

# Project Management

## Part 2

- 1. Introduction
- ▶ 2. People & Teams
- 3. Classical Project Management
- 4. Agile Project Management
- 5. Hybrid Project Management



## The Human Phenomenon

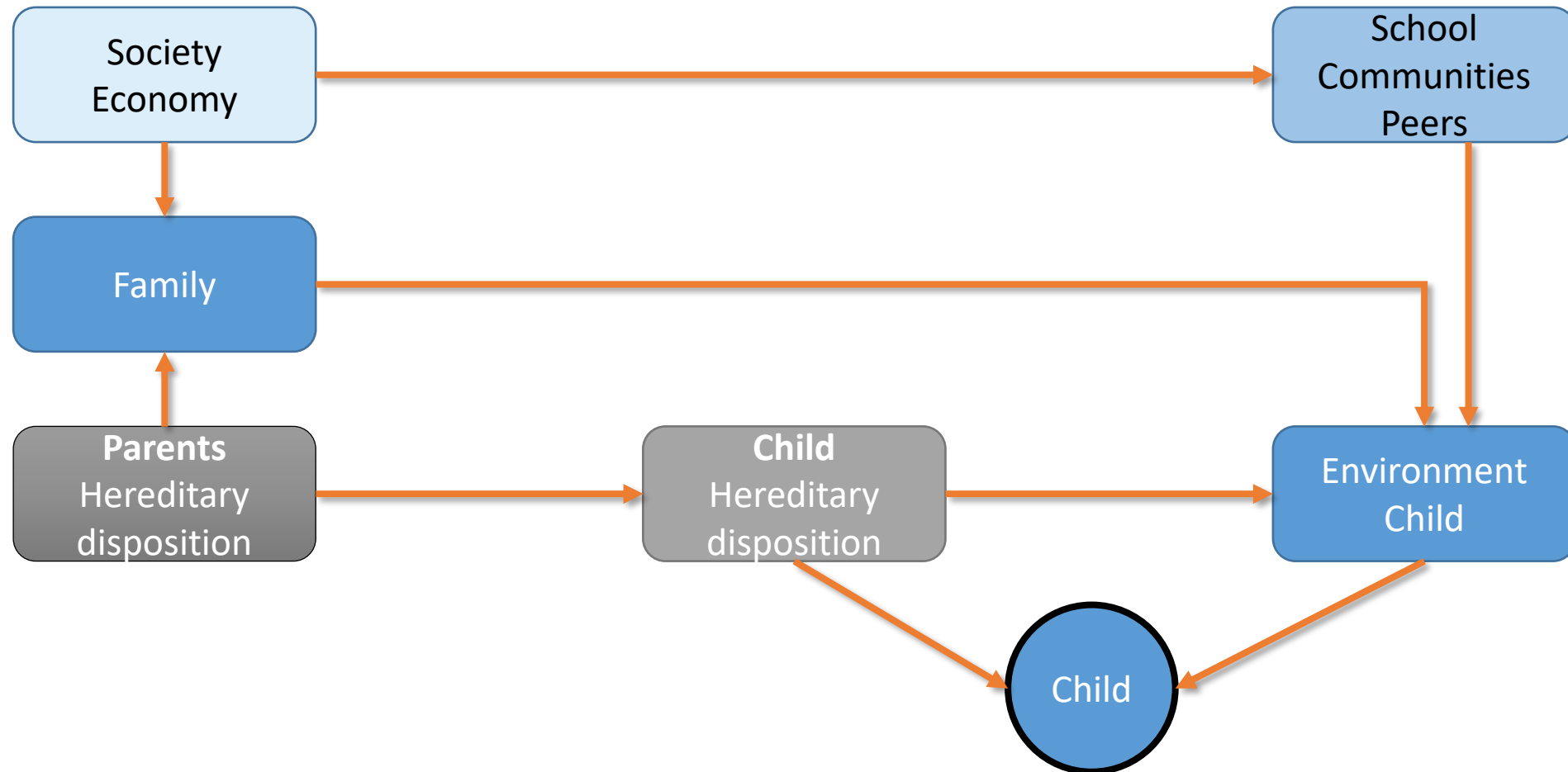
# Why we need an understanding of the human being

- Human = Actor
- Several actors need to work together
- Understand people better in order to
  - create appropriate framework conditions so that
  - everyone can develop their full potential and
  - can perform as expected.
- Highly complex being
- Identity is strongly shaped by its environment
- Neuroplasticity: brain that changes shape throughout life



# The human phenomenon

- Personality is formed from multi-layered interactions between hereditary disposition and environment

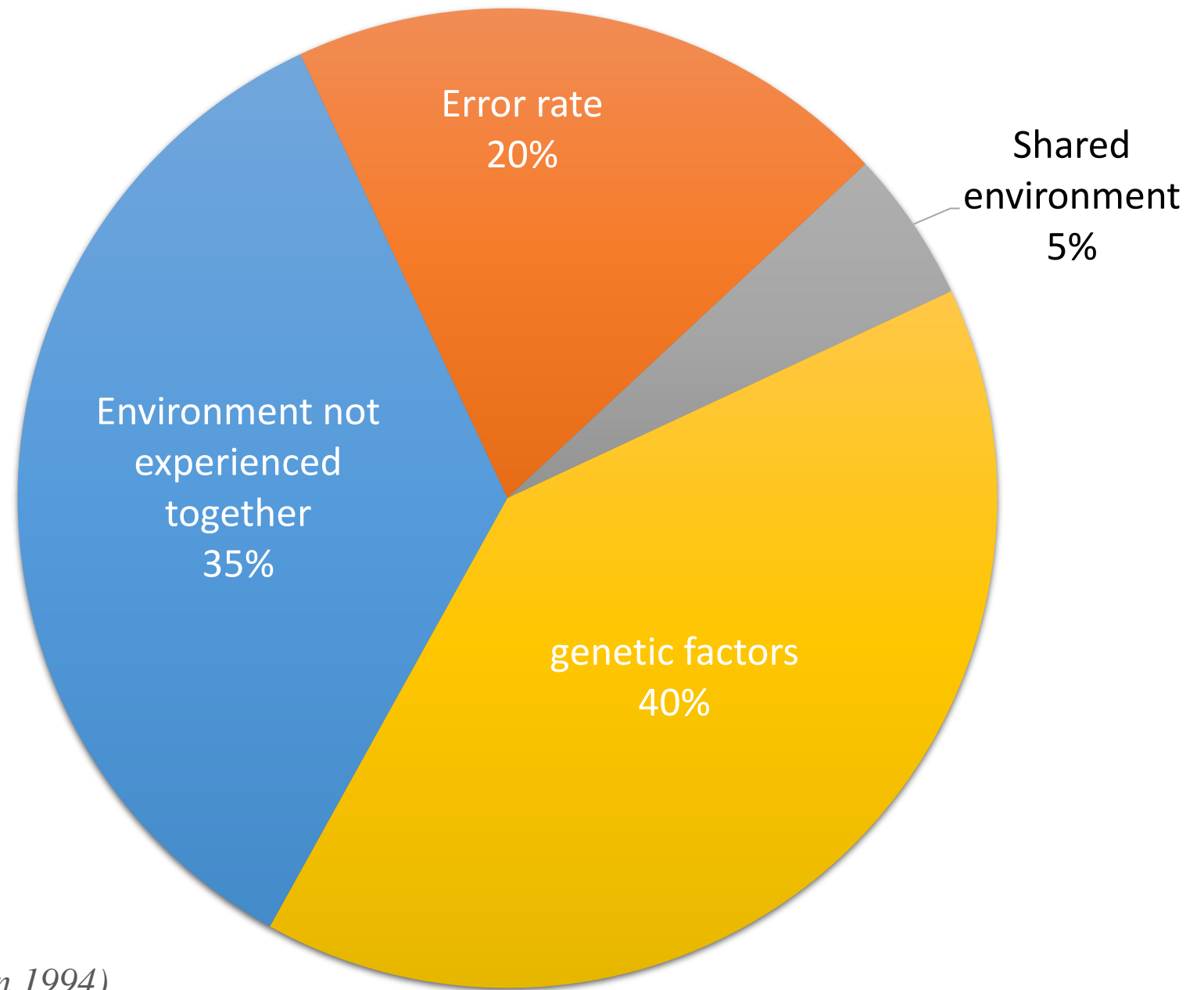


# Basic human needs

- Human behaviour is goal-oriented
- Goals are derived from people's basic personal needs
- Six basic needs according to Remo Largo



# Why people are different



*Examination of identical twins (Plomin 1994)*

# Self-knowledge - Which personality traits?

- Personality can only be changed a little
- Genetic predisposition, socialisation and experiences
- Different test, such as Big Five  
Five basic dimensions underlying the trait terms people use to describe themselves and others
  - Extraversion
  - Agreeableness
  - Conscientiousness
  - Neuroticism – emotional instability
  - Openness

# The 5-Factor Model („Big Five“ personality traits)

- Every person can be classified on the scales
- Tendencies above or below the statistical norm in each case
- No assignment to a "type."

Factor	Positive extreme value	Negative extreme value
Extraversion	Talkative, energetic, assertive	Quiet, reserved, shy
Agreeableness	Compassionate, friendly, warm	Cold, quarrelsome, merciless
Conscientiousness	Organised, responsible, careful	Careless, reckless, irresponsible
Neuroticism	Stable, calm, satisfied	Anxious, unstable, moody
Openness	Creative, intellectual, open	Simple, superficial, not intelligent

Free online-test: <https://www.123test.com/personality-test/>

# Personality typologies

- DISC®-Model

- describes the intensity index of the four dimensions
- with clear dominance => basic personality types with certain behavioral tendencies



Dominance	Describes how you deal with problems, assert yourself and control situations
Influence	Describes how you interact with people, how you communicate with them and how you behave towards them
Steadiness	Describes your temperament - patience, perseverance and thoughtfulness
Compliance	Describes how you approach and organise your activities, processes and commitments

Free online-test: <https://www.123test.com/disc-personality-test/>



# Behavioural tendencies DISG model

- **Dominant people**, like to make decisions, are innovative and strong-willed. They usually act quickly and directly. The direct nature of dominant people and their single-mindedness come across as harsh and aggressive to others.
- **Initiative people** are expressive and enthusiastic, they have no interest in details. They love social interaction and like to have fun at work. Their unstructured nature sometimes comes across as incompetent.
- **Steady people** seem very balancing, they need harmony and stability and are difficult to change. They always look for solutions that are acceptable to all and avoid conflict.
- **Conscientious people** demand accuracy and value high standards. They proceed logically and systematically and work with attention to detail. Their aloof manner and focus on logic sometimes come across as cool and dismissive.

# Change of personality traits

- A person only maintains a stable position within the Big Five traits after the age of 30.
- Adolescents and young adults in their early twenties have higher scores on Neuroticism and Extraversion and lower scores on Agreeableness and Conscientiousness.
- Major changes in Big Five scores occur around age 20
- Personality structures in childhood are more complex than in adulthood



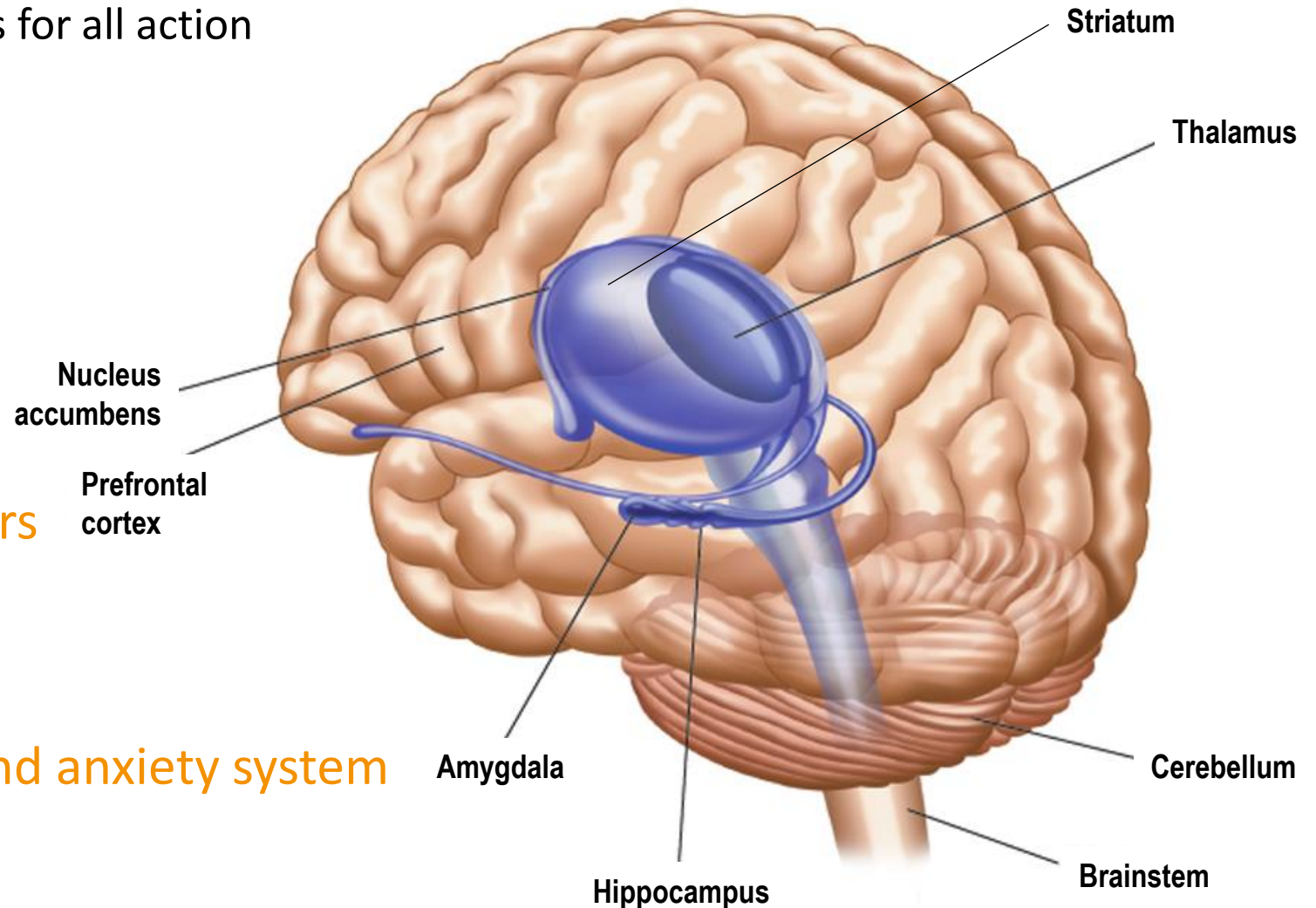
# What do you know about your brain?

Three decision-making centres as the basis for all action and decision-making processes

Enthusiasm system

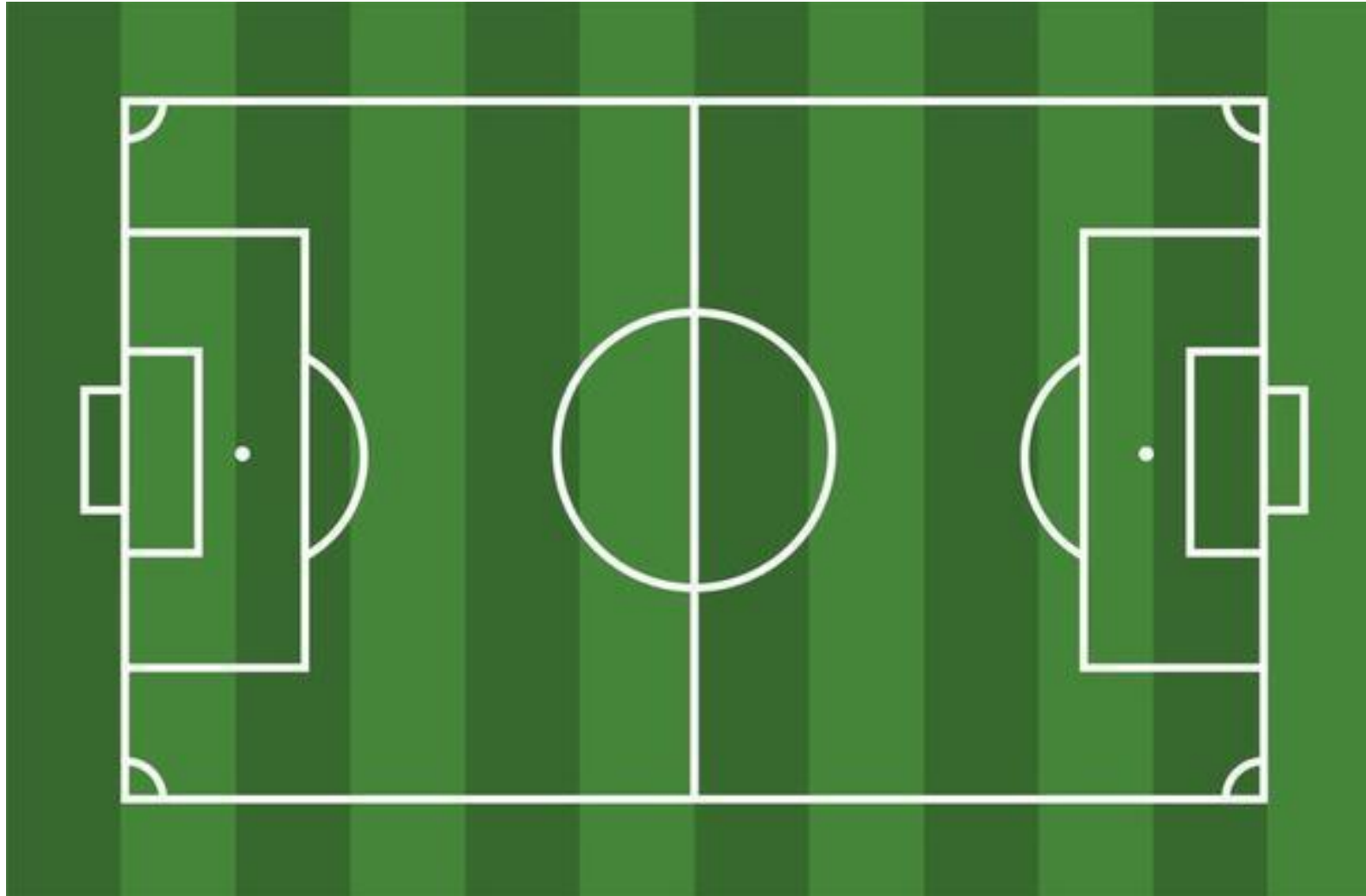
Mind = Headquarters

Stress and anxiety system



# Two soccer teams in the brain

Enthusiasm



Stress

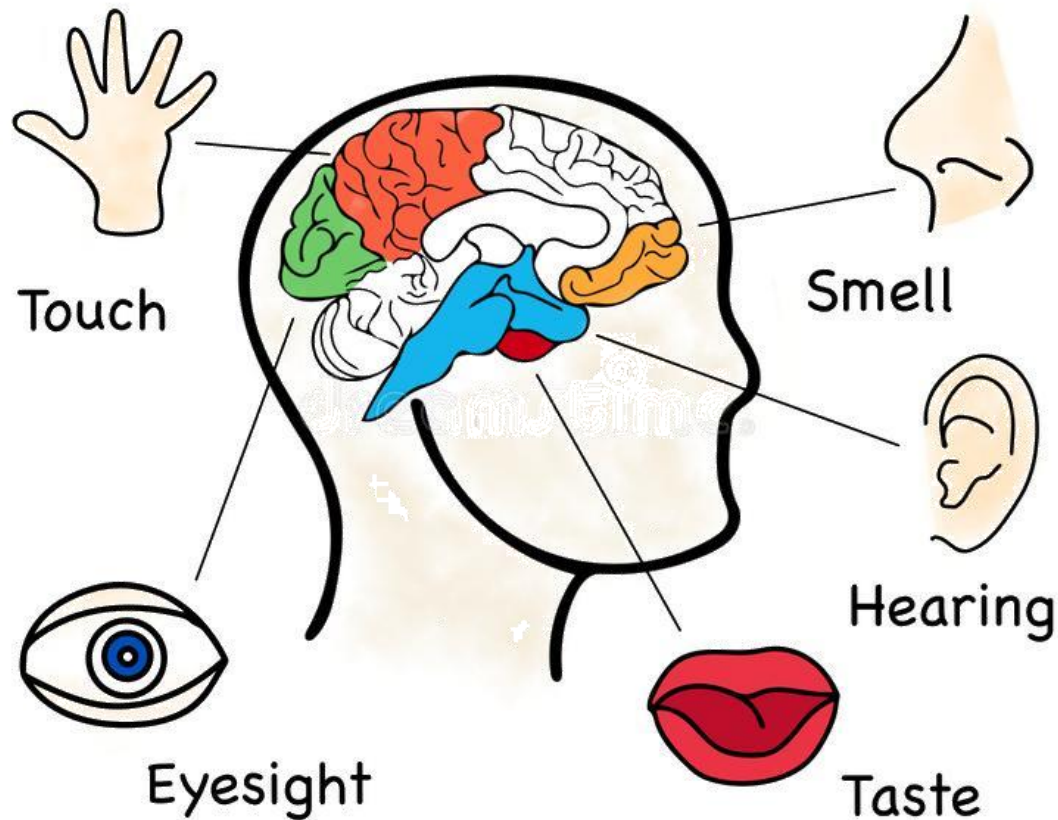
Only one can have possession of the ball!



# A small awareness test



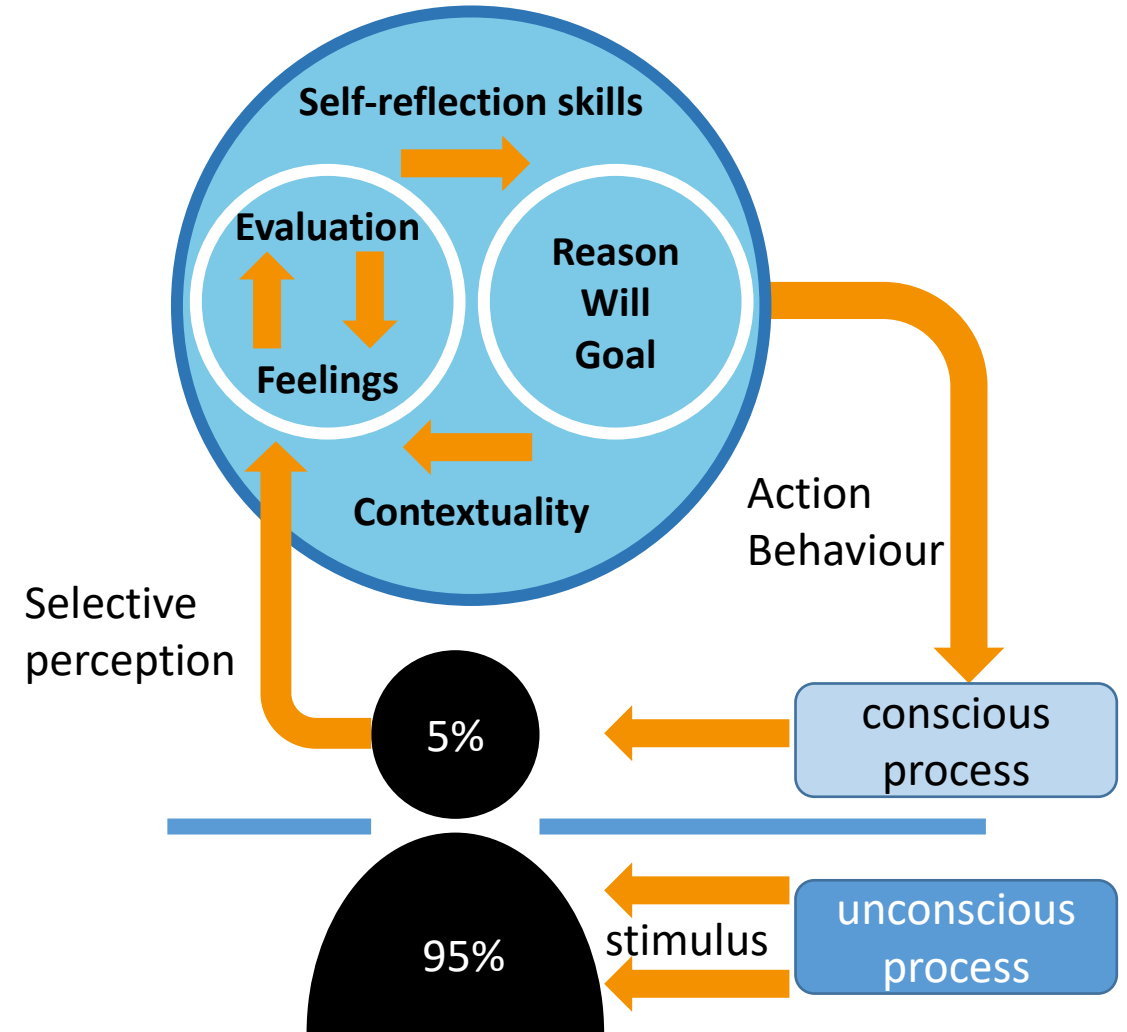
# Human perception



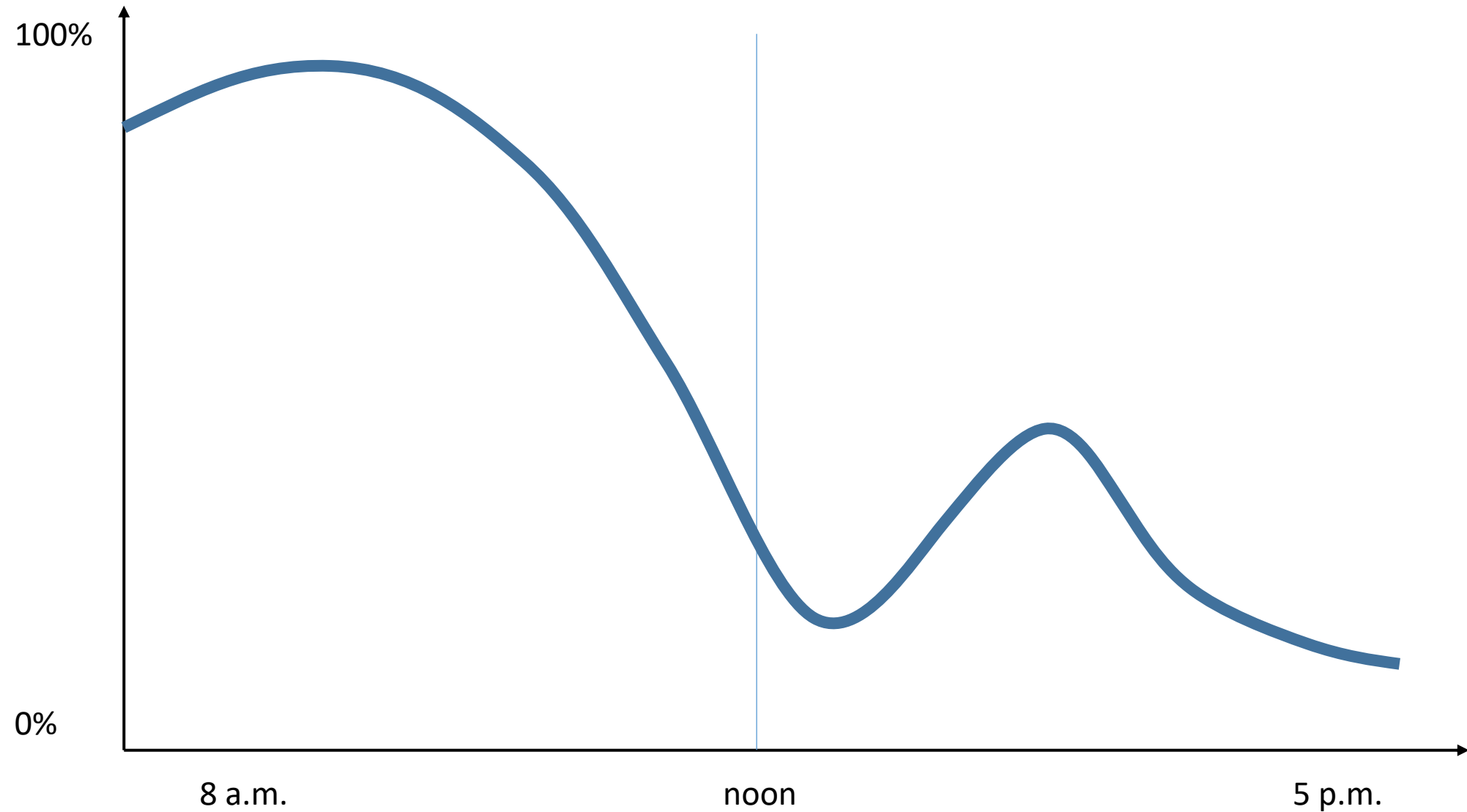
- Humans receive information about their environment through their senses
- Highly complex, subjective and selective processing process
- 95% of sensory impressions remain unconscious
- Perception focused on what threatens security

# Perception, self-reflection & self-management

- Perception and behaviour are context-dependent
- Humans have the ability to reflect on a meta-level and decide on a reaction
- Self-management
  - Ability to set personal goals, review and adjust progress, and complete daily work systematically.
  - Dealing successfully with stress
  - Dealing with changing conditions



# Average energy cycle (power curve)





# Time Management Matrix (Eisenhower)

important	<div> <div>1</div> <div>Necessity</div> <ul style="list-style-type: none"> <li>Critical path</li> <li>Solutions</li> <li>Resources unavailable</li> <li>Crises</li> <li>Work under time pressure</li> </ul> <div>do it</div> </div>	<div> <div>2</div> <div>Quality</div> <ul style="list-style-type: none"> <li>Planning</li> <li>Controlling, magic triangle</li> <li>Innovation</li> <li>Stakeholder Management</li> <li>Negotiations</li> <li>Risk Management</li> </ul> <div>postpone it</div> </div>
	<div> <div>3</div> <div>Deception</div> <ul style="list-style-type: none"> <li>Many meetings</li> <li>Many e-mails</li> <li>Disturbances</li> <li>Colleagues want to get rid of work</li> <li>Things we love to do</li> </ul> <div>delegate it</div> </div>	<div> <div>4</div> <div>Waste of time</div> <ul style="list-style-type: none"> <li>Irrelevant information</li> <li>cc; E-mails</li> <li>Escape activities</li> <li>Social Media, Web, Smartphone</li> </ul> <div>forget it</div> </div>
not important	urgent	not urgent

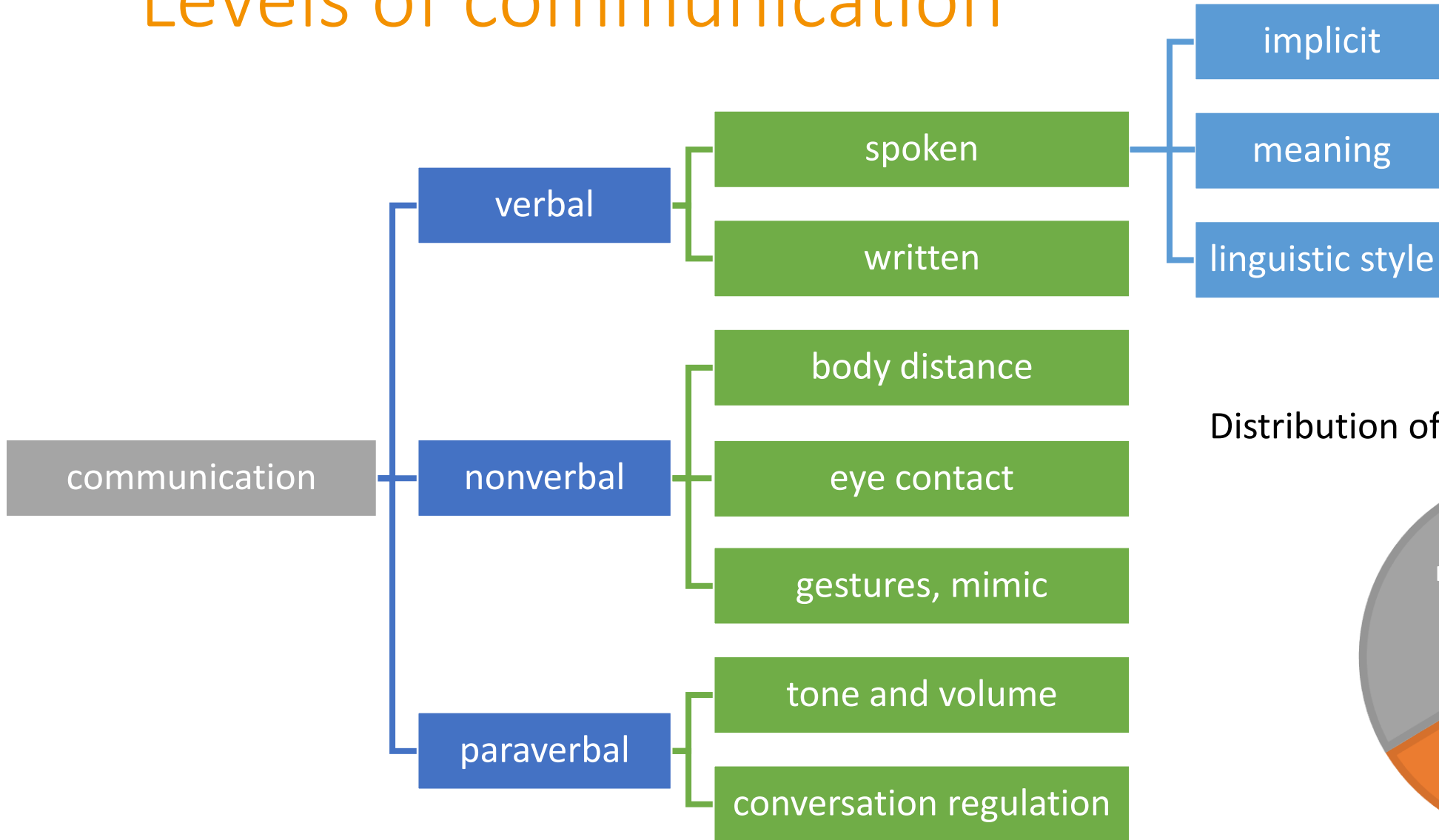
① Do it immediately and at short notice, use best resources, take appropriate time

② Plan and schedule consistently; use best resources; take appropriate time

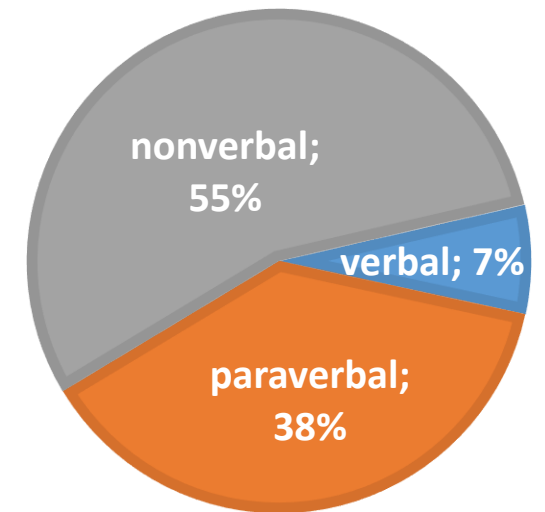
③ Do it immediately or at short notice; delegate resources to "juniors"; don't spend a long time on it

④ In the waste-paper basket; leave out, consistently do not do; also do not collect or keep

# Levels of communication

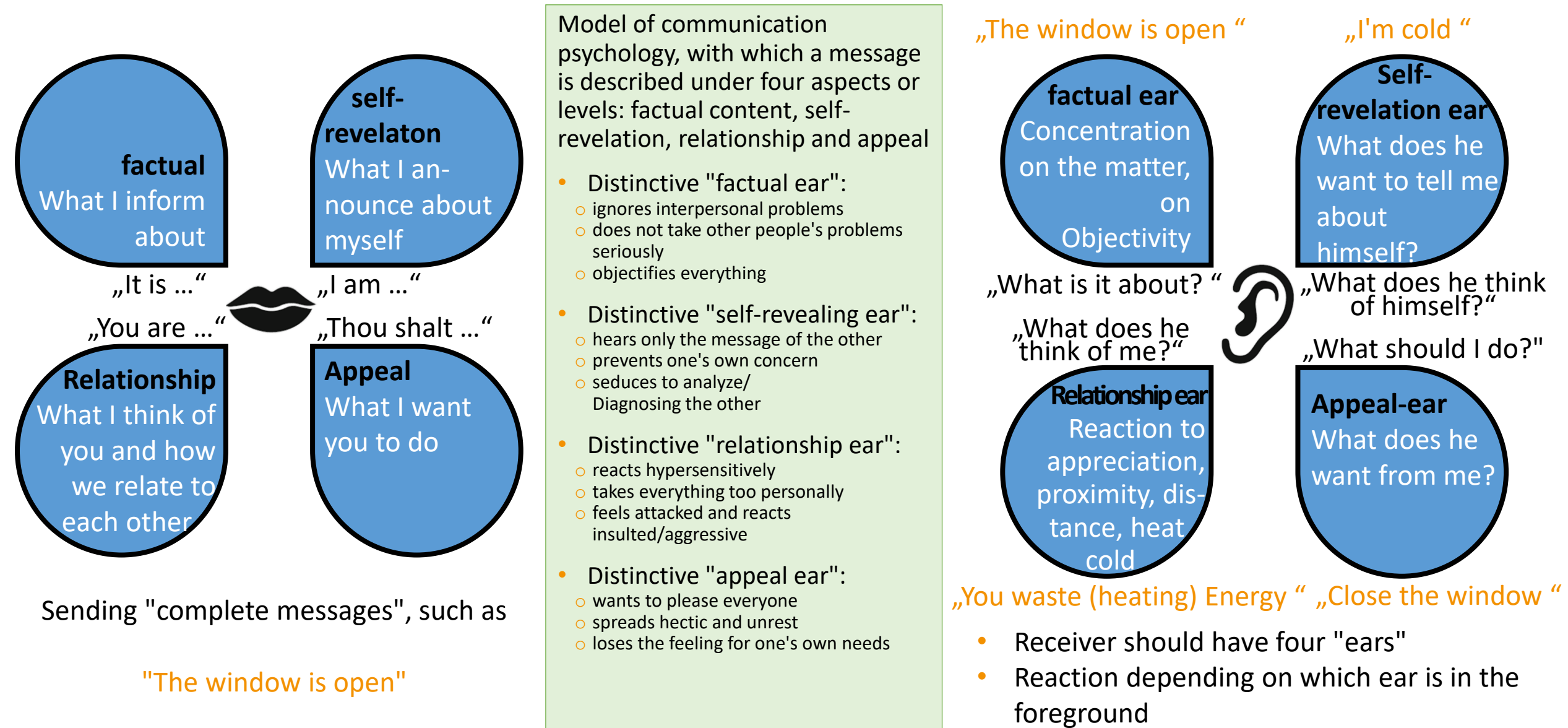


Distribution of communication levels:



We cannot not communicate!

# 4-sided communication model (Schulz von Thun)



Sending "complete messages", such as

"The window is open"

„The window is open“

„I'm cold“

**factual ear**

Concentration on the matter, on Objectivity

„What is it about?“

„What does he think of me?“

**Relationship ear**

Reaction to appreciation, proximity, distance, heat cold

**Self-revelation ear**

What does he want to tell me about himself?

„What does he think of himself?“

„What should I do?“

**Appeal-ear**

What does he want from me?

„You waste (heating) Energy“ „Close the window“

- Receiver should have four "ears"
- Reaction depending on which ear is in the foreground

# Four levels of a message

- She drives. He says to her in the car standing at the traffic lights:

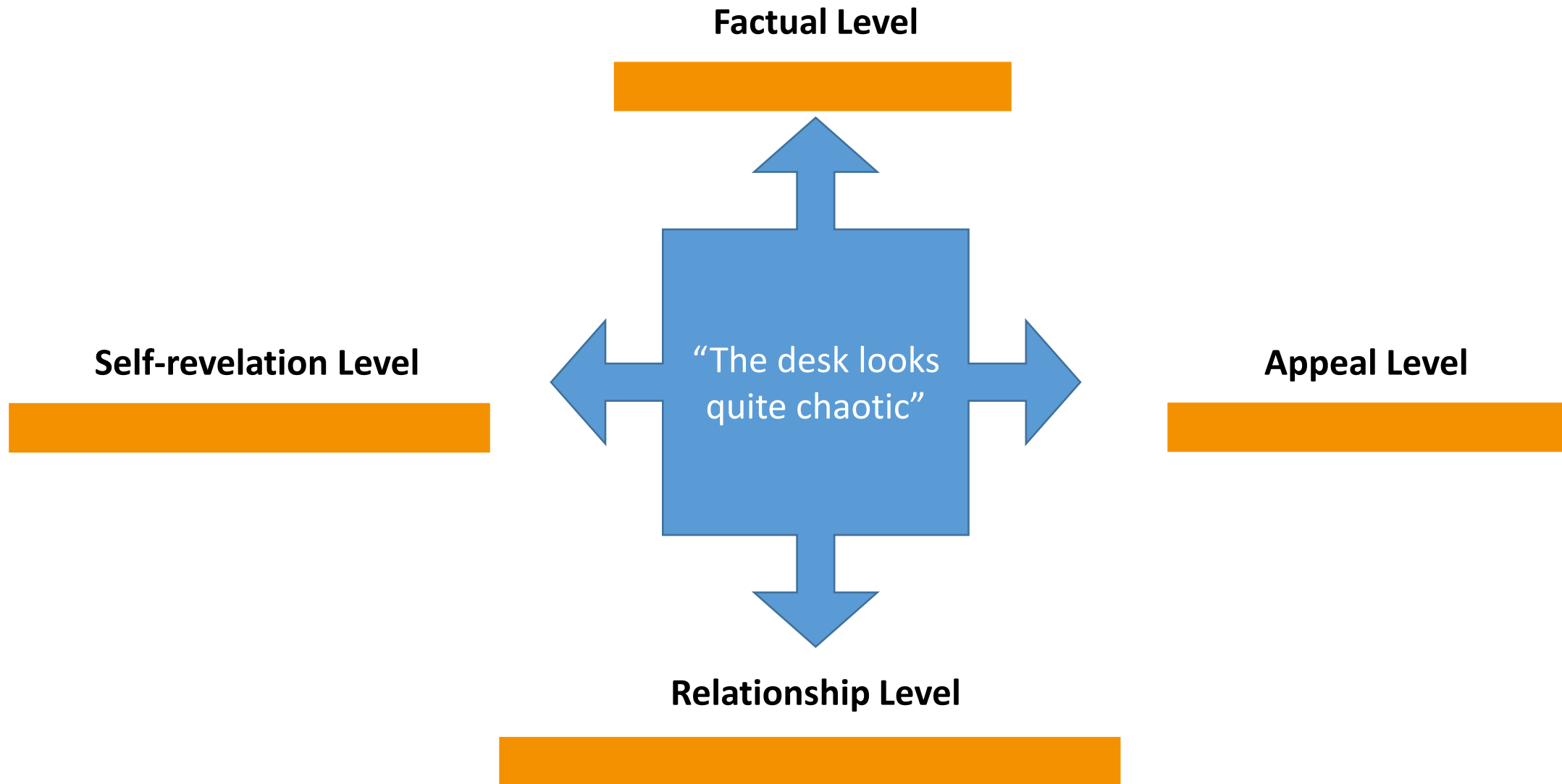
“Honey, the light is green.”



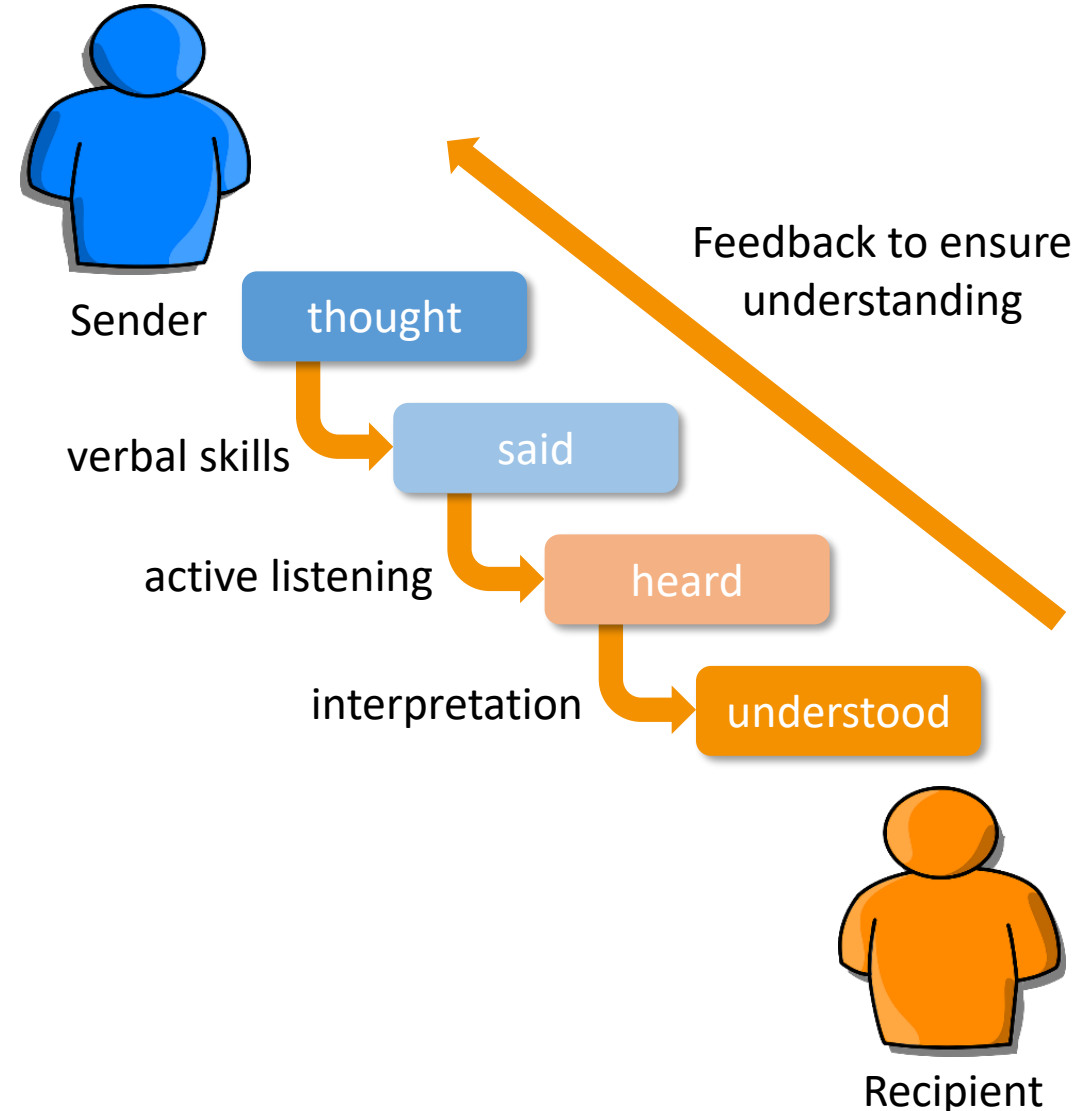
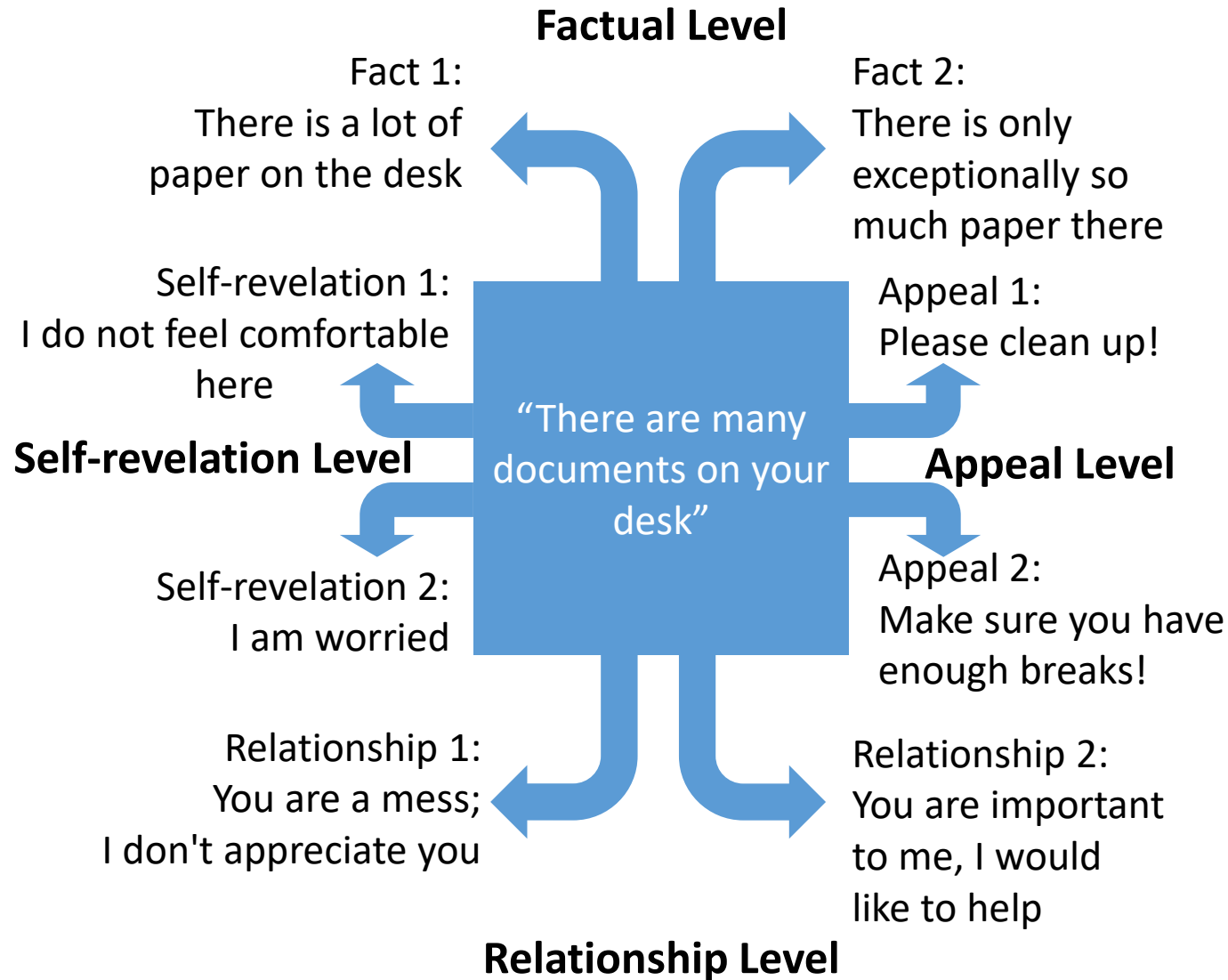
- **Factual Level:**
- **Appeal Level:**
- **Relationship Level:**
- **Self-revelation Level:**



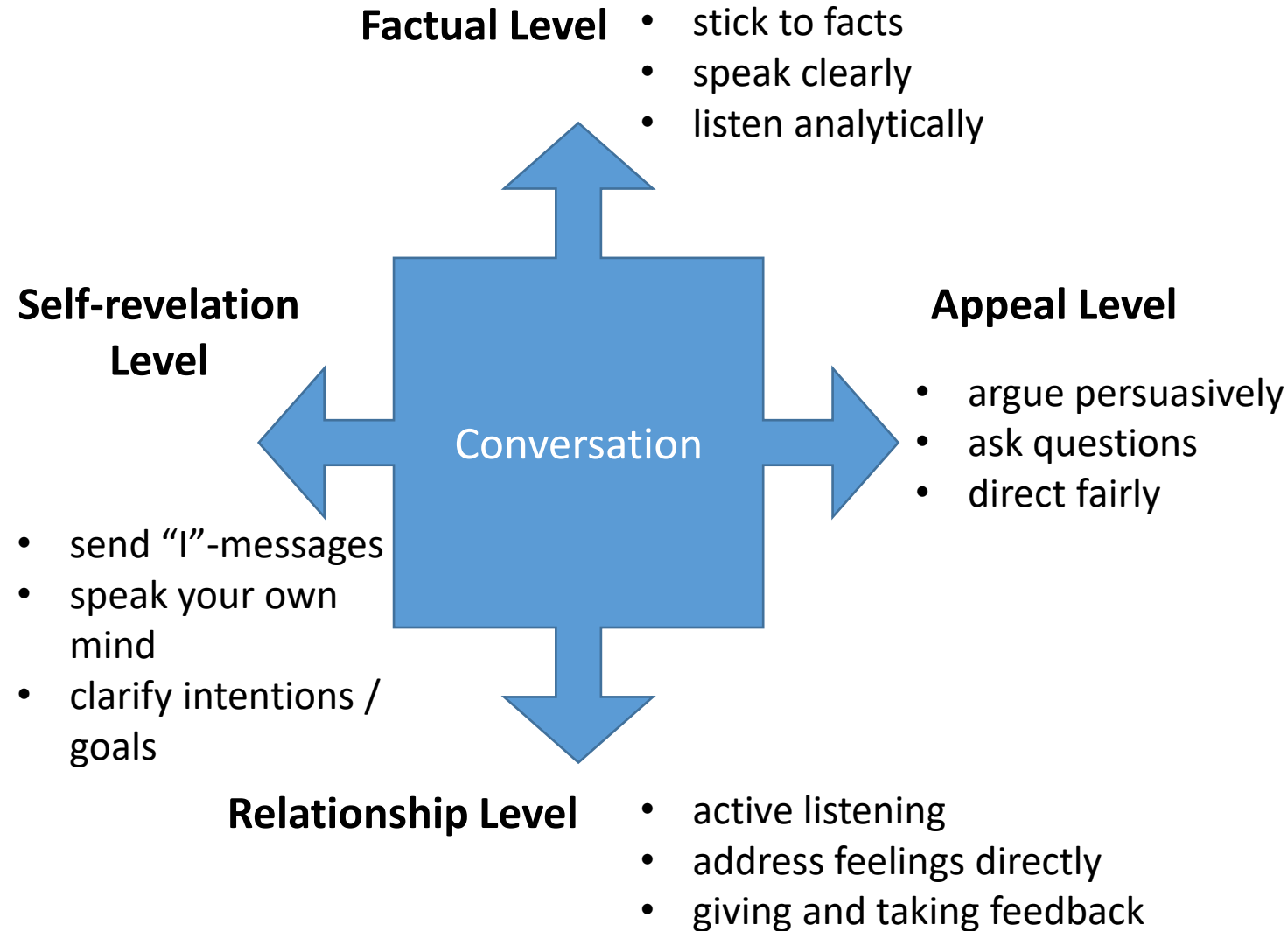
# What do you understand by this statement?



# Examples of misinterpretation

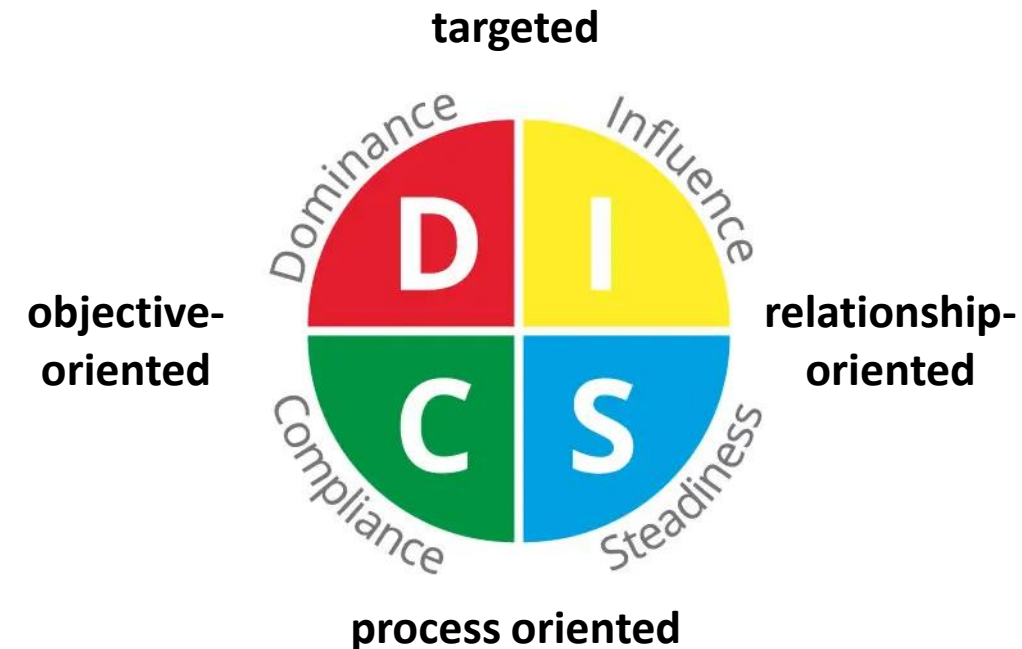


# Recommendation



Depending on the type of communication from the DISC model, focus the conversation on:

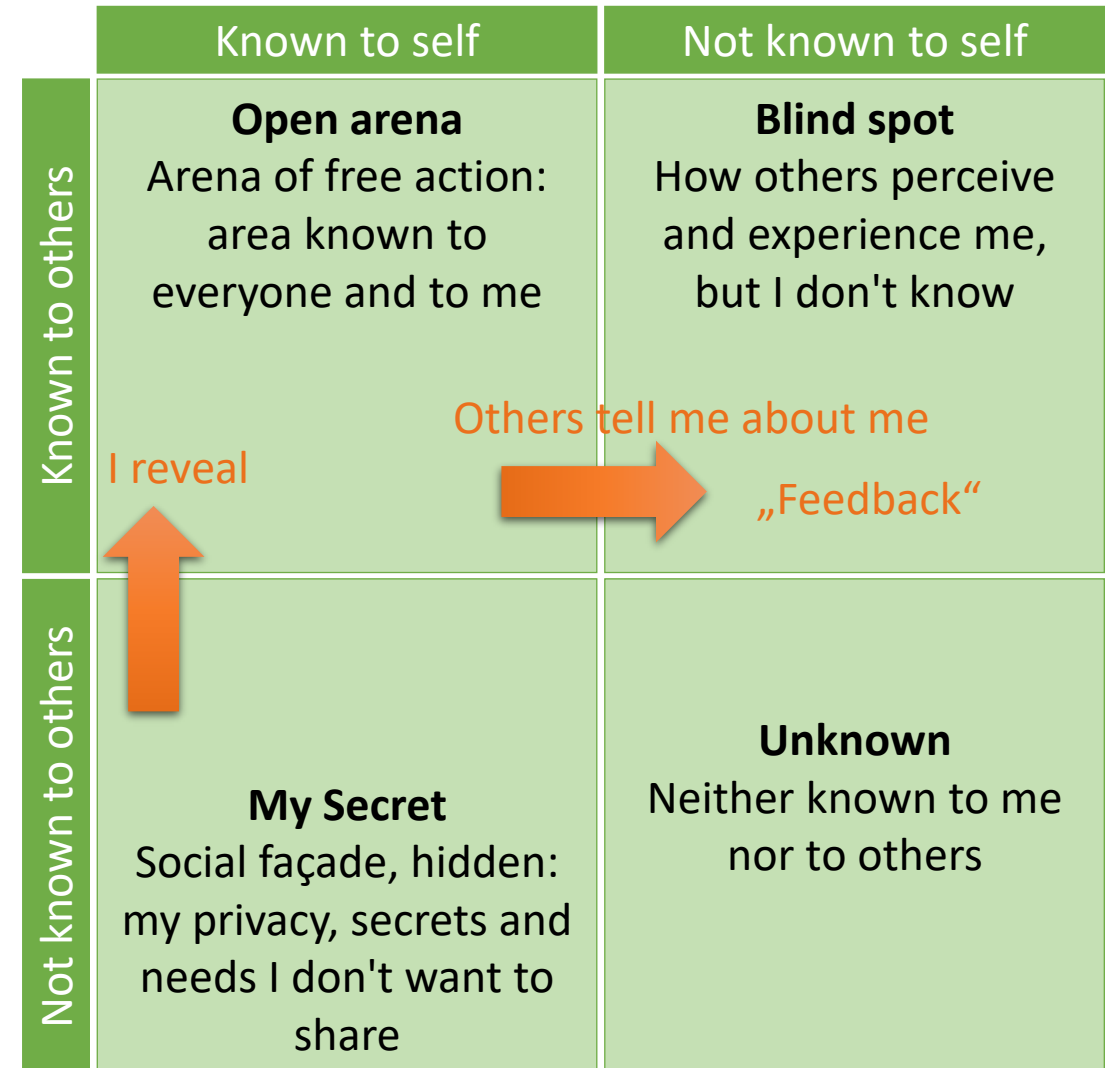
→ target or process  
→ facts or relationship



# Johari – window

(Joseph Luft & Harry Ingham 1955)

- Quadrants of conscious and unconscious personality and behavioural traits between a self and others or a group
- Demonstration of the differences between self-perception and external perception
- By sharing and sharing personal secrets with others, the effort required for secrecy is reduced, thus increasing freedom and room for manoeuvre in public.
- By communicating observations about blind spots directly to the person concerned (feedback), he gains insights about himself and can thus perceive and fill his private and public scope of action more consciously.





# Non-verbal communication

## Unconscious

subliminally perceived  
odours (pheromones, ...)

unconscious body  
changes (e.g. pupil  
dilation, ...)

## Semi-conscious

change in facial expression

sweating  
blush, pulse

Posture, smile, ...

## Conscious

gesticulation

mimik

body positions  
(signs, handshake, ...)

# Posture

= Body signals in 3 main forms:

- Standing
- Sitting, squatting and kneeling
- Lying

➤ Influences the perception of personality in the situation

➤ Often imitated by the other person

➤ Elements:

- Slope
  - forward
  - backward
  - aside
- Arms
  - open
  - entangled
  - on the hips
- Head
  - lowered
  - exalted
  - tilted to the side
- Legs
  - outstretched
  - open
  - crossed

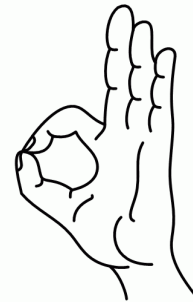


Quelle: Rosenberg; Langer, 1965

# Body language

= Form of non-verbal communication expressed in the form of gestures, facial expressions, habitus and other conscious or unconscious expressions of the human body.

- Has a decisive influence on the comprehensibility of the spoken words as well as the effect of the person on their dialogue partner
- "Doesn't lie"
- Is very strongly culturally conditioned  
e.g.:
- Language follows body language
- Is an expression of personality



Land	Bedeutung
USA, Germany	Okay
France	You are a zero
Greece	Sexual solicitation
Japan	Money
Tunisia	I'll kill you
Romanesque countries	Affront

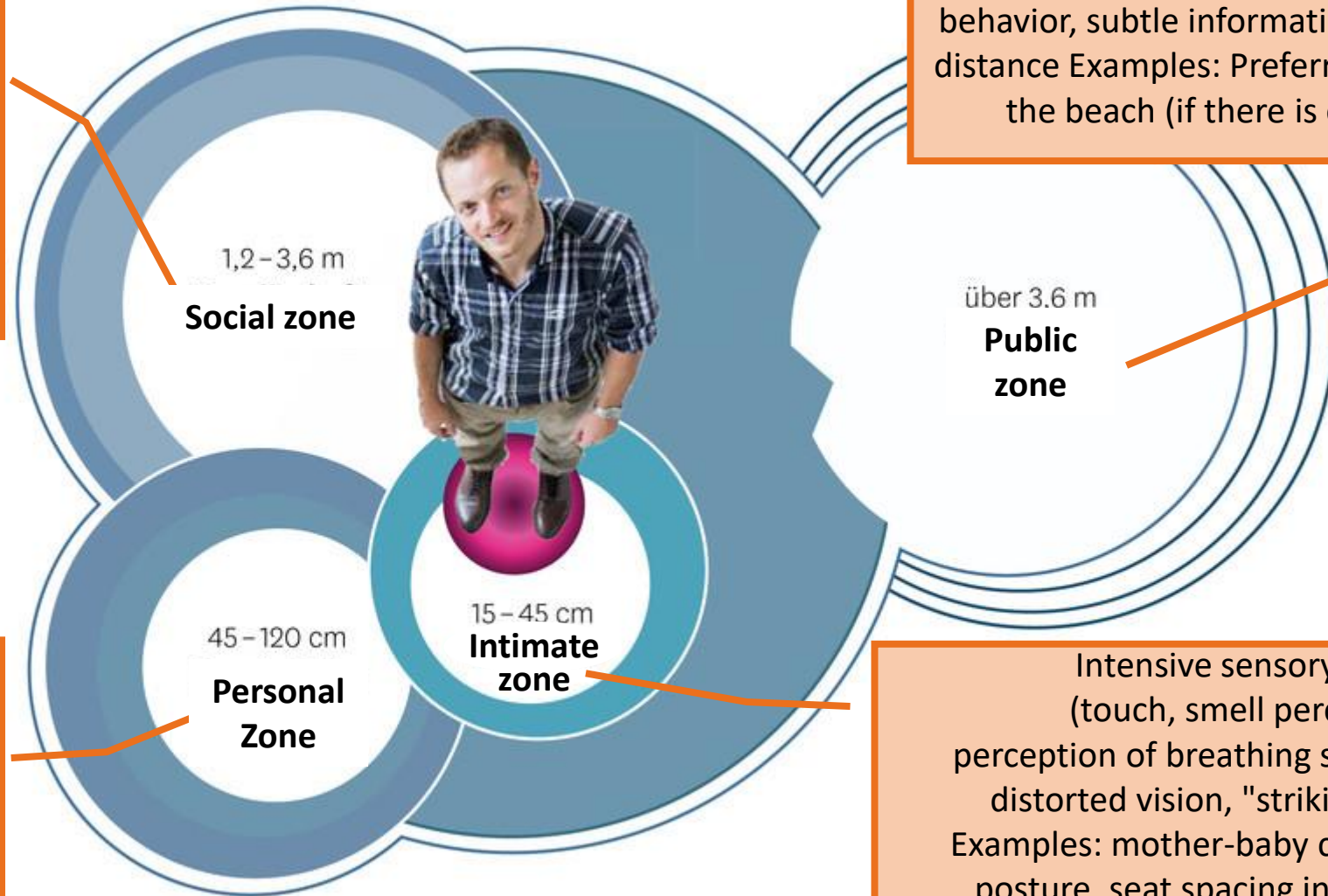
➔ attentively observing body language, learning from observations!

# Distance zone model

(Hall 1966)

less detailed feedback, normal language understanding  
Examples: Distance between classmates not sitting next to each other or within a conference, people waiting at a bus stop (if few people are present)

no sensory inputs, distorted non-verbal behavior, subtle information disappears over distance  
Examples: Preferred distance, e.g. at the beach (if there is enough space)



detailed feedback based on of sensory inputs  
Examples: Typical seat pitch (school class, cinema) or when sharing activity, e.g. playing chess

Intensive sensory inputs (touch, smell perception, perception of breathing sounds), slightly distorted vision, "striking distance".  
Examples: mother-baby contact, dancing posture, seat spacing in the church or on the bus.

# Active listening as a basic attitude and development support

