TEAM MANAGEMENT

The management represents a set of techniques for organizing resources which are implemented for running this organization.

This discipline, which is a fairly recent development, has generated and is still generating many publications. This demonstrates that you are going to learn about a living and passionate study, provided you are not too shy regarding ambitious challenges.

How can someone give the best he or she has to give? How can you get an employee to carry out an assigned task? How can you get team members to feel as if they truly belong to a team?

This guide aims to provide you with theoretical elements and practical advice so that you can act effectively.

SUMMARY

CHAPTER 1: BACKGROUND OF MANAGEMENT THEORIES AND MOTIVATION

With each management act, the manager is committed to a vision of the person and a vision of what an action can accomplish. So he or she is also committed to a certain vision regarding decision-making. We are going to cover management theories by studying principles concerning motivation and decision-making.

1.1. KEY PRINCIPLES

Certain management theories state that we can and must call on human emotions. Human beings, according to this approach, are predominantly emotional, so the manager must take them into account and manage them.

Other theories, on the other hand, see human beings as being shaped in terms of their interests. In this case, it is useless to deal with emotions. Only interests are what need to be focused on.

In the real world, we can differentiate between actors on the basis of how they position themselves in terms of certitude and control. In the traditional management view, people must dominate and control nature. By being informed and by using reason, the decider must reduce incertitude and unpredictability. In this case, the decision is simple and linear. It is simple in the sense that the process of information allows the manager to reach the best decision, while being linear because the decider does not position him or herself in a constant process of adjusting a decision once it is made. In a classic approach, what then occurs depends on the decision that is made. This is what we mean by a simple and linear decision.

On the other hand, the decider may consider that the decision does not fundamentally reduce uncertainty. In this case, there is a need to constantly make adjustments, which leads to reciprocal causalities between the real-world and the decision itself. If what occurs next does not just depend on the decision that is made, once we admit uncertainty and risk as phenomena that escape the decider's control, then making decisions becomes more complex.

These principles express fundamental postures for a manager dealing with people in a particular work environment.

1.2. THE THEORIES

A. Taylorism

Taylorism and Fordism are two closely related approaches, falling under the heading SMW, or Scientific Management of Work.

Taylorism is a system for organizing work developed by Frederic Winslow Taylor (1856-1915), an American engineer. Taylorism is based on a dual division of the work. The horizontal division of work involves dividing tasks into a series of simple and repetitive gestures assigned to workers. Then there is a vertical division of the work that isolates tasks from designing them, left to a hierarchy, while the execution is imposed on workers.

The basis of Taylorism is the scientific analysis of gestures, time and breaks. Eliminating useless gestures, breaking down operations, analyzing the tools being used allows management to find the most efficient method of production for each worker, "the one best way". The work must be executed in conformance to the rules the management has set.

Taylor timed tasks each worker carried out to reduce the time for production and therefore its costs. If each operation or series of operations were timed, it became possible to set up a wage system directly related to the yield of each employee (piece-work). Paying bonuses is based on the idea that people are mainly motivated by money.

> **Taylorism**
>
> Principles:
>
> • People act according to their interests.
>
> • The decision is simple and linear.
>
> Both principles are based on a scientific vision, even a scientist's approach[1] towards management. In fact, in reviewing this vision, we see that interests are simple, meaning they are discernable, and that we can act on them through a system of compensation and punishment.
>
> From that point on, management is going to especially involve explicit direction and formalizing. Explicit direction of the task and interests, formulating processes and a system of compensation and sanctions.
>
> In as much as this theory corresponds to an effort made to be explicit and to formalize, it plays a part in the historical movement which involves combining intelligence and actions. Since it concentrates on simplifying, it is not surprising that this theory came first. In spite of its bad reputation relating to criticism concerning anti-humanism, it would be unfair to forget that the 20th century was the period with the greatest gains of productivity in the history of developed countries. This is mainly due to Taylorism.

---

[1] A scientific approach: an attitude of those who think that any phenomenon can be explained through scientific knowledge.

B. The Human Relations School

☞ **THE HAWTHORNE EFFECT** (Hawthorne is a suburb of Chicago) :

During an experiment carried out in 1925 in a Western Electric Company factory to measure the effects of better lighting and the productivity of workers, Elton Mayo made the following observations:

• First experiment:
A group of workers, informed that an experiment was being carried out, worked with electrical lighting that was relatively stable, the equivalent of between 16 to 18 candles. This was the control group. The experimental group, also informed about the experiment, worked under three different conditions: the same amount of light as the control group, twice the amount of light, three times the amount of light. The productivity of both groups increased at a similar rate.

• Second experiment:
The control group received a constant amount of light, about 10 candles. The experimental group began to work at a level of 10 candles. The light was gradually lowered, one candle at a time, down to 3 candles. The productivity of the experimental group and the control group gradually increased.

• Third experiment:
The usual lighting was not modified. Periodically, electricians replaced light bulbs with identical light bulbs, telling everyone they were better. Production increased.

The Hawthorne Effect, whether the results are positive or negative, are not due to experimental factors but to the psychological effect created by knowing that research is being conducted and that the subjects who are part of an experimental group are being paid special attention to.

This is the basis of the School of Human Relations that followed on the heels of Taylorism. Based on these experiments in the 1930s, Mayo realized the importance of the psychological climate on the workers. Those who executed worked better when management took care of them; what was important for the group was to be recognized. It is up to management to show personnel that it is useful and plays a key role in the success of the company.

Moreover, employees wanting to show how useful they could be, made concrete contributions. This is why management must encourage subordinates to take initiatives in everything which concerns daily operations, in accordance with goals everyone has identified and adhered to.

Other experiments show that individuals naturally need to belong to a group. Affective phenomena and the need to belong and receive esteem play a big role in motivation. Individuals search for the esteem and friendship of those they are associated with for the accomplishment of a task.

As long as this need for belonging is met, people manage to cooperate and to adhere to objectives of the company that they work for.

What Mayo discovered concerning the importance of a group of colleagues at work led him to conclude that inside of formal organizations, there were many others, more informal, which could improve their productivity if management allowed them to set their own rules and goals and if their managers showed them respect and interest.

Mayo demonstrated as well that a good environment and material advantages allowed personal well-being and more complete integration in the company, leading to more intense activity. Material conditions, work techniques influence productivity as well as the advantages for the employees: acceptable wages, an agreeable environment, carefully balanced hours, job security.

☞ **THEORIES BASED ON KURT LEWIN AND ROBERT FREED BALES' WORK**

In 1939, the work by Lewin on the relations between 3 types of management, productivity and the relational climate of the group: democratic leadership (the most productive qualitatively), authoritarian leadership (the most productive quantitatively), laissez-faire leadership (the least productive).

In 1958, Bales explained two types of functions exercised by a leader on his or her team: a « socio-emotional » function based on the efforts made by the leader to guarantee good relations and to maintain an agreeable climate and a « task » function, whose aim is to evaluate performance and to plan work.

☞ **THEORY OF THE HIERARCHY OF NEEDS BY ABRAHAM MASLOW (1954):**

This theory, depicted in the form of a triangle, called the pyramid of MASLOW, ranks needs. A person can only reach a higher level once his or her primary needs are taken care of.

The limits of this theory are demonstrated by the classic counter-example of the « soldier at war » who cannot meet his first or second level of needs, but who has to risk his life for the third, fourth and fifth level of needs in order to receive, for example, a decoration that rewards an act of courage on the battlefield.

Principle needs at work	Concrete applications
Material needs – physiological	• Correct and fair pay • Work incentives • Material working conditions (agreeable working conditions, breaks, reasonable working hours)
Needs for safe working conditions	• Job security • Lines of command, supervision, planning • Methods, work routines
Needs to belong, to associate	• Possibility of contacts • Integration in a team, team spirit • Dialogue that is possible and agreeable with colleagues and superiors
Needs for recognition – esteem	• Capability of expressing skills • Receiving signs of recognition, congratulations, encouragement • Having responsibilities regarding key tasks
Needs for achievement	• Having autonomy • Participating in decision-making • Making progress, training • Living work as a source of self-expression

School of human relations

Principles:

• People act according to their emotions.

• Decision-making is complex and systematic.

It is not surprising that Taylorism should have been contested by an opposing theory that took the opposite direction from its principles. The School of Human Resources highlights the emotional dimension of human behavior. This point which is well-known is not the most unique feature. It is even common-place. On the other hand, by taking an individual into account, we encounter the systemic approach. The individual is going to react according to the way we enter into relation with him or her. This reaction of the individual introduces complexity in the decision-making process. It means that there can be no perfect organization where the process eliminates incertitude. This is therefore a reversal of the paradigm based on the School of Human Relations even if this has not always been perceived in this way.

With the School of Human Relations, we often see a complement to Taylorism: it is an attempt to add the zest of motivation and humanity to Taylor's system. Such a vision does not seem realistic, however, since these two theories correspond to opposing principles.

C. The Strategic School

☞ **The theory of two factors of motivation by Frederick HERTZBERG (1959):**

Professor of Psychology in the United States, F. Herzberg (1923-2000) conducted research on human motivation in the work-place and how to reconcile methods of organizing work with the needs of people. He was the author in the 1960s of an original theory about motivation (the bi-factorial theory), the basis of job enrichment and Management by Objectives (MBO).

His theories had an influence on European management in the 1970s.

The author distinguishes between two different sorts of needs, according to whether they are related to satisfaction or to dissatisfaction.

⇨ Whatever satisfies us is not the opposite of whatever causes dissatisfaction!

According to HERTZBERG, there are factors which cause dissatisfaction but which, once they are satisfied, do not increase motivation, such as giving a raise in salary or improving work conditions.

These factors are called "hygienic" factors.

The experimental hypothesis: beginning with an investigation carried out in 1959 with engineers and accountants, HERZBERG classified different factors of job satisfaction in the order in which people interviewed at work responded.

Some of the consequences of this theory for management:

1. Motivational policies cannot just consider improving work conditions.
2. External stimulation (such as " carrot/stick") has only a limited interest.
3. A good motivational policy especially that gets people involved through job enrichment.
4. In a company, the top management has the power to provide factors of ambiance, whereas the involvement of the personnel through factors such as goals, deadlines and pressure depends more on the boss directly in charge.

☞ **The theories X and Y by Mac Gregor (1906-1964)**

In 1966, Douglas Mac Gregor formulated two theories diametrically opposed, but both were checked during empirical observations.

Theory X:

The average person has an innate aversion for work and more generally the effort required, so he or she does everything to avoid it. As a consequence, it is obligatory to force this person, to monitor and to threaten him or her with sanctions to get them to make the required effort to meet objectives. (Carrot / Stick)

Theory Y:

A physical and mental effort is as natural for human beings as resting and doing leisure activities. The average individual placed in adequate conditions accepts and seeks responsibilities. The compensation system related to reaching an objective, as well as using his or her creativity allows a person to feel motivated.

If the person is associated with the objectives of his or her organization, this person will spontaneously give his or her best without needing to be supervised or sanctioned.

The Strategic School

Principles :

• A people act according to interests.

• Decision-making is complex and systemic.

The School of Human Relations opens up the possibility that by motivating someone, we can obtain a lot without getting involved in a transaction, i.e. without necessarily giving anything in return. This School shows some promise yet sometimes goes too far. The Strategic School attempts to correct this, insisting on the fact that emotions cause people to lose sight of their interests.

The difference with Taylorism is that a vision of the individual that is not, apparently, part of any model. People must be seen for their unique identity and complexity and also in their ability to react and make systemic decisions.

This method of management is without a doubt the closest to reality, a sense of reality without illusion. This is also the method that is the least visionary among all the others, and very much opposed to the School of Leadership.

D. The School of leadership

THE THEORY OF SITUATIONAL MANAGEMENT

This movement was born in Japan in the 1950s, then it had a great influence in the USA and finally in Europe in the 1980s. The objective is to get the team to be autonomous. This theory has also been called empowerment.

Situational management involves an integrated set of management methods oriented around a system of values. It is supposed to help in getting attitudes to evolve in an organization by spreading a new way of exercising authority and responsibility.
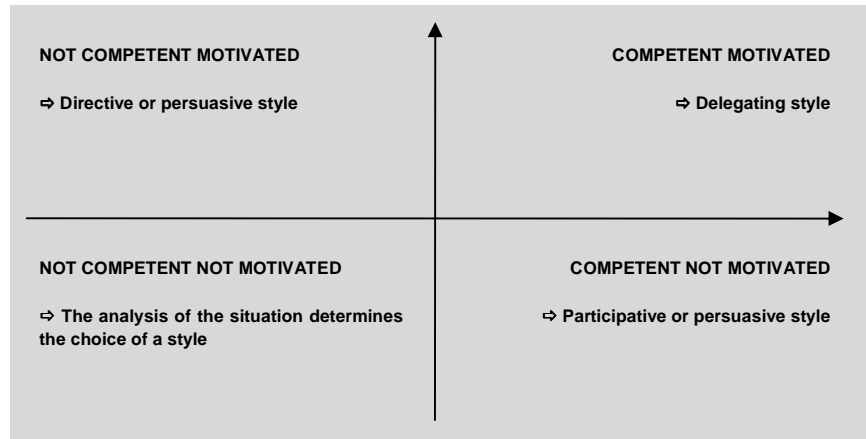
The laws of situational management:

1. One of the first "laws" of situational management is that the effectiveness of a manager is measured by the development of the people over whom he or she has responsibility, this development ensuring the collective success of a team over the long term. The term "situational" means the diversity of individuals who require managers to deploy a wide range of behaviors.

2. The second "law" of situational management indicates that no particular style is especially recommended, but that effectiveness involves adopting, at any given instant, the style required by the situation.

3. The third "law" of situational management states that effectiveness involves constantly evaluating the autonomy of people and teams. This is defined as the sum of motivation and competence. The choice of the style of management depends on the identified level of autonomy.

4. The fourth "law" underlines the fact that the role of the manager is to create conditions that encourage the development of this autonomy in the scope of projects. This means responding to an expectation present for a large number of people because it corresponds to a profound cultural and social evolution.

Conclusion: There is no one right managerial attitude!

An effective managerial attitude, accounting for the degree of autonomy of the employee, is related to analyzing the situation and context. The identification of the degree of autonomy cannot be done without taking into account the work environment.

MODEL OF FOUR TYPES OF LEADERSHIP (Hersey and Blanchard)

NOT COMPETENT MOTIVATED ⇨ **Directive or persuasive style**	**COMPETENT MOTIVATED** ⇨ **Delegating style**
NOT COMPETENT NOT MOTIVATED ⇨ **The analysis of the situation determines the choice of a style**	**COMPETENT NOT MOTIVATED** ⇨ **Participative or persuasive style**

To be noted: Beyond adapting to the profile of individuals, managers also need to find out why there is an absence of motivation.

Model for four types of leadership:

Directive	This style of leadership involves providing many instructions, explanations and scheduling, programs, defining functions, check-lists, procedures, etc. This means setting milestones ahead of time, with a precise calendar. The manager responds to detailed questions. He or she knows the work and can explain it or set up a reference list. He eliminates any feelings of insecurity relating to the task to be carried out. This style is adapted to enthusiastic beginners who accomplish their task in a dynamic way, but who need precise instructions.
Delegating	This style of leadership involves defining missions, objectives, projects that the employee will lead by him or herself, according to his or her own methods. The initiative of these missions, objectives or projects comes either from the manager or the employee. Periodical meetings are set up to check on progress. These encounters are organized according to a calendar planned ahead of time or at the initiative of the employee, the manager expresses his or her confidence by the absence of relational behavior. This style suits employees who perform well and who need few orders and little support. It allows competent and determined employees to assume responsibilities.
Participative	This style of leadership involves listening, advising, analyzing situations, helping to solve problems, take ideas, suggestions and proposals into account. The manager negotiates, adjusts solutions, sometimes complex ones, which take mutual interests of employees and the company into account. The manager searches for partnerships, works on an equal basis with his or her employees, making contracts with them, creating a convivial work-place ambiance. This style suits competent employees who may still be reticent about taking responsibility and who need support to be motivated and to improve their performance. So the participation in decision-making reinforces their willingness to be committed.
Persuasive	This style of leadership involves giving a lot of explanations: reasons, causes, consequences, giving value to projects, objectives, activities and their advantages, encouraging the person, demonstrating confidence, transmitting information and training, recognizing results in a positive way. The manager talks a lot, steps forward, exposes his or her ideas, convictions, values. He or she responds to objections, calls for questions, answers them, makes sure that the person or group has understood what needs to be done and is ready to do it. The persuasive style suits employees who do not have the aptitude required to take on responsibility, who need to be oriented in their tasks and who require continuing support. The leader acts as a motivator: he or she adds explanations to directives and gives support.

☞ **THE THEORY OF COMMITMENT BY JOULE AND BEAUVOIS**

The principal of submission freely consented to and developed in the book entitled « A short investigation of manipulation and how honest people use it » (PUG, 1987). This part of the principle is that people "rationalize" because they adapt their belief systems to make them conform to their acts.

The change starts with acts or role-plays rather than by explanations. We can get someone to change by creating situations that, once they are lived through, will get the person to evolve in their opinions by rationalizing them, because the individual believes his or her actions are right and especially those that last over time.

Looking for new ideas and working on creativity instills a sort of commitment which triggers change. By asking the classic question, « What do you propose? » it is easy to get employees to take charge of part of their work.

This is a way of getting them to participate with a certain amount of liberty.

The School of Leadership

Principles:

• People act according to their emotions.

• Decision-making is simple and linear.

Leadership is going to appeal to emotion. The leader is the person who has the power to create emotions that mobilize others. By focusing on the relation with the leader, however, on the person who catalyzes others, this School shows a simplified vision of human beings. We may suppose that all people are sensitive to the same kind of leadership, to the same emotions. From this perspective, the decision is simple and linear. We might appreciate this theory for its visionary effectiveness (the ability to generate a mobilizing vision) or, to the contrary, regret the regression which seems to be based on simplicity in its principles. Leadership can lead to the best and the worst experiences, depending on the personality and the objectives of the person concerned.

The classification of four theories of management can be represented by the following figure:
(Source: Bruno Jarrosson, *100 ans de management*, éd. Dunod)
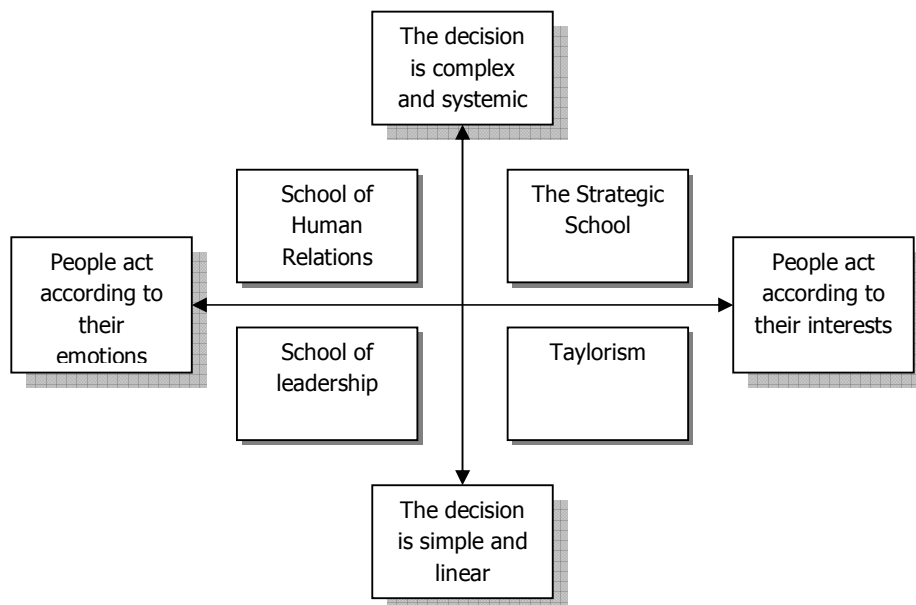
E. The era of the manager-coach

The manager-coach has a position as a coach, which means that his or her aim is get the person being coached or the team being coached to a higher level of performance. But the method of coaching involves helping the person or team to find their way to reach this level. The manager no longer knows the answer. The manager does not advise or order the employee. The manager allows employees to act in an effective way by using an approach based on questions.

The missions of coach:

Identify potential and get them to emerge:
- Knowing people
- Adapting behavior and management of people
- Doing intensive work on him or herself

Training and developing, by encouraging
- Responsibility and autonomy,
- The global development of the person.

Accompanying the person being coached
- With greater flexibility,
- Knowing how to keep the person being coached motivated
- By balancing interventions depending on the motivation and competence of the person

The questions asked by the coach:

When the tennis coach says to his or her student, " Look at the ball!" this bothers the player and only gets him or her to make a temporary improvement. Just advising someone is ineffective and only triggers resistance.

On the other hand, if the trainer asks which direction the ball is spinning when it goes over the net, how high it passes, etc. the player has to observe the ball closely to respond to these questions and there is every chance that he or she will go on observing.

Examples of questions:

Concerning the OBJECTIVE
- What result do you want to reach? What performance do you want to reach?
- When do you want to reach this objective?
- Is this objective positive, accessible, measurable?

Concerning REALITY
- What is really happening?
- What have you done up to now to remedy the issue?
- What have been the effects of the actions you have taken?
- What stopped you?

Concerning SOLUTIONS
- What options do you have? What else can you do?
- Do you want me to make another suggestion?
- What are the pros and cons of each solution?

Concerning ACTIONS
- What are you going to do? When are you going to do it?
- Will that allow you to reach your goal?
- Will you need someone to help you and to do what?

Sources / To go further

Webography:

Taylorism

http://www.ac-grenoble.fr/webcurie/pedagogie/webses/terminale/travail/organisation.htm

http://www.youtube.com/watch?v=8PdmNbqtDdI&feature=related

School of Human Relations (Mayo, Maslow, Hertzberg, Mac Gregor)

http://webu2.upmf-grenoble.fr/emanagement/HTML/Ecole%20Relations%20Humaines.htm

Situational Management

Source : http://aae.isep.fr/revue_signaux/96_managementsituationnel.pdf

Manager-coach

http://www.qualiteonline.com/rubriques/rub_3/dossier-58.html
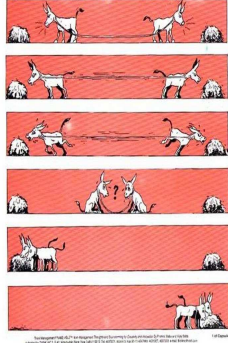

Bibliography:

Coaching : Outils et pratiques, Michel Moral, Pierre Angel, Editions Armand Colin

La Pilule miracle des leaders : Sachez motiver vos équipes, Ken Blanchard, Editions Michel Lafon
Sachez motiver : Tirez le meilleur de vous-même et des autres, Gavin Ingham, Editions Pearson Education

CHAPTER 2: THE ART OF WORKING ON A TEAM

TEAMWORK ...BETTER FOR ALL

Knowing how to work in a team has become an indispensible competence because of trends in professional practices. In effect, the current tendency is to work in "project mode". A team is formed for the needs of a project and splits up when the project is finished. The team leader is named for the duration of the project and must quickly adapt to the team that he or she manages to lead it to the completion of the project.

This mode of working together requires, along with a great deal of adaptability, a quick understanding of the work profiles of each person (personality, skills, interests, etc.) This is why certain tools, certain typologies can help employees learn how to get the best out of the other people on the team.

2.1. THE STEPS INVOLVED IN CREATING A TEAM

The first step might be entitled the « Magma » period • People are placed side by side.
- Apparently, there would be no reason for them to trust each other.
- So they feel each other out, testing each other's mettle.
- People refer to their own tools, world-views and belief-systems: the self-awareness we have of ourselves, our stereotypes. This sends back to us a mirror image others have of us, of what they appear like to us
- Certain people invade time and space. Others find refuge in passive behavior and withdrawal.

The second step involves searching for how to create relationships.
- Always with the desire to be recognized and to find our place in the group, we try to fight off our preconceived ideas and our old demons and perhaps we begin to weave relationships, alliances, complicity.
- The idea of affinities is a driver. The idea of being complementary and helping each other out starts coming to the surface. For a certain time, this second step is going to invade the team's dynamic and be translated by the following sort of expression, « We are a good group and are able to face difficulties with one another." The individual seems to recede, at least in appearance.

Yet the action itself relating to the definition of objectives and the dividing up of roles for each person can create a form of rivalry and competition. This is the third phase.

- Power conflicts appear. Rivalry over competence is on the rise.
- Confrontations and maneuvers are usual and frequent.
- The individual no longer finds his or her place and suffers from this displacement.

It becomes necessary, during the fourth phase to redefine objectives, roles and the positions for each member, much in the same way as links in a chain, fully engaged in carrying out the action.
- This means adhering clearly and officially to standards and internal rules.
- It also means detailing constraints and demonstrating that potential frustrations are not the fault of any one person in particular.
- Territories, areas of intervention for each partner are clearly redefined.

A fifth phase appears, one called « Maturity »
- The team is organized. It can then work in an autonomous way.
- Relations are based on efficiency and creativity.
- Cooperation and being complementary create the sentiment of responsibility and no longer that of rivalry.

2.2. THE CHARACTERISTICS OF AN EFFECTIVE TEAM

"Team" designates a series of barges attached to one another and drawn by horses. The image of boatmen pulling on the same rope was turned into a word.

For a team to perform well together, it needs to be structured around the following principles:

A. A common goal that is well-defined

We talk about a team when a small group of people must work on an assigned mission with a deadline. This notion of time is fundamental.

The members of the group must really understand their objectives and adhere to them.

☝ **To be avoided:** Objectives that are poorly defined or without deadlines.

B. A leader is accepted by the group and respected

- His or her authority must be accepted. The team must trust him or her.
- Generally, this is because the leader demonstrates skills and inspires confidence, thereby gaining authority. We often speak about natural authority: the leader asserts him or herself through his or her command of the know-how or personality. The leader does not need to be an authoritarian.
- The manager is supposed to organize the work-division and structure the work.
- He or she must know how to settle conflicts.

We see several needs in a team:

A need for security	The leader must be able to reassure his or her team by being charismatic, optimistic and by his or her capability of issuing clear orders.
A need for recognition	A leader must encourage people.
A need for liberty	He must set objectives for the team, but then the leader leaves leeway.
A need for structure	The scope must be clearly defined at the outset.

For a team to work well together, it needs landmarks that are affective as well as organizational. This has to be expressed in the form of a charter, which represents order.

☝ **To be avoided:** A director who is absent, unavailable or partial, several bosses with contradictory ideas.

C. A rigorous organization based on a collaborative mode of work

The group must set rules that are recognized and accepted.

A schedule must be drawn up.

☞ **To be avoided:** No planning, finishing everything at the last minute.

D. An enriched communication that is precise and fluid between different members

Innumerable exchanges must take place, in a formal and informal way. Each person must have the contacts (tel, mail, etc.) of all of the other members. An expression of disagreements must be possible.

☞ **To be avoided:** An absence of contacts between members. Clans: only certain members exchange information. Holding back and not sharing information.

E. A clear division of the work

Roles and responsibilities must be clear-cut: everybody must be able to answer the question "Who does what?" Everyone must know what the other members are involved in as work. This knowledge of the work assignments allows people to be complementary between different functions.

Jobs / responsibilities / territories are recognized and accepted by the people concerned.

☞ **To be avoided:** An unclear assignment of tasks. Several people work on the same subject simultaneously. A person ends up doing all of the work for the team (source of tensions).

F. Mutual trust

Each person must have confidence in the competence of other members.
The members must learn to know one another, and if possible appreciate one another.
A climate of solidarity, of helpfulness helps to carrying out the mission.
Healthy competition should emerge: internal emulation with a willingness to participate in personal and collective success.

☞ **To be avoided:** Unhealthy competition between members.

Along with these formal activities concerning the team's management, social activities are often organized to celebrate success, the completion of key phases, the arrival and departures of members of the team. These events enrich the team spirit and complicity. These moments must be under control to not get out of hand.

Conclusion: for a team to work well, the necessary ingredients are an effective leader, a rigorous organization and abundant and precise communication to set clear objectives, procedures, steps, etc. However, moderation is always the rule. An organization that is too precise, for example, can de-motivate employees who need to take initiatives. Relationships between members of a team that are too personal can get in the way of the efficient progress of the work. Too much communication can sometimes lose sight of essential objectives, etc.

The following table provides some notions of the excesses to be avoided in the scope of a project.

POSITIVE POLE		NEGATIVE POLE
Leader Produces many ideas which are accepted; tries to impose his or her point of view on the group.	**DIRECTION**	**Marginal / Negative Leader** Refuses to get interested in the work of the group for ideological, human or psychological reasons.
Organizer of the task Proposes a work method to improve the efficiency of the group.	**ORGANIZATION**	**Manipulator** Never places him or herself in a position to serve the group, but places the group at his or her own service.
Agent of ambiance Watches over the serenity of the work environment to guarantee that it remains agreeable. He or she jokes and attenuates the level of tensions.	**HUMOR**	**An aggressive comic** Always jokes, which slows down the work. Can be aggressive towards others, which destroys a confident work environment.
Specialist Provides precious precisions about technical subjects at just the right time.	**EXPERTISE**	**Pretentious** Shows off his or her knowledge and searches constantly to be superior to others.
Stimulator Stimulates the pace of the reflection by reminding people about deadlines.	**ENTHUSIASM**	**Pessimist** Constantly slows down the work by making negative remarks.
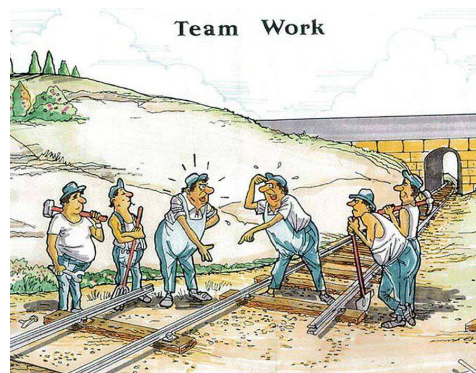
Who is responsible for this switching error?

2.3. COMPLEMENTARY PROFILES THAT BLEND INTO TEAMWORK

In a team, there is probably going to be different skills and personalities. This leads to distributing specific roles.

Confronting different profiles is an enriching factor and allows the team, through the different members being complementary, to perform better than by just being a sum of individuals.

Several typologies allow us to describe profiles that recur in a team

« Nobody is perfect, but a team can be! »

Meredith Belbin

The concept of roles in a team by Meredith Belbin:

Psycho-sociologist with a degree from Cambridge, Meredith Belbin is the director of a corporate training research institute at the University of Cambridge. As a pioneer of research on behavior on a team, he drew up the concept of roles on teams recognized today and used worldwide.

Studies carried out at Cambridge by Meredith Belbin for over 20 years have shown that there are a limited number of roles on a team. Each role is based on behavioral constants that come into play in a work environment, involving types of personalities that are completely different.

The theory of Belbin is applied to any type of team: staff but also temporary project teams.

A manager should build his team in a way that is representative of all these roles, sometimes as represented by one and the same person, especially by him or herself, if the manager has this possibility. The profiles described by Belbin are the following:

To be noted: the headings are descriptive. It is important to read each type in order to have an exact idea of each function.

✓ **Plants**

Characteristics: "Plants" innovate and invent. They are creative. They trigger ideas that can be the source of important developments. As a general rule, they prefer to act as their own boss, independent of other members of the team. They use their imagination and work often with a concern for conforming. These are usually introverted people who react strongly to criticism and to encouragement. Their ideas are often radical and may not be practical. "Plants" are independent, intelligent and original. They can have difficulties communicating with people who do not share their ideas.

Function: "Plants" are mainly apt at triggering new proposals and solving complex problems. We need "plants" at the beginning of a project or when it is blocked. "Plants" generally are involved in start-ups and in inventing new products. Too many "plants" in an organization can sometimes slow down productivity, being that they have a tendency to spend their time reinforcing their own ideas and using each one when they are under fire.

✓ **Resource Investigators (RI)**

Characteristics: The "Resource Investigators" are often enthusiastic people, extroverted and quick on the uptake. They are excellent communicators, both inside and out of the company. These people are instinctive negotiators and are talented when it comes to exploiting new opportunities and developing contacts. Though not strong in generating their own ideas, they are very efficient when the challenge is to use the ideas of others and to develop them. As their name indicates, they are qualified in discovering new resources and in deploying them. They usually are received by others in a warm way because of their expansive nature. "Resource Investigators" are relaxed people with a lot of curiosity, prompt to seize new opportunities. If others do not stimulate them, however, they quickly lose their enthusiasm.

Function: They are excellent as long as they need to present new ideas, developments or resources to the rest of the group.
They are the best at building outside contacts and pursuing negotiations.
They are capable of reflecting while still being able to keep their feet on the ground, having a capability to easily get information.

✓ **Coordinators (CO)**

Characteristics: The main characteristic of "coordinators" is their capability to work for common goals. Mature, reliable and self-confident, they are able to delegate easily. In relationships, they quickly find individual talents and use them for the group's objectives. While "coordinators" are not necessarily the smartest people on a team, they are broad-minded and are generally respected.

Function: Coordinators have a good disposition. When they are responsible for a team with skills and diverse characteristics, they get the best results in their relationships with their colleagues at the same level as themselves, as opposed young subordinates. Their battle-cry might be "Check everything like a boss" and they usually deal with difficulties in a smooth manner. In some companies, the coordinators may have difficulties with the "shapers" because of their different way of managing.

✓ **Shapers (S)**

Characteristics: "Shapers" are highly motivated people, with ferocious energy. They are hungry to work on projects. They usually can be aggressive and extroverted, being dynamic above all else. "Shapers" enjoy challenging others and their interest is to win. They love to lead and push others into action. If there are obstacles in their path, they find a way to confront them. Both willing and directive, they have a very strong emotional reaction to any form of disappointment or frustration.
These are obstinate people, who know how to argue. They may lack understanding in their relationships. These are the members who are the most competitive on the team.

Function: These are usually good managers because they provoke a certain form of constructive action when they are under pressure. They are excellent for giving the team an extra boost and their presence is welcome for groups where political complications slow down running the business. "Shapers" are inclined to not worry about difficulties and to go full speed ahead without worrying about issues or consequences. They perform well when there is a need to make indispensible changes without worrying about whether their decision will be unpopular. As their name indicates, "Shapers" try to impose their mindset on discussions and activities in a group. They are probably the most efficient members of the team for guaranteeing a positive action.

✓ **Monitor-Evaluators (ME)**

Characteristics: "Monitor-Evaluators" have a great capacity to pay attention to the slightest detail. It is rare that they begin something without being able to achieve it. They are motivated by their anxiety, although their appearance may seem calm. They are usually introverted and need to be stimulated or pushed to be motivated. "Monitor-Evaluators" do not accept easily people who are typically careless. They do not often delegate, and prefer to tackle tasks by themselves.

Function: "Monitor-Evaluators" are invaluable in carrying out tasks that require a lot of concentration and a high degree of precision. They anticipate emergencies and are excellent when there is a deadline that needs to be met. As managers, they reach for ever-higher standards, applying their precision and follow-up.

✓ **Team-worker (TW)**

Characteristics: "Team-Workers" are the members of the team that are the most flexible of a group. They are even-tempered, sociable and respectful of others. Being very flexible, they are capable of adapting to different people and situations. The "Team-Workers" are people who have insights and who can be diplomatic. They listen well to people and are usually the most popular members on the team. They work with sensitivity at work, but they can be indecisive in a crucial situation.

Function: The role of the "Team-Workers" is to prevent relational problems in the team from arising so that each member can contribute effectively to different tasks. Because they do not like conflicts, they will take any measure necessary to avoid them. "Team-Workers" frequently get high positions, above all when most managers are "Shapers". This creates a work environment in which diplomatic qualities and persistence can be expressed, especially in an organization where conflicts may arise or be avoided. The directors who have the qualities of "Team-Workers" are not considered as a threat and as a consequence, they are well-accepted. "Team-Workers" facilitate the team's own work. The morale is better and people seem to cooperate better when they are there.

✓ **Implementer (I)**

Characteristics: The "Implementer" has a very serious spirit. This is someone who is prudent, without great enthusiasm. Slow to make decisions, preferring to reflect about things first, the "Implementer" usually has a highly developed critical sense. Very intelligent, this person takes everything into account. A good "Implementer" is rarely wrong.

Function: "Implementers" are better adapted for analyzing difficulties and evaluating projects and suggestions. They are excellent for analyzing pros and cons. For most people, the "Implementer" may seem anti-social, fastidious and even extremely critical. Some people are surprised to see them reach top management positions. Nevertheless, many of them occupy key posts and even run corporations. Some jobs where the success or failure is determined by a certain number of critical decisions, is ideal for "Implementers" because these are the people who are never wrong and who always succeed in the end.

✓ **Completer-Finisher (CF)**

Characteristics: "Completer-Finishers" have a practical mindset, with real qualities of self-control and discipline. They love to work and to tackle problems in a systematic and methodical way. Overall, the "Completer-Finisher" is someone who is dedicated to the company and who is les preoccupied by his or her personal interests. This person may, however, lack spontaneity and can be considered as rigid.

Function: The "Completer-Finisher" benefits the organization because he or she is reliable and proves a great deal of assiduity at work. A "Completer-Finisher" succeeds because he or she is efficient and has an innate sense of what is practical and doable. It is frequently said that managers only do the work they enjoy and neglect what they hate. Quite the contrary, the "Completer-Finisher" will do what needs to be done. A good "Completer-Finisher" rises to top positions because of his or her ability in terms of organization and skills to tackle indispensible work.

✓ **Specialists (SP)**

Characteristics: The "Specialist" is completely dedicated to his or her work and is proud to have expert knowledge. This person's priorities are focus on maintaining professional standards, staying up to date with technical trends and defending his or her own territory.
Since the "Specialist" is so proud of his or her own area of expertise, this individual tends to not show much interest on others. A "Specialist" becomes an expert through commitment and by selection. Few people have the resolution or the aptitude to become a "Specialist".

Function: The "Specialist" has an indispensible role to play in a team because he or she has rare competence which the company's product or service is based on. As a director, he is respected because he knows his subject better than anyone else and is often called upon to make decisions based on his or her experience.

Team Management System: or the art of associating psychological profiles

La Redoute, 3M or Renault has adopted this method designed over 20 years ago by two Australian researchers. It defines eight key roles composing an effective group. The objective: quickly train operational teams by blending very different talent together. Weaknesses are canceled out by the strengths of others. On the basis of a detailed questionnaire, each candidate is attributed one of the profile types. A manager can immediately discover which category is under-represented or, to the contrary, too present in his or her team.

The developer	This is the Handyman personified. This person appreciates working on product launches or prototypes. His or her role: test their pertinence and their feasibility.
	Our hero loves getting his or her hands dirty, moving quickly from one challenge to the next. It's routine that kills these people.
The organizer	Organizers define the method to follow, setting up the process, determining the intermediate steps. Being pragmatic means that they work quickly, meeting deadlines and objectives.
	Their weakness? Everything must be ready the day before. They don't really listen to other people and their feelings.
The advisor	Their role? Collect key information (from the market, competition, the company itself) and give it to the team. They are naturally curious, their ability to sum up key information and to communicate.
	They appreciate working in a team, but they hate deciding in a hurry.
The producer	This is the person who finishes the product and delivers the services. He or she has a sense for details and loves contact with others. Schedules and timetables don't scare him.
	He or she is obsessed with being productive and efficient. Strict about deadlines, this person may be considered as rigid, not much of a friend to change, either.
The promoter	A very good salesperson, persuasive, energetic and sociable, the promoter excels in building up a network. The promoter seizes opportunities because he or she has a clear vision of the future in his or her sector.
	The promoter fights on every front, never gives up, but gets bored easily if he or she does not have stimulating challenges to meet.
The innovator	An Innovator wakes up each morning with new ideas and projects. Recognized for his or her intuition, imagination and ability to analyze, this person has a flair for trends before anyone else in the world.
	An enemy of routine, the Innovator is autonomous and appreciates flexible hours.
	Organizing is not his or her specialty.
The inspector	The inspector's mission is to maintain compliance with procedures and the reliability of service. His or her qualities? Meticulous, these people have a taste for details. They can be calm, thoughtful and able to concentrate.
	Their main weakness? They have no real sense of contact with others.
The maintainer	Dedicated to maintaining work methods, this person is the memory of the company and feels as if he or she is the guardian of the company's culture. This individual has strong values and convictions, providing stability in the group. This good negotiator has a sense of justice. On the other hand, he can sometimes be rigid.

Sources / to go further

Webography:

www.unssc.org/web1/programmes/rcs/

http://www.belbin.com/

http://www.rmc-conseils.fr/rmc/tms.html

Bibliography:

Les rôles en équipe, Meredith Belbin (Editions d'organisation)

Bâtir une équipe performante et motivée, Ramez Cayatte (Eyrolles)

Travailler en équipe, Marie-Josée Couchaere (Ellipses Marketing)

Gagner en efficacité en équipe, Patrick-M Georges (Editions d'Organisation)

CHAPTER 3: ROLES FOR A MANAGER

3.1. SOME DEFINITIONS:

The true role of the manager is to get employees to feel like giving their best by creating a work environment that allows them to do their best. (Source: *Le Management pour les nuls*).

Management is the art of conducting a team, running it, directing it in order to reach set goals.

```
                    ┌─────────────────────┐
                    │ Developing the skills│
                    │     of the team      │
                    └─────────────────────┘
                              ▲
                              │
      ┌──────────┐                      ┌──────────┐
      │ Motivates│ ◄────────────────►  │  Trains  │
      └──────────┘                      └──────────┘
                         A "good"
┌──────────────┐                        ┌──────────────────┐
│Must reach goals│                      │    Delegates     │
│ with the team │ ◄───   MANAGER   ───► │ (With a contract)│
└──────────────┘                        └──────────────────┘

      ┌──────────────┐           ┌──────────┐
      │ Is responsible│ ◄─────── │ Monitors │
      └──────────────┘           └──────────┘
```
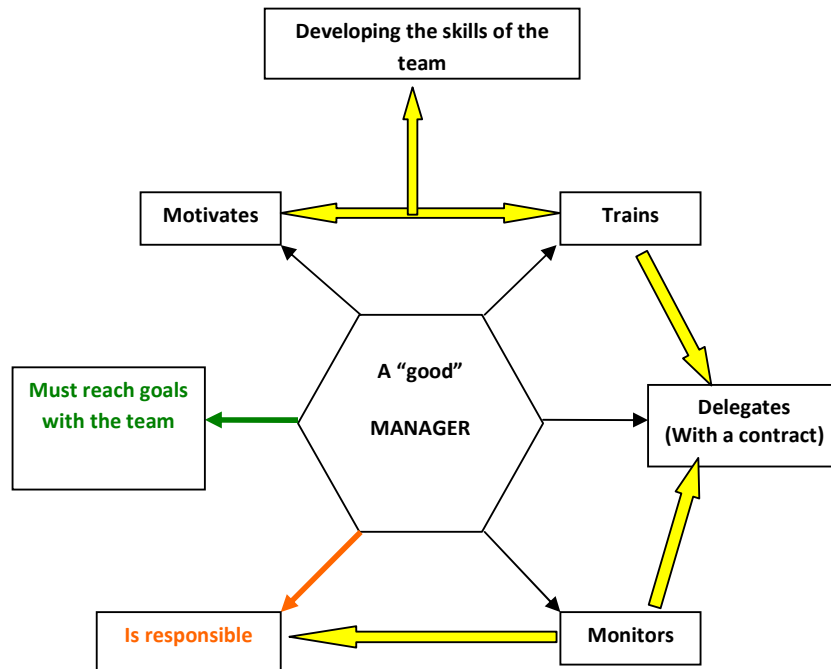
3.2. SOME MISSIONS FOR THE MANAGER:

Communicating with the team

- ⇨ Getting messages across in a clear, constructive way
- ⇨ Listening to requests and feedbacks from the employees
- ⇨ Managing exchanges face to face
- ⇨ Organizing and running meetings and transmitting information

Motivating the team

- ⇨ Creating and managing a good climate in the team
- ⇨ Congratulating, encouraging progress
- ⇨ Showing a good example and sharing know-how
- ⇨ Catalyzing people with enthusiasm
- ⇨ Discovering each person's motivations
- ⇨ Rewarding the best performers

Organizing the work, directing people

- ⇨ Transmitting orders, distributing tasks
- ⇨ Managing priorities
- ⇨ Defining goals for the team and sharing them
- ⇨ Setting the rules of the game and explaining them
- ⇨ Running training for the team
- ⇨ Ensuring the follow-up of external training programs

Accompanying people

- ⇨ Receiving and integrating a new member of the team
- ⇨ Following up on work
- ⇨ Providing support
- ⇨ Giving feedback (ether positive or negative) about behavior
- ⇨ Allowing employees to make progress
- ⇨ Evaluating the work of the team

Managing critical situations

- ⇨ Dealing diplomatically with any opposition
- ⇨ Solving interpersonal conflicts, or even inter-departmental
- ⇨ Reframing in case an employee strays from a target
- ⇨ Find solutions for blocked situations
- ⇨ Make decisions in complex conditions

Sources / to go further

Webography:

http://www.journaldunet.com/management/dossiers/0308managers/lesobjets.shtml

Bibliography:

Prendre une fonction de manager, Gilles Durand, (Insep Consulting)
Le Manager Minute, Ken Blanchard (Eyrolles)
24 Leçons de management, Carlos Ghosn (Maxima Laurent du Mesnil éditeur)
Attitude 101 : Ce que tout leader devrait savoir, (Un monde différent)
Comment trouver le leader en vous, Dale Carnegie (LGF - Livre de Poche)

CHAPTER 4: KNOWING HOW TO COMMUNICATE IN AN EFFECTIVE WAY

In every situation requiring communication, the goal for a manager is to get what he or she wants. What is at stake is not on the order of personal satisfaction, but on the order of work organization (objectives, constraints, managing the team…) and the quality of human relations in the work context.

Diplomacy can, of course, be a tool for manipulation. Yet this is not the point. In business, we want above all to avoid war. The underlying conflict, what is not said out loud, possible or predictable, may be managed without hurting people.

Diplomacy is useful to get people to move forward and not to gloss over any difficulties.

(Caption) "I don't think you're really cut out to be a manager."

4.2. ADOPTING AN ASSERTIVE ATTITUDE

Assertiveness is self-affirmation in the respect of others.

Being assertive means being able to express yourself directly or freely, without hesitating, and always with consideration and respect for the other person. Assertiveness defines a grand quality of communication in which we respect ourselves as much as the other person. Aiming for assertiveness means moving from the level of the relation to the level of a true communication.

We are all sociable or socialized today, but are we capable of communicating with others? Because that involves having a level of awareness and a deeply human exchange.

Being assertive is above all knowing ourselves thoroughly, accepting ourselves as we are, with our strengths and weaknesses. It is also about knowing how to hear and listen to one another, opening up to one another, to not be afraid of what come at us. This is being simple, authentic and fair with ourselves and with others. Making progress in this way keeps us from falling into traps with attitudes such as taking flight, manipulating or being aggressive, generating tensions, misunderstandings and frustration.

Being assertive may seem tricky, even difficult or idealistic based on this definition. It is a real way to grow into being balanced in life and truly effective for ourselves and for others.

4.3. DIFFERENT ATTITUDES WHEN FACED WITH DIFFICULT SITUATIONS

PASSIVE FLIGHT

This attitude is characterized by a certain tendency to flee rather than to directly confront others or hard issues.

It is manifested in different ways:

- An excess of niceness, the fear of bothering someone
- The tendency of never being informed enough to take a decision
- The tendency to put things off until later, to drag one's feet
- The fear of judgment of others, of not being accepted
- The fear of assuming responsibility, of being out in front
- The tendency to not want to reveal anything too personal, keeping this to a minimum
- An image of oneself that is fairly negative, denigrating oneself, over-evaluating others

This attitude occurs with individuals who want to avoid conflict at any price, who do not know how to say "no" because they are afraid of losing the esteem of others.

THE AGGRESSIVE ATTACK

This attitude involves always wanting to have the last word, to dominate, even if this embarrasses others. This often generates aggression, even apathy, triggering the sentiment of not being loved.

It is manifested in different ways:

- Domination of others, scaring them or hurting them
- Succeeding at any price, stepping on toes
- Monopolizing conversation
- Giving harsh criticism, making fun of others, humiliating them
- Searching for the weaknesses of others to emphasize them
- Taking revenge for the least offense, whether real or imaginary

This attitude is found among individuals who consider that their way of thinking or acting is the best want to impose it on others.

MANIPULATION

This means preferring to allude to what you mean rather than to say outright what you think. Manipulation occurs when someone deliberately changes his or her language according to the person being addressed.

The danger is that when these maneuvers come to light, the others no longer trust the manipulator.

It is manifested in different ways:

- Manipulating the other person to get what you want, either fooling him or making him feel guilty
- Withholding information to influence the other
- Knowing all the ins and outs, getting easily around the rules and taking advantage of situations
- Exaggerating to get what you want

To get what he or she wants, the manipulator often listens and observes to understand the interests and motivations of others.

This means asserting, defending your rights without aggressing others. This is the most optimal attitude because it allows you to reach your objectives and to get what you want most of the time without triggering the resentment of someone else, possibly even attracting his or her esteem.

- This is loving who you are, without using masks or pretending
- This is to relate to others in a deep way on the basis of trust and being frank.
- This means listening to someone else and taking their point of view into account.
- This means asserting yourself in a calm way, maintaining your opinions and sticking to your decisions under all circumstances, even if they do not suit someone else.

4.4. DEVELOPING AN APTITUDE TO LISTEN

Listening is not an innate quality. In fact, it is a skill that is quite rare. Few people have a real ability to listen to others. Most people would rather talk than listen, above all when this means listening to problems. Instinctively, when we listen to someone, we feel like responding to show our reaction, our opinion about what he or she has said. We interrupt someone even when he or she is speaking because we want to get our idea across, for fear of forgetting it.

« Good listening » means that, to start with, we need to keep quiet to let the other person go all the way to the end of what they think. Listening also is non-verbal, especially in terms of the way we look at someone. We see in the way they look back at us, by their facial expressions, if they are really listening or not.

« Good listening » is therefore being focused on the other person and forgetting our own self temporarily. We must learn how to keep quiet and to cease our interior dialogue, which is not obvious to do, above all for a long time.

So we need to let the other person say what they have to say all the way to the end, leaving a lapse of silence to allow the other to reflect before continuing the conversation.

A sociologist, Porter, showed that interpreting (making sense of what someone tells us), judgment, advice and sharing personal experiences does not satisfy our need to be listened to. On the other hand, asking questions and reformulating in an efficient way (repeating what someone has said without deforming the sense) gets the other to develop his or her ideas. Support, empathy also can be positive as well, encouraging the other person to go on.

Listening well is essential for a manager. His or her door must always be open. For one thing, a manager who listens will have every chance to understand his or her team and so be able to adapt to the personality and to the way people think and work. He may also be especially informed about difficulties the employees are encountering and can set up solutions to deal with the issues. Listening to successes is also essential because that allows the manager to formalize "best practices" that might be reproduced in the future. Listening to a co-worker who expresses him or herself about achievements is a sign of recognition.

It is true that listening well requires time, attention and concentration. It is a restrictive, even tiring exercise. Yet the benefits are enormous. Even if managers need to train or influence co-workers, they need to go through a phase of listening. So they need to develop this competence.

For lack of time, or because conditions do not allow it (distance, for example) or because the manager neglects this aspect, listening is poor. The consequences are generally very heavy because a lack of listening generates misunderstandings and often are a source of stress and conflicts. It is frequent that managers who do not take the time to listen to their subordinates end up seeing them quit, without ever understanding the reasons why. This costs corporations a lot and requires more time and considerable effort to recruit, integrate and to train a new co-worker.

4.5. ISSUING AN ORDER

OBJECTIVES	TECHNIQUE PROPOSED
Getting the expected result, involving the other person, getting them to commit	Talking to the right person (not the go-between)
	The request must be precise and clear.
	Explain the context, the reasons for this request.
	Give a precise deadline (day, possibly the hour, too).
	Sign with a « thank you ».
	Explanations of the technique: the more precise the request is, the more chance it has of being well-executed. Also, giving good reasons for carrying out an action motivate and make people feel like responding quickly and with their best effort.
	The trick: Get the person to repeat complicated order to ensure that you have been completely understood.

It is important to adapt our communication to our colleague:

SOMEONE WHO IS RATHER "RATIONAL"	SOMEONE WHO IS RATHER "EMOTIONAL"
✓ Insist on why ✓ Make a good argument ✓ Call on their common sense	✓ Listen to him or her ✓ Show that you understand him or her ✓ Have a warm contact
SOMEONE WHO IS RATHER "SENSITIVE"	**SOMEONE WHO IS RATHER "UNCOOPERATIVE"**
✓ Explain that the order is fair ✓ Take their opinion into account ✓ Know how to close in a firm way	✓ Keep your calm : be firm without dictating terms ✓ Surprise this person: use humor, stay calm… ✓ Break off as soon as the tone of voice goes up

4.6. KNOWING HOW TO CONGRATULATE SOMEONE

OBJECTIVES	TECHNIQUE PROPOSED
Express your satisfaction, maintaining motivation, getting someone to feel like pursuing something, drawing important lessons for the future	Calling for a meeting
	Expressing satisfaction
	Getting the other person to talk, being truly interested
	Getting them to think about the reasons for their success, what ensured it, in order to be able to call on it again
	Express again your satisfaction

4.7. FORMULATING CRITICISM

OBJECTIVES	TECHNIQUE PROPOSED
Getting people to change, getting them to adopt a different attitude or practice that is closer to their expectations, their needs	Choosing the right time and place (never in public) Review precise facts • Precise facts: They must be irrefutable and completely expressed • When, where, how much or many, etc. Express consequences • For yourself: irritation, embarrassment, discontent (what you feel inside) • For your work, the company, the customer Listening to the other person Search for other solutions, changes, progress, improvements Involve the other person to find his or her own solution: ☞ *"Next time, how could you avoid this from happening again…improve your know-how, your results…?"* Or suggest solutions (This method is less effective.) Reach an agreement, translate it in terms of actions Talk about positive consequences that this will have for on working together and your relationship Thank the person and encourage them as you conclude

The tricks:

- Criticizing is one of the trickiest things to do because a badly-formulated or unaccepted criticism will just generate a conflict, de-motivate a person, or even cause a break-up. So it is therefore essential to reflect about the best way to make this criticism so that the other person is not offended, and will even consider it as well-intended. Criticism can be taken as a sign of interest and also as training, an encouragement to make progress.
- It seems important, to start with, to put the person you're talking to in a positive frame of mind. You need to show him or her that you appreciate their qualities for such and such a thing, that they are competent, that you know that their role is difficult, that they have a busy schedule, that there are times when things are not easy to manage.
- Base what you say on a maximum number of concrete examples and not on personal judgments.
- When you need to present the implications and consequences of your remarks, it is important that the person be aware that things cannot just go on the same way.
- « We have objectives to meet… We have commitments to keep… We must work together… We have to account for this… »
- Avoid blaming the person on the affective level. If you have remarks to make concerning his or her character, say, "I have the impression that… I feel that…, I wonder why… » Be careful about formulating messages that begin with « I » and not « you ».

4.8. REACTING TO CRITICISM

OBJECTIVES	TECHNIQUE PROPOSED
Take advantage of the criticism when it is well-founded, as a way to think twice about what you do and to make progress.	Do not feel personally attacked if the criticism is based on your actions. Effective behavior is listening calmly, not trying to defend or justify yourself or worse, counter-attack. If the criticism has been well-formulated: • Acknowledge it: "I believe what you mean to say is…" • Reformulate facts in an objective but firm way, in order to know if the criticism has been completely understood • Accept it, even thank the person • Ask for ways to improve • Or propose a solution so that the situation does not reoccur If the criticism is not clear: • Base your reformulation on facts and consequences If the criticism is formulated as a value judgment, as a generalization (You are…): • Ask for concrete explanations, refuse generalities. ☞ "I do not understand what you are telling me… *What makes you say that?* " Ask the person about intentions: *"Under these circumstances, what do you expect?"* In any case, try to get the other to disassociate facts from who you are. When the person personally attacks you or insults you, do not respond. Just break the vicious circle that is about to begin and do not react.

4.9. REFUSING

OBJECTIVES	TECHNIQUE PROPOSED
Assert your refusal without triggering a dispute or tension	Listen to the request (if it is vague, reformulate it). Take time to reflect. Say NO (express your understanding, perhaps finishing with, « I'm sorry » IMMEDIATELY, explain why • Give the real reason • Perhaps give a second reason, if it is pertinent • Never give more than 2 reasons or you will be diluting your response and giving the impression to the other that you are justifying yourself • Propose, if possible, another solution as a substitute • If the other person insists, say: "I am sorry, but I already said no and I have explained why." If the other insists again, like a scratched record, say, « No, it's really not possible. ».

To be noted: A manager's role gives him or her a certain authority over subordinates. However, the manager must not systematically refuse requests that do not please him or her. Refusing proposals or favors over and over again can lead to de-motivation. The manager must refuse if the request gets in the way of achieving objectives for the mission or contrary to procedures that he or she must get people to respect.

4.10. HOW A MANAGER CONDUCTS MEETINGS

Different types of meetings

Operational meetings: transmitting all the information necessary for the proper execution of work.

Examples: procedures, directives...

Motivational meetings: transmitting all of the information that will allow people to understand their work and professional environment, and which supports their motivation in the work context.

Examples: corporate policy, professional, economic and social trends...

Two types of information are required for a company to work properly and for employees to be interested in their work.

Motivating people is also a question of training and delegating.

Motivating does not just mean generating enthusiasm. This means that the person we are speaking to will feel like giving the best they can to make progress and to have positive self-esteem.

4.11. THE CASE OF MANAGEMENT REVIEWS

The stakes involved in a management review are multiple. This is a strategic moment when the boss acknowledges the results of the employee in terms of his or her objectives. In general, this evaluation takes into account an assessment carried out by the employee, observations made by the manager and remarks made by the employee's colleagues (method 360°). During this performance appraisal, the employee's career plan, projects, training to be carried out and possible modifications relating to pay and working conditions are discussed.

Here is a technique to conduct a performance appraisal:

Introduce the evaluation

The manager must create favorable conditions through an authentic, measured and confident exchange. For that, it is important to:

1. Start the meeting in a courteous way.
2. Hold the meeting in a proper setting: with no interruptions, nor indiscretions.
3. Remind the person about:
   - ✓ The aim of the interview and its importance
   - ✓ The order it will take place in
4. Indicate the rules of the game:
   - ✓ The final report is filled out together during the meeting
5. The evaluation is an exchange where each person expresses themselves freely
6. Explain the way the meeting will be run:
   - ✓ Proceed point by point
   - ✓ The person being appreciated expresses him or herself first, followed by the evaluator. Then they reach an agreement.

Leading the management review according to a method

- Proceed point by point, following the Human Resources form.
- Adopt a similar method for each point.
- The manager gets the person being evaluated to give his or her own point of view.
- Then the manager expresses his or her opinion and supports it with facts and examples. Comments are based on achievements, in no case about the person.
- The manager closes by filling out the form after having checked that the person being evaluated agrees. In case of a disagreement, the manager decides.

Concluding the meeting

By summing up ways to make progress and the means to be deployed.

By signing the form.

An example of a practice that requires high aptitude in communication : Change Management

Over the last 10 years, the practices for managing change have developed considerably and the approaches to lead such projects are multiple.

A few basic principles in order to get the changes to pass more easily:

1. **Getting people to adhere to them**

You cannot get this adhesion without informing employees and explaining to them the intention behind the change. It depends on mobilizing all of their energy for the same objective: transforming the company or one of its departments. The enemy to beat is resistance to change. You need to listen to each actor and inform people while adapting your message. Adhesion only comes from the inside.

2. **Being psychological**

Psycho-sociological approaches emphasize emulation and collective action. They count on the mutual influence of people among themselves.

To it is best to rely on employees who accept the change more easily and to use the viral concept to spread new objectives.

3. **Communicating**

Either you use personal or collective communication. Objectives must be clearly set and adapted to suit the potential of each person.

4. **Coordinating who does the talking**

A change process is broken down into different initiatives to be carried out with employees. Of course, it is important to not spread contradictory messages that confuse people.

5. **Knowing how to manage time**

Managing a change process does not only mean managing a project, because this way of managing does not integrate human error. It is vital to formalize and to plan tasks in order to follow up on their execution and to meet budget forecasts and deadlines. It is obligatory to respect commitments made with employees and to constantly listen to them. A project of change management requires even more rigor and listening ability as well as empathy than a standard project.

Sources / To go further

Webography :

http://www.journaldunet.com/management/efficacite-personelle/conseil/savoir-bien-formuler-une-critique/savoir-bien-formuler-une-critique.shtml

Bibliography :

Comment dire non : Savoir refuser sans offenser, William Ury (Editions Seuil)

CHAPTER 5: HOW TO RUN A PRODUCTIVE MEETING

5.1. WHY HOLD A MEETING?

The usefulness of a meeting is two-fold: exchange information quickly (so that everyone has the same amount of information) and reinforce the ability of team members to work together.

A meeting is the time for participants to get to know one another better and for the manager to create both ambiance and a work dynamic.

A meeting, however, requires a lot of time and is not always necessary for communicating with all the team in an effective way. It may sometimes be replaced by individual meetings or by exchanging documents.

5.2. THE LOGISTICAL ORGANIZATION REQUIRED

⇨ **Where to place participants**

The objectives of a meeting may be diverse (informing, making decisions, finding solutions, etc.). Depending on the type of objective, how you place participants will be different. If the objective is to exchange, all of the participants must be able to see each other.

Where participants are placed may have an influence on how exchanges will occur. For example, people sitting face to face may tend to oppose each other more.

⇨ **The time and duration for a meeting**

The time and place for a meeting will have an influence on the pace and flow of exchanges and therefore the results of the discussion. Meetings scheduled for the end of the morning or the end of the afternoon get people to conclude, to agree faster, which limits the expression of contradictions.

A meeting should never last more than 1 hour (The attention of participants drops after that).

⇨ **The preparation required**

The preparation of a meeting involves reserving a room that is well-adapted, as well as the necessary material (projector, documents, water, etc.). Professional behavior involves checking beforehand if material is available and that it works properly.

It is also important to contact participants far enough ahead, to give them the **precise address for the meeting** and above all **the agenda** which will be followed so that they can prepare for the meeting.

To save time, it is recommended to transmit documents that will be discussed so that each person can prepare their questions and suggestions.

5.3. THE ROLES OF THE MANAGER DURING THE MEETING

At the beginning of the meeting, the coordinator must set the scope of the meeting. This means he or she must explain the context for the meeting, goals and the way of conducting it (ex: going around the table, the time for questions/responses, etc.). He must also indicate the planned duration.

The three principle functions of animation are production, facilitation and regulation.

Produce: propose ideas, solutions, organize actions, collect facts, experiences, testimonies
*Facilitate***:** set up a procedure, a work method, get people to respect instructions
Regulate: manage people effectively, take their psychology into account and stimulate them

Different types of attitudes can be found among participants at a meeting:

For example:

- Those who remain silent: need to be more involved
- The experts – who you need to call on
- The saboteurs / opposed parties- to be under surveillance
- The agents of ambiance – to reframe sometimes

Upon concluding a meeting, sum up the points of view to confirm agreements made and to draw, if this is the case, final reactions.

To record exchanges, the leader must either take notes or ask someone else to take charge of this task.

A report on the meeting must be produced and transmitted quickly to leave a written trace and to inform those who were absent.

This report often resembles a list of decisions made. Do not confuse this with an official record, which is a precise and exhaustive restitution of what the participants said.

The form that is the most direct for this report is a table including the following headings: subjects discussed, actions to be carried out, the "owner" of the project, deadline and any additional information.

As far as managing time is concerned, this can be assigned to a "time keeper " whose role is to alert the group if they are running late or slowing down the meeting in terms of its objectives.

Sources / To go further:

Webography

http://www.journaldunet.com/management/dossiers/0309meeting/conseThey.shtml

http://www.commentcamarche.net/contents/projet/conduite-meeting.php3

Bibliography

Preparer une meeting pour mieux l'animer et y participer, Alain Chevalier-Beaumel (Vuibert Editions)

La conduite des meetings : Les fondamentaux du work en group, Roger Mucchielli (ESF Editions)

CHAPTER 6: MANAGING AND PREVENTING CONFLICTS

INTRODUCTION

A conflict may occur at any time. A manager must be able to manage situations that are potential sources of conflicts, in order to prevent them or to resolve them.

A conflict can take two forms:

- A difference of opinion: People have a different position to deal with a situation. They are, however, willing to find a solution together.
- A dispute: Because of strong antagonism, willingness to find a common solution does not exist or no longer exists.

This can be handled in three ways:

- The manager deals with it directly
- He or she calls on an outside mediator whose mission involves instilling listening and dialogue
- The manager asks superiors to arbitrate, that is to say, to decide (a solution that can lead to a disavowal of the manager...)

A conflict is frequently marked by either someone taking flight or else when someone tried to impose a solution by force. The causes of a conflict can be multiple. It is therefore important to understand what triggered it.

6.1. THE CONFLICT: A PROBLEM OF COMMUNICATION

In any communication process, there is an emitter of a message and a receiver. It is indispensable to distinguish between the content and form of the message. So the first question to ask is if the message sent corresponds to the true intention of the person sending it and if the message received was the same as the one sent.

When a person transmits a message, he or she encodes it. This encoding is the way that the person expresses him or herself. When a person receives a message, he or she decodes it. This means that the person filters it through his or her way of perceiving things and processing information.

Encoding and decoding tools are a way of illustrating how each person relates to reality. For example, a person who is rather affective and involved in a situation will have a hard time communicating with someone who is rational and distant.

A conflict has one essential aspect: the human element. You need to see if the best technical solution is not appreciated because it is imposed on people. How well you communicate about this solution is crucial. The absence of dialogue is sometimes the only reason that the most adapted solution is refused.

In management, imposing is often the solution that is chosen. The manager who is in a strong position does not imagine any other way of solving a problem that seems to him or her to be too complex.

This phenomenon of a show of force finds its source in the way the person using it behaves.

A person who is used to analyzing situations and problems will be more satisfied by a rational solution. A person who is more emotional will not consider that a conflict is resolved than if he or she feels revalorized. A more creative person will need to demonstrate his or her creativity so that the conflict can be put to rest.

Recognizing people is a pre-requisite for effectively resolving a conflict.

All of this is complicated when conflicts oppose people or groups of people who do not have the same values nor the same common interest or strategy.

A conflict can happen anywhere where there is management, projects or decision-making taking place. Anywhere where there is communication and management, there will necessarily be an emission, a reception and reflection, as a consequence, a need for mediation.

Conflicts are often considered as inevitable in human relations, but a manager owes it to him or herself to look beyond this restrictive view and search for more conducive relationships.

6.2. THE SOURCES OF CONFLICTS

2.1. The environment and confrontation between different logics

Three major traditional units define what a corporation is:

- Its structure: its status, by-laws and organization… what makes the corporation exist.
- Its production: its products and services. This is what the corporation does.
- Its human resources: its employees, technicians, supervisors, managers, not to mention its suppliers and customers. These are the people who make the corporation run.

Conflicts can come about because of structural changes in the company, related to what the company does, to changes in production or because of relational conflicts between those people who make the enterprise run.

In an organization, different departments embody their own internal logic. Managers have a different vision than employees. Sales representatives will sell large amounts of products that the production department will not be able to make. Unions will demand raises that the financial direction will judge as being excessive…

2.2. Misunderstanding

A person is defined according to his or her character, education, culture and experience. This is why we say, and rightly so, that each individual is unique. Misunderstandings arise from difficulties with vocabulary, mindsets and ways of approaching things that each person has. Rather than being surprised with the fact that there are misunderstandings, we should be pleased that we are even able to communicate at all!

2.3. What people think, but never say

What people really think, but never express is somewhere between areas of agreement and disagreement. The brain, like nature, does not like emptiness. Silence leads us to interpreting and this may generate conflicts.

An open disagreement is easily identifiable, which is less dangerous than underlying conflict.

2.4. Demands

The way of creating operational balance in an organization is a source of innumerable disagreements:

- Disagreement about the facts if people concerned do not have the same information
- Disagreement concerning objectives, above all if they seem imposed
- Disagreement over the means to deploy to reach an objective
- Disagreement over the resources allotted to succeed with an action
- Disagreement about behavior or the methods to be deployed
- Disagreement about what has been agreed to
- Disagreement about values (individual or collective) or ethics

2.5. Conflicts between people

Each way of working has its strengths and weaknesses. When personalities are too different, people can badly interpret behavior that is in contrast with his or her own. This can provoke tensions, which can degenerate into conflicts.

6.3. BEHAVIOR TO BE ADOPTED IN CASE OF CONFLICT

a. Behaviors that are favorable to conflict
- Rejecting everything someone else says
- Criticizing the behavior of the other person
- Imposing your solution
- Minimizing what the other person says
- Expressing judgments
- Making suppositions and speaking in someone else's place
- Demanding
- Interrupting
- Putting pressure on someone
- Confusing your opinions as being absolute facts
- Arguing on and on
- Making your counterpart lose face

We are partly responsible for the reactions our counterparts have. It is important to be aware of our way of working to channel as well as we can the emotions that we feel.

To have a poor self-image or a bad opinion of the other induces a behavior that potentially may turn into a conflict.

Moreover, frustration in the past, fear of others and a desire for revenge are powerful factors of conflict.

b. The method for resolving a conflict
First of all, the manager who chooses to deal directly with a conflict must choose a strategy depending on the result he or she wants to have in the interest of preserving a good relationship:

Affirming the decision	When a rapid action vital
Avoidance	When the gain is not worth it or when there is no leeway
Cooperation	When you have time to build something together
Compromise	When the parties have equal power and different goals
Accommodation	The stakes are low and the result is more important for the other person

What follows is applicable for hypotheses 3, 4 and 5. This gives you a method for resolving conflicts in 7 steps.

Resolving a conflict suppose confronting the difficulty together without confronting each other.
Step 1: Open the dialogue positively

    a. Recognize that the dispute exists without reproaching the other person
    b. Describe the facts precisely
    c. Be sure that the other person is receptive

          ↳ *"We have a difficulty which we must overcome. Would you like to talk about it? "*

Step 2: Explore the other person's point of view

    a. Give your counterpart time to express him or herself
    b. Find out what their position is and what they expect
    c. Listen and ask questions to probe
    d. Identify needs
          ↳ *"What is important for you?"*

    e. Reformulate ideas expressed to check that you have understood this person
    f. Show the feelings that you have to manifest your listening ability
          ↳ *"I see that you have really been bothered by this situation. "*

Step 3: Express your point of view

    a. Express your position
    b. Express what you feel
    c. Express your need
          ↳ *"What I need is that the project be finished on time. So it will be impossible for you to leave on vacation before next week. "*

Step 4: Highlight points on which you agree and the differences

    a. Measure what remains to be done
    b. Do not minimize the points of disagreement

Step 5: Search for solutions together

    a. Ask the person for solutions that he or she proposes
    b. Propose options with different hypotheses
          ↳ *"What solutions do you propose? What are the other options that are possible? "*

Step 6: Decide which solutions together

    a. Choose a solution that suits both of you
    b. Define together the actions to be led
          ↳ *"So we agree on what we are going to do. "*

Step 7: Deploy the solutions
    a. Decide on a schedule
    b. Set milestones

But you must not commit to the action without being sure to have understood and to have been understood.

*The **DESC** method is a tool that sums up the seven preceding points:*

Describe the facts

Express your feelings

Suggest a solution

Cite the positive consequences of the proposal

6.4. NEGOTIATING AS A WAY OF RESOLVING CONFLICTS

Negotiating allows us to get out of a conflict on condition that each one of the parties wins something.

What happens is unpredictable. Nevertheless, a negotiation is prepared with the following questions:

- What is at stake in this negotiation? What must I get? What must I keep? What does my counterpart want to keep?
- What are the possible options? What solutions can be envisioned? Are there any others (determine your Best Alternative)?
- How can you evaluate a proposed option? Efficiency of the solution, ease of use, cost…
- What will happen if you do not reach an agreement? Determine also the obligation each party has to reach an agreement and thereby the leeway each one has.
- Do you need to sign a written agreement?

6.5. PREVENTING CONFLICTS

Resolving conflicts is a good thing, but to do it in a way where they do not even occur is even better.

Here is some advice in the table below to have a virtuous approach.

Do not forget that meetings are spaces for debates or for exchanges of information that will enrich the way a team works together. In this spirit, above all, do not consider information as a source of power and keep it for yourself. You will need to organize as many encounters and share knowledge as required.

Read the chapter concerning how to run meetings, which will allow you to avoid having them degenerate into conflicts.

To do	To avoid
Call for a debate and accept controversy	Let ideas that make people angry fester
Dare to assert yourself	Flee, decide not to intervene
Express your expectations clearly	Consider that things just happen by themselves
Be understanding with people, but firm on the results expected	Be hard on people, yet imprecise about what you expect

A good manager is someone who does not believe that a conflict is an unavoidable part of any human activity. He or she must contribute to creating a work environment that develops and maintains balanced human activity. This will stop the waste of time and energy that blocks all creativity and individual and collective efficiency.

Sources / To go further

Webography:

http://www.journaldunet.com/management/dossiers/050376CONFLICTs/

Bibliography:

Comment gerer les personnalites difficiles, François Lelord, Christophe Andre (Vuibert Editions)

Pratique de la mediation, Jean-Louis Lascoux (ESF Editions)

Appendix 1: good and bad management practices

These principles of common sense come from a study done on different groups at work (Devenez un manager performant - Ruppert Eales-White). They are similar to certain precepts that have already been covered and integrate others relating to team management.

1. GOOD PRACTICES

Think clearly about your role as manager: […] Effective managers think about their role and plan their management strategy in a way that is almost the same as how they approach other problems they need to solve.

Develop sensitivity and self-confidence: Ineffective managers usually try to control everything too much […].Effective managers have developed an awareness of themselves: they have identified, recognized and understood their strong and weak points, yet believe in themselves, in their skills and ability.

Focus on what is going on around you: listening, supporting and providing feedback, then accompanying: Ineffective managers are concentrated just on themselves. By developing a greater self-awareness, effective managers, on the other hand, do what is expected of them: they concentrate on their co-workers, listen, offer their support at both a logical and emotional level, and then give feedback to encourage their employees and to get them to make progress. Moreover, effective managers are good trainers. They demonstrate good understanding, they ask hard questions that get their employees to manage themselves better rather than to tell them what they should do […].

Make decisions and show integrity in making them: Certain ineffective managers make incoherent decisions to adapt to changes in the top management's strategy. Others do not make decisions, passing them on by default to avoid trouble.

Share information: Jan Carlson of Scandinavian Airlines made the following remark: « An individual who has no information cannot assume any responsibilities; an individual who has information cannot avoid taking responsibilities. »

Have enough self-confidence to admit mistakes, and then draw lessons: Ineffective manager reject what they could be learning and refuse to let someone help them solve their problems so that they will not be perceived as infallible. "Confidence" is the key word here, the result of being self-aware and self-confident. This is related to the humility of recognizing that "aptitude" does not mean "infallibility" and that change requires constant, on-going learning.

Support: At any time, the average supervisor, manager or employee needs to be directed or guided, since they are being confronted with a role they may not be used to, when they are placed in charge of a new task, beyond their job description.

Delegate authority and responsibility: This is a specific problem […] that occurs anywhere and goes right to the heart of effective management: knowing when to hand over the reins to someone else.

2. BAD PRACTICES

Here is an example of a list drawn up by a group of managers, presenting what their ineffective colleagues do:

1. They don't listen

2. They don't know how to delegate or re-assign work

3. They don't show any interest in what you do

4. They don't respect you

5. They give negative feedback to a third party

6. They don't congratulate the person when they should do it

7. They criticize you in front of others

8. They use your ideas and give themselves all the credit

9. They always take control

10. They terrorize you

11. They don't give you the tools you need for your work

12. They don't inform you

13. They don't set clear objectives

14. They show favoritism (one rule for one person and another one for everyone else)

15. They are rigid and close-minded

Source: www.management.fr
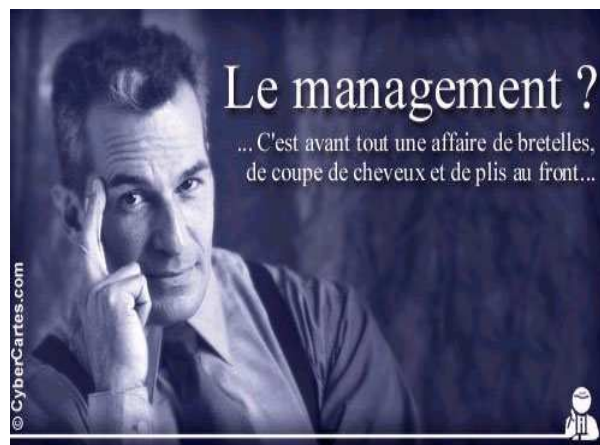
Appendix 2: 25 traps to avoid in order to become a good manager

Thinking that your employees should be happy just to have a job:
It is true that many people are satisfied with their job, but remember that talented employees have other options as well. Workers who perform well are always appreciated in the job-market, whatever the economic climate, and you naturally want to keep your best people over the long term.

Ignoring rumors
Rumors exist in any organization and gossip is inevitable. If you don't react, all they are going to do is amplify.

Thinking that your employees cannot face the truth:
You have selected members of your team because of their high level of skills and their pertinent judgment. Mobilize all your talent in order to solve problems that may arise. Informing them about difficult situations and getting their ideas and contributions gives them an opportunity to have an impact on the success of the company.

Waiting for the personnel to bring up their questions, complaints and preoccupations:
For each person who comes to you, there will be several who won't. Keep in touch regularly and in a personal way with your employees. You will then be able to get better feedback from your more discreet people than from the talkative ones.

Surprising your employees during the management reviews:
Inform your employees that their results are good all of the time as well as areas where they can improve. Do not wait for the management review to hit them with all of your remarks

Thinking that the personnel know their work is appreciated:
The personnel must hear this all the time. Praise is never excessive as long as it remains specific, sincere and is well-timed.

Keeping your praise for the end:
Thank your employees after they finish an assignment, but do it also during the project. Such an attitude will do wonders to increase motivation and productivity

Getting rid of incentives:
Everybody must cut budgets, but don't get rid of the perks so fast. Be creative in your own way to recognize superior performance. Tickets to an art exhibit, an afternoon off, some praise at a meeting or a short personal note to thank someone for excellent work is hardly an expensive way to show your appreciation

Thinking that money is everything:
Finance is of course important to keep your people satisfied, but not as much as you may think. People quitting also had to do with not having any possibilities for being promoted or being recognized. Pay only places third on the list.

Not supporting your employees:
Managers who don't support their employees lose their confidence and their respect. Support the members of your team, above all if they receive criticism, whether these are founded or not. If you are there for them, they will be there for you

Not motivating people in a balanced way:

Many managers commit the mistake of dedicating too much time and resources to improving the performance of average employees while ignoring their most talented people. Don't forget to share your encouragement with everybody, even your "stars".

Holding meetings at the drop of a hat:

Meetings are not always productive. Re-evaluate all your meetings by taking the number of participants into account, as well as their duration and the impact in terms of results and motivation.

Marking everything "Urgent":

If every task would be considered as "urgent", this word would have lost its meaning a long time ago. Don't sound the alert all the time. Nobody likes to be in a crisis except if there is a good reason.

Not learning lessons from the past:

Nobody is perfect and most top managers would willingly confess that they have made mistakes. Don't just ask your mentors how to do things well – also draw lessons from their mistakes.

Sacrificing quality:

Your employees work hard. The higher the pressure and the more projects they do, the greater the risk of errors is going to be. Don't let the level of quality drop because your personnel are overwhelmed. When an error shows up, take the time to identify its source and find a solution for it.

Neglecting the front lines:

Deploy all of your efforts so that the main point of contact that your company has with the outside is adequate. If these employees seem indifferent or inexperienced, you might be losing prospects and current customers.

Not drawing lessons about people quitting:

Nobody likes to see good people leave. Identifying their reasons could often help you minimize the loss of employees. Decide to organize a meeting each time someone is leaving the company.

Not owning all of the decisions related to the company:

Authorize your people to make decisions and to assume the consequences. Give them enough leeway so that they can take risks and use their common sense.

Staying inaccessible:

Ambitious projects demand a maximum amount of concentration, and people understand your need to be isolated to focus on your work. But if you get used to closing your door, to transfer your calls to voice-mail and leave e-mails unanswered, you are giving people the impression that you are not at all accessible.

Not delegating carefully:

Delegating does not mean that you just dump the most boring and disagreeable work. By challenging your employees with a high-value assignment, you are helping them to forge useful skills and you are giving yourself time to concentrate on strategic projects.

Causing delays:

The piles of paperwork are slowing down the work of everyone else? If you cannot approve certain projects within a certain time, designate people with sound judgment who will be able to make decisions in your place and keep the projects moving forward.

Not recognizing or not getting rid of distractions:

Not everyone can close their office door or work at home when the office gets too noisy. Be aware of the distractions that stalk your personnel and be ready to make required adjustments.

Using technology for technology's sake:

Direct interaction is often the most effective way to get in touch with people. Do not organize conference calls for employees who work in the same building, and do not send them mail if you think your message may be badly interpreted.

Thinking that "no news is good news":

You may have this idea, but for your employees, it can only feed their speculation and worry them.

Adopting an approach such as "Do as I say, not as I do":

Practice what you preach.

Source: Site of Robert Half

Appendix 3: Bill Swanson's "25 unwritten rules of management"

Bill Swanson, CEO of Raytheon, wrote an unpublished book about management that seems to dovetail in many ways with great trading. Read the Business 2.0 article that broke open the "rules": The CEO's Secret Handbook.

1. Learn to say, "I don't know." If used when appropriate, it will be often

2. It is easier to get into something than it is to get out of it

3. If you are not criticized, you may not be doing much

4. Look for what is missing. Many know how to improve what's there, but few can see what isn't there

5. Viewgraph rule: When something appears on a viewgraph (an overhead transparency), assume the world knows about it, and deal with it accordingly

6. Work for a boss with whom you are comfortable telling it like it is. Remember that you can't pick your relatives, but you can pick your boss

7. Constantly review developments to make sure that the actual benefits are what they are supposed to be. Avoid Newton's Law

8. However menial and trivial your early assignments may appear, give them your best efforts.

9. Persistence or tenacity is the disposition to persevere in spite of difficulties, discouragement, or indifference. Don't be known as a good starter but a poor finisher

10. In completing a project, don't wait for others; go after them, and make sure it gets done

11. Confirm your instructions and the commitments of others in writing. Don't assume it will get done!

12. Don't be timid; speak up. Express yourself, and promote your ideas

13. Practice shows that those who speak the most knowingly and confidently often end up with the assignment to get it done

14. Strive for brevity and clarity in oral and written reports.

15. Be extremely careful of the accuracy of your statements

16. Don't overlook the fact that you are working for a boss

- Keep him or her informed. Avoid surprises!
- Whatever the boss wants takes top priority

17. Promises, schedules, and estimates are important instruments in a well-ordered business

* You must make promises. Don't lean on the often-used phrase, "I can't estimate it because it depends upon many uncertain factors"

18. Never direct a complaint to the top. A serious offense is to "cc" a person's boss

19. When dealing with outsiders, remember that you represent the company. Be careful of your commitments

20. Cultivate the habit of "boiling matters down" to the simplest terms. An elevator speech is the best way

21. Don't get excited in engineering emergencies. Keep your feet on the ground

22. Cultivate the habit of making quick, clean-cut decisions

23. When making decisions, the pros are much easier to deal with than the cons. Your boss wants to see the cons also

24. Don't ever lose your sense of humor

25. Have fun at what you do. It will reflect in your work. No one likes a grump except another grump

Source: http://noisebetweenstations.com/personal/weblogs/?p=1780

Appendix 4: Managing Quality

In order to not be surprised by running out of parts or materials, you need to anticipate. Kaizen was created for this reason.

This method was invented by a Japanese quality engineer named Ishikawa. It is an approach to have constant improvement without slowing down the work's pace.

This Japanese approach is based on small improvements made on a daily basis, constantly. This is a gradual and soft approach, as opposed to the Western concept of abrupt re-organization: "we throw out the old system and we start over!" Or else there is innovation, which is often just the result of a re-engineering process.

Kaizen tends to get each worker to think on the job and to propose improvements. In contrast to innovation, Kaizen does not require heavy investment, but high motivation on the part of the employees.

Since there is constant progress to be ensure, we are following the system of the perpetual wheel of quality, inspired by Deming (American statistician who popularized this method in the 1950s) and which symbolizes uninterrupted perfecting of a process.
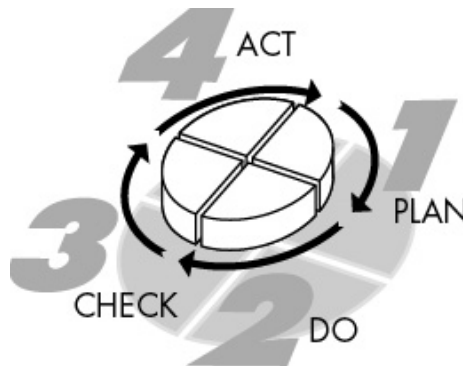
This wheel is also called PDCA: plan, do, check and act. It represents a learning organization that is capable of always calling itself into question.

GENERAL BIBLIOGRAPHY (Written in French)

TITRE	AUTEUR	EDITION
100 ans de management	Bruno Jarrosson	Dunod
L'avenir du management	Peter Drucker	Village mondial
L'art de la guerre	Sun Tzu	Flammarion
Les illusions du management	Jean-Pierre Le Goff	La decouverte
Le principe de Peter	Jean Peter	Livre de poche
Le Manager Minute	Ken Blanchard	Eyrolles
Le chef de projet efficace	Alain Fernandez	Editions d'Organization
Un indien dans l'entreprise	Ken Blanchard Sheldon Bowles	Editions d'Organization
Le management pour les nuls	Bob Nelson Peter Economy	First

This guide is yours. Your remarks and suggestions will be most welcome!

Please send them to the following address: dacher@ece.fr