



**VR4**  
**Skills**

**Training Book**

July 2024

# VR4 Skills

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Comprehensive training framework for leaders of internationalization enhanced by Virtual  
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# The trainers

## **AyşgüAkaydın Aydın**

studied Television Journalism (B.A) in Istanbul Bilgi University and Media Management (M.A.) in Marmara University. She got her PhD degree from Radio-TV Cinema department in Istanbul University. She has been working as associate professor at Istanbul Aydın University, Journalism department, Faculty of Communication. Akaydin also lectured at Klaipeda University in Lithuania with Erasmus+ Staff Mobility Programme and she participated in summer academy programme at Thessaloniki International Media Academy both in 2019



## **Burcu AYDIN KÜ**

is currently an Assistant Professor in the faculty of Administrative and Economic Science at Istanbul Aydın University in Turkey since 2020. Aydın Kucuk received her PhD in Organizational Behaviour from Marmara University – Turkey. Dr. Aydın Kucuk's research focus on emotions, attitudes and behaviours of employees in the organizational settings. She published several papers in various journals and chapters in books. As well, she also presented academic and research-based papers at several national and international conferences in the field. Field of her interest in research are dysfunctional workplace behaviours and negative emotions that can occur the dyad relationships in the organization.



## **Hidde Westerweele**

is a motivated coach/teacher in the field of entrepreneurship. He has a background in entrepreneurship, mobility and human geography. His great passions are: working with students, entrepreneurship, personal leadership, and collaborating on projects and research. His goal is to help developing others, and himself, in a meaningful way.



## **Krystian Mązka**

research and teaching employee of the WSB University in the Department of Security Sciences, auditor of the information security management system at the WSB University. Scientist, specialist in cybercrime and cybersecurity, court expert in the field of computer forensics. His research interests focus on combating computer crime, security design, personal data protection, security management, data analysis and the application of artificial intelligence methods. For years, he has been dealing with network and IT system security issues, data protection and recovery, and media analysis. He holds the X-Ways Forensic Certificate, Certified Computer Investigator, Microsoft Certified Professional and Information Security Management Systems Auditor.



## **Norma A. Juárez Collazo**



is a lecturer and researcher at UCLL University of Applied Sciences. She studied, as part of her PhD, the effectiveness of electronic tools in computer-based learning environments by analysing the tools' and learners' characteristics. Currently, she works on two research projects, one of which focuses on developing self-regulation through hybrid learning environments in secondary schools in Flanders, Belgium. Previously and in relation to COILs, she developed together with other fellow researchers a COIL catalogue in which different COILs at UCLL University of Applied Sciences were analyzed in a SWOT analysis and in which a model to implement COILs was suggested.

## **Anja Garone**



is a lecturer, international officer and researcher at the UCLL University of Applied Sciences. Previously she worked as a registered nurse in several European countries, before studying educational sciences. She completed her PhD in educational sciences on professional development for blended learning in higher education. She has been involved in several European projects on educational innovations in higher education.

## **Paweł Urgacz**



Deputy Dean for Internationalization at WSB University. For over 15 years, he has been involved in internationalization efforts in the higher education sector, with a particular focus on education quality (modern teaching methods, international accreditations), promotion, recruitment, international educational projects, and "internationalization at home" initiatives. Experienced teacher in subjects on leadership, team building, intercultural competences.

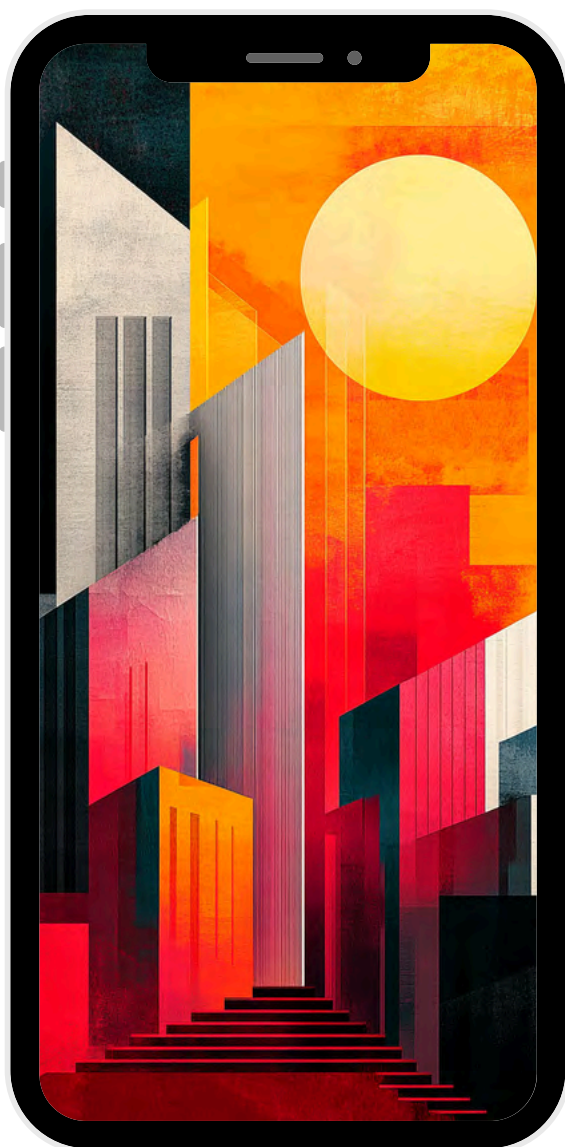
## **Vesna Kolenc Potočnik**



for more than a decade, Vesna Kolenc Potočnik has been taking care of the excellent preparation of Master's courses at the DOBA Business School. Her field includes guidance of higher education teachers for high-quality preparation of courses for online delivery, monitoring of pedagogical innovations and their implementation in the study process and courses. At heart, she is a developer who follows with interest all trends in the field of higher education and online education and meaningfully introduces them into the pedagogical process. She knows the online study process at the DOBA Business School, from the beginning of program preparation to the evaluation of programs and courses. She is an active member of the development teams internally and externally.

## Živa Veingerl Čič

is an associate professor in the field of human resource management. She holds a PhD in Human Resource Management, which she defended at the Faculty of Economics and Business in Maribor. She has more than twenty-five years of experience in the business sector, focusing on communication, consulting, and human resource management. She began her professional career in 1995 at the Economic Institute Maribor and continued in the financial sector as leader of Human development and communication department. After 14 years in finance sector she transitioned into academia, taking on a research role at the University of Maribor's Faculty of Economics and Business. Since October 2019, she has been employed at DOBA Faculty as a higher education lecturer. She is lecturer in the fields of human resource management, employee development, organizational psychology, and creative human resource management. Her work extends to significant involvement in international projects, where she acts as a researcher and project coordinator. She is also an (co)author of numerous international scientific articles. She is dedicated to cultivating individual achievements and the collective growth of organizations, believing in the transformative power of education.





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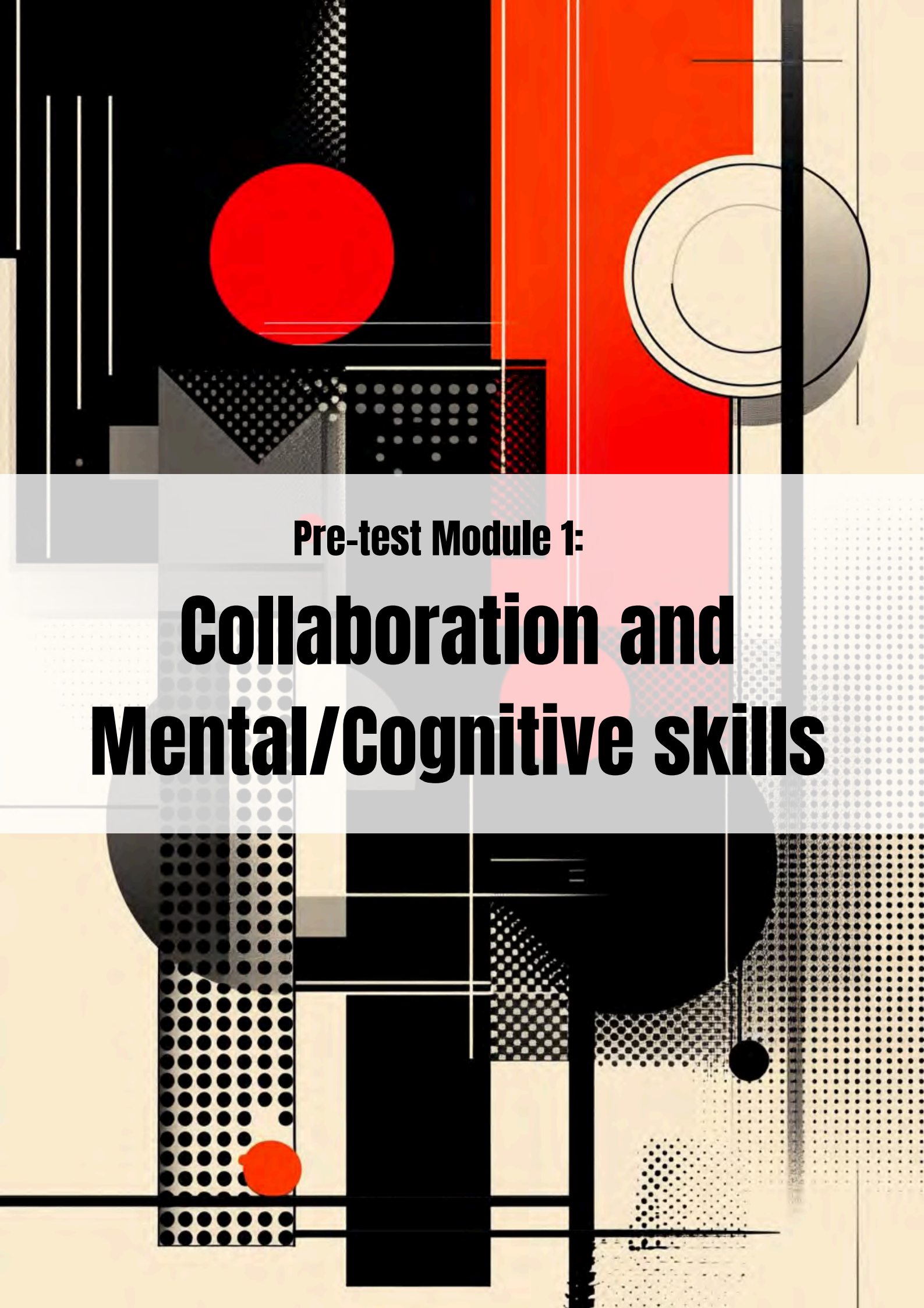


Modules with the "VR Enhanced" logo are equipped with VR applications, providing an additional immersive educational experience alongside online training. Participants are invited to download and install the free VR application from the link below. The website offers detailed guidelines on how to install and use the application, ensuring a seamless and effective learning experience.



**Module 1**

**Collaboration and  
Mental/Cognitive  
skills**



**Pre-test Module 1:**

# **Collaboration and Mental/Cognitive skills**

**1. What prompted Ramona Hacker to actively start working on her emotional intelligence?**

Default scoring: 1

1. Her interest in psychology
2. **A personal experience of burnout**
3. A recommendation from a friend
4. A sudden realization about her family background

**2. Which of the following statements correctly reflect the essential role of personal agility at work?**

Default scoring: 1

1. **Personal agility involves continuous learning and the willingness to change**
2. Personal agility is about sticking strictly to established processes and rejecting changes
3. Personal agility is focused on prioritizing individual tasks over collaborative team efforts

**3. Which three aspects should you consider when applying the principles of personal agility in order to improve your role as a student advisor?**

Default scoring: 1

1. Maintaining a fixed schedule that cannot accommodate last-minute student concerns
2. **Reflecting on student interactions to identify opportunities for improving the counseling experience**
3. Focusing solely on traditional advising methods without considering individual student needs

**4. Which of the following are considered core postulates of personal agility?**

Default scoring: 1

1. **Embracing change as an opportunity for growth**
2. Focusing on past successes to maintain the status quo
3. Relying solely on traditional methods to solve problems

**5. Which characteristics of personal agility are most relevant for a student advisor?**

Default scoring: 1

1. Ability to provide consistent advice regardless of the student's unique situation
2. **Capability to adapt advising strategies to meet diverse student needs**
3. Rigid adherence to one-size-fits-all counseling methods



## 6. What are the benefits of individual resilience in the workplace?

Default scoring: 1

1. It can encourage a fixed mindset where challenges are avoided
2. **It promotes the development of a growth mindset that values learning from setbacks**
3. It helps in recognizing the value of sticking to old ways when faced with challenges

## 7. Which actions would demonstrate resilience in a workplace setting?

Default scoring: 1

1. Avoiding tasks that carry a risk of failure to maintain a record of success
2. **Viewing challenges as learning opportunities and not as barriers**
3. Giving up after a failed attempt without seeking alternative solutions

## 8. What outcomes can individuals expect from cultivating resilience?

Default scoring: 1

1. A decrease in professional growth due to a focus on past failures
2. A tendency to isolate from others when encountering workplace adversity
3. **Enhanced problem-solving skills when dealing with unexpected workplace changes**

## 9. Which of the following components are essential for creating an effective action plan to enhance personal agility and resilience?

Default scoring: 1

1. Specifying goals that are vague and non-measurable
2. **Outlining clear, measurable objectives for personal development**
3. Including actions that are irrelevant to personal growth

## 10. Which answer represents different categories of cognitive skills best?

Default scoring: 1

1. Reasoning, memory, attention and brain games
2. Reasoning, memory, attention and mindset
3. **Reasoning, memory, attention and auditory and visual processing**

## 11. What would be the next group of letters in the following series?

Default scoring: 1

1. vkmc
2. **vkna**
3. akna



## 12. What are the best ways to improve your cognitive abilities?

Default scoring: 1

1. **Engage in physical activity, reduce stress, get good quality sleep and play brain games**
2. Engage in physical activity, sleep shorter, play brain games and reduce stress
3. Engage in physical activity, reduce stress, play brain games and eat unhealthy but tasteful food

## 13. If there are 32 students in the classroom and 12.5% of them own at least one pet, how many students do not own any pets?

Default scoring: 1

- 1.4
- 2.24
3. **28**

## 14. Verbal reasoning is one ability that falls under the range of cognitive skills. It refers to...

Default scoring: 1

1. The ability to find your reason and to express it
2. **The ability to understand concepts and work through problems and ideas**
3. The ability to speak French

## 15. Improving your cognitive skills could lead to an improvement in mental well-being.

Default scoring: 1

1. **True**
2. False

## 16. We are limited to the cognitive skills that we are born with.

Default scoring: 1

1. True
2. **False**

## 17. According to Ramona Hacker, why is it essential to differentiate between emotional intelligence and being very emotional?

Default scoring: 1

1. Very emotional people lack empathy
2. Emotional people are always emotionally intelligent
3. Emotional intelligence is solely about expressing strong feelings
4. **Emotional intelligence involves managing emotions**



## 18. How does Ramona Hacker suggest implementing emotional education in schools?

Default scoring: 1

1. **Incorporating emotional case studies in lessons**
2. Introducing new sports programs
3. Focusing on academic subjects only
4. Encouraging silent reflection exercises

## 19. The six-step guide to improve emotional intelligence are:

Default scoring: 1

1. Express Your Emotions, Separate Emotions, Accept and Appreciate Emotions, Reflect on Emotions and Their Origin, Handle Your Own Emotions and Handle the Emotions of Others
2. Express Your Emotions, Separate Emotions, Accept and Appreciate Emotions, Reflect on Emotions and Their Origin, Handle Your Own Emotions and Cancel the Emotions of Others
3. **Acknowledge Your Emotions, Differentiate and Analyze Emotions, Accept and Appreciate Emotions, Reflect on Emotions and Their Origin, Handle Your Own Emotions and Handle the Emotions of Others**
4. Acknowledge Your Emotions, Differentiate and Analyze Emotions, Accept and Appreciate Emotions, Reflect on Emotions and Their Origin, Let Your Own Emotions flow and Cancel the Emotions of Others

## 20. According to the speaker, what lesson does the story of Phineas Gage teach us about social intelligence?

Default scoring: 1

1. Social intelligence is solely based on knowledge
2. **Social intelligence involves the ability to execute social rules**
3. Social intelligence is unaffected by emotional experiences
4. Social intelligence relies on memorizing social cues

## 21. In the experiment involving couples discussing contentious issues, what was the observed correlation between reversal learning ability and the quality of the discussion?

Default scoring: 1

1. Couples with better reversal learning argued more intensely
2. **Couples with better reversal learning displayed calmer and more constructive discussions**
3. Couples with better reversal learning tended to avoid discussing contentious issues
4. Couples with better reversal learning showed no significant difference in their discussions



**22. How did the experiment involving the group discussion and the saboteur reveal the importance of both knowledge and the ability to act on that knowledge?**

Default scoring: 1

1. Participants with higher IQs were always successful saboteurs
2. Participants with better reversal learning were more likely to be detected as saboteurs
3. **Participants with higher IQs used their intelligence to avoid suspicion effectively**
4. Participants with poor reversal learning became better saboteurs over time

**23. What are Goleman's 5 components of emotional intelligence?**

Default scoring: 1

1. **Self-awareness, Self-regulation, Motivation, Empathy and Social skills**
2. Self-awareness, Self-esteem, Motivation, Empathy and Social skills
3. Self-awareness, Self-esteem, Self-care, Self-control and Self-discipline
4. Self-awareness, Self-regulation, Motivation, Empathy and Social awareness

**24. Emotional Intelligences is an ability to recognize the meanings of emotions and their relationships and to reason and problem-solve on the basis of them.**

Default scoring: 1

1. **True**
2. False





The background is a vibrant, abstract composition. It features a dark, starry space-like background with numerous small white and colored dots. Overlaid on this are several vertical, semi-transparent bars in shades of blue, orange, and red. Scattered throughout are various sized circles in white, yellow, orange, red, and blue. Some circles have a 3D effect with shadows. The overall aesthetic is modern and dynamic.

# **Emotional and Social Intelligence**

# Emotional and Social Intelligence

In this unit, you will get to understand what emotional and social intelligence is. Based on that you will try apply this knowledge by tailoring conflict resolution strategies and emotional/social intelligence development approaches.

After this unit, you will:



- be able to understand one's emotional and social intelligence
- understand how my emotional and social intelligence impact my professional life
- create strategies to get the best out of my emotional and social intelligence





Below you can find two tests in relation to emotional and social intelligence. Take each of them and save your results.

### Social Intelligence Test



[bit.ly/41G0e60](https://bit.ly/41G0e60)

### Emotional Intelligence Quiz



[bit.ly/4gDMFYU](https://bit.ly/4gDMFYU)

### SWOT Analysis



**STRENGTH**



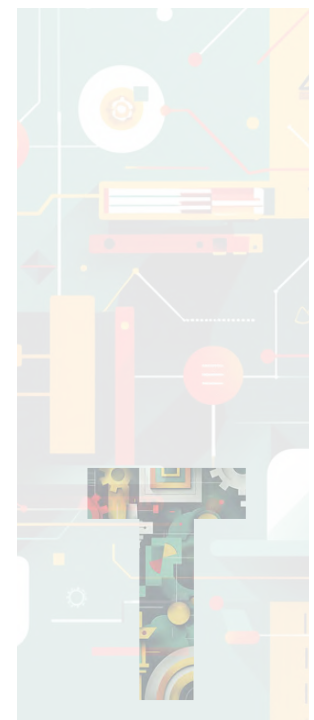
**WEAKNESS**



**OPPORTUNITIES**



**THREATS**





Based on your test results and the reflection you had based on the two TED talks, make a SWOT analysis about your emotional and social intelligence. Be honest to yourself...

### Six steps to improve your emotional intelligence | Ramona Hacker | TEDxTUM



[bit.ly/4fpaVNt](https://bit.ly/4fpaVNt)

### The neuroscience of social intelligence: Bill von Hippel at TEDxUQ 2014



[bit.ly/VR4skills1](https://bit.ly/VR4skills1)

Check the following slides and answer the questions below:

- What is emotional/social intelligence?
- What does emotional/social intelligence entail (the five components)?
- Why is it relevant for work?
- What are the benefits?



[bit.ly/VR4skills2](https://bit.ly/VR4skills2)



Read the following situation and analyse the roles of the team members in a group.



- What team member do you identify with the most?
- How could you adjust yourself to improve the team work?
- How can emotional/social intelligence be implemented in this group?

In the Office of Student Affairs at ABC University, the conflicts within your team have been escalating recently, negatively impacting collaboration, productivity, and the overall work environment.

1. John (Team Lead): John is a dedicated and experienced team lead who oversees student services. He is known for his strong organizational skills and ability to manage complex tasks. However, John's direct and authoritative communication style has created conflicts with other team members who perceive it as micromanagement or a lack of trust.
2. Sarah (Admissions Coordinator): Sarah is responsible for coordinating the admissions process and supporting prospective students. She is detail-oriented and has excellent problem-solving skills. However, Sarah's perfectionist tendencies can lead to clashes when working under tight deadlines or when other team members have different approaches.
3. Emily (Events Coordinator): Emily is responsible for organizing and coordinating events for the university. She is creative, energetic, and enjoys planning engaging experiences for students. However, Emily's spontaneity and preference for last-minute changes can create tensions with other team members who prefer a more structured and organized approach.
4. Michael (Student Advisor): Michael is a student advisor who guides and supports students through their academic journey. He is empathetic and has a passion for helping students succeed. However, Michael's workload has increased, and he sometimes struggles to manage his time effectively, leading to conflicts when deadlines are not met.
5. Alex (Operations Manager): Alex is responsible for overseeing the operational aspects of the administrative office, ensuring efficiency and smooth functioning. While Alex is assertive, direct, and results-oriented, their communication style can sometimes come across as harsh or insensitive. This can create tension within the team and hinder effective collaboration.

## Further reflection



- Have you ever faced similar situations?
- How have you behaved? With what character do you identify with the most?
- How do you think you can improve?
- What do you think you should keep doing?
- Do you have any other examples?





# **Agile Work and Resilience**

# Agile Work and Resilience

In this unit, you will get to know the foundational aspects of personal agility and resilience within the workplace. You will understand the importance of these skills in adapting to ever-changing work environments and overcoming challenges through interactive assessments and real-world scenarios. By engaging with this material, you'll be able to apply agile techniques and resilience strategies to enhance your adaptability and effectiveness in your professional role. Additionally, you'll create a detailed personal action plan to continuously improve these competencies, and learn how to measure your progress and reflect on your learning journey. This unit is designed to equip you with the tools and insights necessary to thrive in dynamic and demanding work settings.

## After this unit, you will:

- be able to critically evaluate and interpret your own agility and resilience at the workplace using established self-assessment tools which will allow you to understand your starting point and identify opportunities for growth
- be able to analyze, synthesize, and critically appraise the concepts of agility and resilience within the scope of your professional lives, using case studies, discussions and peer-to-peer learning to translate theory into practical, actionable strategies for facing and overcoming workplace adversities
- be capable to prepare, implement and evaluate a tailored Personal Action Plan to systematically advance personal agility and resilience, which will be your roadmap for ongoing development, with clear, measurable objectives tailored to your specific professional context





# Quizzes

In this unit, you will get to know the foundational aspects of personal agility and resilience within the workplace. You will understand the importance of these skills in adapting to ever-changing work environments and overcoming challenges through interactive assessments and real-world scenarios. By engaging with this material, you'll be able to apply agile techniques and resilience strategies to enhance your adaptability and effectiveness in your professional role. Additionally, you'll create a detailed personal action plan to continuously improve these competencies, and learn how to measure your progress and reflect on your learning journey. This unit is designed to equip you with the tools and insights necessary to thrive in dynamic and demanding work settings.



## LEARNING AGILITY SELF ASSESTMENT

In a dynamic workplace, quickly adapting and learning from different experiences is crucial. The 'How Learning Agile Are You?' quiz by Korn Ferry measures your learning agility, a vital skill that enables you to quickly absorb and apply new information in various situations.

## SELF-RESILIENCE ASSESSMENT

As you embark on understanding your personal resilience, we'll be using the Resilience Self-Assessment created by A.C. Weis in March 2010. This tool is designed to help you assess how well you bounce back from challenges and handle stress with awareness, intention, and skill.



# How learning agile are you? Quick quiz.

## Instructions:

1. Read each statement carefully and consider how well it describes you in your professional life. 2. For each statement, you have three response options to choose from based on your level of agreement:

- Agree (3 points)
- Disagree (2 points)
- Strongly disagree (1 point)

3. Reflect honestly on your behaviors and tendencies as you decide on the most appropriate response for each statement. It's important to consider your actual work habits and attitudes rather than what you think the 'ideal' response should be.

4. Once you have gone through all the statements, tally up your score by adding the points corresponding to your answers.

5. Your total score will fall into one of two ranges, each representing different work traits:

- 10-20 Points: This score range suggests that you lean towards learning agility, particularly in terms of change and mental agility. You may be comfortable with uncertainty and adaptable when details are not fully available.
- 21-30 Points: Scores in this range indicate a tendency towards diligence and carefulness. A strong focus on detail and a high need for certainty may characterize your work style. While these traits are valuable, they might sometimes hinder the kind of quick adaptability often required for advancement in rapidly changing work environments.

Your total score will indicate your level of learning agility.

6. Use the results as a reflection tool to understand your work style better and consider areas where you might want to develop further agility or leverage your strengths more effectively.

## How learning agile are you? Quick quiz.

| How well do these statements describe you?   | Agree | Disagree | Strongly disagree |
|--|-------|----------|-------------------|
| It's important that I attend to every detail.                                      | 3     | 2        | 1                 |
| I accept nothing less than perfection.   | 3     | 2        | 1                 |
| The work isn't finished until every detail has been worked out with due diligence. | 3     | 2        | 1                 |
| Rules are NOT meant to be broken.  | 3     | 2        | 1                 |
| I work best when my goal and solutions are clear.                                  | 3     | 2        | 1                 |
| Stability and clarity are key to a successful career.                              | 3     | 2        | 1                 |
| Flexibility leads to mistakes.   | 3     | 2        | 1                 |
| I always try to achieve certainty so that work is done correctly.                  | 3     | 2        | 1                 |
| My decisions without full information are bad for the company.                     | 3     | 2        | 1                 |
| It's important to achieve a stable and reliable work environment.                  | 3     | 2        | 1                 |
| Add up your score:   |       |          |                   |
| TOTAL  |       |          |                   |

## Understanding your scores

This quiz is designed to help you reflect on how much your behaviours help or hinder your learning agility. To learn developing learning agility in your organisation, talk to us: [insightsapac@kornferry.com](mailto:insightsapac@kornferry.com).

### 10-20 Points

Your pattern of scores indicates a predisposition toward "learning=agility," especially change and mental agility. The ability to deal with uncertainty and change, while having the capacity to tolerate a lack of details, is a hallmark of the agile approach to work.

### 21-30 Points

Your pattern of scores indicates a predisposition toward diligence and dutifulness. Detail orientation and a need for certainty are hallmarks of a strong contributing employee, but they can impede promotion and are in many ways the opposite of the agile approach to work.

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# Resilience Self-Assessment test.

## Instructions:

1. Begin by reading each of the 13 questions with attention to detail, ensuring you understand the behaviors or attitudes being described.
2. For every question, choose a number from 1 to 4 that corresponds to how often you engage in the behavior or attitude described. The scale is as follows: - 1: Never or Rarely - 2: Sometimes - 3: Often - 4: Always
3. Be honest with your answers and do not spend too much time on any one question to prevent overanalyzing.
4. Once you have completed the test, add up your scores to determine your overall level of self-resilience.

## Interpreting Your Results:

- Reference the provided table to understand what your total score suggests about your self-resilience.
- Utilize the score-specific questions to facilitate a deeper reflection on your resilience capabilities and potential areas for growth.

## Post-Assessment Reflection:

- Reflect on what aspects of resilience are evident in your score.
- Consider strategies that could enhance your ability to recover from stress and setbacks.

## Additional Guidance:

- As you reflect on your results, remember that this is not just a test but a tool for self-improvement. It's designed to highlight your resilience strengths and identify opportunities for development.
- If you have any questions or need further clarification on your results or how to proceed with developing your resilience, do not hesitate to send an email to your trainer.

By following these instructions, you'll gain valuable insights into your resilience and take an important step towards personal growth and professional development.

## Resilience Self-Assessment

Resilience is the ability to bounce back from difficulty, to navigate difficult challenges with awareness, intention, and skill. Resilience develops naturally through connections to others, balanced selfcare, and an open and engaged mind. This assessment was created by A.C. Weis in March 2010. On a scale from one (1), meaning Never or Rarely to four (4) meaning Always, please answer the following 13 questions based on yourself and your relationships:

|  | Never or Rarely |   | Always |   |
|--|-----------------|---|--------|---|
| <p style="text-align: center;"><b>Connections</b></p> <p>I am close to at least one person, whom I trust and will seek for support.</p>  | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Benefiting Others</b></p> <p>I contribute to the wellbeing of others.</p>  | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Physical SelfCare</b></p> <p>I exercise aerobically three or more days a week, sleep enough to have energy throughout the day, spend at least an hour a day outdoors, and eat a balanced, moderate, and wholesome diet including five or more servings of fruits and vegetables a day.</p>           | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Stress Reduction Practice</b></p> <p>Four or more days a week, I participate in at least one practice to quiet my mind and body. (Examples: deep breathing, time in nature, playing a musical instrument, yoga, meditation, prayer, journaling, tai chi, qigong, progressive muscle relaxation).</p> | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Flexible Thinking</b></p> <p>When I am going through a difficult time, I consider multiple perspectives and options.</p>   | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Selfconfidence</b></p> <p>I trust myself, my intuition, and my abilities.</p>  | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Openness to Experience</b></p> <p>I seek and enjoy new and unfamiliar experiences.</p>   | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Workability</b></p> <p>I approach every challenge as though I can work through it somehow.</p>   | 1               | 2 | 3      | 4 |

|   | Never or Rarely |   | Always |   |
|---|-----------------|---|--------|---|
| <p style="text-align: center;"><b>Awareness</b></p> <p>I notice the world around me and I can often anticipate opportunities and challenges because of what I notice.</p>   | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Experience Facing Big Challenges</b></p> <p>I have faced difficult challenges before and have found healthy and adaptive ways to work through them.</p>   | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Willingness</b></p> <p>When challenges arise, I face them and I do not deny them, ignore them, or use alcohol or other drugs to avoid or cope with them.</p>  | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Engagement</b></p> <p>I engage in one or more activities that focus my attention and efforts and that deeply satisfy me.</p>  | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Big Picture</b></p> <p>I keep perspective on my challenges by considering the bigger picture. (Examples: Looking beyond my challenges to consider my strengths, supports, resources, opportunities, and privilege. Considering my challenges in the context of challenges that others face. Considering the humor in life's challenges and absurdities. Looking for what I can learn from past challenges.)</p> | 1               | 2 | 3      | 4 |
| <b>Total Sum of your Score:</b>   |                 |   |        |   |

| Score               | Assessment   |
|---------------------|--|
| 36 or higher        | You are likely to view yourself as resilient, and if your view is accurate, you are likely to thrive in the face of challenges and could serve as a strong support and role-model for others.  |
| 27 – 35             | You are likely to view yourself as having typical resilience, and you will likely do find with most challenges. Unless you are selling yourself short on your assessment, you have some room for enhancing your resilience.  |
| 26 or lower         | You are likely to view yourself as not very resilient. You have ample room for enhancing your resilience. Lower scores are common among people who have had few challenges early in life or have been overwhelmed by challenges early in life. History is not destiny. |
| Weis, A. C. (2010). |  |

**Think about it:**

Reflect on the score you received and write out your thoughts. Here are some questions to guide you:

What facets of resilience contributed to your score?

.....

.....

.....

.....

What are ways you can increase your resilience or bounce back from stressful situations?

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The image is a complex abstract graphic design. It features a central figure of a man in profile, wearing a white shirt, set against a black background with white stars. The design is composed of various geometric shapes, including circles, squares, and triangles, in colors like red, yellow, and black. There are also lines and dots scattered throughout, creating a sense of movement and depth. The overall aesthetic is modern and artistic.

**Activity 1.2.2:**

# **Personal Agility – – Beyond a Buzzword**

## Trainees watch:

Resilience is the ability to bounce back from difficulty, to navigate difficult challenges with awareness, intention, and skill. Resilience develops naturally through connections to others, balanced selfcare, and an open and engaged mind. This assessment was created by A.C. Weis in March 2010. On a scale from one (1), meaning Never or Rarely to four (4) meaning Always, please answer the following 13 questions based on yourself and your relationships:

### 1. Mini video lecture : Personal Agility - Beyond a Buzzword

In the video there is a brief introduction on the growing relevance of agile work and the essential role of personal agility at work. In just 10 minutes, this brief introduction will illuminate the concept of agile work and its critical place in your professional lives. In the video trainer will be addressing three key questions during the lecture:

1. What is agile work and why is it important?
2. What is the essential role of personal agility?
3. Which elements are the core postulates for personal agility?

This lecture is designed to give you clarity on these concepts and inspire you to integrate agility into your daily practice.

Let's unlock your potential together and make personal agility a cornerstone of your success as a student advisor.

### 2. Video: Unlocking Personal Agility

Please take a moment to view this enlightening video [Unlocking Personal Agility](#), where I share insights into the agile mindset that is crucial for our success in today's fast-paced work environment. Watch closely as we explore the essence of adaptability and continuous learning that defines personal agility.



[bit.ly/VR4skills3](https://bit.ly/VR4skills3)

Here's how to approach your group work and what to consider:

### **Group Formation and Dynamics:**

- You will be assigned to your group randomly.
- Active participation is crucial; your insights are valuable and can significantly contribute to the group's overall understanding and reflection.

### **Your Task:**

- Trainees discuss in group the video's ("Personal Agility – Beyond a Buzzword" and "Unlocking personal agility") key takeaways and in groups prepare the reflection on how these principles can be applied individually in their current roles as student advisors. The written reflection of the groups is put in Moodle account.

### **Instructions for group work**

Consider the following **discussion points** for the preparation of the reflection :

1. Which three key characteristics of personal agility do you see as most relevant to your role as a student advisor?
2. How can you apply the concept of personal agility to enhance student counseling and respond to their needs more effectively?
3. In which area of your advisory work do you think personal agility would most contribute to improved outcomes at your work?

### **How to prepare the group reflection:**

- Synthesize your group's discussion into a cohesive reflection.
- Your reflection should address the discussion points and how you can collectively apply these insights to your working roles.



## Finalizing and Sharing Your Work:

- Once your group agrees on the reflection, compile it into a well-organized and articulate format.
- Submit the final written reflection to your Moodle account as instructed.



## NOTES

### Group Collaboration Principles:

- **Communication:** Engage in open and respectful dialogue. Listen actively to your group members and articulate your thoughts clearly.
- **Joint Effort:** Work collaboratively from the start to the finish.
- **Respect and Inclusion:** Every member's input is important. Make sure everyone has the opportunity to contribute.



[bit.ly/VR4skills4](https://bit.ly/VR4skills4)

The background is a vibrant, abstract composition of geometric shapes and colors. A central black silhouette of a person in profile, wearing a suit and tie, is shown reading a book. The background features large blocks of green, yellow, and red, interspersed with patterns of dots and lines. A white horizontal band is positioned behind the text.

**Activity 1.2.3:**

# **Resilience**

The trainees watch both videos and then in pairs discuss.

### 1. Video Lecture on Resilience (10 minutes)

- Begin by watching the provided video lecture titled "What is resilience and why it is important in everyday life and work"?
- This lecture is designed to help you understand the concept of resilience and its critical role in various aspects of life.



[bit.ly/VR4skills5](https://bit.ly/VR4skills5)

### 2. TED Talk Analysis (time:12,56')

- After the lecture, watch the TED Talk 1"How failure cultivates resilience".
- Pay close attention to the stories and examples given, noting how challenges can lead to personal growth and increased resilience.



[bit.ly/VR4skills6](https://bit.ly/VR4skills6)



### 3. Discussion in Pairs:

- Pair up with another trainee to discuss the content of both videos.
- Reflect on how the concept of resilience has affected you or someone you know within a workplace environment.
- Share your thoughts with your partner about the impact of resilience on your personal and professional development.

### 4. Sharing the reflections and stories in larger group :

- If you are comfortable, share these reflections and stories in the larger group on the Moodle platform.
- Focus your sharing on the connection between agility and resilience, and how one can lead to the development of the other.



## NOTES

**This activity is designed not just for learning but also for sharing experiences that can benefit others in their journey toward building resilience.**



The background is a complex abstract composition of overlapping geometric shapes. It features a large white circle in the upper center, partially overlapping a yellow and orange vertical bar. Below this, there are various colored shapes including a blue triangle, a red triangle, and several overlapping circles in shades of purple, blue, and orange. The overall effect is a vibrant, multi-colored collage.

**Task - Case Study:**

**Resilience of Academic  
Advisers in a Time of  
Crisis**





In activity 4, you will delve deeper into the practical application of these concepts of agility and resilience by solving the case study "Resilience of Academic Advisers in a Time of Crisis". The case study highlights the challenges academic advisors face in their work environment and potential ways of responding to them. In this way, you will explore how personal agility and resilience influence individuals' adaptability and effectiveness at work.

### **Objective(s):**

To explore how personal agility and resilience influence individuals' adaptability and effectiveness at work.

**Estimated Time:** 60'

### **Case study and tutorial**

#### **Tutorial**

- Before you start working in groups on a case study each trainee has to read the presentation - tutorial titled "**How to approach solving a case study?**" In the presentation you will find valuable *insights into how to approach solving a case study effectively*.
- Use the insights from the presentation tutorial to guide your analysis of the case study

#### **Instruction:**

After watching the tutorial you can approach solving a case study in a group.

#### **Individual Review:**

Start by reading the case study "Resilience of Academic Advisers in a Time of Crisis" individually. Absorb the details and the different responses to the crisis.



### **Group Discussion:**

After the individual review, discuss the case study in group.

1. How does personal agility affect an individual's ability to cope with sudden changes in the workplace?
2. How are personal agility and resilience related?
3. Compare the approaches of Matej and Petra. How did their resilience affect their response to the challenges they encountered?
4. What strategies and ways to strengthen agility and strengthen resilience would you advise your colleagues?

### **Report Submission:**

- Each group prepare a written report of group's conclusions regarding the questions and case study.
- The report should be submitted to Moodle for evaluation.



# Case Study: Resilience of Academic Advisers in a Time of Crisis

The Faculty of Science, which boasts modern laboratories and an extensive library, experienced an unexpected problem in the last semester. Due to flooding in the main building, some classrooms and offices were closed for several weeks. Despite the outward appearance that things are going smoothly at the college, the loss of some key facilities due to unforeseen circumstances has necessitated necessary adjustments. Anja, Head of Academic Counseling, guided her team through these unexpected fluctuations with subtlety and discretion. While to outside observers it looked like she was organizing a series of informal social events, these gatherings actually served as a platform to share information and strategies for coping with increasing workloads and new work challenges.

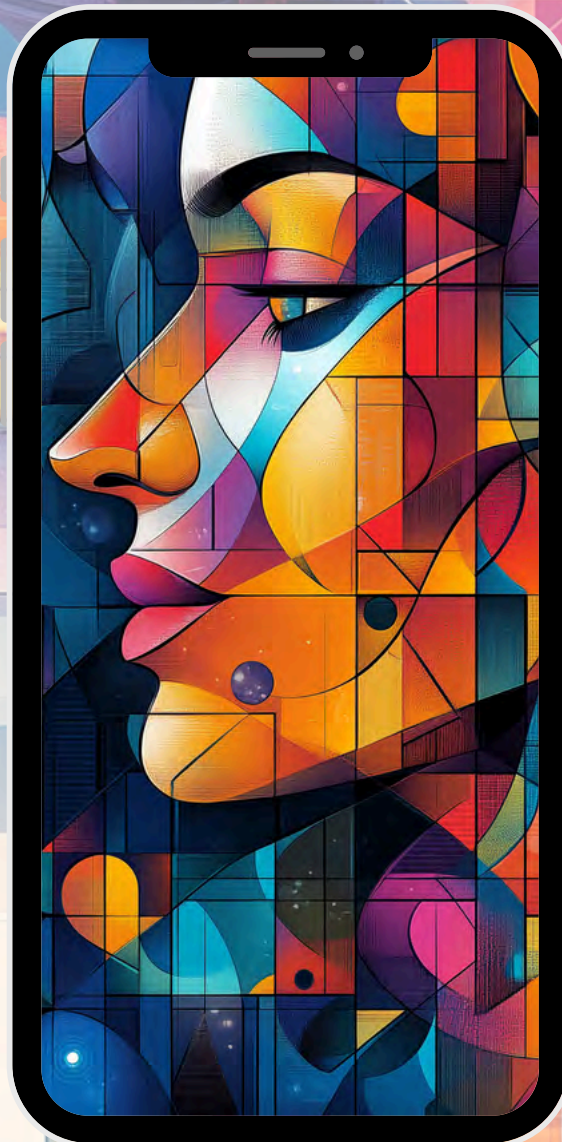
Academic advisors and program leaders faced particular challenges. Due to the flooding, they were forced to move their meetings to different locations, and live student counseling sessions were canceled or postponed. As a result, the number of student complaints increased, which further increased the pressure on academic advisors, while program leaders also faced delays by professors in preparing courses and responding to student requests and inquiries. Heads of study programs and academic advisors thus faced additional stress and confusion, which added problems to their work.

While it was clear that all faculty members felt some pressure, two academic advisors, Matej and Petra, stood out because of their contrasting approaches to dealing with challenges. Matej, who was usually considered reliable and competent, began to show signs of stress. His meetings were becoming less structured, he was occasionally late with his answers and seemed more thoughtful than usual.

Matej suffered a lot because of the situation. Due to the increased number of calls from students and their complaints and dissatisfaction, it started to happen that he became aggressive and cynical in his communication with students. Instead of looking for solutions, he avoided phone calls, didn't pick up the phone or call back, avoided meetings and hid behind unnecessary administrative tasks. He was very dissatisfied, under a lot of stress, he often expressed his intention out loud that such stress was too much for him and that he was even thinking about leaving.

His complete opposite is Petra, a colleague, also an academic advisor, who also occasionally works as the head of the physics study program. Petra faced the situation differently. She too received an increased number of calls and dissatisfaction from students and lecturers. But she decided to approach the challenges more proactively. She organized meetings outside the faculty and through MS teams and tried to provide all the necessary information and assistance to students and professors at the same time. Petra received praise from colleagues and students alike for her flexibility and hard work.

While most of the college staff were under a lot of stress during the flooding and the work space restrictions, at the same time these problems revealed differences in resilience between individuals. Both cases, Matej and Petra, reflect different levels of resilience and personal agility. While Matej allowed the stress to overwhelm him, Petra used her agility and adaptability to overcome challenges.



# **TUTORIAL**

## **How to approach solving a case study?**

### **Content**

**What is a case study?**

**Before case study analysis**

**General strategy**

**Steps for analyzing the case study**

**Guidelines for working on solving the case study**

A case study is an interactive educational method where the key actors are trainees who approach solving a specific real-world case with their ideas.

### Before analysis...

- we must adopt the perspective of the "main character,,
- put ourselves in their place
- ask ourselves, "why is the person in this dilemma?"
- evaluate the evidence and see if anything is missing
- think about concrete actions and write them down
- take responsibility for the case study, develop arguments and listen to others who disagree with us.
- arguments improve learning

### General strategy

- A case study is a story that describes a problematic event or situation, a state.
- Usually, a case study presents in-depth information on some aspects of the situation or event, while other aspects are overlooked or poorly presented.
- The essence of case analysis is to make sense of the given study material and use it to define the appropriate actions to solve or address the case study.
- Successful case discussions **start with an analysis of the key questions** in the case.
- The analysis then serves as a basis for **defining the most desirable outcomes and examining the available options.**
- This process usually results in varying opinions, as participants view the situation from their unique perspectives, emphasizing different values and promoting different outcomes.
- Such a diversity of opinions is an advantage of group work in case resolution.
- In case analysis, participants also **evaluate the different opinions of team members** on the case and **use them as a basis for forming a common opinion.**
- By collaborating in this way, we come to **form a group consensus on case solutions.**



## STEPS FOR ANALYZING THE CASE STUDY

1

Read the entire case study

2

Identify the problem

3

Define the problem

4

Describe how the solution should be used

5

Suggest alternative options/measures/solutions

6

Evaluate each solution and its importance for the realization of the goals or answers to questions

7

Describe how the solution should be used



## Guidelines for team work based on a case study (1)

### Read the entire case study individually.

- Try to get a sense of what it's about and note down potential dilemmas and key findings.

### Read the case study a second time.

- Carefully look at the content and try to identify it with the situation.
- Check again exactly what you need to do, and the instructions on how to present your answer. For this, precise instructions and questions that you need to answer are presented at the end of the case study description.

### Read the case study a second time.

- Carefully look at the content and try to identify it with the situation.
- Check again exactly what you need to do, and the instructions on how to present your answer. For this, precise instructions and questions that you need to answer are presented at the end of the case study description.
- If the case study contains several **different parts, divide each part among group members**, who should prepare a proposed solution or responses based on their content.
- **Identify key actors.** Find out their roles, responsibilities, and relationships.
- **Determine the key characteristics** of the organization/individuals.

### Read the entire case study individually.

- Try to get a sense of what it's about and note down potential dilemmas and key findings.





## Read the case study a second time.

- Carefully look at the content and try to identify it with the situation.
- Check again exactly what you need to do, and the instructions on how to present your answer. For this, precise instructions and questions that you need to answer are presented at the end of the case study description.
- If the case study contains several different parts, **divide each part among group members**, who should prepare a proposed solution or responses based on their content.
- **Identify key actors.** Find out their roles, responsibilities, and relationships.
- **Determine the key characteristics** of the organization/individuals.
- Do not form opinions or solutions until you gather all available evidence.
- Remember that there may be multiple separate issues with separate causes and numerous alternative measures. There isn't necessarily a single correct answer or model.
- The case study may intentionally present a complex array of information, events, or situations.
- Considering the question, clearly define existing or potential problems or areas of concern and indicate where you see the need for the most urgent action.
- As the basis of your response, compile a plan of key points.

**IMPORTANT:** Approach the case study without preconceived biases, as you can easily fall into unproductive discussions that revolve around guessing, rather than focusing on the current situation.

## Conclusions

1. Individually examine the case study and prepare key dilemmas, starting points.
2. Read the case study a second time.
3. Carefully look at the content and try to identify with the situation.
4. Check exactly **what you need to do**, and the instructions on **how to present your ideas/solutions**.
5. Coordinate at the level of the whole team **to avoid duplication**.
6. Formulate the **final solution** of the case study.

## SUCCESSFUL RESOLUTION OF THE CASE STUDY



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**Activity 1.2.5:**

# **Agile techniques for personal growth and resilience**



Through Activity 5, we aim to equip you with a set of agile techniques that will enhance your adaptability and bolster your resilience. You are invited to engage with this activity to not only learn these critical skills but also to understand how to apply them effectively in your professional journey for long-term success and growth.

### Objective(s):

- To introduce trainees to a variety of agile techniques, ensuring they have the tools and knowledge to improve their agility and resilience at work.

### Instructions:

- The trainees read in detail the document **Guidebook of Agile techniques for personal growth and resilience** which incorporate different techniques that can be used to strengthen resilience and agility in the workplace. **Ways to implement the techniques in practice will also be presented.** where the trainer summarizes techniques that can be used to strengthen resilience and agility in the workplace.
- As you read, make **notes of key points**, especially the techniques that resonate with your current role or challenges you've faced.
- **Focus on application:** give special attention to how these techniques can be practically applied, as explained in the Guidebook.
- You can **share your experiences and questions related to the use of techniques with your peers in the discussion forum.** If necessary, the trainer will also join the forum.

For more information on the practical use of individual techniques, you can watch the following videos:



[bit.ly/VR4skills7](https://bit.ly/VR4skills7)





[bit.ly/VR4skills8](https://bit.ly/VR4skills8)



[bit.ly/VR4skills9](https://bit.ly/VR4skills9)

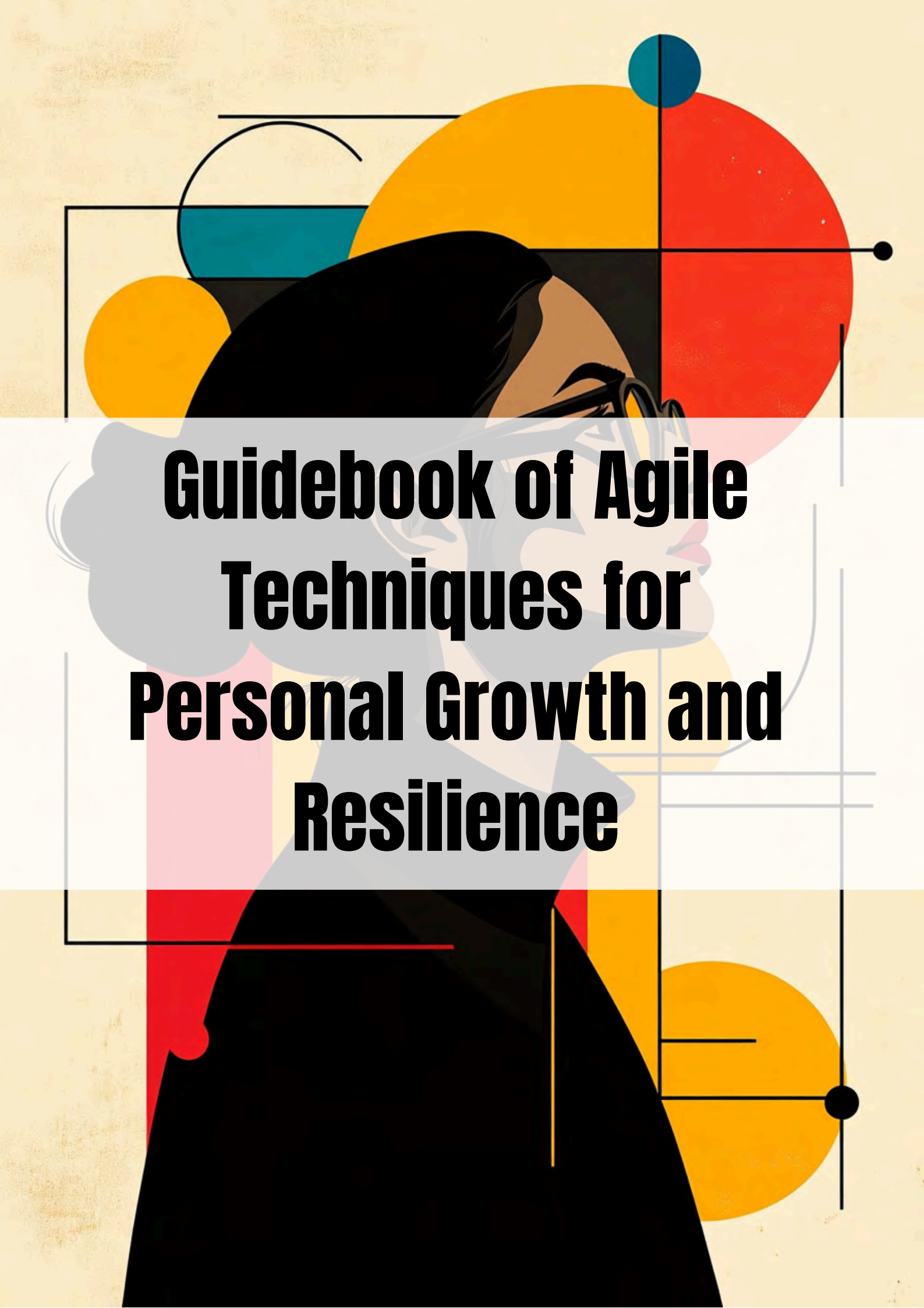


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[bit.ly/VR4skills11](https://bit.ly/VR4skills11)



The background features a stylized profile of a person with dark hair and glasses, looking upwards. The design is composed of various geometric elements: a large yellow circle on the left, a large red circle on the right, and a smaller teal circle at the top. A black horizontal line and a black vertical line intersect, with a small black dot at their intersection. A black curved line is also present. The overall aesthetic is modern and abstract, with a color palette of yellow, red, teal, black, and white.

# **Guidebook of Agile Techniques for Personal Growth and Resilience**

## **Introduction**

### **Practices to build mental agility**

- 1. Purposefully step outside your comfort zone**
- 2. Practice finding multiple answers**
- 3. Develop a growth mindset**

### **Practices to build personal agility**

- 4. Achieving personal agility**
- 5. Curiosity as an Essential Factor of Personal Agility**
- 6. Courage for New Things**
- 7. Nine Steps to Forgiveness**
- 8. Letting Go of Anger Through Compassion**
- 9. Mindful Breathing**
- 10. Finding Silver Linings**
- 11. Goal Visualization**
- 12. Overcoming a Fear**
- 13. Self-Compassion Break**
- 14. Self-Compassionate Letter**
- 15. Dealing With Criticism**
- 16. Gratitude Activities**
- 17. Three Good Things Activity**
- 18. Design a Flow Activity**
- 19. Find Something Funny Activity**
- 20. Thought Stopping Activity**

## **CONCLUSIONS**

## **REFERENCES**

# Introduction

In the dynamic landscape of today's workplace, the ability to navigate complexity, embrace change, and rebound from setbacks is not just valuable—it's essential. The Guidebook 'Agile Techniques for Personal Growth and Resilience' is prepared to equip you with a diverse set of strategies and techniques to fortify your resilience and enhance your agility at work and in personal life.

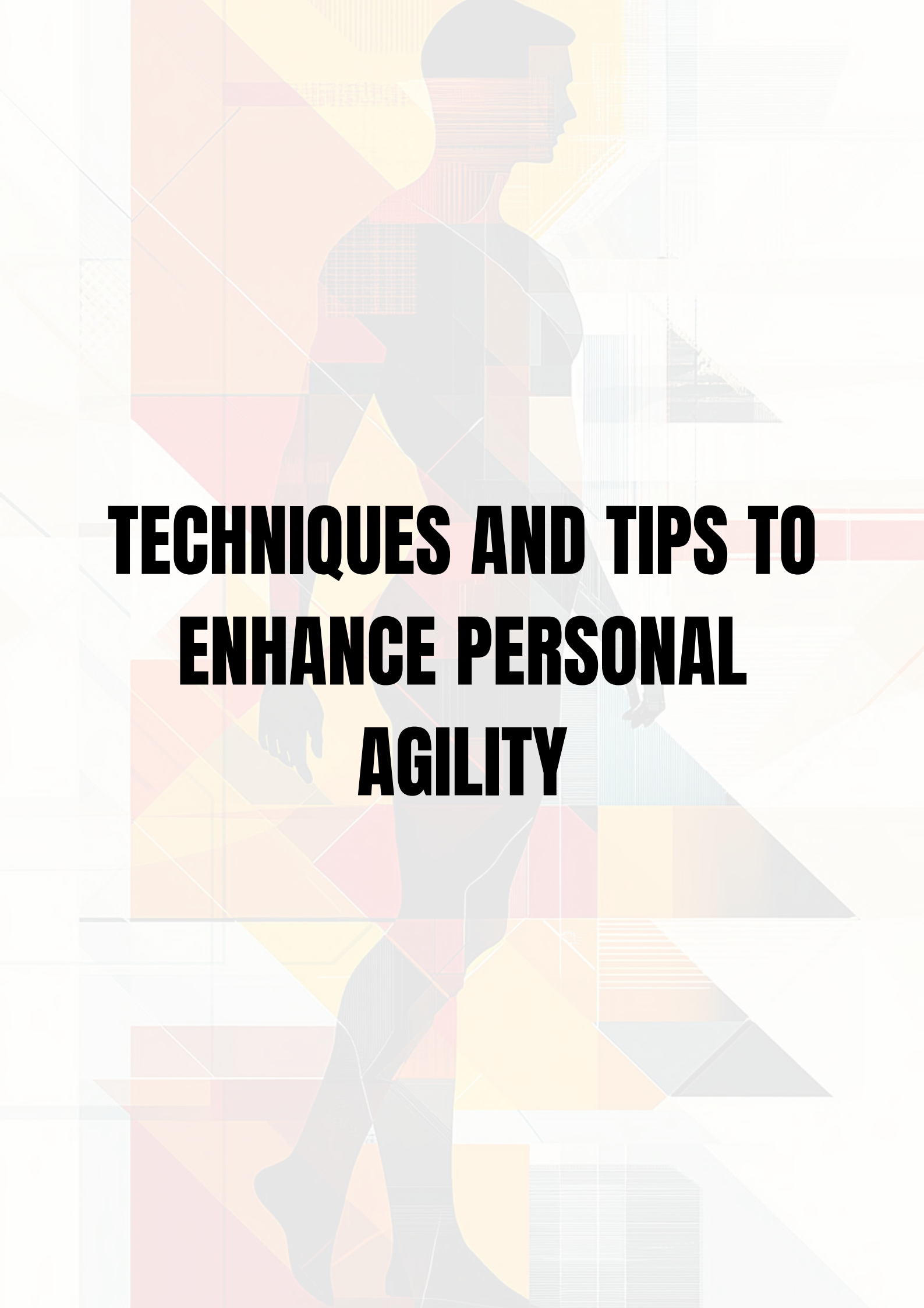
Why is this guidebook necessary, you might ask? The modern work environment is characterized by rapid technological advancements, evolving business models, and an increasing pace of change. Such conditions demand individuals who are not only skilled and knowledgeable but also adaptable and robust in the face of adversity. This guidebook responds to that need by presenting a carefully selected compilation of agile techniques that have been proven to foster a resilient mindset and agile approach to work.

These techniques are the building blocks for developing a responsive and flexible skill set, allowing you to stay effective and focused when the unexpected occurs. From daily stand-up reflections that keep your goals sharply in focus to sprint reviews that provide a platform for continuous learning and improvement, each element within this guide is designed to support your personal and professional development journey.

By introducing you to a variety of different techniques, the guide's primary goal is to ensure you are well-equipped with the tools and knowledge to improve your agility and resilience at work.

Embrace this guidebook as a companion on your path to becoming a more agile and resilient professional. The journey ahead is one of learning, growth, and empowerment, and with this guidebook in hand, you are well-prepared.

Welcome to a new chapter in your professional development—one where agility and resilience are not just concepts, but practical realities you live and demonstrate every day.



# **TECHNIQUES AND TIPS TO ENHANCE PERSONAL AGILITY**



# Practices to Build Mental Agility

Mental agility is about staying calm and creative in the face of surprise and change. It's not about denying your feelings but combining optimism with a clear view of reality. This skill lets you quickly find new ways to move forward without getting stuck. It's not just the smartest or strongest who succeed, but those who adapt best to change. Building mental agility means learning to think flexibly, accept new situations, and find solutions on the fly.

## 1. Purposefully Step Outside Your Comfort Zone

When you do things you have always done or the ones that make you comfortable, you give limited opportunities to your brain to grow.

Your brain learns to associate certainty with safety and anything uncertain as a threat. Sitting within the **bounds of your comfort zone makes mental agility impossible**—how can you think quickly in an unpredictable situation when your mind is engulfed with fear, anxiety, and worry?

Pushing yourself to do new things or the ones that make you uncomfortable tunes your brain to accept discomfort as a part of life—you stop seeing change as a threat, become more open to diverse ideas and learn to navigate complexity instead of avoiding it. When your brain is not overwhelmed by strong emotions, it can think clearly. You can move quickly between different ideas and respond to events in a flexible way (<https://www.techtello.com/how-to-cultivate-mental-agility/>).

### Step outside your comfort zone:

1. Challenge yourself to solve hard problems. Seek opportunities that require of you to solve problems that you have never solved before.
2. Learn something new. It doesn't even have to be work-related. How about the piano classes, tennis lessons, mastering French or taking cooking classes that you keep putting off?
3. Set yourself a difficult goal and work on it consistently. For example: push yourself to exercise for 30 days without a break.

## 2. Practice Finding Multiple Answers

Developing mental agility involves cultivating a curiosity that drives you to explore various solutions to a problem, evaluating their advantages and drawbacks, and choosing the most suitable one for the situation at hand. By consistently applying this approach to the challenges you encounter, it becomes second nature—an ingrained habit. Your brain gets better at rapidly assimilating new data, linking different concepts, and determining the optimal path to progress...

**To get into the habit of finding multiple answers to a problem:**

1. Make it a habit to think of several ways to solve each problem you face.
2. Be open and eager to hear different perspectives from others.
3. Keep an open mind about new, even unconventional methods instead of dismissing them right away.
4. Try looking at your goal from the opposite angle to spot potential issues you haven't thought of.
5. Adopt a mindset of plenty rather than of lack. Believe that there are plenty of opportunities out there, which allows you to see beyond your own limits and view the world as full of possibilities for everyone.

**To build mental agility, remind yourself that there's always more than one solution to a problem.**

## 3. Develop a Growth Mindset

Sometimes, people think, "This is just how I am," or "I can't change." But thinking like this means giving up too soon. Carol Dweck, a well-known psychologist, says this is a "fixed mindset." In her book, "Upgrade Your Mindset," she discusses how someone with a fixed mindset believes talents are inborn and abilities cannot change. However, a "growth mindset" is different. It's about believing that, while everyone has different talents, you can get better with time and hard work.

Your way of thinking shapes who you are. A fixed mindset might stop you from reaching what you're capable of by making you think you can't change. A growth mindset keeps you moving forward, learning, and becoming who you want to be. Research has shown that even our deepest traits can evolve with the right effort.

Mental agility means being ready to handle new, unsure situations and starts with believing that you can learn and grow.

### **Develop a growth mindset:**

#### **1. Use Action-Oriented Language:**

- Choose words that encourage action and movement. For example, instead of saying, "I can't," say, "I'll try."

#### **2. Set Learning Goals:**

- Focus on the process of learning and improving, rather than just trying to show how smart or skilled you are.

#### **3. View Mistakes as Learning Opportunities:**

- When you make an error, look at what it teaches you, instead of seeing it as a failure.

#### **4. Choose 'Just-Right' Challenges:**

- Engage in tasks that are slightly above your current level of skill, which can be challenging but not so difficult that they cause anxiety.

#### **5. Embrace Your Imperfections:**

- Acknowledge your weaknesses because recognizing them is the first step towards improving them.

#### **6. Redefine 'Failure' as 'Learning':**

- Replace the word "failing" with "learning" in your vocabulary to help reframe setbacks as growth opportunities.

#### **7. Prioritize Learning Over Approval:**

- Instead of looking for others' approval, concentrate on what you can learn from each experience to foster your personal growth.

The background is a complex, layered composition of abstract elements. It features a central silhouette of a woman in profile, facing right, wearing a patterned jacket. This silhouette is overlaid with various geometric shapes: a large orange square, a grey vertical rectangle, a red circle, and a grey circle. The background is also filled with thin grey lines, dots, and larger semi-transparent shapes in shades of grey, orange, and red. The overall aesthetic is modern and technical.

# **Practices to Build Personal Agility**

# 4. Achieving Personal Agility

## LOOKING INWARD

Taking time to put our lives under the microscope and examine who we truly are is fundamental to our growth. We need to learn to look inward as well as how to ask for feedback, receive it, and use it to our advantage for personal growth.

### Technique:

- Set aside a quiet time each day, perhaps 15 minutes, to reflect on your actions and decisions.
- Keep a journal or use an app to record your reflections, noting any recurring themes or insights about yourself.
- Regularly ask for feedback from colleagues, friends, or mentors. When receiving it, write down what was said, how it made you feel, and one or two ways you can use this feedback for personal growth.

## DEVELOPING A CLEAR VISION

Many people drift in their lives, letting others dictate what they do and when they do it. One day they wake up and it's too late, their entire life has been lived by someone else. It's time to take the reins and plot a course for where we want to go; it's time to live an intentional life.

### Technique:

- Dedicate a session to deeply consider what you truly want in life. Write down these aspirations in detail.
- Create a step-by-step plan to achieve each goal. Break down each step into tasks you can accomplish daily or weekly.
- Review your vision and plan monthly, adjusting based on your progress or any changes in your aspirations.

## TAKING SMART RISKS

From time-to-time in our lives we must be willing to take risks in order to grow, learning to identify the difference between our own internal limiting self-talk/doubt versus legitimate danger can help us all become more successful risk takers.

### Technique:

- Identify what you are afraid of and write down the worst-case scenarios of taking each risk.
- Seek advice from those who have taken similar risks and learn from their experiences.
- Start with a risk that feels slightly uncomfortable but manageable. Assess the outcome, learn from it, and then move to bigger risks.

### LIFE AS FLOW

Throughout every day we constantly shift from one activity to another, by learning when to do certain activities we can enhance our productivity and enjoyment of life.

### Technique:

- For one week, keep a detailed diary of your activities and energy levels.
- Analyse the diary to identify patterns of high and low energy and match your most demanding tasks to your peak times.
- Implement a flexible routine that accommodates these natural rhythms and allows for adjustments as needed.

## 5. Curiosity as an Essential Factor of Personal Agility

Curiosity is the hunger for knowledge, for experimenting, trying out, and testing. Combined with the willingness to be surprised, to engage with new things, and to learn. Without this trait, there would be little progress and innovation. Curiosity has always been the basis for every development. Ultimately, curiosity always implies a readiness for change. Thus, curiosity is also an essential factor in personal agility. People who are curious usually want to change, want to learn, want to develop (themselves and their environment). Neurophysiologists have proven that reward substances are released in the brain when curiosity is satisfied.

Curiosity gives many people a kick. Below are some practical ideas:

- Look for a new experience every day (eat a tropical fruit, visit a new restaurant, try a new sport, listen to unknown music, read a newspaper from a field that is so far unfamiliar to you...).
- Inform yourself about technical achievements. Ask others about their experiences.
- Beware of sentences like "I'm too old," "I don't understand that anyway," "That's not for me."
- Keep asking the question "Why?".

- Travel to foreign countries and actively engage with other cultures.
- For discussions and topics, always deliberately find someone who has a completely different opinion.
- Change perspectives on many occasions (How do other people see this?), try to see the world from the perspective of children, always in search of something new, unknown.

Check which of these ideas suit you and become more curious.

## 6. Courage for New Things

Courage means acting under uncertainty, diving into cold water every now and then (Fig. 3.18). It takes a lot of courage for successful agile action: learning to be brave begins for the individual and the team in the agile environment by becoming aware of the many small daily acts of courage. Thoughts like "Actually, we should..." or "Actually, I would now...", an uneasy grumbling in the stomach, or the tendency to withdraw inward can be used as indications of situations where courage is lacking. In these moments of courage, despite the uncertainty and the brain's alarm, one can learn to be capable of action. Just asking why sometimes we don't dare to stand up for our opinion, to introduce an idea, or to show how we are feeling, already requires courage. Because we must acknowledge that there are fears and insecurities that prevent us from being brave. Usually, we do not like to face our insecurities or fears; we prefer to ignore them. But this is where the development of courage as a competence begins.

**To use courage as a technique in steps for improving personal agility, one could follow these steps:**

- **IDENTIFY COURAGE SITUATIONS:** Start by noticing moments in your daily life that require courage. This could be speaking up in a meeting, trying something new, or addressing a problem. Make a mental note of these moments or keep a journal.
- **ACKNOWLEDGE FEARS AND INSECURITIES:** Reflect on what holds you back in these situations. Is it a fear of failure, rejection, or something else? Write these fears down to acknowledge their presence.
- **CHALLENGE FEARS:** Once you've acknowledged your fears, challenge them. Ask yourself, "What evidence do I have that supports or contradicts my fear?" This can help you see that many fears are unfounded.

- **TAKE CALCULATED RISKS:** Evaluate the actual risk involved in the actions that require courage. Often, you'll find the perceived risk is much higher than the real risk. If the actual risk is low, commit to taking the action.
- **PREPARE AND PLAN:** Before taking action, prepare yourself. This could involve gathering more information, seeking advice, or devising a plan. Preparation can increase your confidence and reduce feelings of uncertainty.
- **ACT DESPITE FEAR:** Take action even if you feel afraid. Start with small steps. For instance, if you're afraid of public speaking, start by speaking up more in small group settings. With each step, your confidence will grow.
- **REFLECT ON OUTCOMES:** After taking action, reflect on what happened. What went well? What could be improved? Use this reflection to improve your next actions.
- **DEVELOP A ROUTINE:** Make these steps part of your daily routine. Regularly identify situations requiring courage, challenge your fears, prepare, act, and reflect. Over time, acting with courage will become more natural.
- **POSITIVE REINFORCEMENT:** Reward yourself for taking courageous actions, no matter the outcome. This can be as simple as acknowledging your bravery or treating yourself to something enjoyable.
- **SEEK FEEDBACK:** Talk to trusted friends, mentors, or coaches about your actions. They can provide valuable perspective and encouragement.
- **CONTINUOUS LEARNING:** Use every experience as a learning opportunity. Whether an action leads to success or failure, there are always lessons to be learned that can help you grow.
- **EXPAND YOUR COMFORT ZONE:** Gradually push the boundaries of your comfort zone. As you become comfortable with certain acts of courage, find new, slightly more challenging situations to tackle.
- **MAINTAIN PERSPECTIVE:** Keep in mind that everyone experiences fear and that it's a normal response to uncertainty. Remembering this can help you feel less alone and more empowered to act.





# **TECHNIQUES AND TIPS TO BUILD RESILIENCE**

# 7. Nine Steps to Forgiveness

We all suffer slights, hurts, and betrayals, and it's natural to be upset with the people who hurt us, or sometimes even cut off contact with them. But holding onto a grudge too deeply or for too long can wreak havoc on our mental and physical health—it can elevate stress, increase our blood pressure and heart rate, and even compromise our immune system.

Forgiveness entails letting go of resentment or vengeance toward an offender and making peace with what happened so you can move on with your life; it doesn't necessarily mean reconciling with that person. Because forgiveness can be a daunting challenge, Dr. Fred Luskin of Stanford University has designed these nine steps to walk people through the process of forgiving someone who hurt them.

The process of forgiveness takes time and should only be initiated when you feel ready and have had time to grieve the wrong that was done to you. Research suggests that practicing forgiveness can not only strengthen relationships but also reduce toxic feelings of stress and anger and boost happiness and optimism.

## Time Required

Each person will forgive at their own pace. We suggest that you move through the steps below based on what feels helpful for you.

## How to Do It

To start, bring to mind a harm that was done to you that you would like to consider forgiving. Then do your best to complete the following steps:

- 1. Reflect on your experience.** How do you feel about what happened? What about the situation is not OK? Answer these questions in your head as clearly as possible. Then, if you feel comfortable, tell one or two trusted people about your experience.
- 2. Make a commitment to yourself to work towards forgiveness.** If it's helpful, remember that forgiveness is a way for you to feel better.
- 3. Understand that forgiveness does not mean trying to make up with the person who harmed you or excusing their actions.** In forgiveness, you seek the inner peace and understanding that come from blaming other people less.

**4. Try to shift your perspective on what happened.** Notice that any distress in this moment is coming from the hurt feelings, thoughts, and physical upset you are suffering now, which is not the same as the hurt you felt two minutes—or 10 years—ago.

**5. When you feel upset about a past harm, try calming exercises** to soothe your body's stress response. This could mean taking deep breaths, taking a walk outside, or doing a mindfulness practise—do what works best for you.

**6. Remember that while you can hope and work hard for health, love, friendship, and prosperity, some things—like other people's feelings and actions—are not in your control.** Insisting that things go exactly the way you want can cause you to suffer. Instead, it can help to remember that everyone experiences undeserved pain and loss.

**7. Try not to dwell on the hurt you experienced.** Redirect your energy into making positive changes in your life that will help you prioritize your own well-being.

**8. Look for the love, beauty, and kindness around you.** Try to appreciate what you have instead of thinking about what might feel lost. Focusing on your hurt will only give power to the forces behind your pain.

**9. Remind yourself that you made the brave choice to forgive.**

## **8. Letting Go of Anger Through Compassion**

When we are hurt or betrayed by someone, it's understandable to feel angry and view the person in a negative light. However, persistently dwelling on these painful feelings can keep us stuck in a grudge, which is highly stressful and wreaks havoc on our physical and mental health.

One way to loosen the grip of anger and hostility is to change the way we think about the person who hurt us. Research suggests that when people view offenders as fallible human beings who behaved badly but have the potential to change, they experience emotional and physiological benefits, such as increased positive emotions and a more stress-resilient cardiovascular system.

## Why It Works

Instead of just trying to reduce the negative emotions associated with a hurtful event, letting go of anger through compassion helps us replace them with feelings of compassion and forgiveness. It allows us to develop genuine empathy and concern for an offender, while still acknowledging the hurtfulness of the offense and the offender's need for growth or healing. Rather than relying on emotional suppression, which tends to be taxing, compassion can produce a deeper and more lasting shift in perspective. In some cases, this new perspective may help us better support the offender in making positive changes, or—if reconciliation is not possible or desired—help us find the strength to move on with our lives.

## Time Required

5 minutes. You can repeat this exercise each time you find yourself ruminating on an experience when someone hurt you.

## How to Do It

- 1. Find a quiet place to sit.** Relax for two minutes, breathing in and out naturally. During each exhale, focus on the word “one.” Try to keep your arms, legs, and body still if that is calming.
- 2. Think of a time in the past when another person hurt or offended you.**
- 3. For the next two minutes, aim to think of the offender as a human being who behaved badly.** Even if the relationship cannot be restored, try to genuinely wish that this person experiences something positive or healing. Even though it may be hard, focus your thoughts and feelings on giving a gift of mercy or compassion. Try to be aware of the thoughts, feelings, and physical responses you have as you cultivate compassion, kindness, and mercy for this person.

# 9. Mindful Breathing

A way to build resilience to stress, anxiety, and anger.

## Why You Should Try It

Stress, anger, and anxiety can impair not only our health but our judgment and skills of attention. One way to help dealing with these difficult feelings is the practice of “mindfulness,” the ability to pay careful attention to what you're thinking, feeling, and sensing in the present moment without judging those thoughts and feelings as good or bad. Countless studies link mindfulness to better health, lower anxiety, and greater resilience to stress.

But how do you cultivate mindfulness? A basic method is to focus your attention on your own breathing—a practice called, quite simply, “mindful breathing.” After setting aside time to practice mindful breathing, you may find it easier to focus attention on your breath in your daily life—an important skill to help you deal with stress, anxiety, and negative emotions, cool yourself down when your temper flares, and sharpen your skills of concentration.

## Why It Works

Mindfulness gives us distance from our thoughts and feelings, which can help us tolerate and work through unpleasant feelings rather than becoming overwhelmed by them. Mindful breathing in particular is helpful because it gives us an anchor—our breath—on which we can focus when we find ourselves carried away by a stressful thought. Mindful breathing can also help us stay “present” in the moment, rather than being distracted by regrets in the past or worries about the future.

## Time Required

5 minutes daily for at least a week (though evidence suggests that mindfulness increases the more you practice it).

## How to Do It

The most basic way to do mindful breathing is to focus your attention on your breath, the inhale and exhale. You can do this while standing, but ideally, you'll be sitting or even lying in a comfortable position. Your eyes may be open or closed, or you can maintain a soft gaze, with your eyes partially closed but not focusing on anything in particular. It can help to set aside a designated time for this exercise, but it can also help to practice it when you're feeling particularly stressed or anxious. Experts believe a regular practice of mindful breathing can make it easier to survive in difficult situations.

Sometimes, especially when trying to calm yourself in a stressful moment, it might help to start by taking an exaggerated breath: a deep inhale through your nostrils (3 seconds), hold your breath (2 seconds), and a long exhale through your mouth (4 seconds).

Otherwise, observe each breath without trying to adjust it; it may help to focus on the rise and fall of your chest or the sensation through your nostrils. As you do so, you may find that your mind wanders, distracted by thoughts or bodily sensations. That's OK. You can notice that this is happening and try to gently bring your attention back to your breath.

1. Find a relaxed, comfortable position. You could be seated on a chair or on the floor on a cushion. Try to keep your back upright, but not too tight. Hands resting wherever they're comfortable. Tongue on the roof of your mouth or wherever it's comfortable.

2. Notice and invite your body to relax. Let yourself relax and become curious about your body seated here—the sensations it experiences, the touch, the connection with the floor or the chair. Do your best to relax any areas of tightness or tension. Breathe.

3. Tune into the rhythm of your breath. You can feel the natural flow of breath—in, out. You don't need to do anything to your breath. Not long, not short, but natural. Notice where you feel your breath in your body. It might be in your abdomen. It may be in your chest or throat or in your nostrils. See if you can feel the sensations of breath, one breath at a time. When one breath ends, the next breath begins. If you are not able to notice the breath in all areas of the body, that is OK. We are more connected to certain areas of the body than others, at different times of the day.

4. Now as you do this, you might notice that your mind may start to wander. You may start thinking about other things. If this happens, it is not a problem. It's very natural. Try to notice that your mind has wandered. You can say "thinking" or "wandering" in your head softly. And then gently redirect your attention right back to the breathing.

5. Stay here for five to seven minutes. Notice your breath, in silence. From time to time, you'll get lost in thought, then return to your breath.

6. After a few minutes, once again notice your body, your whole body, seated here. Let yourself relax even more deeply and then, if it is available, please offer yourself some appreciation for doing this practice today.

# 10. Finding Silver Linings

Change your view on a negative event — and enjoy less stress.

## Why You Should Try It

We all tend to ruminate on things that have gone wrong in our lives—a mistake we made at work; an evening that didn't go as planned. We might even think about them so often that our lives seem filled with these mishaps and disappointments. Focusing on them too much, however, can cast a pall over our lives and even be associated with depressive thinking.

Looking on the bright side, even when things go wrong is a key component of optimism, which research links to lower rates of depression, a better ability to cope with stress, and more relationship satisfaction, among other benefits. This exercise is designed to help you achieve a healthier balance.

## Why It Works

Looking on the bright side of life in general, or of a bad situation in particular, can increase happiness by boosting your sense of self-worth, motivating you to go after your goals, and enhancing your enjoyment of life. Regularly completing the silver linings exercise can help you get in the habit of recognizing positive aspects of your life and seeing the upside to challenging situations rather than fixating on the downsides. With repeated practice, you may find that it comes more naturally to look on the bright side, even when faced with difficulties in your life.

## Time Required

10 minutes daily for three weeks

## How to Do It

You can do this practice on paper, on a word processor, or on your phone's notes application—whatever works best for you.

1. To start, list five things that make you feel like your life is enjoyable, enriching, or worthwhile at this moment. These things can be as general as “being in good health” or as specific as “drinking a delicious cup of coffee this morning.” The purpose of this first step is to help you get into a positive state of mind about your life in general.
2. Next, think about the most recent time when something didn't go your way, or when you felt frustrated, irritated, or upset.

3. In a few sentences, briefly describe the situation.

4. Then, list three things that can help you see the bright side of this situation. For example, perhaps you missed your bus this morning. Three ways to look on the bright side of this situation might be:

- Even though you missed the bus, you got some good exercise when you were running to catch it.
- You're fortunate to live in a city where there was another bus just 10 minutes later, or where buses run reliably at all.
- Ten years from now, you likely won't remember what happened this morning.

## 11. Goal Visualization

A way to tackle an intimidating task.

### Why You Should Try It

When we face a daunting task, sometimes the hardest part is getting started. To help you overcome that big initial hurdle, this exercise asks you to describe a short-term goal and to visualize the steps you will take to achieve it. In the process, it helps build your confidence that you will be able to reach that goal.

Having confidence in your ability to achieve your goals is a key component of optimism, which research links to greater health and happiness, including lower rates of depression, a better ability to cope with stress, and more relationship satisfaction.

### Why It Works

This exercise makes goals feel attainable and manageable. When you believe that you will be successful at something, it encourages you to work harder toward achieving that goal—and this greater effort increases the chance that you will actually succeed. Plus, the more you succeed, the more confident you will be about future goals.

Remember, though, not to get down on yourself if you don't succeed right away or perform perfectly. With repeated practice, you may feel greater confidence in your ability to achieve important goals in your life, and this can have a significant impact on your general mood, as regularly completing the goal visualization exercise helps you develop a more optimistic mindset.

### Time Required

10 minutes daily for 3 weeks



## How to Do It

1. Identify one goal that you would like to achieve in the next day or two and briefly describe it in writing. Make sure that this goal is realistic and doesn't take up too much time (e.g., "tidy up the hall closet" rather than "clean the entire apartment top to bottom") and something that is important to you (e.g., "spend more time with the kids" rather than "learn about the life cycle of the common fly").

2. To help you visualize how you will go about accomplishing this goal, write down the steps that you will take to get there. These steps might include preparing your space to help you stay motivated and focused, scheduling time for the task, and breaking down the task into small steps.

3. Remind yourself that it's OK if you don't do everything perfectly or complete the entire task.

For example, if your goal is to tidy up the hall closet, these are the steps that you might take to achieve it:

- Schedule one hour tonight that you will devote to cleaning.
- Turn off your cell phone or reduce other distractions.
- Put on some comfortable clothes.
- Turn on some upbeat music if that helps you.
- Subtasks:
  - Take everything out of the closet.
  - Sweep the floor.
  - Dust the shelves.
  - Get rid of stuff that you don't need anymore.
  - Sort the things that you want to keep into boxes.
  - Put the boxes back in the closet.

# 12. Overcoming a Fear

To reduce stress, try facing your fears head-on.

## Why You Should Try It

Some types of fear—like the fear that stops you from running into a busy street—are useful and necessary. But other types of fear are less rational and more likely to hold you back in life. Fear of public speaking, fear of flying, fear of heights—these are some of the more common ones.

To cope, you may avoid the situations that elicit these fears, or you may try, often unsuccessfully, to counter your fear with reason—for example, by reminding yourself of the very low likelihood of a plane crash.

Research suggests that a more effective way to combat fear is to do the thing you least want to do—face your fear head-on—but do it one step at a time, in a healthy and safe way. This strategy can help retrain your brain to develop a more positive association with whatever has been triggering your fear. Confronting your fears head-on can also increase your self-confidence and show you that you're capable of doing what might once have seemed impossible. Whereas acting based on fear limits you, facing your fears can be liberating and transformative.

## Why It Works

Fear may be natural, but it's not always helpful. Sometimes our brains mistakenly learn to send fear signals even when there is no real danger, perhaps based on one or two bad experiences. Gradually and repeatedly exposing ourselves to the activities we fear most can help teach our brains that these activities are not in fact dangerous—and may be very rewarding.

## How to Do It

*Note: The following guidelines are geared toward addressing mild, everyday fears. Fears related to serious mental illnesses such as post-traumatic stress disorder, obsessive-compulsive disorder, and social anxiety disorder should be addressed with the help of a mental health professional.*

Sometimes one or two scary experiences can cause us to fear things that we don't rationally need to fear; some fears aren't based on firsthand experience at all. Either way, overcoming these fears often requires that we develop a more positive—or at least less negative—association with the thing that we fear. Here's how:

1. Start with small doses. The first step is to expose yourself to small doses of the fear-inducing activity in a safe context. For example, if public speaking makes you nervous, you could start by seeking out a low-pressure speaking opportunity with a small, supportive audience, in a setting where you don't have to worry about being perfectly articulate—perhaps giving a toast at a friend's birthday party. Or if you'd like to learn to rock climb but are afraid of heights, you could start by spending time observing and assisting other climbers.

2. Repeat the activity until you start to feel the fear dissipate. Over time, repeated exposure to a safe, non-harmful version of whatever made you afraid can reduce the negative association and replace it with a neutral or positive association. For example, repeatedly seeing other people climb without falling may begin to overwrite your negative association with heights. And the more you fly and land safely, the less dangerous flying is likely to feel.

3. Gradually increase the challenge. After you begin to feel more comfortable with small doses, try taking it up a notch. For example, you could go from watching others climb to climbing a short distance yourself. Or you could volunteer to present the results of a team project to coworkers or fellow students. From here, you can continue to incrementally ratchet up the challenge until you reach your goal, whether that's to scale Mt. Everest, give a talk in front of hundreds of people, or fly to a new continent.

Your fear may never be fully extinguished, but hopefully it will hold less power over you and not prevent you from achieving important goals and enjoying your life. In the words of Mark Twain, "Courage is not the absence of fear. It is acting in spite of it."

# 13. Self-Compassion Break

A healthier way to deal with stressful situations.

## Why You Should Try It

Difficult situations become even harder when we beat ourselves up over them, interpreting them as a sign that we're less capable or worthy than other people. In fact, we often judge ourselves more harshly than we judge others, especially when we make a mistake or feel stressed out. That can make us feel isolated, unhappy, and even more stressed; it may even make us try to feel better about ourselves by denigrating other people.

Rather than harsh self-criticism, a healthier response is to treat yourself with compassion and understanding. According to psychologist Kristin Neff, this "self-compassion" has three main components: mindfulness, a feeling of common humanity, and self-kindness. This exercise walks you through all three of those components when you're going through a stressful experience. Research suggests that people who treat themselves with compassion rather than criticism in difficult times experience greater physical and mental health.

## Why It Works

The three elements in this practice—mindfulness, common humanity, and self-kindness—all play important roles in increasing self-compassion. Mindfulness allows people to step back and recognize that they are experiencing suffering, without judging suffering as something bad that they should try to avoid. Sometimes people fail to notice when they are in pain or deny that they are suffering because it brings up feelings of weakness or defeat. Common humanity reminds people of their connection with other people—all of whom suffer at some point in their lives—and eases feelings of loneliness and isolation. Self-kindness is an active expression of caring toward the self that can help people clarify their intentions for how they want to treat themselves.

Going through these steps in response to a stressful experience can help people replace their self-critical voice with a more compassionate one, one that comforts and reassures rather than berating them for shortcomings. That makes it easier to work through stress and reach a place of calm, acceptance, and happiness.

## Time Required

5 minutes. While it may be challenging to do this practice every time you face a stressful situation, an initial goal could be to try it at least once per week.

## How to Do It

1. Think of a situation in your life that is difficult and is causing you stress. For this practice, especially if you are new to it, it's better to choose something that is moderately difficult in your life, rather than overwhelming.
2. Call the situation to mind and get in touch with what happened or what you think might happen.
3. Now say to yourself, "This is a moment of suffering." This acknowledgment is a form of mindfulness—of noticing what is going on for you emotionally in the present moment, without judging that experience as good or bad. You can also say to yourself, "These hurts" or "This is stress." Use whatever statement feels most natural to you.
4. Next, say to yourself, "Suffering is a part of life." This is a recognition of your common humanity with others—that all people have trying experiences, and these experiences give you something in common with the rest of humanity rather than mark you as abnormal or deficient. Other options for this statement include "Other people feel this way," "I'm not alone," or "We all struggle in our lives."
5. Now, put your hands over your heart, feel the warmth of your hands and the gentle touch on your chest, and say, "May I be kind to myself." You can also consider whether there is another specific phrase that would speak to you in that particular situation. Some examples: "May I give myself the compassion that I need," "May I accept myself as I am," "May I learn to accept myself as I am," "May I forgive myself," "May I be strong," and "May I be patient."

This practice can be used any time of day or night. If you practice it in moments of relative calm, it might become easier for you to experience the three parts of self-compassion—mindfulness, common humanity, and self-kindness—when you need them most.

## 14. Self-Compassionate Letter

Self-compassion reduces painful feelings of shame and self-criticism that can compromise mental health and well-being and stand in the way of personal growth. Writing in a self-compassionate way can help you replace your self-critical voice with a more compassionate one—one that comforts and reassures you rather than berating you for your shortcomings. It takes time and practice, but the more you write in this way, the more familiar and natural the compassionate voice will feel, and the easier it will be to remember to treat yourself kindly when you're feeling down on yourself.

## **Time Required**

5–15 minutes per day. Try to do this practice daily for a week to start. Later, you might try it once per week, or at least once per month—whatever works best for you.

## **How to Do It**

First, think of something about yourself that makes you feel mildly ashamed, insecure, or not good enough. It could be something related to your personality, behaviour, abilities, relationships, or any other part of your life.

Once you choose something, reflect on how it makes you feel. Sad? Embarrassed? Angry? The next step is to write a letter from yourself, to yourself, expressing compassion, understanding, and acceptance for this part of yourself that you struggle with.

As you express your thoughts and feelings in the letter, try to be good to yourself and be as honest as possible. Write whatever comes to you but try to write in a way that makes you feel nurtured and soothed. Keep in mind that only you will see your letter and there is no “right” or “wrong” way of doing this exercise. You can spend anywhere from 5 to 15 minutes writing.

## **As you write this letter, follow these guidelines:**

1. Imagine that there is someone who loves and accepts you unconditionally for who you are. What would that person say to you about this part of yourself? Think about what you would say to a friend in your position, or what a friend would say to you in this situation.
2. Remind yourself that everyone has things about themselves that they don't like, and that nobody is perfect. Think about how many other people in the world might be struggling with the same thing that you're struggling with.
3. Consider the ways in which events that have happened in your life, the family environment you grew up in, or even your genetic makeup may have contributed to this thing about yourself that you dislike.
4. In a compassionate way, ask yourself whether there are things that you could do to improve or better cope with this part of you. Focus on how positive changes could make you feel happier, healthier, or more fulfilled. Try to avoid judging yourself.
5. After writing the letter, put it out of sight for a little while. Then come back to it later and read it again. It may be especially helpful to read it whenever you're feeling bad about this part of yourself, as a reminder to be more self-compassionate.

# 15. Dealing with Criticism

Hearing criticism is a challenge for most of us, but for the highly sensitive person (HSP), it can be especially distressing and downright devastating. HSPs tend to have more intense reactions to criticism than their non-sensitive counterparts, and as a result will often employ certain tactics to avoid criticism, such as people-pleasing, criticizing themselves first (before the other person has a chance to), and avoiding the source of the criticism altogether.

Criticism can cut deep, but it doesn't have to be crippling. If you are a highly sensitive person and struggle with criticism, here are some strategies that are aimed to help you move and grow through these experiences more gracefully.

The difference between constructive and destructive criticism is the way in which the comments are delivered. Constructive criticism points out faults and includes advice or suggestions on how they can be corrected (Always check your blind spot before changing lanes.). Destructive criticism seeks to tear down or directly attack the person and does not include practical advice for improvement (You're doing it all wrong.).

## **Don't respond immediately**

Our first instinct when faced with criticism is to get defensive. Even when the criticism is intended to be helpful, it can feel like rejection which triggers our natural flight or fight response. But when we fire back immediately from a place of intense emotion, we often say things we regret later. As best you can, resist the urge to respond right away. Take a step back from the situation and think about how you're going to process it. Wait until you're in a calmer, clearer space before you say anything.

## **Avoid black-and-white thinking**

Many HSPs struggle with black-and-white thinking meaning that they see themselves as a huge success one moment and a complete failure the next, based on their most recent accomplishment or failure. This type of thinking prevents people from seeing themselves as a cohesive, realistic whole comprised of BOTH positive and negative traits. Stay present and give your thoughts a reality check. Once you've identified an extreme thought, ask yourself: "Where is the evidence that I'm the worst employee on the entire planet?"

## **Ask questions**

It can be easy to misinterpret even the slightest amount of negative criticism. Ask follow-up questions to make sure you fully understand what is being said to you. This is especially important if the criticism isn't particularly clear. One way to determine if you're interpreting feedback correctly is to paraphrase the message you've heard and communicate it back to the other person, asking: "Am I understanding this correctly?"

## **Look for the nugget of truth**

It is said that there is a kernel of truth in every criticism. At the very least, a person's criticism carries the truth of how that one person sees you. Allowing yourself to be open-minded to what you hear doesn't mean you have to believe it or act upon it, but if you can find something to grow from, then, by all means do it! Other people in our lives often act as mirrors to reflect to us the things we cannot see for ourselves. Find a way to use this as a learning experience to improve yourself.

## **Separate feelings from facts**

Don't believe everything you feel! Feelings are not facts; feelings are feelings. They do not always objectively represent what is taking place around you. When HSPs hear criticism, it often triggers deep feelings of shame, embarrassment, frustration, anger, inadequacy, hopelessness, etc., making it difficult for them to perceive the whole picture, instead narrowing in on those aspects of the situation that are most upsetting. Ask yourself if your feelings are based on present reality, on past experiences, or on fears you have about the future.

## **Do something nice for yourself**

Being open to criticism can be wounding for highly sensitive people, and it's not uncommon for their egos to feel bruised following a critique session. It's important for HSPs to engage in good self-care following these experiences and do what they can to self-soothe/comfort themselves with something pleasurable: funny movie, a long bubble bath, a good book, a favourite treat. Being warm and kind to yourself when the going gets rough will make a big difference in helping you achieve more balance and greater peace of mind.



# 16. Gratitude Activities

The practice of gratitude is one of the most time-tested and proven methods for enhancing resilience. One study published in the Clinical Psychology Review confirmed the benefits of habitually focusing on and appreciating the positive aspects of life on resilience and wellbeing. (Wood, et. al, 2010). Researchers Robert Emmons and Mike McCullough found that people who kept gratitude journals experienced improved wellbeing (2003).

Select from the following:

- Every day for the next week, write down 3-5 things each day that you are grateful for.
- Start a gratitude blog/group text with friends.
- Write a letter of gratitude to people who are special to you.
- Tell people you see every day what you appreciate about them.

Letter of gratitude



[bit.ly/VR4skills12](https://bit.ly/VR4skills12)

# 17. Three Good Things Activity

According to Fredrickson's broaden-and-build theory (2001), positive emotions can help broaden your momentary thoughts, actions, and attention to your surroundings. One example of this is to foster positive thoughts and emotions, as says Barbara Fredrickson, PhD, the author of Positivity (2009):

*In our research program, we found that the daily repertoire of emotions of people who are highly resilient is remarkably different from those who are not.*

- Consider ending your day by reflecting on and writing down 3 good things that happened today.
- Be intentional about reflecting on the experiences, noting how you felt, and what was the best thing about the experience.

## 18. Design a Flow Activity

“Flow” is the term used by researchers for optimal states of consciousness, those peak moments of total absorption in an activity (Csikszentmihalyi, 1997).

Research across various domains has shown the positive impact of experiencing a flow state on resilience.

Seek out a new flow experience that optimally engages your attention and leaves you with a sense of accomplishing a goal. As you explore new flow activities, consider the following criteria:

- A task requiring skill and concentration,
- Involves intense focus,
- Is goal-directed,
- Provides ongoing feedback,
- Can feel both challenging yet effortless,
- You feel in control,
- You lose track of time.

Flow experience



[bit.ly/VR4skills13](https://bit.ly/VR4skills13)

## 19. Find Some Funny Activity

Laughter has been found to boost resilience. A study evaluating humour induced positive psychology interventions identified the benefits of incorporating daily humour activities to induce laughter reduced depression and increased joy for participants, even months later (Wellenzohn, et al., 2016).

## Positive psychology interventions



[bit.ly/VR4skills14](https://bit.ly/VR4skills14)

Spend 10 minutes each day for 7 days on the following exercise:

1. Write down the three of the funniest things you have experienced, seen, or heard that day. Provide detail and note how they made you feel. If you can't think of anything, do an online search for funny stories or anecdotes. Social media can be a good source for funny material.
2. Write down why you found it funny. The more specific you are, the more effective the exercise will be.
3. Write these three funny things at the end of your day. Doing so will foster a new habit and may help you absorb the emotion more as you are going to sleep.

## Habit



[bit.ly/VR4skills15](https://bit.ly/VR4skills15)

## 20. Thought Stopping Activity

Cognitive reframing can be a helpful technique to adjust maladaptive thinking and improve resilience. Recognize when you have a negative or unhelpful thought when you are interpreting an event. When you have the unhelpful, re-direct quickly. STOP and interrupt the thought pattern by following literal techniques:

1. Picture or draw a big red stop sign or red flashing light.
2. Immediately say “STOP” to yourself.
3. Re-direct to a healthier thought immediately.

## CONCLUSIONS

In conclusion, this guidebook has provided a structured approach to cultivating personal agility and resilience, essential competencies in today's ever-changing environment. The step-by-step techniques outlined are intended to serve as a practical framework for personal development.

The focus on agility and resilience is grounded in the understanding that adaptability and the capacity to recover from setbacks are not innate traits but skills that can be developed and honed over time. By actively engaging with the strategies detailed in the previous chapters—from embracing uncertainty to fostering a mindset geared towards continuous learning—you lay the foundation for sustained personal and professional growth.

As you move forward, we emphasize the importance of implementing these techniques in a disciplined manner. Regular self-assessment, setting achievable goals, seeking feedback, and adapting strategies in response to changing circumstances will be integral to your growth.

Remember, personal agility is not a destination but a continuous process of learning and adaptation. The principles and practices you have acquired here should be integrated into your daily routine, revisited, and refined as you progress.

We invite you to keep this guidebook as a reference in your ongoing development journey. Let it be a resource you turn to as you navigate the complexities of the modern world, driving your growth and enabling you to respond with agility and resilience to whatever challenges you may face.

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**Activity 1.2.6:**

# **Personal Action Plan – structure**





By completing Activity 6, you will have a structured personal action plan that serves as a roadmap for enhancing your professional agility and resilience. Following this plan will help you navigate workplace challenges with greater ease and confidence.

### **Objective(s):**

To guide trainees in developing a detailed personal action plan that outlines specific actions, timelines, and measurable objectives to enhance their personal agility and resilience in the workplace.

**Estimated Time: 30'**

## **Action Plan**

**Read the Trainer's Instructions** how to prepare the Personal action plan. Pay attention to the structure suggested by the trainer for drafting your action plan.

### **Prepare your Personal Action Plan**

- Use the provided Template for Personal Action Plan
  - Instructions for filling out the form
1. **Identify Areas for Development:** Reflect on your current ability to adapt and be resilient. Identify key areas where you would like to improve.
  2. **Define Specific Actions/activities:** Clearly state what actions/activities you will take to enhance your agility and resilience. These should be practical steps that you can start implementing immediately or in the near future.
  3. **Set Timelines:** For each action, set a realistic timeline. This will help you stay on track and measure your progress.
  4. **Establish Measurable Objectives:** Determine how you will measure the success of each action. This could include feedback from peers, self-assessment, or specific performance indicators.
  5. **Finalize Your Plan:** Once you have filled out the template and are satisfied with your action plan, review it to ensure all sections are complete and your objectives are clear.



# **Personal Action Plan - Instructions**

# Introduction

In today's rapidly changing work environment, it's crucial for individuals to develop the skills of adaptability and resilience. A Personal Action Plan is a tool that helps you systematically and purposefully build upon these abilities. This document guides you through the process of identifying areas for development, defining specific actions, setting time frames, and measurable goals that will assist in achieving your professional aspirations.

# Objective

The purpose of this Personal Action Plan is to serve as a strategic blueprint for trainees to enhance their agility and resilience within a professional setting. This plan is a commitment to self-improvement and growth, ensuring that each trainee can adapt to change, overcome challenges and thrive in their career.



# 1. IDENTIFY AREAS FOR DEVELOPMENT

Begin by reflecting on your current ability to agility at work and resilient. Honestly assess your capabilities and identify key areas where you would like to improve. This step may involve self-reflection, feedback from colleagues or trainer in the study process within Unit 1.2 and also could be based on past experiences or challenges in the workplace.

To assist you in reflecting on what your strengths are and where there are opportunities, you can fill out Table 1, where in the first column you write down your identified strengths and potential, and in the second column, you list those areas where there are still opportunities for improvement. This column should serve as a basis for carrying out the subsequent steps of preparing a Personal Action Plan to improve your agility and resilience in the workplace.

You can also use the results of self-evaluation questionnaires, pre and post, where you have also identified areas where you have fulfilled yourself and where there are still opportunities for improvement.

Table 1: Strengths and areas for improvement

| Strengths | Areas for improvement |
|-----------|-----------------------|
|           |                       |

## 2. DEFINE SPECIFIC ACTIONS/ACTIVITIES

Once you have identified areas for improvement, specify the actions and activities you will take to enhance your agility at work and resilience. The action/activity should be practical and feasible, something you can start implementing immediately or in the near future. For instance, if you wish to enhance your agility in new situations, an action might include regular participation in workshops or seminars that encourage innovative thinking. Ensure actions are realistic and actionable.

Describe each activity with enough detail so someone else understands your plan.

Incorporate Resources:

Identify any resources or support you might need.

## 3. SETTING TIMELINE

For each action, set a realistic timeline. Timelines help you stay on track and measure progress. They can be short-term (such as one week or a month) or long-term (such as six months or a year), depending on the nature of the action.

Establish deadlines for each action step.

Use a calendar to mark milestones.

Stay Flexible:

Allow for adjustments if circumstances change.

Regular Review:

Set periodic reviews to track progress.

## 4. Creating Measurable Goals

Determine how you will measure the success of each action. This could be through feedback from colleagues, self-assessment, or specific performance indicators. Measurable goals allow you to objectively assess how well you are progressing towards your targets. Be as quantitative as possible.

# 5. FINALIZING YOUR PLAN

Once you fill out the template and are satisfied with your action plan, take the time to review to ensure that all sections are complete and your goals are clear. Your plan should be clear, structured, and specific so that you can monitor your progress and make necessary adjustments as you face new challenges.

## CONCLUSION

Your Personal Action Plan is a living document that charts your path to increased agility and resilience. By following these steps, you will set yourself up for success in an ever-changing work environment. Remember, the journey of a thousand miles begins with a single step. Let this plan be your first step towards a more agile and resilient future.



**THE ONLY LIMIT TO OUR REALIZATION OF TOMORROW WILL BE OUR DOUBTS OF TODAY.**

*Franklin D. Roosevelt*

| Personal Action Plan for Agility and Resilience |          |            |          |       |
|---|----------|------------|----------|-------|
| Areas for improvement (target)                  | Activity | Start date | End date | Goals |
|   |          |            |          |       |
|   |          |            |          |       |
|   |          |            |          |       |
|   |          |            |          |       |



**Task: Self-assessment**

# **Self-assessment**

Fill out the initial self-assessment questionnaires again and, based on all previously performed activities, prepare individual feedback in the form of a reflection, which they submit in Moodle.

Once again fill out the self-assessment test and record the results.

- How learning agile are you?
- Resilience Self-Assessment

Compare your results with the results you got at the beginning in activity 1 and find out in which areas you have improved. Then you approach the second part of the activity, which is the preparation of self-reflection. In the following, we give you detailed instructions on how to prepare and submit the self-reflection.

## Self-reflection

Self-reflection is a great way to reflect on your learning experiences, the realization of learning objectives and think critically about what you have learned. The goal of reflection is not only to discuss what you have learned, but also to convey personal experiences and key findings that will serve as a basis for improvement.

In the following, we list the questions that should guide you in the the preparation of the self-reflection:

1. What did I learn in activity?
2. What were the three biggest challenges for me?
3. What parts were the hardest and why were they hard for me?
4. What are the skills in the field of resilience and agile work where you would still need additional knowledge?
5. What did I learn about myself?

Gather your thoughts and write them down in a word document that addresses the provided questions.





## How learning agile are you? Quick quiz.

| How well do these statements describe you?   | Agree | Disagree | Strongly disagree |
|--|-------|----------|-------------------|
| It's important that I attend to every detail.                                      | 3     | 2        | 1                 |
| I accept nothing less than perfection.   | 3     | 2        | 1                 |
| The work isn't finished until every detail has been worked out with due diligence. | 3     | 2        | 1                 |
| Rules are NOT meant to be broken.  | 3     | 2        | 1                 |
| I work best when my goal and solutions are clear.                                  | 3     | 2        | 1                 |
| Stability and clarity are key to a successful career.                              | 3     | 2        | 1                 |
| Flexibility leads to mistakes.   | 3     | 2        | 1                 |
| I always try to achieve certainty so that work is done correctly.                  | 3     | 2        | 1                 |
| My decisions without full information are bad for the company.                     | 3     | 2        | 1                 |
| It's important to achieve a stable and reliable work environment.                  | 3     | 2        | 1                 |
| Add up your score:   |       |          |                   |
| TOTAL  |       |          |                   |

## Understanding your scores

This quiz is designed to help you reflect on how much your behaviours help or hinder your learning agility. To learn developing learning agility in your organisation, talk to us: [insightsapac@kornferry.com](mailto:insightsapac@kornferry.com).

### 10-20 Points

Your pattern of scores indicates a predisposition toward "learning=agility," especially change and mental agility. The ability to deal with uncertainty and change, while having the capacity to tolerate a lack of details, is a hallmark of the agile approach to work.

### 21-30 Points

Your pattern of scores indicates a predisposition toward diligence and dutifulness. Detail orientation and a need for certainty are hallmarks of a strong contributing employee, but they can impede promotion and are in many ways the opposite of the agile approach to work.

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## Resilience Self-Assessment

Resilience is the ability to bounce back from difficulty, to navigate difficult challenges with awareness, intention, and skill. Resilience develops naturally through connections to others, balanced selfcare, and an open and engaged mind. This assessment was created by A.C. Weis in March 2010. On a scale from one (1), meaning Never or Rarely to four (4) meaning Always, please answer the following 13 questions based on yourself and your relationships:

|  | Never or Rarely |   | Always |   |
|--|-----------------|---|--------|---|
| <p style="text-align: center;"><b>Connections</b></p> <p>I am close to at least one person, whom I trust and will seek for support.</p>  | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Benefiting Others</b></p> <p>I contribute to the wellbeing of others.</p>  | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Physical SelfCare</b></p> <p>I exercise aerobically three or more days a week, sleep enough to have energy throughout the day, spend at least an hour a day outdoors, and eat a balanced, moderate, and wholesome diet including five or more servings of fruits and vegetables a day.</p>           | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Stress Reduction Practice</b></p> <p>Four or more days a week, I participate in at least one practice to quiet my mind and body. (Examples: deep breathing, time in nature, playing a musical instrument, yoga, meditation, prayer, journaling, tai chi, qigong, progressive muscle relaxation).</p> | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Flexible Thinking</b></p> <p>When I am going through a difficult time, I consider multiple perspectives and options.</p>   | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Selfconfidence</b></p> <p>I trust myself, my intuition, and my abilities.</p>  | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Openness to Experience</b></p> <p>I seek and enjoy new and unfamiliar experiences.</p>   | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Workability</b></p> <p>I approach every challenge as though I can work through it somehow.</p>   | 1               | 2 | 3      | 4 |



|   | Never or Rarely |   | Always |   |
|---|-----------------|---|--------|---|
| <p style="text-align: center;"><b>Awareness</b></p> <p>I notice the world around me and I can often anticipate opportunities and challenges because of what I notice.</p>   | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Experience Facing Big Challenges</b></p> <p>I have faced difficult challenges before and have found healthy and adaptive ways to work through them.</p>   | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Willingness</b></p> <p>When challenges arise, I face them and I do not deny them, ignore them, or use alcohol or other drugs to avoid or cope with them.</p>  | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Engagement</b></p> <p>I engage in one or more activities that focus my attention and efforts and that deeply satisfy me.</p>  | 1               | 2 | 3      | 4 |
| <p style="text-align: center;"><b>Big Picture</b></p> <p>I keep perspective on my challenges by considering the bigger picture. (Examples: Looking beyond my challenges to consider my strengths, supports, resources, opportunities, and privilege. Considering my challenges in the context of challenges that others face. Considering the humor in life's challenges and absurdities. Looking for what I can learn from past challenges.)</p> | 1               | 2 | 3      | 4 |
| <b>Total Sum of your Score:</b>   |                 |   |        |   |



| Score               | Assessment   |
|---------------------|--|
| 36 or higher        | You are likely to view yourself as resilient, and if your view is accurate, you are likely to thrive in the face of challenges and could serve as a strong support and role-model for others.  |
| 27 – 35             | You are likely to view yourself as having typical resilience, and you will likely do find with most challenges. Unless you are selling yourself short on your assessment, you have some room for enhancing your resilience.  |
| 26 or lower         | You are likely to view yourself as not very resilient. You have ample room for enhancing your resilience. Lower scores are common among people who have had few challenges early in life or have been overwhelmed by challenges early in life. History is not destiny. |
| Weis, A. C. (2010). |  |

**Think about it:**

Reflect on the score you received and write out your thoughts. Here are some questions to guide you:

What facets of resilience contributed to your score?

.....

.....

.....

.....

What are ways you can increase your resilience or bounce back from stressful situations?

.....

.....

.....

.....



An abstract illustration of a woman with long, flowing black hair, wearing a white t-shirt and black high-heeled shoes. She is depicted in a dynamic, almost dancing pose with her arms raised and one leg extended. The background is a light beige color, overlaid with various geometric shapes and patterns. There are large, semi-transparent circles in shades of red, orange, and pink. Smaller circles in blue, black, and red are scattered throughout. Lines of various colors (black, red, orange) and shapes (triangles, squares) are also present, creating a sense of movement and complexity. The overall style is modern and artistic.

# **Collaboration and Mental/Cognitive skills**

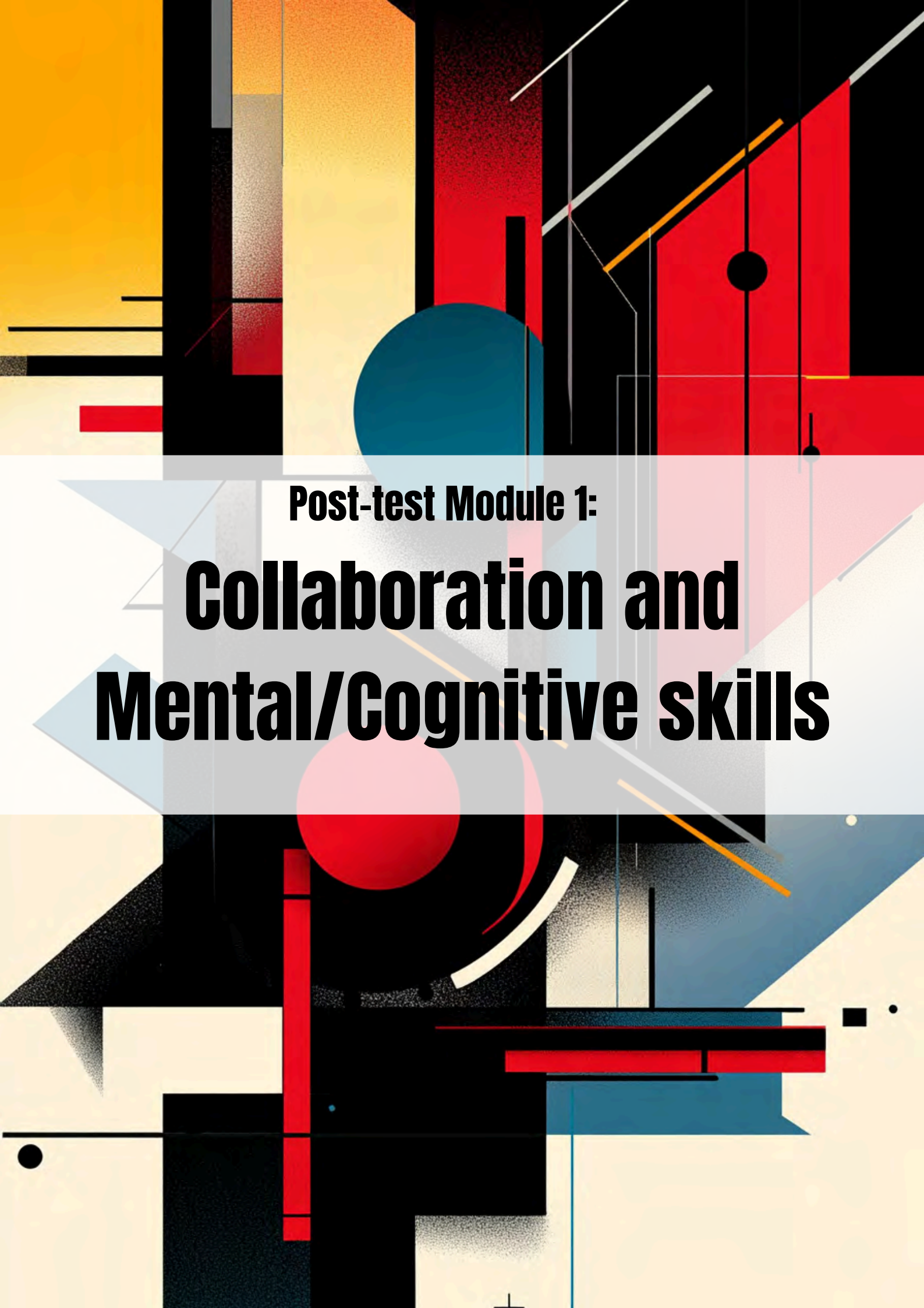
After completing this unit, you will be able to understand the relationship between cognitive skills and mental well-being; assess your perceived stress levels, cognitive skills and mental well-being and develop your cognitive skills in relation to your well-being, now and in the future.

### In this unit, you will:



- Measure your stress levels in order to avoid a burnout
- Revise your cognitive skills and see how they affect your mental well-being





**Post-test Module 1:**

# **Collaboration and Mental/Cognitive skills**



### 1. What prompted Ramona Hacker to actively start working on her emotional intelligence?

Default scoring: 1

1. Her interest in psychology
2. **A personal experience of burnout**
3. A recommendation from a friend
4. A sudden realization about her family background

### 2. Which of the following statements correctly reflect the essential role of personal agility at work?

Default scoring: 1

1. **Personal agility involves continuous learning and the willingness to change**
2. Personal agility is about sticking strictly to established processes and rejecting changes
3. Personal agility is focused on prioritizing individual tasks over collaborative team efforts

### 3. Which three aspects should you consider when applying the principles of personal agility in order to improve your role as a student advisor?

Default scoring: 1

1. Maintaining a fixed schedule that cannot accommodate last-minute student concerns
2. **Reflecting on student interactions to identify opportunities for improving the counseling experience**
3. Focusing solely on traditional advising methods without considering individual student needs

### 4. Which of the following are considered core postulates of personal agility?

Default scoring: 1

1. **Embracing change as an opportunity for growth**
2. Focusing on past successes to maintain the status quo
3. Relying solely on traditional methods to solve problems

### 5. Which characteristics of personal agility are most relevant for a student advisor?

Default scoring: 1

1. Ability to provide consistent advice regardless of the student's unique situation
2. **Capability to adapt advising strategies to meet diverse student needs**
3. Rigid adherence to one-size-fits-all counseling methods



## 6. What are the benefits of individual resilience in the workplace?

Default scoring: 1

1. It can encourage a fixed mindset where challenges are avoided
2. **It promotes the development of a growth mindset that values learning from setbacks**
3. It helps in recognizing the value of sticking to old ways when faced with challenges

## 7. Which actions would demonstrate resilience in a workplace setting?

Default scoring: 1

1. Avoiding tasks that carry a risk of failure to maintain a record of success
2. **Viewing challenges as learning opportunities and not as barriers**
3. Giving up after a failed attempt without seeking alternative solutions

## 8. What outcomes can individuals expect from cultivating resilience?

Default scoring: 1

1. A decrease in professional growth due to a focus on past failures
2. A tendency to isolate from others when encountering workplace adversity
3. **Enhanced problem-solving skills when dealing with unexpected workplace changes**

## 9. Which of the following components are essential for creating an effective action plan to enhance personal agility and resilience?

Default scoring: 1

1. Specifying goals that are vague and non-measurable
2. **Outlining clear, measurable objectives for personal development**
3. Including actions that are irrelevant to personal growth

## 10. Which answer represents different categories of cognitive skills best?

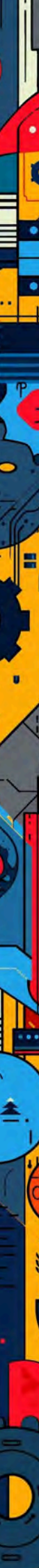
Default scoring: 1

1. Reasoning, memory, attention and brain games
2. Reasoning, memory, attention and mindset
3. **Reasoning, memory, attention and auditory and visual processing**

## 11. What would be the next group of letters in the following series?

Default scoring: 1

1. vkmc
2. **vkna**
3. akna



**12. What are the best ways to improve your cognitive abilities?**

Default scoring: 1

1. **Engage in physical activity, reduce stress, get good quality sleep and play brain games**
2. Engage in physical activity, sleep shorter, play brain games and reduce stress
3. Engage in physical activity, reduce stress, play brain games and eat unhealthy but tasteful food

**13. If there are 32 students in the classroom and 12.5% of them own at least one pet, how many students do not own any pets?**

Default scoring: 1

- 1.4
- 2.24
- 3.28

**14. Verbal reasoning is one ability that falls under the range of cognitive skills. It refers to...**

Default scoring: 1

1. The ability to find your reason and to express it
2. **The ability to understand concepts and work through problems and ideas**
3. The ability to speak French

**15. Improving your cognitive skills could lead to an improvement in mental well-being.**

Default scoring: 1

1. **Prawda**
2. Fałsz

**16. We are limited to the cognitive skills that we are born with.**

Default scoring: 1

1. Prawda
2. **Fałsz**

**17. According to Ramona Hacker, why is it essential to differentiate between emotional intelligence and being very emotional?**

Default scoring: 1

1. Very emotional people lack empathy
2. Emotional people are always emotionally intelligent
3. Emotional intelligence is solely about expressing strong feelings
4. **Emotional intelligence involves managing emotions**



**18. How does Ramona Hacker suggest implementing emotional education in schools?**

Default scoring: 1

1. **Incorporating emotional case studies in lessons**
2. Introducing new sports programs
3. Focusing on academic subjects only
4. Encouraging silent reflection exercises

**19. The six-step guide to improve emotional intelligence are:**

Default scoring: 1

1. Express Your Emotions, Separate Emotions, Accept and Appreciate Emotions, Reflect on Emotions and Their Origin, Handle Your Own Emotions and Handle the Emotions of Others
2. Express Your Emotions, Separate Emotions, Accept and Appreciate Emotions, Reflect on Emotions and Their Origin, Handle Your Own Emotions and Cancel the Emotions of Others
3. **Acknowledge Your Emotions, Differentiate and Analyze Emotions, Accept and Appreciate Emotions, Reflect on Emotions and Their Origin, Handle Your Own Emotions and Handle the Emotions of Others**
4. Acknowledge Your Emotions, Differentiate and Analyze Emotions, Accept and Appreciate Emotions, Reflect on Emotions and Their Origin, Let Your Own Emotions flow and Cancel the Emotions of Others

**20. According to the speaker, what lesson does the story of Phineas Gage teach us about social intelligence?**

Default scoring: 1

1. Social intelligence is solely based on knowledge
2. **Social intelligence involves the ability to execute social rules**
3. Social intelligence is unaffected by emotional experiences
4. Social intelligence relies on memorizing social cues

**21. In the experiment involving couples discussing contentious issues, what was the observed correlation between reversal learning ability and the quality of the discussion?**

Default scoring: 1

1. Couples with better reversal learning argued more intensely
2. **Couples with better reversal learning displayed calmer and more constructive discussions**
3. Couples with better reversal learning tended to avoid discussing contentious issues
4. Couples with better reversal learning showed no significant difference in their discussions



**22. How did the experiment involving the group discussion and the saboteur reveal the importance of both knowledge and the ability to act on that knowledge?**

Default scoring: 1

1. Participants with higher IQs were always successful saboteurs
2. Participants with better reversal learning were more likely to be detected as saboteurs
3. **Participants with higher IQs used their intelligence to avoid suspicion effectively**
4. Participants with poor reversal learning became better saboteurs over time

**23. What are Goleman's 5 components of emotional intelligence?**

Default scoring: 1

1. **Self-awareness, Self-regulation, Motivation, Empathy and Social skills**
2. Self-awareness, Self-esteem, Motivation, Empathy and Social skills
3. Self-awareness, Self-esteem, Self-care, Self-control and Self-discipline
4. Self-awareness, Self-regulation, Motivation, Empathy and Social awareness

**24. Emotional Intelligences is an ability to recognize the meanings of emotions and their relationships and to reason and problem-solve on the basis of them.**

Default scoring: 1

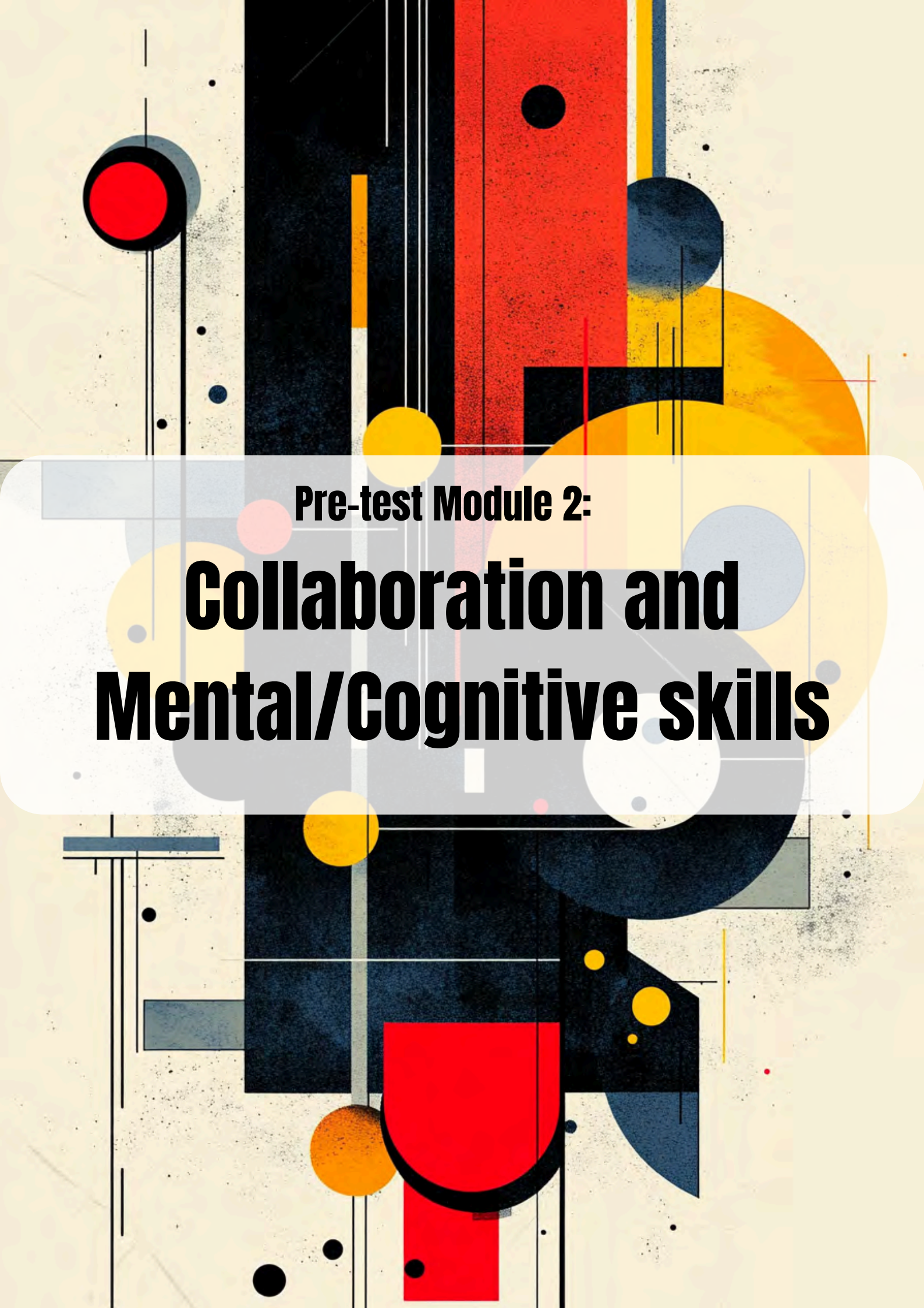
1. **Prawda**
2. Fałsz



The background features a complex abstract design. A large red-to-orange gradient circle is positioned in the upper right. A solid black circle is on the left. A semi-transparent grey circle is centered behind the text. The design is composed of various geometric elements: vertical and horizontal black lines, some thin and some thick; a grid of small black dots; and areas of black and grey stippling or halftone patterns. The overall aesthetic is modern and digital.

**Module 2**

# **Digital Skills**



**Pre-test Module 2:**

# **Collaboration and Mental/Cognitive skills**

**1. What is the maximum number of participants that can join a Microsoft Teams meeting?**

Default scoring: 1

1. 250
2. **300**
3. 500
4. 1000

**2. You buy a new notebook on which you want to edit videos. Which of the proposed memory storage parameters will be the best?**

Default scoring: 1

1. RAM: 4GB, HDD: 120GB
2. **RAM: 32GB, HDD: 250 GB**
3. RAM: 8GB, HDD: 1TB (1000GB)

**3. What is Microsoft OneDrive primarily used for?**

Default scoring: 1

1. Instant messaging
2. **Cloud storage**
3. Project management

**4. How can you share files with team members in MS Teams?**

Default scoring: 1

1. By attaching them in an email
2. **By uploading them to the relevant channel's Files tab**
3. By linking to an external storage service
4. All of the above

**5. What does it mean to set your status as "Do Not Disturb" in MS Teams?**

Default scoring: 1

1. You will leave the team
2. **You will not receive any notifications**
3. You can only receive calls
4. You will not be able to send messages





**6. Can you edit a message after sending it in an MS Teams chat or channel?**

Default scoring: 1

1. Yes, but only within 24 hours of sending it
2. No, messages cannot be edited once sent
3. **Yes, you can edit messages anytime after sending**
4. Yes, but only if the recipient has not read it yet

**7. What feature in MS Teams allows for real-time collaboration on documents?**

Default scoring: 1

1. Teams chat
2. SharePoint integration
3. **Files tab with Office Online integration**
4. Activity feed

**8. In MS Teams, where can team members share files so that everyone in the team can access and collaborate on them?**

Default scoring: 1

1. In a private chat
2. In the Teams tab
3. **In the General channel under Files**
4. In the Calls tab

**9. How can you restrict editing access to a file in MS Teams while still allowing team members to view it?**

Default scoring: 1

1. Delete the file after sharing
2. **Share a link with view-only permissions**
3. Save the file in a private channel
4. It is not possible to restrict editing in MS Teams

**10. Which MS Teams feature would you use for asynchronous collaboration?**

Default scoring: 1

1. Instant messaging
2. Live meetings
3. **Channel discussions**
4. Video calls



**11. In Microsoft Teams, where can you find files that have been shared in a chat?**

Default scoring: 1

- 1.Chat history
- 2.**Files tab**
- 3.Teams tab
- 4.Activity

**12. You need to send a promotional video file to the partner university, which in its source version (for further professional processing) takes up 0.5TB (=500GB). Which option will be best?**

Default scoring: 1

- 1.**Save on a USB drive and send by courier**
- 2.Upload to OneDrive cloud drive and share
- 3.Create a free account on WeTransfer.com and share

**13. How can you share a file from OneDrive with someone?**

Default scoring: 1

- 1.By emailing the file as an attachment from your computer
- 2.By copying the file to a USB drive
- 3.**By sharing a link to the file or folder**
- 4.By printing the document and mailing it

**14. How can you access Microsoft Teams?**

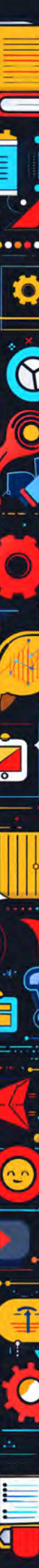
Default scoring: 1

- 1.Through a web browser only
- 2.Through desktop and mobile applications only
- 3.**Through a web browser, desktop, and mobile applications**
- 4.Through email invitation only

**15. You must send a Microsoft Excel file containing a list of students' names and surnames to another department of your University. Which option will be best?**

Default scoring: 1

- 1.Save on a USB drive and send by courier
- 2.**Upload to OneDrive cloud drive and share for a specific user, indicating his e-mail address**
- 3.Create a free account on WeTransfer.com and share





## 16. What feature does OneDrive offer for collaborative work on documents?

Default scoring: 1

1. **Real-time co-authoring**
2. Email alerts for changes
3. Scheduled publishing
4. Password-protected documents

## 17. Which feature in MS Teams allows for synchronous discussions?

Default scoring: 1

1. Teams
2. Channels
3. **Calls**
4. Calendar

## 18. How can I upload files to the OneDrive cloud storage service?

Default scoring: 1

1. Only by a special software installed on my PC dedicated to connect and upload files to the cloud
2. By sending files as email attachments to a special email address
3. **Through a web browser, after logging in to my cloud storage account**

## 19. Which of the following is a benefit of using OneDrive for Business over the personal OneDrive?

Default scoring: 1

1. **More storage space**
2. Access to personal files only
3. No sharing capabilities
4. Different color themes

## 20. In Microsoft Teams, what is a "Channel"?

Default scoring: 1

1. A private chat between two users
2. **A section within a team to organize conversations by topic**
3. A feature to video call someone
4. A tool to manage tasks

## 21. When you delete a file from OneDrive, where does it go?

Default scoring: 1

1. The file is permanently deleted immediately
2. The Recycle Bin on your desktop
3. **The OneDrive Recycle Bin**
4. The file is emailed to you for confirmation before deletion

## 22. Where can you find the option to schedule a meeting in MS Teams?

Default scoring: 1

1. In the Chat tab
2. Under the Files tab
3. **In the Calendar tab**
4. In the Teams tab

## 23. What is the primary collaboration feature in OneDrive?

Default scoring: 1

1. **Sharing links to files and folders**
2. Emailing files as attachments
3. Direct messaging within OneDrive
4. Uploading files to a public directory

## 24. What is the purpose of the "Mentions" feature in MS Teams?

Default scoring: 1

1. To delete messages
2. To search for files
3. **To get someone's attention in a conversation**
4. To change user settings

## 25. When you share a document from OneDrive for Business with a colleague for collaboration, they...

Default scoring: 1

1. **Can edit the document by default**
2. Need to download the document to edit it
3. Can only view the document unless you change the permissions
4. Can edit the document only if they have OneDrive installed



**26. How can you ensure a message in a channel is seen by all members of that MS Teams channel?**

Default scoring: 1

1. **By tagging the channel with @channel**
2. By setting the message as "important"
3. By sending a direct message to each member
4. By creating a meeting

**27. How can you work on a document at the same time as your colleagues using OneDrive?**

Default scoring: 1

1. **Through Co-authoring by sharing the document for collaborative editing**
2. By taking turns downloading and uploading the document
3. OneDrive does not support simultaneous editing
4. By emailing the document to each other

**28. What is the use of "Pinning" a message or document in MS Teams?**

Default scoring: 1


1. To delete it from the conversation
2. **To keep it at the top of the conversation feed for easy access**
3. To report it as inappropriate
4. To send it as an email

**29. In OneDrive, how can you ensure that a shared document does not get altered by others?**

Default scoring: 1

1. **By setting it to 'read-only' before sharing**
2. By storing it in a folder marked as 'Do Not Edit'
3. By encrypting the document
4. By sharing it as a .pdf file



The background is a complex abstract composition. It features a central diamond shape with a yellow-to-orange gradient, overlaid with a dark blue triangle on the left and a red-to-black gradient on the right. A large blue triangle is positioned at the bottom left. The entire scene is crisscrossed with thin black lines and scattered with small black, red, and blue dots. Larger, semi-transparent circles in blue, pink, and yellow are also present. The overall aesthetic is modern and digital.

# **Digital Content Creation**

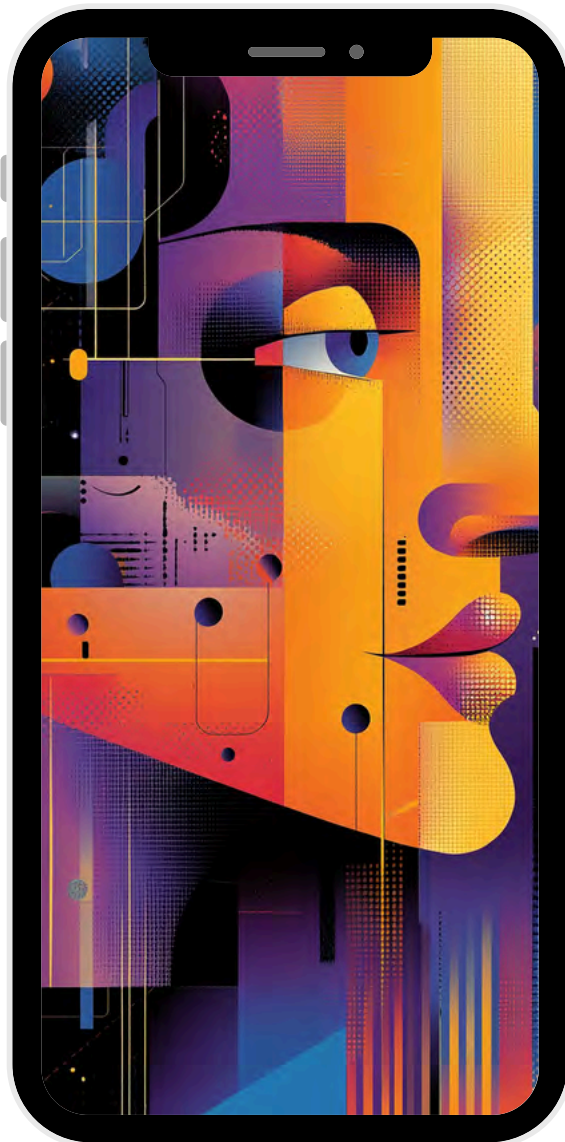
# Digital Content Creation

In this unit, you will get to understand what emotional and social intelligence is. Based on that you will try apply this knowledge by tailoring conflict resolution strategies and emotional/social intelligence development approaches.

After this unit, you will:



- know digital tools
- write content for social media
- organize your daily plan with using digital tools





**Activity 2.1.1:**

**Warm-up exercise  
about create content**



Youtube video: How to become content creator



[bit.ly/VR4skills23](https://bit.ly/VR4skills23)

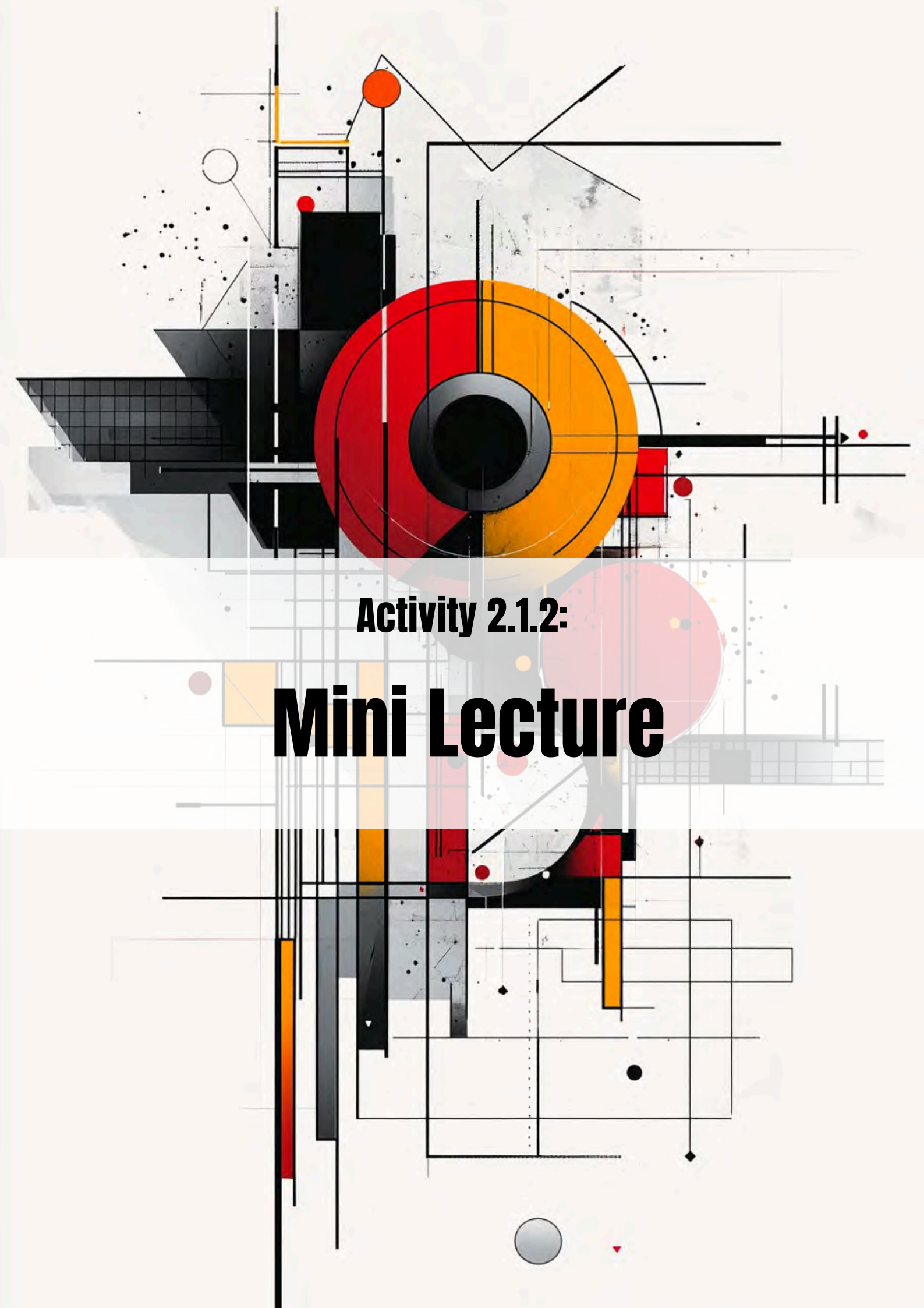
Mini lecture: What is social media?

- How to determine target audience.
- How to prepare the message you want to convey to the target audience



[bit.ly/VR4skills24](https://bit.ly/VR4skills24)





**Activity 2.1.2:**

# **Mini Lecture**

## Mini Lecture: How to use Notion (improve digital skills)

How to use Notion - Beginner Tutorial :



[bit.ly/VR4skills25](https://bit.ly/VR4skills25)

After this unit, you will:



- know how to effectively communicate and collaborate in digital environment,
- obtain skills to use main communication tools,
- obtain skills to use main collaboration tools,
- know how to apply skills for a better performance at work





**Activity 2.1.3:**

# **TEDx Talks**

Creative thinking - how to get out of the box and generate ideas: Giovanni Corazza at TEDxRoma



[bit.ly/VR4skills26](https://bit.ly/VR4skills26)

## Activity 2.1.4: Assignments

### Assignment:

It is very important to store your information in a digital environment. This is why you need to plan your day using the Notion app.



The background is a complex digital artwork. It features a central, semi-transparent profile of a woman's face with blue eyes, looking towards the right. The face is overlaid on a grid of black lines and various colored rectangular blocks in shades of blue, yellow, red, and black. There are also several circular elements, including a large yellow circle and a red circle on the left side, and a red circle on the bottom right. The overall style is reminiscent of mid-century modern abstract art, with a textured, slightly grainy appearance.

# **Effective Digital Communication and Collaboration Tools**

# Effective Digital Communication and Collaboration Tools

In this unit, you will focus on effective and successful communication and collaboration in digital environment. You will experiment, analyze, debate, compare and finally reflect on two main tools in this area - MS Teams and OneDrive. Finally, you will be able to practice and therefore develop skills for effective use of MS Teams and OneDrive tools at the workplace.

## Objective(s):

- Participant shares experiences and practices communicating and collaborating in MS Teams, OneDrive (using existing knowledge and skills).
- Learning from each other experiences.
- Stimulating existing knowledge.

**Estimated Time:** 30'



Hello!

In this unit you will get familiar or will upgrade your knowledge about the collaboration/communication tool MS Teams and OneDrive. In this way you will be able to learn about good communication and collaboration practices.

I will be your guide during this unit.

Vesna Kolenc Potočnik



## Before the start

Firstly, make sure to upload the app MS Teams - if you do not use it yet.

Then, please check your groups in the MS Teams tool. You should have teams already from the previous module 1.

In case you do not find/see your group inform the unit teacher immediately.



[bit.ly/VR4skills27](https://bit.ly/VR4skills27)







**Activity 2.2.2:**

**Reading and viewing  
materials about  
effective use of tools  
MS Teams and  
OneDrive (individual)**

## Objective(s):

- To obtain new, additional knowledge on the effective communication and collaboration in the team.

## The Activity Reading and viewing materials about effective use of tools MS Teams and OneDrive (individual)

### (Instructions)

Please see the following video inserts about MS Teams and OneDrive. Then prepare three main learnings, which you will use at your workplace in the future.

### Increase collaboration with Microsoft Teams



[bit.ly/VR4skills28](https://bit.ly/VR4skills28)

### Go further together with meetings in Microsoft Teams



[bit.ly/VR4skills29](https://bit.ly/VR4skills29)



Tips, shortcuts, and what's new with Microsoft Teams



[bit.ly/VR4skills30](https://bit.ly/VR4skills30)

Cloud storage: Microsoft OneDrive for Business, Teams, and SharePoint Online



[bit.ly/VR4skills31](https://bit.ly/VR4skills31)

Best practices for managers about efficient communication



[bit.ly/VR4skills32](https://bit.ly/VR4skills32)



## **Activity 2.2.3: Main learnings (individual)**

### **Objective(s):**

- Choosing three main learnings from materials.
- Considering implementing new learnings at your workplace.

**Estimated time:** 30 minutes

The aim of this activity is to deepen knowledge and preparing a plan for implementation at your workplace.

### **Activity Main learnings (Instructions)**

Within this activity you will share main learnings with digital communication and collaboration tools in Discussion forum.

## **Activity 2.2.4: Experiencing team meeting with new knowledge (teamwork)**

### **Objective(s):**

- Participant use main learnings (about communication and collaboration) in a new team meeting and the task. Experiential learning.
- With the task the exchange of the knowledge is stimulated – there should be best practices in effective communication with use of MS Teams and OneDrive gathered in the Discussion Forum as additional result.

**Estimated time:** '60



## The Activity - Experiencing team meeting with new knowledge (teamwork) (Instructions)

In this activity you will have the opportunity and the task to use all learnings in a new team meeting in MS Teams.

Your team needs to call and set up your own meeting in MS Teams.

Your tasks during the virtual team meeting:

- Appoint a leader of the team, agree on the team roles
- The goal of the meeting – gather and select **the best practice** in working in MS Teams/OneDrive, which you would like to share with other participants in the group
- Prepare a **shared document** within a team, where you will work together simultaneously
- Prepare a **final word document** with best practices to share with the other participants in the Discussion forum
- **Record** the meeting in MS Teams (you will need it for reflection)
- At the end of the meeting submit the final word document in the Discussion forum Best practices – BUT note - you **create link to the document in OneDrive** and you submit only the link to the document in the forum; you do not attach the document in the post.



# Activity 2.2.5: Reflection on the new experience (individual)

## Objective(s):

- Reflection on the experiential learning – to deepen learning and take plan for the future action.

## Estimated time: '30

The aim of this activity is to deepen knowledge and preparing a plan for implementation at your workplace.

## The Activity Reflection on the new experience (individual) (Instructions)

Within this activity you will need to individually reflect on your learnings:

- First, you need to reflect on the MS Teams meeting (use the recording)
- Reflect what the main differences are (from before and after unit) – what was good, where your team has space for improvement
- Reflect on your own learnings – what new have you used, practiced in the meeting?
- Where you able to use learnings from Activity 2.2.3 in the meeting with your team?
- Have new experiences in the meeting changed your plan for improvements in the workplace? How?





# Data Storage



# Data Storage

Appropriate and safe storage and sharing of digital data is today an indispensable element of the Internet and modern IT. During this unit, participants will learn about the basic types of digital data storage. They will gain practical skills in sending digital data, as well as storing and sharing digital data in the cloud.

After this unit, you will:



- Understand what data storage is
- Gain practical skills in operating files in cloud storage
- Understand the challenges of choosing a data storage method

## Activity 1

# Basics of data storage

Time: '30

Read the content of the mini-lecture. You will learn what digital data storage is, what types of digital data storage are, how they differ from each other and what role the cloud plays in data storage.

### Types

**Data storage** is the process of storing digital data for later reading, processing or analysis. Data can be stored in various forms, such as text, images, sound files or numerical data. There are many different types of memory for storing data, and choosing the right type of memory depends on the user's needs and system requirements.





## Basic types of memory for storing data:

**RAM (Random Access Memory):** This is a type of memory that is used by a computer to store temporary data that is currently being used or processed. Data in RAM is volatile and is lost when the power is turned off. *You should pay attention to the size of RAM, for example when you buy a new notebook. If you want to be able to run many demanding programs at once (especially those for video, music, graphics processing), the computer should have at least 16GB of RAM, but 32GB of RAM will be a good choice.*

**ROM (Read-Only Memory):** This is a type of memory that contains permanent information or instructions that are stored during manufacture and cannot be changed by the user. ROM contains the basic instructions needed to start your computer or other computing device. *This type of memory stores the "operating system" of devices such as a calculator, smart watch, home Wi-Fi router, etc.*

**Hard Disk Drives (HDD):** These are mechanical devices that store data on rotating platters covered with a magnetic layer. Hard drives are popular in desktop computers and laptops due to their large capacities. *Usually, when buying a computer, you pay attention to the size of the disk being as large as possible, because then you will be able to store more data on it, especially large files (such as full HD movies). HDD drives available on the market are larger than SSDs drives, but they are slower.*



**Solid-State Drives/SDDs (SDD):** These are devices that store data electronically, without moving parts (no rotating platters). SSDs are much faster than traditional hard drives (HDD) and are becoming more and more popular due to their speed and reliability. *These disks are a better choice if you care about very fast operation of the operating system and programs that need to be run from this disk.*



**Flash Memory:** This is a type of non-volatile memory that is used in memory cards, pen drives and other portable devices. *Flash memory is durable and has low power consumption, making it ideal for portable data storage devices. But remember: convenient and easy to carry also means easy to lose. Consider whether you should carry sensitive data on them (such as databases containing personal student data)?*



**Cloud Storage:** This involves storing data on remote internet servers that users can access via the internet. User data may be located on many servers in many locations around the world, due to the fact that the main idea of the cloud is to provide parallel user service alternately by many server devices (for example, in the event of excessive load on one server, the user does not lose smooth access to their data). Data is also safer – protected against loss – by multiplying it.

*You should consider and check whether storing certain types of data in the cloud is legal under the laws of your country. Example 1: employees of government offices should not send official secrets to servers located outside the country. Example 2: In accordance with the General Data Protection Regulation {GDPR} in force in the European Union, personal data cannot be transferred to servers located outside the European Economic Area. Examples of cloud services include Dropbox, Google Drive and Microsoft OneDrive.*



**Optical storage:** Includes media such as CDs, DVDs, and Blu-ray discs that use laser light to write data to the surface of the media. Optical memory is relatively durable and often used to store multimedia data.

**Choosing the right type of storage for data depends on the capacity, access speed, durability, and budget requirements of the user or organization.**

Optical storage: Includes media such as CDs, DVDs, and Blu-ray discs that use laser light to write data to the surface of the media. Optical memory is relatively durable and often used to store multimedia data.

**Choosing the right type of storage for data depends on the capacity, access speed, durability, and budget requirements of the user or organization.**



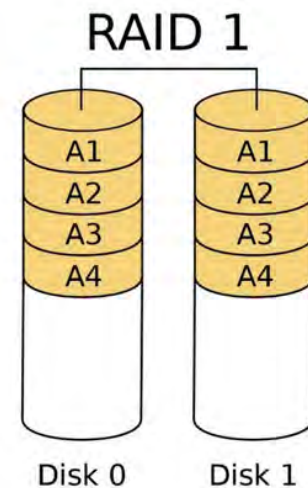
## Security- the most important in data storage

### Risk: data loss

The first and most important challenge of data storage was the possibility of data loss. The reason for such data loss could be, for example, a failure of the data carrier or human action (intentional or accidental): unintentional deletion, malicious deletion by a hacker. Therefore, the first direction in the development of issues related to data storage was storing data in multiple copies on various media.

The simplest example may be storing multiple copies of a diploma thesis by a student who saved the thesis on his computer's disk and on a pendrive. The next important step in the development of data security was the development of **RAID technology** (RAID - Redundant Array of Independent Disks). RAID is a technology that allows you to combine multiple hard drives into one logical unit. Leaving aside the technical details, one of the RAID types that can ensure data security is the so-called "RAID 1". RAID 1 is the so-called "mirroring", where data is exactly copied on two or more disks. This means that each disk in the array contains exactly the same data.

*You have two 0.5TB drives in your computer, but your operating system sees them as if you only had one 0.5TB drive. Everything you write on this disk is saved twice, on one disk and on the other, which is its mirror copy. Thanks to this, in the event of a failure of one disk, the data is safe on the other.*



The disadvantage of this solution is that if you delete files accidentally, they will also be deleted from the second disk, so this solution primarily protects against media failure.

*Did you know that you can even have RAID 1 as a home device? There are many devices on the market, such as a USB drive or a network drive, in which you can have 2 drives that behave as one drive, on which your data will be saved twice (on multiple drives).*

*You can buy a desktop computer with this function (RAID 1) or an external USB enclosure for 2 drives on which your data will be saved duplicated.*



The next step in data storage security were systems for making automatic backup copies of previous file versions. An example of such technology is **Shadow Copies** (sometimes called Volume Shadow Copies or VSS) is a mechanism used in Windows operating systems that allows point-in-time backups of files and folders, even while they are currently in use by users or the system. Shadow Copies allow you to restore previous versions of files.

*Shadow Copies are often used in companies and organizations to provide an additional layer of protection against data loss. Users can restore earlier versions of files without having to interfere with the entire system file structure. This mechanism is especially useful in the event of accidental deletion of important data or changes to the contents of files that we want to restore to their previous state.*

*In activity 2, you will recover a previous version of a file in OneDrive and GDrive. Another challenge of data storage was the desire to access data remotely – via the Internet. This is how **data centers** services evolved.*

**Data centers** are companies with huge resources of servers and disks, guaranteeing the availability of customer data over the network while ensuring data security against loss (using technologies such as RAID and Shadow Copies described above). The scope of data center services depends on the customer's needs, and the prices of services depend on the size of disk space needed by the customer, limits of data transferred to/from the data center daily/weekly/monthly.

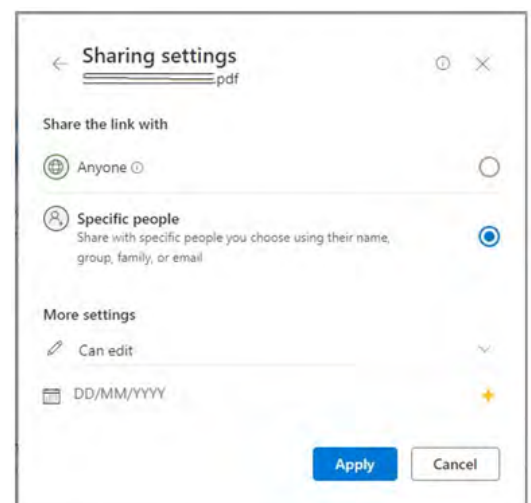
**Cloud data storage** is the last and newest stage in the development of data storage technology. It is a technology developed from the idea of data centers. But there are many of them (data centers), in many physical locations, and the servers "help" each other with customer service when they are too overloaded with work.

### Security- the most important in data storage

#### Risk: Unauthorized access

Another important issue for data storage is that only authorized persons should have access to data. In the case of data stored on computer/server disks, unless we are talking about access to data via the Internet, the data is guarded by the operating system, which checks permissions to files and folders depending on which system user is logged in.

**You should be more careful when deciding how to share files available over the Internet.** Cloud storage providers (as Microsoft or Google) allow you to manage file access permissions. This means you can share files and folders consciously. As you can see in the example screen below (OneDrive), you can share a file/folder with anyone who receives the link, or indicate specific people who will have access.



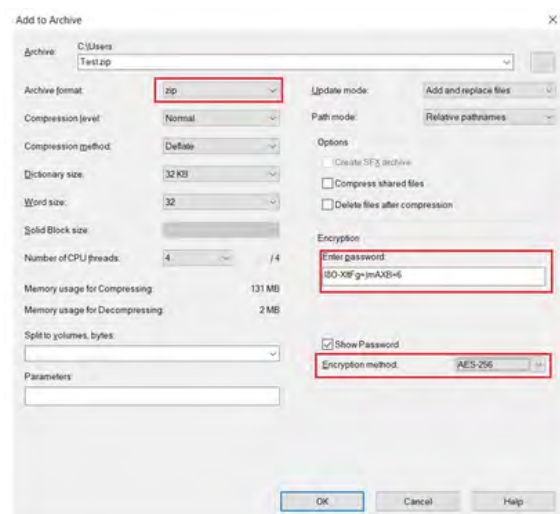
It is also important that you do **not share your password** to your account of the data storage service. **Moreover, two-factor authentication (2FA) is becoming the standard today.** This means that when logging in to your account on the website, in addition to your password, you must provide the code from the authentication application on your phone or the code sent via SMS. This way, if a hacker steals your password, he still won't be able to login to your account because he doesn't have your phone. Be sure to enable 2FA on your Microsoft and Google accounts (details at the end of this tutorial), but also on other websites such as Facebook, Instagram, etc., it will help you avoid serious problems.

*In activity 2, you will share fi/es in the cloud.*

**Issues related to the security of storing data on portable media cannot also be ignored.** You must remember that data saved on a portable medium, such as a pendrive or USB drive, is not protected in any way. If such a medium is lost, the person who finds it will have access to all the data stored on it, and what's more, using specialized software it is even possible to recover data previously deleted from such a medium.

The best example of a free tool here is 7-zip, which allows you to encrypt the archive using a secure password algorithm. After installing 7-zip, just right-click on the file/folder and select from the menu "7-zip" and then "add to archive" and then (as in the screenshot below) select "AES-256" encryption and create a password.

*If you want to give someone password to encrypted archive, remember not to do it the same way you send the encrypted file. If you send the file via email or share it in the cloud and send a link to the recipient, then send the password via SMS, WhatsApp, etc.*



The highest level of security is sharing data in the cloud storage that has been previously encrypted.

Use this method for the most sensitive data.

You can conclude that you now understand the evolution of data storage problems:

Data storage → RAID 1 → Shadow Copies (versions history) → Data centers → Cloud data storage

#### \*Additional 2FA guide:

How to enable 2FA on your **Microsoft** account

- Go to the Security basics page and sign in with your Microsoft account  
<https://account.microsoft.com/security>
- Select "More security" options.
- Under "Two-step verification"~ choose Set up two-step verification to turn it on, or choose Turn off two-step verification to turn it off
- Follow the instructions.

#### \*Additional 2FA guide:

How to enable 2FA on your **Google** account

- Open your Google Account <https://myaccount.google.com>
- In the navigation panel, select „Security”
- Under "Signing in to Google," select 2-Step Verification and then Get started.
- Follow the on-screen steps.





## Activity 2

# Using cloud storage

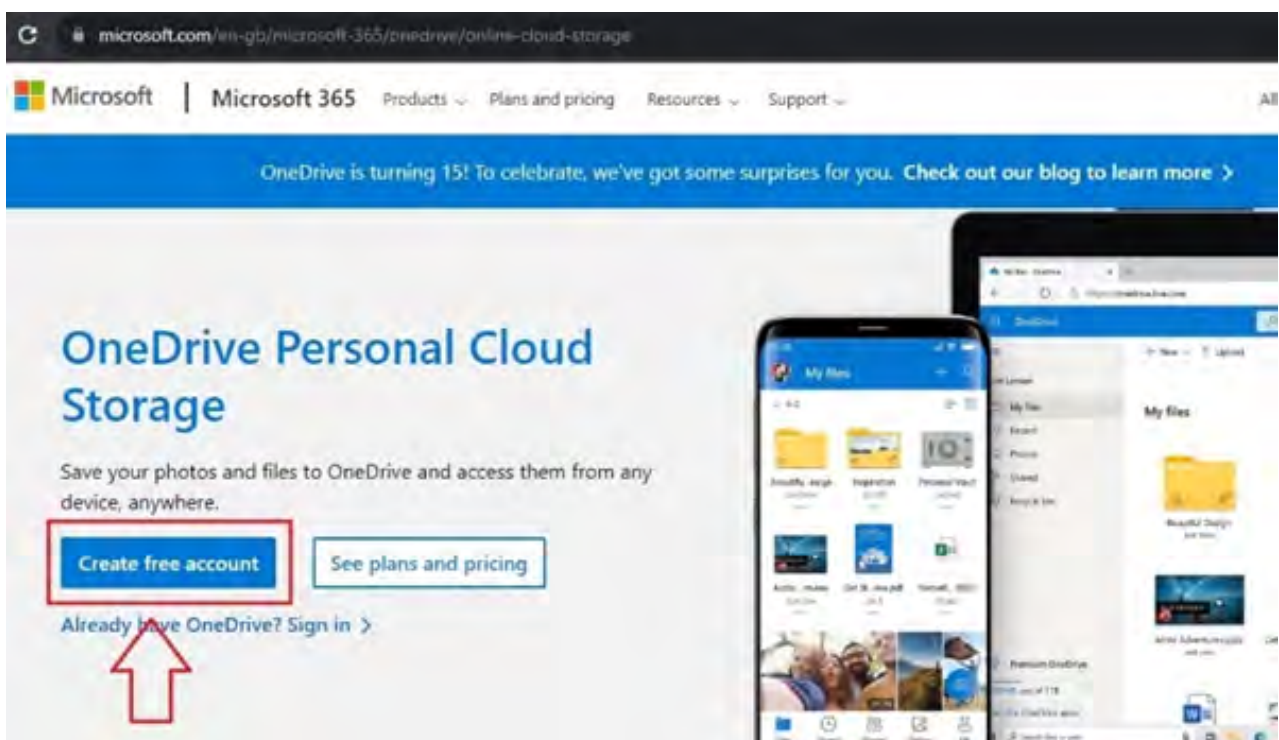
Time: '40

Read the tutorial guidelines for a practical exercise. Follow this step by step to practice operations related to uploading, storing, deleting, sharing and restoring previous versions of files in cloud storage on the example of Microsoft OneDrive and Google Drive.

## File operations in Microsoft OneDrive cloud storage

Account creation, account access.

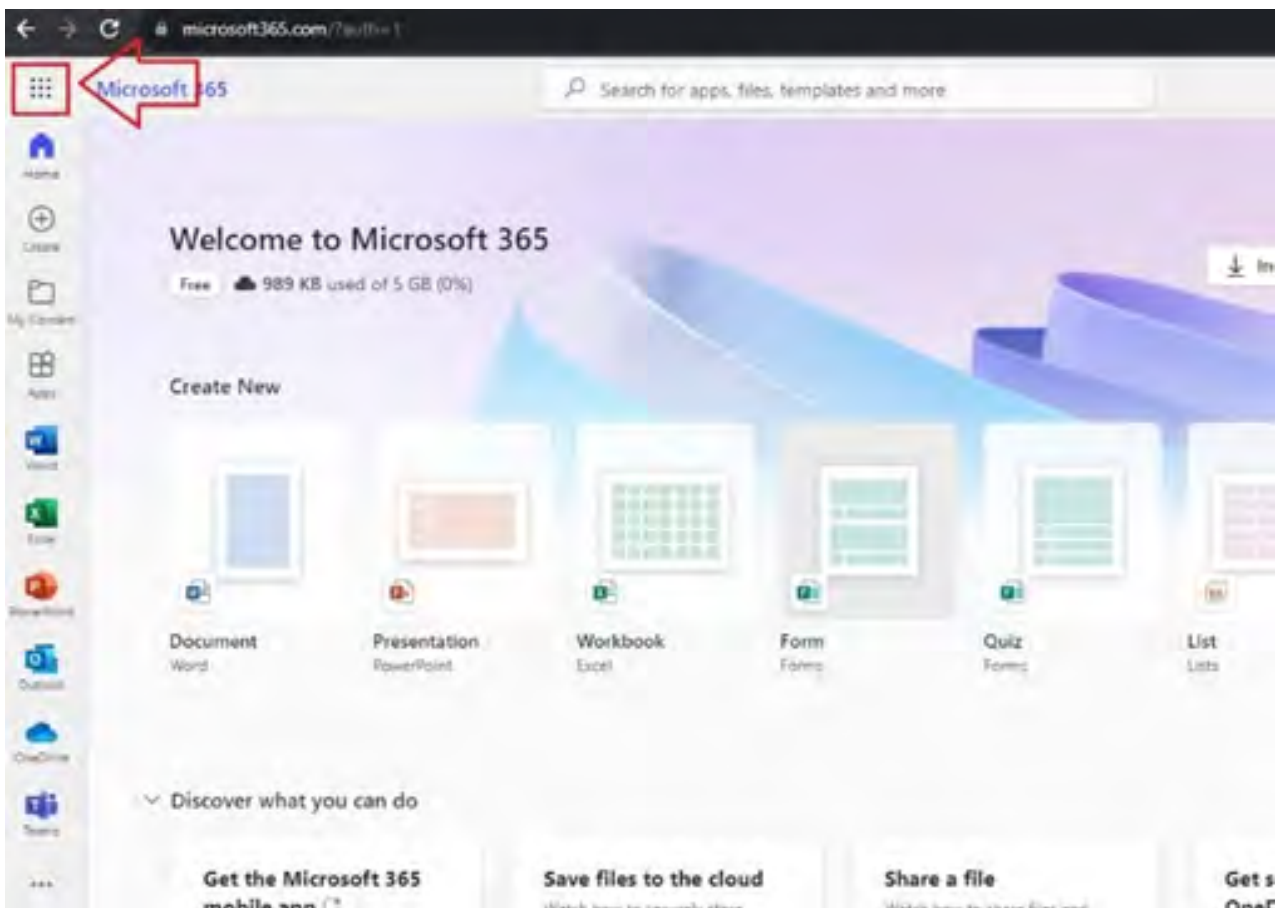
1. If you do not have an Office365 account, create an account. If you have one, you can create a brand new account for practice purposes. For this purpose:
2. Go to the link <https://www.microsoft.com/en-gb/microsoft-365/onedrive/online-cloud-storage> and select "Create free account" and follow the instructions.

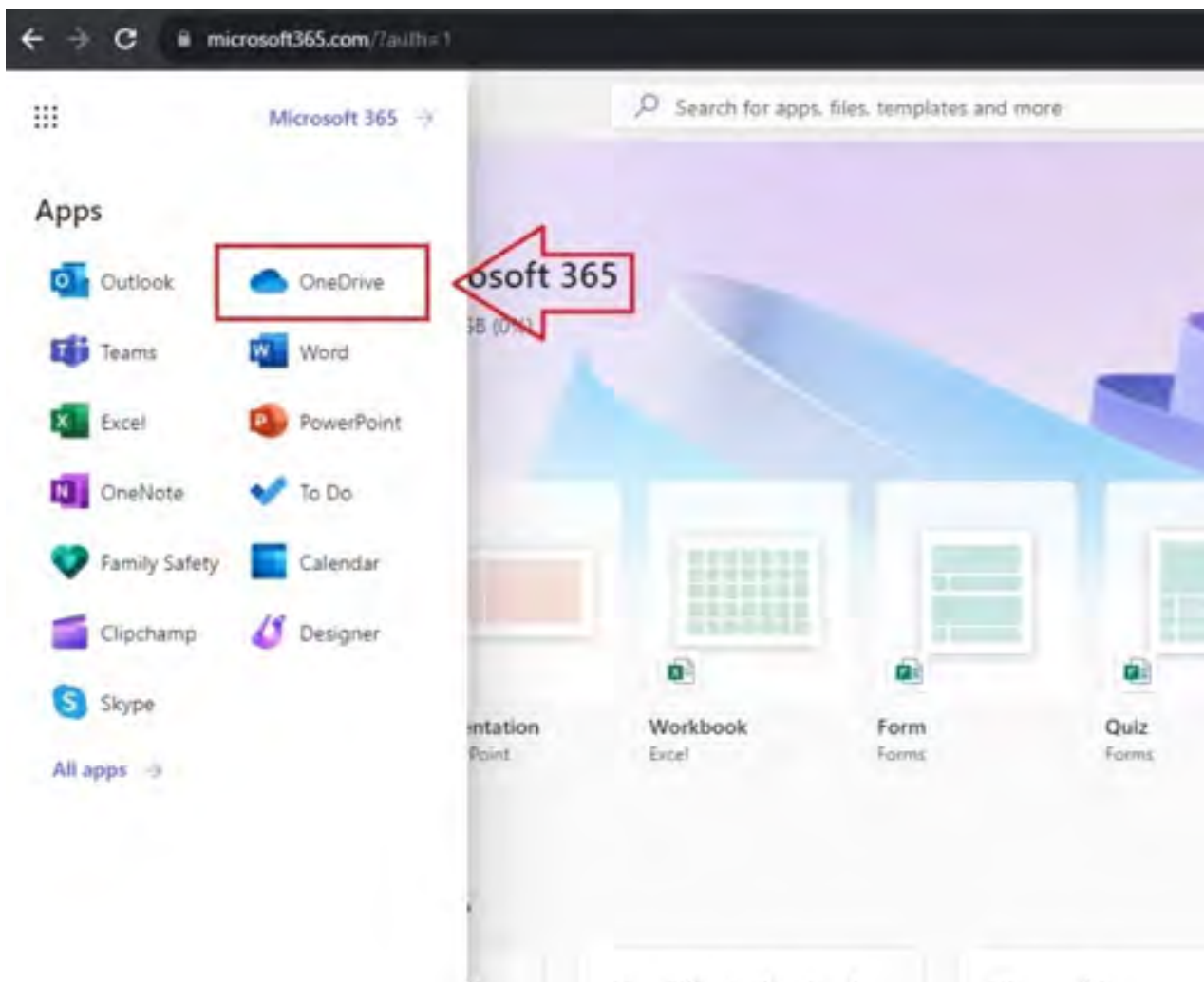




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3. After registering, log in to your free Office365 account and then select OneDrive from the menu:

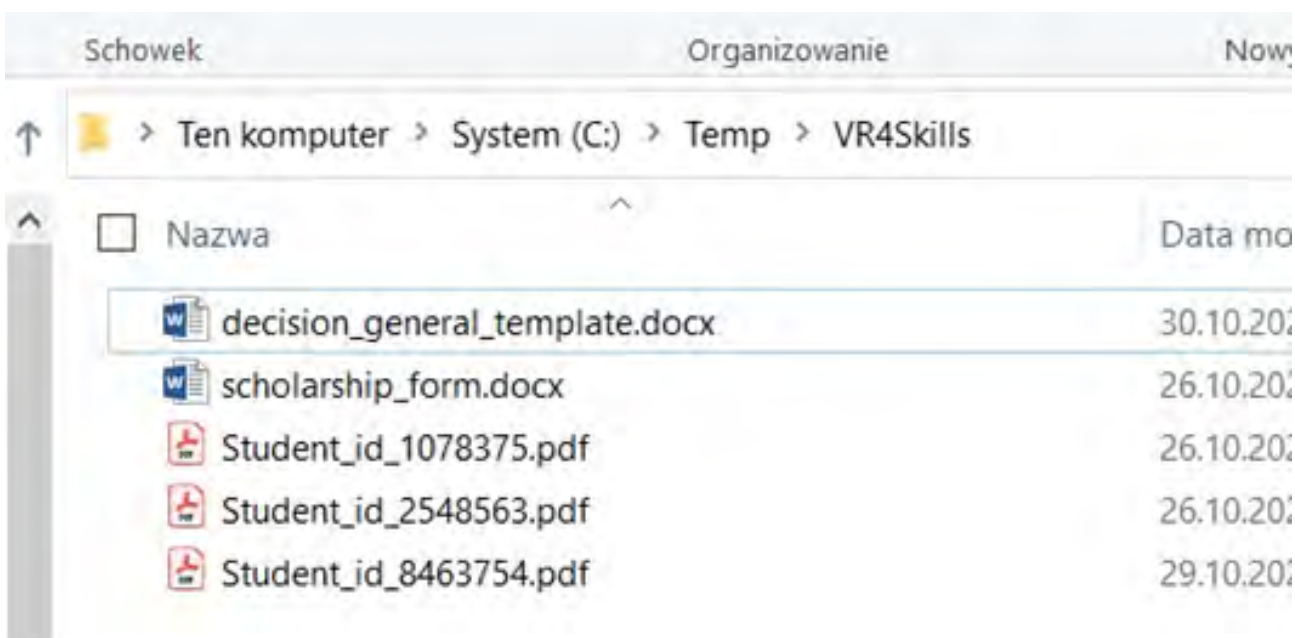




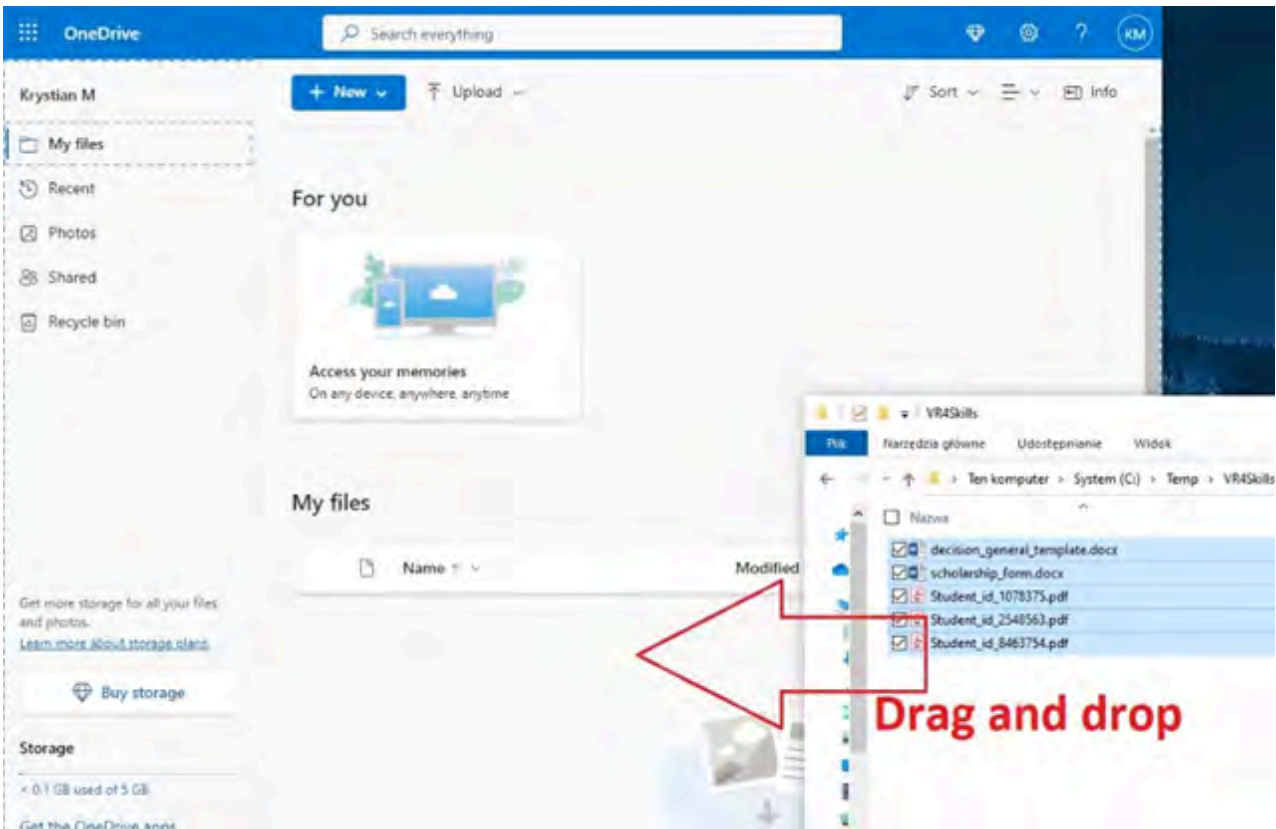
4. You see your cloud storage. There are no files here yet.

### Uploading files, organizing files, deleting files.

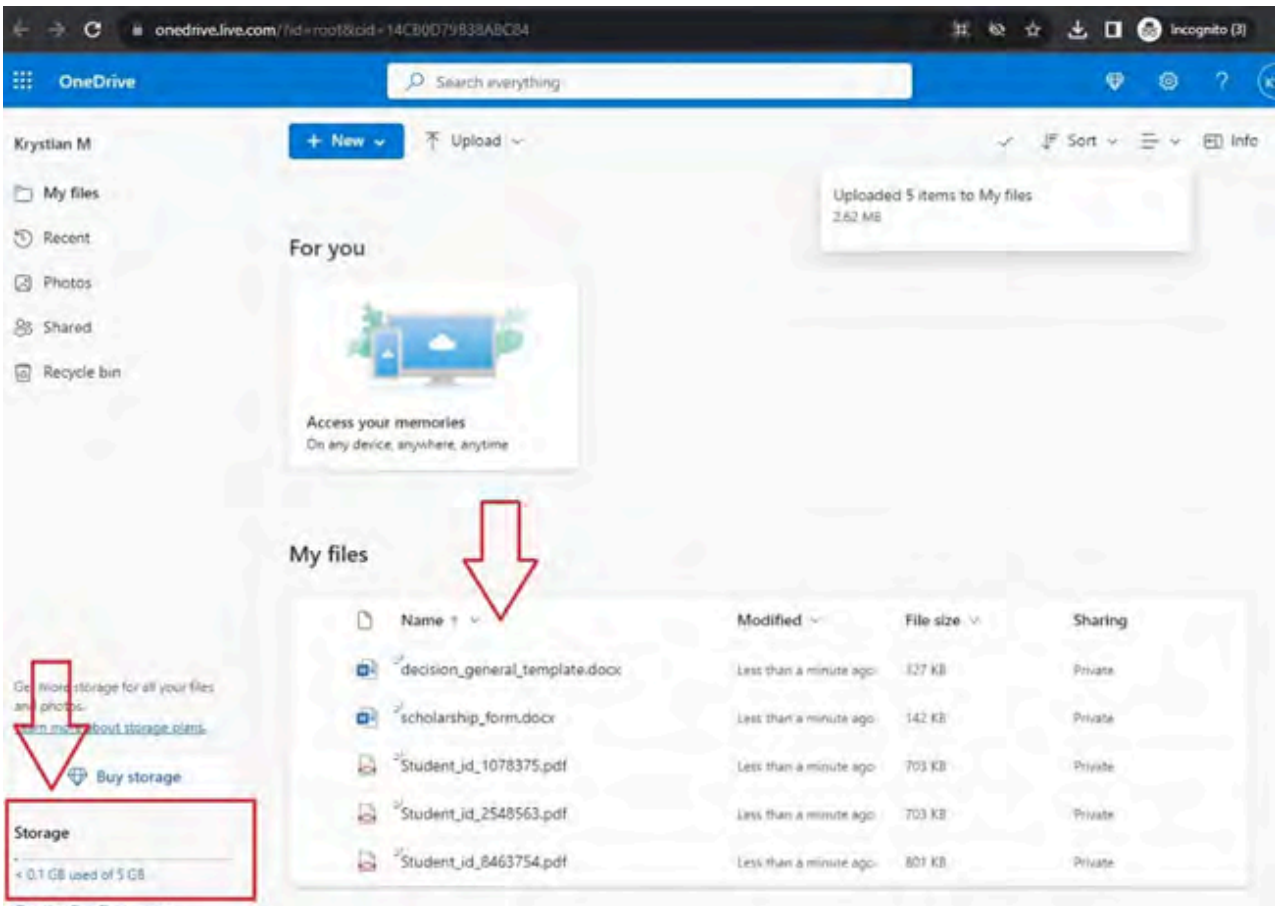
1. Prepare sample files in a folder on your computer. For example, 3 PDF files and 2 MS Word files. To make this exercise easier, rename your files as in this example below:



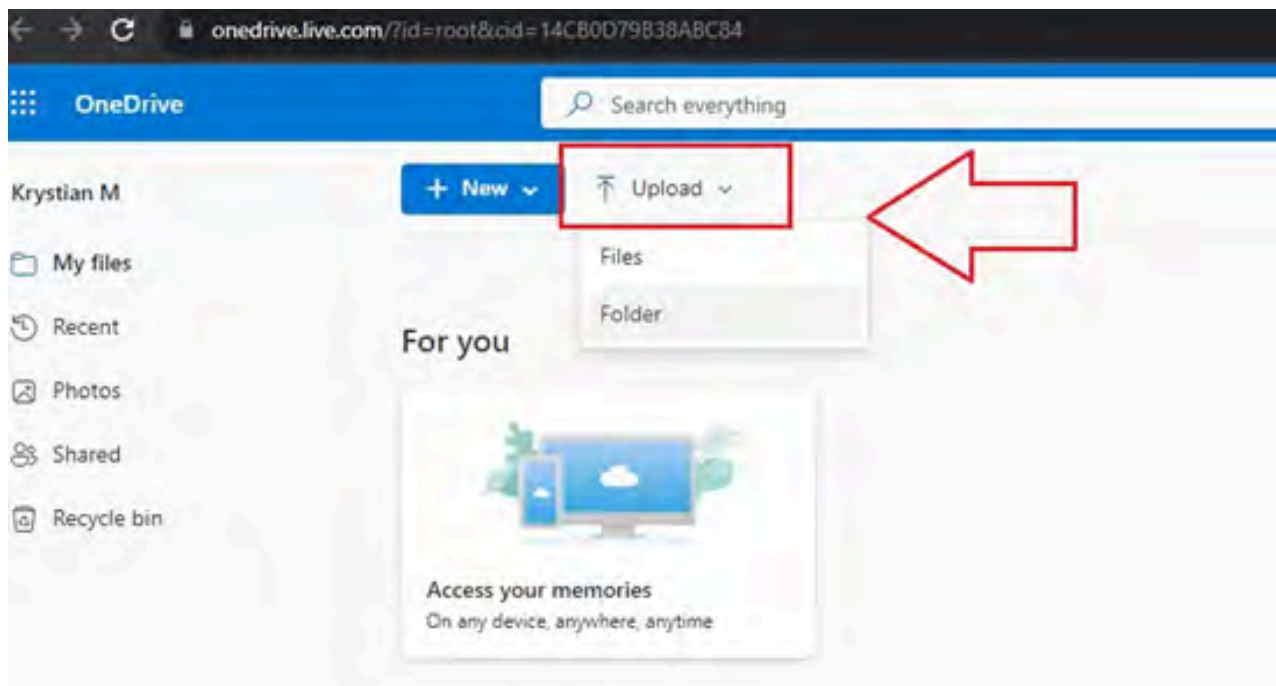
2. Uploading files to your cloud storage can be done using the "drag and drop" method, as if the browser were just another directory. Try it, grab the files in your folder and drag them to your cloud storage.



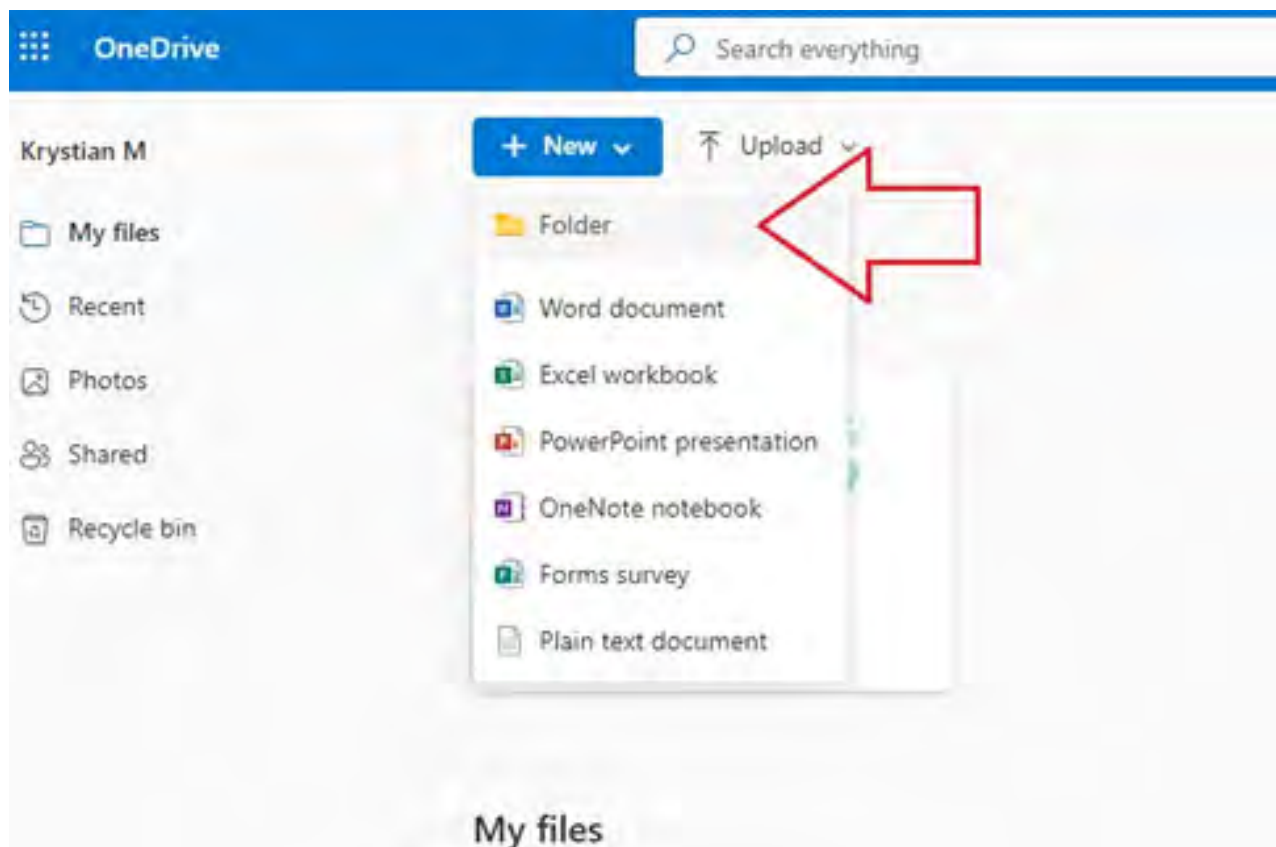
3. As a result, the files were transferred and their list appeared in your cloud storage. Notice the free space indicator on your cloud storage (on the left side of the screen).



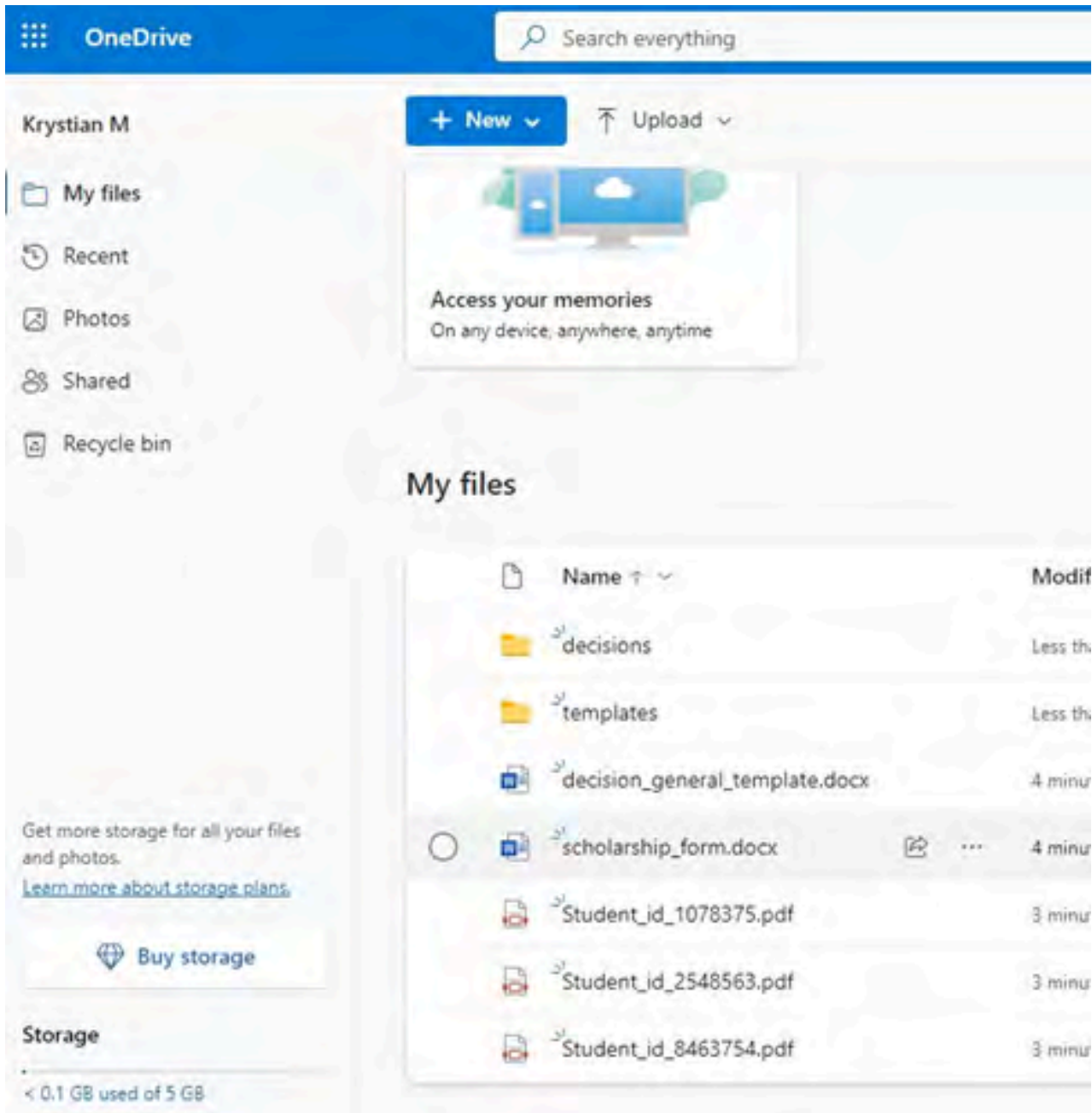
4. You can also upload files and entire folders using the button at the top, but the "drag and drop" method seems to be easier



5. You can organize files stored in the cloud into folders, just like on your computer's hard drive. To do this, click the new button and create two new folders (in two separate steps). Folder "templates" and folder "decisions"



## 6. Result



7. You can move your files to a folder using drag and drop. Select the DOCX files (by the checkbox next to the file name) and then grab them and move them to the "templates" folder. Then move the PDF files to the "decisions" folder, BUT ONLY the "Student\_id\_1078375.pdf" and "Student\_id\_2548563.pdf" files.

## My files

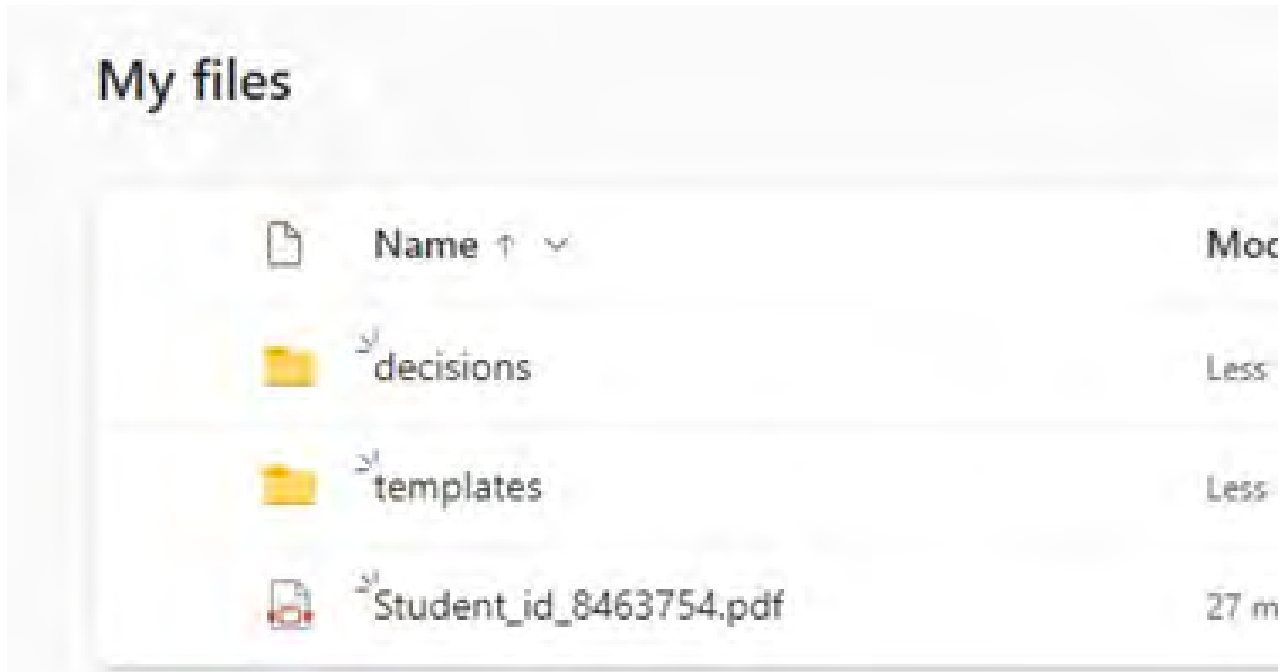
|                                     | Name ↑                         |  | Modified           |
|-------------------------------------|--------------------------------|--|--------------------|
|                                     | decisions                      |  | Less than a minute |
|                                     | templates                      |  | Less than a minute |
| <input checked="" type="checkbox"/> | decision_general_template.docx |  | 4 minutes ago      |
| <input checked="" type="checkbox"/> | scholarship_form.docx          |  | 4 minutes ago      |

Select, drag and drop

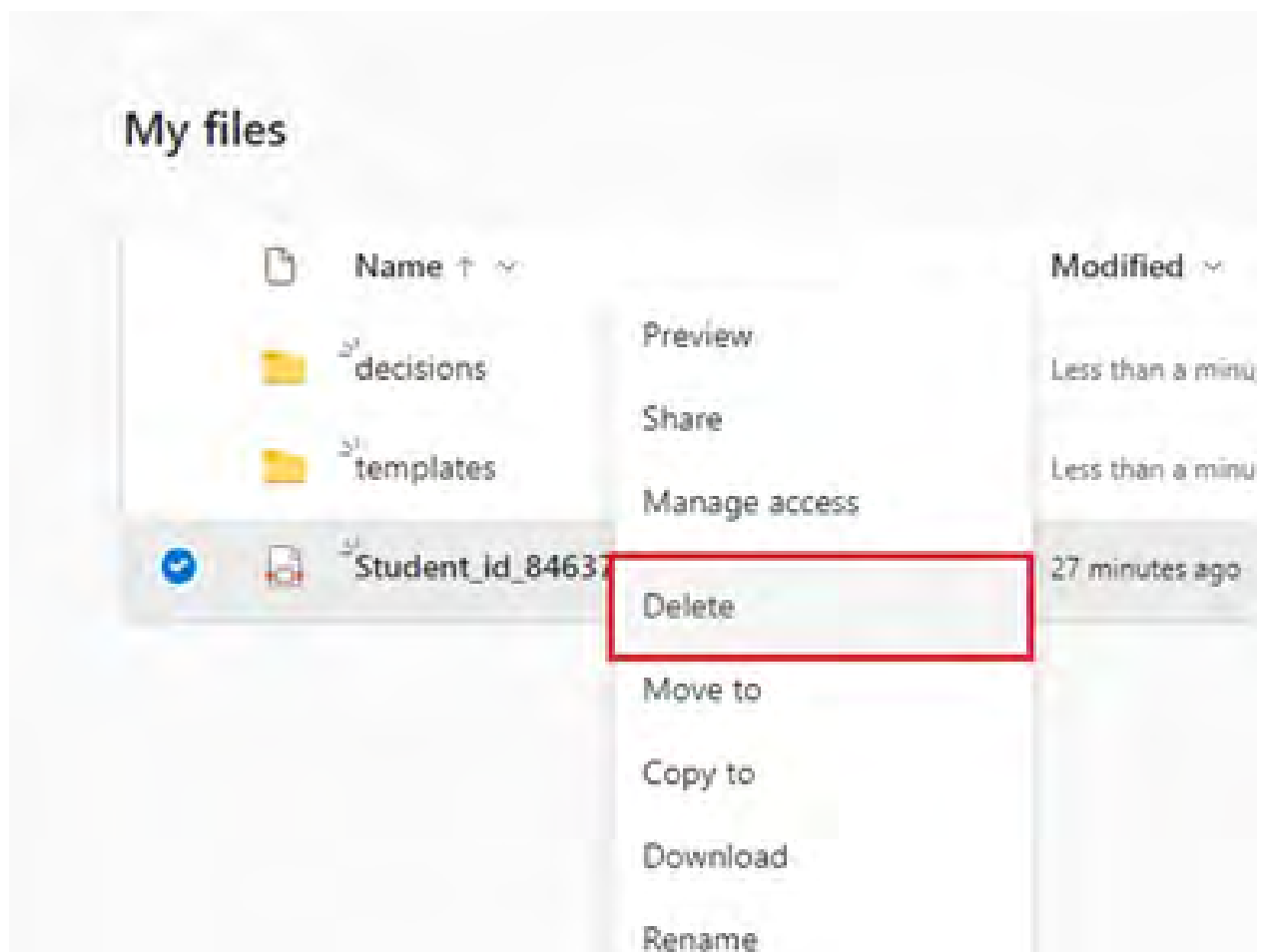
## My files

|                                     | Name ↑                 |  | Modified           |
|-------------------------------------|------------------------|--|--------------------|
|                                     | decisions              |  | 19 minutes ago     |
|                                     | templates              |  | Less than a minute |
| <input checked="" type="checkbox"/> | Student_id_1018375.pdf |  | 25 minutes ago     |
| <input checked="" type="checkbox"/> | Student_id_2548563.pdf |  | 25 minutes ago     |
|                                     | Student_id_8463754.pdf |  | 25 minutes ago     |

## 8. Result

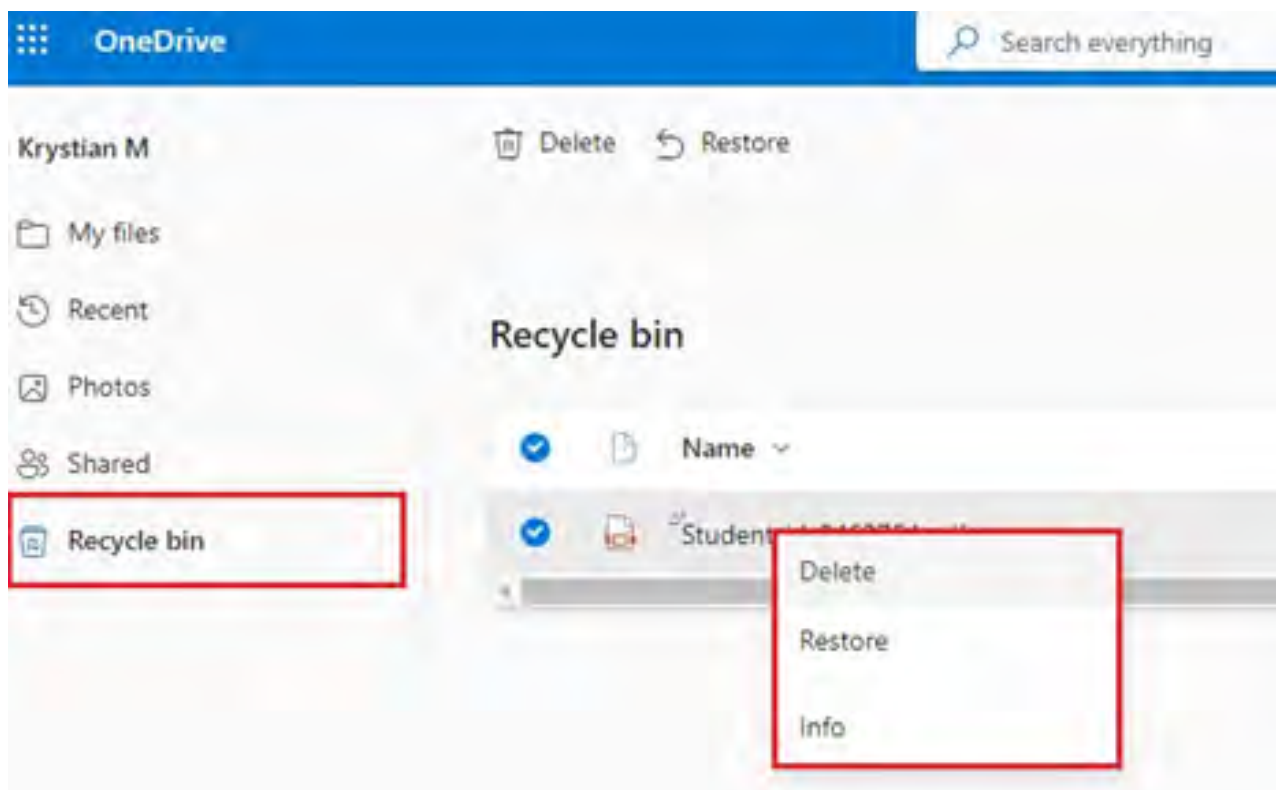


9. Deleting files or folders. You can delete a file or folder by right-clicking on its name and selecting "delete" or by grabbing the file and dragging it to the "Recycle bin" visible on the left side of the screen. For this exercise, delete the file "Student\_id\_8463754.pdf".

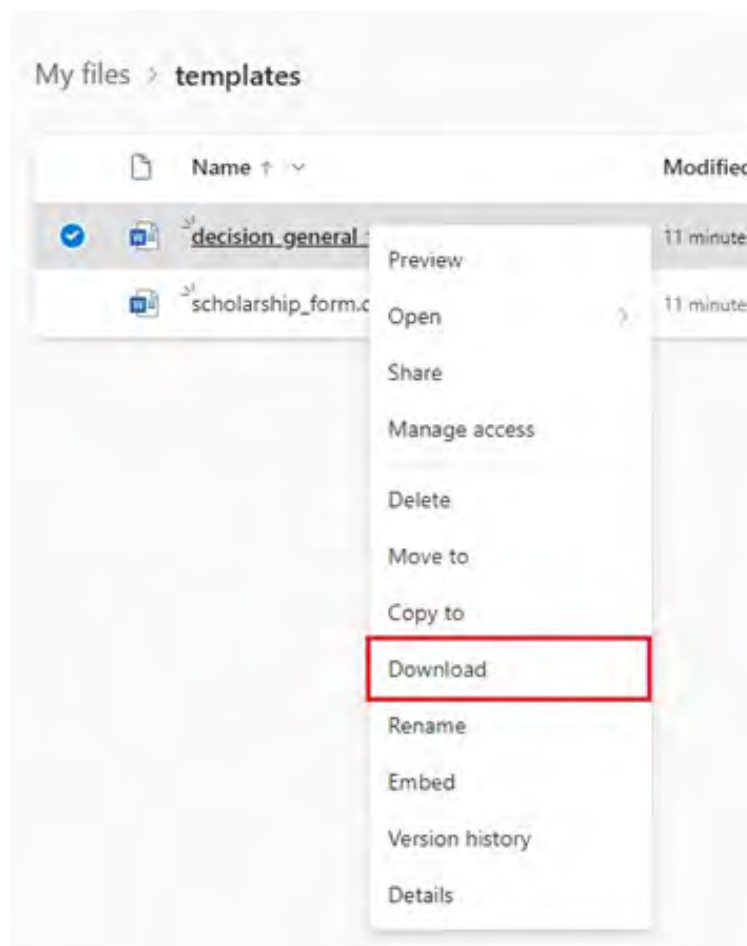




10. You will find deleted files in the "Recycle bin" tab. There you can permanently delete them or restore the deleted file:



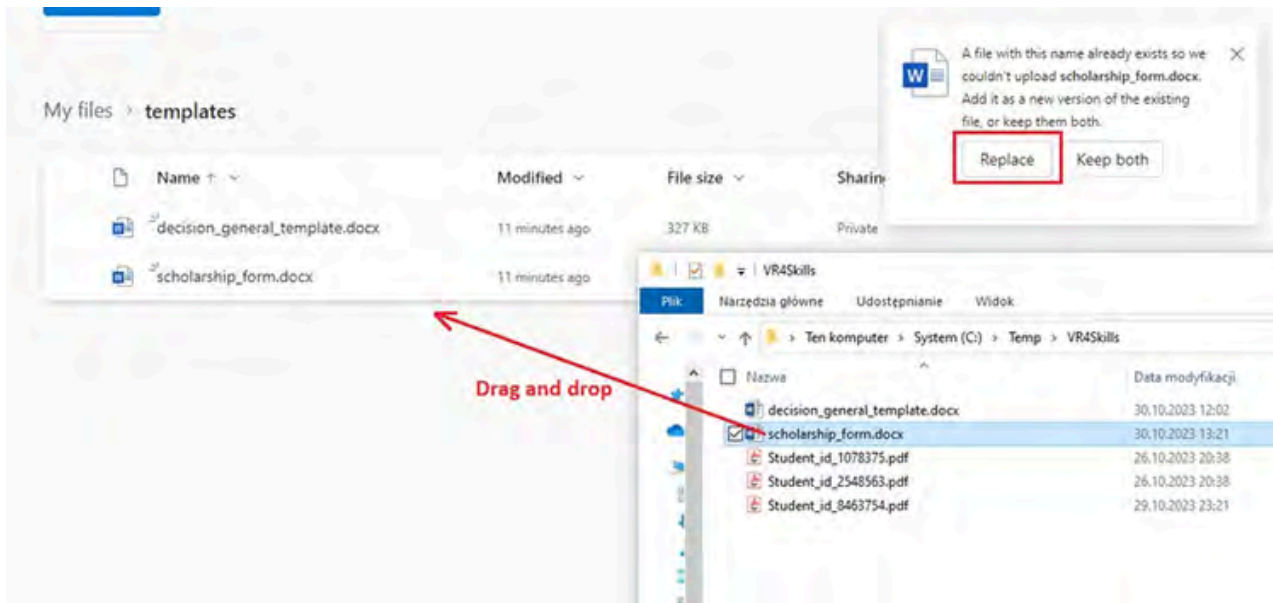
11. You can also download each of your files to your computer's disk at any time by right-clicking on it and selecting "download":



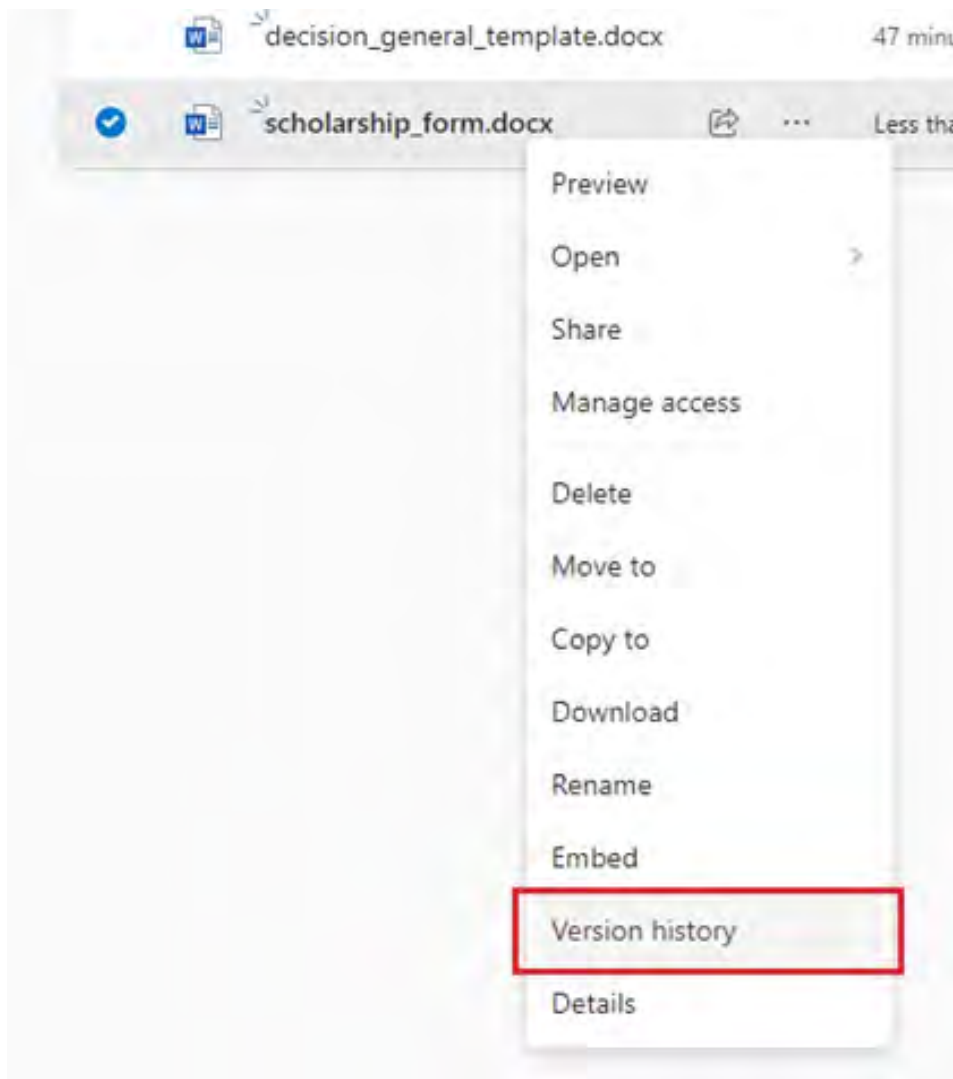
## Restoring previous versions of files

1. As you learned from Activity 1, OneDrive cloud storage has a "Shadow copies" feature that allows you to recover a previous version of changed files. Test this feature.

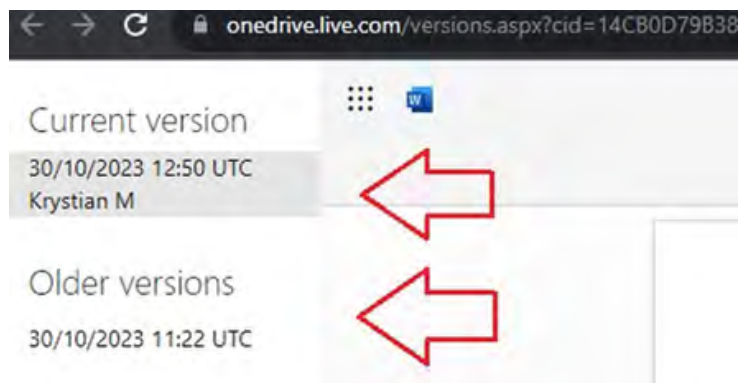
2. Open the "scholarship\_form.docx" file from your computer. Change/add a sentence to the beginning of the file, then save your changes, then re-upload (drag and drop) the changed file from your computer to "templates" folder on your OneDrive cloud storage. A window will pop up asking if you want to replace the existing file, select " Replace".



3. The new file overwrote the previous version. But thanks to the "Shadow copies" function you can go back to the previous version. Try this.

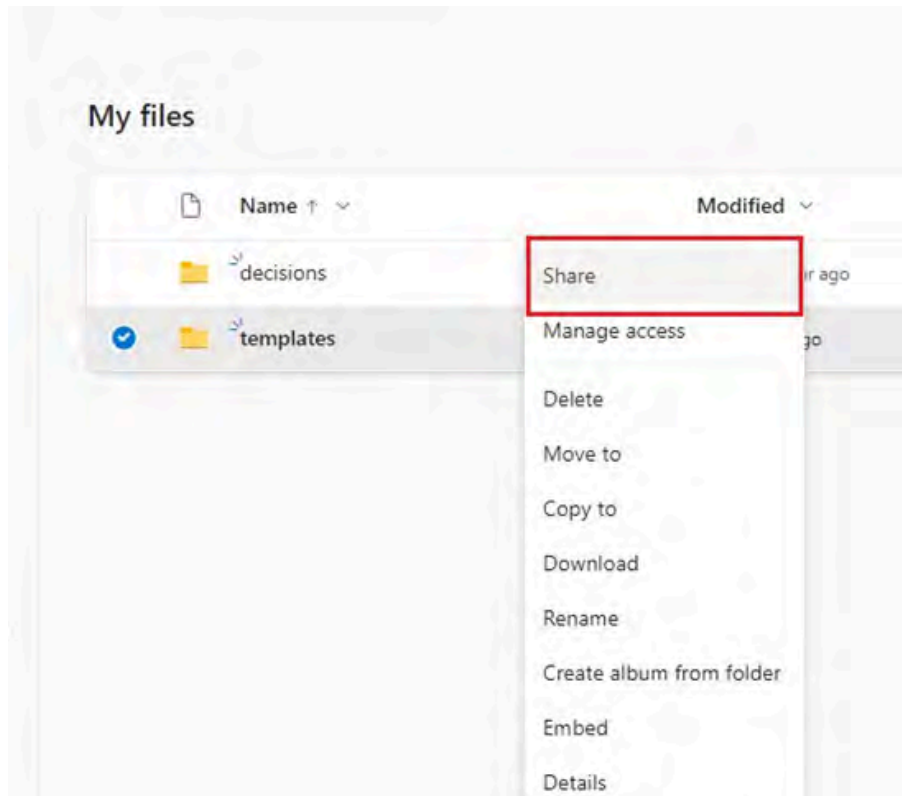


4. Right-click on the file and select "version history". An additional menu will open and you will be able to choose between the current and previous versions. You can save any version as current or under a new name.

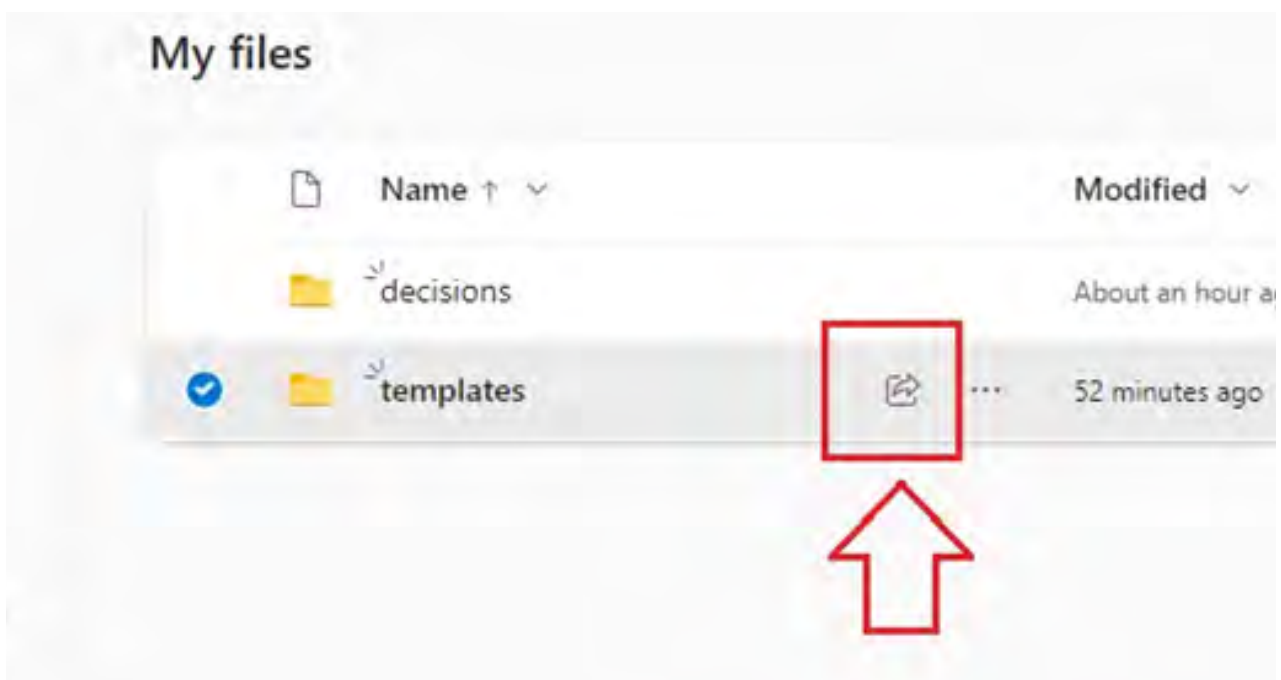


## Sharing files and folders. File security.

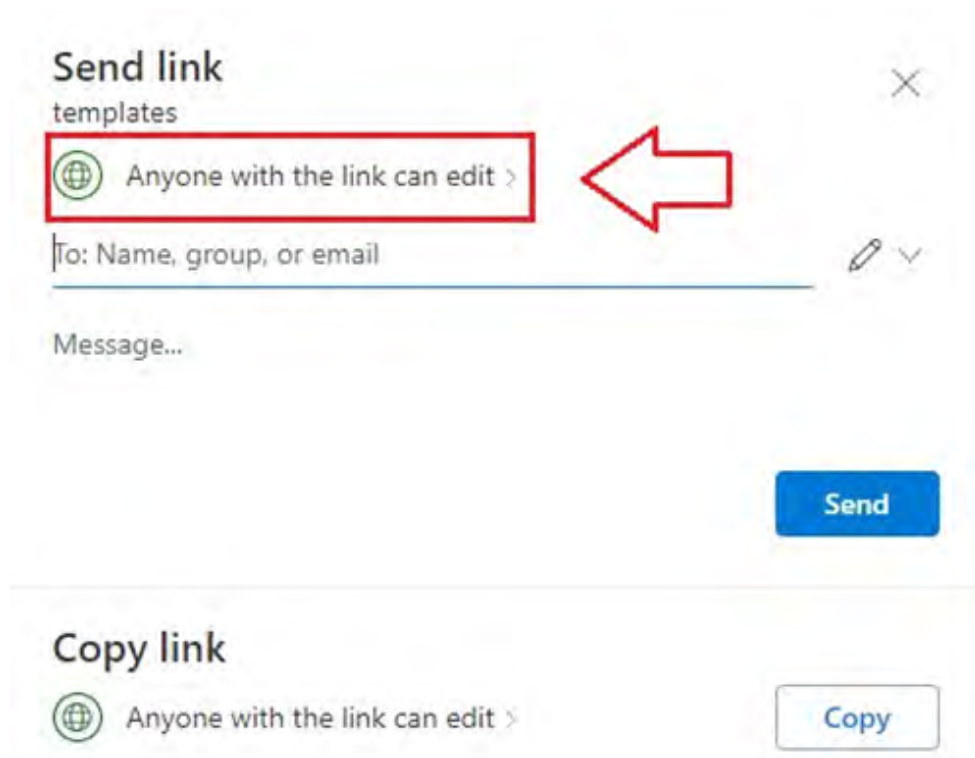
1. One of the most important functions of cloud storage is the ability to share them with other users. It is important that file sharing is performed in a way that ensures access only to authorized persons. Try file sharing with OneDrive.
2. Right-click on the file or folder and chose "Share". For our exercise, let's choose the "templates" folder to share.



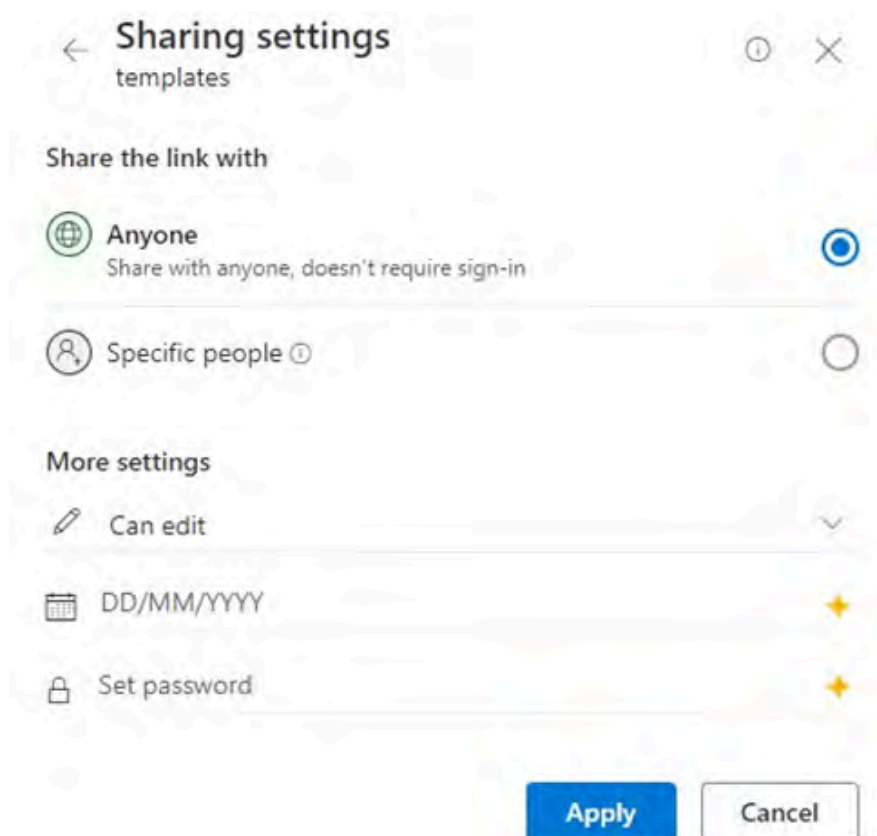
In the same way, you can open the sharing window by clicking the sharing icon shown in the screen below.



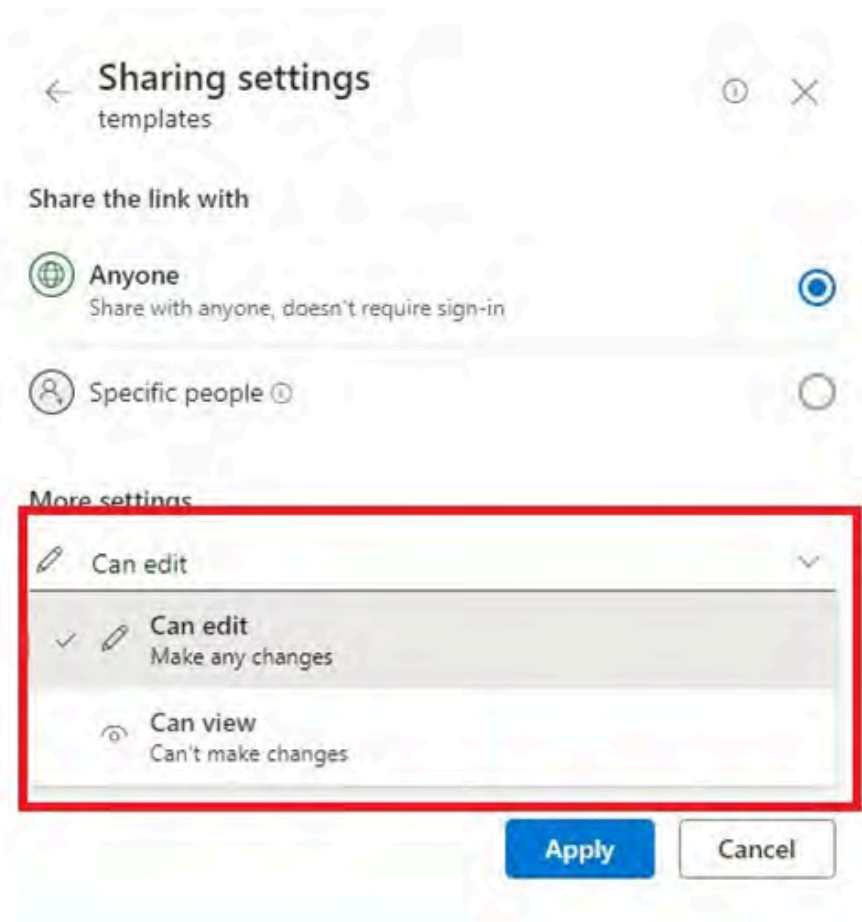
3. The default sharing option is "Anyone with the link can edit", which means that by sharing a link to the resource, anyone who clicks the link can see and edit the shared file. This is not the best choice for sensitive data. To change the sharing option, click on the text "Anyone with the link can edit" as indicated in the screenshot.



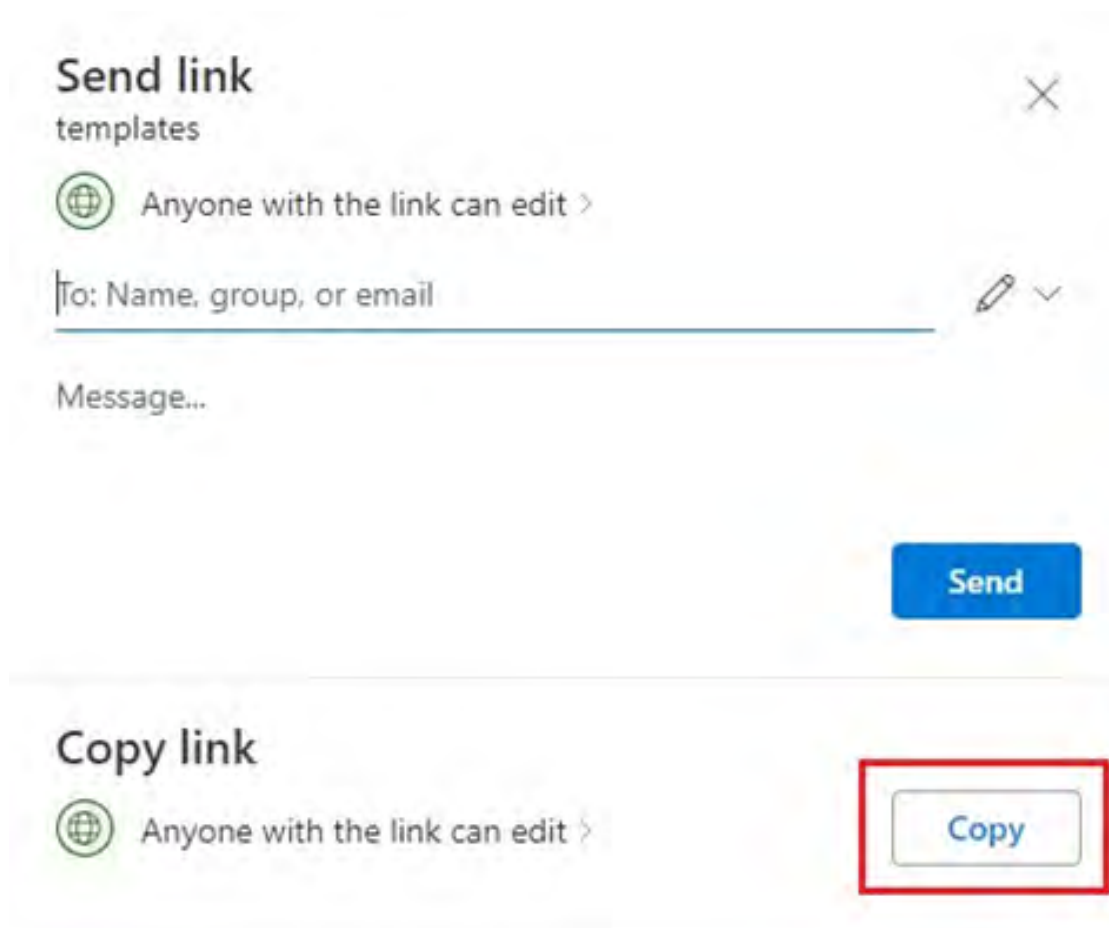
4. Sharing settings window will open, in this window, you can set the expiration date of the shared link (after this date, the file/folder will no longer be shared) and set a password for access to the shared file/folder. Please note these options are only available for paid and academic accounts, they are not available for free accounts.



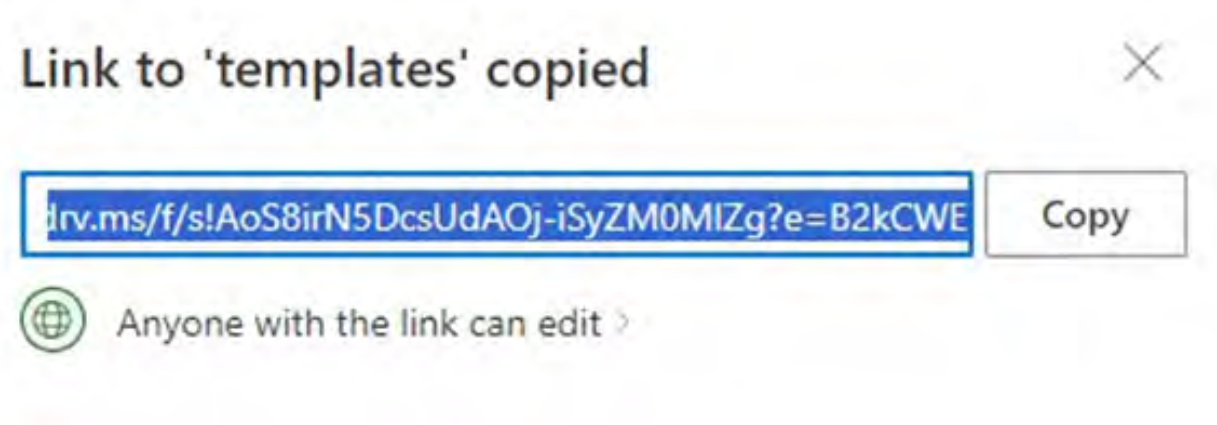
5. Here you can also set editing permissions or viewing permissions for the file.



6. After clicking "Apply", you can copy the link to the shared file/folder as shown below:



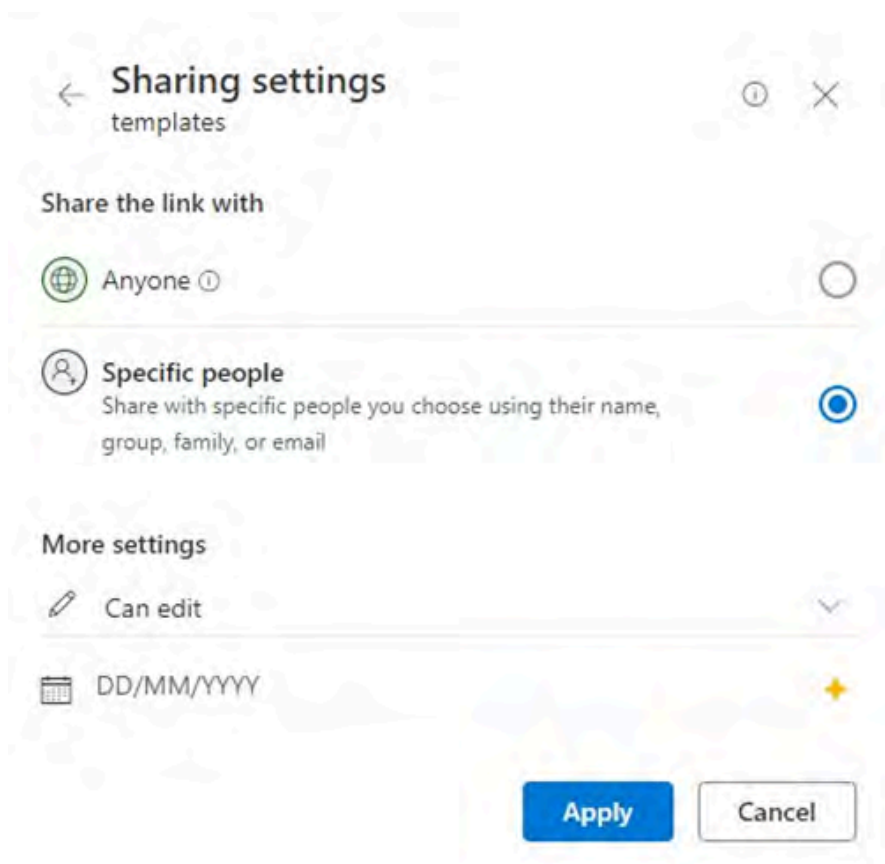
7. A window with link will open and you can copy the link:



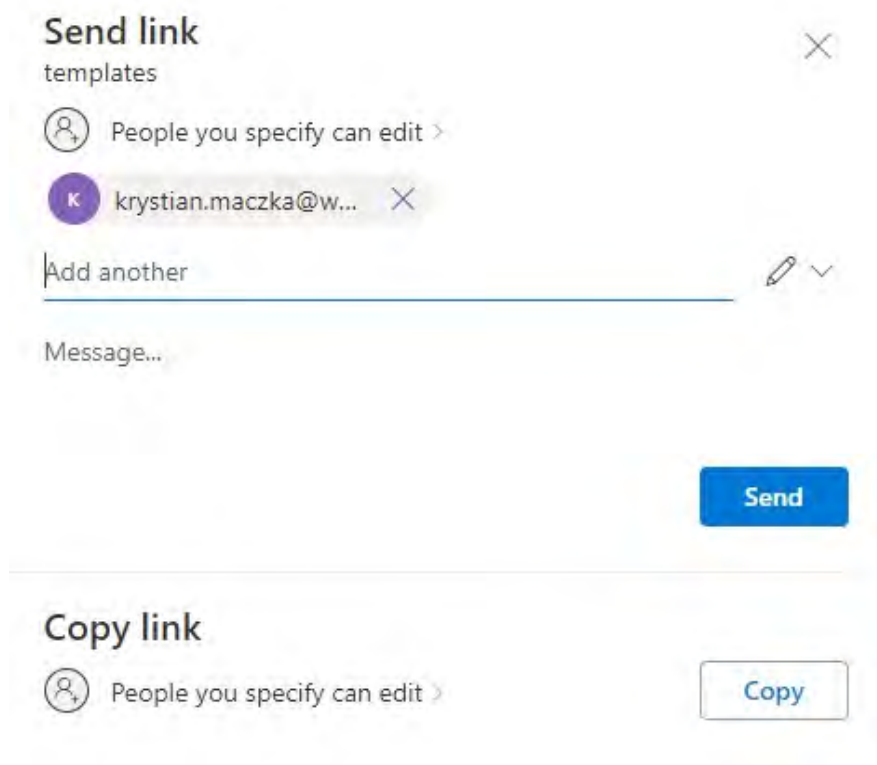
The link has been copied to the clipboard. You can paste it, for example, into an email, send it via Teams, Whatsapp, etc.

**Attention! Remember that this method does not allow you to control who else will have access to the shared file/folder. If your link is forwarded by the recipient, other people will also have access to the shared files/folders.**

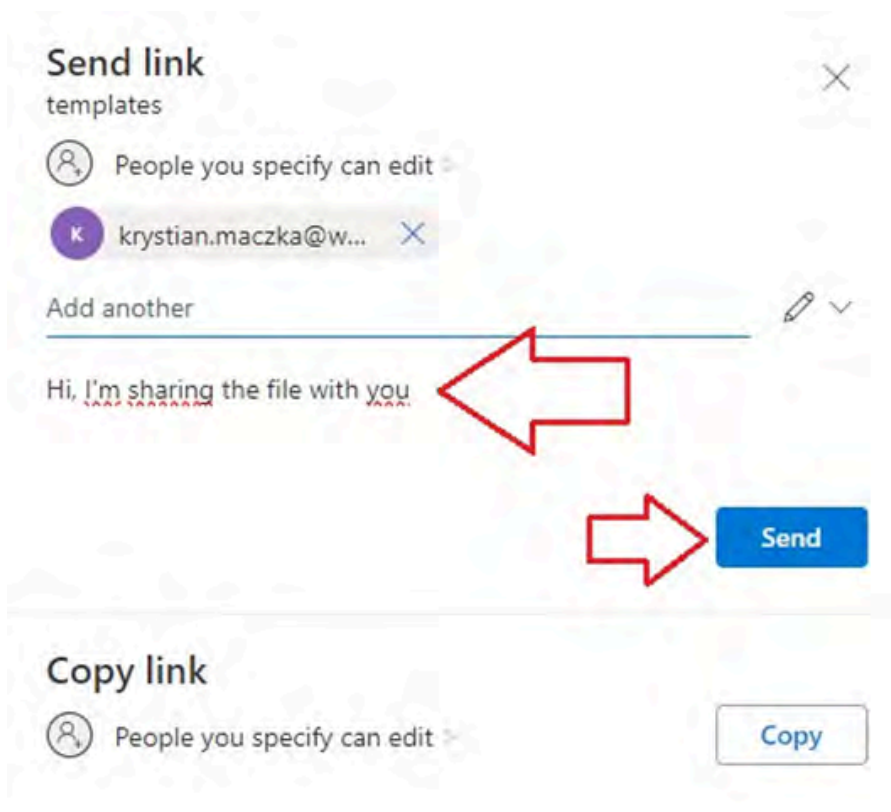
8. You can also share a file or folder with a specific person by specifying the recipient's email address. To do this, change the sharing option to "Specific people". As you can see, for this option you can also indicate whether a specific person can edit or only read, and you can indicate the end date for sharing. However, there is no password protection option here, because it is intended to be shared with a specific person. Then press "Apply".



9. Enter the email address of the person you want to share the file or folder with. You can now press "Send" or additionally write a short message that will be attached to the e-mail with a link to the shared resource.

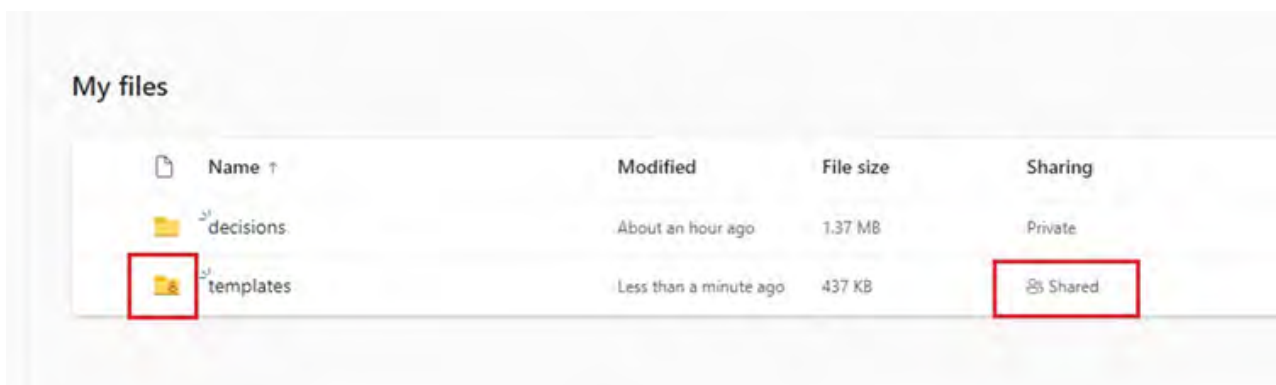


Enter a message to the recipient if you want:

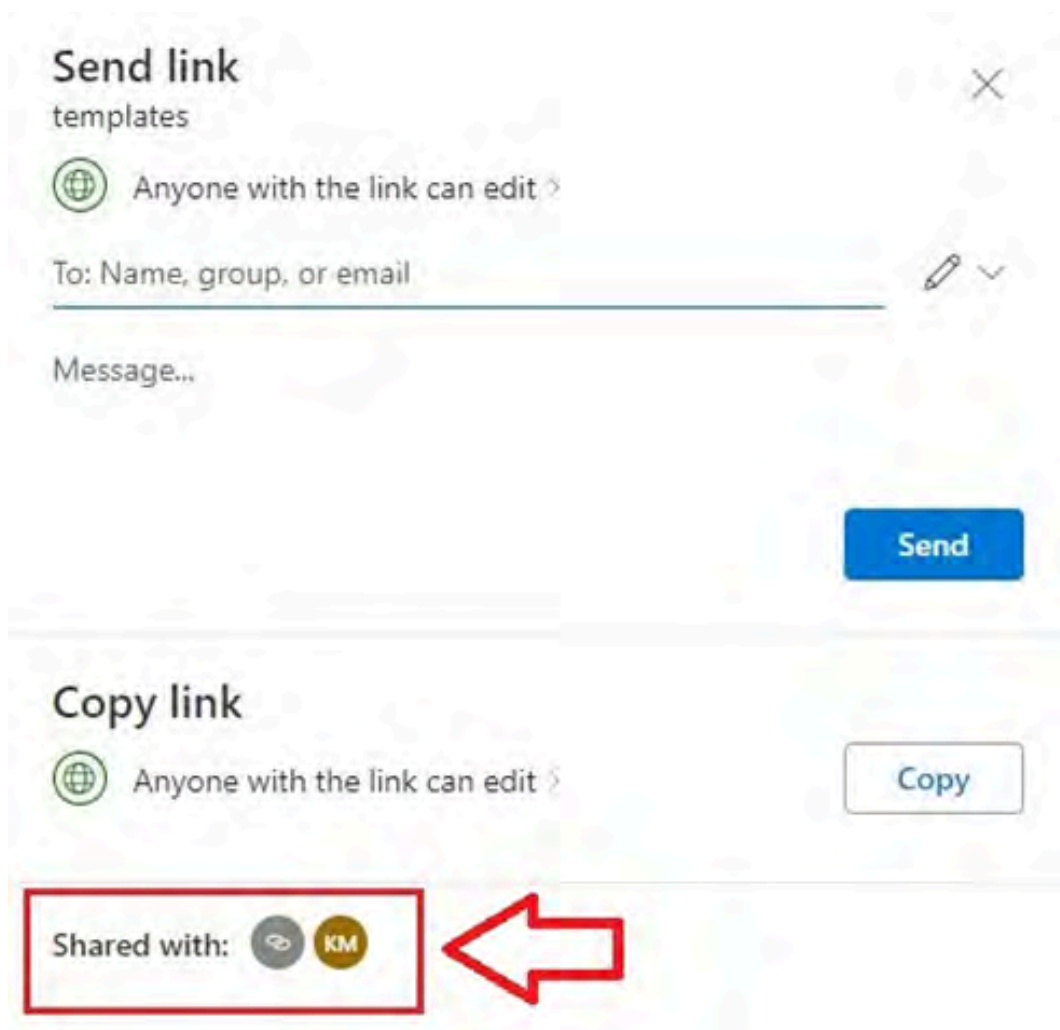




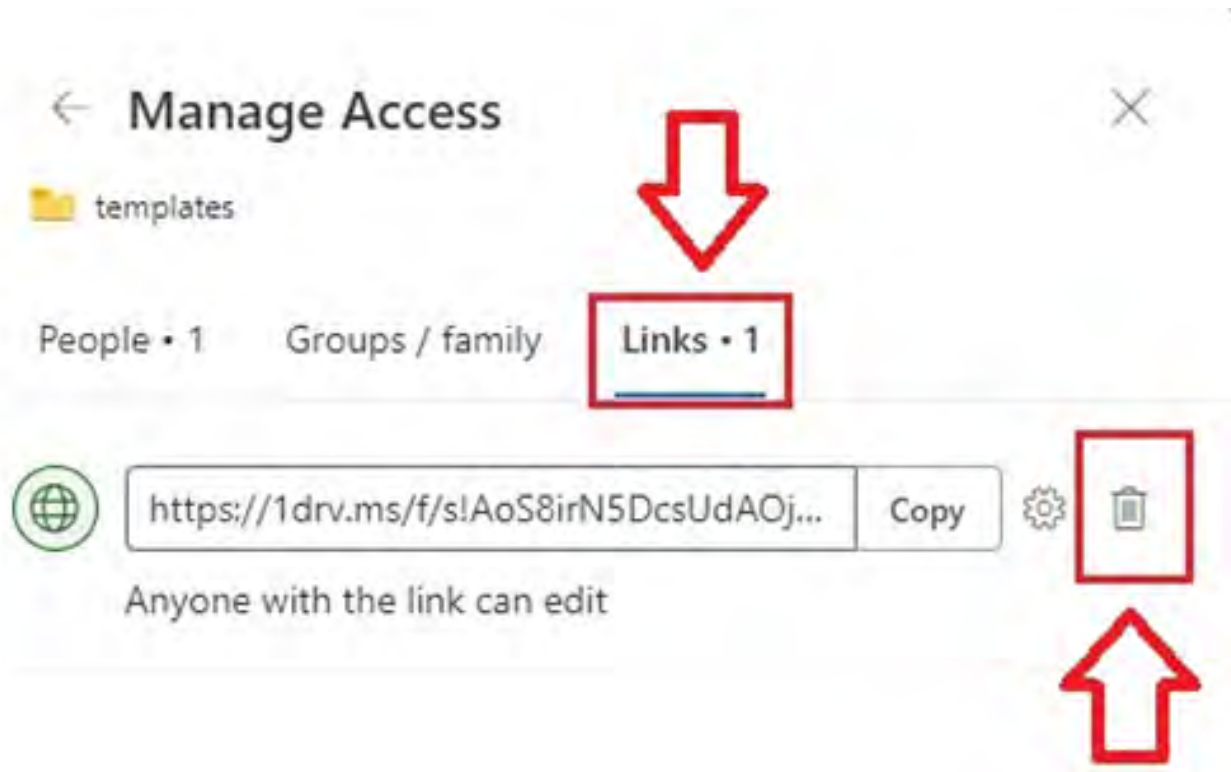
10. Once shared, the icon next to the folder/file name will change to indicate that the resource is shared. Information about sharing will also appear in the "Sharing" column.



11. If at any time you want to disable sharing of file/folder, open the "Sharing" window again (as in point 2 above) for a given file/folder, and then click on the round icon shown in the screenshot below:



12. If the file/folder was shared for a specific person, you will be able to remove the share in the "People" tab. If a link was shared for "Anyone with the link", you will be able to remove the share in the "Links" tab by clicking on the trash can symbol, as shown in the screenshot below.



## File operations in Google Drive cloud storage

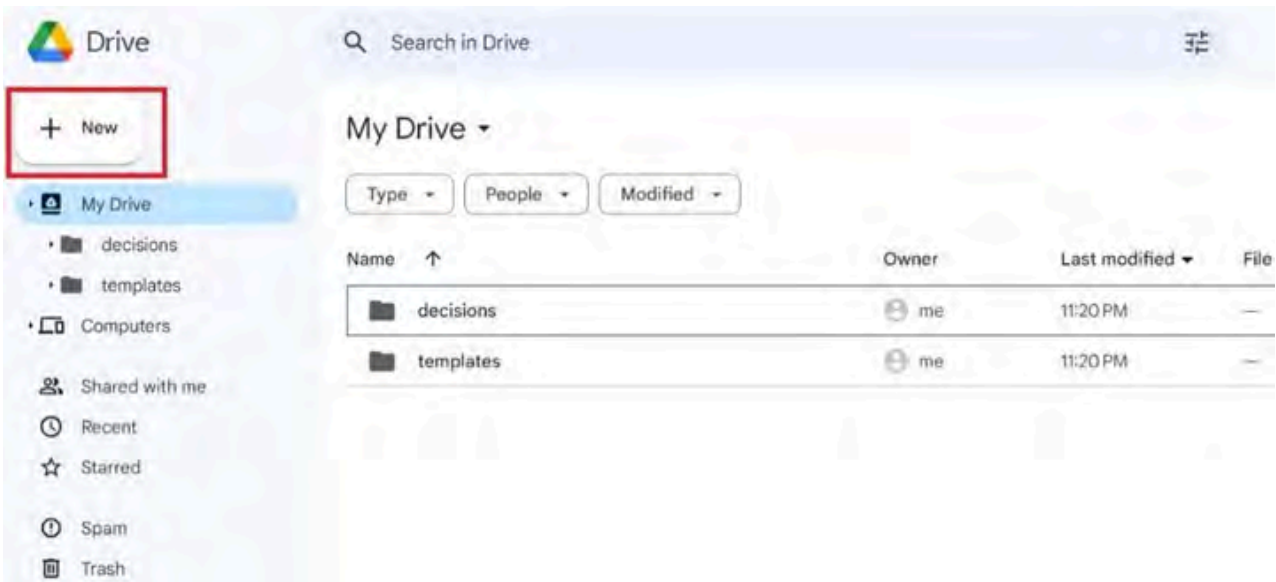
### Uploading files, organizing files.

1. Almost exactly the same functions for uploading, storing, deleting, sharing and restoring previous versions in cloud storage has Google Drive. Please note that the following exercise on storing data in the Google Drive cloud is based on the knowledge acquired earlier regarding OneDrive. Do not complete this exercise without completing the previous section on OneDrive.

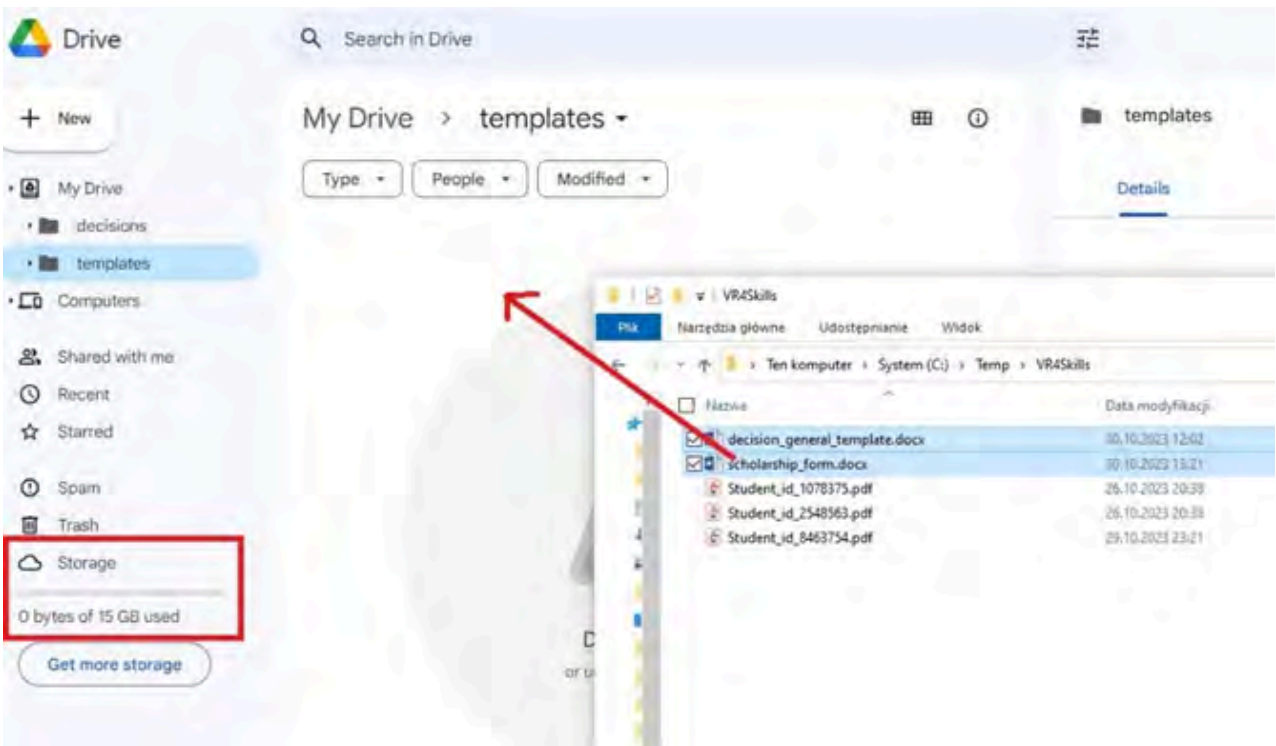
2. Due to the similarity of functionality, the screenshots in the following exercise will only show the differences between OneDrive and Google Drive services.

3. If you do not have an Google account, create an account. If you have one, you can create a brand new account for practice purposes. For this purpose: go to the <https://drive.google.com/drive/my-drive> and select "Create account" and follow the instructions.

In the same way as in the previous OneDrive exercise, create folders "templates" and folder "decisions" in Google Drive by clicking "New" -> Folder. Result:

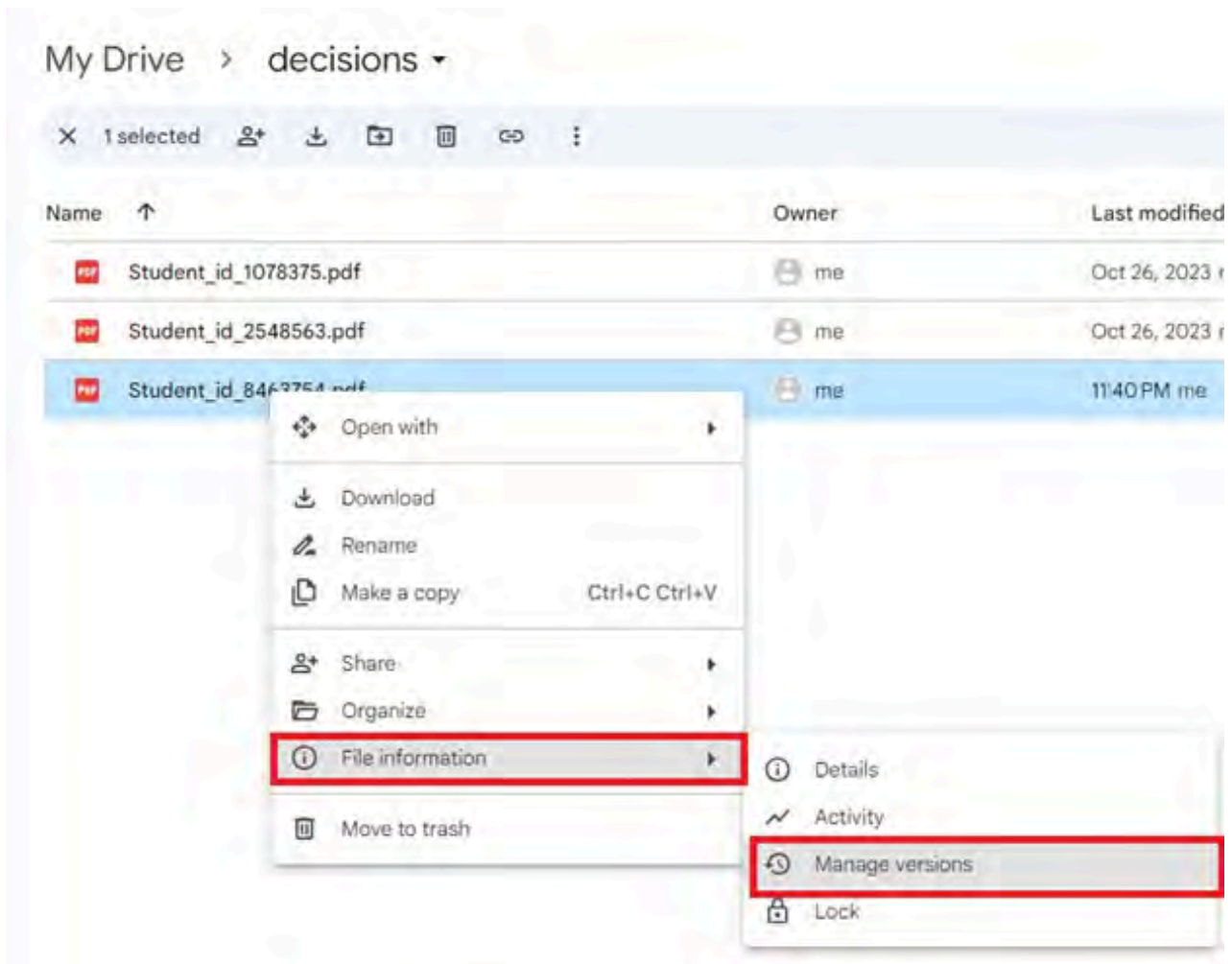


4. In the same way as in the previous OneDrive exercise, uploading files to your Google Drive cloud storage can be done using the "drag and drop" method. Grab the files in your folder and drag them to your cloud storage. Notice the free space indicator on your cloud storage (on the left side of the screen).

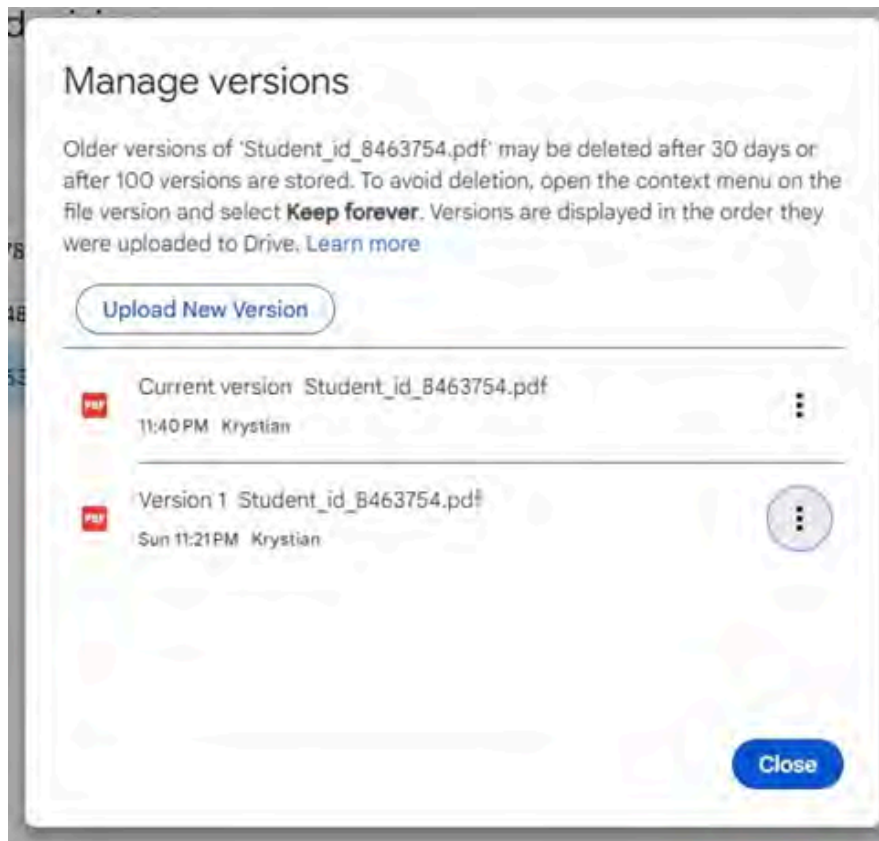


## Restoring previous versions of files

1. If for some reason you have made a change to the file and would like to go back to the previous version of the file, or you have uploaded a new file to the Google Drive cloud storage overwriting the previous version and want to go back to the previous one, it is possible to do so. To do this, right-click on the file and select "File information -> Manage versions"

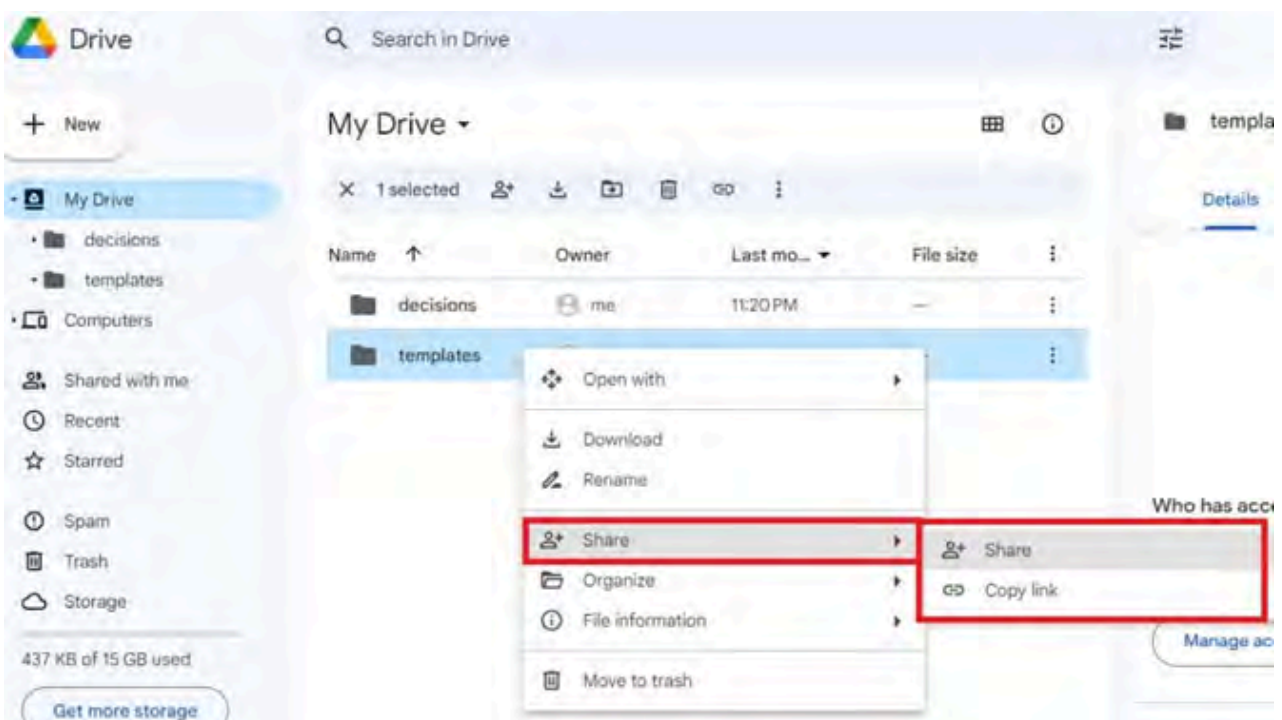


2. An additional menu will open and you will be able to choose between the current and previous versions. You can save any version as current or under a new name.

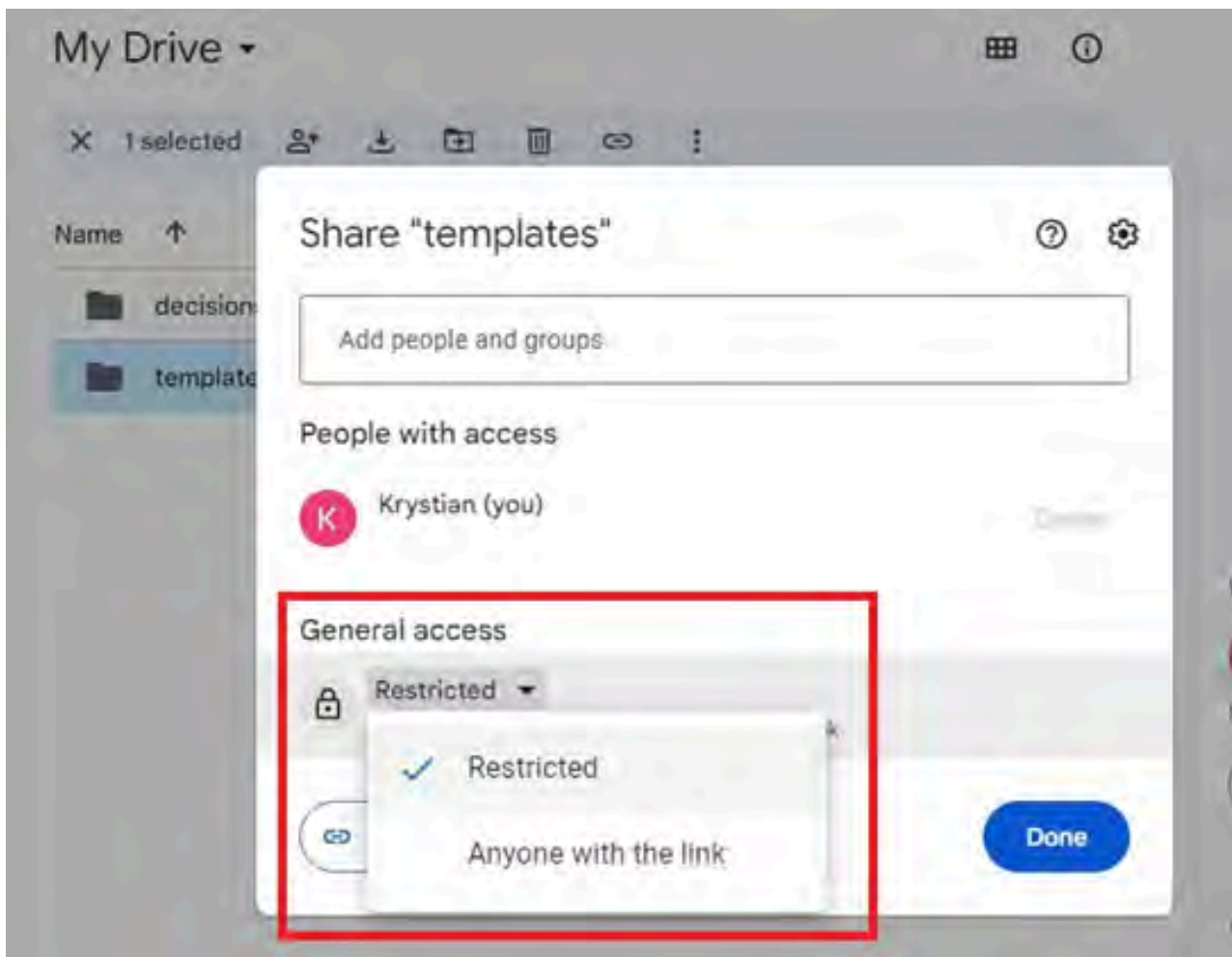


## Restoring previous versions of files

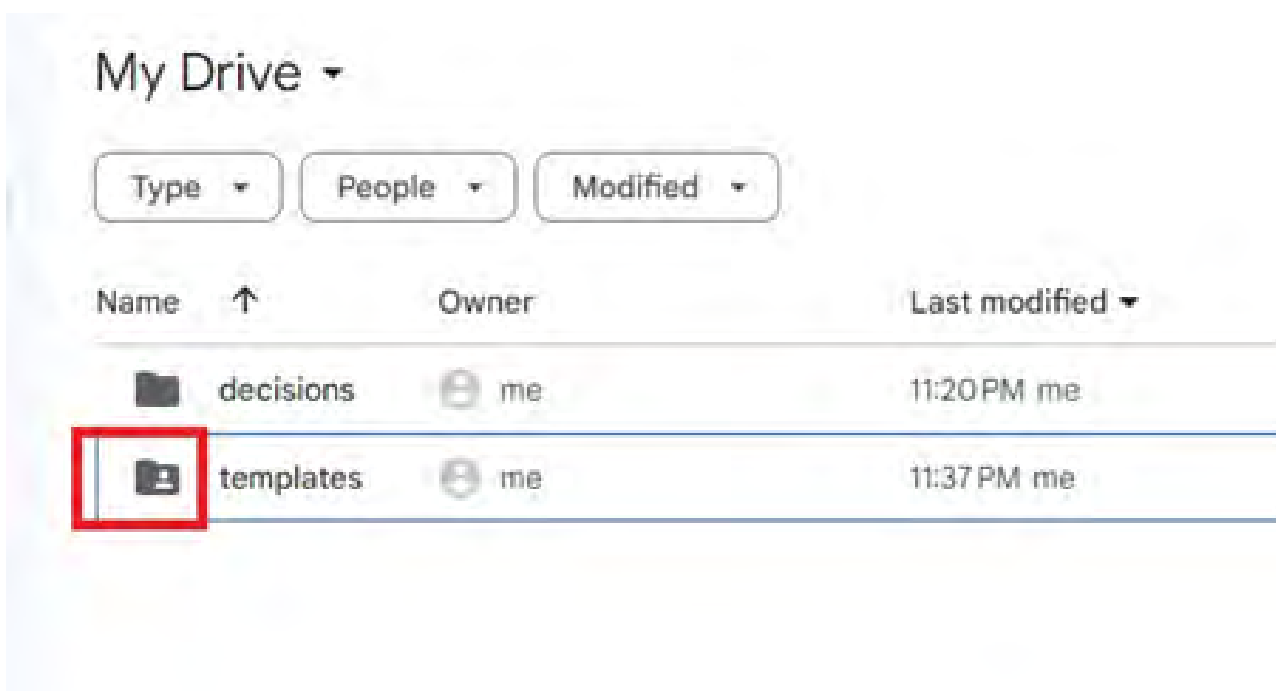
1. To share file/folder right-click on the file or folder and chose "Share":



2. You can choose between sharing the link with everyone who has it, or with a specific person by pointing to the link.



3. The appropriate icon indicates the shared resources:



## Activity 3

# Analysis of data storage needs.

Time: '20

Working in a group of employees from your department, discuss what type of data storage is most suitable for your needs.

1. Appoint a discussion leader. This person will take notes on a whiteboard. Use a classic whiteboard if you meet in person. If you will work online (e.g. in Teams), use the online whiteboard: <https://www.microsoft.com/pl-pl/microsoft-365/microsoft-whiteboard> The discussion leader will share the board with other participants (share with editable option for everyone, now everyone can help create the board).

The screenshot shows a Microsoft Whiteboard interface with the following content:

- Q4 Plan:** A grid of sticky notes with tasks such as "We need to do more research to find the target audiences in this marketing campaign", "Identify usability before and during the production cycle", "Have a recent changes log and who made the changes", "Introduce auto-recording to notes", "Add statistics to the board usage", and "Add audio control, so the user can record voice notes / comments".
- Financials:** A table with columns for "Year", "Q1", "Q2", "Q3", and "Q4", and a bar chart showing data for each quarter. A callout bubble labeled "Customer Email" points to the chart.
- Follow-up tasks:** A table with columns for "Item", "Assigned to", and "Due date".
- Advertising Distribution:** A pie chart showing the following distribution: Sales Training (16%), Conventions (40%), Online Advertising (24%), and Print Advertising (20%).

| Year | Q1 | Q2 | Q3 | Q4 |
|------|----|----|----|----|
| 2021 | 10 | 12 | 15 | 18 |
| 2022 | 15 | 18 | 22 | 25 |
| 2023 | 20 | 25 | 30 | 35 |

| Item                        | Assigned to | Due date              |
|-----------------------------|-------------|-----------------------|
| Follow up with Dave         | @Ross Hall  | Wed, Aug 21 (2d left) |
| Check on incoming shipments | @Assignee   | Select date           |

| Category           | Percentage |
|--------------------|------------|
| Sales Training     | 16%        |
| Conventions        | 40%        |
| Online Advertising | 24%        |
| Print Advertising  | 20%        |



[bit.ly/VR4skills34](https://bit.ly/VR4skills34)

2. Discuss and list on a white board the types of digital data you store in your work (spreadsheet files, office suite files, databases, backup files, etc?). Take into account the size of these files (in the context of demand for cloud storage limits)
3. Discuss what threats may exist for the previously mentioned types of data (data loss, data leakage, inability to access them?).
4. Discuss in detail the security and confidentiality aspects of the various types of data stored and transmitted as part of your work.
5. Indicate the strengths and weaknesses of individual data storage solutions for your department.
6. Check the limits, parameters and prices of available cloud data storage solutions.
7. Divide the tasks among yourself, check the cloud storage service offers available on the Internet, their prices and parameters. Write the results of the analysis on the whiteboard.
8. Discuss and summarize and draw conclusions regarding the best cloud storage option for your needs.

## Activity 4

# Explain to others how cloud storage works.

**Time: '15**

1. Work in a group. Get into pairs with a colleague from your department. Let one person play the role of an explainer, the other person will play the role of a person needing help and information about how to share data in cloud storage.
2. If you work in real-time, take notes from the conversation. If this exercise is carried out via Teams, you can give a presentation on how to share files via screen sharing. Remember not to share sensitive data on the screen, especially in a real situation if you had to help a student remotely.





3. Play out two scenarios, switching the roles of helper and needy.

4. Scenario content:

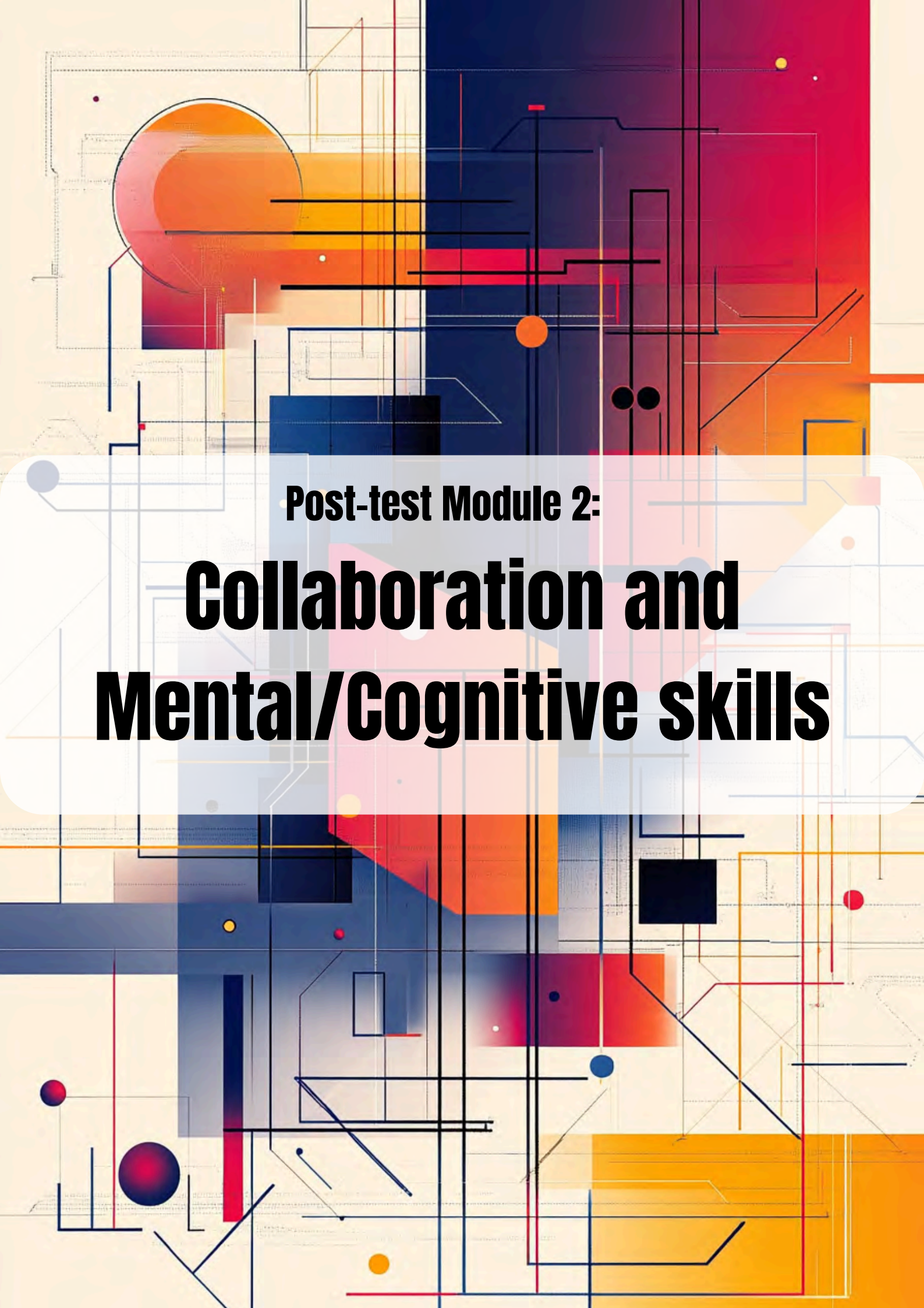
#### Scenario 1

You need to share students' personal data with another university. The documents contain sensitive data, in addition to personal data, also data on scholarships for disabled people. Write an email with instructions to the partner university on how to do it correctly, including encryption and sharing of data in the cloud.

#### Scenario 2

The student joined the group halfway through the semester. His group mates carry out design tasks by storing and editing MS Word files in the OneDrive cloud - together they work collectively on technical documentation. Explain to the student step by step how to properly share files online in the OneDrive cloud and how he should designate other people (students from the group) to edit this document.





**Post-test Module 2:**

# **Collaboration and Mental/Cognitive skills**

**1. What is the maximum number of participants that can join a Microsoft Teams meeting?**

Default scoring: 1

1. 250
2. **300**
3. 500
4. 1000

**2. You buy a new notebook on which you want to edit videos. Which of the proposed memory storage parameters will be the best?**

Default scoring: 1

1. RAM: 4GB, HDD: 120GB
2. **RAM: 32GB, HDD: 250 GB**
3. RAM: 8GB, HDD: 1TB (1000GB)

**3. What is Microsoft OneDrive primarily used for?**

Default scoring: 1

1. Instant messaging
2. **Cloud storage**
3. Project management

**4. How can you share files with team members in MS Teams?**

Default scoring: 1

1. By attaching them in an email
2. **By uploading them to the relevant channel's Files tab**
3. By linking to an external storage service
4. All of the above

**5. What does it mean to set your status as "Do Not Disturb" in MS Teams?**

Default scoring: 1

1. You will leave the team
2. **You will not receive any notifications**
3. You can only receive calls
4. You will not be able to send messages



**6. Can you edit a message after sending it in an MS Teams chat or channel?**

Default scoring: 1

1. Yes, but only within 24 hours of sending it
2. No, messages cannot be edited once sent
3. **Yes, you can edit messages anytime after sending**
4. Yes, but only if the recipient has not read it yet

**7. What feature in MS Teams allows for real-time collaboration on documents?**

Default scoring: 1

1. Teams chat
2. SharePoint integration
3. **Files tab with Office Online integration**
4. Activity feed

**8. In MS Teams, where can team members share files so that everyone in the team can access and collaborate on them?**

Default scoring: 1

1. In a private chat
2. In the Teams tab
3. **In the General channel under Files**
4. In the Calls tab

**9. How can you restrict editing access to a file in MS Teams while still allowing team members to view it?**

Default scoring: 1

1. Delete the file after sharing
2. **Share a link with view-only permissions**
3. Save the file in a private channel
4. It is not possible to restrict editing in MS Teams

**10. Which MS Teams feature would you use for asynchronous collaboration?**

Default scoring: 1

1. Instant messaging
2. Live meetings
3. **Channel discussions**
4. Video calls







## 16. What feature does OneDrive offer for collaborative work on documents?

Default scoring: 1

1. **Real-time co-authoring**
2. Email alerts for changes
3. Scheduled publishing
4. Password-protected documents

## 17. Which feature in MS Teams allows for synchronous discussions?

Default scoring: 1

1. Teams
2. Channels
3. **Calls**
4. Calendar

## 18. How can I upload files to the OneDrive cloud storage service?

Default scoring: 1

1. Only by a special software installed on my PC dedicated to connect and upload files to the cloud
2. By sending files as email attachments to a special email address
3. **Through a web browser, after logging in to my cloud storage account**

## 19. Which of the following is a benefit of using OneDrive for Business over the personal OneDrive?

Default scoring: 1

1. **More storage space**
2. Access to personal files only
3. No sharing capabilities
4. Different color themes

## 20. In Microsoft Teams, what is a "Channel"?

Default scoring: 1

1. A private chat between two users
2. **A section within a team to organize conversations by topic**
3. A feature to video call someone
4. A tool to manage tasks

## 21. When you delete a file from OneDrive, where does it go?

Default scoring: 1

1. The file is permanently deleted immediately
2. The Recycle Bin on your desktop
3. **The OneDrive Recycle Bin**
4. The file is emailed to you for confirmation before deletion

## 22. Where can you find the option to schedule a meeting in MS Teams?

Default scoring: 1

1. In the Chat tab
2. Under the Files tab
3. **In the Calendar tab**
4. In the Teams tab

## 23. What is the primary collaboration feature in OneDrive?

Default scoring: 1

1. **Sharing links to files and folders**
2. Emailing files as attachments
3. Direct messaging within OneDrive
4. Uploading files to a public directory

## 24. What is the purpose of the "Mentions" feature in MS Teams?

Default scoring: 1

1. To delete messages
2. To search for files
3. **To get someone's attention in a conversation**
4. To change user settings

## 25. When you share a document from OneDrive for Business with a colleague for collaboration, they...

Default scoring: 1

1. **Can edit the document by default**
2. Need to download the document to edit it
3. Can only view the document unless you change the permissions
4. Can edit the document only if they have OneDrive installed



**26. How can you ensure a message in a channel is seen by all members of that MS Teams channel?**

Default scoring: 1

1. **By tagging the channel with @channel**
2. By setting the message as "important"
3. By sending a direct message to each member
4. By creating a meeting

**27. How can you work on a document at the same time as your colleagues using OneDrive?**

Default scoring: 1

1. **Through Co-authoring by sharing the document for collaborative editing**
2. By taking turns downloading and uploading the document
3. OneDrive does not support simultaneous editing
4. By emailing the document to each other

**28. What is the use of "Pinning" a message or document in MS Teams?**

Default scoring: 1

1. To delete it from the conversation
2. **To keep it at the top of the conversation feed for easy access**
3. To report it as inappropriate
4. To send it as an email

**29. In OneDrive, how can you ensure that a shared document does not get altered by others?**

Default scoring: 1

1. **By setting it to 'read-only' before sharing**
2. By storing it in a folder marked as 'Do Not Edit'
3. By encrypting the document
4. By sharing it as a .pdf file







**Module 3**

# **Management and Leadership Skills**



**Pre-test Module 3:**

# **Management and Leadership Skills**



## 1. What does the term "5M's" refer to in the context of management and quality control?

Default scoring: 1

1. Five Miraculous Strategies
2. Five Managerial Principles
3. Five Marketing Tactics
4. Five Manufacturing Standards
5. **Five Elements - Man, Machine, Material, Method, Measurement**

## 2. What are the fundamental functions of management?

Default scoring: 1

1. **Planning, Organizing, Leading and Controlling**
2. Selling, Marketing, and Advertising
3. Hiring, Training, and Supervising
4. Producing, Distributing, and Evaluating
5. Budgeting, Negotiating, and Implementing

## 3. What are the key benefits of effective management in an organization?

Default scoring: 1

1. Increased Employee Turnover
2. Higher Levels of Confusion
3. **Improved Quality, Productivity and Employee Morale**
4. Enhanced Workplace Stress
5. Expanded Communication Barriers

## 4. What characterizes the laissez-faire leadership style?

Default scoring: 1

1. Micro-managing and strict control
2. Authoritarian decision-making
3. **Hands-off approach with minimal guidance**
4. Collaborative and participative decision-making
5. Task-oriented and directive leadership



## 5. What characterizes the transactional leadership style?

Default scoring: 1

1. Inspirational and visionary leadership
2. Collaborative decision-making
3. Transformational and charismatic leadership
4. **Reward and punishment-based leadership**
5. Laissez-faire and hands-off leadership

## 6. In leadership styles, what distinguishes Task-Oriented from Relationship-Oriented leadership?

Default scoring: 1

1. Task-Oriented focuses on employee well-being; Relationship-Oriented focuses on task completion
2. Task-Oriented emphasizes collaboration; Relationship-Oriented emphasizes individual achievements
3. **Task-Oriented prioritizes goal achievement; Relationship-Oriented prioritizes team harmony**
4. Task-Oriented promotes open communication; Relationship-Oriented focuses on strict hierarchy
5. Task-Oriented encourages creativity; Relationship-Oriented emphasizes routine and structure

## 7. Which of the following is NOT a means of developing trust on a team?

Default scoring: 1

1. **Hold members accountable for mistakes**
2. Avoid conflicts of interest
3. Learn from mistakes
4. Practice honesty

## 8. Sandra, a member of the IT testing team, left the organization without any notice. How would you help the team adapt?

Default scoring: 1

1. Assess Sandra's workload
2. Work with the project manager to create a list of Sandra's responsibilities
3. Ensure there is some coverage until the position is filled
4. **All of the options**



**9. Which of the following is NOT true of teamwork in the workplace?**

Default scoring: 1

1. Encourages support and recognition in team members
2. Requires team roles to be clearly recognized
3. **Creates a hard competitive environment among team members**
4. Gives leaders a collaborative insight to new opportunities

**10. What are not elements of an effective work environment for teamwork and collaboration?**

Default scoring: 1

1. Strong interpersonal skills
2. **Compulsory Intimate relations among team members**
3. Use of group process
4. Cultural understanding

**11. Which is NOT a good team member?**

Default scoring: 1

1. Jane is critical of details and makes sure that there are no errors
2. Saed has never missed a deadline, and he always makes sure tasks are completed on time
3. Denis loves a challenge and never gives up when the going gets tough
4. **Olga doesn't love to try new and creative ideas and is very skeptical of new ideas**



The background is a vibrant, abstract composition of overlapping geometric shapes in various colors including blue, orange, yellow, purple, and black. A central silhouette of a person's head and shoulders is visible, facing right. The overall style is modern and dynamic.

# **Management and Leadership**

# Management and Leadership

In this unit, you will get to understand role of management and leadership skill in your everyday work. You will be able to apply different effective leadership style depends on the situation and the team's maturity at that moment in time. Examine your personal comprehension of these styles and consider how you can integrate them into your own path toward leadership development.

After this unit, you will:



- define main aspects of management and leadership
- apply different leadership styles
- manage leadership challenges

## Activity 3.1.2

# Mini lecture - What is Management?

Time: '50

### Management Is...

Management is the process of planning, organizing, leading, and controlling resources to achieve organizational goals. It is an essential function in any organization, whether it is a business, a government agency, or a non-profit organization. Effective management can help an organization to achieve its goals, improve efficiency, and increase productivity.



Many of today's managers got their start welding on the factory floor, clearing dishes off tables, helping customers fit a suit, or wiping up a spill in aisle 3. Similarly, lots of you will start at the bottom and work your way up. There's no better way to get to know your competition, your customers, and your business. But whether you begin your career at the entry level or as a supervisor, your job as a manager is not to do the work, but to help others do theirs. **Management** is getting work done through others.

Pat Carrigan, a former elementary school principal who became a manager at a GENERAL MOTORS car parts plant, says, "I've never made a part in my life, and I don't really have any plans to make one. That's not my job. My job is to create an environment where people who do make them can make them right, can make them right the first time, can make them at a competitive cost, and can do so with some sense of responsibility and pride in what they're doing. I don't have to know how to make a part to do any of those things."

6 Pat Carrigan's description of managerial responsibilities suggests that managers also have to be concerned with efficiency and effectiveness in the work process.

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6 Pat Carrigan's description of managerial responsibilities suggests that managers also have to be concerned with efficiency and effectiveness in the work process.

**Efficiency** is getting work done with a minimum of effort, expense, or waste. For example, UNITED PARCEL SERVICE, which delivers over 3.5 billion packages a year, will save 14 million gallons of fuel annually when it fully implements its new PAL software.





PAL, which stands for Pre-Load Assistance Label, is part of an overall computerized route and load planning system that shows truck loaders where to put packages on the delivery truck (to maximize the number of packages per truck), determines how many packages and stops a UPS driver has and what routes should be taken (to minimize travel time, distances, and fuel costs), and tells drivers exactly where your package is on the truck when they stop in front of your house (to minimize search time at each stop).

By itself, efficiency is not enough to ensure success. Managers must also strive for effectiveness, which is accomplishing tasks that help fulfil organizational objectives, such as customer service and satisfaction. WAL-MART's new computerized scheduling system measures trends in store sales and customer traffic so it can have more employees on the job whenever its stores are busy.

Tests in 39 stores indicated that 70 percent of customers reported improved checkout times and service using this scheduling system. Wal-Mart spokesperson Sarah Clark said, "The advantages are simple: We will benefit by improving the shopping experience by having the right number of associates to meet our customers' needs when they shop our stores." The computerized system also frees managers to manage instead of calculating schedules.

Normally, it takes a Wal-Mart manager a full day to schedule the weekly shift for a single store. By contrast, in that time the computerized scheduling system can calculate the schedules for all of Wal-Mart's 1.3 million workers.

Management is a complex and challenging task, but it is also an essential one. Effective management can help an organization to achieve its goals, improve efficiency, and increase productivity.

By understanding the key concepts of management, implementing effective management practices, and staying up-to-date on the latest management theories, managers can make a significant contribution to their organization's success.

Management acts as a guide to a group of people working in the organization and coordinating their efforts, towards the attainment of the common objective.



In other words, it is concerned with optimally using SM's, i.e.:

- Men (people),
- machine,
- material,
- money and
- methods and,

this is possible only when there proper direction, coordination and integration of the processes and activities, to achieve the desired results.



**Universal:** All the organizations, whether it is profit-making or not, they require management, for managing their activities. Hence it is universal in nature.

**Goal-Oriented:** Every organization is set up with a predetermined objective and management helps in reaching those goals timely, and smoothly.

**Multi-dimensional:** Management is not confined to the administration of people only, but it also manages work, processes and operations, which makes it a multi-disciplinary activity.

**Group activity:** An organization consists of various members who have different needs, expectations and beliefs. Every person joins the organization with a different motive, but after becoming a part of the organization they work for achieving the same goal. It requires supervision, teamwork and coordination, and in this way, management comes into the picture.

**Dynamic function:** An organization exists in a business environment that has various factors like social, political, legal, technological and economic. A slight change in any of these factors will affect the organization's growth and performance. So, to overcome these changes management formulates strategies and implements them.

**Intangible force:** Management can neither be seen nor touched but one can feel its existence, in the way the organization functions.

## **GOOD MANAGEMENT IS WORKING THROUGH OTHERS TO ACCOMPLISH TASKS THAT HELP FULFIL ORGANIZATIONAL OBJECTIVES AS EFFICIENTLY AS POSSIBLE.**

Things to remember:

**Management** getting work done through others;

**Efficiency** getting work done with a minimum of effort, expense, or waste;

**Effectiveness** accomplishing tasks that help fulfil organizational objectives.

### **Management Functions**

Henri Fayol, who was a managing director (CEO) of a large steel company in the early 1900s, was one of the founders of the field of management. Based on his 20 years of experience as a CEO, Fayol argued that "***the success of an enterprise generally depends much more on the administrative ability of its leaders than on their technical ability.***" In other words, eBay, the world's largest online auction company, succeeds because of CEO Meg Whitman's capabilities as a manager and not because of her abilities to write computer code.



According to Fayol, to be successful, managers need to perform five managerial functions: planning, organizing, coordinating, commanding, and controlling. Today, though, most management textbooks have dropped the coordinating function and refer to Fayol's commanding function as "leading." Consequently, Fayol's management functions are known today as planning, organizing, leading, and controlling. Studies indicate that managers who perform these management functions well are more successful.

For example, the more time that CEOs spend planning, the more profitable their companies are. Over a 25-year period, AT&T found that employees with better planning and decision-making skills were more likely to be promoted into management jobs, to be successful as managers, and to be promoted into upper levels of management. The evidence is clear. Managers serve their companies well when they plan, organize, lead, and control.

Now let's take a closer look at each of the management functions:

- planning,
- organizing,
- leading,
- controlling.

**Planning** is determining organizational goals and a means for achieving them. Planning is one of the best ways to improve performance. It encourages people to work harder, to work hard for extended periods, to engage in behaviours directly related to goal accomplishment, and to think of better ways to do their jobs. But most importantly, companies that plan have larger profits and faster growth than companies that don't plan.

If you can answer the question "What business are you in?" in two sentences or less, chances are you have a very clear plans for your business. EXXON MOBIL CEO Rex Tillerson states clearly and simply that "conventional oil and gas ... is the business we are in." When asked why ExxonMobil is not heavily investing in ethanol, a crop-based renewable source of fuel, he replies, "We are not in those other businesses."

Likewise, GOOGLE, which makes its money from search-based Internet advertising, says that it is not in the advertising business. Its business is to "organize the world's information and make it universally accessible and useful." So when Google spent \$1.65 billion to buy YouTube, it was adhering to its business by helping users access and organize video content. Planning is nothing but thinking before the action takes place.

It helps us to take a peep into the future and decide in advance the way to deal with the situations, which we are going to encounter in future. It involves logical thinking and rational decision making. Planning is concerned with setting objectives, targets, and formulating plan to accomplish them. The activity helps managers analyse the present condition to identify the ways of attaining the desired position in future.

It is both, the need of the organisation and the responsibility of managers. Planning is present in all types of organisations, households, sectors, economies, etc. We need to plan because the future is highly uncertain and no one can predict the future with 100% accuracy, as the conditions can change anytime. Hence, planning is the basic requirement of any organization for the survival, growth and success.

Planning is ...

***„the fundamental management function, which involves deciding beforehand, what is to be done, when is it to be done, how it is to be done and who is going to do it. It is an intellectual process which lays down an organisation’s objectives and develops various courses of action 1 by which the organisation can achieve those objectives. It chalks out exactly, how to attain a specific goal”.***

**Organizing** is deciding where decisions will be made, who will do what jobs and tasks, and who will work for whom in the company. Organizing involves deciding the ways and means with which the plans can be implemented. It entails defining jobs and working relationships, assigning different tasks associated with the plans, arranging and allocating resources, design a structure which distinguishes duties, responsibilities and authorities, scheduling activities, in order to maintain smoothness and effectiveness in operations.





Organizing is the core function which binds all the activities and resources together in a systematic and logical sequence. Go to YAHOO!'s home page and take a look at the vast number of topics, news, mail, messenger, shopping (from autos and finance to Jobs, music, and real estate), small business, and featured services (downloads, mobile, voice, and personal websites). How would you organize this vast array of topics and activities?

Yahoo! does it with two customer groups, audience and advertiser/publisher, and one technology group. The audience group has responsibility for Yahoo!'s products in search, media, communities and communications. The advertising/publishing group helps large advertisers and agencies, small- and medium-sized businesses, local advertisers, resellers, and publishers connect with their target customers across the Internet.

Finally, the technology group supports the entire organization by creating technological capabilities and platforms. Yahoo!'s CEO said, "We believe having a more customer-focused organization, supported by robust technology, will speed the development of leading-edge experiences for our most valuable audience segments.

Organizing is...

***„the second key management function, after planning, which coordinates human efforts, arranges resources and incorporates the two in such a way which helps in the achievement of objectives".***

**Leading** is third management function, involves inspiring and motivating workers to work hard to achieve organizational goals. It is the task of the manager to guide, supervise, lead and motivate the subordinates, to ensure that they work in the right direction, so far as the objectives of the organization are concerned. For example when Anne Mulcahy became XEROX's CEO, the company was on the brink of bankruptcy-it was \$17.1 billion in debt and had only \$154 million in cash.

Mulcahy, who traveled to two and sometimes three cities a day to talk to Xerox managers and employees, implored them to "save each dollar as if it were your own." And at each stop, she reminded them, "Remember, by my calculations, there are [she fills in the number] selling days left in the quarter." Mulcahy said, "One of the things I care most about at Xerox is the morale and motivation at the company. I think it is absolutely critical to being able to deliver results

People have to feel engaged, motivated and feel they are making a contribution to something that is important. I spend the vast majority of my time with customers and employees, and there is nothing more important for any of us to do as leaders than communicate and engage with our two most important constituencies." Today, as a result of Mulcahy's leadership and the hard work of dedicated Xerox employees, Xerox is back on its feet, having returned to profitability and financial stability.

Leading is ...

***„inspiring and motivating workers to work hard to achieve organizational goals”***

The last function of management, **controlling**, is monitoring progress toward goal achievement and taking corrective action when progress isn't being made. The basic control process involves setting standards to achieve goals, comparing actual performance to those standards, and then making changes to return performance to those standards. We should add that control is a primary goal-oriented function of management in an organisation.

It is a process of comparing the actual performance with the set standards of the company to ensure that activities are performed according to the plans and if not then taking corrective action. Every manager needs to monitor and evaluate the activities of his subordinates. It helps in taking corrective actions by the manager in the given timeline to avoid contingency or company's loss. Controlling is performed at the lower, middle and upper levels of the management.

Controlling and planning are interrelated as controlling gives an important input into the next planning cycle. Controlling is a backwards-looking function which brings the management cycle back to the planning function. Planning is a forward-looking process as it deals with the forecasts about the future conditions. For example CONTINENTAL AIRLINES started giving passengers small cups of their soft drinks instead of an entire can (one corrective action among many) in their efforts to cut costs (the standard) to restore profitability (the goal).



Company spokesperson Rahsaan Johnson defended the move, saying, "Flight attendants have been telling us that the trash bags they carry were so heavy because of all the [wasted] liquid. We were pouring almost half away." Although Continental will still give entire soft drink cans to customers who request them, serving smaller drinks saves the company at least \$100,000 a year in costs.

Controlling is ....

***„monitoring progress toward goal achievement and taking corrective action when needed”.***

## **The Importance of Management**

Management is an important function in any organization because it helps to ensure that the organization is achieving its goals. Effective management can lead to a number of benefits, including:

- Increased efficiency and productivity: Effective management can help to ensure that resources are used efficiently and that employees are working to their full potential;
- Improved quality: Effective management can help to ensure that products and services are of high quality;
- Increased profitability: Effective management can help to increase an organization's profitability;
- Improved employee morale: Effective management can help to create a positive work environment that leads to increased employee morale.

## **The Different Levels of Management**

There are three levels of management in most organizations:

- Top managers: Top managers are responsible for setting the overall direction of the organization. They develop strategic plans and make decisions that affect the entire organization,
- Middle managers: Middle managers are responsible for implementing the plans of top managers. They oversee the work of lower-level managers and employees,
- First-line managers: First-line managers are responsible for the day-to-day activities of employees. They supervise employees, provide training, and motivate them to achieve their goals.



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There are a number of different styles of management, each with its own advantages and disadvantages. Some of the most common styles of management include:

- **Autocratic:** Autocratic managers make decisions without consulting with others. They expect employees to follow orders without question,
- **Democratic:** Democratic managers involve employees in decision-making. They seek input from employees and consider their suggestions,
- **Laissez-faire:** Laissez-faire managers give employees a great deal of freedom. They allow employees to make their own decisions and take responsibility for their work.

## The Skills of Effective Managers

Effective managers need a variety of skills, including:

- **Communication skills:** Effective managers need to be able to communicate clearly and concisely. They need to be able to give instructions, provide feedback, and resolve conflicts,
- **Interpersonal skills:** Effective managers need to be able to build relationships with others. They need to be able to be empathetic, listen actively, and motivate others,
- **Problem-solving skills:** Effective managers need to be able to identify problems, analyze them, and develop solutions. They need to be able to think creatively and make decisions,
- **Decision-making skills:** Effective managers need to be able to make sound decisions. They need to be able to gather information, weigh different options, and choose the best course of action.



## The Challenges of Management

Management is a challenging task. Managers face a number of challenges, including:

- **Managing change:** Organizations are constantly changing, and managers need to be able to adapt to change. They need to be able to communicate change effectively, manage employee resistance, and implement new processes,
- **Motivating employees:** Motivating employees is a constant challenge. Managers need to find ways to keep employees engaged and motivated to achieve their goals,
- **Dealing with conflict:** Conflict is inevitable in any organization, and managers need to be able to deal with it effectively. They need to be able to identify the source of conflict, mediate between parties, and find solutions.

## What are the management goals at various stages of team development?

Team development in management is the process of helping teams work together more effectively to achieve their goals. It do pass into different stages too:

1. **Forming Stage:** In the forming stage, the primary focus of management is on creating a foundation for effective teamwork and establishing a clear sense of direction. Key team development management goals include:
  - **Establish a Shared Vision and Purpose:** Clearly articulate the team's overall vision and purpose, ensuring that all members understand and are aligned with this overarching direction. This shared vision provides a unifying framework for the team's work and motivates individuals to contribute towards a common goal.
  - **Foster a Welcoming and Inclusive Environment:** Create a safe and supportive environment where team members feel comfortable expressing their ideas, asking questions, and making mistakes. Actively promote diversity of thought and encourage everyone to participate in discussions and decision-making processes.
  - **Develop Clear Ground Rules and Expectations:** Establish clear guidelines for team interactions, communication, and work practices. Set expectations for individual behavior, accountability, and professional conduct. These ground rules provide a foundation for effective teamwork and prevent misunderstandings or conflicts.



- **Identify Individual Strengths and Expertise:** Assess the skills, knowledge, and experience of each team member to effectively utilize their individual strengths and expertise. Encourage collaboration and cross-training to leverage diverse talents.
- **Establish Effective Communication Channels:** Implement clear and efficient communication channels to facilitate information sharing, collaboration, and decision-making. Utilize appropriate communication tools and methods based on the team's needs and preferences.

**2. Storming Stage:** As the team enters the storming stage, management's role shifts to navigating conflicts, addressing underlying issues, and fostering constructive dialogue. Key team development management goals include:

- **Manage Conflicts Proactively:** Address disagreements and tensions early on to prevent them from escalating into major issues. Facilitate open communication, encourage active listening, and promote a respectful approach to resolving conflicts.
- **Identify and Address Underlying Issues:** Dig deeper to uncover the root causes of conflicts and disagreements. Help team members understand different perspectives, appreciate individual strengths, and find common ground.
- **Encourage Constructive Feedback and Dialogue:** Create a culture where team members feel comfortable providing constructive feedback to each other. Encourage open and honest discussions to identify areas for improvement and foster collective growth.
- **Establish Clear Roles and Responsibilities:** Clearly define individual roles and responsibilities within the team, ensuring that everyone understands their specific tasks and contributions. Encourage team members to share expertise and provide support to each other.
- **Promote Adaptability and Flexibility:** Encourage the team to adapt to changing circumstances and be flexible in their approach to work. Foster a culture of continuous learning and improvement.



**2. Norming Stage:** In the norming stage, management focuses on establishing cohesion, refining team processes, and optimizing communication. Key team development management goals include:

- **Build Shared Team Identity:** Cultivate a sense of belonging and shared identity among team members. Encourage team-building activities, celebrate successes together, and recognize individual contributions.
- **Refine Team Processes and Practices:** Evaluate and refine team processes and practices based on feedback and experience. Identify areas for improvement and implement changes to enhance collaboration and productivity.
- **Promote Effective Delegation and Empowerment:** Empower team members to take ownership of their work and make decisions within their defined roles. Delegate tasks effectively and provide support and guidance as needed.
- **Encourage Continuous Learning and Development:** Encourage team members to engage in continuous learning and development opportunities. Provide access to training resources and support professional growth.
- **Foster a Culture of Recognition and Appreciation:** Recognize and appreciate individual and team accomplishments promptly and meaningfully. Celebrate successes and milestones to reinforce positive behaviors and encourage continued effort.

**3. Performing Stage:** The performing stage is characterized by high levels of productivity, efficiency, and collaboration. Management goals focus on maintaining team performance, optimizing workflows, and fostering innovation. Key team development management goals include:

- **Monitor and Optimize Team Performance:** Continuously monitor team performance metrics and identify areas for improvement. Implement process improvements, address challenges proactively, and provide support to maintain high levels of efficiency and effectiveness.
- **Empower Innovation and Problem-Solving:** Encourage a culture of innovation and problem-solving within the team. Provide opportunities for creative thinking, experimentation, and risk-taking.
- **Foster Cross-Functional Collaboration:** Encourage collaboration and knowledge sharing across different functional areas within the team. Break down silos and promote a holistic approach to problem-solving and decision-making.



- **Celebrate Successes and Milestones:** Recognize and celebrate significant achievements and milestones reached by the team. Foster a sense of accomplishment and motivation to maintain high performance levels.
- **Prepare for Transitions and Changes:** Anticipate and plan for potential transitions, changes, or new projects that may impact the team. Communicate effectively and provide support to ensure adaptability and continuity.

4. **Adjourning Stage:** In the adjourning stage, the primary focus of management is on effectively managing transitions, wrapping up activities, and providing closure for the team. Key team development management goals include:

- **Formalize Project Completion and Documentation:** Ensure that all project deliverables are completed, documented, and archived appropriately. Maintain records of project outcomes, lessons learned, and best practices.
- **Conduct Performance Evaluations and Feedback:** Provide final performance evaluations and feedback to team members. Recognize individual contributions and offer constructive suggestions for future growth and development.
- **Manage Resource Transitions and Reassignments:** Effectively manage the transition of resources and team members to new roles or projects. Provide support and guidance to ensure a smooth handover of responsibilities.
- **Celebrate Achievements and Acknowledge Contributions:** Recognize and celebrate the team's overall achievements and contributions throughout the project. Express gratitude for their hard work, dedication, and collective efforts.
- **Conduct Post-Project Reviews and Evaluations:** Conduct a comprehensive post-project review to identify areas for improvement, lessons learned, and best practices. Use this information to inform future projects and initiatives.
- **Maintain Communication and Support:** Keep open communication channels with team members even after the project's completion. Provide ongoing support and guidance as needed during the transition phase.



## Activity 3.1.3:

# Case Study: Manager motivation for successful team management

Modern experience has shown that a manager is stimulated to do good work by the following motives:

- 1) prestige, pleasure, satisfaction;
- 2) power and influence;
- 3) the presence of an element of competition;
- 4) the possibility of self-realization as an individual;
- 5) high standard of living ensured by wages;
- 6) career opportunities;
- 7) independence;
- 8) conditions for the implementation of their ideas;
- 9) interesting activity;
- 10) long vacation;
- 11) short working hours;
- 12) flexible work schedule;
- 13) recognition;
- 14) healthy working climate;
- 15) a reliable workplace;
- 16) good provision in old age;
- 17) good management style;
- 18) good sanitary and hygienic working conditions;
- 19) degree of labor automation;
- 20) prospects for obtaining housing;
- 21) Close-knit team;
- 22) quiet work with a clearly defined range of responsibilities.



- Fill out such a table and determine the total value in points for each motive.
- Enter this data into a table 2, acting as expert from 1,2, ..., 10.

Table 2

| Motive number | Motive name | Expert number |   |   |   |   |   |   |   |   |    | Arithmetic mean value, score | Motive rank |
|---------------|-------------|---------------|---|---|---|---|---|---|---|---|----|------------------------------|-------------|
|               |             | Value, score  |   |   |   |   |   |   |   |   |    |                              |             |
|               |             | 1             | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |                              |             |
| 1             |             |               |   |   |   |   |   |   |   |   |    |                              |             |
| 2             |             |               |   |   |   |   |   |   |   |   |    |                              |             |
| 3             |             |               |   |   |   |   |   |   |   |   |    |                              |             |
| 4             |             |               |   |   |   |   |   |   |   |   |    |                              |             |
| 5             |             |               |   |   |   |   |   |   |   |   |    |                              |             |
| 6             |             |               |   |   |   |   |   |   |   |   |    |                              |             |
| 7             |             |               |   |   |   |   |   |   |   |   |    |                              |             |
| 8             |             |               |   |   |   |   |   |   |   |   |    |                              |             |
| 9             |             |               |   |   |   |   |   |   |   |   |    |                              |             |
| 10            |             |               |   |   |   |   |   |   |   |   |    |                              |             |

Number of experts in table 2 can be increased to the number of participants in this case. Data processing table 2 will allow us to rank the selected 10 motives.



Time: '50

**Activity 3.1.4**

**Mini lecture**

**- What is Leadership?**

Time: '50

This mini-lecture is designed to enhance your comprehension of leadership concepts and, through hands-on activities, assist in cultivating skills and attitudes pertinent to journey toward leadership. The theoretical content will furnish with valuable insights gleaned by scholars, consultants, practitioners, and leaders across diverse domains. It is prompted to delve into inquiries such as "What constitutes leadership?" and "Are there distinct traits or characteristics associated with effective leaders?" Additionally, you'll explore questions like "What are the Leadership styles at various stages of team development?"

## What is Leadership?

Leadership and management share numerous similarities, primarily in their engagement with people and their influence on achieving goals, both being crucial for organizational success. However, despite these parallels, the need for proficient management and leadership skills is imperative, acknowledging their distinct characteristics. Management skills revolve around tasks such as planning, organizing, and controlling within a structured framework and schedule. On the other hand, leaders exhibit a more open-minded approach, actively engaging with their followers and embracing innovative ideas.

Confucius, the eminent Chinese philosopher from approximately 2,500 years ago, made one of the earliest documented mentions of leadership. While he didn't explicitly define leadership, he emphasized that a leader's primary role is to serve those around them. Through motivation, teaching, and guidance, leaders are tasked with helping individuals realize their full potential (Confucius, circa 475 BC/1998).

In *The Republic*, Plato discussed the art of governance and advised that leaders should embody four cardinal virtues: prudence (as wisdom), justice (as fairness), temperance (as moderation/restraint), and courage (as fortitude/resilience).

Machiavelli, in 1513/1992, was the pioneer in formulating a theory of effective leadership. He achieved this by scrutinizing the traits and behaviors of both successful and unsuccessful leaders. Machiavelli's model, set within a feudal kingdom structure, depicted an influential male leader positioned at the apex of a hierarchical system, overseeing and directing the activities of subjects to achieve the leader's goals. However, in contemporary democratic societies, successful organizations and systems may not adhere to a hierarchical structure with the leader at the top, particularly in the realms of teleworking or project-based organizations.



Leadership can be categorized based on the factors under evaluation. For instance, Strang (2007) posited that leadership is classified as (a) a trait when considering the function of leading, (b) an adjective when assessing managerial or executive qualities, (c) a process when evaluating motivating, influencing, inspiring, coaching, mentoring, and facilitating, or (d) a role when considering the behavioral activities necessary to accomplish a job.

### Definitions of leadership

Those delving into the subject of leadership, including researchers, scholars, consultants, and leaders, have explored various facets of leadership based on their paradigm, interests or the specific issue they sought to address. While some concentrate on the essence of leadership others delve into leadership traits or the processes and actions integral to it. Let's point to some out of many definitions of leadership.

**LEADERSHIP IS, MOST FUNDAMENTALLY, ABOUT CHANGES.  
WHAT LEADERS DO IS CREATE THE SYSTEMS AND  
ORGANIZATIONS THAT MANAGERS NEED, AND, EVENTUALLY,  
ELEVATE THEM UP TO A WHOLE NEW LEVEL OR CHANGE IN SOME  
BASIC WAYS TO TAKE ADVANTAGE OF NEW OPPORTUNITIES.**

*John P. Kotter, 2001*

**LEADERSHIP IS TO MAKE THINGS BETTER**

*Summerfield, 2014*



**THE LEADER, THROUGHOUT EACH LEADER-FOLLOWER-AUDIENCE INTERACTION, DEMONSTRATES HIS/HER COMMITMENT TO THE VALUES OF (A) HUMILITY, (B) CONCERN FOR OTHERS, (C) CONTROLLED DISCIPLINE, (D) SEEKING WHAT IS RIGHT AND GOOD FOR THE ORGANIZATION, (E) SHOWING MERCY IN BELIEFS AND ACTIONS WITH ALL PEOPLE, (F) FOCUSING ON THE PURPOSE OF THE ORGANIZATION AND THE WELL-BEING OF THE FOLLOWERS, AND (G) CREATING AND SUSTAINING PEACE IN THE ORGANIZATION—NOT A LACK OF CONFLICT BUT A PLACE WHERE PEACE GROWS.”**

*Winston & Patterson, 2006*

**LEADERSHIP IS THE PROCESS OF INFLUENCING OTHERS TO ACHIEVE A COMMON GOAL. IT INVOLVES SETTING THE VISION AND DIRECTION FOR THE ORGANIZATION AND INSPIRING AND MOTIVATING INDIVIDUALS TO ACHIEVE RESULTS. A LEADER MUST HAVE THE ABILITY TO THINK STRATEGICALLY AND MUST BE ABLE TO COMMUNICATE THEIR VISION TO OTHERS EFFECTIVELY.**



## What Makes a Leader Great?



[bit.ly/VR4skills35](https://bit.ly/VR4skills35)

### Servant Leadership

**THE SERVANT-LEADER IS SERVANT FIRST. IT STARTS WITH THE NATURAL FEELING THAT YOU WANT TO SERVE. THEN CONSCIOUS CHOICE BRINGS YOU TO ASPIRE TO LEAD. THE BEST TEST IS: DO THOSE SERVED TO GROW AS PERSONS; DO THEY, WHILE BEING SERVED, BECOME HEALTHIER, WISER, FREER, MORE AUTONOMOUS, MORE LIKELY THEMSELVES TO BECOME SERVANTS?**

*Robert K. Greenleaf*

### Ethical leadership

**ETHICAL LEADERS EXPLICITLY FOCUS ATTENTION ON ETHICAL STANDARDS THROUGH COMMUNICATION AND ACCOUNTABILITY PROCESSES**

*Brown & Treviño*



## Apple CEO Tim Cook on Ethical Leadership



[bit.ly/VR4skills36](https://bit.ly/VR4skills36)

### Authentic leadership

**AUTHENTIC LEADERS DEMONSTRATE A PASSION FOR THEIR PURPOSE, PRACTICE THEIR VALUES CONSISTENTLY, AND LEAD WITH THEIR HEARTS AS WELL AS THEIR HEADS. THEY ESTABLISH LONG-TERM, MEANINGFUL RELATIONSHIPS AND HAVE THE SELF-DISCIPLINE TO GET RESULTS. THEY KNOW WHO THEY ARE.**

*Bill George*

### Leadership styles

We will examine the subsequent models that delineate diverse leadership styles:

- Leadership Styles Framework (Lewin, 1939)
- Path-Goal Theory (House, 1996)
- Managerial grid model of leadership (Blake & Mouton, 1964)
- Situational Leadership Model (Hersey & Blanchard, 1969)
- Transformational vs transactional leadership (Bass, 2006)



## Leadership Styles Framework (Lewin, 1939)

Three leadership styles:

- **Autocratic** leaders decide without consulting their team members, even if their input would be relevant. This style can be appropriate when they need to make decisions rapidly when the team's information is not useful, and when team agreement isn't needed for a successful outcome. However, this approach can be demoralizing, and it can lead to increased demotivation and staff turnover.
- **Democratic** leaders assume the final decisions, but team members are included in the decision-making process. Team members are highly engaged in projects and decisions, and their creativity is encouraged. As a result, people tend to have high job satisfaction and increased productivity. This style is not adequate, though, when quick decisions are needed.
- **Laissez-faire** leaders allow their team members a lot of autonomy in how they do their work and how they plan their deadlines. They offer support with resources and advice if requested, but otherwise, they don't get involved. This freedom can lead to high job satisfaction. Still, it can be inefficient if team members don't manage their time effectively or lack the knowledge, skills, or self-motivation to do their work effectively.



Source: Joshua Seong, Verywell ([www.verywellmind.com](http://www.verywellmind.com))

## Path-Goal Theory (House, 1996)

The purpose of this theory is to identify an effective leadership approach based on your team's experience, skills, and the current situation, taking into account both the task at hand and the dynamics within the team. The responsibilities of leaders encompass the following:

- Assisting the team in identifying and achieving their goals.
- Removing obstacles to enhance performance.
- Providing appropriate rewards throughout the process.

The manner in which leaders fulfill these responsibilities depends on their chosen leadership style:

- Supportive leadership emphasizes relationships, demonstrating sensitivity to each team member's needs and considering their best interests. This style proves beneficial when tasks are repetitive or stressful.
- Directive leadership communicates goals, expectations, and assigns specific tasks. It is effective when assignments or projects are unstructured or complex, and team members are inexperienced.
- Participative leadership centers on mutual participation, involving consultation with the team and considering their ideas and expertise before making decisions. This approach works best when team members are experienced, tasks are complex and challenging, and team members wish to contribute their input.
- Achievement-oriented leadership sets challenging goals, expressing confidence in the team's abilities and maintaining high standards. This style is valuable when team members lack motivation or feel unchallenged in their work.

According to this theory, leaders exhibit flexibility and can adapt their style as situations demand. This adaptability is advantageous as it underscores the primary objective for leaders: to assist subordinates in defining and efficiently reaching their objectives.





Learn about your leadership style:

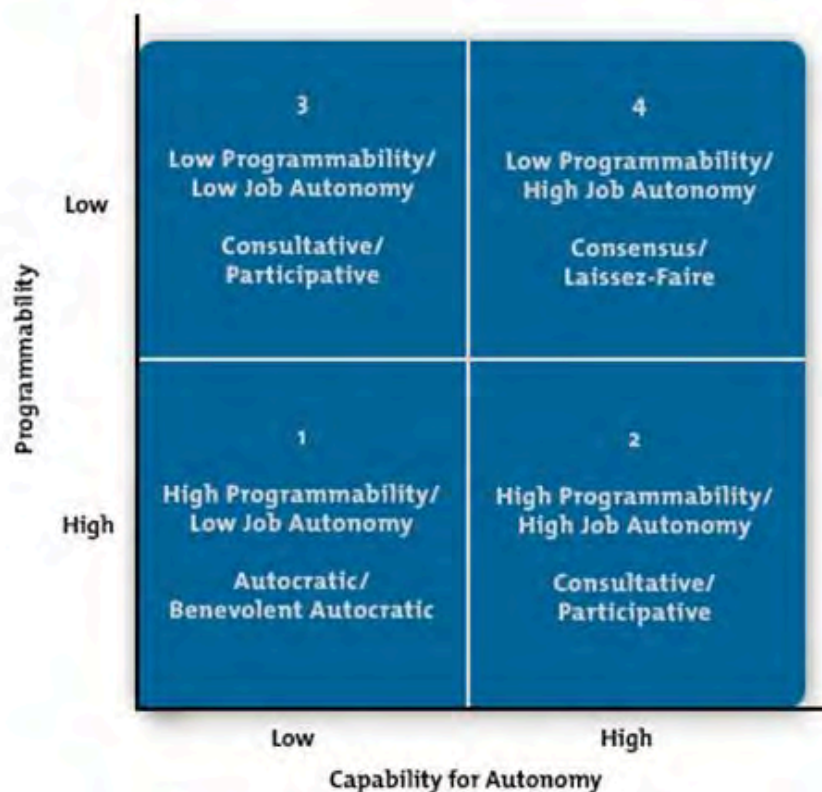
<https://people.uncw.edu/nottinghamj/documents/slides6/Northouse6e%20Ch7%20Path-Gol%20Survey.pdf>



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### Managerial grid model of leadership (Blake & Mouton, 1964)

The model delves into a leader's balance between task and result orientation versus people orientation, delineating various combinations of these variables that give rise to five distinct leadership styles. Concern for People entails the extent to which a leader takes into account team members' needs, preferences, and personal development areas while strategizing the most effective approach for task completion. Conversely, Concern for Results signifies the degree to which a leader concentrates on tangible objectives, managerial efficiency, and enhanced productivity when determining the optimal method for task accomplishment. The diagram below illustrates the five leadership styles arising from these combinations:

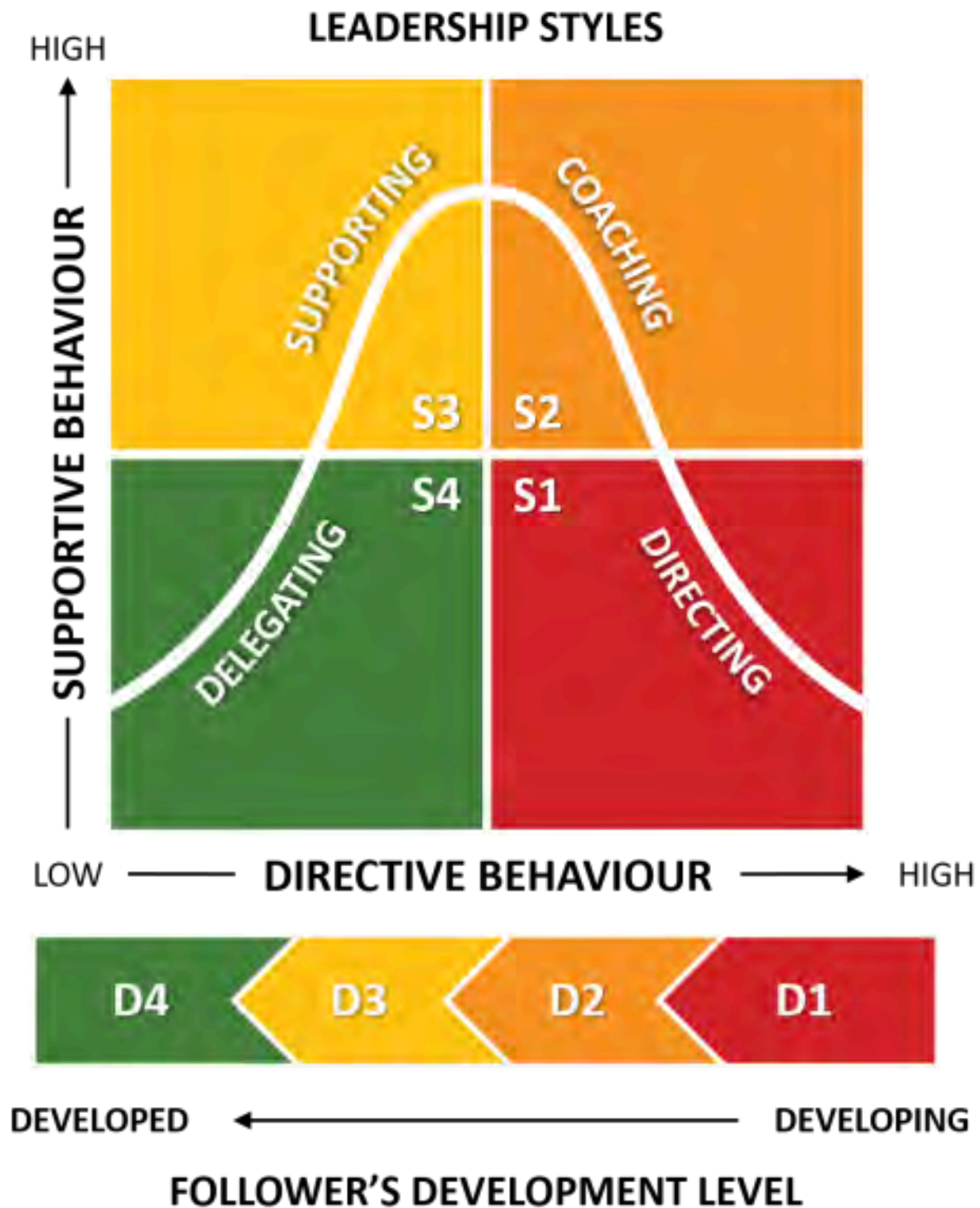


- **The indifferent style of leadership** is characterized by low concern for both people and results. Leaders adopting this style aim to maintain job security, preserve job seniority, and avoid trouble. Their primary focus is on avoiding accountability for mistakes, resulting in fewer decisions promoting innovation.
- **The accommodating (country club) style of leadership** reflects a significant concern for people but a low concern for production. Leaders in this style prioritize the well-being and comfort of team members, hoping to enhance performance. While the atmosphere is generally friendly, productivity tends to be limited.
- **The dictatorial (produce or perish) style of leadership** emphasizes results with leaders exerting pressure on team members through rules and punishments to achieve objectives. This style is prevalent in companies facing real or perceived crises, adopting a management approach based on urgency.
- **The status quo (middle-of-the-road) style of leadership** seeks to strike a balance between company goals and workers' interests. Leaders employing this style demonstrate some concern for both people and production, aiming for reasonable performance. However, this compromise often leads to a partial fulfillment of both concerns, with neither production nor people's needs being fully met.'
- **The sound (team) style of leadership** encompasses a strong commitment to both people and production. Leaders who opt for this approach cultivate teamwork and dedication among employees by creating an environment where individuals feel essential to the success of the company.

### **Situational Leadership Model (Hersey & Blanchard,1969)**

The core concept of the situational leadership model revolves around the absence of a singular "best" leadership style. Effective leadership, according to this model, is contingent on the task at hand, and adept leaders adjust their approach based on the development level of the individuals or teams they are guiding.





The four leadership styles in this model are as follows:

- Directing/Telling:** Leaders employing this style make decisions unilaterally without consulting team members. They inform the team of their decisions and expect compliance without seeking feedback. Directing leaders determine who, what, how, why, and where tasks are carried out.

- **Coaching/Selling:** Leaders in this category still define team members' roles and tasks but are more open to receiving input and feedback. They "sell" their ideas and plans to garner cooperation from the team.
- **Supporting/Participating:** Supporting leaders actively participate in discussions and decision-making processes, but the majority of decisions are made collectively by the team. These leaders lead by example and present themselves as equal team members rather than authoritative figures.
- **Delegating:** Leaders of this type focus on communicating their vision for the future and gaining commitment. They direct the overarching operations, deciding the team's next steps toward the vision. However, the specifics of how to achieve these steps are left to the team members.

As per the Situational Leadership Model, the most suitable leadership style is contingent on the development level of the team. The higher the team's motivation and experience, the greater their maturity level, guiding the choice of an appropriate leadership approach.

### **Transformational vs. transactional leadership (Bass, 2006)**

A more recent movement in leadership studies has focused on analyzing leaders with transformative potential, capable of changing situations and influencing others. The leader-trait approach faced criticism due to the notion that personality characteristics alone cannot fully explain leadership effectiveness (Zaccaro, Kemp, & Bader, 2004). Transformational leadership models reintroduce the importance of personal traits but emphasize their interplay with the contextual factors in which leadership occurs (House, 1988). Additionally, these theories underscore the emotional attachment followers develop towards their leaders, a dimension often overlooked in earlier models that primarily considered leaders' effects on followers' performance, motivation, and satisfaction levels (House, 1992).

Burns (1978) was a pioneer in distinguishing two types of leadership: transactional and transformational. Transactional leadership involves an exchange between the leader and followers, where compliance with the leader's wishes results in tangible rewards such as wages or prestige. Transformational leadership, on the other hand, involves influencing significant changes in followers' attitudes, beliefs, and values. This process leads to the internalization of the leader's vision and organizational objectives, resulting in performance beyond expectations (Bass, 1985; Yukl, 1999a; 1999b).



Transformational leaders, as outlined by Bass (1998, 2007), achieve superior results through various components of transformational leadership:

- Idealized influence (charismatic leadership): The leader acts as a role model, "walking the talk," earning admiration, trust, and respect from followers. The leader is willing to take risks ethically and morally.
- Inspirational motivation: The leader fosters team spirit, enthusiasm, and provides meaning and challenge, motivating followers with an optimistic vision of the future and high expectations.
- Intellectual stimulation: The leader encourages innovation and creativity by questioning assumptions, reframing problems, and fostering a climate that encourages new ideas without public criticism.
- Individualized consideration: The leader attends to each follower's needs, acting as a coach or mentor, creating learning opportunities, and demonstrating acceptance of individual differences.

Transactional leadership operates on two dimensions:

- Contingent reward: The leader establishes agreements and assigns tasks, offering rewards in exchange for followers' efforts in accomplishing assignments.
- Management-by-exception: This involves corrective transactions, where the leader actively or passively monitors and corrects deviations, mistakes, or errors in followers' assignments.

## Leadership styles in intercultural context

The impact of leadership styles within a cultural context is particularly evident in decision-making processes.

### Exercise:

Some of these leadership styles work well with different cultures.

Think of which cultures work well with:

- Laissez-Faire Leadership
- Autocratic Leadership
- Democratic Leadership





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Erin Mayer's reference to leadership in cultural context:

- **Direct versus Indirect Communication:** This concept underscores the disparities in communication preferences among cultures. While some cultures favor straightforward and clear communication, others lean towards indirect or subtly nuanced expression. Leaders must grasp these distinctions to communicate and provide instructions in a manner that aligns with the cultural context.
- **Hierarchical versus Egalitarian Leadership:** Erin Meyer explores the dichotomy between Hierarchical and Egalitarian Leadership. This refers to the contrasting approaches to leadership influenced by the degree of acceptance of hierarchical structures and autocratic leadership in some cultures, as opposed to the preference for more egalitarian and participative leadership styles in others.
- **Task-Oriented versus Relationship-Oriented Leadership:** Erin Meyer delves into the dynamics of Task-Oriented versus Relationship-Oriented Leadership. This concept revolves around the equilibrium between prioritizing task efficiency and result-oriented leadership versus emphasizing relationship-building and trust cultivation within the team. Different cultures may lean towards either a task-oriented or a relationship-oriented leadership style, influencing the leader's focus and approach in managing teams.
- **Persuasion and Decision-Making:** Cultural differences also extend to styles of persuasion and decision-making. Certain cultures value consensus and participative decision-making, while others may rely on authority and top-down decision-making. Leaders must be cognizant of these distinctions to effectively engage and influence team members from diverse cultural backgrounds.



## Exercise:

Leadership style:



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## Answers:

1. Servant Leadership
2. Transactional or Structural Leadership
3. Transformational Leadership
4. Participation / Democratic Leadership

# Activity 3.1.6: Group work

- The trainees are divided into three groups, in each one a representative is selected to serve as the group leader.
- After the elections are completed, the candidate of the first subgroup is given the role of leader, working in a democratic style.
- For a candidate for leadership of the second group, the leadership style is defined as conniving.
- And in the third subgroup, the teacher himself appoints an autocratic leader, prone to an authoritarian, dictatorial leadership style.
- Then a group task is announced (the same for all participating groups): to tie the longest chain possible from the shoelaces of the subgroup members.
- The groups are given five minutes for this work.





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### Completion.

- The trainer determines which group coped with the task better than others, which group came in second, and which group came in third place.
- The progress of the game is discussed:

1. How did the group react to the democratic/permissive/authoritarian leader?
2. How and in what ways was the role of the subgroup leader manifested?
3. What type and style of leadership is preferable?

## Group discussion

When I think of a leader, I imagine ..." - write down the most ten preeminent leaders from your point of view. Can you identify such figures in different historical times? In various domains (politics, religion, business, art, science etc.)? What is the proportion of men vs. women?

### Questions to discuss:

1. What are the most striking features of these individuals?
2. What constitutes them as leaders?
3. What is the leadership style of these individuals – authoritarian, democratic, or Laissez-faire?







# **Effective Team Collaboration**



# Effective Team Collaboration

This unit informs target groups about successful collaboration and aims to achieve a shared outcome that is greater than what any individual could achieve alone. This requires a focus on shared vision, effective communication, a clear division of tasks and responsibilities, and a commitment to accountability. For this reason, this distance learning aims to provide skills in applying principles of effective team collaboration. Since, in today's intercultural education systems, the administrative staff is increasingly being asked to support students in several roles such as advice and information givers, and counselors, the course is expected to contribute to the development and/or improvement of helping this skill. The main slogan of this course is "Work together for the best results".

## After this unit, you will:



- Understand key factors about successful collaboration for administrative staff.
- Achieve a shared outcome that is greater than what any individual could achieve alone.
- Improve effective communication /collaboration skills of administrative staff under the intercultural axis

## Warm up

Mini lecture about What is the team? What is the formal team? What is the informal team? What are their nature? What are the basic differences between these teams?

Developing effective teams at work



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## Evaluation



[bit.ly/VR4skills42](https://bit.ly/VR4skills42)

## Introduction



[bit.ly/VR4skills43](https://bit.ly/VR4skills43)

## Collaboration & Communication in Workplace Teams

First step to collaboration? Don't be so defensive! | Jim Tamm



[bit.ly/VR4skills44](https://bit.ly/VR4skills44)





[bit.ly/VR4skills45](https://bit.ly/VR4skills45)

## Case study

# Building a collaborative environment



[bit.ly/VR4skills46](https://bit.ly/VR4skills46)

Dr Wu just recently received a new grant, and is in the process of building a new team. She has advertised for several positions in her lab, and started to receive applications. She wants it to be understood from the beginning that team members would be working as part of a collaborative research team. During interviews, she works to clearly communicate each team member's expected roles and responsibilities, processes for sharing data and credit, as well as the team's overall vision and goals. She plans to ask about each applicant's objectives and commitment to team science to determine compatibility. She doesn't want members who prefer working as a solo investigator than as part of a team.



## Evaluation



[bit.ly/VR4skills47](https://bit.ly/VR4skills47)

## Introduction



[bit.ly/VR4skills48](https://bit.ly/VR4skills48)

# Groupthink: Definition & Examples

Dare to disagree | Margaret Heffernan



[bit.ly/VR4skills49](https://bit.ly/VR4skills49)



## Activity 3.2.6:

# PODCAST: Breaking Down Silos: Improving Collaboration Between Teams



[bit.ly/3BOg6Zt](https://bit.ly/3BOg6Zt)

### Evaluation



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### Introduction



[bit.ly/3VXhK1W](https://bit.ly/3VXhK1W)



## Activity 3.2.7:

# How to Build Teams that Win



[bit.ly/4fEBChk](https://bit.ly/4fEBChk)

## Activity 3.2.8:

# Why Teams Fail: people, communication, resources, objectives, weariness

Two reasons companies fail -- and how to avoid them | Knut Haanaes



[bit.ly/41RM5Ta](https://bit.ly/41RM5Ta)



## Evaluation



[bit.ly/3W0JW42](https://bit.ly/3W0JW42)

## Introduction



[bit.ly/4gUjtx6](https://bit.ly/4gUjtx6)





## Activity 3.2.9:

# PODCAST: How To Prevent Team Territorialism And Nurture Creativity



[bit.ly/41UrDRI](https://bit.ly/41UrDRI)

## Reflect on the following questions



- How can you define being a team?
- What do you think about the three most important characteristics of being an effective team? What is your criteria when choosing them?
- Please list the positive consequences of teamwork or collaboration.





**Post-test Module 3:**

# **Management and Leadership Skills**

## 1. What does the term "5M's" refer to in the context of management and quality control?

Default scoring: 1

1. Five Miraculous Strategies
2. Five Managerial Principles
3. Five Marketing Tactics
4. Five Manufacturing Standards
5. **Five Elements - Man, Machine, Material, Method, Measurement**

## 2. What are the fundamental functions of management?

Default scoring: 1

1. **Planning, Organizing, Leading and Controlling**
2. Selling, Marketing, and Advertising
3. Hiring, Training, and Supervising
4. Producing, Distributing, and Evaluating
5. Budgeting, Negotiating, and Implementing

## 3. What are the key benefits of effective management in an organization?

Default scoring: 1

1. Increased Employee Turnover
2. Higher Levels of Confusion
3. **Improved Quality, Productivity and Employee Morale**
4. Enhanced Workplace Stress
5. Expanded Communication Barriers

## 4. What characterizes the laissez-faire leadership style?

Default scoring: 1

1. Micro-managing and strict control
2. Authoritarian decision-making
3. **Hands-off approach with minimal guidance**
4. Collaborative and participative decision-making
5. Task-oriented and directive leadership



## 5. What characterizes the transactional leadership style?

Default scoring: 1

1. Inspirational and visionary leadership
2. Collaborative decision-making
3. Transformational and charismatic leadership
4. **Reward and punishment-based leadership**
5. Laissez-faire and hands-off leadership

## 6. In leadership styles, what distinguishes Task-Oriented from Relationship-Oriented leadership?

Default scoring: 1

1. Task-Oriented focuses on employee well-being; Relationship-Oriented focuses on task completion
2. Task-Oriented emphasizes collaboration; Relationship-Oriented emphasizes individual achievements
3. **Task-Oriented prioritizes goal achievement; Relationship-Oriented prioritizes team harmony**
4. Task-Oriented promotes open communication; Relationship-Oriented focuses on strict hierarchy
5. Task-Oriented encourages creativity; Relationship-Oriented emphasizes routine and structure

## 7. Which of the following is NOT a means of developing trust on a team?

Default scoring: 1

1. **Hold members accountable for mistakes**
2. Avoid conflicts of interest
3. Learn from mistakes
4. Practice honesty

## 8. Sandra, a member of the IT testing team, left the organization without any notice. How would you help the team adapt?

Default scoring: 1

1. Assess Sandra's workload
2. Work with the project manager to create a list of Sandra's responsibilities
3. Ensure there is some coverage until the position is filled
4. **All of the options**





## 9. Which of the following is NOT true of teamwork in the workplace?

Default scoring: 1

1. Encourages support and recognition in team members
2. Requires team roles to be clearly recognized
3. **Creates a hard competitive environment among team members**
4. Gives leaders a collaborative insight to new opportunities

## 10. What are not elements of an effective work environment for teamwork and collaboration?

Default scoring: 1

1. Strong interpersonal skills
2. **Compulsory Intimate relations among team members**
3. Use of group process
4. Cultural understanding

## 11. Which is NOT a good team member?


Default scoring: 1

1. Jane is critical of details and makes sure that there are no errors
2. Saed has never missed a deadline, and he always makes sure tasks are completed on time
3. Denis loves a challenge and never gives up when the going gets tough
4. **Olga doesn't love to try new and creative ideas and is very skeptical of new ideas**



**Module 4**

**Intercultural  
Effectiveness**



**Pre-test Module 4:**

# **Intercultural Effectiveness**

**1. A good approach when working with other nationalities and cross-cultural communication, is**

Default scoring: 1

1. "Take a look at the others"
2. "Take a look at the other cultures"
3. "Take a look at the surroundings"
4. "Take a look at yourself"

**2. Which is an intercultural dimension according to Hofstede?**

Default scoring: 1

1. **Collectivism versus Individualism**
2. Universalism versus Particularism
3. Individualism versus Communitarianism

**3. According to Hofstede's dimensions, in which of the following cultures would you most expect there to be greater inequality?**

Default scoring: 1

1. **Cultures with high power distance**
2. Cultures with high masculinity
3. Cultures with high individualism

**4. .... can get you through a lot of things and helps navigate through other cultures.**

Default scoring: 1

1. Indifference
2. Impulsiveness
3. Courage
4. **Curiosity**

**5. The Global Competency Framework explains.....**

Default scoring: 1

1. **The competencies that are needed for effective intercultural interaction**
2. The competencies that are needed for effective intercultural presentations
3. The competencies that are needed for effective team work





6. The Global Competency Framework presents competencies that can be grouped into ..... interrelated clusters, according to the aspect of competence they affect or relate to.

Default scoring: 1

- 1. five
- 2. **four**
- 3. three

7. Building connections on a personal as well as a professional basis is related to the ..... Cluster

Default scoring: 1

- 1. **Relationships**
- 2. Personal qualities & dispositions
- 3. Communication
- 4. Knowledge & ideas

8. What does CQ refer to?

Default scoring: 1

- 1. Cross-cultural IQ
- 2. **Cultural Intelligence**
- 3. Curiosity quotient

9. A low level of Hofstede's uncertainty avoidance dimension indicates a more entrepreneurial national culture.

Default scoring: 1

- 1. **True**
- 2. False

10. The economy of language could be seen as the use of many words to express one idea.

Default scoring: 1

- 1. True
- 2. **False**



**11. A global mindset is about creating a new culture where you can take the best of the cultures you have been in touch with.**

Default scoring: 1

1. True
2. False

**12. Cultural intelligence is the ability to make sense of unfamiliar contexts and then blend in.**

Default scoring: 1

1. True
2. False



The background is a vibrant, abstract composition of geometric shapes and patterns. It features a central silhouette of a person's head and shoulders in profile, facing left. The background is divided into several color zones: a top section with warm tones of red, orange, and yellow; a middle section with cooler tones of light blue and pink; and a bottom section with a mix of red, orange, and teal. Various patterns are scattered throughout, including halftone dots, solid circles, and thin lines. The overall aesthetic is modern and dynamic.

# **Developing Intercultural Competence and Empathy**

# Developing Intercultural Competence and Empathy

The aim of this module is to help you develop a deeper understanding of your intercultural competence. At the same time, the goal is to understand other cultures by analyzing different cultural dimensions.

After this unit, you will:



- identify elements about your cultural intelligence
- assess your interactions with other cultures
- develop more optimal ways of interaction when facing a cultural misunderstanding or crosscultural miscommunication.



Watch the following TED Talk: Cross cultural communication by Pellegrino Riccardi (2014). While you watch, answer the following questions:

1. According to Riccardi, what is the first step in cross cultural communication?
2. What are some of the challenges of working with other nationalities?
3. What is Riccardi's definition of culture? How similar or different is it from the ones on the slides from 3.2 Culture & Cross-cultural communication?
4. What is Riccardi's summarized description of working across borders? What are some examples?
5. Why would it be suspicious for a Scandinavian airline employee to bow to you?
6. How do you navigate through other cultures? Why is curiosity so relevant?
7. What is economy of language?
8. Which Norwegian word is perceived positively by other cultures? Why?
9. What is the biggest challenge Riccardi has faced in Norway?
10. What did Riccardi do after he got a parking ticket in Oslo? Why?
11. What does Riccardi say about the three cultures he belongs to?



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# Activity 4.1.2:

# Cultural Intelligence File

|  |  |   |
|--|--|---|
| <p><b>Diagnosing Your Cultural Intelligence</b></p>  | <p style="text-align: center;"><b>Cultural Intelligence (CQ) test<br/>by Earley &amp; Mosakowsky (2004)</b></p> <p>These statements reflect different facets of cultural intelligence.</p> <p>For each category, add up your scores and divide by four. The number you get is the final score for that category.</p> <p>It is most useful to think about your three scores in comparison to one another.</p> <p style="text-align: center;"><b>So what do your scores mean...</b></p> <p>Generally, an average of less than 3 would indicate an area calling for improvement in that category, while an average of greater than 4.5 reflects true CQ strength!</p> |   |
| <p style="text-align: center;">Rate the extent to which you agree with each statement, using the scale:<br/>1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.</p> |  |   |
| <p>Cognitive CQ<br/>Total: ____ /4</p>   | <ul style="list-style-type: none"> <li>• Before I interact with people from a new culture, I ask myself what I hope to achieve.</li> <li>• If I encounter something unexpected while working in a new culture, I use this experience to figure out new ways to approach other cultures in the future.</li> <li>• I plan how I'm going to relate to people from a different culture before I meet them.</li> <li>• When I come into a new cultural situation, I can immediately sense whether something is going well or something is wrong.</li> </ul>   | <p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">1 2 3 4 5</p> |



|  |  |   |
|--|--|---|
| <p>Physical CQ<br/>Total: ____ /4</p>                    | <ul style="list-style-type: none"> <li>• It's easy for me to change my body language (for example, eye contactor posture) to suit people from a different culture.</li> <li>• I can alter my expression when a cultural encounter requires it.</li> <li>• I modify my speech style (for example, accent or tone) to suit people from a different culture.</li> <li>• I easily change the way I act when a cross-cultural encounter seems to require it.</li> </ul>   | <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> |
| <p>Emotional/<br/>Motivational CQ<br/>Total: ____ /4</p> | <ul style="list-style-type: none"> <li>• I have confidence that I can deal well with people from a different culture.</li> <li>• I am certain that I can befriend people whose cultural backgrounds are different from mine.</li> <li>• I can adapt to the lifestyle of a different culture with relative ease.</li> <li>• I am confident that I can deal with a cultural situation that's unfamiliar.</li> </ul>  | <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> |
| <p>The different cultural profiles</p>                   | <p><b>Most people fit at least one of the following six profiles. By answering the questions in the exhibit, you can decide which one describes you best.</b></p> <p><b>The Provincial</b><br/>Effective when working with people of similar background but run into trouble when venturing farther afield.</p> <p><b>The Analyst</b><br/>Methodically deciphers a foreign culture's rules and expectations by resorting to a variety of elaborate learning strategies.</p> <p><b>The Natural</b><br/>Relies entirely on his intuition rather than on systemic learning style. Rarely steered wrong by first impressions</p> |   |



|  |   |
|--|---|
| <p>The different cultural profiles</p> | <p><b>The Ambassador</b><br/>May not know much about the culture but convincingly communicates that you belong there.</p> <p><b>The Mimic</b><br/>Has a high degree of control over your actions and behaviour, if not a great deal of insight into the significance of the cultural cues you pick up</p> <p><b>The Chameleon</b><br/>Posses a high level of all three CQ components. May be mistaken for a native of the country</p> |
| <p>Source</p>                          | <p>Earley, Paul &amp; Mosakowski, Elaine. (2004). Cultural Intelligence. Harvard business review. 82. 139-46, 158. 10.1007/978-3-8349-8724-2_4</p>  |



Take the following test in relation to cultural intelligence.

- What do think about the results?
- What profile you think fits you best?

## Activity 4.1.3:

# The Global People Competency Framework

Check the following slides and answer the questions:

- In which cluster do you think you are strongest and weakest?
- In which cluster do you think you need the most skills?



This Competency Framework explains the competencies that are needed for effective intercultural interaction. The Competency Framework presents competencies by clusters. Intercultural competencies can be grouped into four interrelated clusters, according to the aspect of competence they affect or relate to:

1. Knowledge and ideas
2. Communication
3. Relationships
4. Personal qualities and dispositions

|                              |   |
|------------------------------|---|
| <b>Information gathering</b> | <ul style="list-style-type: none"><li>• Aware of the need to gather information about unfamiliar cultures and interested to do so.</li><li>• Uses a range of strategies to gather relevant information, including:<ul style="list-style-type: none"><li>◦ Seeks out and finds helpful books and documents;</li><li>◦ Observes behaviour;</li><li>◦ Asks explicit questions</li><li>◦ Asks 'cultural informants'</li></ul></li></ul> |
| <b>New thinking</b>          | <ul style="list-style-type: none"><li>• Open to new ideas</li><li>• Seeks new insights and ways of understanding issues</li><li>• Challenges conventional thinking</li><li>• Extends thinking beyond own field of knowledge</li><li>• Regularly updates and modifies opinions in the light of new information or evidence</li></ul>   |
| <b>Goal orientation</b>      | <ul style="list-style-type: none"><li>• Interested in other people's goals and seeks to find out about them</li><li>• Maintains a focus on own goals and does not compromise too easily</li><li>• Willing to take other people's goals into account and to balance own and other's goals when needed</li></ul>  |





## Synergistic solution

- Shares and surfaces the different perspectives that people have about a problem
- Facilitates group members in reconciling and integrating different approaches
- Stimulates creative and synergistic solutions and procedures

## Communication management

- Attends to the choice of working language(s)
- Chooses modes of communication that suit the particular communicative purpose
- Establishes suitable communication networks
- Establishes and agrees communication protocols
- Takes steps to deal with communication problems

## Language learning

- Motivated to learn and use other languages, and willing to invest time and effort in this
- Confident in ability to pick up and use foreign languages
- Tries out words and expressions in unfamiliar languages

## Language adjustment

- Adapts use of language to the proficiency level of the recipient(s) so as to maximise comprehensibility
- Pays attention to, and adapts where necessary, aspects such as:
  - Speed
  - Frequency and length of pausing
  - Complexity of sentence structure
  - Complexity of vocabulary
  - Use of idioms and colloquialisms
  - Use of local accents and dialects



### Active listening

- Listens attentively
- Signals that listening is taking place
- Regularly checks and clarifies the meaning of important words and phrases, to ensure that all participants attach the same meaning to them, even when they are well known
- Notices potential misunderstandings and seeks clarification/negotiates meaning until common understanding is reached

### Attuning

- Adept at observing indirect signals of meaning, such as intonation, eye contact and body language, and at picking up meaning from them
- Pro-actively studies indirect signals of meaning, asking about them in order to deepen knowledge at a conscious level
- Learns to interpret indirect signals appropriately in different cultural and communicative contexts

### Building of shared knowledge and mutual trust

- Discloses and elicits background information that is needed for mutual understanding and meaningful negotiation
- Structures and highlights information by using discourse markers to 'label' language, by using visual or written aids, and by paying attention to the sequencing of information
- Exposes own intentions by explaining not only 'what' s/he wants, but also 'whys' /he wants it

### Stylistic flexibility

- Pays attention to the different styles of communication (e.g. formal/informal; expressive/restrained) that people may use
- Builds a repertoire of styles to suit different purposes, contexts and audiences
- Uses different language styles flexibly to suit different purposes, contexts and audiences



**Welcoming of strangers**

- Interested in people with different experiences and backgrounds
- Pro-active in approaching and meeting new people
- Builds a wide and diverse network of friends and acquaintances

**Rapport building**

- Shows warmth and friendliness in building relationships
- Builds connections on a personal as well as professional basis
- Shows care and concern for the other person's welfare

**Sensitivity to social/professional context**

- Pays attention to hierarchy and power relations, and how they may influence behaviour in different contexts
- Understands how given role relationships operate in different contexts, and the rights and obligations associated with them
- Understands how decisions are made in given contexts

**Interpersonal attentiveness**

- Pays attention to people's personal sensitivities and avoids making them 'lose face'
- Encourages and builds people up by complimenting them appropriately and 'giving them face'

**Spirit of adventure**

- Ready to seek out variety, change and stimulation in his/her life
- Avoids safe and predictable environments
- Pushes self into uncomfortable and ambiguous situations from which s/he can learn

**Self-awareness**

- Conscious that his/her own behaviour may be strange and/or difficult for others to understand or accept
- Sensitive to how his/her own communication and behaviour is interpreted by others



## Acceptance

- Positively accepts behaviour and ideas that are very different from his/her own
- Accepting of people as they are and does not try to change them
- At ease with those who hold different views or values
- Looks for the best in others, and forgives any faux pas quickly and easily

## Flexibility

- Willing to learn a wide range of behaviour and communication patterns
- Copies other people's behaviour/communication in order to fit in or make others feel more comfortable
- Experiments with different ways of behaving and communicating to find those that are most acceptable and most successful
- Adapts behaviour and modifies judgements to suit the circumstances

## Inner purpose

- Guided by a well defined set of values and beliefs
- Possesses personal toughness that enables maintenance of a sense of focus in difficult situations
- Self-disciplined and self-reliant
- Can provide a clear sense of direction for self and others

## Coping

- Possesses well-developed methods for dealing with stress, such as:
  - Uses humour to relieve tension
  - Builds local support networks
  - Manages negative emotions
  - Looks for something good in what is happening



## Resilience

- Ready to risk making social mistakes
- Not easily embarrassed by social gaffes
- Has sufficient self-confidence to handle criticism or negative feedback
- Has optimistic outlook and bounces back quickly after setbacks

## References

Spencer-Oatey, Helen and Stadler, Stefanie (2009) The Global People competency framework: competencies for effective intercultural interaction. Coventry, U.K.: University of Warwick, Centre for Applied Linguistics. (Warwick Occasional Papers in Applied Linguistics).



Take the following test in relation to cultural intelligence.

- In which cluster do you think you are strongest and weakest?
- In which cluster do you think you need the most skills?

## Activity 4.1.4:

# Analyzing different cultures

Geert Hofstede was a renowned Dutch researcher and author of many notable publications on organizational culture and cross-cultural groups.

These are the 6 cultural dimensions defined by Hofstede:

### Power Distance

Power distance reflects the degree to which a society accepts the idea that power is to be distributed unequally through hierarchical distinctions. The more this is accepted, the higher the country's ranking in power distance. High power-distance culture can be characterized by a strong hierarchal structure within their organizations. In such societies, managers are respected in and out of the organization and are rarely publicly contradicted. By contrast, low power-distance societies tend to value notions of empowerment for employees and consensual decision-making. In Europe, current levels of power distance rather neatly match the boundaries of the former Roman Empire. Former Roman spheres of influence tend to resolve the essential tension between low and high power distance in favour of the latter. The opposite is true in areas that were not influenced by Roman values.

## **Collectivism vs Individualism**

Individualism reflects the degree to which individual beliefs and actions should be independent of collective thought and action. Individualism contrasts with collectivism, which is the belief that people should integrate their thoughts and actions with those of a group (for example, extended family, or employer). In individualistic societies people are more likely to pursue their own personal goals. In collective societies people are more likely to integrate their own goals with those of other group members and tend to avoid putting people in situations where they might lose face. The cohesion of the group plays a more important role than pursuing one's own individual achievement.

## **Short-term vs Long-term orientation**

The essential conflict in this dimension relates to attitudes towards what is, and what is not, considered 'virtuous'. Long-term cultures focus on the distant future and emphasize the importance of saving, persistence and achieving goals that may only come to fruition after several generations. Short-term cultures emphasize the past and the present, and there is respect for fulfilling social obligations and a consistent understanding of morality.

## **Uncertainty avoidance**

Uncertainty avoidance reflects the degree to which a society feels threatened by ambiguous situations and tries to avoid them by formulating rules and refusing to tolerate deviance. In essence, it relates to an essential tension about the nature of 'truth'. The more a society accepts that truth is 'absolute', the higher it ranks on uncertainty avoidance. Societies that rank high on uncertainty avoidance have highly structured working environments. Employees and managers pay attention to precise objectives and clear rules, detailed assignments and schedules set up well in advance.

## **Restraint vs Indulgence**

One challenge that confronts humanity, now and in the past, is the degree to which small children are socialised. Without socialisation we do not become "human". This dimension is defined as the extent to which people try to control their desires and impulses, based on the way they were raised. A tendency toward a relatively weak control over their impulses is called "Indulgence", whereas a relatively strong control over their urges is called "Restraint".

## **Femininity vs Masculinity**

This dimension relates to essential tension between attitudes towards gender. Masculinity describes the degree to which the focus is placed on assertiveness, task achievement and the acquisition of material goods. This is contrasted with femininity in which quality-of-life issues such as caring for others, group solidarity and helping the less fortunate are valued.

Below you can see a link that can allow you analyze different cultures based on Hofstede's dimensions.




Think about the different cultures you often have to deal with and compare them with your own.

What do you learn from this?



[bit.ly/4iNL6tv](https://bit.ly/4iNL6tv)



The background is a complex abstract composition. It features a central, stylized profile of a person's head and shoulders, facing right. The person is wearing dark sunglasses. The profile is rendered in a high-contrast, almost graphic style, with a white face and dark hair. The background is a mix of solid colors (red, black, yellow, blue) and patterns (grids, halftone dots, speckles). There are also various geometric shapes like circles, squares, and lines scattered throughout. The overall aesthetic is modern and artistic.

**Post-test Module 4:**  
**Intercultural**  
**Effectiveness**



**1. A good approach when working with other nationalities and cross-cultural communication, is**

Default scoring: 1

1. "Take a look at the others"
2. "Take a look at the other cultures"
3. "Take a look at the surroundings"
4. "Take a look at yourself"

**2. Which is an intercultural dimension according to Hofstede?**

Default scoring: 1

1. **Collectivism versus Individualism**
2. Universalism versus Particularism
3. Individualism versus Communitarianism

**3. According to Hofstede's dimensions, in which of the following cultures would you most expect there to be greater inequality?**

Default scoring: 1

1. **Cultures with high power distance**
2. Cultures with high masculinity
3. Cultures with high individualism

**4. .... can get you through a lot of things and helps navigate through other cultures.**

Default scoring: 1

1. Indifference
2. Impulsiveness
3. Courage
4. **Curiosity**

**5. The Global Competency Framework explains.....**

Default scoring: 1

1. **The competencies that are needed for effective intercultural interaction**
2. The competencies that are needed for effective intercultural presentations
3. The competencies that are needed for effective team work

6. The Global Competency Framework presents competencies that can be grouped into ..... interrelated clusters, according to the aspect of competence they affect or relate to.

Default scoring: 1

1. five
2. **four**
3. three

7. Building connections on a personal as well as a professional basis is related to the ..... Cluster

Default scoring: 1

1. **Relationships**
2. Personal qualities & dispositions
3. Communication
4. Knowledge & ideas

8. What does CQ refer to?

Default scoring: 1

1. Cross-cultural IQ
2. **Cultural Intelligence**
3. Curiosity quotient

9. A low level of Hofstede's uncertainty avoidance dimension indicates a more entrepreneurial national culture.

Default scoring: 1

1. **True**
2. False

10. The economy of language could be seen as the use of many words to express one idea.

Default scoring: 1

1. True
2. **False**

**11. A global mindset is about creating a new culture where you can take the best of the cultures you have been in touch with.**

Default scoring: 1

1. True
2. False

**12. Cultural intelligence is the ability to make sense of unfamiliar contexts and then blend in.**

Default scoring: 1

1. True
2. False

# VR4 Skills

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