



E-LEARNING

Level 5



WA11: Team and Self-Management

5.1 Act as a Manager

LO5.6. Demonstrate the ability to define common goals, interests and perspectives for staff in order to accomplish a specific task

LO5.7. Demonstrate the ability to shape the vision for your team and a strategy to achieve it

LO5.8. Improve leadership skills

LO5.9. Handle leadership pressures

LO5.10. Think ahead in order to prevent a crisis

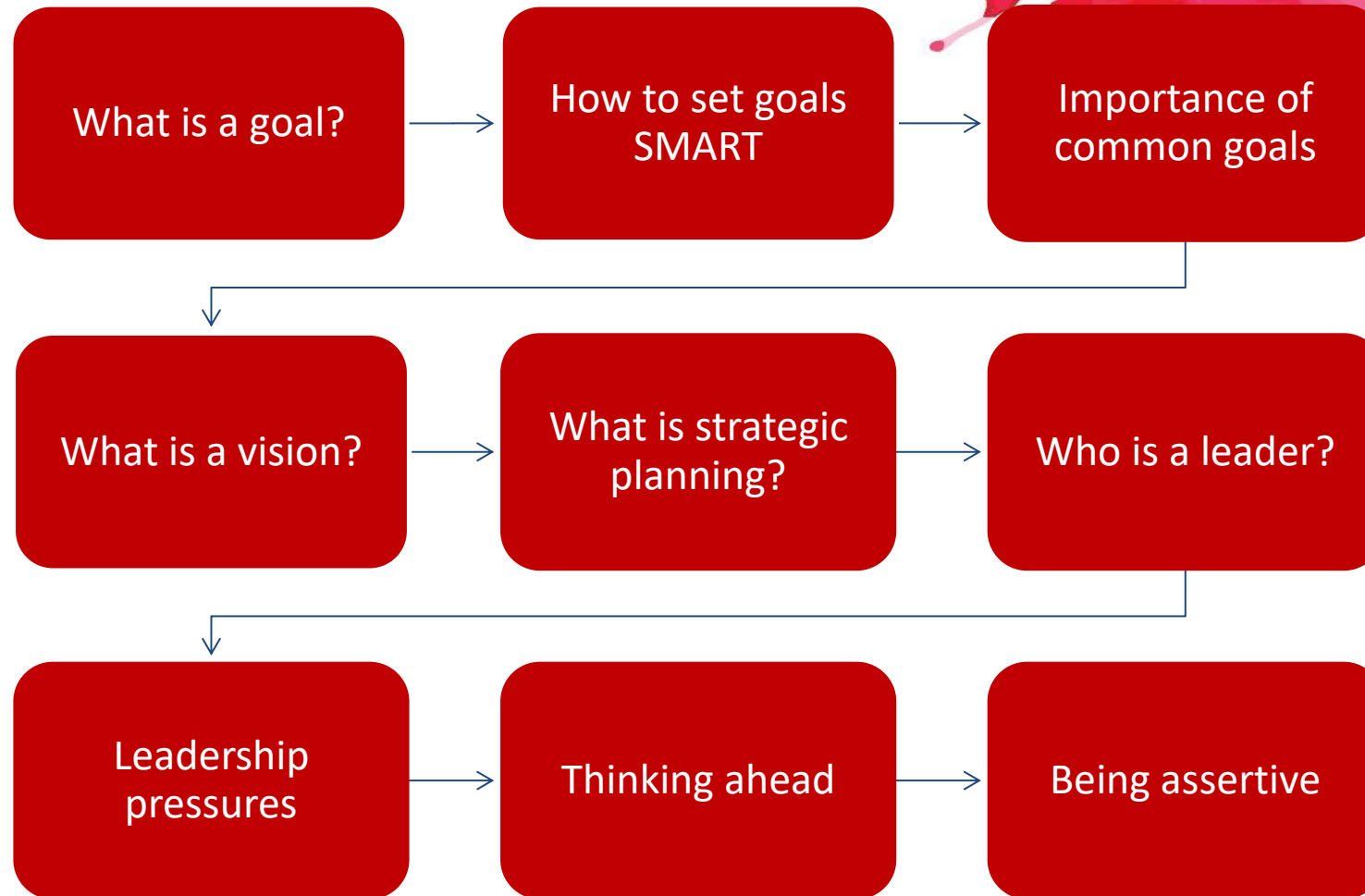
LO5.11. Motivate own resources in order to achieve the set objectives

LO5.12. Demonstrate the ability to act and react assertively and sensitively

LO5.13. Demonstrate situational leadership (the 60-second PA)



Route map



What is a goal?

How would you define a goal?

What have to be the characteristics of a goal?

Why are goals important?

What is a goal?

“A desired result a person or a system envisions, plans and commits to achieve a personal or organizational desired end-point in some sort of assumed development. Many people endeavor to reach goals within a finite time by setting deadlines.”

(Wikipedia)



Why are goals important?

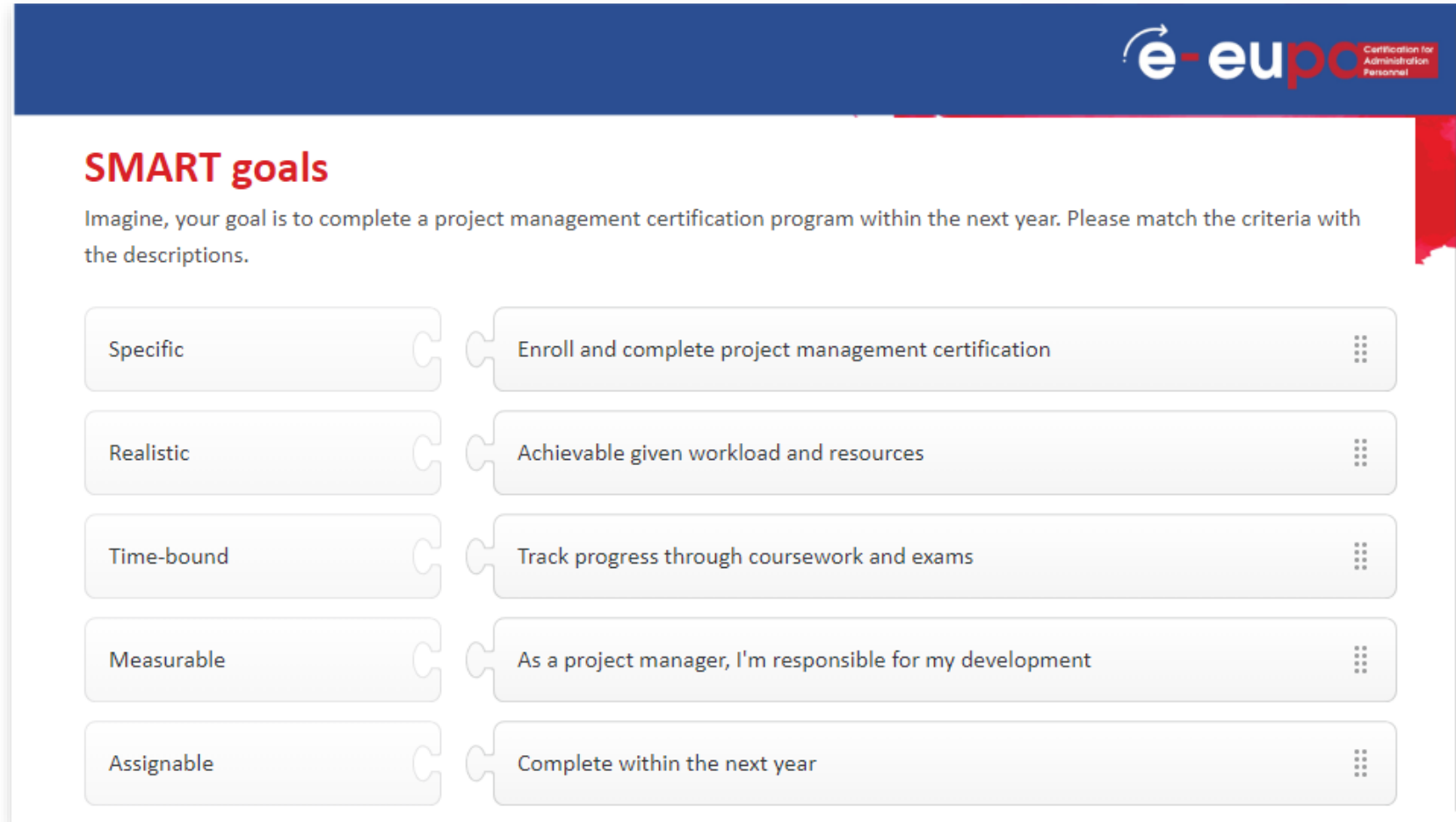


How to set goals? Keep them SMART!

S pecific	<ul style="list-style-type: none">• Well-defined• Focused
M easurable	<ul style="list-style-type: none">• Include concrete numbers• Track progress
A chievable	<ul style="list-style-type: none">• Don't set goals beyond reach – you will not attain them• Make sure your goal is realistic
R elevant	<ul style="list-style-type: none">• Consistent with the mission• Consistent with the vision• Reflects one or more core values
T ime based	<ul style="list-style-type: none">• Establish a realistic time frame for achieving your goal

Quiz

Den **Quiz-Button** betätigen, um das Quiz zu bearbeiten.



The screenshot shows a quiz interface with a dark blue header containing the 'e-eupo' logo and the text 'Certification for Administration Personnel'. Below the header, the title 'SMART goals' is displayed in red. The main content area contains a paragraph: 'Imagine, your goal is to complete a project management certification program within the next year. Please match the criteria with the descriptions.' Below this, there are five rows of matching items. Each row consists of a criteria box on the left and a description box on the right, both with a tab-like shape on the right side. The criteria boxes are labeled 'Specific', 'Realistic', 'Time-bound', 'Measurable', and 'Assignable'. The description boxes contain the following text: 'Enroll and complete project management certification', 'Achievable given workload and resources', 'Track progress through coursework and exams', 'As a project manager, I'm responsible for my development', and 'Complete within the next year'. Each description box also has a three-dot menu icon on its right side.

e-eupo Certification for Administration Personnel

SMART goals

Imagine, your goal is to complete a project management certification program within the next year. Please match the criteria with the descriptions.

Specific	Enroll and complete project management certification
Realistic	Achievable given workload and resources
Time-bound	Track progress through coursework and exams
Measurable	As a project manager, I'm responsible for my development
Assignable	Complete within the next year

Importance of common goals

- Communication of goals
- Involvement of all
- Rewarding for achievement of common goals
- Building a team to achieve common goals



What is a vision?

If you are working on something exciting that you really care about, you don't have to be pushed. The vision pulls you.

Steve Jobs

quotefancy

Self reflection

What is a vision?

A vision statement clearly and concisely communicates an organisation's overall goals and can serve as a tool for strategic decision-making.

Examples



Apple

“To make the best products on earth and to leave the world better than we found it”



BBC

“To be the most creative organization in the world”



Microsoft

“To help people throughout the world realize their full potential”



Amazon

“Our vision is to be earth’s most customer-centric company, where customers can find and discover anything they might want to buy online.”

✔ Quiz

Den Quiz-Button betätigen, um das Quiz zu bearbeiten.

What makes a good vision?

Search the internet for vision statements of different companies or organisations. Consider the three vision statements that most caught your attention. Take 10 minutes to reflect on why these statements moved you and why they stayed with you.



Creating a vision

- A vision provides direction, sets priorities, serves as a bar
- To create a vision, focus on the organization's **strengths** by using tools such as **PEST Analysis** and **SWOT Analysis**
- Think about how the industry is likely to evolve, and how the competitors are likely to behave
- Leadership shall be proactive



PEST analysis

P

- Political factors

E

- Economic factors

S

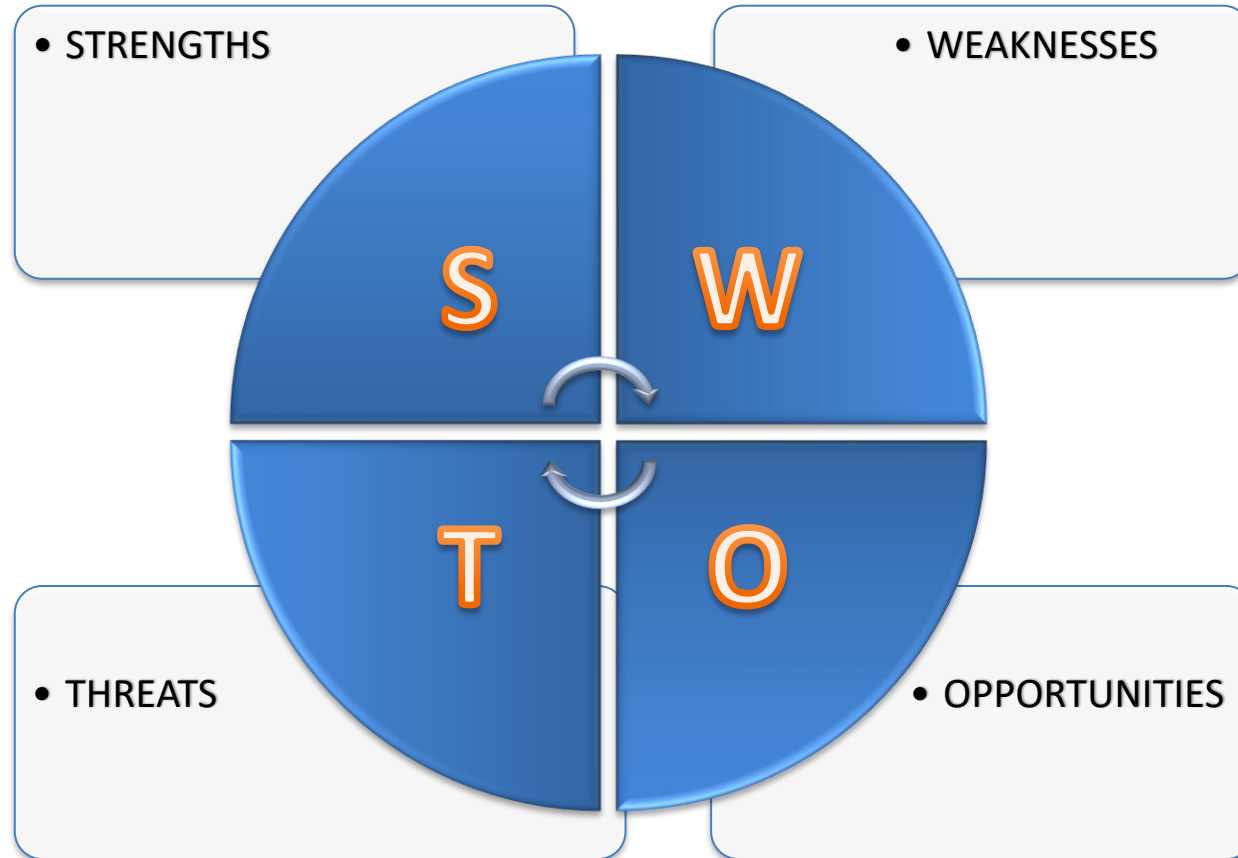
- Sociocultural factors

T

- Technological factors



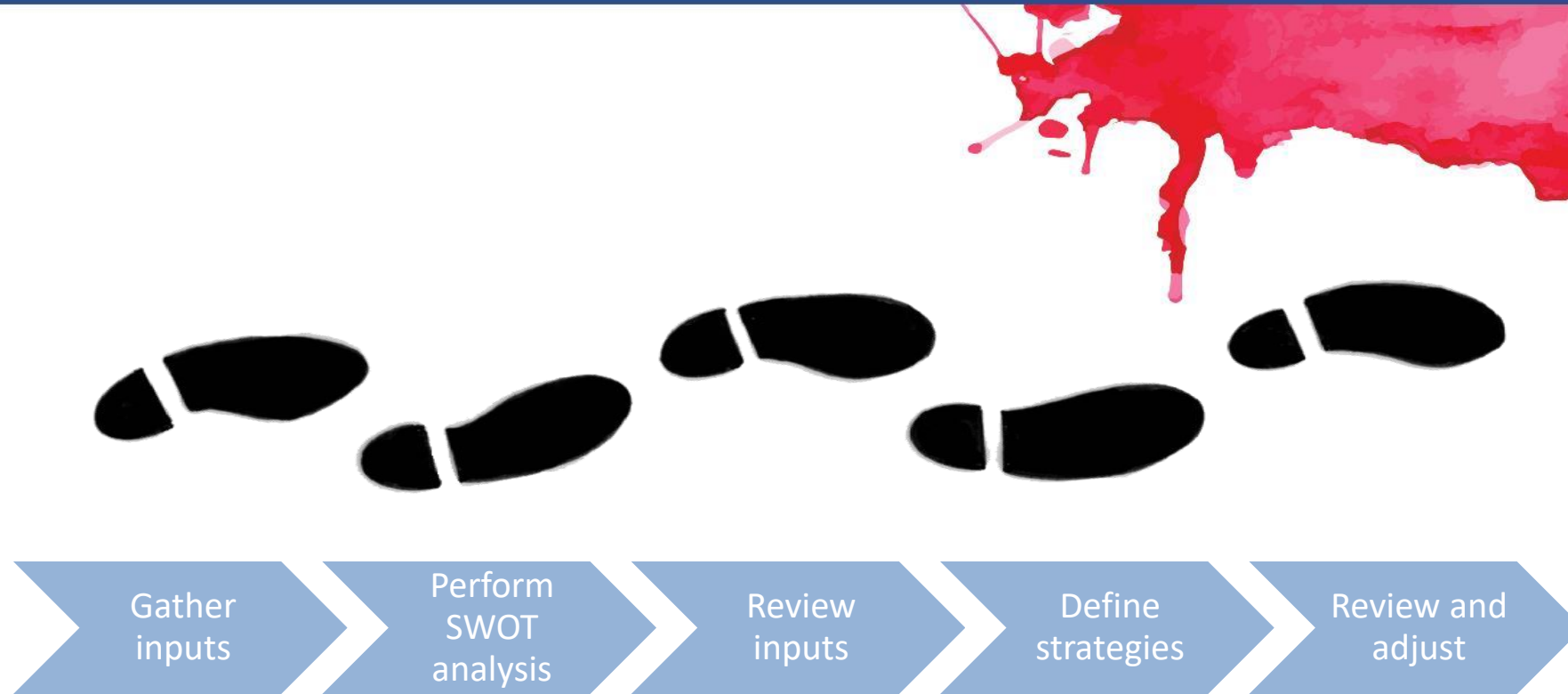
SWOT analysis



What is a strategy?

- Well defined roadmap of an organization
- It aims to maximize an organization's strengths and to minimize the strengths of the competitors.
- It bridges the gap between “where we are” and “where we want to be”.

Strategic planning steps



Self-reflection

Think about situations when you have experienced
strong and weak leadership

Be a leader




- Adaptable to situations
- Clever (intelligent)
- Alert to social environment
- Ambitious and achievement-oriented
- Assertive
- Cooperative
- Decisive
- Dominant (willing to influence others)
- Energetic (high activity level)
- Persistent
- Self-confident
- Stress-resistant
- Willing to assume responsibility

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



Responsibilities of a leader

- 
1. Coordinate team members
 2. Set mission and purpose, clarify roles and responsibilities, allocate tasks and set objectives
 3. Clarify working methods
 4. Focus on performance

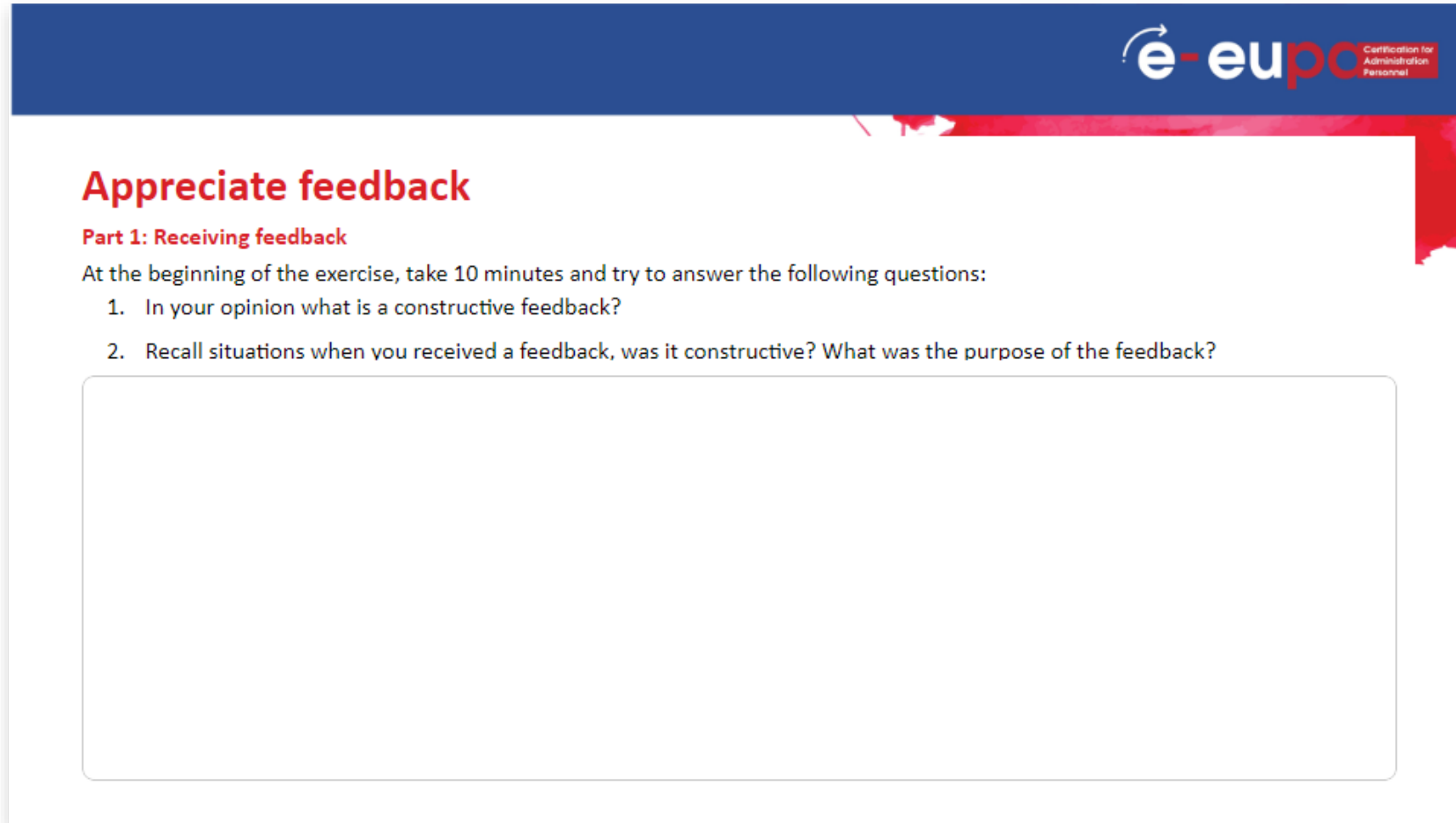
- Accountability
- Responsibility
- Authority

online
LEARNING

We firmly believe in disrupting and
demonstrating educational success by
allowing anyone and everyone to learn.

Quiz

Den Quiz-Button betätigen, um das Quiz zu bearbeiten.



The screenshot shows a quiz interface for 'e-eupo Certification for Administration Personnel'. The title of the quiz is 'Appreciate feedback'. The first part is 'Part 1: Receiving feedback'. The instructions state: 'At the beginning of the exercise, take 10 minutes and try to answer the following questions:'. There are two questions listed. Below the questions is a large empty text box for answers.

e-eupo Certification for Administration Personnel

Appreciate feedback

Part 1: Receiving feedback

At the beginning of the exercise, take 10 minutes and try to answer the following questions:

1. In your opinion what is a constructive feedback?
2. Recall situations when you received a feedback, was it constructive? What was the purpose of the feedback?

Leadership comes with pressures!



Self-reflection



What pressures do leaders face?

Leadership pressures



1. The pressure of achieving results
2. The pressure of always being right
3. The pressure of personal growth and balance

How to tackle leadership pressures

- **Know yourself.**
- **Lead and manage.**
- **Keep it simple/deal with ambiguity and complexity.**
- **Get alignment.**
- **Be purpose-driven.**
- **Manage expectations.**
- **Cope with change and uncertainty.**

☑ Quiz

Den Quiz-Button betätigen, um das Quiz zu bearbeiten.

Purpose driven leadership

Part 1 Making a decision

“Leaders often have to make challenging decisions, such as what direction to move their company in; whether to keep an employee, reposition them or let them go; whether or not to share “bad news” with stockholders, and many other such challenges. Great leaders understand how to balance emotion with reason and make decisions that positively impact themselves, their employees, their customers and stakeholders, and their organizations. Making good decisions in difficult situations is no small feat because these types of decisions involve change, uncertainty, anxiety, stress, and sometimes the unfavorable reactions of others.”



Thinking ahead



A man who does not think and
plan long ahead will find trouble
right at his door.

~ Confucius

Preventing crises



1. Reverse-engineer your industry's crises

Research the organizations in your industry thoroughly using relevant search queries.

2. Conduct a vulnerability audit

- A multi-disciplinary risk assessment aimed at determining current and potential areas of operational weakness and strength and finding potential solutions.
- Ideally, every functional area of an organization is examined to identify anything that could lead to a significant interruption in business and/or reputational damage.



3. Engage in crisis prevention planning and training

- Develop a plan covering every possible situation that might be fatal to your organization.
- Train every employee on using it in a variety of scenarios.



4. Collect information useful for crisis prevention

- Develop a framework for Internet-centered communication.
- Know your crisis prevention tools.
- Keep both eyes open.
- Let your employees help you with information gathering.



5. Optimize physical systems for crisis prevention and response

- Make sure you have a means of communication that functions perfectly in a critical situation.
- Don't forget about back ups!



6. Form your crisis response teams by capabilities

- Pay attention to social and personal competencies and talents.
- Keep your crisis management plan in mind.



7. Have a backup

for:

- Every vendor or contractor whose services are critical to your operation
- Every member of your crisis response teams
- All of your primary methods of communication
- All of your primary places for doing business
- Any employee whose knowledge is critical to daily operation of your organization



8. Ensure your employees' crisis prevention and response-related knowledge and skills remain relevant and up-to-date

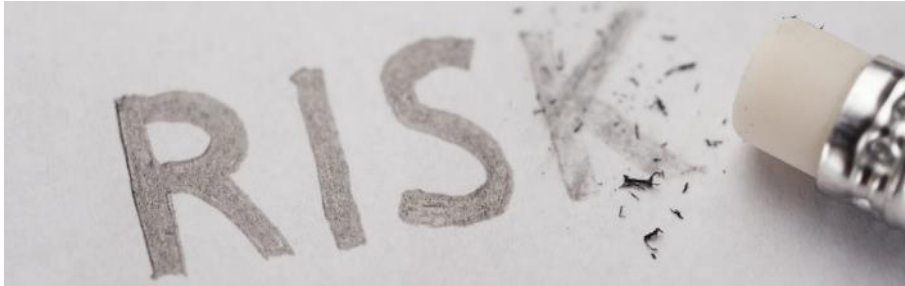
- Conduct refreshment trainings regularly.



9. Regroup regularly to reverse-engineer, self-audit and adapt crisis prevention and response plans accordingly

- Fresh perspective
- Optimised plans and training
- Better team work



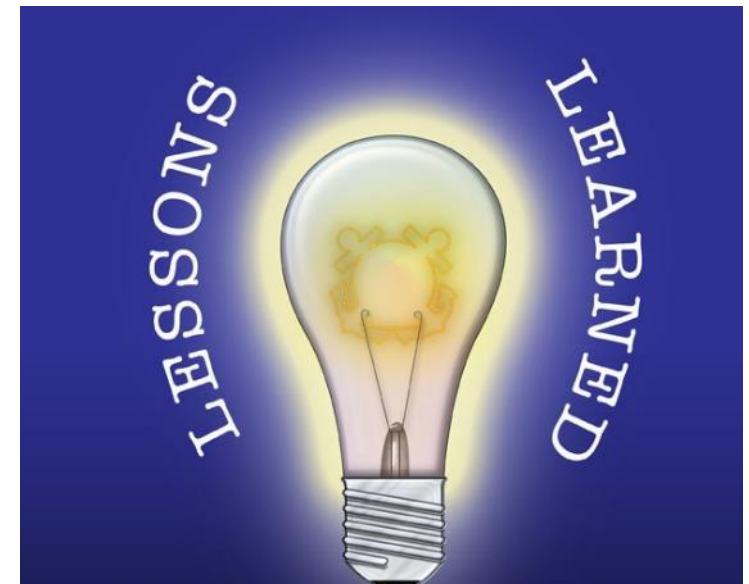


- Risk assessment
- Mitigation plan development



Method 1: Lessons learned
Checklists based on experience from
past projects

Method 2: Identifying the sources of
risk by category

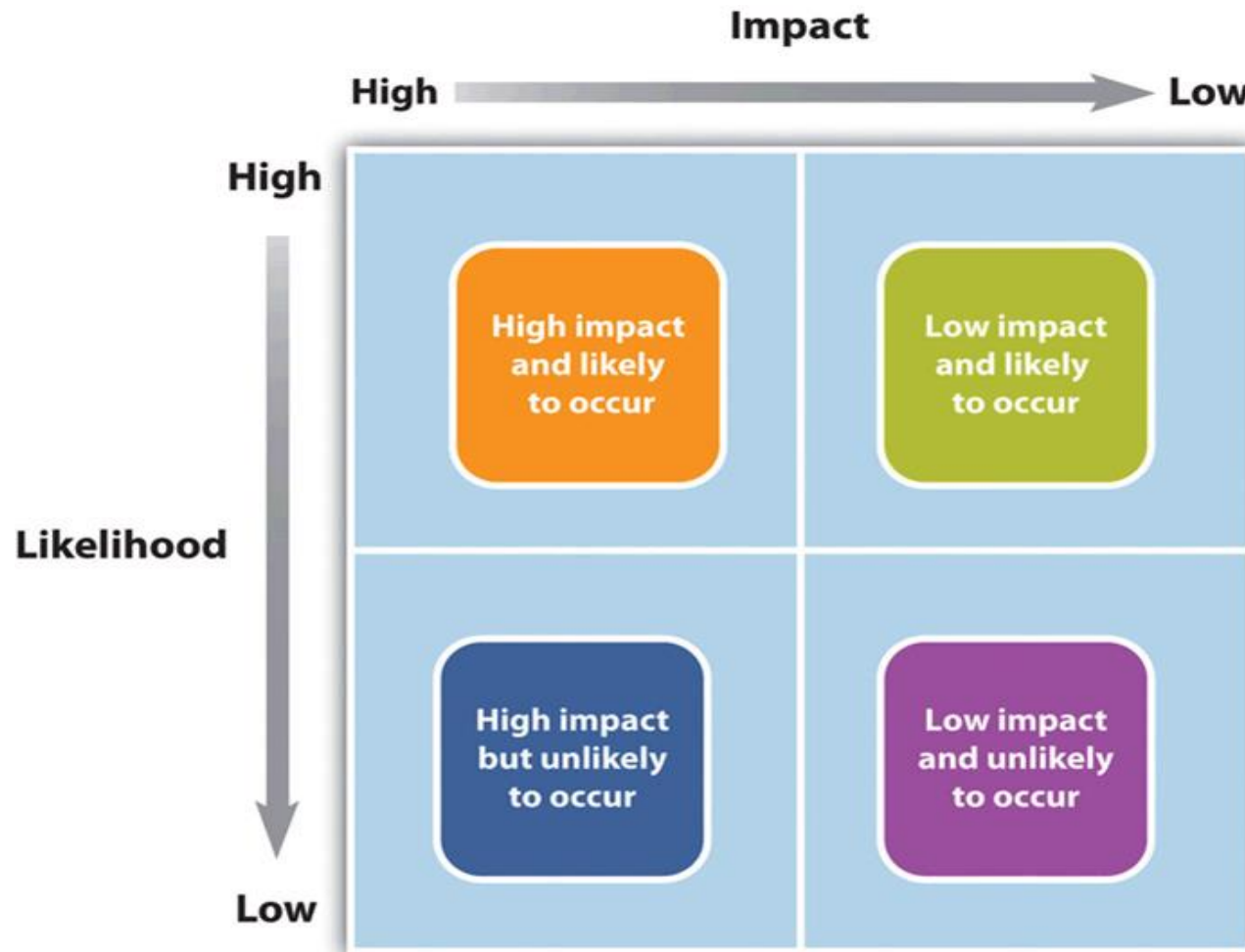


Identifying risks, RBS

A risk breakdown structure (RBS) organizes the risks that have been identified into categories using a table with increasing levels of detail to the right.

Level 1	Level 2	Level 3
Focus group with stakeholders	Contact stakeholders	Stakeholders not interested
		Stakeholders not available
	Book venue	Suitable venues fully booked
		Wrong choice of snacks for the coffee break
		Stakeholders have allergies or different preferences
	Develop schedule	Wrong estimation for each session
		Non practical approach


Evaluating risks?



Likelihood + Impact = RISK

Quiz

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Identify possible risk

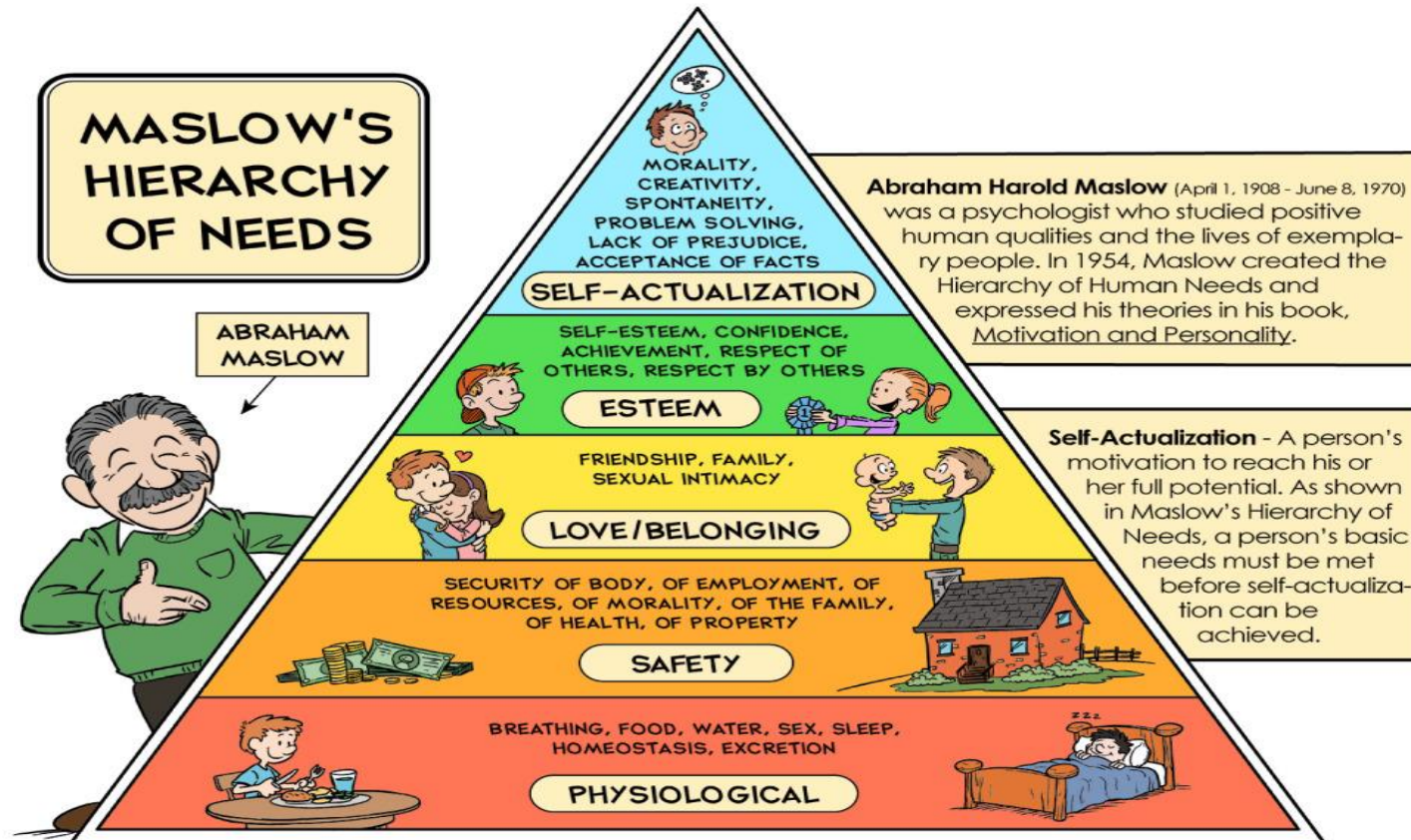
Part A

Tick the statements, which are true.

Preventing crises requires a proactive and comprehensive approach that addresses potential risks and vulnerabilities across various aspects of the organization. There are some strategies to help prevent crises are, among them:

- Investment in training programs to educate employees about potential risks and their role in preventing crises.
- Strengthening cybersecurity measures to protect sensitive data and systems.
- Evaluation and monitoring of the performance and reliability of suppliers and vendors.
- Conduction of regular internal and external audits to assess the effectiveness of controls and processes

Maslow's hierarchy of needs



Maslow's hierarchy of needs

- 1. Biological and Physiological needs** - air, food, drink, shelter, warmth, sex, sleep
- 2. Safety needs** - protection from elements, security, order, law, stability, freedom from fear
- 3. Love and belongingness needs** - friendship, intimacy, trust and acceptance, receiving and giving affection and love. Affiliating, being part of a group (family, friends, work)
- 4. Esteem needs** - achievement, mastery, independence, status, dominance, prestige, self-respect, respect from others
- 5. Self-Actualization needs** - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences




1. The employee is always right

These techniques focus on improving the levels of trust between the leadership of the company and its staff.



1. The employee is always right

- 
- **The right job for the right person**
 - **Employees are empowered**
 - **Cooperation *instead* of competition**
 - **Performance *instead* of a façade**
 - **Employees participate in company development**

2. The employee must feel safe

These techniques focus on making employees feel secure in the work environment, which helps them perform better.

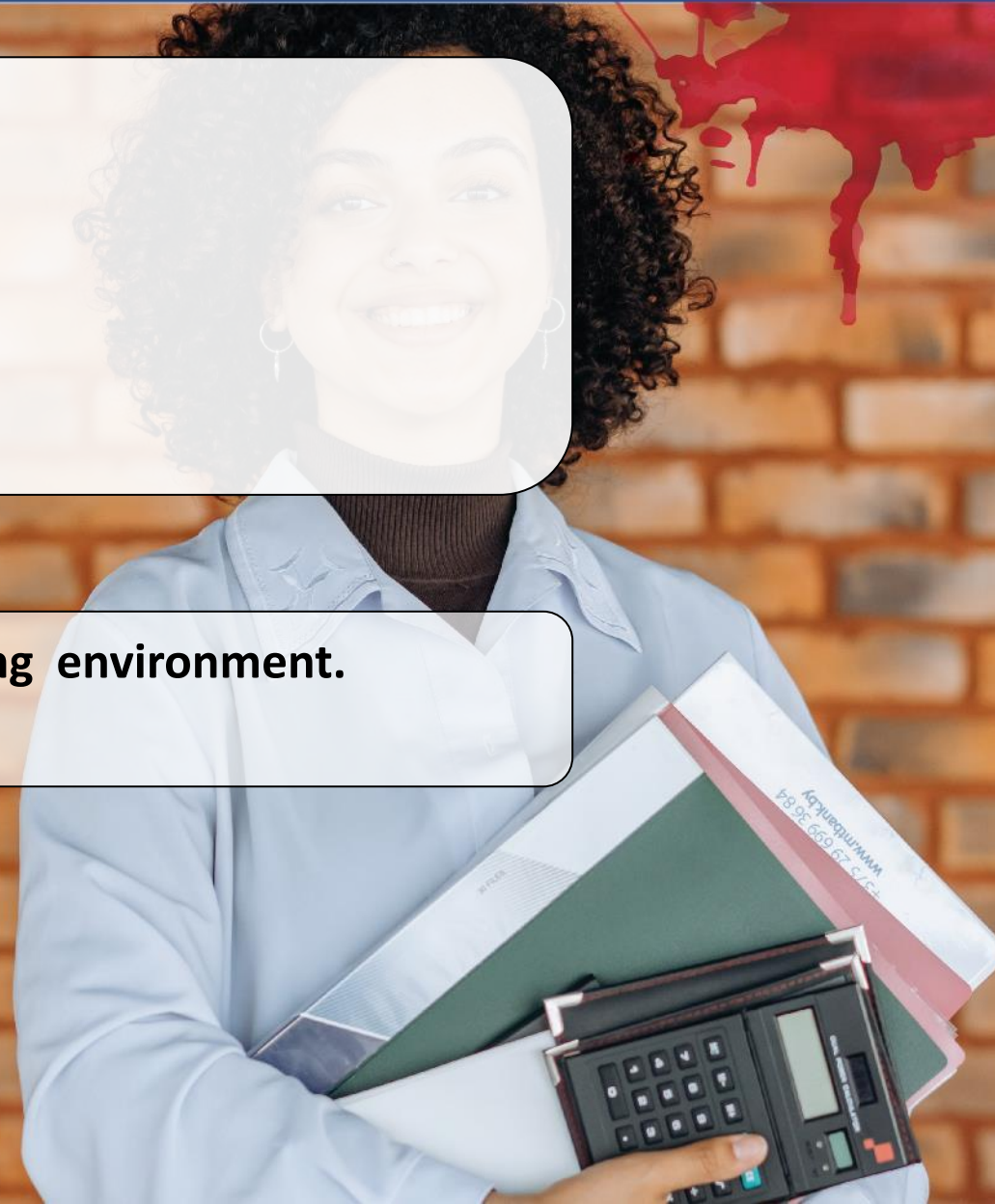
2. The employee must feel safe

The 5:1 rule

Job security

Lead your staff

- **Create a comfortable working environment.**
- **Treat employees fairly.**



3. The power of acknowledgement

These employee motivation techniques focus on how to praise, acknowledge and give positive feedback.

3. The Power of Acknowledgement

- **“How are you?”**
- **Recognize their participation as well as results.**
- **Stand up for your people.**
- **Praise in public, correct in private.**



Quiz

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Motivate own resources

Part A

Watch the video linked below on how to build positive relationships, paying particular attention to the 'practical action steps' towards the end of the clip.

Video: [How to Build Relationships at Work](#)

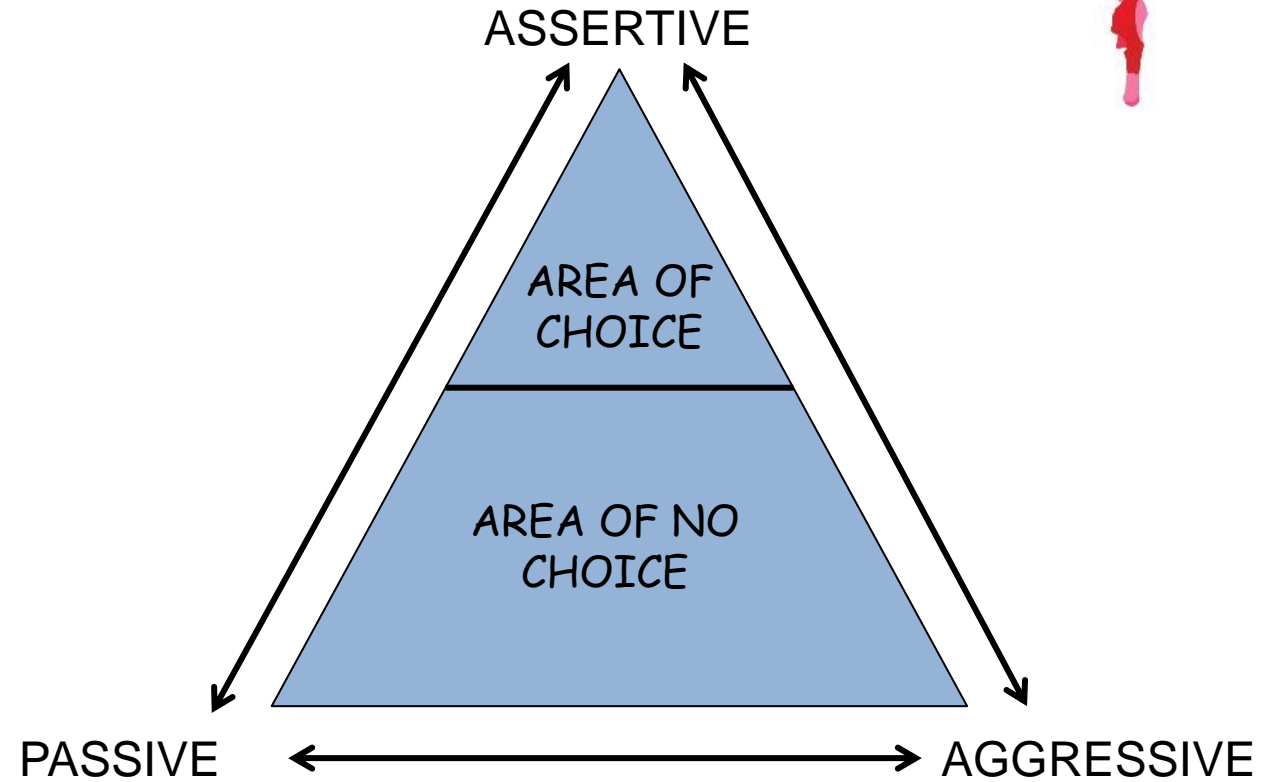
Think of a specific person, either at work or in your personal life, and apply the strategy the speaker describes. In your experience, has this approach produced the expected/desired results? Friendliness and likeability will go a long way in a workplace. As the speaker in the video explains, it is a simple and straightforward strategy to employ. Try it out and see what kind of response you get!

Assertiveness

What you allow,
is what will continue.



Assertiveness triangle



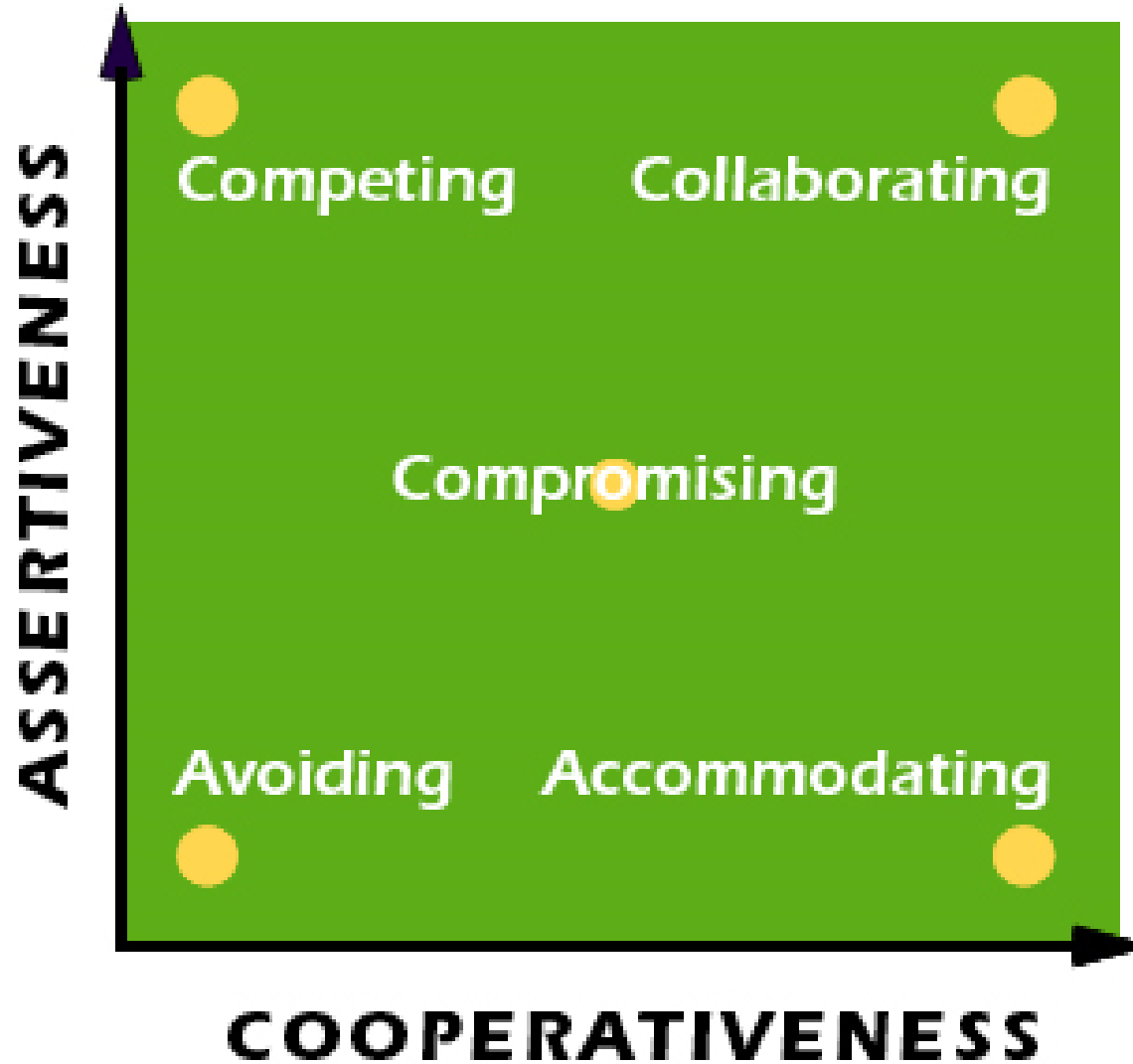
Assertiveness

Dorland's Medical Dictionary defines assertiveness as:

A form of behavior characterized by a confident declaration or affirmation of a statement without need of proof; this affirms the person's rights or point of view without either aggressively threatening the rights of another (assuming a position of dominance) or submissively permitting another to ignore or deny one's rights or point of view.



Benefits of assertiveness



Competences you should work on

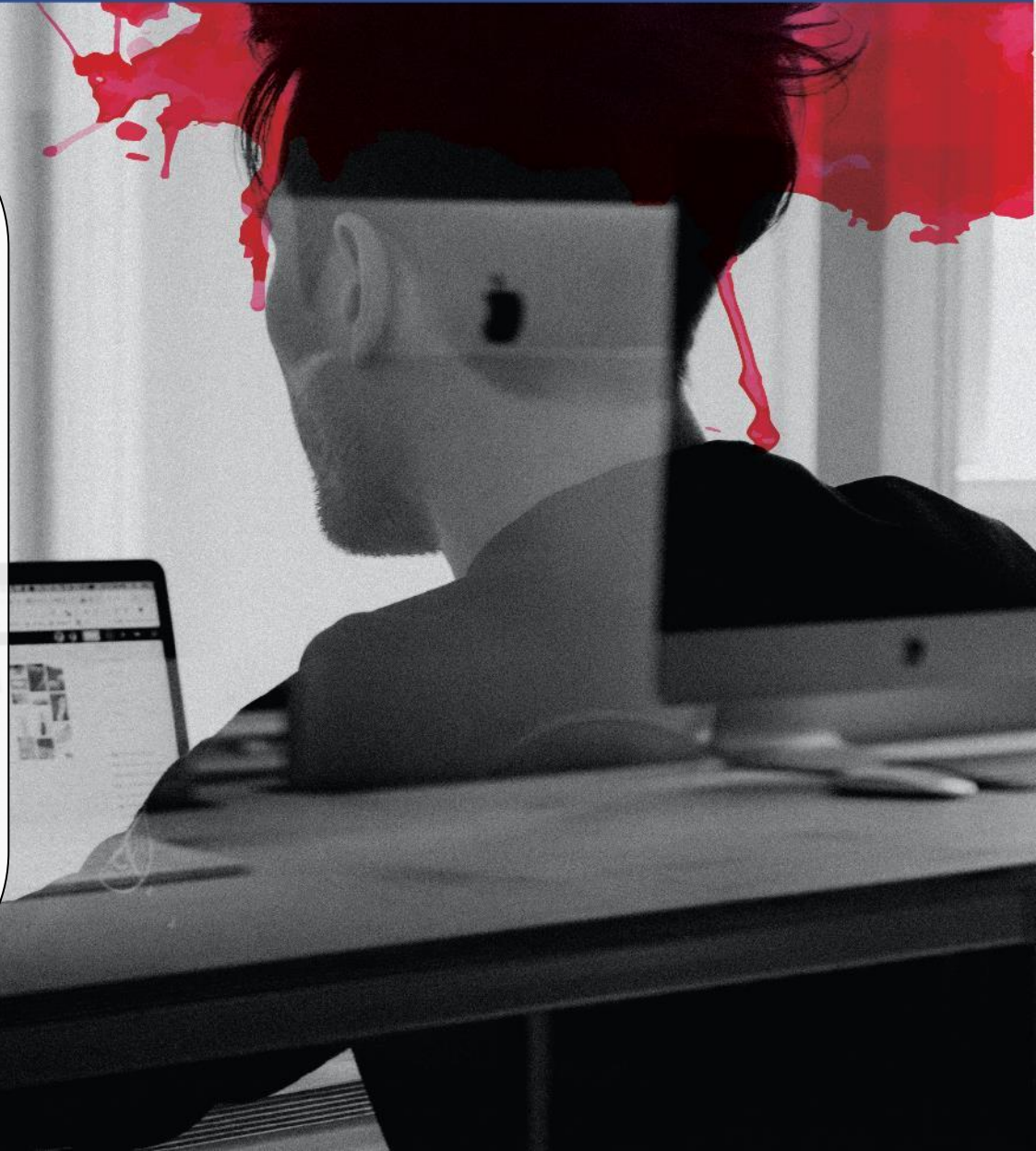
- 1. Value yourself and your rights.**
- 2. Say what you want and need.**
- 3. Don't try to control others.**
- 4. Express yourself in a positive way.**
- 5. Be open to criticism and praise.**



Aggressive behavior

- Expression of one's feelings, needs and rights without regard/respect for needs, rights and feelings of others
- Disrespectful, manipulative, demeaning or abusive tactics
- Negative assumptions about others' motives, retaliatory thoughts about others
- Win-lose situation
- Aggressor's goals are not always achieved.
- Stressed relationships with others and self are formed

- Expression of one's feelings and assert one's rights while respecting the feelings and rights of others
- Appropriately direct, open and honest, and clarifies one's needs to the other person.
- Assume the best about others. Treat with dignity
- Win-win situations
- Goals are met or negotiated
- Rich and enduring interpersonal relationships are formed

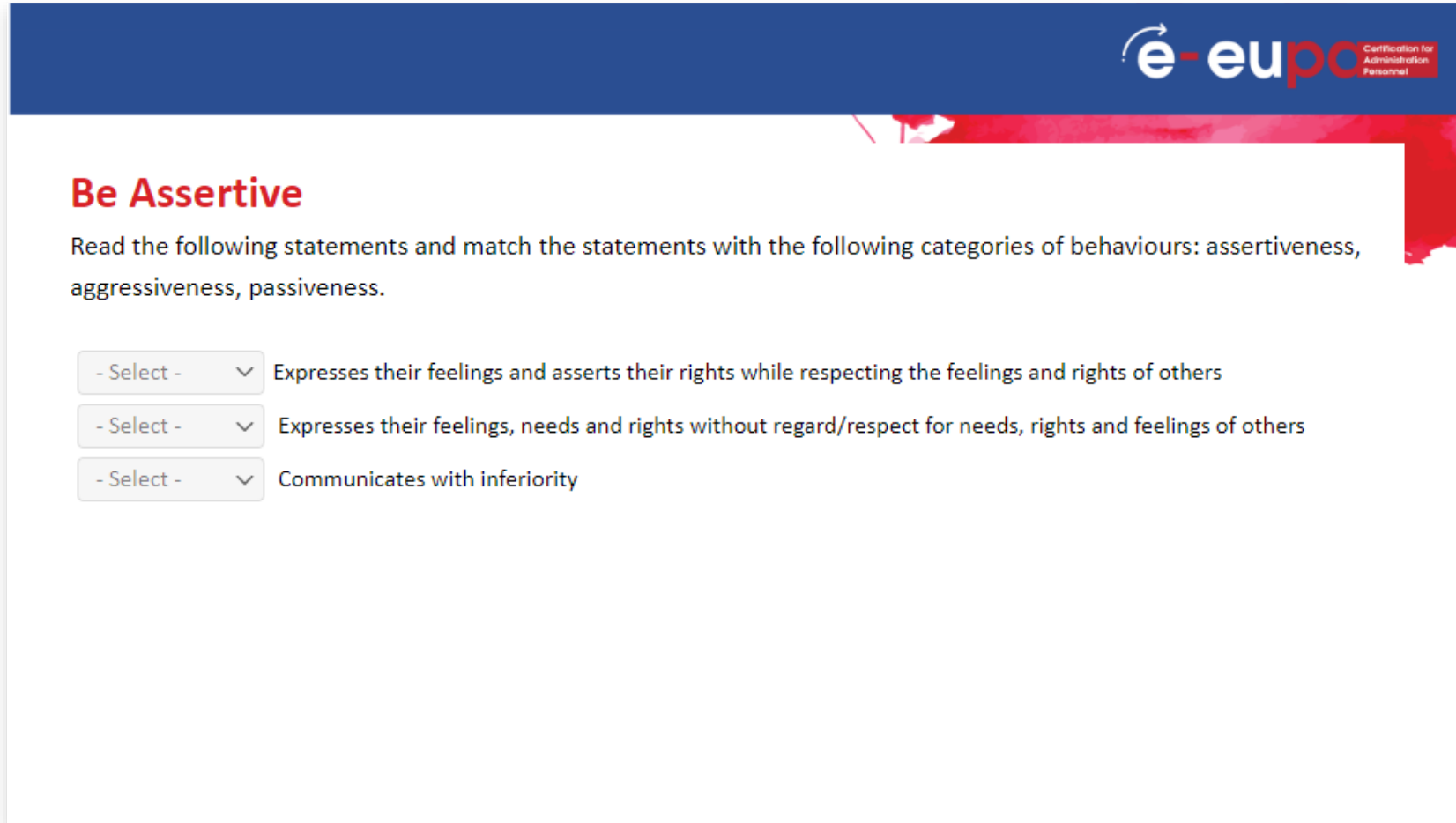


Assertiveness vs. aggressiveness vs. passiveness Certification for Administration Personnel

Assertive person:	Aggressive person:	Passive person:
Expresses their feelings and asserts their rights while respecting the feelings and rights of others	Expresses their feelings, needs and rights without regard/respect for needs, rights and feelings of others	Communicates with inferiority
Is appropriately direct, open and honest, and clarifies one's needs to the other person	Employs disrespectful, manipulative, demeaning, or abusive tactics	Often feels "used" by others, keeps quiet when others take advantage
Assumes the best about others. Treats them with dignity	Makes negative assumptions about the motives of others and thinks in retaliatory terms	Finds it difficult to say "No" to others when demands are made on time/resources
Facilitates a Win-Win situation	Facilitates a Win-Lose situation	Facilitates a Lose-Win situation
Ensures goals are met or negotiated	Does not always achieve their goals	Is reluctant to express opinions and feelings, keeps their own views private
Forms rich & enduring interpersonal relationships	Causes stressed relationships with others and self	Agrees with the views/desires of the majority, even though they conflict with their personal wishes

Quiz

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The screenshot shows the e-eupo interface. At the top right, the logo 'e-eupo' is displayed with the text 'Certification for Administration Personnel' next to it. Below the logo, the title 'Be Assertive' is shown in red. The main text reads: 'Read the following statements and match the statements with the following categories of behaviours: assertiveness, aggressiveness, passiveness.' Below this, there are three rows, each with a dropdown menu on the left and a statement on the right. The first row has a dropdown with '- Select -' and a downward arrow, followed by the statement 'Expresses their feelings and asserts their rights while respecting the feelings and rights of others'. The second row has a dropdown with '- Select -' and a downward arrow, followed by the statement 'Expresses their feelings, needs and rights without regard/respect for needs, rights and feelings of others'. The third row has a dropdown with '- Select -' and a downward arrow, followed by the statement 'Communicates with inferiority'.

e-eupo Certification for Administration Personnel

Be Assertive

Read the following statements and match the statements with the following categories of behaviours: assertiveness, aggressiveness, passiveness.

- Select - Expresses their feelings and asserts their rights while respecting the feelings and rights of others
- Select - Expresses their feelings, needs and rights without regard/respect for needs, rights and feelings of others
- Select - Communicates with inferiority

The **Situational Leadership**[®] **Model** is a model developed by Paul Hersey and Ken Blanchard while working on their book *“Management of Organizational Behavior”*.



Leadership styles

S1 - Directing

is characterized by one-way communication in which the leader defines the roles of the individual or group and provides the what, how, why, when and where to do the task.

S2 - Coaching

while the leader is still providing the direction, they are now using two-way communication and providing the socio-emotional support that will allow the individual or group being influenced to buy into the process.

S3 - Supporting

this is how shared decision-making about aspects of how the task is accomplished and the leader is providing fewer task behaviours while maintaining high relationship behavior.

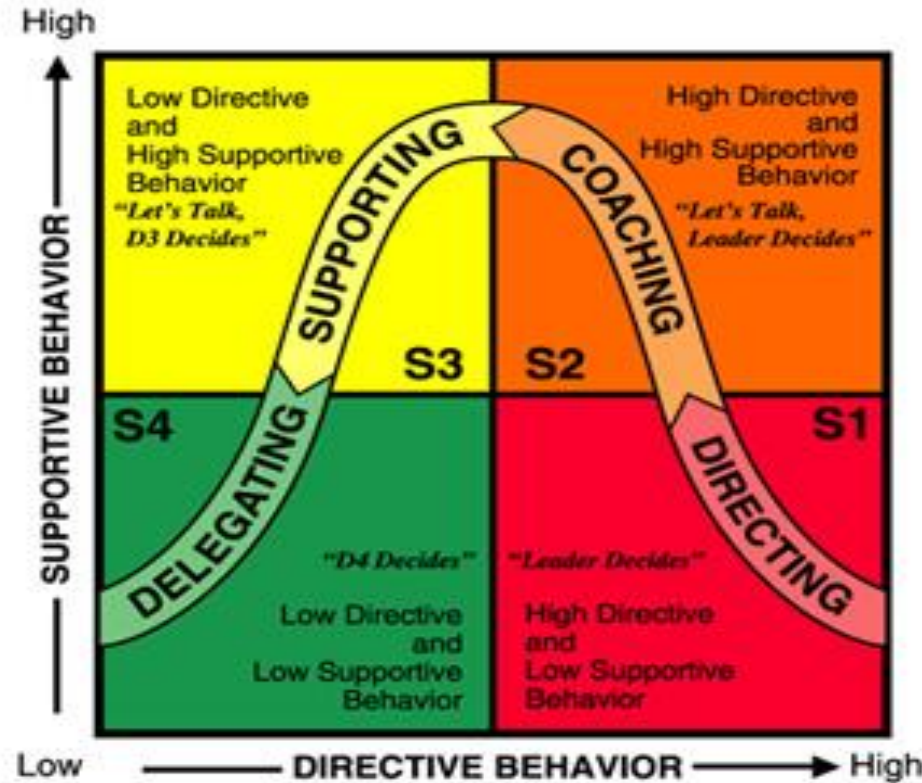
S4 - Delegating

The leader is still involved in decisions; however, the process and responsibility has been passed to the individual or group. The leader stays involved to monitor progress.

The Hersey-Blanchard Situational Leadership Theory identified 4 levels of employee development/maturity:

High	Moderate		Low
D4	D3	D2	D1
Very capable and confident	Capable but unwilling	Unable but confident	Unable and insecure

Developing people and self-motivation



- **Coaching leaders**, who work on an individual's personal development as well as job-related skills. This style works best with people who know their limitations and are open to change.
- **Pacesetter leaders**, who set very high expectations for their followers. This style works best with self-starters who are highly motivated. The leader leads by example. This style is used sparingly since it can lead to follower burnout.
- **Democratic leaders**, who give followers a vote in almost all decisions. When used in optimal conditions, it can build flexibility and responsibility within the group. This style is, however, time consuming and is not the best style if deadlines are looming.

- **Affiliative leaders**, who put employees first. This style is used when morale is very low. The leader uses praise and helpfulness to build up the team's confidence. This style may risk poor performance when team building is happening.
- **Authoritative leaders**, who are very good at analyzing problems and identifying challenges. This style is good in an organization that is drifting aimlessly. This leader will allow their followers to help figure out how to solve a problem.
- **Coercive leaders**, who tell their subordinates what to do. They have a very clear vision of the endgame and how to reach it. This style is good in disasters or if an organization requires a total overhaul.

ADVANTAGES:

- Easy to use: when a leader has the right style, they know it.
- Simple: all the leader needs to do is evaluate the situation and apply the correct leadership style.
- Intuitive appeal: with the right type of leader, this style is comfortable.
- Leaders have permission to change management styles as they see fit.

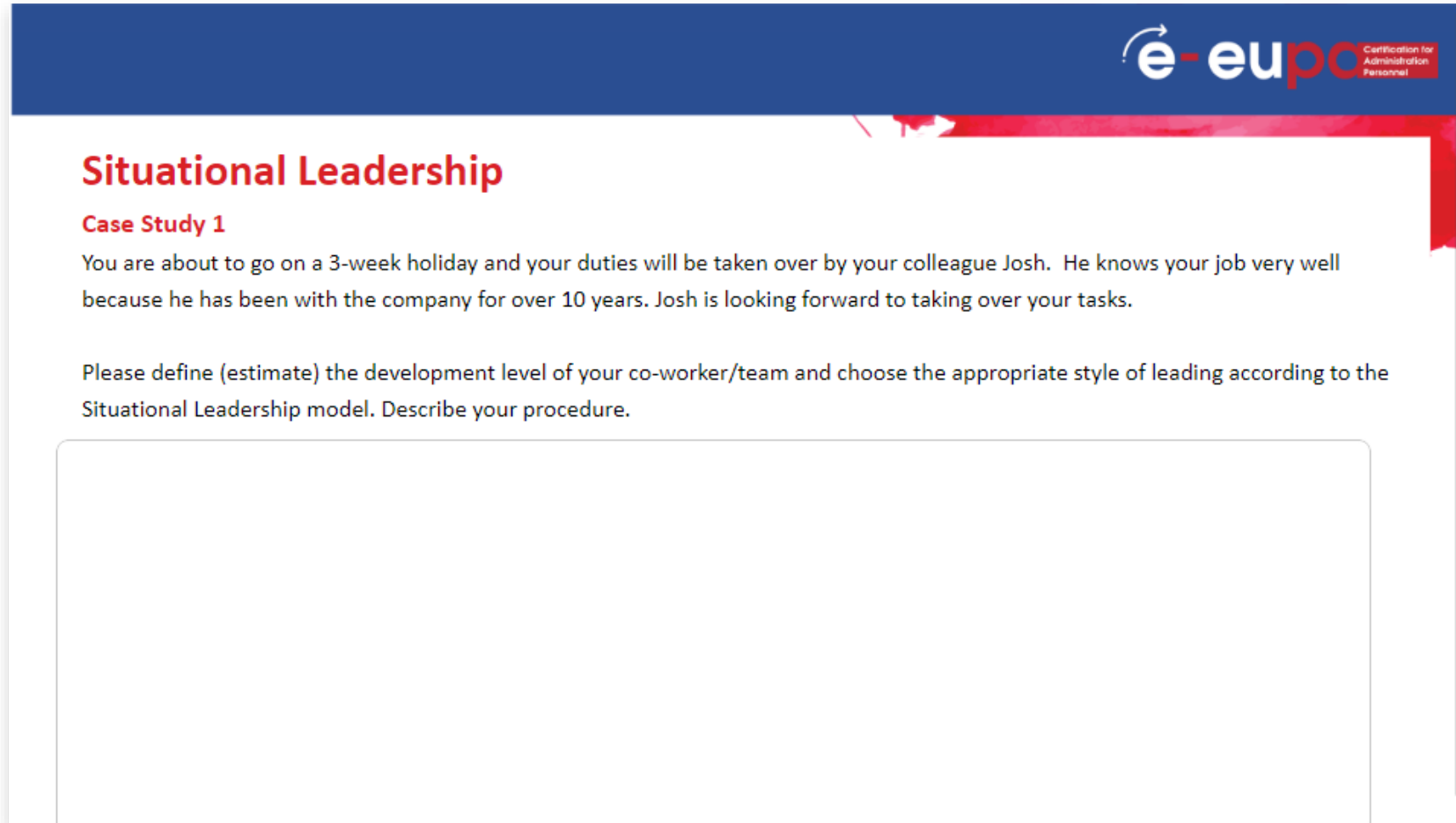
DISADVANTAGES:

- Does not take into consideration priorities and communication styles of other cultures.
- It ignores the differences between female and male managers.
- Situational leaders can divert attention away from long-term strategies and politics.

- **Insightfulness:** A situational leader must be able to understand the needs of the followers and then adjust their management style to meet those needs.
- **Flexibility:** Situational leaders must be able to move seamlessly from one type of leadership style to another.
- **Trustworthiness:** The leader must be able to gain their followers' trust and confidence.
- **Problem solving skills:** The situational leader must be able to solve problems, such as how to get a job done using the best leadership style available.
- **Ability to coach:** The situational leader must be able to evaluate the maturity and competence of the followers and then apply the right strategy to help them develop.

Quiz

Den Quiz-Button betätigen, um das Quiz zu bearbeiten.



The screenshot shows a quiz interface with a dark blue header containing the 'e-eupo' logo and the text 'Certification for Administration Personnel'. Below the header, the title 'Situational Leadership' is displayed in red. Underneath, 'Case Study 1' is written in red. The main text of the case study is in black. At the bottom, there is a large, empty white rectangular box for the user to provide their answer.

e-eupo Certification for Administration Personnel

Situational Leadership

Case Study 1

You are about to go on a 3-week holiday and your duties will be taken over by your colleague Josh. He knows your job very well because he has been with the company for over 10 years. Josh is looking forward to taking over your tasks.

Please define (estimate) the development level of your co-worker/team and choose the appropriate style of leading according to the Situational Leadership model. Describe your procedure.

Revision questions

Revision question 1:

Can you describe SMART goals providing specific examples?

Revision question 2:

Can you describe leadership pressures?

Revision question 3:

Can you define four different leadership styles?

Module key points

- A goal is a desired result a person or a system envisions, plans and commits to achieve a personal or organizational desired end-point in some sort of assumed development. Many people endeavor to reach goals within a finite time by setting deadlines.
- A vision statement clearly and concisely communicates an organisation's overall goals, and can serve as a tool for strategic decision-making.
- Assertiveness is the quality of being self-assured and confident without being aggressive. In the field of psychology and psychotherapy, it is a learnable skill and mode of communication.
- A leader is a person who creates an inspiring vision of the future, motivates and inspires people to engage with that vision, manages delivery of the vision, coaches and builds a team, so that it is more effective at achieving the vision.

WELL DONE!

You have completed Unit 5.1, Part C!



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