relationships. A **High Individualism** ranking indicates that individuality is of most importance within the society. Individuals in these societies may tend to form a larger number of looser relationships. A **Low Individualism** ranking typifies **Collectivist** societies with close ties between individuals. These cultures reinforce extended families and collectives where everyone takes responsibility for fellow members of their group.



Individualistic societies

- Australia
- Canada
- UK
- New Zealand
- USA
- Netherlands

Collectivist societies

- Costa Rica
- Guatemala
- Mexico
- Ecuador
- Most Asian countries

Power Distance in Education



Small Power Distance societies

- Student-centered education
- Teacher expects students to initiate communication
- Students may speak up in spontaneously in class
- Students allowed to contradict or criticize teacher
- Effectiveness of learning related to amount of two-way communication in class
- Outside class, teachers are treated as equals
- Younger teachers are more liked than older teachers

Large Power Distance societies

- Teacher-centered education
- Students expect teacher to initiate communication
- Students speak up in class only when invited by the teacher
- Teacher is never contradicted nor publicly criticized
- Effectiveness of learning related to excellence of the teacher
- Respect for teachers is also shown outside class
- Older teachers are more respected than younger teachers

Uncertainty avoidance in Education



Weak Uncertainty Avoidance Societies

- Students feel comfortable in unstructured learning situations: vague objectives, broad assignments, no timetables
- Teachers are allowed to say "I don't know"
- A good teacher uses plain language
- Students are rewarded for innovative approaches to problem solving
- Teachers are allowed to behave emotionally
- Teachers interpret intellectual disagreement as a stimulating exercise
- Teachers seek students' ideas

Strong Uncertainty Avoidance Societies

- Students feel comfortable in structured learning situations: precise objectives, strict timetables
- Teachers are expected to have all the answers
- A good teacher uses academic language
- Students are rewarded for accuracy in problem-solving
- Teachers are expected to suppress emotions (and so are students)
- Teachers interpret intellectual disagreement as personal disloyalty
- Teachers consider themselves experts who cannot learn anything from students - and students agree

Why is Cross-Cultural Communication important ?



Globalization: Cross border movement of people, goods and data brings more and more cultures into contact with one another and increases the potential of cross culture communication.



- Business
- Job Opportunities
- Improves the contribution of employees in a diverse workforce
- Sharing of views and ideas
- Talent improvisation
- An understanding of diverse market

High Context and Low Context Cultures

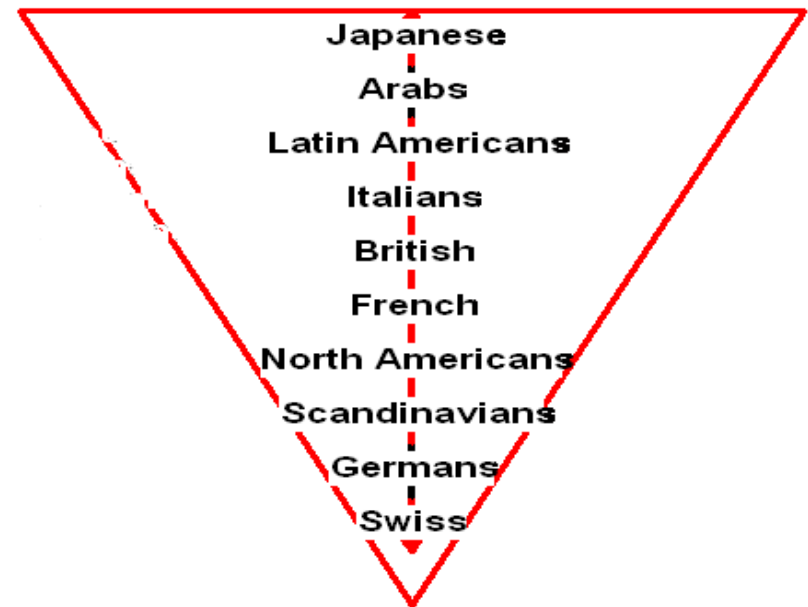


High Context Culture: - Cultures that rely heavily on non-verbal and subtle situational cues in communication.

Low Context Culture: - Cultures that rely heavily on words to convey meaning in communication.



Photo courtesy of Kathryn Sorrells, 1998



High Context and Low Context Cultures



Factor	High-context culture	Low-context culture
Overtmess of messages	Many covert and implicit messages, with use of metaphor and reading between the lines.	Many overt and explicit messages that are simple and clear.
Use of non-verbal communication	Much nonverbal communication	More focus on verbal communication than body language
Expression of reaction	Reserved, inward reactions	Visible, external, outward reaction
Cohesion and separation of groups	Strong distinction between ingroup and outgroup. Strong sense of family.	Flexible and open grouping patterns, changing as needed
People bonds	Strong people bonds with affiliation to family and community	Fragile bonds between people with little sense of loyalty.
Level of commitment to relationships	High commitment to long-term relationships. Relationship more important than task.	Low commitment to relationship. Task more important than relationships.
Flexibility of time	Time is open and flexible. Process is more important than product	Time is highly organized. Product is more important than process



Culture shock refers to the anxiety and feelings (of surprise, disorientation, uncertainty, confusion, etc.) felt when people have to operate within an entirely different cultural or social environment, such as a foreign country.



Stages of culture shock



Honeymoon Phase

differences between the old and new culture are seen in a positive light, wonderful and new. For example, an individual might love the new foods, the pace of the life, the people's habits, the architecture and so on.



Stages of culture shock

Irritation and Hostility

After the initial excitement is over, more and more dissimilarities are noticed between the foreign country and home. The initial curiosity and enthusiasm turn into irritation, frustration, anger, and depression.





Gradual Adjustment

Persons begin to orient themselves and are able to interpret some of the subtle cultural clues and cues. Culture seems more familiar and more comfortable.



Bi-Culturalism

Full recovery has occurred. Ability to function in two cultures with confidence. persons will find they enjoy some of the very customs, ways of doing and saying things, and personal attitudes that bothered them so much in phase two.

Stages of culture shock



STAGE	SITUATION	APPROACH	REACTION
Honeymoon	First exciting contact with new culture	Observe	Excitement; Curiosity; Slight concern
Initial confrontation	First intensive feeling with new culture	Solve problems in familiar ways	Confusion; Mystified about; Others behaviour

Stages of culture shock



STAGE	SITUATION	APPROACH	REACTION
Adjustment crisis	Problems intensify	Experimentation with new behaviours	Frustration; Anger; Confusion about
Recovery	Sense of belonging to culture emerges	New strategies to help one function effectively	New culture is understandable; Enjoying many aspect of it

Overcoming cross cultural communication barriers



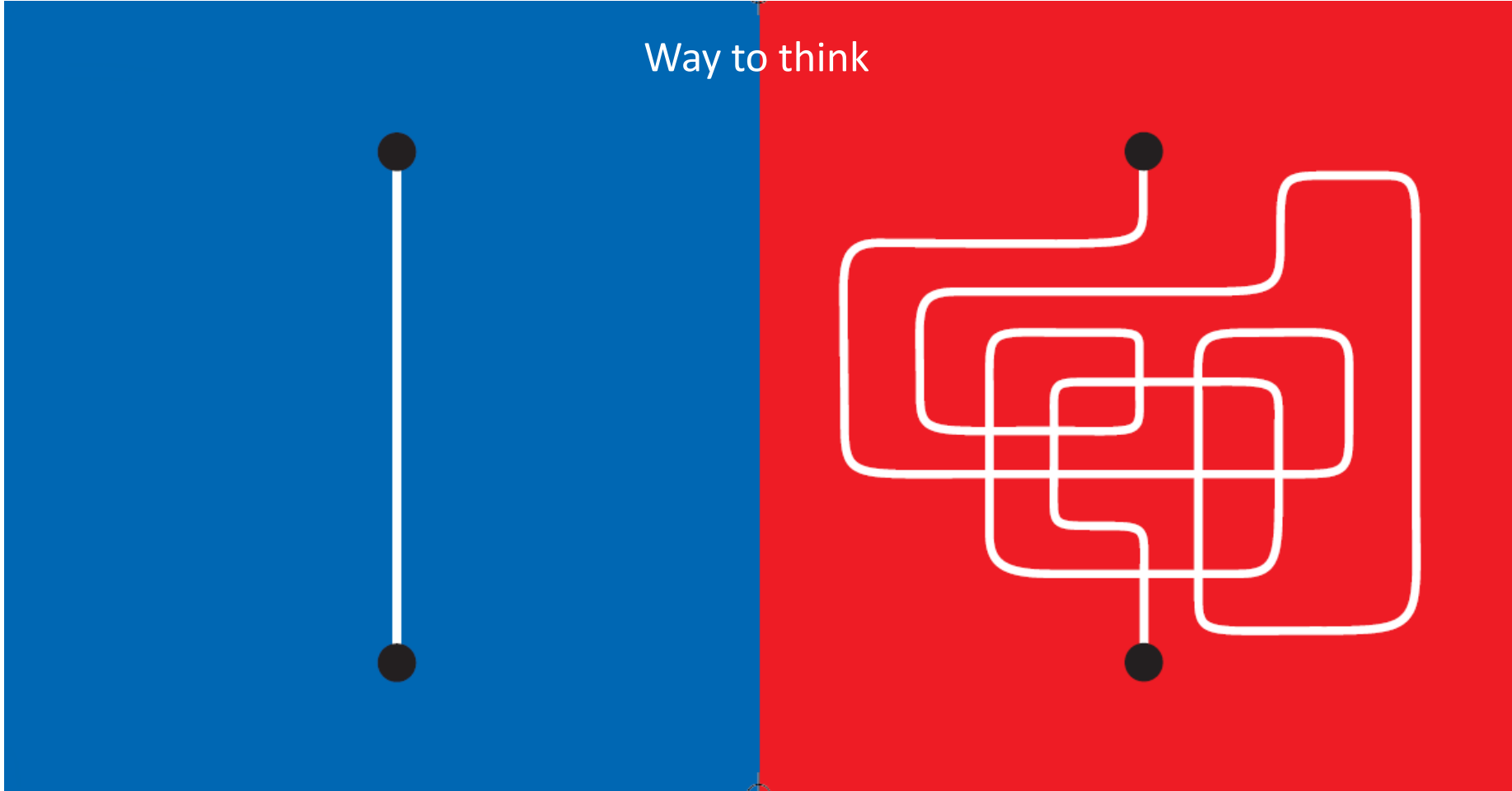
Tips for improving cross cultural communication

- Observe but don't interpret according to your own culture –don't form stereotypes
- Don't assume you understand non-verbal signals
- Don't take behavior personally even if it's insulting in your culture
- Develop an awareness of your own non-verbal signals and how they might be offensive
- Understand your own stereotypes and learn about other cultures with openness.
- Don't evaluate behavior as good or bad
- Accept the fact that cross cultural communication causes stress

East vs. West



Way to think



East vs. West



Way of life



East vs. West



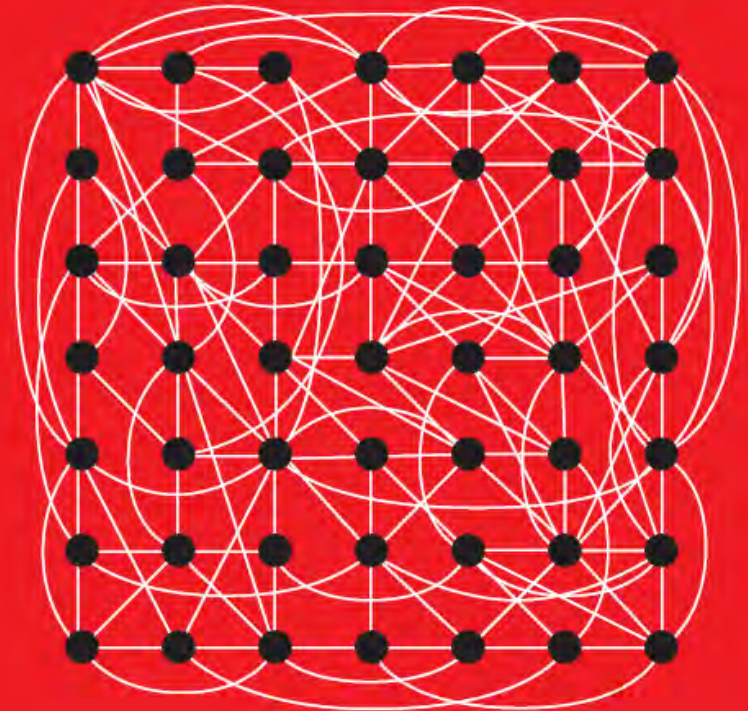
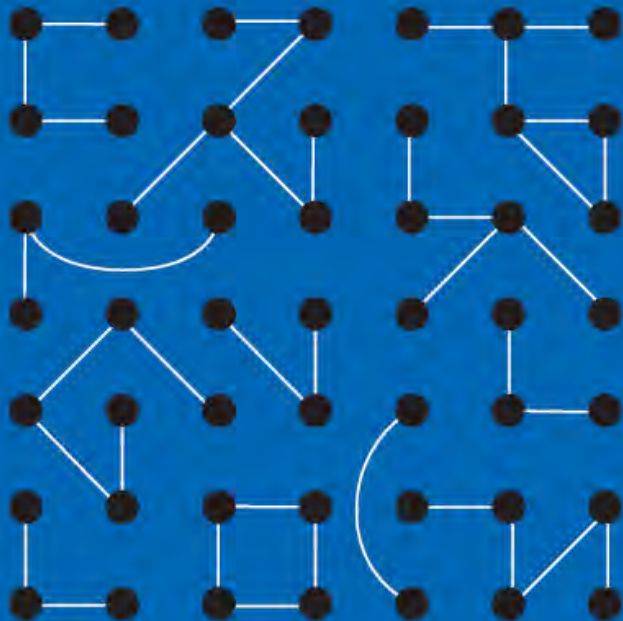
Punctuality



East vs. West



Connections



East vs. West



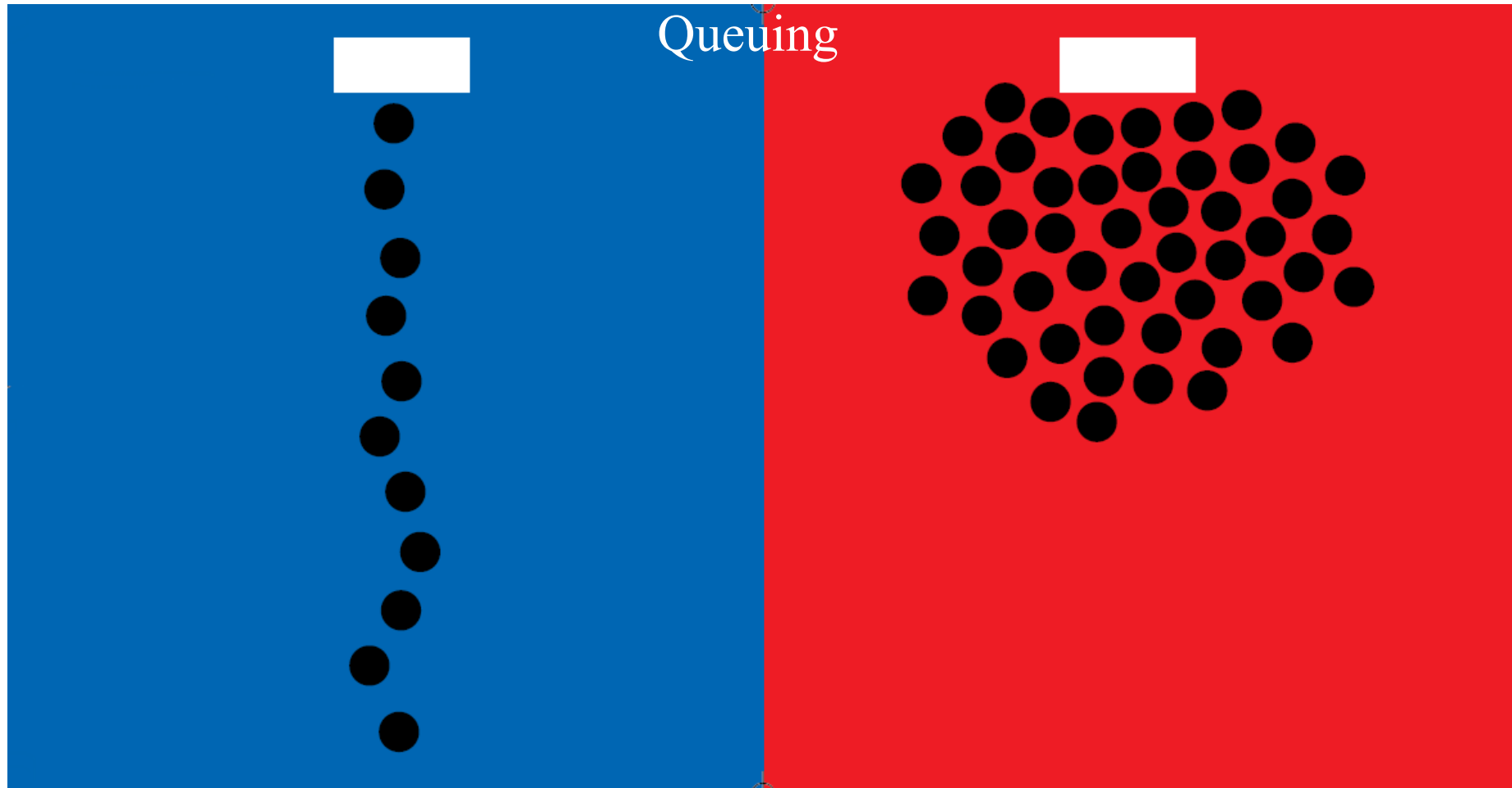
Anger



对待愤怒



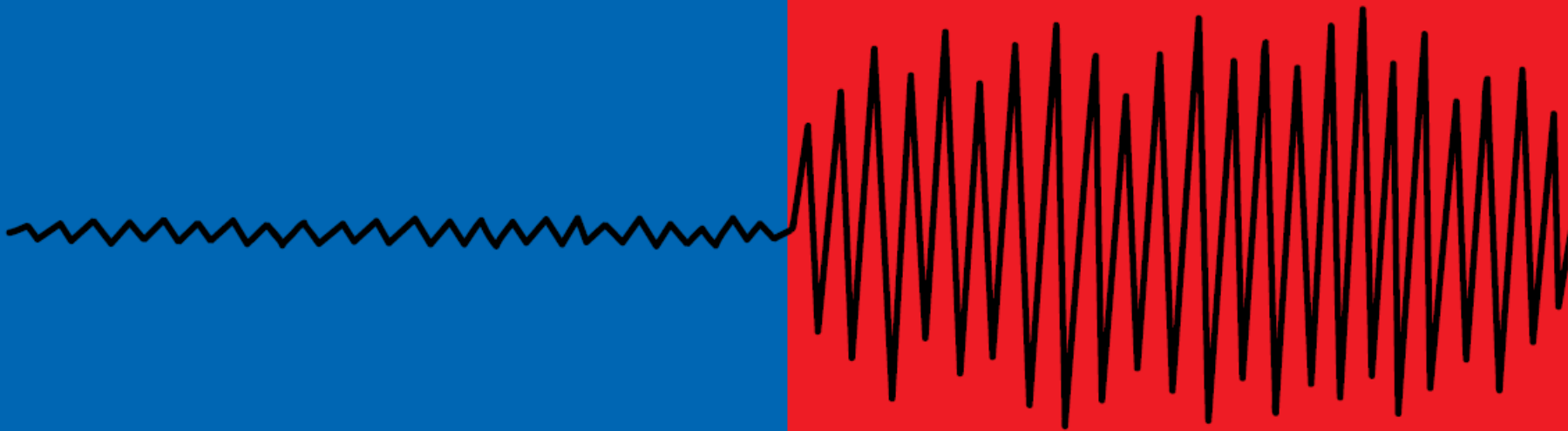
East vs. West



East vs. West



In the restaurant



East vs. West



Standard of beauty



East vs. West



Way to solve problems



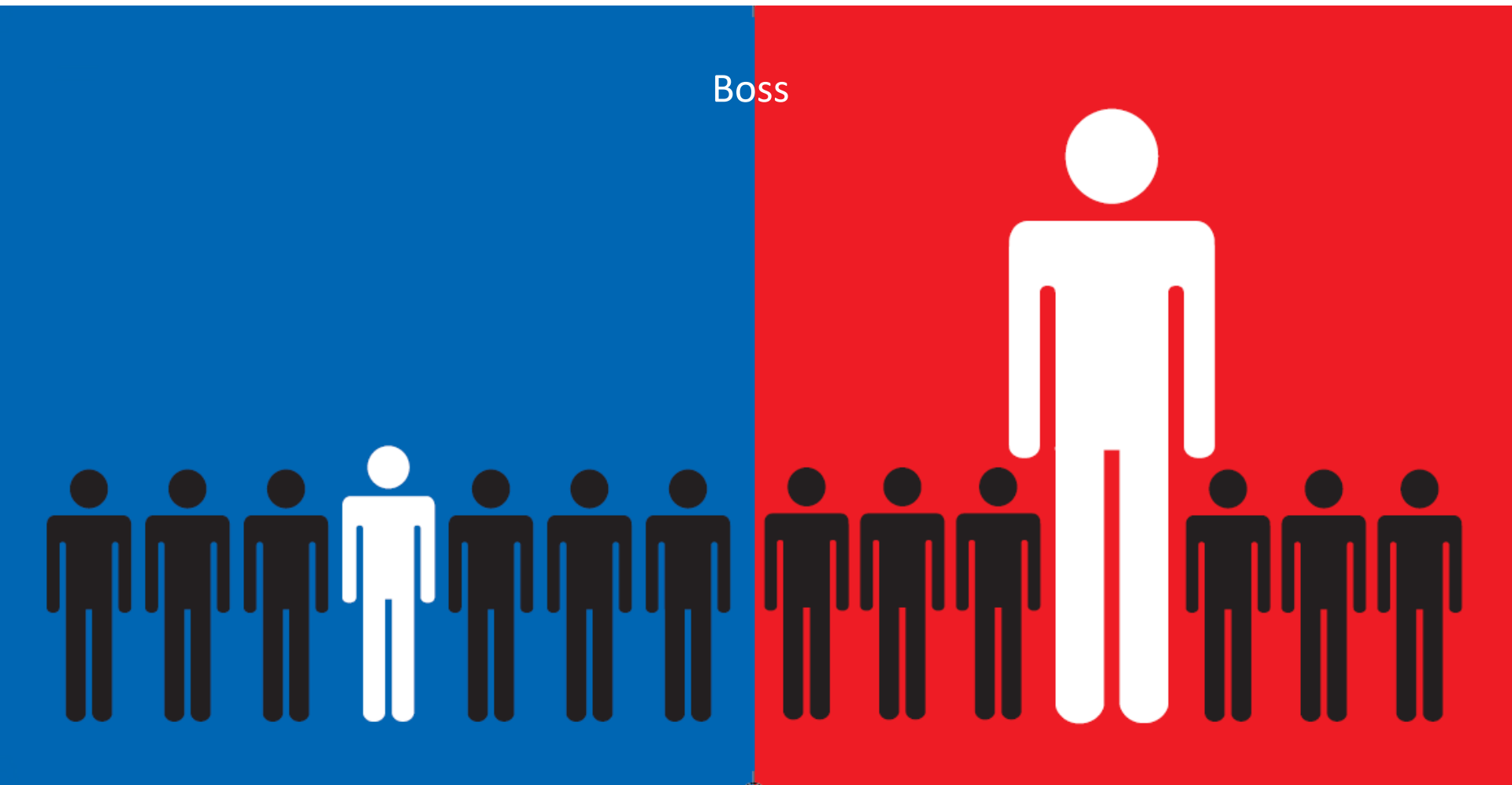
East vs. West



Senior's daily life



East vs. West





East vs. West

Image of each other



East vs. West



	West (US / Europe)	East (China / East Asia)
Logic	Linear (direct associations)	Spiral (roundabout)
Communication	Direct, verbal	Indirect, implied
Identity	Individual, independent	Group orientated
Agreement / Disagreement	Argumentative, verbal	Hard to say no, non-verbal
Punctuality	Start and end on time	Appointments flexible
Respect	Success, achievement	Seniority, wisdom
Business Relationship	Economics come first	Relationship comes first
Decision Making	Distributed, proactive	Manager has final say
Time Horizon	Short term (per quarter)	Long term (years ahead)
Risk / Spending	Risk-takers, spend	Risk-avoiders, save

East vs. West



**Uncomfortable
Situations**

Selecting and Presenting Business Gifts

Co-funded by the
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Selecting and Presenting Business Gifts



- **Unwrapping gifts**

Asia - Gifts are opened in private.

USA - Gifts are opened in public

- **Appreciated Gifts**

Germany - Gifts, such as tokens memento of your country or company logo

Uzbekistan - ????

- **Gifts to avoid**

Germany: Clothing, perfumes, and other toiletries are considered far too personal to be appropriate gifts. Scarves, however, are acceptable gifts according to German business protocol.

Uzbekistan - Alcohol / perfumes containing alcohol and pork and pigskin products to be avoided

Welcome Topics & Topics to Avoid during Conversation

Co-funded by the
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of the European Union



IMAGE BY
IWWCELV

Welcome Topics & Topics to Avoid during Conversation

Welcome Topics of Conversation:

Uzbekistan: ????

Germany: Sports--particularly soccer, tennis, current events, politics, among those who imbibe, beer is often a good topic of conversation

Welcome Topics & Topics to Avoid during Conversation



Topics to Avoid:

Saudi Arabia: *Middle Eastern politics and International oil politics, Israel, criticizing or questioning Islamic beliefs, women/ inquiries or complimentary remarks about the female family members of your Saudi associates*

South Korea: *Korean politics/local politics, The Korean War, Socialism and Communism, Japan and your contacts in Japan, your host's wife, Personal family matters*

Germany: *World War II, personal questions, salary*



Intercultural Communication

The international project team consists of German, French and Indian developers in the computer chip industry. The competition in the market is tough.

The team members have to prepare an important presentation for a major customer. The German project leader has sent out a draft of the presentation to his colleagues in India and France and asked them for comments and changes of the draft. He has also asked for a status report from each of them, so that he can include the latest information.

When the French and the Indians fail to respond to his request, the project leader announces a video conference at short notice. He expresses his irritation about the delay in no uncertain terms. He then asks his colleagues directly if they support his proposal. The French answer *Si vous voulez* (If you like); the Indians, who have been quiet so far, say it looks like a good concept.

A short time later, the French send in their status report, but it is of no use, because it only contains basic information. The Indians don't send anything at all.

The German project leader is upset, as he feels that the project team hasn't supported him and that its international members have not been reliable. He has an impression that he is the only one taking responsibility for the project and doing the work. This does not correspond to his idea of teamwork.



Case Study. Comments

The ***German*** project manager was frustrated, because he had put so much effort into the proposal and didn't feel that the team was supporting him and that its international members have been reliable.

The ***French*** feel overpowered by the Germans. They felt that they had not been involved in the process and that everything had already been decided and there was no space left for their ideas. They do not feel that they have been taken seriously as partners.

The ***Indians*** had serious doubts about the proposal. However, they feel that they have not had a real opportunity to raise their objections in an acceptable way. Furthermore, were unhappy to criticize their boss or give feedback in a video conference.



Case Study. Comments

The cultural issues this story raises include differences in:

- the role of meetings
- management style
- how to cooperate within a team
- the way decisions are made
- communication style
- dealing with disagreement or conflict
- degrees of formality



Exercise 2: Proverbs and sayings

1. Find two examples of proverbs in your own mother tongue which you think say something about your culture.
2. Translate each proverb into English.
3. Explain what it says about your culture, in your opinion.

Examples:

Dienst ist Dienst und Schnappes ist Schnappes!

Work is work and whiskey is whiskey!

Concept of keeping private life and work separate.

Chemu byt', togo ne minovat.

What must happen, cannot be avoided.

Belief in fate and destiny.





Intercultural Communication

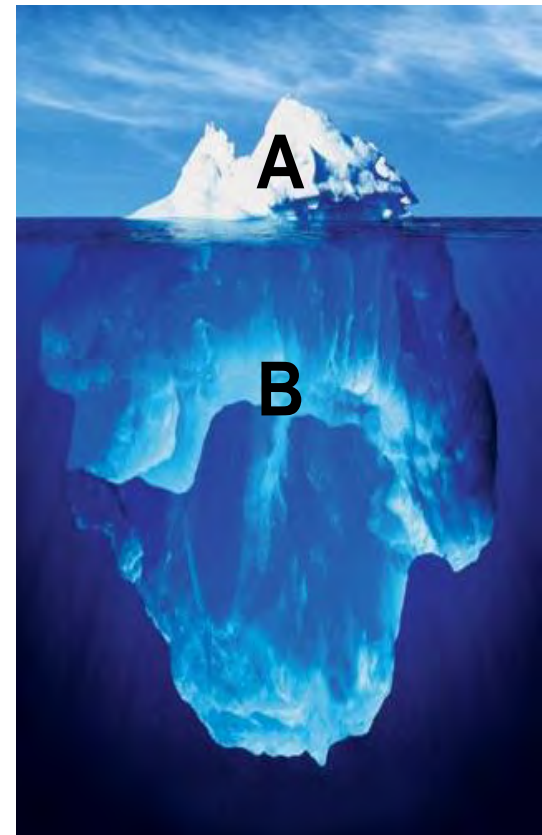
Exercise 3: The Culture Iceberg

Task 1

Think of the components of national culture that belong to each category:

A Things which you can recognise easily.

B Things which you recognise only when you are familiar with a culture.





Exercise 3: The Culture Iceberg (continued)

Task 2. Group the list of components of national culture into 2 categories:

Artifacts: art & architecture

Corruption

Directness of speech in business

Driving habits

Emotion shown in public

Family life

Gender – roles of males & females

Food

Greetings

Humour

Democracy

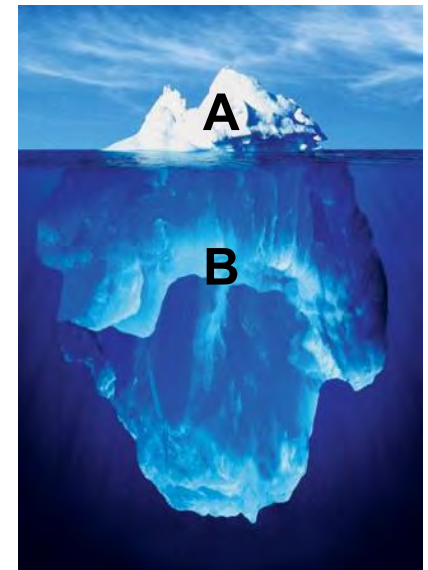
Organization of companies

Personal friendship

Social life: public & private

Treatment of outsiders/foreigners

More ?



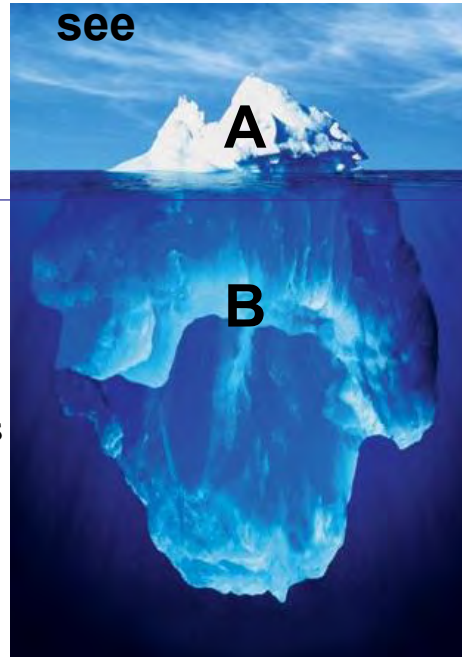
Intercultural Communication

Exercise 3: The Culture Iceberg (continued)

Artifacts: art & architecture
Directness of speech in business
Driving habits
Emotion shown in public

Family life
Gender – roles of males & females
private
Treatment of outsiders and foreigners
Organization of companies
Personal friendship

**A. Easy to
see**



Greetings
Gestures
Food
Language

Corruption
Social life: public &
Humour
Democracy
Values and beliefs

B. Takes time to see



Exercise 5: The Culture Onion

Are we unique individuals?

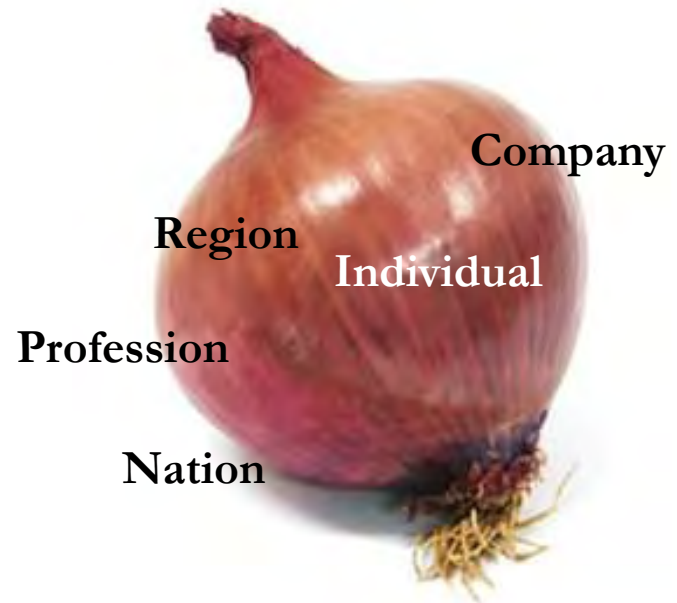
Which cultures are you influenced by?

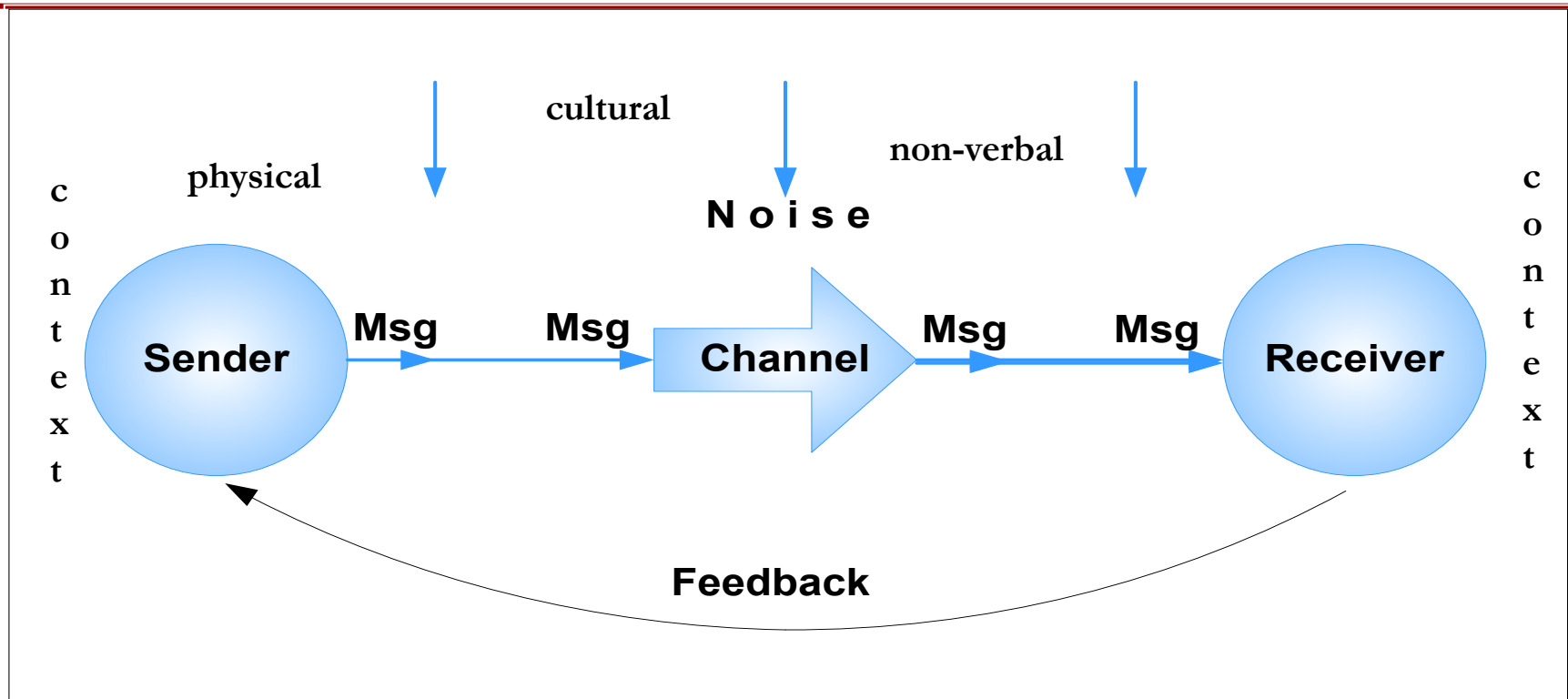
What shapes your ideas and behaviors?

Task 1 Add other layers.

Task 2 Which layers influence a person's behavior most?

Task 3 Choose someone you know well and identify how they, he or she has been influenced by the different cultures he or she belongs to.





Messages are subject to interpretation!
Messages can be sent unintentionally!

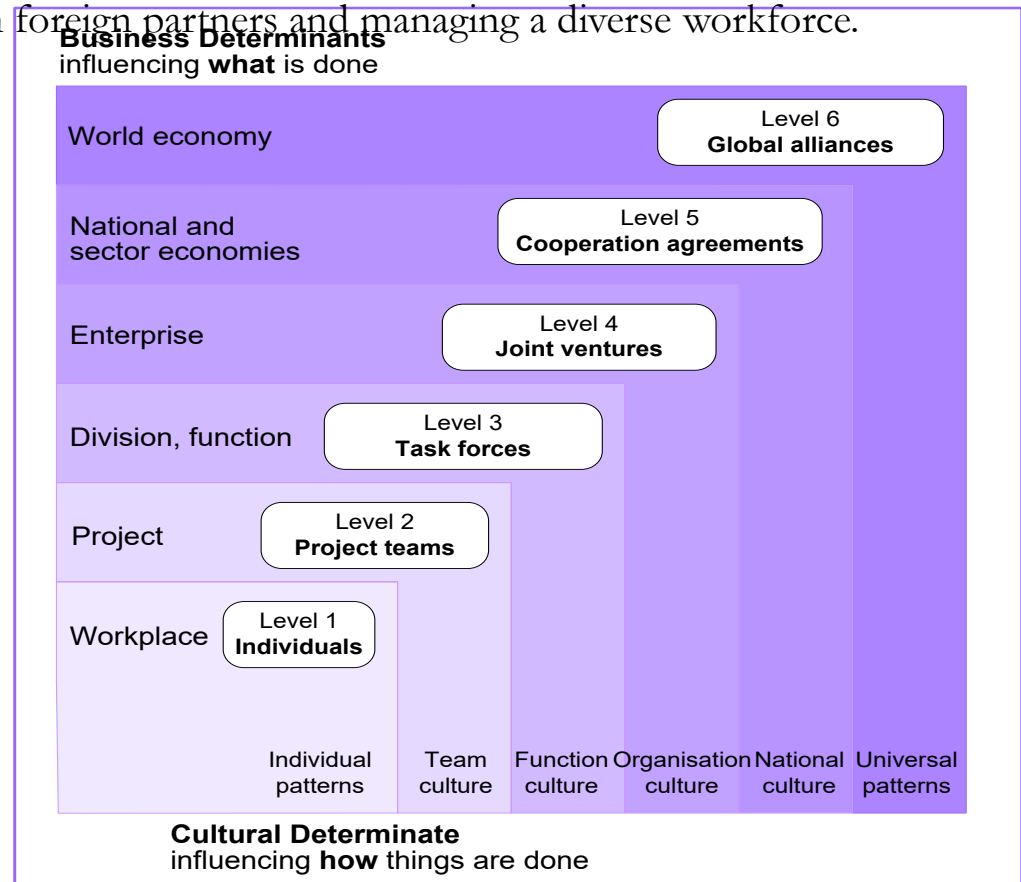
Culture is the structure through which communication is formulated and interpreted.
ICC takes place when the sender and the receiver are from different cultures.



Managers in many companies find themselves increasingly working in international teams at home, abroad and in cyberspace, negotiating with foreign partners and managing a diverse workforce.

There are a number of reasons for this:

- The Internet links people across national boundaries.
- The international labour force is more mobile and diverse.
- Business facilities are restructured and/or relocated.
- Free markets are replacing command economies.
- Student mobility is high, and university degrees are recognized across EU.
- Technology makes it possible for people to travel further and faster than ever before.



Types of Listening



- Inactive listening
- Selective listening
- Active listening
- Reflective listening



Use Your Mind



- Listen for accuracy
- Listen as though you are hearing the information for the first time
- Listen for inaccuracies



Communication Skills

Business Meeting



and always...

S
M
I
L
E



Max Weber's Model of Transactional and Transformational Leaders

Co-funded by the
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of the European Union



- Asks how a leader can "legitimately" give a command and have actions carried out?
- Classified claims to the "legitimacy" in the exercise of authority
- Identified three kinds of leader/follower relations – traditional, bureaucratic and charismatic
- Believe they occur in combination
- Argues that "there may be gradual transitions between these types."



Max Weber's Model of Transactional and Transformational Leaders



Max Weber's three ideal types of leaders

Three Frames

1. Bureaucratic Leader
control on the basis of
knowledge power

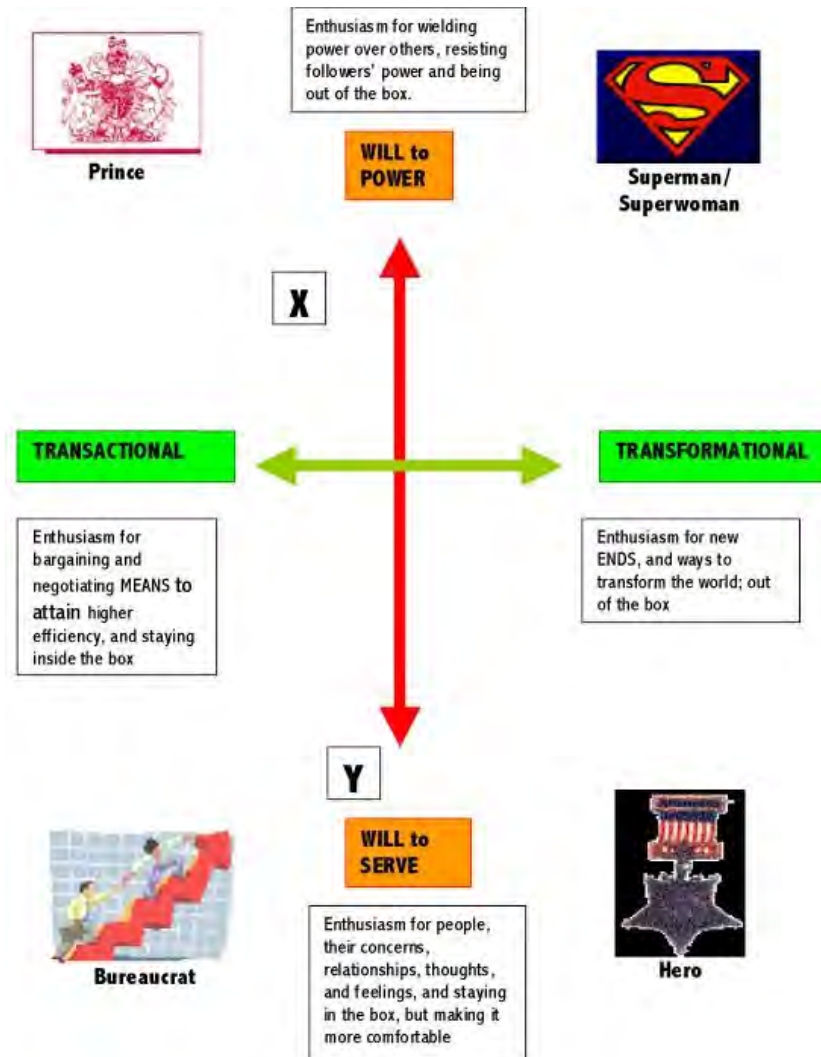


2. Charismatic Hero
An individual personality set
apart from ordinary people.
Part hero part superman

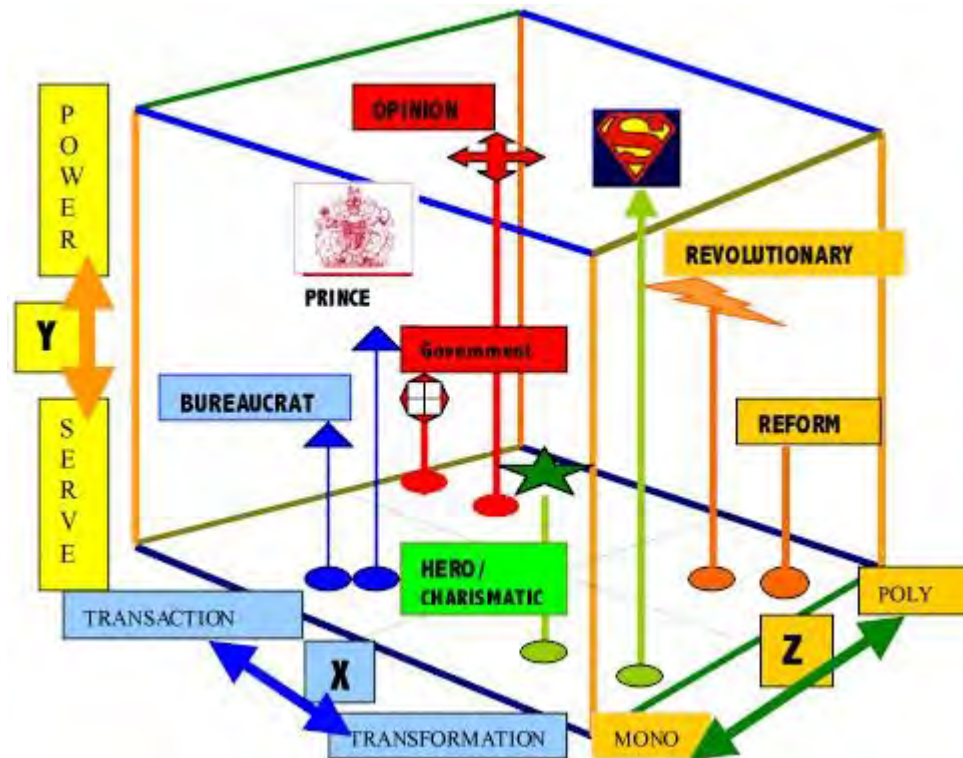
3. Traditional an arbitrary
exercise of power bound to
loyalty favoritism and politics



Transformational versus Transactional Leadership Theory



Transformational versus Transactional Leadership Theory

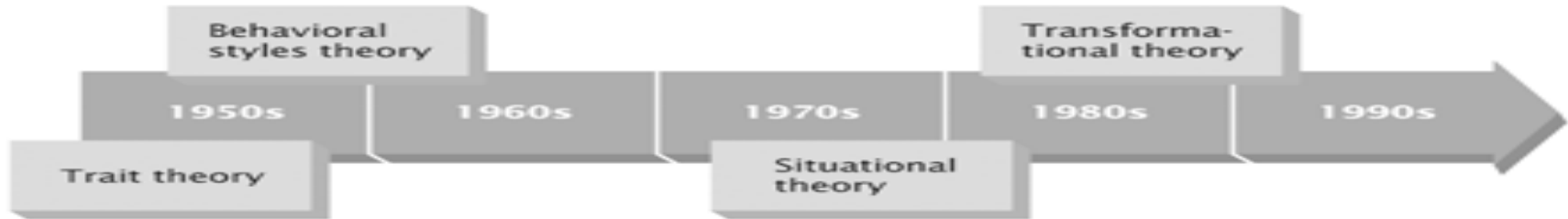


Crisis Management



- **- 1900's: the "great man" theories** - Leadership studies historically went hand-in-hand with studies of elites: political, financial, military, aristocratic, or cultural elites. Leadership was considered an art, for which some fortunate people had an inbuilt genius; the rest of us could only engage in admiring post-game analyses.
- **1930's: group theory** - leadership in small groups. During the Great Depression, US social psychologists found in studying groups that democratic leadership was not only possible, it was more effective. Thus a more egalitarian view of leadership evolved from the elitist "great man" view.
- **1940's-50's: trait theory** - Theory suggests that leaders are born, not made, and that a good leader has a set of specific traits. Attention was thus put on discovering these traits, often by studying successful leaders, but with the underlying assumption that if other people could also be found with these traits, then they, too, could also become great leaders.
- **1950's- 60's: behavior theory** - Leaders can be made, rather than are born. Behavioural theories of leadership do not seek inborn traits or capabilities. Behavioural is a big leap from Trait Theory, in that it assumes that leadership capability can be learned, rather than being inherent.

Crisis Management



1960's-70's: contingency/situational - establish which leadership behaviors

succeeded in specific situations. Unable to determine which particular behaviour patterns consistently resulted in effective leadership, researchers then attempted to match behaviour patterns that worked best in specific contexts or situations. That line of research collapsed for practical reasons when people realized leaders would need to refer to decision trees or wheel charts to determine how to behave.

1980's onward: excellence. In the 1980s, researchers determined that “leadership is simply doing the right thing to achieve excellence. That meant the researchers had to find out what the right thing is, so they set about researching excellent companies and CEOs, and developed lists of traits, behaviour patterns, group facilitation strategies, and culture-shaping practices for would-be leaders.”

Leadership



- Long term strategic planning
- Clear objectives
- Leading by example
- Efficiency of systems and processes

To be effective in crisis conditions, the leaders must be transforming crises into challenges

B. Clinton



Transformational Leadership Goes Beyond Transactional Leadership

- Transactional Leadership
- Motivating for performance at expected levels
- Initiating structure to clarify roles and Tasks
- Stressing the link between reward and goal achievement.
- Uses agreed upon performance to motivate

**Motivating for performance
beyond expectations**

**Inspiring for missions beyond
self interest.**

**Instilling confidence to achieve
performance**

Challenges

Crisis Management



- **“People want to win. And if people think they’ve been given the capability to win and are with winners, that’s how you get people in the game. People who want to build things and like who they work with will stay with us..”**



II. Soft Skills

2.1 Emergence of conflicts



Nature of conflict:

Conflict is a form of relationg or interacting where we find ourselves under some sort of threat to our personal or collective goals.



Sources of conflict:

- Biosocial
- Personality/interactional
- Structural/ideological
- convergence



What do we mean by conflict?



Type 1:

„I want X and the opposite of X“ That's not possible, is it?

I want to live in the city

I want to live in the country





Type 2: „I want X and Y“ But I have to choose, right?

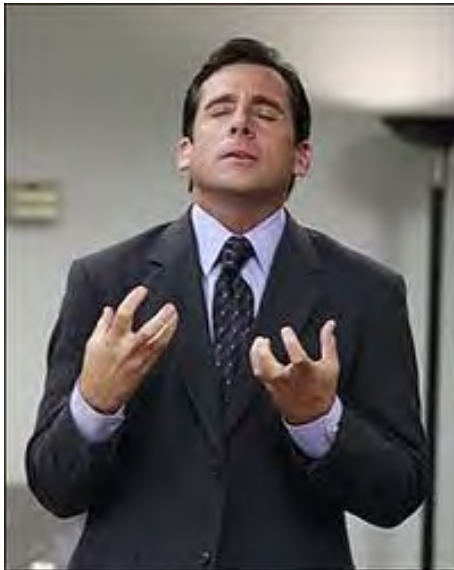
„ want to eat what I want“



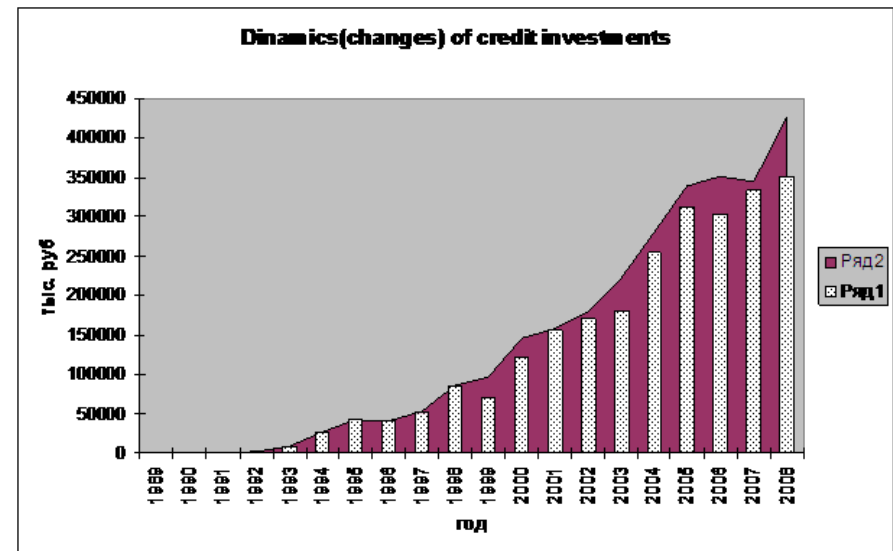
„...AND be fit and healthy“



Type 3: „I want X.They want Y. We can't both be right“



Manager: „We need to go faster to deliver more features“

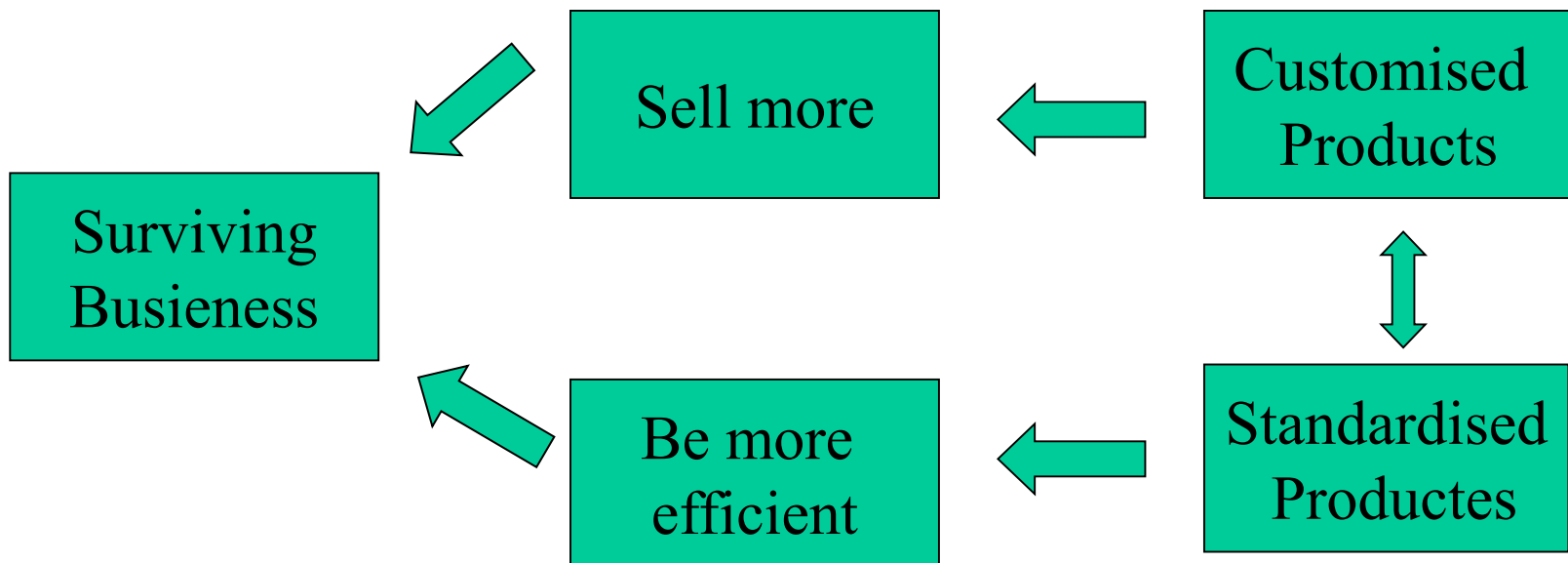


Developers: „We need to go slower to increase quality“

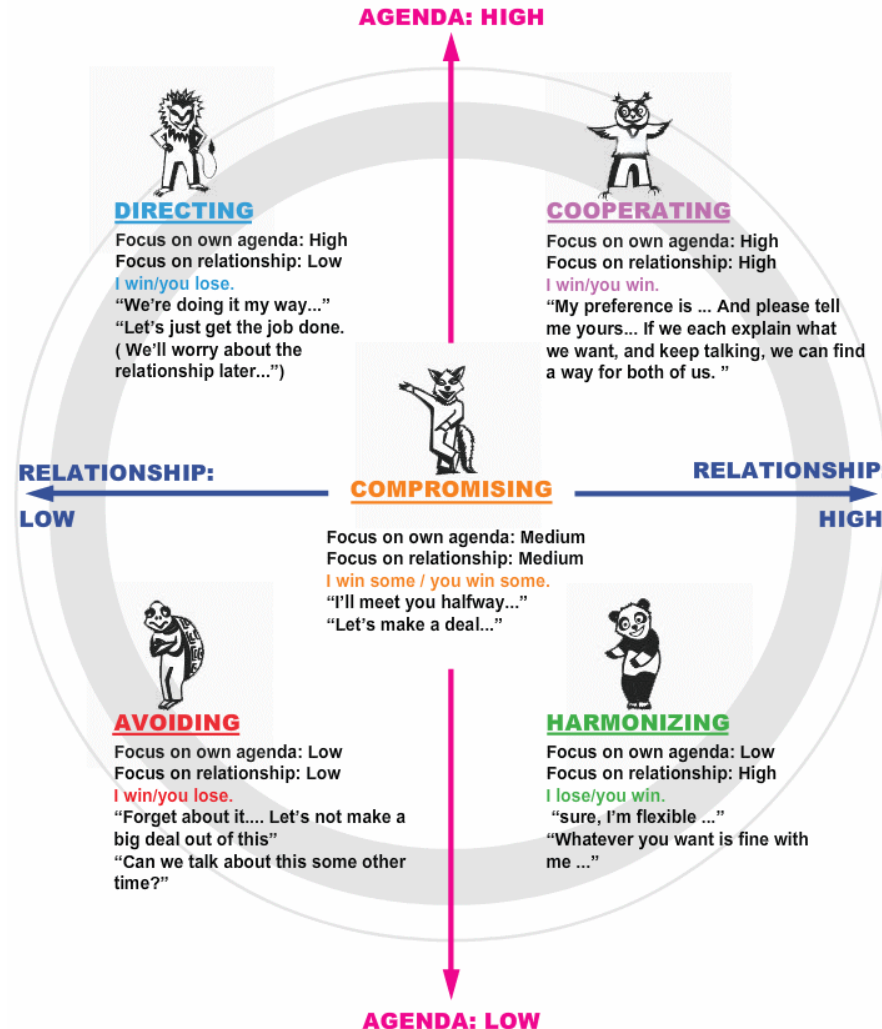


Tip: Don't continue until you agree on a
common, concrete and motivating goal

If there's no common goal, there's no incentive
to solve the conflict.

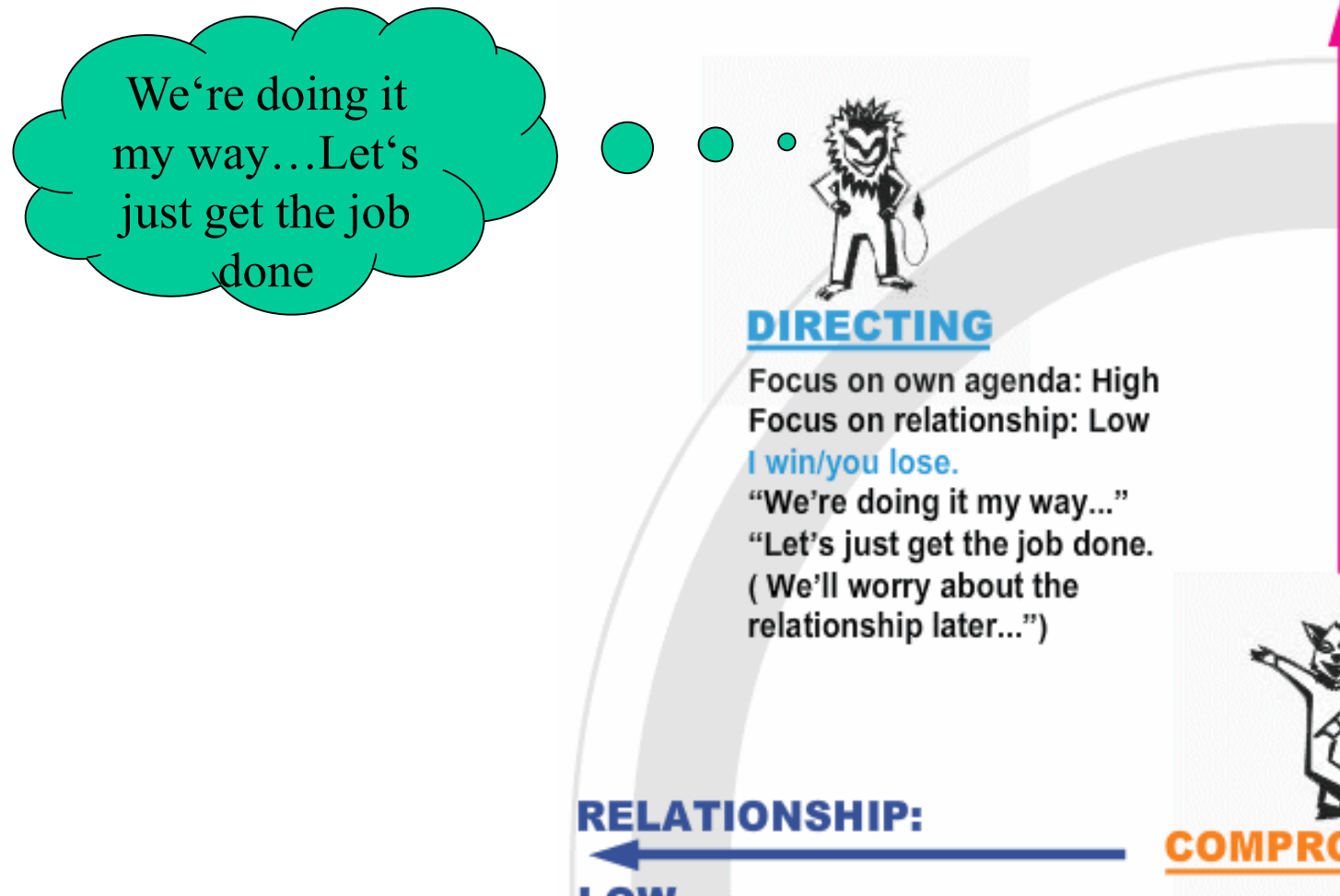


Crisis Management



**„When the only
tool you have is a
hammer,
everything you see
is a nail“
Mark Twain**

Crisis Management

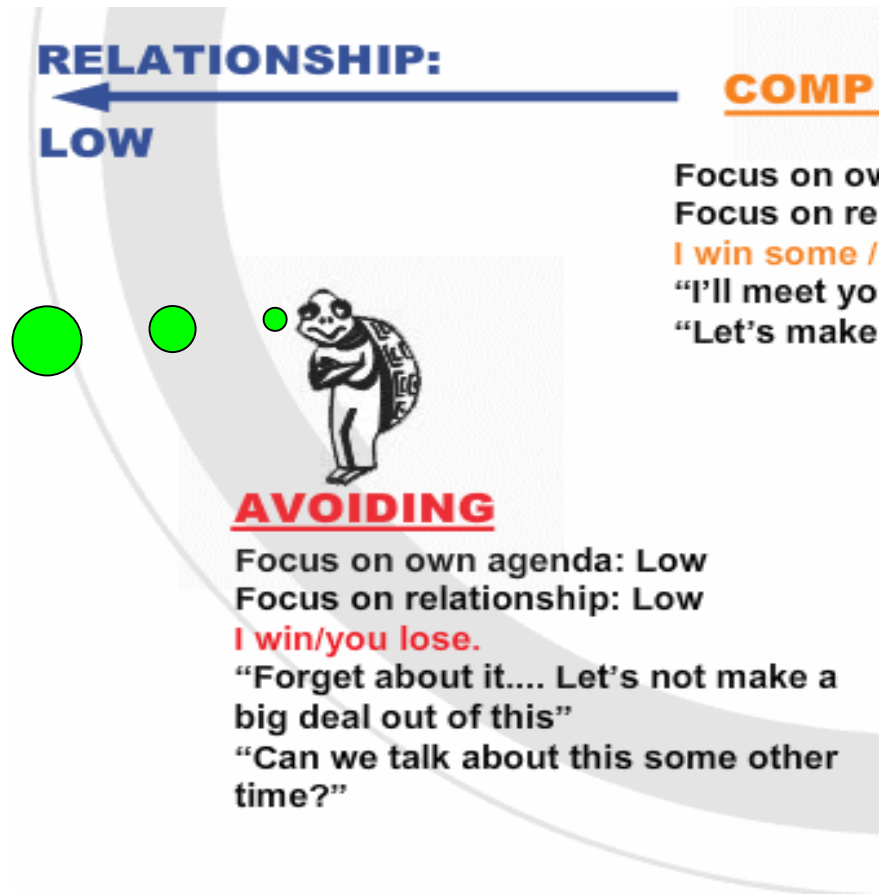
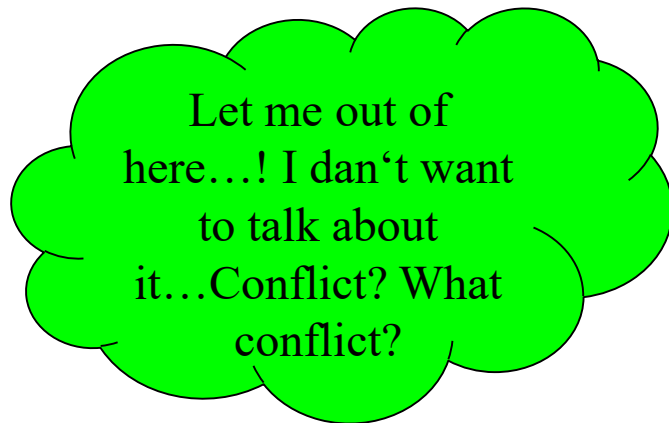


Crisis Management



Sure, I am flexible.
Whatever you are
happy with is fine
with me

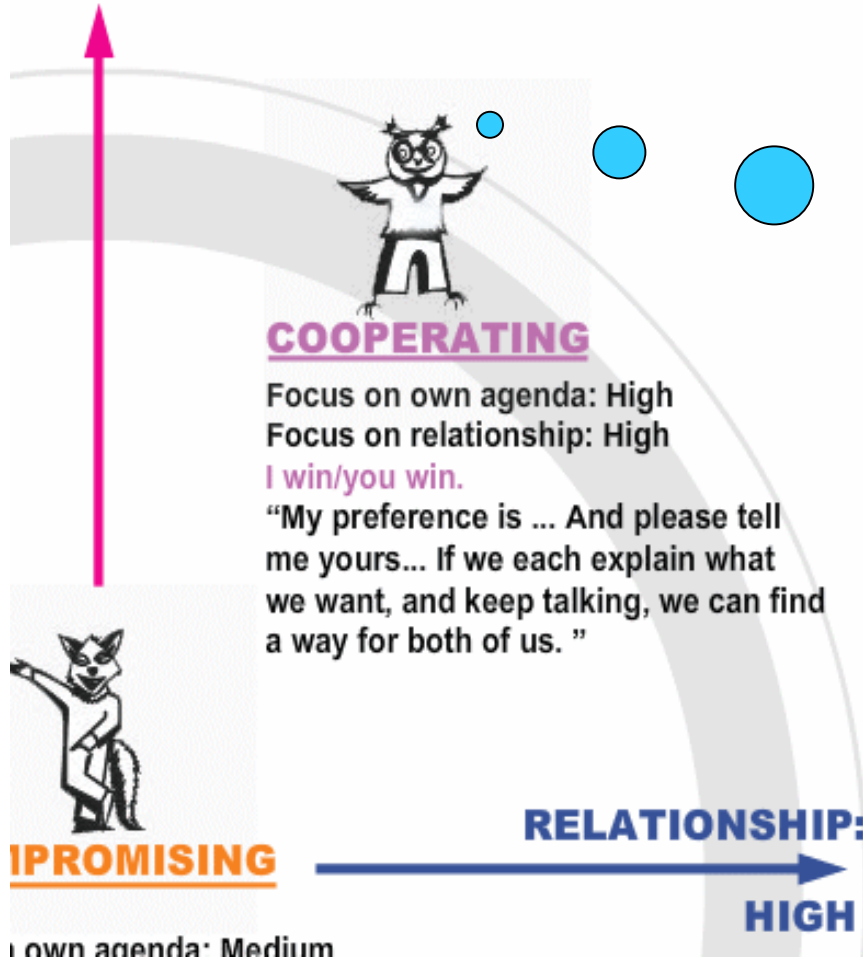
Crisis Management



Crisis Management



AGENDA: HIGH



Let's talk this through...My preference is...And I want to hear and understand yours...

Crisis Management



Distruction of communication





Groupthink :

is a tendency for strong conformity pressures within groups to lead to the breakdown of critical thinking and encourage premature acceptance of questionable decisions

Crisis Management



- Lack of conflict is a sign of over conformity
- It is unhealthy when there is no conflict
- You need diversity of opinion

Which conflict handling style will you use?



Avoiding Style

Characteristics:

- Ignoring conflicts, hoping they go away
- Putting problems under considerations
- Appeal to bureaucratic rules

When to us?

- Trivial issue
- No perceived chance of resolution
- To allow a cool down period
- To allow others to resolve the situation



ignore
this
text

Crisis Management



Compromise style

Characteristics:

- **Negotiations**
- **Looking for deals and trade offs**
- **Finding satisfactory or acceptable solutions**

When to use

- **Opponents with equal power are committed to mutually exclusive goals**
- **Achieve temporary settlements**
- **Arrive at solutions under time pressure**



Competition Style

Characteristics:

- Create win-lose situations
- Use of power plays
- Forcing submission

When to use:

- Quick action is vital
- Cost cutting
- Against people who take advantage of non competitive behavior



Crisis Management



Accommodation Style Characteristics:

- Giving way
- Submission and fulfillment

When to use:

- Find you are wrong
- Issue more important to others than to yourself
- Maintain cooperation
- Build social credits for later on
- Minimize loss
- Harmony and stability are important
- Allow team members to learn from their mistakes



Collaboration Style

Characteristics:

- Problem solving carriage
- Sharing ideas and information
- Seeing problems and conflicts as challenges

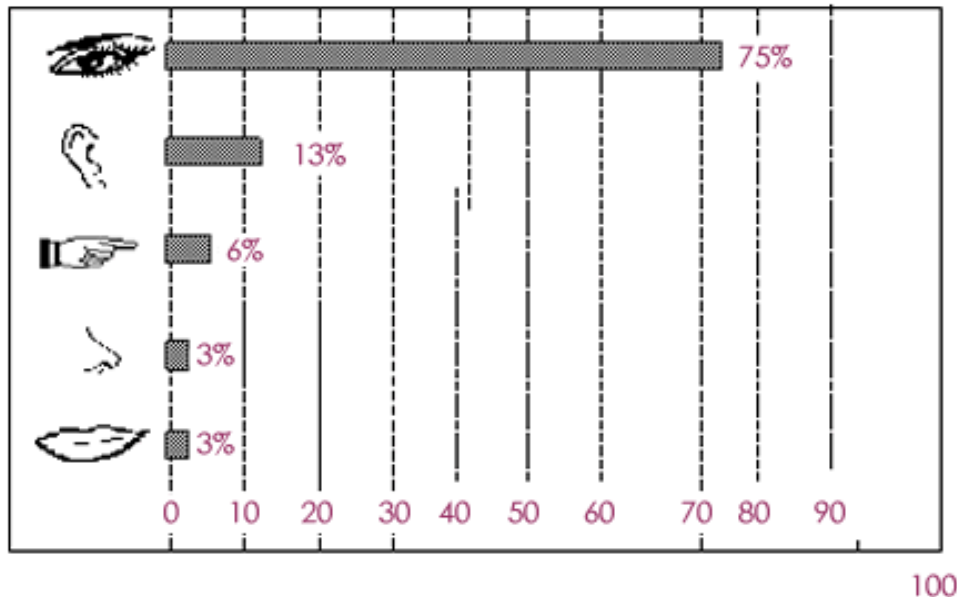
When to use:

- Find an integrative solution
- Objective is to learn





Role Clarification Technique (RAT)



This is a systematic procedure which involves all team members understanding the requirements of their own position, duties and expectations.

You need to clarify roles for team and individuals (for ex. Via questionnaires) (RAM matrices)

Crisis Management



**LISTEN
DISCUSS
PLAN**



Emotional Stress

What is Stress?

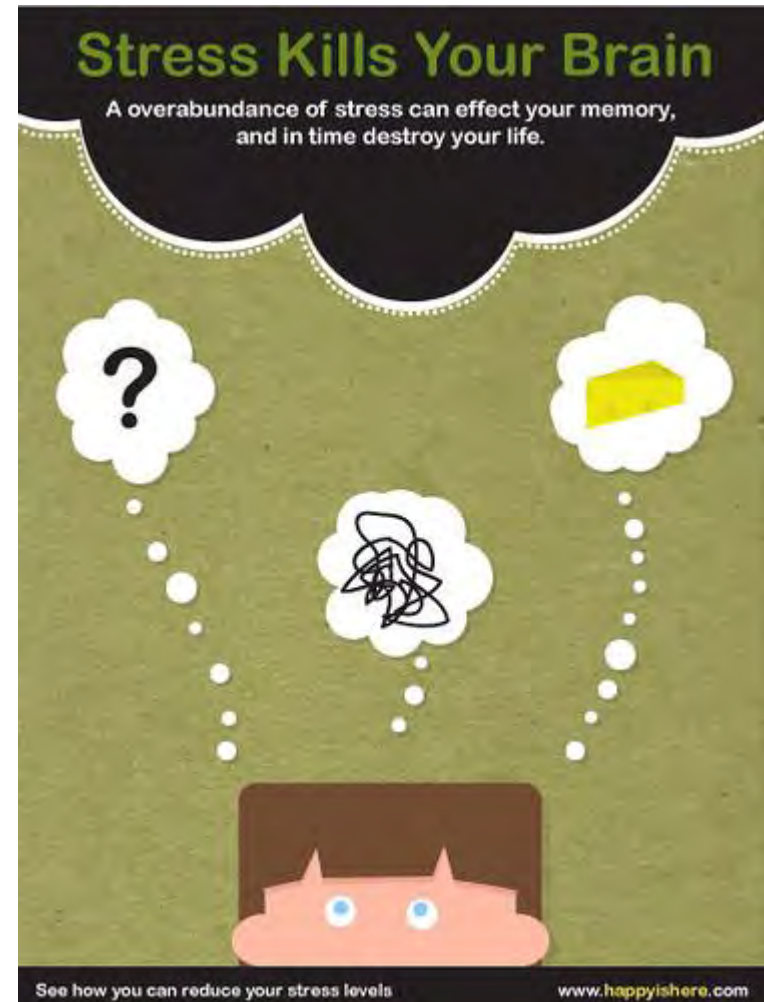


A pattern of emotional states and physiological reactions occurring in situations where individuals perceive threats to their important goals that they feel unable to meet



Effects of stress

- Physical Illness
- Lack of sleep
- Reduction in task performance
- Poor quality decision making





Stress Management at the Organizational Level

- Setting reasonable work plans and scheduler
- Delegating responsibilities and increasing independence
- Clarifying responsibilities, authority and performance criteria
- Giving consideration and support in leadership



The Seven Deadly Sins

-
- A sin is a deliberate violation of a moral principle.

Putting good people in bad places is thus a sin.

Ineffective Team Leadership

Inadequate Resources

Flawed Procurement

Larger Broken Context

Power Struggle

Unsuited Personalities

Flawed Organizational Chart

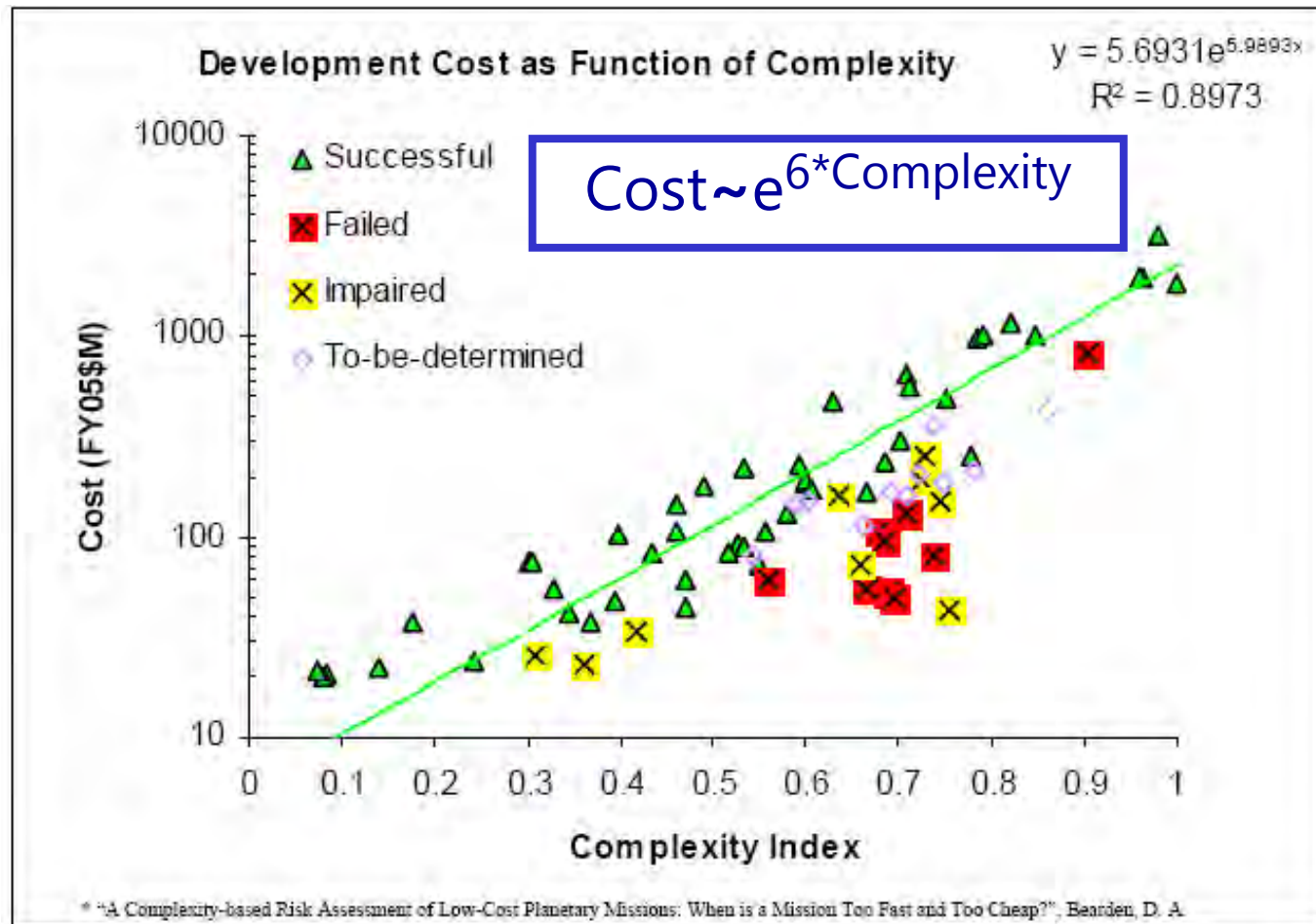
Sin 1 - Ineffective Team Leadership



- The useful mindset is that there are no “bad” leaders, only inappropriate contexts. Here are three diagnostics:
 1. **Your team leader’s *Individual Development Assessment*** provides the easiest diagnostic and effectiveness enhancement process for this sin.
 2. **Ask the leader “how’s it going.”** In many, but not all cases, the leaders knew they were ineffective and were grateful to us for helping them develop, or seeing that they should change jobs.
 3. **Obtain the team leader’s permission** to solicit the opinions of several key team members about their effectiveness.



Sin 2 - Inadequate Resources



Deadly Sin 3 – Flawed Procurement



- All too frequently, inexperienced people take shortcuts with procurement.
- This results in having the wrong contractors, doing the wrong work, with the wrong incentives.
- This happens in NASA when a project has money they are afraid they will lose unless they spend it quickly.

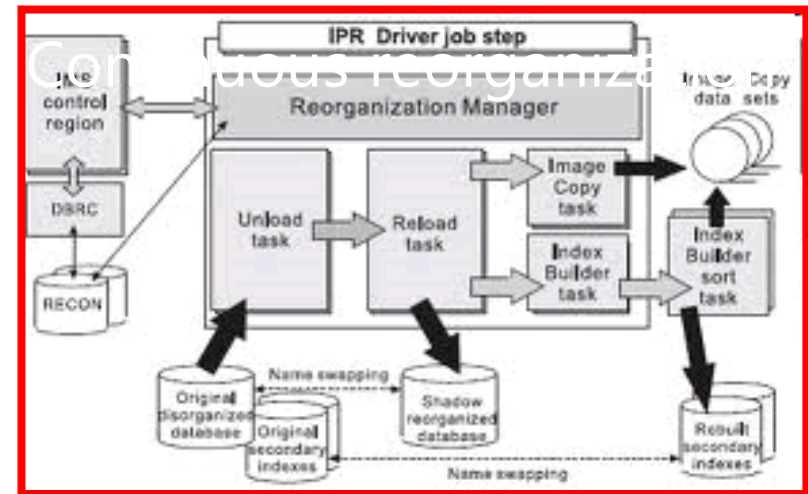
This is a tough one, because the only remedy may be to stop-work, bring in the lawyers, and renegotiate contracts and purchase orders.

This is a small up-front price to pay to avoid great grief downstream.

Sin 4 – Larger Broken Context



Demands from management
to increase sales without
marketing resources



Sin 5 – Power Struggles



It is all too easy to fall into cross-organization power struggles



When there is a (hierarchical) power differential, the weaker party resorts to guerilla warfare.

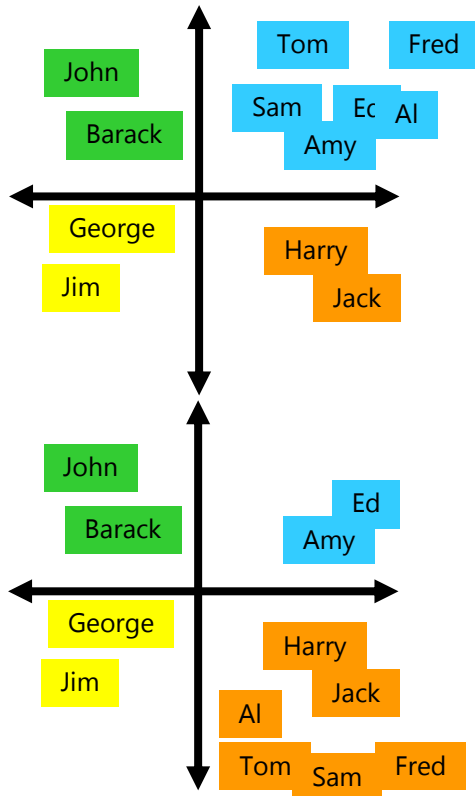
• Address shared interests, asking
“What do they want that I can want
for them also?”



Two Rules:

- 1) Avoid power struggles.
- 2) Never power struggle if you don't have the power.

Sin 6 – Unsuitable Personalities



Need "Blue" Visioning personalities (architects) for projects' formulation phase.



Need "Orange" Directing personalities (builders) for projects' implementation phase.



Need "Greens" and "Yellows" to lead large, complex teams.

Sin 7 – Flawed Org Charts

- Too often the focus is on Roles and Authority.
- To design an organization, begin with Accountability
 - it is the key to everything!
 - Then flow authority consistent with accountability
 - Keeping interfaces as simple as possible

Accountability - answering to others for the consequences of what you do, fail to do, or ask others to do.

Accountability (rather than "duty") may be the most sublime word in the English language.



Communicating with Groups (Platform Skills)

Platform Skills



Your message has to be Understood

$$1 + 1 = 2$$



STEP 1

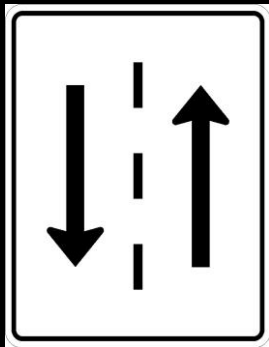
**LISTEN
DON'T
HEAR**



Platform Skills



Active listening is
important for two way
communication



Platform Skills



DON'T ASSUME

Platform Skills



Replay what you heard



Active listening demand
100% attention

Active listening will send
the right signals



Platform Skills



Step 2

Build Rapport/ Analyze

Understand their map of
the world



Platform Skills



Step 3

Choose words carefully

Send your message



Remember their map

Use their language



Say only what you need to say





Check understanding



Avoid technical language

$$\begin{aligned} \frac{\partial}{\partial \theta} \mathcal{M}T(\xi) &= \frac{\partial}{\partial \theta} \int_{\mathcal{X}} T(x) f(x, \theta) dx = \int_{\mathcal{X}} \frac{\partial}{\partial \theta} T(x) f(x, \theta) dx \\ \frac{\partial}{\partial \alpha} \ln f_{\alpha, \sigma^2}(\xi_i) &= \left(\frac{\xi_i - \alpha}{\sigma^2} \right) f_{\alpha, \sigma^2}(\xi_i) - \frac{1}{2\sigma^2} \\ \int_{\mathcal{X}} T(x) \frac{\partial}{\partial \theta} f(x, \theta) dx &= \mathbb{E} \left(T(x) \frac{\partial}{\partial \theta} \ln f(x, \theta) \right) \\ \int_{\mathcal{X}} T(x) \left(\frac{\partial}{\partial \theta} \ln f(x, \theta) \right) f(x, \theta) dx &= \int_{\mathcal{X}} \frac{\partial}{\partial \theta} T(x) f(x, \theta) dx \\ \frac{\partial}{\partial \theta} \mathcal{M}T(\xi) &= \frac{\partial}{\partial \theta} \int_{\mathcal{X}} T(x) f(x, \theta) dx = \int_{\mathcal{X}} \frac{\partial}{\partial \theta} T(x) f(x, \theta) dx \end{aligned}$$



Avoid Ambiguity



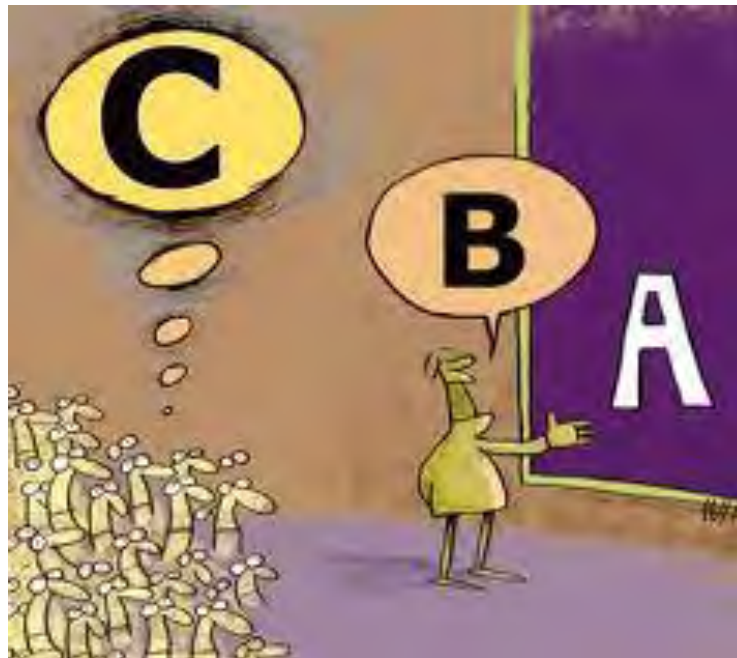
Public speaking

What does the graphic tell you about this speaker?

1. Overcoming Fear
2. Idea of Speech
3. Know the audience
4. Organize the speech



Public speaking



Presentation skills techniques



"Oh. Just one more thing."





The Differences Between a Man and a Woman in the Audience that is ...

- Laugh more easily and louder than all male audiences.
- All-male audiences are the toughest because the male ego gets in the way of laughter.
- Males are sensitive as female



Teamwork



Common Characteristics of High Performing Teams

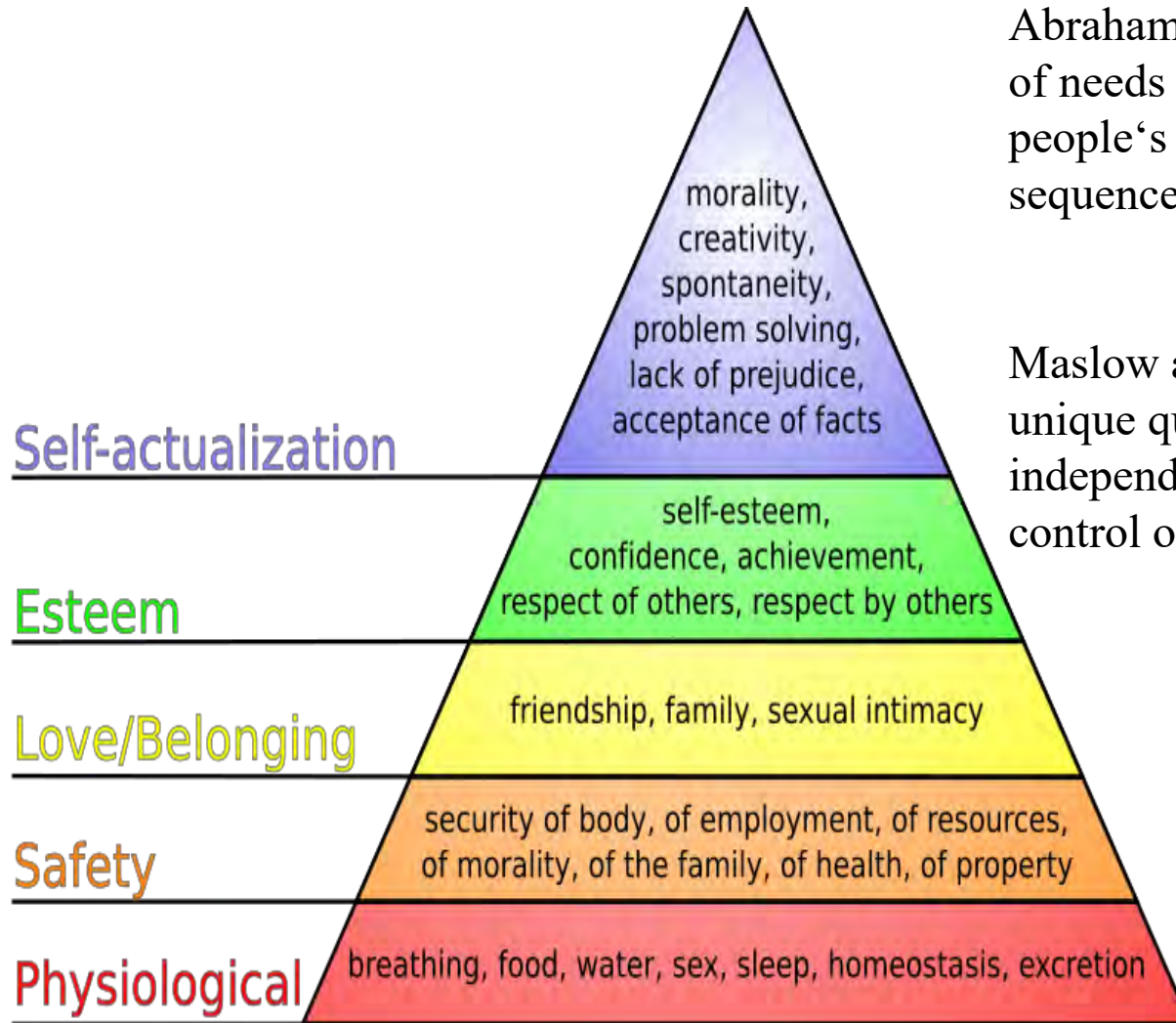
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- Goals are clearly defined and matched with measurable outcomes
- Leadership is shared and participation encouraged
- Diverse backgrounds and experience

Motivation theorists:

Maslow's hierarchy of needs



Abraham Maslow developed a hierarchy of needs to illustrate his theory that people's behaviors are guided by a sequence of needs.

Maslow argued that humans possess unique qualities that enable them to make independent choices, thus giving them control of their destiny

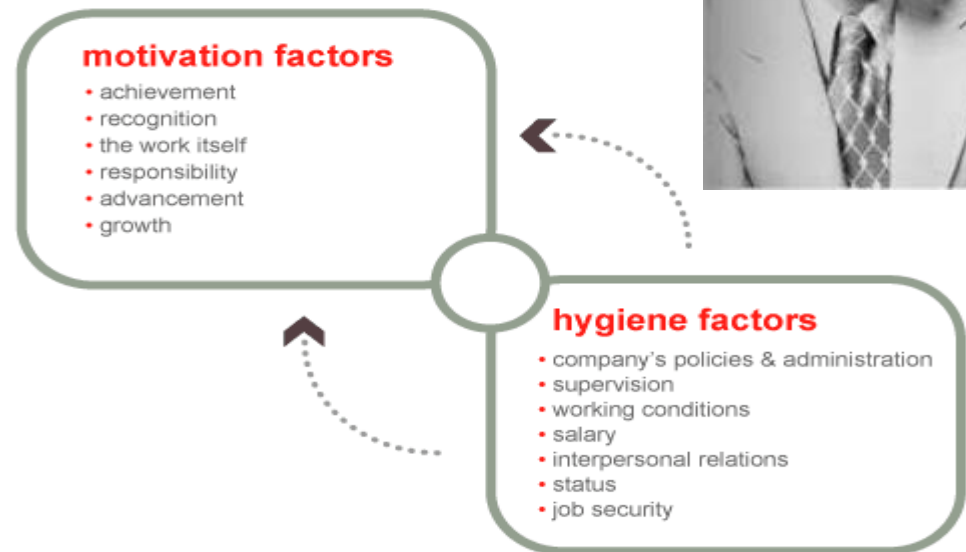
Hertzberg's Motivation Hygiene Theory

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of the European Union



In the late 1960s F.
Herzberg wrote about
worker motivation.

He distinguished between
motivation factors and
hygiene factors



McClelland's Acquired – Needs Theory



Acquired Needs Theory describes three types of motivational needs: Achievement, Authority and Affiliation.

David McClelland was a pioneer in the field of workplace motivational thinking, and was a proponent of competency-based assessments in favour of IQ and personality based tests.

David McClelland suggested that a manager's objectivity is undermined by a strong AAA because of the desire interferes with the decision-making capability of a manager.

McGregor's Theory X and Theory Y

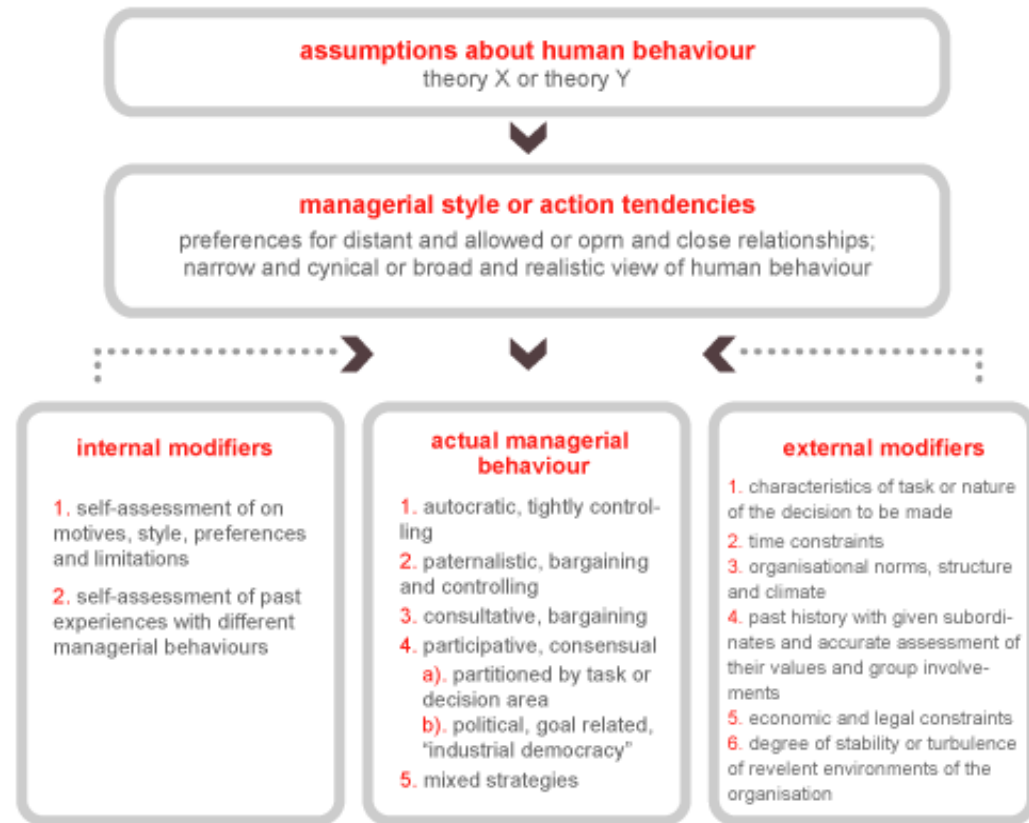


In the 1960s Douglas McGregor popularized the human relations approach.

Theory X: workers dislike and avoid work

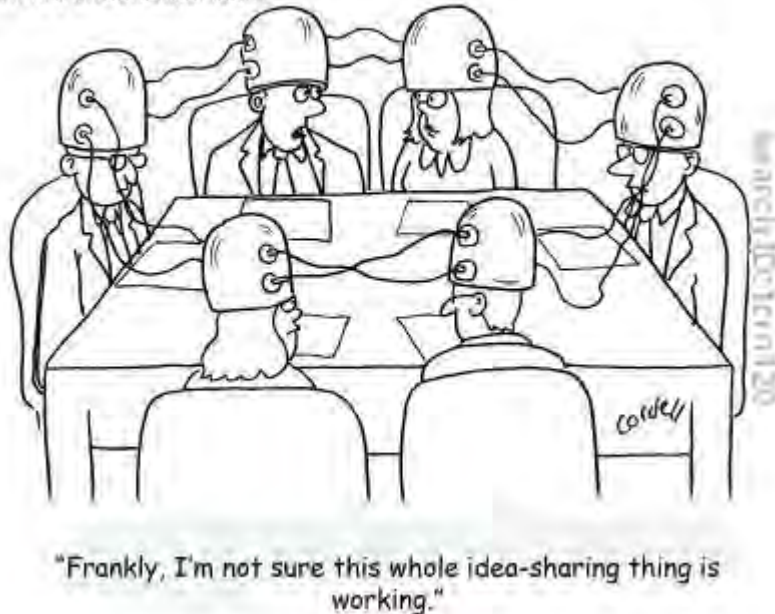
Theory Y: work is as natural as play or rest

Theory Z: emphasizing trust, quality, collective decision making



Common Characteristics of High Performing Teams

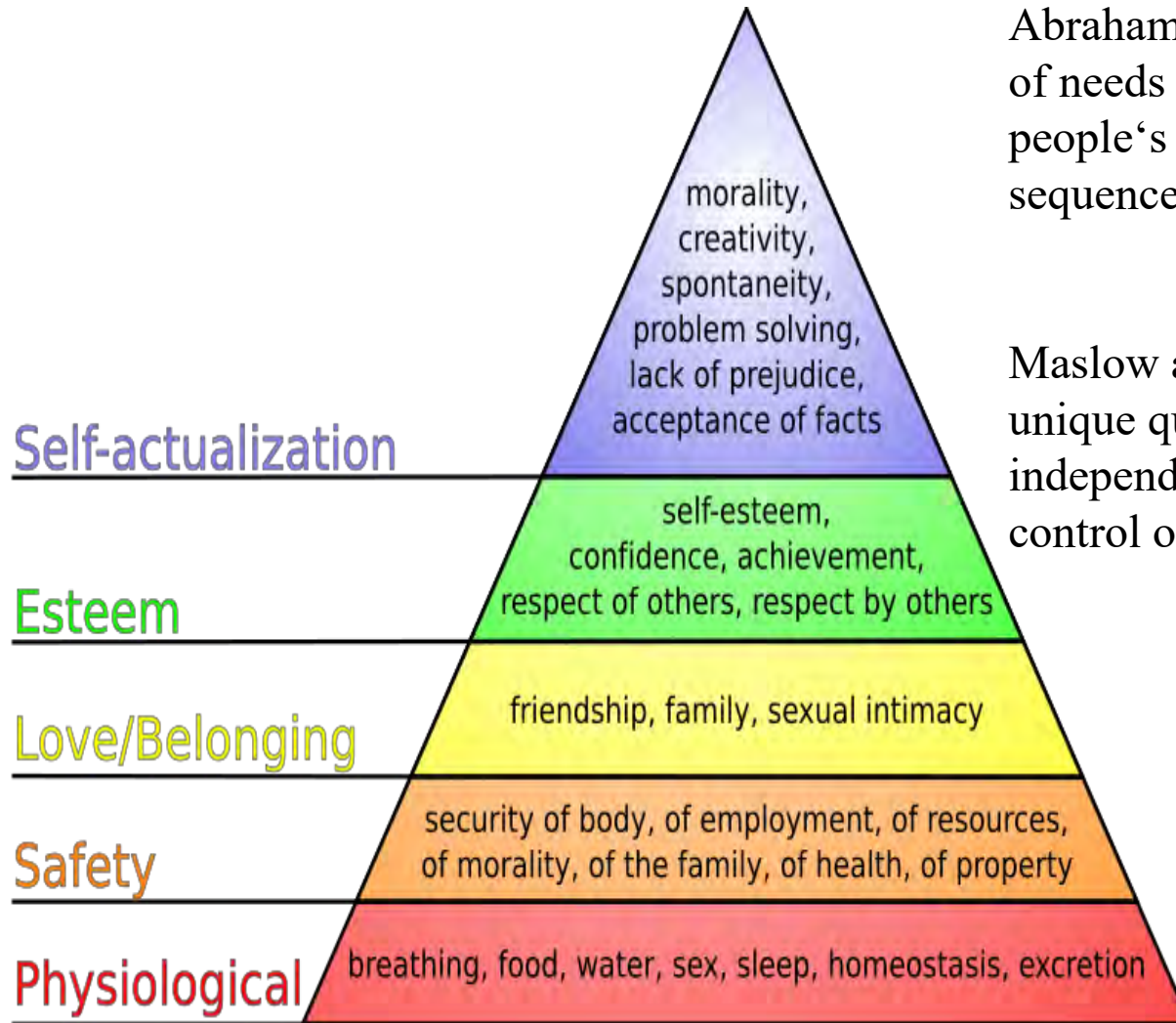
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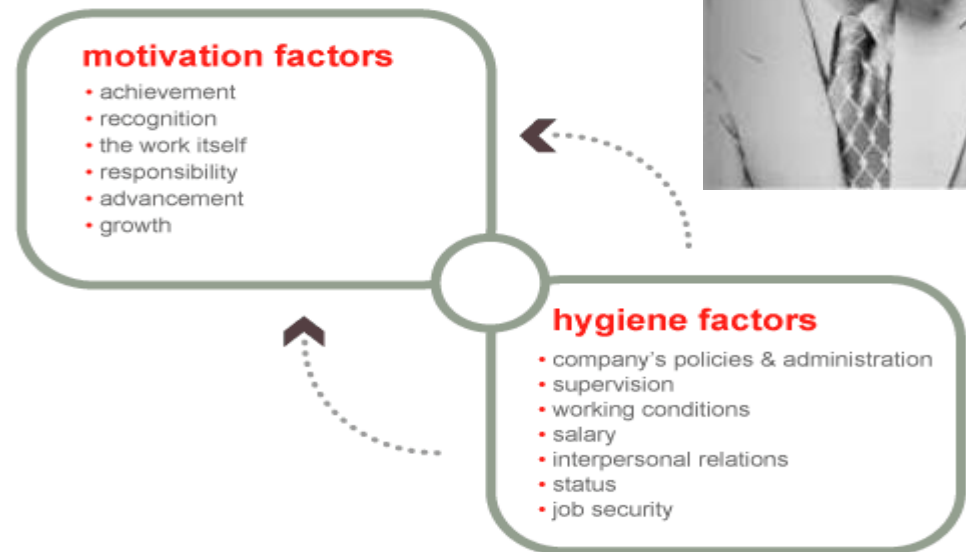
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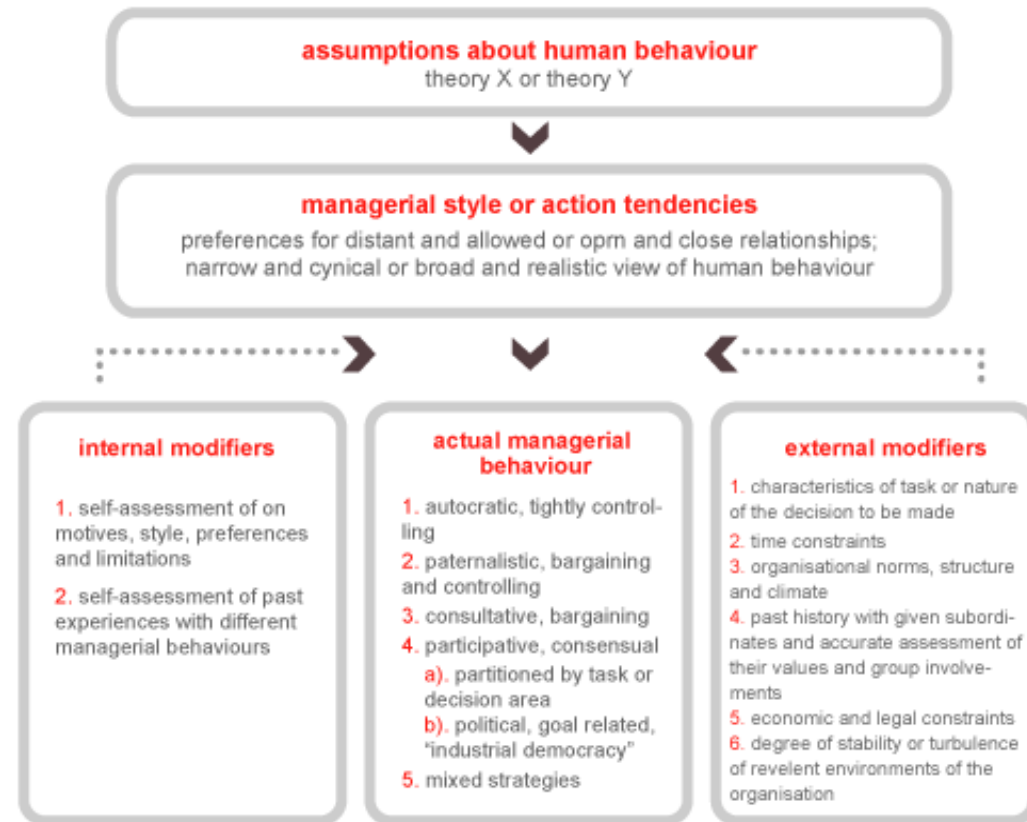


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Project Management

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**Project Manager must lead his team
in performing various project
activities**



For detailed activity planning, you have to

Break down
the
work!!!!!!

Project Management



The project



The project stages (milestones)



The tasks to reach a milestone (work packages)

Ingredients

- 1+1/3 cup (150 g) all-purpose flour
- 1+1/2 cup (330 g) sugar
- 4 tablespoons unsweetened cocoa powder
- 1 teaspoon baking powder
- 3/4 cup (170 g) butter
- 3 fl oz (0.9 dl) boiling water
- 3 eggs
- 4 oz (120 g) chocolate chips (40-50% cocoa)
- 5 oz (150 g) chopped walnuts or pecan nuts

Method

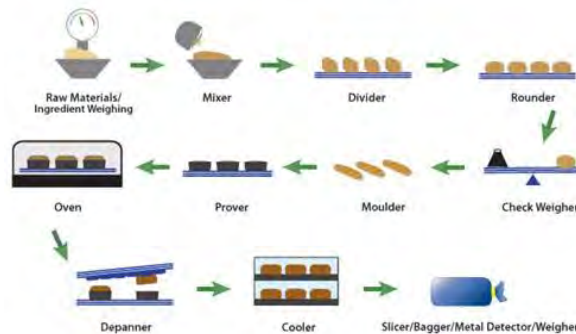
Preheat oven to 350 deg F (Gas mark 4 or 180 deg C).
Line a 13 x 9 in (33 x 23 cm) cake tin with grease proof or other non-stick paper and grease the tin. Melt the butter in a saucepan. In a bowl combine flour, sugar, cocoa powder, baking powder and vanilla extract. Add eggs, melted butter and hot water and mix until smooth. Add chocolate chips and nuts. Bake at 350 degrees F until a wooden pick inserted in center comes out clean, approximately 20-30 minutes.

Variations

For these brownies you may instead use frosting with cocoa powder. You may add 1 tablespoon of espresso mix to brownie batter and use only semi-sweet ghiradelli chocolate chips and baking chocolate for the best

result.

The Baking Process

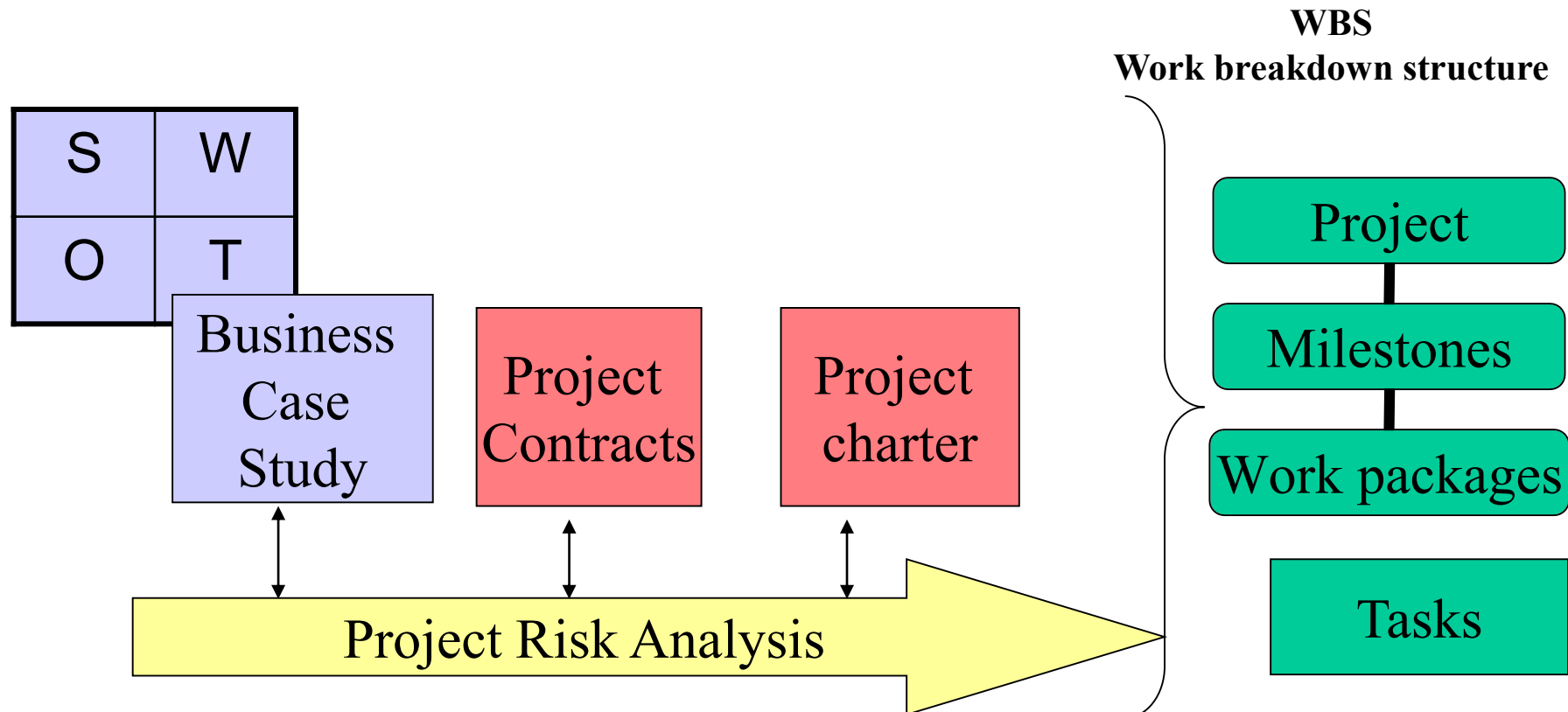


TOP
DOWN

Project Management



For creating a work breakdown structure we start with our results from scoping, contracting and risk management



Project Management



There are 2 main approaches of defining a Milestones:

- The object oriented approach : Focusing the core **components** of your project.



The flan
base

The cream
filling

The
chocolates

The
icing

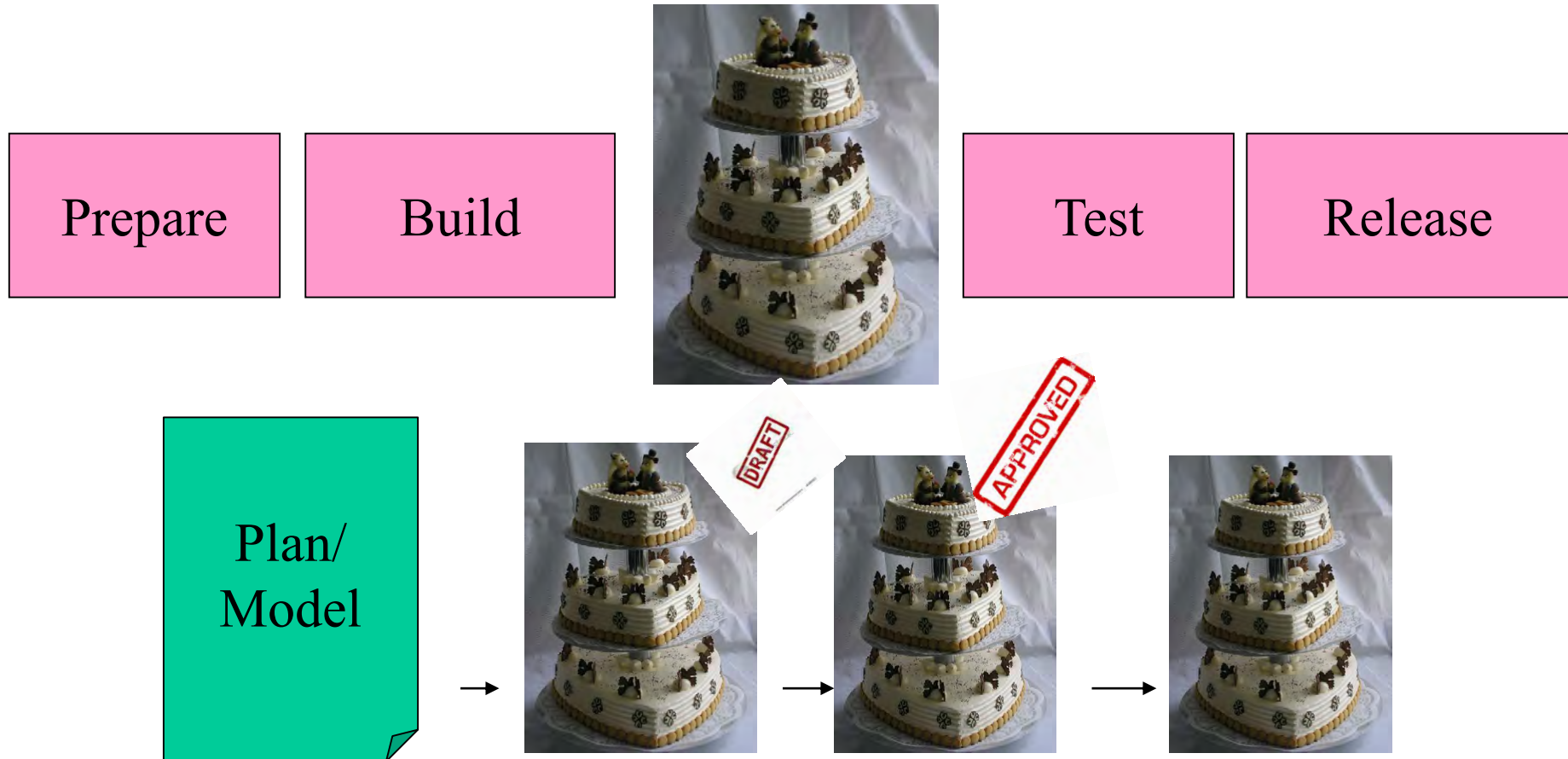
The
final cake

Project Management



There are 2 main approaches of defining a Milestones:

- The object oriented approach : Focusing the core phases of your project.





What is a workpackage

- A workpackage is a bundle of detailed tasks
- In contrast to milestones, work packages are time consuming
- A work package must be executed in order to reach a certain milestone
- For reaching one particular milestone multiple work packages could be defined
- One particular work package can serve more than one milestone

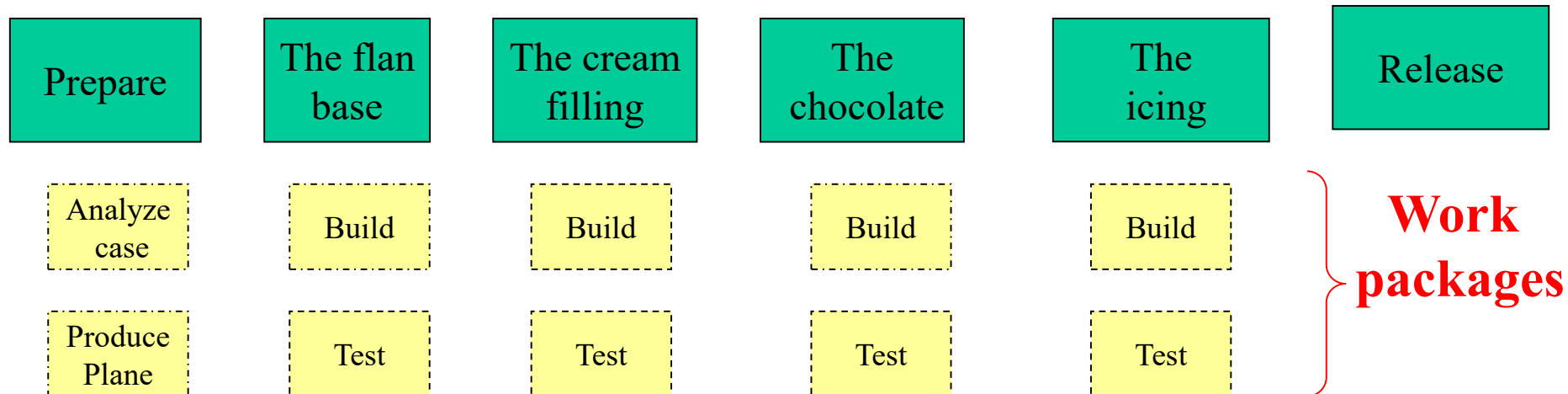


Project Management



There are 2 main approaches of defining a Milestones:

- The object oriented approach : Focusing the core **components** of your project.



The glue in management is called coordination



Whenever we split a thing in parts we need some glue instruction to bringing it together



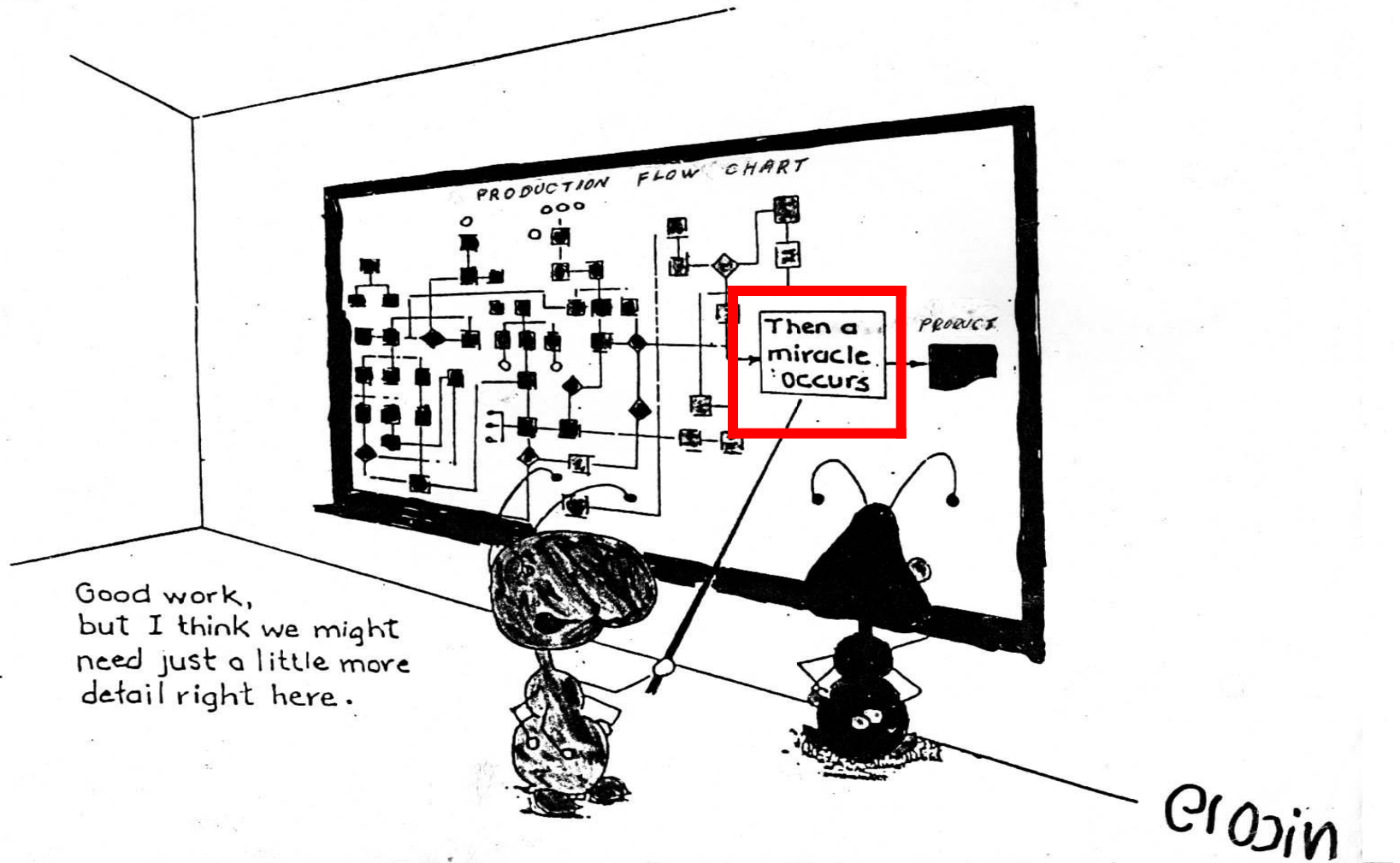
- Whenever we distribute work and delegate tasks we produce a need for coordination!
- If original task = 100% -distributed task – 100% (with x% extra effort for coordination involved)
- Coordination keeps the bird's eye perspective (supervision), solves conflicts and guarantees a joint result
- A project schedule (plan) is an instrument for coordinating the project

...and how to translate it into a tabular WBS



1. Concept
 - 1.1 Evaluate current system
 - 1.2 Define requirements
 - 1.2.1 Define user requirements
 - 1.2.2 Define content requirements
 - 1.2.3 Define system requirements
 - 1.2.4 Define server owner requirements
 - 1.3 Define specific functionality
 - 1.4 Define risks and risk management approach
 - 1.5 Develop project plan
 - 1.6 Brief Web development team
 2. Web Site Design
 3. Roll Out
 4. Support
-

Project Management



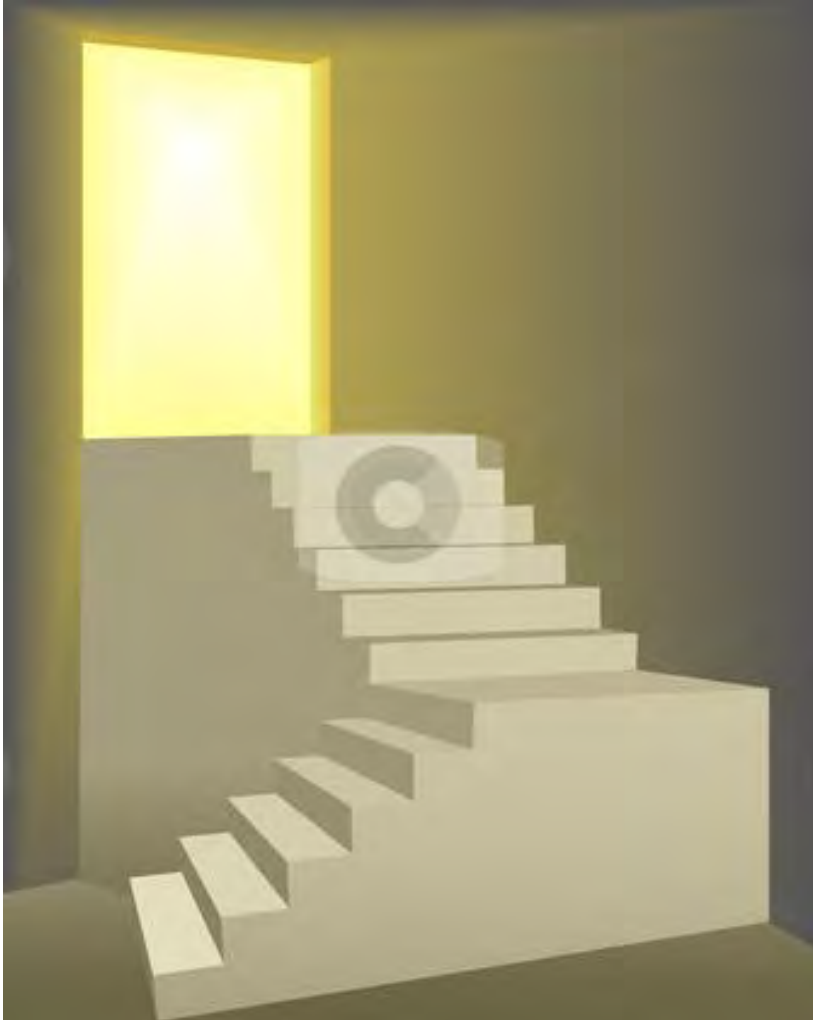


Test Your Awareness.....flv

After we know the WBS:

**Let's create
the
Schedule!!!!**

Project Management



„The way to project success is never clean and easy. Wrong explanations based on a lack of understanding and unrealistic estimates are the most important reasons for project failure!“



**When adding resources won't enhance
productivity:**

100 guys might be able to dig
100 times faster than one guy...BUT





The bearing of a child takes nine months, no matter how many women are assigned

It is in the nature of some tasks that they cannot be speeded up!

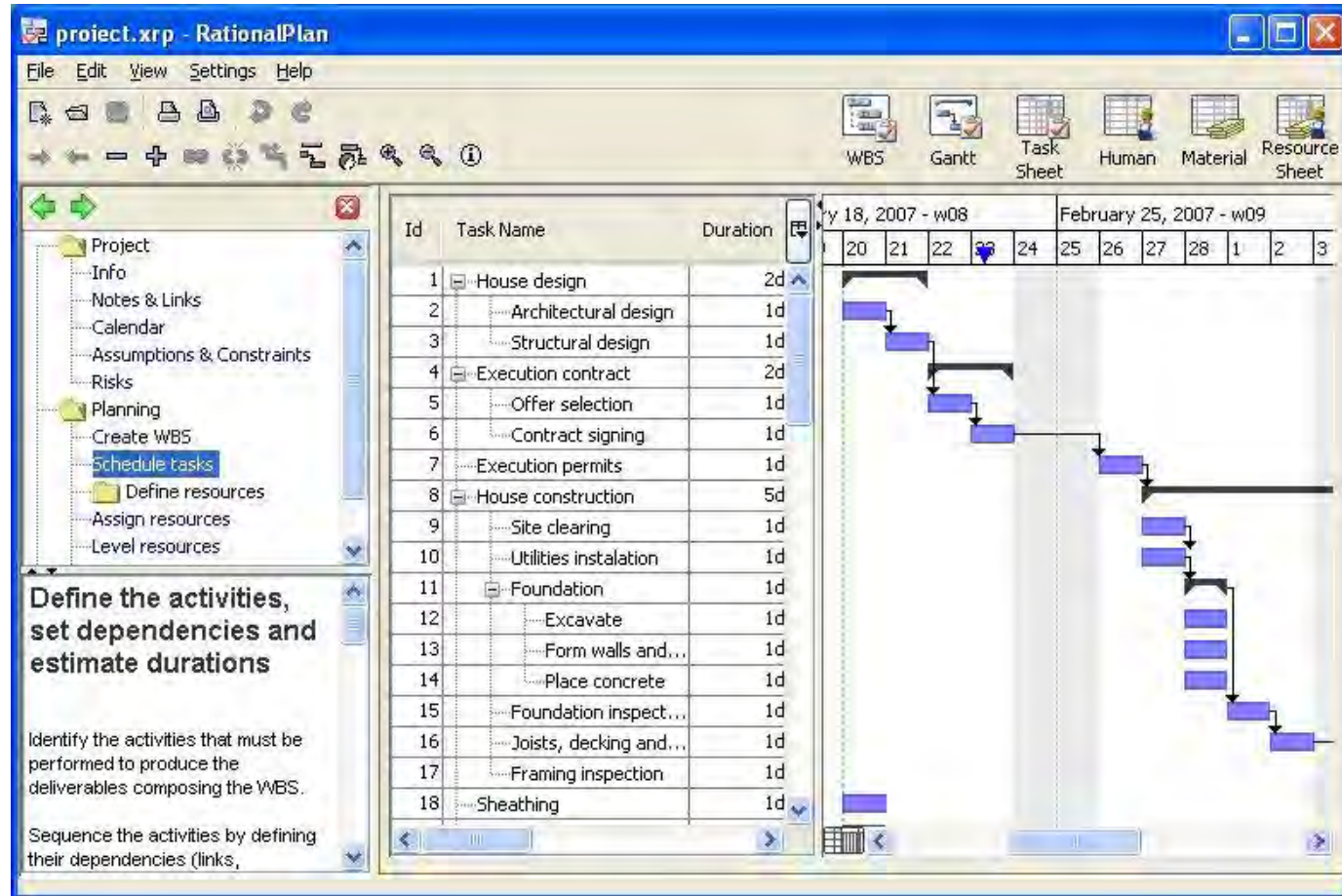


- Tasks which are highly individual (either physically or intellectually)
- Tasks which are inevitably sequential, which need predecessors results

Project Management



Finally, use professional software to draw your plan!



Project Management



But always keep in mind that a plan is a plan is a plan.....



**And life is a
big surprise**

II. Project Management

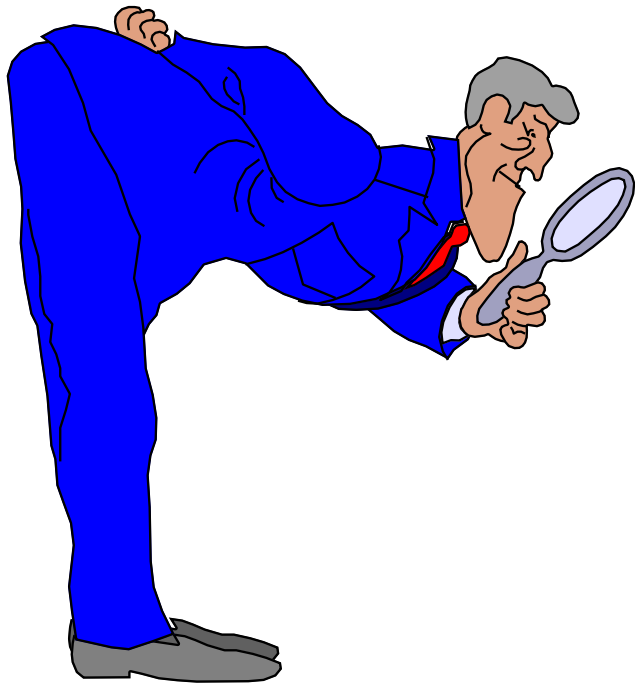


Project Monitoring and Controlling

Project Monitoring and Controlling



Management is a process of achieving organizational goals through engaging in the four major functions of :



Project Monitoring and Controlling



- List several tasks and outputs of
 - project monitoring and controlling,
 - and describe outputs common to all knowledge areas.
- Discuss performing integration change control
 - as part of project integration management
 - and how to use earned value management.
- Explain the importance of
 - scope verification, scope control, and accepting deliverables.
- Describe the schedule control process and schedule performance measurement tools,
 - such as tracking Gantt charts.
- Discuss tools and techniques
 - to assist in cost control.



Project Monitoring and Controlling



- Main tasks include:
 - Monitoring and controlling project work,
 - which involves
 - collecting, measuring, and disseminating performance information
 - » as well as assessing measurements
 - and analyzing trends
 - » to determine what process improvements can be made.
 - Performing integrated change control,
 - which involves identifying, evaluating, and managing changes
 - throughout the project's life cycle.



- **Earned value management (EVM)**
 - is a project performance measurement technique
 - that integrates scope, time, and cost data.
 - Given a baseline, project managers and their teams can determine
 - how well the project is meeting scope, time, and cost goals
 - by entering actual information
 - and then comparing it to the baseline.
 - The baseline information includes:
 - Scope data (WBS tasks)
 - Time data (start and finish estimates for each task)
 - Cost data (cost estimates for each task)
- Note that you can use earned value management
 - at either a detailed or a summary level.



Monitoring and Controlling Tasks for Project Time Management

Co-funded by the
Erasmus+ Programme
of the European Union



- The main monitoring and controlling task performed as part of project time management
 - is **schedule control**.
 - delivering projects on time
- Project managers often cite delivering projects on time as one of their biggest challenges,
 - because schedule problems often cause more conflict than other issues.
- During project initiation, priorities and procedures are often most important,
 - but as the project proceeds, especially during the middle and latter stages of the project,
 - schedule issues become the predominant source of conflict.



Project Monitoring and Controlling



- Canadian Imperial Bank of Commerce (CIBC) provides an excellent example of successfully controlling the schedule for a large information technology project in the banking industry.
 - CIBC transformed 20,000 workstations in 1200 different financial branches in just one year.
 - It created a Web-based tool to enable large, geographically dispersed teams to access information simultaneously.
 - Each of the 1200 sites had 75 milestones to track, including the baseline, latest plan, and actual finish dates, resulting in 90,000 data points.
 - According to Jack Newhouse, the company's director of application support,
 - CIBC's Web-based tracking tool “was a critical component to success....Accurate, timely data was an invaluable management tool.”

III. Scientific Work Methods



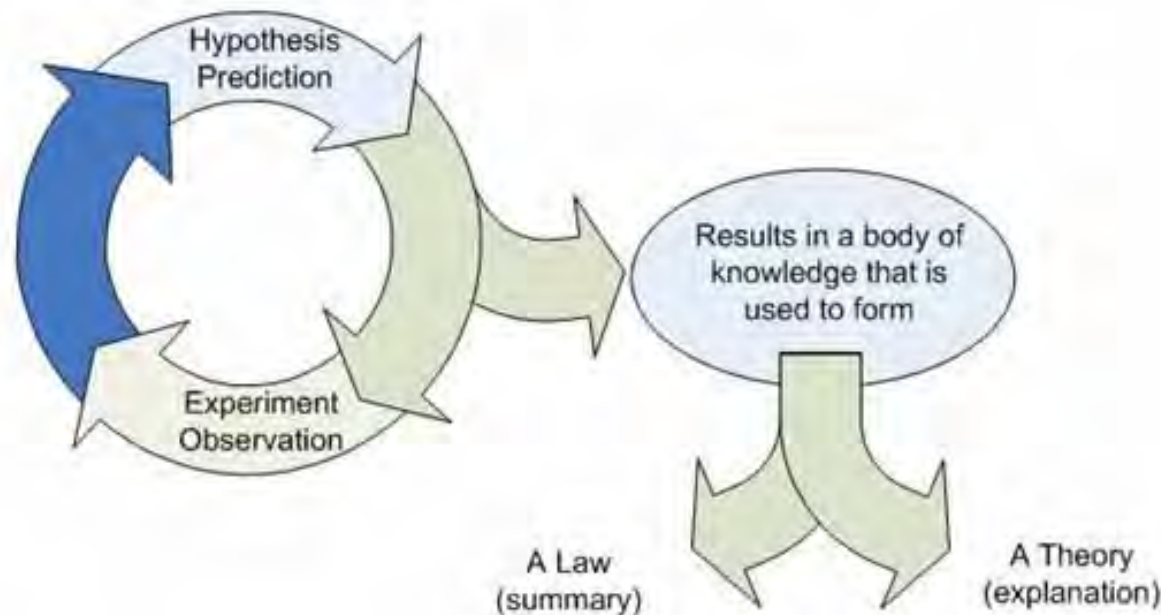
Documentation

Scientific Work Methods



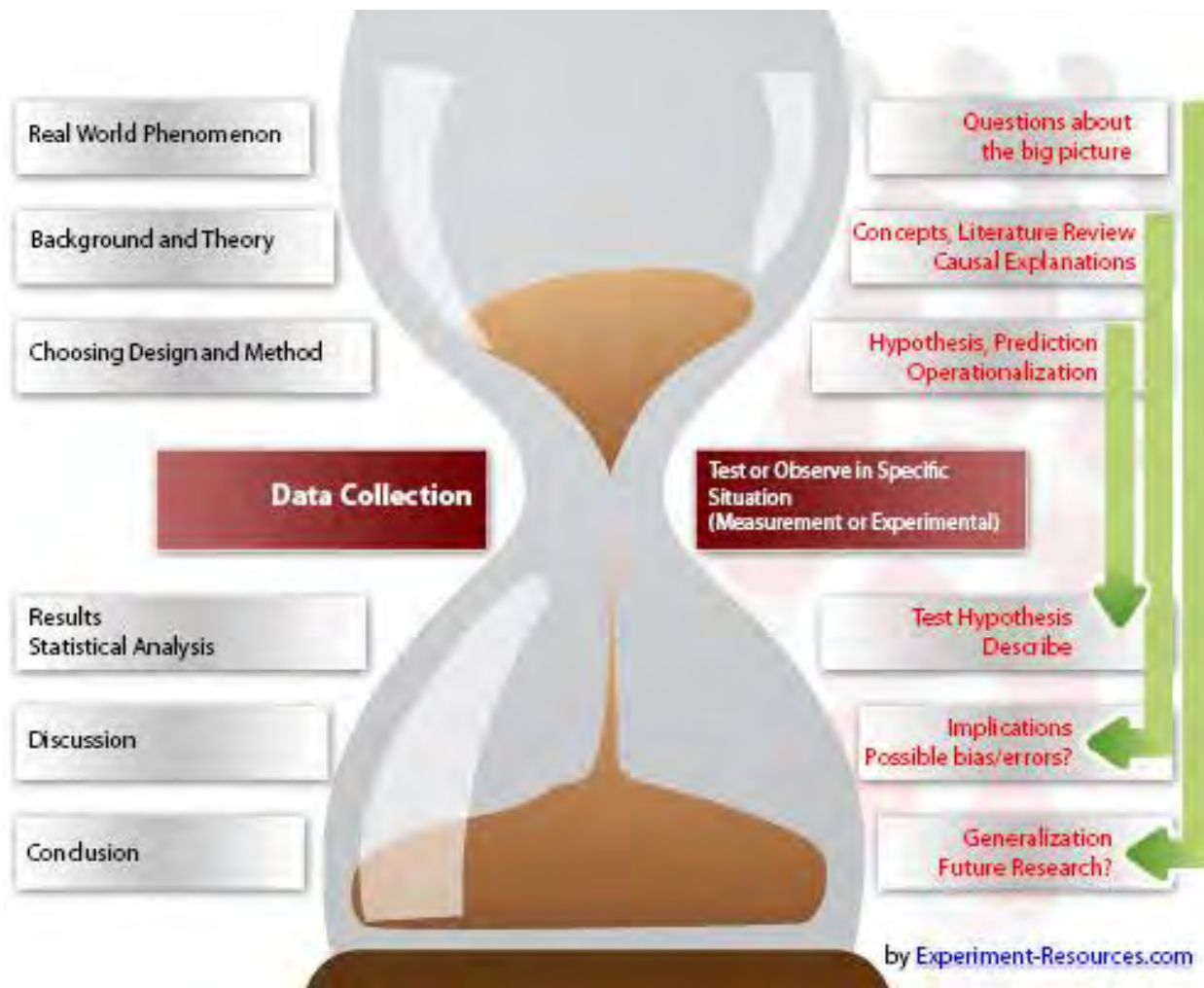
Can be anything, from measuring the Doppler Shift of a distant galaxy to handing out questionnaires in a shopping centre. This may sound obvious, but this distinction stems back to the time of the Ancient Greek Philosophers.

Scientific Method



Scientific Work Methods

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IV. Time Management



- “We all have time to either spend or waste and it is our decision what to do with it. But once passed, it is gone forever.” Bruce Lee





What a Jar of Rocks, Pebbles and Sand can Teach Us About Time Management

- **Scenario 1: Starting with Sand**
Filling a jar with the sand first is easy. It falls right in. But what about the pebbles and rocks? The pebbles still fit but when it comes time to add the larger stones, the task becomes practically impossible. The jar overflows and the biggest rocks do not fit.



Put In Other Words

Small, unimportant tasks are attractive. They are easy to complete. And are usually the most enjoyable.

Starting with the easier tasks may make the day more fun. But at the end of the day, your most important work is left largely untouched. Pushed back until tomorrow. Knowing all too well, tomorrow never truly comes



Time Management



***Rocks first, pebbles second and if there is time,
fill your jar with sand.***



Scenario 2: Starting with Rocks

Adding the biggest rocks first is hard. You have to look at their size and figure the best plan of attack for fitting them all in. And then comes the pebbles. The jar needs to be shaken a bit to fit them all in. Finally, the sand can be dumped in. Easily, the sand slides between the rocks and pebbles. **Magically, the rocks and pebbles as well as all of the sand now fits into the jar.**

Put In Other Words

Your most important tasks are usually the most taxing. In this strategy, the mid and low priority tasks are put by the wayside. Confronting them only if there is time. And as a result, your day will be amazingly successful.



The Present

- Yesterday is History
- Tomorrow's a Mystery
- But Today is a Gift
- That's Why They Call it
- The Present

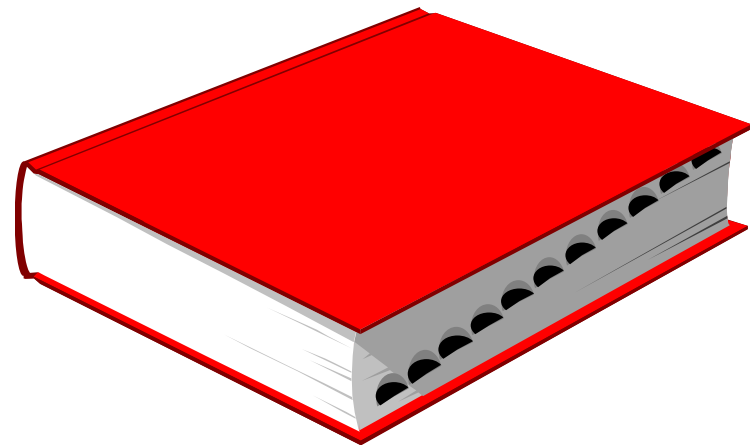
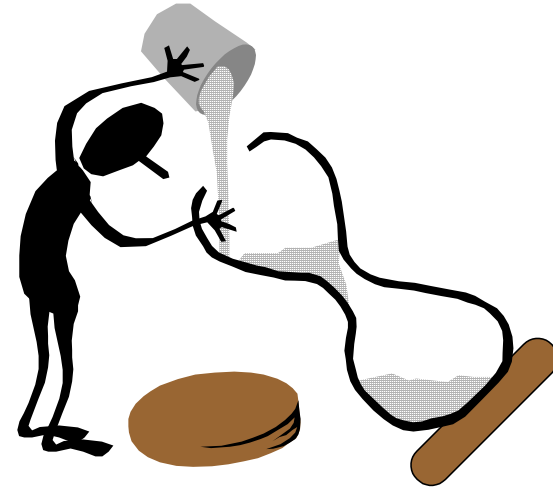


Time Management



A Cambridge University Study of first year students found the following:

- On weekdays students spent **TWICE** as much time on leisure activities as on studying.
- On weekends students spent **SIX TIMES** as much time on leisure activities as on studying



To realize the value of the Time:

- ONE YEAR, ask a student who failed a grade.
- ONE MONTH, ask a mother who gave birth to a premature baby.
- ONE WEEK, ask the editor of a weekly newspaper.
- ONE DAY, ask a daily wage laborer with kids to feed.
- ONE HOUR, ask the lovers who are waiting to meet.
- ONE MINUTE, ask a person who missed the train.
- ONE SECOND, ask a person who just avoided an accident.
- ONE MILLISECOND, ask the person who won a silver medal in the Olympics.





- A father gave his son a bundle of sticks and asked him to break it. After the boy struggled, the father took the bundle, untied it and broke one stick at a time.
- We procrastinate because the “A” tasks seem too lengthy or too difficult
 - Divide a lengthy task into smaller, shorter parts that seem easier to complete
 - Divide a forty page chapter into 10 page sections
 - Reward yourself after completing each section.



The point is this:

**Put the
Big
Rocks
in First**



The Importance of Soft Skills at the Labour Market



What Industry Wants: Search by the employers for better productivity and performance



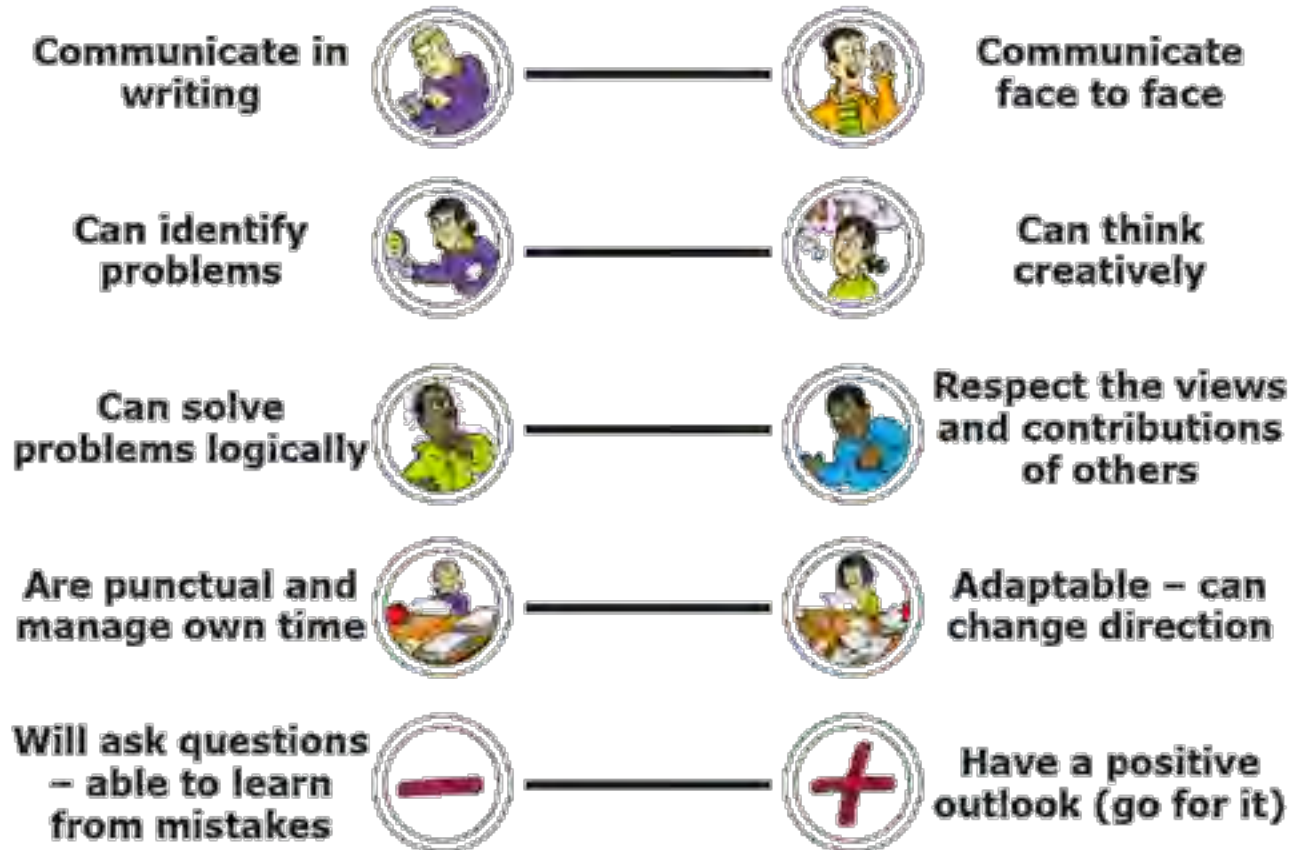


As a result soft skills are
also known as
employability skills.
However, students passing
out of educational
institutions don't possess
these skills. On the other
hand, they are good at hard
skills.



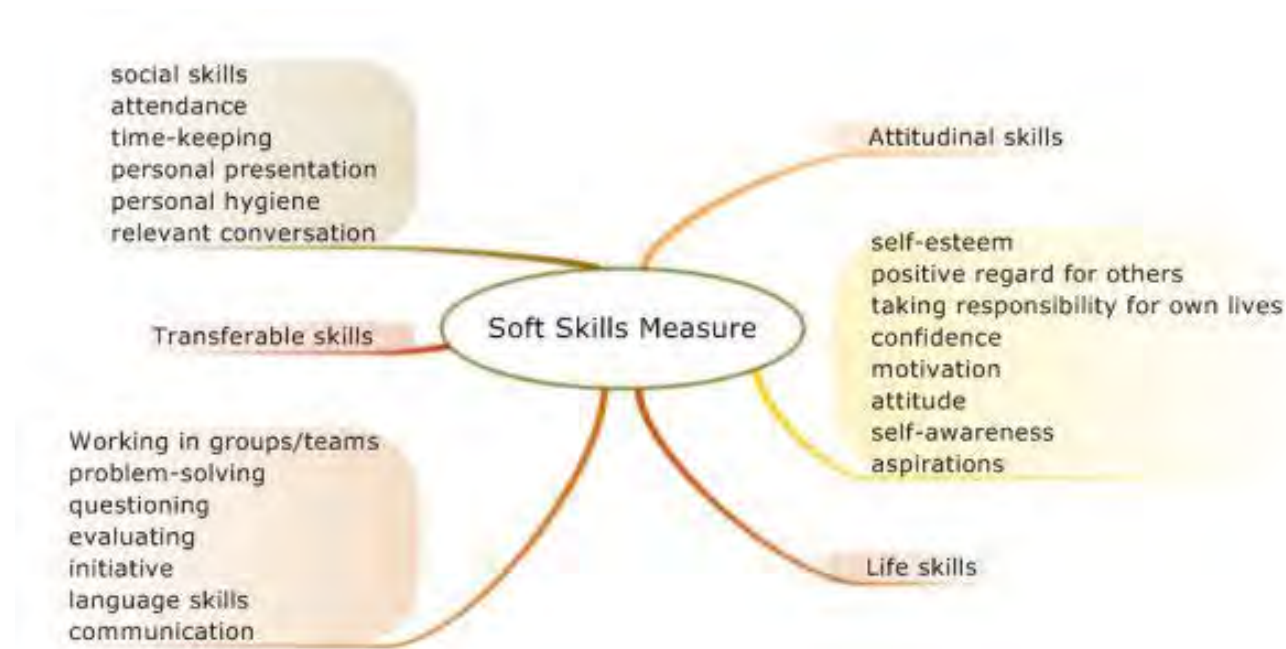
Soft Skill and Employment Enhancement

Co-funded by the
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of the European Union





What are employability skills: All business cry for soft skills as these enable their growth and competitiveness. These skills are essential for all employers cutting across all industries.





What Do Employers Want in Employees? „Soft skills“ versus Hard Skills“





Personal Qualities:

- Responsibility
- Self-esteem
- Sociability
- Self-management
- Integrity/honesty





Soft Skills in the highly competitive corporate world will help you to „stand out“ in a crowd of routine job seekers and mediocre skills and talent





**There are „60 soft skills“ that employers look for when
looking for new employee**

Do you have any of these traits, that makes you the best?





Nr. 3 Courtesy

- Polite
- Considerate behavior
- Good manners





Nr. 4 Honesty

- Moral uprightness – the quality, condition or characteristics of being fair, truthful and morally upright





Nr. 9 Eye Contact

- The act of looking directly into the eyes of another person





Nr. 11 Flexibility

- The ability to adapt to new situations
- The ability to change or be changed according to circumstances





Nr. 27 Good Work History

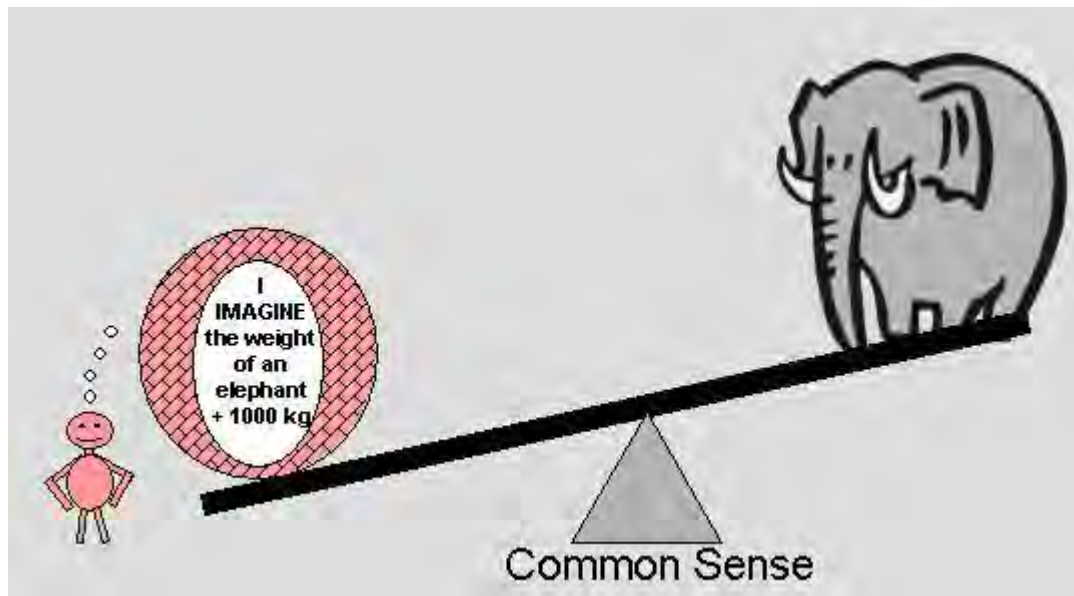
- Time spent at a place of employment
- Show your loyalty or longevity to an organization





Nr. 34 Common Sense

- Good Judgment – sound practical judgement derived from „experience“ rather than a study.





Nr. 28 Good Ethic

- Belief in the moral value of work
- A dedication to work, or belief in the moral value of hard work





Nr. 39 Good and Appropriate Personal Appearance

- Visual aspect of a person – with regards to personal cleanness and neatness of clothing and style





Nr. 44 Willingness to be Accountable

- Responsible
- Able to be explained





Nr. 46 Willingness to Learn

- Come to know something - to acquire knowledge of a subject or skill through education or experience
- Find/Memorize something





Nr. 57 Ability to relate to coworkers in a close environment

- Connecction with people





Nr. 57 Ability to relate to coworkers in a close environment

- Connctcion with people





Nr 59 Willingness to be a good worker and go beyond the traditional „8“ Hour Day

- A person who will go the „extra mile“ when the time arise
- A person who will stay late and do „over-time“ when need be



Soft Skill and Employment Enhancement



How many Soft Skills do you Possess?

1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10

Soft Skill and Employment Enhancement

If you are lacking....

Each day pick a soft skill(s) to work on
in order to get Soft Skills numbers up

You can do it

It just takes practice...

Closure



Never doubt that a small group of
thoughtful, committed citizens can change
the world.

Indeed, it's the only thing that ever has.
- Margaret Mead,
Anthropologist