

## PROJECT MANAGEMENT

**Module 3:** Personal and professional skills for Project and Team Management

### 3.1. Management of people and teams

**Department of Management (OE)**  
Barcelona School of Informatics (FIB)



# Management of people and teams

1. Introduction
2. Work techniques and team management
3. Emotional intelligence
4. Leadership: leadership styles and motivation
5. Leadership and project management
6. Techniques for promoting creativity

# 1. Introduction

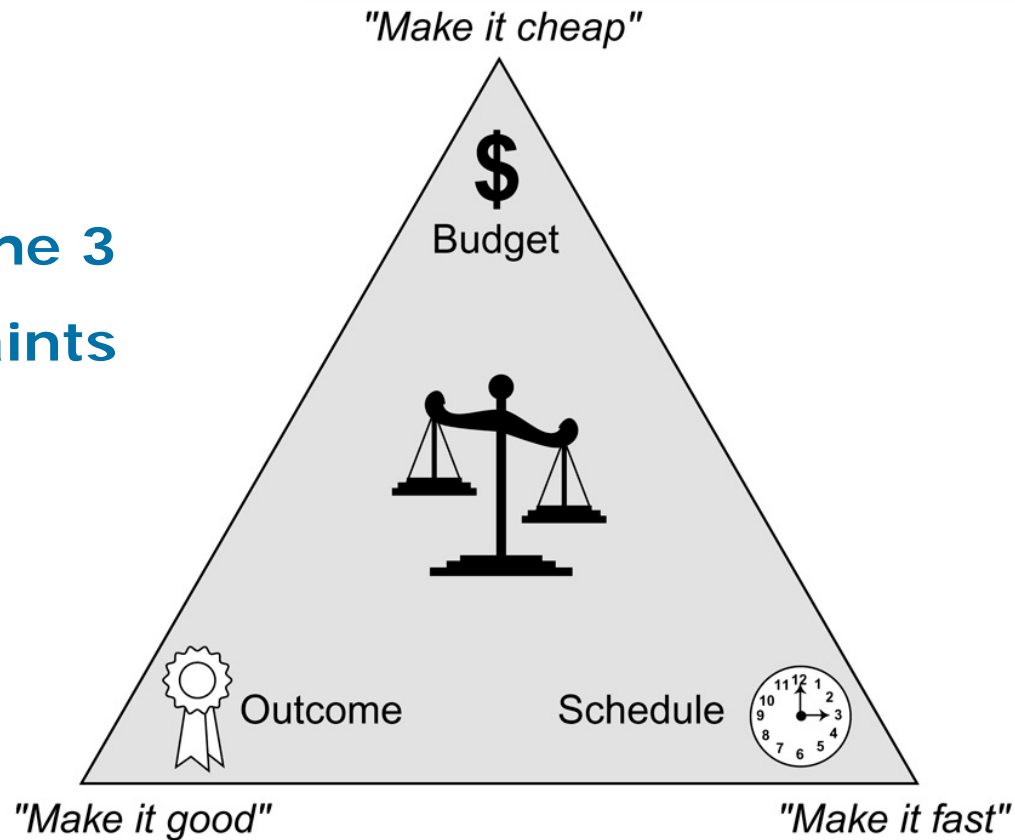
## General management

- This covers all aspects of the management of an operating company:
  - Finance and accounting, sales and marketing, research and development, manufacturing and distribution.
  - Strategic planning, tactical planning and operational planning.
  - Organisational structure and behaviour, administration of staff, pay, benefits, and career development.
  - Management of work relations through motivation, delegation, supervision, teamwork, conflict management and other techniques.
  - Self-management through personal time management, stress management and other techniques.
- General management skills will provide much of the basis for developing project management skills.

## 1. Introduction

What do project managers do?

**Manage the 3  
main constraints**



Source: Strategic Management Group, Inc. ®

## 2. Work techniques and team management

If reality can be  
perceived in  
different ways...



## 2. Work techniques and team management

**Teamwork means you can...**

- Take on **complex projects** (with wicked problems) that cannot be completed by just one person or organisational unit.
- Bring together **all of the stakeholders** who are in disagreement, so that they can participate in defining the situation that needs to be tackled.
- Define a **single objective** and one work plan that is reasonable and can be adopted by everyone.



## 2. Work techniques and team management

### Basic rules of teamwork

- There is a **place** for everyone (nobody is incapable).
- **Everyone is important**, but nobody is indispensable.
- A **clear objective** is established with dates, resources, and a specific work dynamic.
- Each person is given a **ROLE** in the team.
- Disagreements and **conflict** are accepted as natural.

## 2. Work techniques and team management

### The Belbin team roles model (developed by Meredith Belbin)

- A team role is due to *"a tendency to behave, contribute and interrelate with others in a particular way"*.
- The value of the theory of team roles lies in the fact that it enables a person or team to benefit from personal knowledge, and thus adapt to the requirements of the environment.

#### Origins of the concept

- The concept emerged from the study of a series of teams competing in business games at Henley Management College (England).
- The executives took a battery of psychometric tests and were then allocated to one of the teams, whose composition varied.
- Over time, a series of patterns of behaviour were identified as the basis of the teams' success, which led to the 9 team roles (see slides 9 to 14).



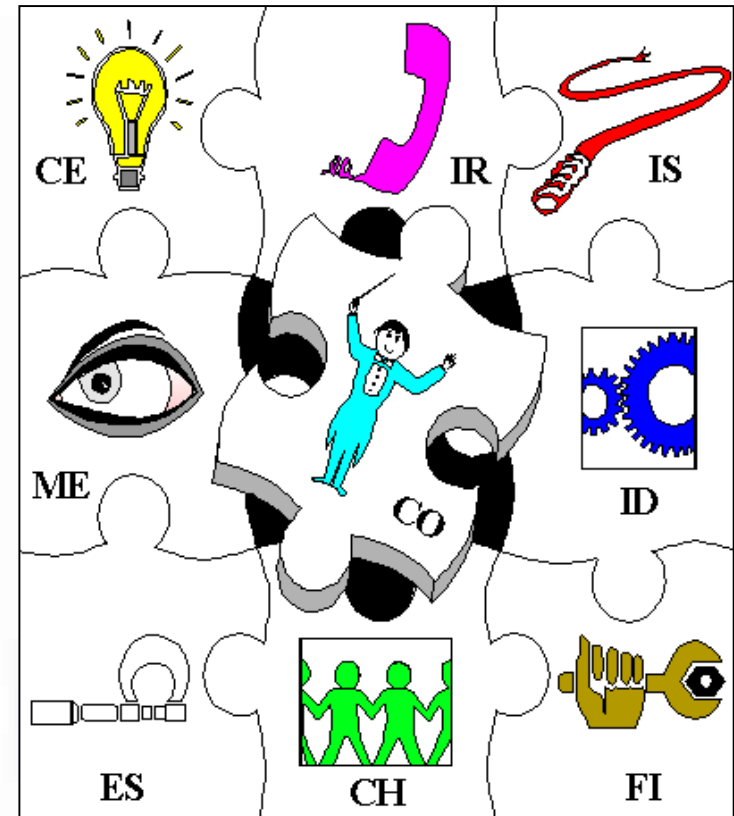
## 2. Work techniques and team management

### The roles

A **role** is a set of behavioural characteristics or conducts that do not change over time and can be easily recognised by others. Here, we are not interested in "personality".

#### Belbin's team roles

- Plant (PL)
- Resource investigator (RI)
- Shaper (SH)
- Monitor Evaluator (ME)
- Coordinator (CO)
- Implementer (IMP)
- Specialist (SP)
- Team worker (TW)
- Completer Finisher (CF)



## 2. Work techniques and team management

### Belbin team roles > **Action roles**

| Type         | Role                      | Contribution   | Allowable weaknesses   |
|--------------|---------------------------|--|--|
| Action roles | <b>Shaper</b>             | Challenging, dynamic, thrives under pressure.<br>Has the drive and courage to overcome obstacles.                    | Prone to provocation.<br>May offend people's feelings.         |
|              | <b>Implementer</b>        | Disciplined, loyal, conservative and efficient.<br>Turns ideas into actions.   | Can be a bit inflexible. Slow to respond to new possibilities. |
|              | <b>Completer Finisher</b> | Painstaking, conscientious, anxious.<br>Searches out omissions and errors.<br>Carries out tasks before the deadline. | Inclined to worry unduly.<br>Reluctant to delegate.            |

## 2. Work techniques and team management

### Belbin team roles > **Social roles**

| Type         | Role                         | Contribution   | Allowable weaknesses   |
|--------------|------------------------------|--|--|
| Social roles | <b>Coordinator</b>           | Mature, confident.<br>Clarifies goals.<br>Promotes decision-making.<br>Good at delegating. | Can be perceived as a manipulator.<br>May offload their own work.          |
|              | <b>Resource investigator</b> | Outgoing, enthusiastic, communicative.<br>Seeks new opportunities.<br>Develops contacts.   | Might be over-optimistic.<br>Loses interest once the enthusiasm has waned. |
|              | <b>Team worker</b>           | Cooperative, sociable, perceptive and diplomatic.<br>Listens and avoids confrontation.     | Indecisive in crunch situations.   |

## 2. Work techniques and team management













### Belbin team roles > **Mental roles**

| Type                | Role                     | Contribution   | Allowable weaknesses   |
|---------------------|--------------------------|--|--|
| <b>Mental roles</b> | <b>Plant</b>             | Creative, imaginative, unconventional.<br>Solves difficult problems.               | Ignores incidentals.<br>May be too absorbed in his thoughts to communicate well.   |
|                     | <b>Monitor Evaluator</b> | Sober, discerning and strategic.<br>Sees all the options.<br>Judges accurately.    | Lack of drive and ability to inspire others.                                       |
|                     | <b>Specialist</b>        | Only interested in one thing at a time.<br>Provides specific knowledge and skills. | Only contributes to the subject that he/she knows.<br>May dwell on technicalities. |

## 2. Work techniques and team management

Belbin team roles > **Evolution throughout the project**

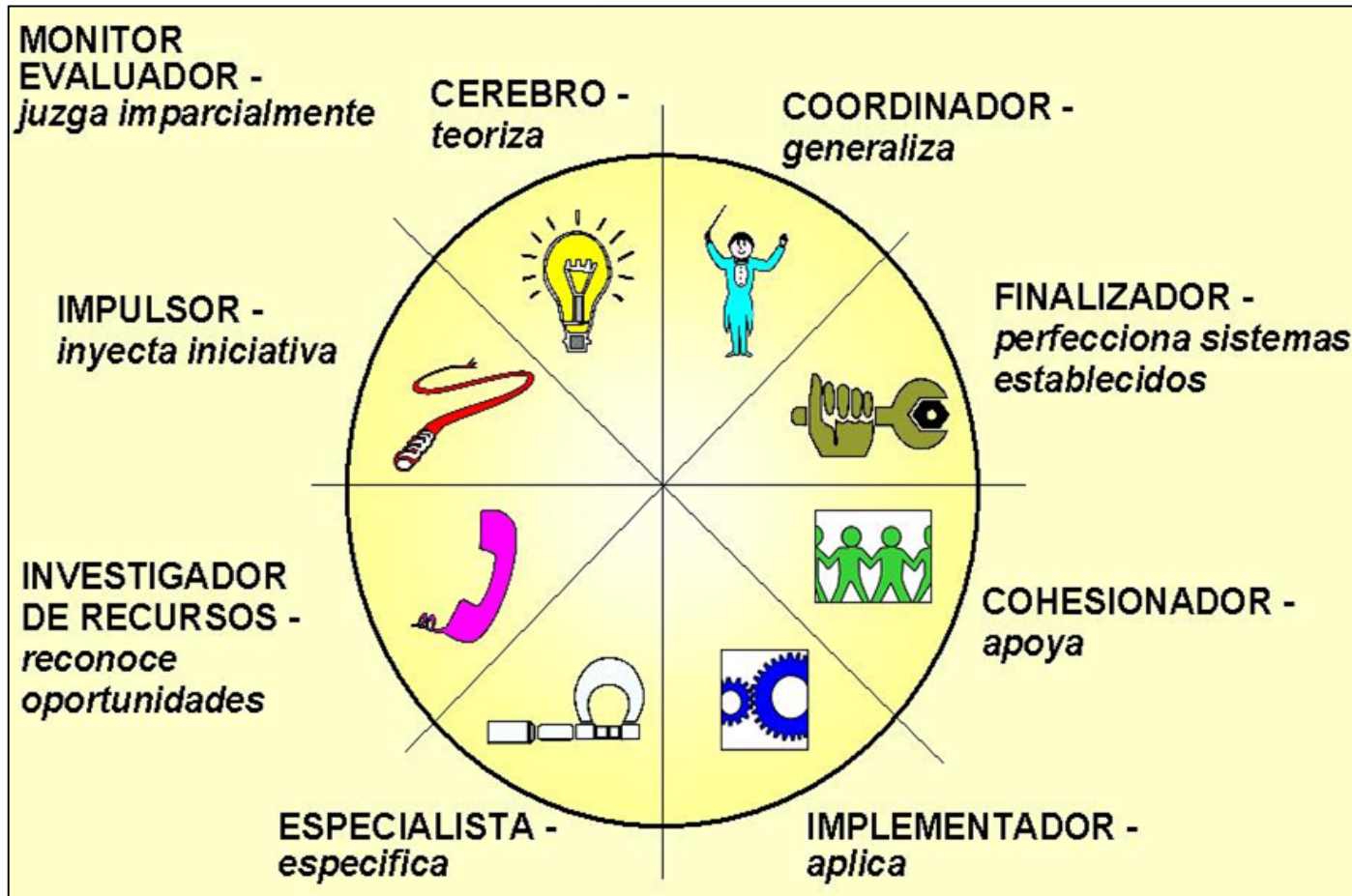
As the project progresses, different team roles are required

|             |    |  |    |   |
|-------------|----|--|----|---|
| Objetivos   | IS |    | CO |    |
| Ideas       | CE |    | IR |    |
| Planes      | ME |    | ES |    |
| Contactos   | IR |    | CH |    |
| Organizacin | ID |   | CO |   |
| Ejecucin    | FI |  | ID |  |

Belbin Associates ©

## 2. Work techniques and team management

### Belbin team roles > **Contrasting team roles**



Belbin Associates ©

## 2. Work techniques and team management

### Other categories based on popular knowledge

- **Obstrueter**: systematically opposes everything
- **Critic**: always criticises ideas, but never provides solutions
- **Hindrancer**: relies on the work of others.
- **Fatuous**: tries to attract everyone's attention
- **Evasive**: always keeps at a distance
- **Dominant**: tries to control everything
- **Acquiescent**: says yes to everything
- **Political**: never takes risks
- **Big mouth**: is never quiet
- **Smart aleck**: knows everything
- **Square**: ...



## 2. Work techniques and team management

### Conflict

A situation in which two or more people disagree on the way of tackling or solving a point of situation at work.

- A conflict in itself is not negative. What is negative is not being able to resolve it.
- **People** create problems, but they also resolve them.
- Conflicts should be dealt with **constructively**. We should be inflexible with problems, NOT with people.
- If more **people participate** in resolving a conflict, the solution will be better accepted.
- It is very important to identify the **real cause** of the conflict.
- Frequently, conflicts between people are caused by **roles**.

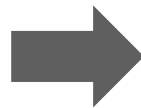


## 2. Work techniques and team management

### Conflict > How to manage it?

- Systematically **opposes** everything
- **Share** the information
- **Discuss** the facts in depth, not people's interpretations of them
- Explore all **alternatives**
- A dose of **humour** is never a bad thing
- **Equality** in participation and influence of all

Conflict is  
necessary!!



**Without conflict,  
there is no improvement**

## 2. Work techniques and team management

### Advantages of teamwork

- Take on complex projects
- Incorporate and combine different perspectives
- Bring together stakeholders who are in disagreement
- Define one objective that is adopted by everyone

Stages of  
teamwork



1. Assessment / Invent the future
2. Define the objective
3. Implementation
4. Evaluation
5. Improvement

## 2. Work techniques and team management

### Motivation factors (defined by Herzberg)

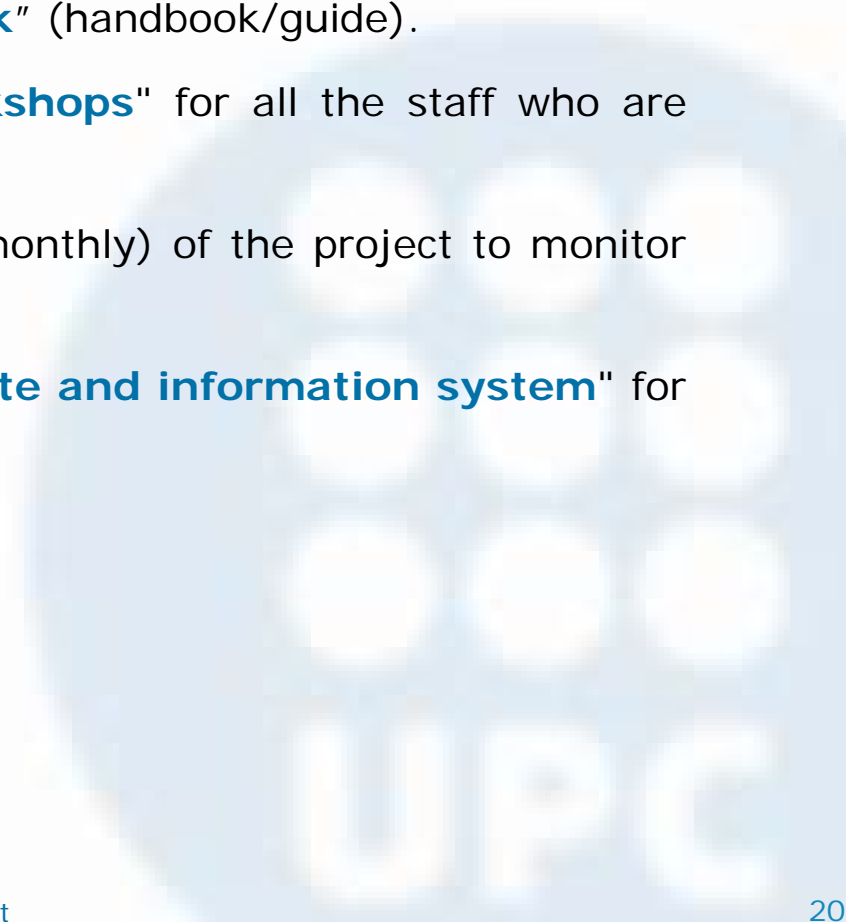
- Success
- Recognition
- Independent work
- Responsibility
- Professional career
- Personal development



## 2. Work techniques and team management

### Activities to monitor a project correctly

- Implement a "**Project Management (PM) Entity**" in the organisation.
- Draw up and implement a "**PM Handbook**" (handbook/guide).
- Hold internal "**PM Seminars and Workshops**" for all the staff who are involved.
- Carry out **periodic revisions** (weekly, monthly) of the project to monitor closely all stages and progress.
- Implement a "**report on the formal state and information system**" for senior executives.



## 2. Work techniques and team management

### Main managerial skills

- **Leadership**: involves leading and managing, two clearly complementary concepts:
  - Managing: consists in handling resources efficiently so that they consistently produce the desired results.
  - Leading involves...
    - ✓ Establishing a vision and strategy for the future.
    - ✓ Aligning people with systems and processes of internal communication.
    - ✓ Motivating, inspiring and supporting members of the team.
  - Although the project manager also tend to be the project leader, leadership is not limited to this role.
  - Leadership should be demonstrated at three levels: project leadership, technical leadership and team leadership.

## 2. Work techniques and team management

### Main managerial skills

- **Communication:** “a project manager spends ninety per cent of the time communicating”. Communicating means exchanging information.
  - **Agents who are involved:**
    - ✓ Sender: responsible for ensuring that the information is clear, non-ambiguous and complete, so that the receiver can decode it correctly.
    - ✓ Receiver: responsible for ensuring that all of the information is received and understood.
  - **Dimensions of communication:**
    - ✓ Written and oral → listening and speaking.
    - ✓ Internal (within the project) and external (to clients, media, public, etc.).
    - ✓ Formal (reports, summaries) and informal (memorandum, ad hoc conversations).
    - ✓ Vertical (bottom-up and top-down in the organisation) and horizontal (with colleagues and the partner organisation).

## 2. Work techniques and team management

### Main managerial skills

- **Communication:**

- Essential aspects of communication:

- ✓ Sender-receiver models: feedback loops, communication barriers, etc.
- ✓ Selection of the means of communication: written, oral, informal memorandum, formal report, etc.
- ✓ Writing style: active or passive voice, sentence structure, selection of words and technical terms, etc.
- ✓ Presentation techniques: body language, design of visual aids, etc.
- ✓ Techniques for preparing meetings

## 2. Work techniques and team management

### Main managerial skills

- **Negotiation:** negotiations may be held on many topics, on many occasions and at many levels of the project. In a project, the following aspects need to be negotiated:
  - Scope and objectives
  - Timeline
  - Cost
  - Contract terms and conditions
  - Assignments
  - Resources





## 2. Work techniques and team management

### Main managerial skills

- **Influence in the organisation:** entails the capacity to “get things done”.
  - Requires an understanding of formal and informal structures of the stakeholders (e.g. the performing organisation, clients, partners, contractors, etc.)
  - Requires an understanding of the mechanics of power and politics.
    - ✓ Power: the potential capacity to influence behaviour, to change the course of events, to overcome resistance and make people do things that they would not otherwise do.
    - ✓ Politics: to bring about collective action in a group of people who could have very different interests. The idea is to be ready to use conflict and disorder creatively.

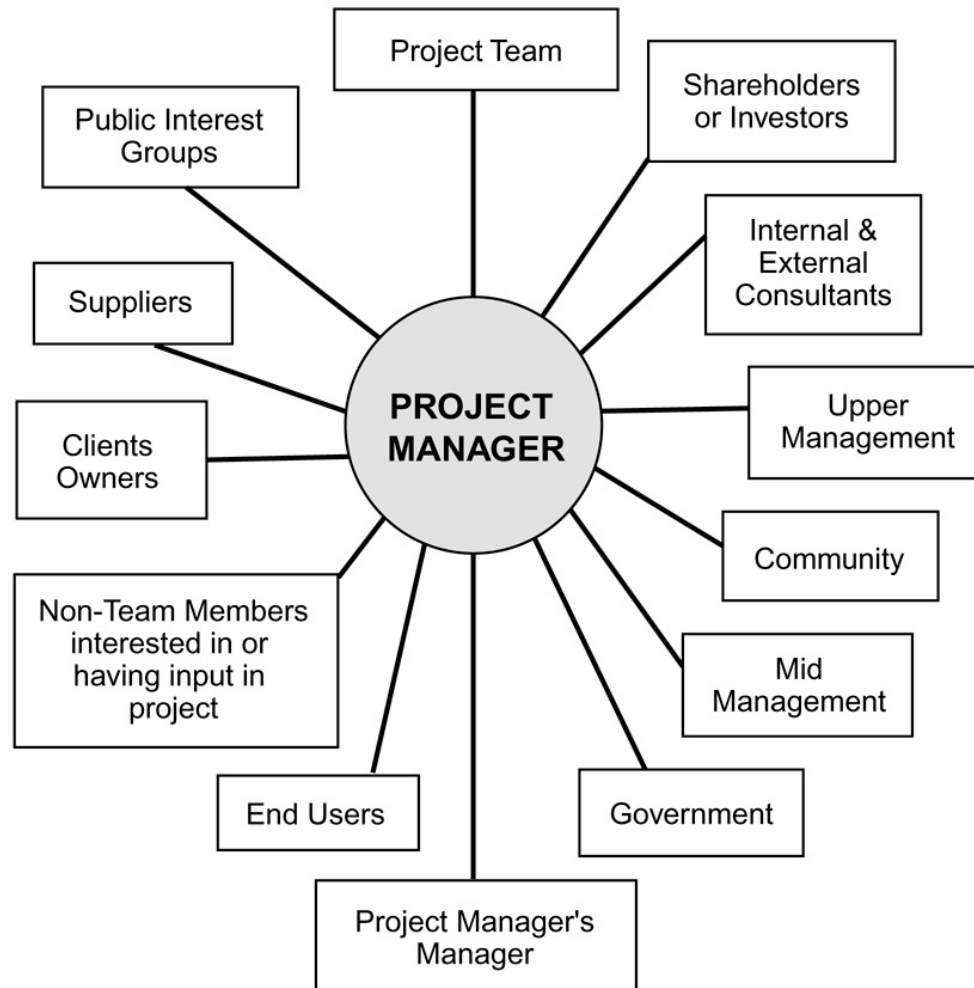
## 2. Work techniques and team management

### Working in a group

- The resolution of a **complex problem** such as undertaking a project requires the involvement of various members of a **working group**.
- To achieve this, it is essential to:
  - Distribute the tasks → Roles of the group
  - Solve conflicts → Personality
  - Establish mechanisms for sharing information
  - Establish mechanisms for discussion
  - Establish mechanisms for decision-making
  - Establish criteria for functioning as a group
  - Establish templates and formats for the various documents

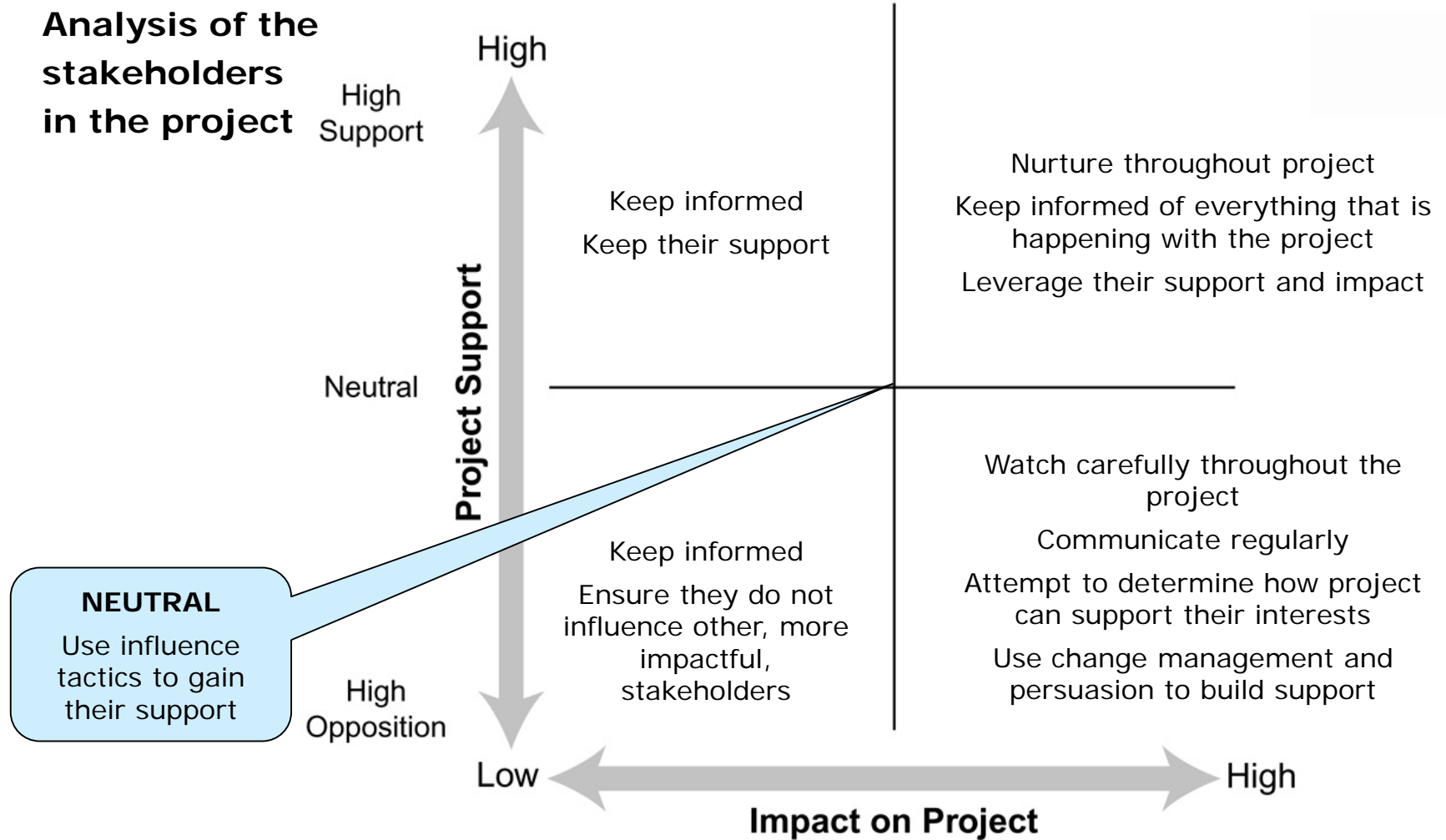
## 2. Work techniques and team management

### Identification of stakeholders



Source: Strategic Management Group, Inc. ®

## 2. Work techniques and team management

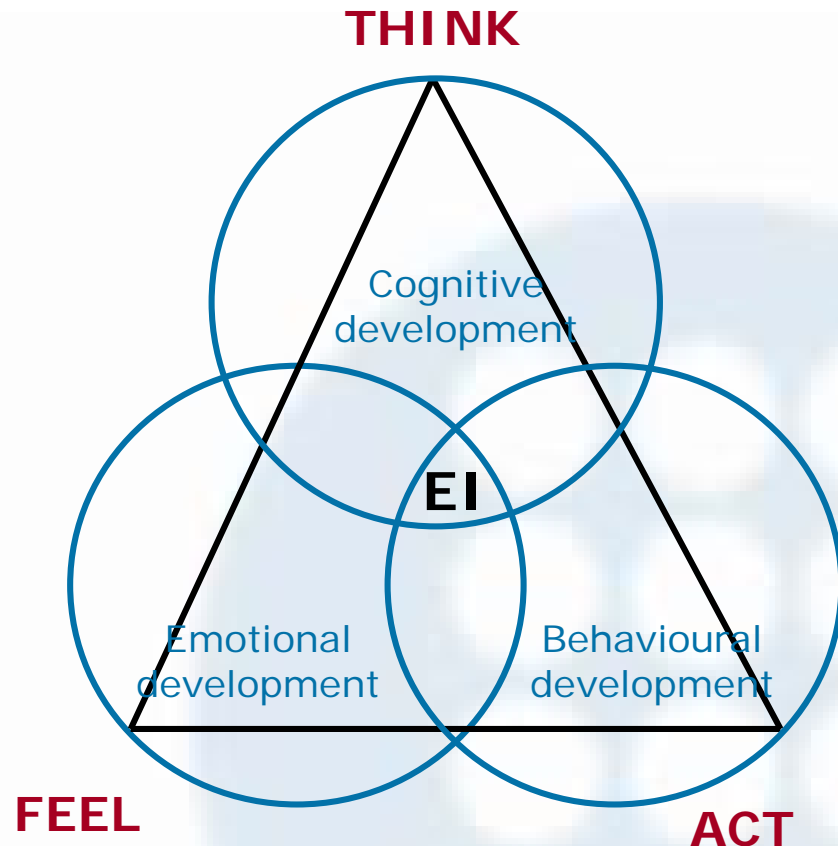


Source: Strategic Management Group, Inc ®

### 3. Emotional intelligence

#### Definition

Salovey and Mayer coined the term in 1990 and defined **emotional intelligence (EI)** as the ability to monitor and regulate one's own and others' feelings and use them as a guide to thought and action.



### 3. Emotional intelligence

#### Philosophical orientation

- The way we act as people and/or professionals is defined by our **principles**. The basis of these principles lies in our beliefs.
- The **set** of **values and principles** establishes **rules and prohibitions** on what we should and should not do → the operating system that guides our **daily life**: attitudes, choices, way of acting, etc.
- These principles are the component that explains the **emotional burden** produced by the things we see and experience.
- Our principles **are not fixed**: they can be reviewed and this exercise of revision may be highly advisable. It is not a good idea to cling onto principles in a blind, inflexible way.

*"Not all people act in the same way, but our behaviour depends on philosophical orientation" (Richard Boyatzis)*

### 3. Emotional intelligence

#### Philosophical orientation

Philosophical  
orientation  
**pragmatic**

- Decisions are based on utilitarianism, logic and pragmatism.
- Decisions and actions are prioritised depending on how they contribute to reaching the established objectives and targets.

Philosophical  
orientation  
**intellectual**

- Decisions are based on rationalism, with models that help to describe and explore life, relations and activities.
- Opportunities are assessed depending on their capacity to contribute to understanding of something.

Philosophical  
orientation  
**humanist**

- Decisions are prioritised in terms of friendship and intimacy.
- Behaviour is influenced by affection and the quality of relations with people with whom you operate.

- Even if we surround ourselves with people who share the same values and principles, each of us may operate in a different way.
- Every one of us starts out from different philosophical orientations, and these are what will determine the relationship we have with our values.

### 3. Emotional intelligence

#### Philosophical orientation

**We feel better** around people, and in situations, contexts or organisations that **are aligned with or share** our philosophical orientation.

#### Pragmatic

"The end justifies the means".

What is demonstrable, measurable and quantifiable is valued.

Management by objectives.

Focused on achievement, efficiency, initiative, analysis.

#### Intellectual

Rationalism: norms, principles or theories guide behaviour.

Abstraction, use of symbolic language, construction of models.

Conceptualisation, understanding and research are valued.

#### Humanist

What is important are close, affectionate human relations.

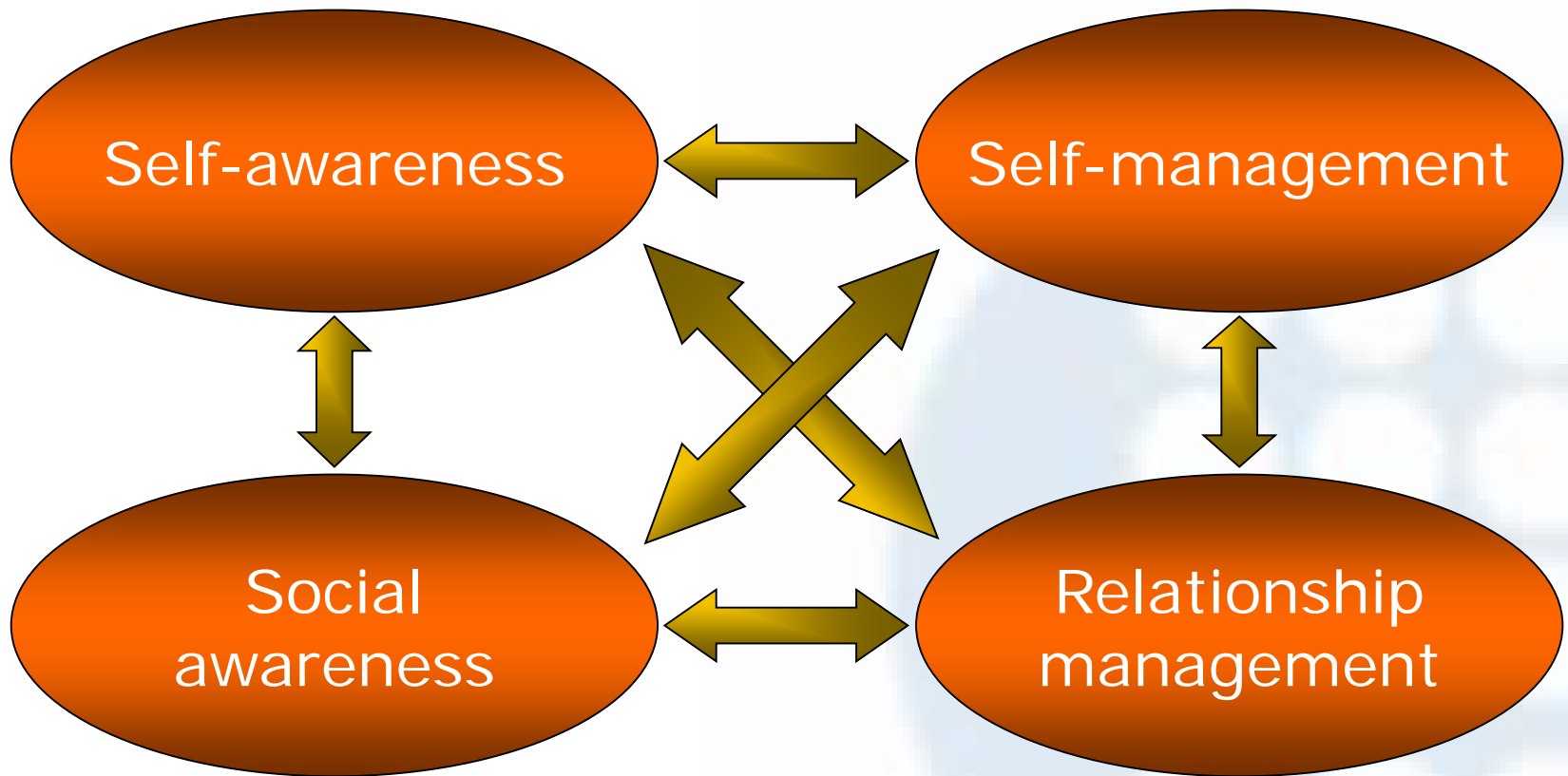
Care for, teach, protect, share.

Everyone has beliefs within the three philosophical orientations, but with a different balance.



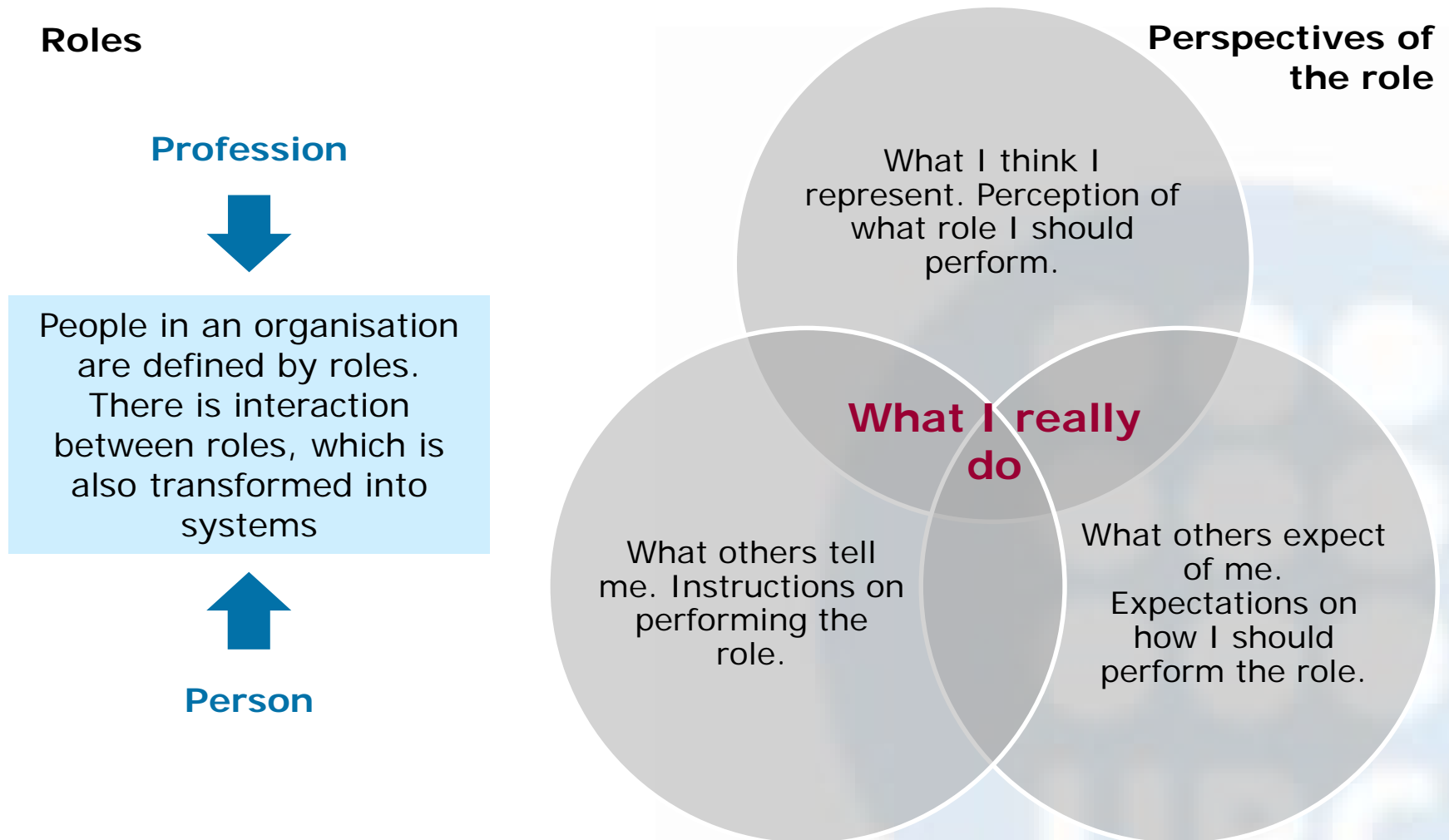
### 3. Emotional intelligence

#### Interaction of the 4 domains of EI



Cris Bolivar© 2002

### 3. Emotional intelligence



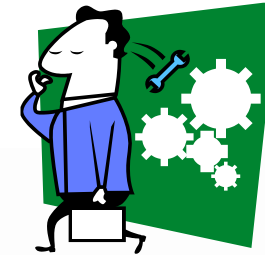
### 3. Emotional intelligence

#### Problems of a lack of EI

- Personal communication is hindered, and relationship problems arise.
- Motivation decreases and frustration increases, because we cannot express and obtain what we need from ourselves or others.
- Our power diminishes (especially the power of charisma), and therefore our leadership is weakened because of a lack of empathy, communication and objectivity.
- The work environment deteriorates and diminishes, as hostile attitudes are generated.
- The efficacy and efficiency of the team drops, as energy is focused on resolving conflicts. It is difficult to mature because it is hard to learn.
- People are less involved with their work, less responsible and less independent, because they do not identify with their task.
- Processes of continuous change and improvement slow down and stop due to a lack of the motivation required to carry them out.

### 3. Emotional intelligence

EI at work > **Advice**



- **Teamwork and cooperation are required**

- When people work in a team they are more efficient and productive than the same number of individuals working alone.

- **Everyone should feel appreciated and needed**

- When we feel appreciated and needed, we also receive support to do our work well.

- **We should trust our intuitions**

- Trusting our intuitions does not mean exposing ourselves to unnecessary risks. Without our intuitions, we would not be able to change priorities as we go along, take advantage of opportunities, or react to emergencies responsibly and intelligently.

### 3. Emotional intelligence

EI at work > **Advice**



- **Try to be active, not reactive**

- Emotional intelligence makes your reactions safe and fast and enables you to anticipate and perceive internal and external problems.

- **Use your body to fine-tune your mind**

- Physical exercise is an investment in yourself and also enhances energy, sensitivity, patience, flexibility and reflexes, all of which are essential to function efficiently at work.

- **Establish emotional limits**

- Getting too close to the boss, employees and collaborators could lead to a loss of objectivity and even to resentment.

## 4. Leadership

### Profile of a post-conventional leader

- Justifies and creates a harmonious balance between work, family and him/herself.
- Considers people as objectives, not as mere “human resources”.
- Enjoys releasing creative energy.
- Has cosmopolitan awareness.
- Creates spaces for conversation to construct shared values.
- Has unconventional beliefs about human nature and the world of work.



## 4. Leadership

### Leadership and EI

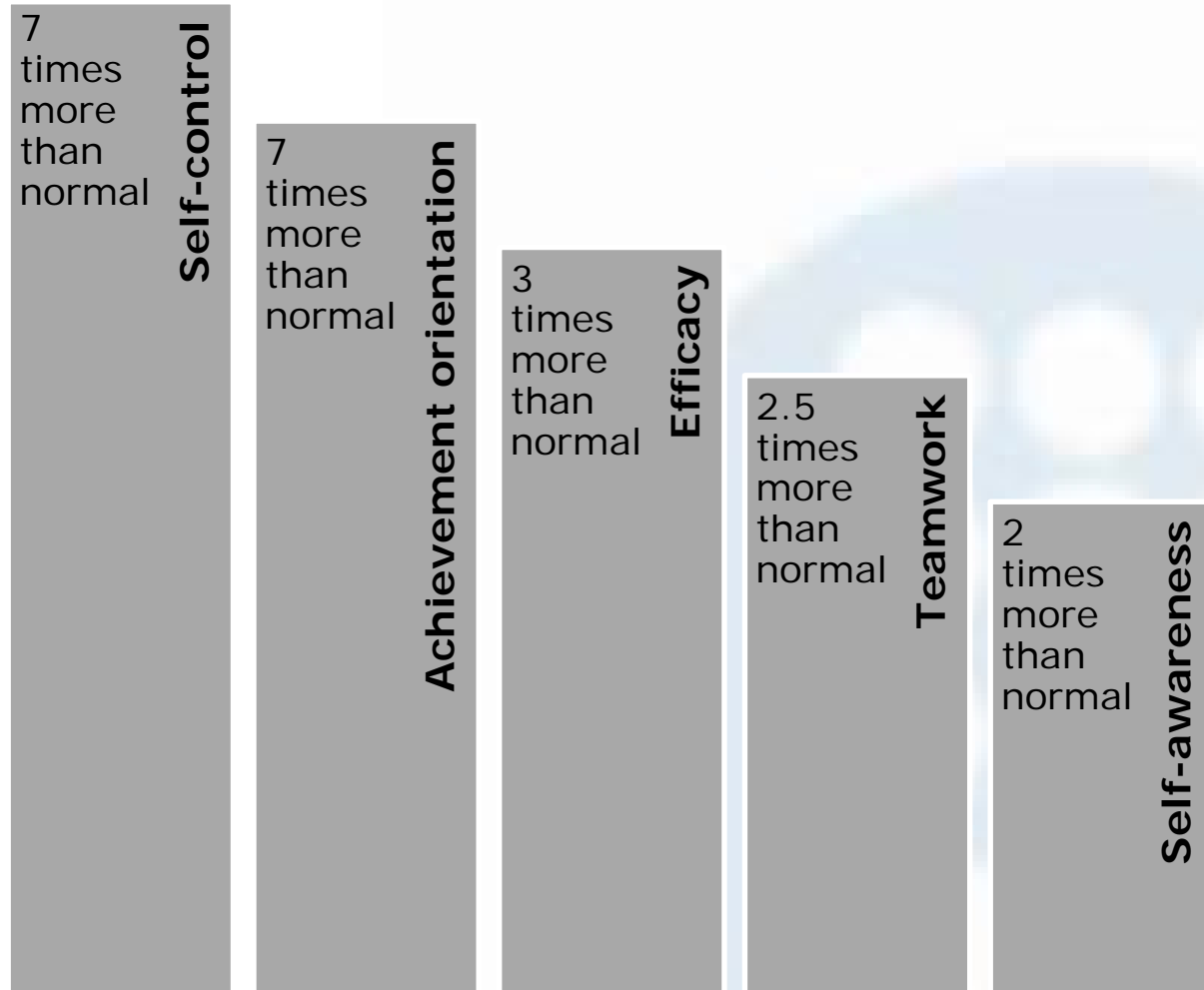
Leadership is the art of making things happen through others.

- Emotional intelligence is the key to a leader's success.
- Leaders direct the company through the climate they create, so that people voluntarily want to contribute more and make a commitment.
- The work climate is determined 70% by the leader, and affects 30% of a company's profitability.



## 4. Leadership

**Most common  
skills of a  
leader**





## 4. Leadership

### Leadership skills

| Self-awareness  | Self-control   | Social awareness  | How to manage relationships   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Realistic self-esteem</li> <li>• Emotional awareness</li> </ul> | <ul style="list-style-type: none"> <li>• Reliability</li> <li>• Integrity</li> <li>• Adaptability</li> <li>• Drive to achieve</li> <li>• Initiative</li> </ul> | <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Political and organisational awareness</li> <li>• Service orientation</li> <li>• Self-directed</li> <li>• Social relations</li> <li>• Impact on others</li> </ul> | <ul style="list-style-type: none"> <li>• Development of others</li> <li>• Leadership</li> <li>• Influence</li> <li>• Communication</li> <li>• Catalyst of change</li> <li>• Creates bonds and ties, constructs networks</li> <li>• Capacity to resolve conflicts</li> <li>• Creation of work teams</li> </ul> |

## 4. Leadership

### Classification of emotional skills

|                         |  | Us  | Others   |
|-------------------------|--|---|--|
| Awareness               |  | <b>1. Awareness of oneself</b><br>Self-awareness<br>Self-confidence<br>Self-esteem  | <b>3. Awareness of others</b><br>Empathy<br>Social objectivity<br>Organisational understanding<br>Political awareness  |
|                         |  | <b>2. Manage oneself</b><br>Achievement orientation<br>Planning<br>Initiative<br>Adaptability<br>Responsibility<br>Commitment | <b>4. Manage relationships with others</b><br>Creation of bonds<br>Conflict resolution<br>Leadership<br>Teamwork<br>Development of others<br>Communication<br>Service orientation<br>Management of diversity<br>Management of change |
| Relationship management |  |   |  |

## 4. Leadership

### **Behaviour required to recover/regenerate lost confidence**

- Demonstrate the ability to meet needs.
- Show a genuine interest in others' well-being.
- Ensure full consistency between what you say and what you do.
- Use positive verbal and non-verbal communication
- And.... make an **effort, be tenacious and imaginative.**


## 4. Leadership

### Develop confidence in yourself > Self-confidence

- Take positive risks to gain power.
- Be open to questioning and rejecting your own prejudices.
- Exercise your own responsible freedom.
- Develop positive thinking.
- Develop courage and humility.

## 4. Leadership

### Demonstrate and generate confidence in the team

- Consider that the team is capable of carrying out new tasks.
  - Build on strong points to develop the team so that it gains confidence.
  - Provide support and another opportunity in case of failure.
  - Openly express confidence in each member of the group.
- 
- Show that you are a person that people can trust (do not manipulate, demonstrate that you are 100% on the team's side).
  - Show that you want to meet the objectives and be successful by facilitating communication, active listening and empathy.
  - Build confidence through communication.
  - Use transparent, respectful, open communication.

## 4. Leadership

### The importance of listening

- We have two ears and a mouth, therefore we should listen at least twice as much as we speak.
- Listening is the only form of really knowing what the other person wants and thinks.



- While we listen, we must analyse the information that we receive so that we can then summarise it and give feedback. So we must try to lose as little relevant information as possible.

## 4. Leadership

### Importance of listening > **Selective attention**

Our attention and memory is selective in the sense that we only focus on and remember things that are in line with our desires, ways of thinking or interests.

The sender thinks 100% of the message  
but only emits 80%

The receiver receives 60% (the rest is lost), and  
retains 30%

## 4. Leadership

### The cone of learning

Edgar Dale

After two weeks we tend to remember...

Nature of involvement

|                             |   |                             |         |
|-----------------------------|---|-----------------------------|---------|
| 10% of what we read         | Reading   | Verbal receiving            | Passive |
| 20% of what we hear         | Hearing words   | Verbal receiving            |         |
| 30% of what we see          | Looking at pictures   | Visual receiving            |         |
| 50% of what we hear and see | Watching a film<br>Looking at an exhibit<br>Watching a demonstration                    | Verbal and visual receiving |         |
| 70% of what we say          | Participating in a discussion<br>Giving a talk  | Receiving and participating | Active  |
| 90% of what we say and do   | Doing a dramatic presentation<br>Simulating the real experience<br>Doing the real thing | Doing                       |         |



## 4. Leadership

### The five levels of listening

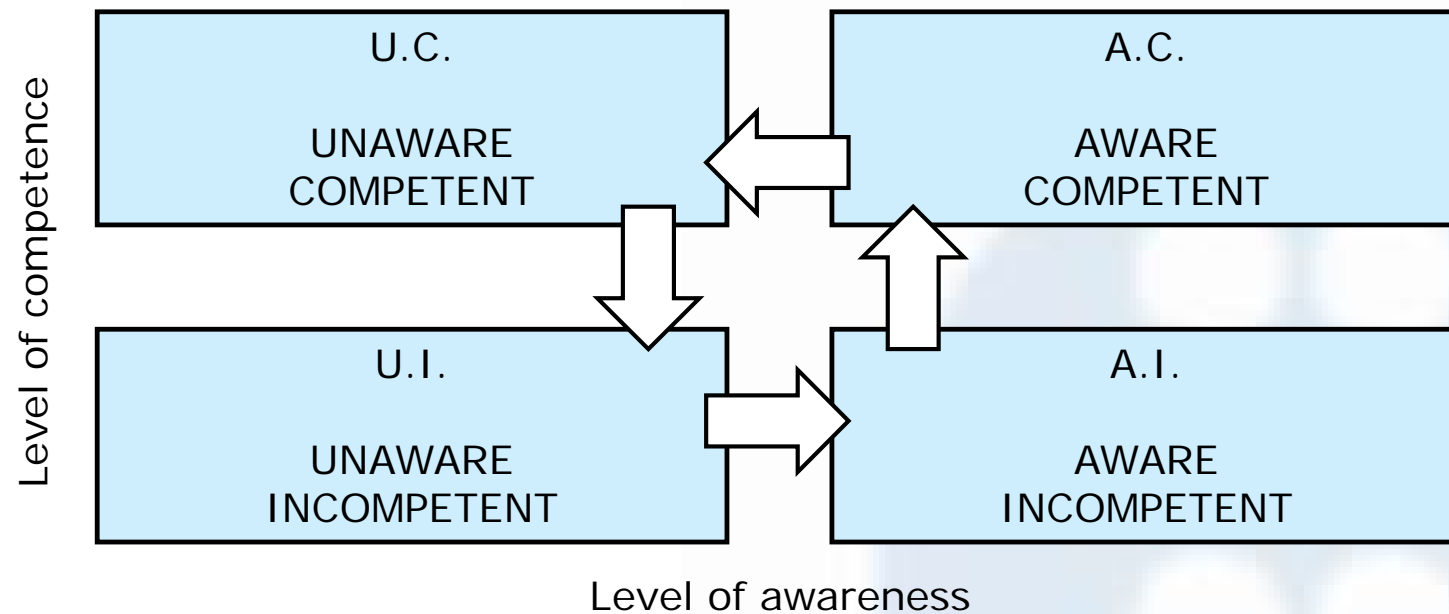
Empathetic listening enters into the intellectual and emotional frame of reference of the other person.

In empathetic listening, you listen with your eyes as well as your ears: you take into account non-verbal communication to a great extent.

1. Ignoring the other person.
2. Pretending that we are listening, using expressions such as "Yes, Right..."
3. Selective listening: paying attention only to certain parts of the conversation.
4. Attentive listening: paying attention and focusing all our energy on the words that are spoken.
5. Empathetic listening.

## 4. Leadership

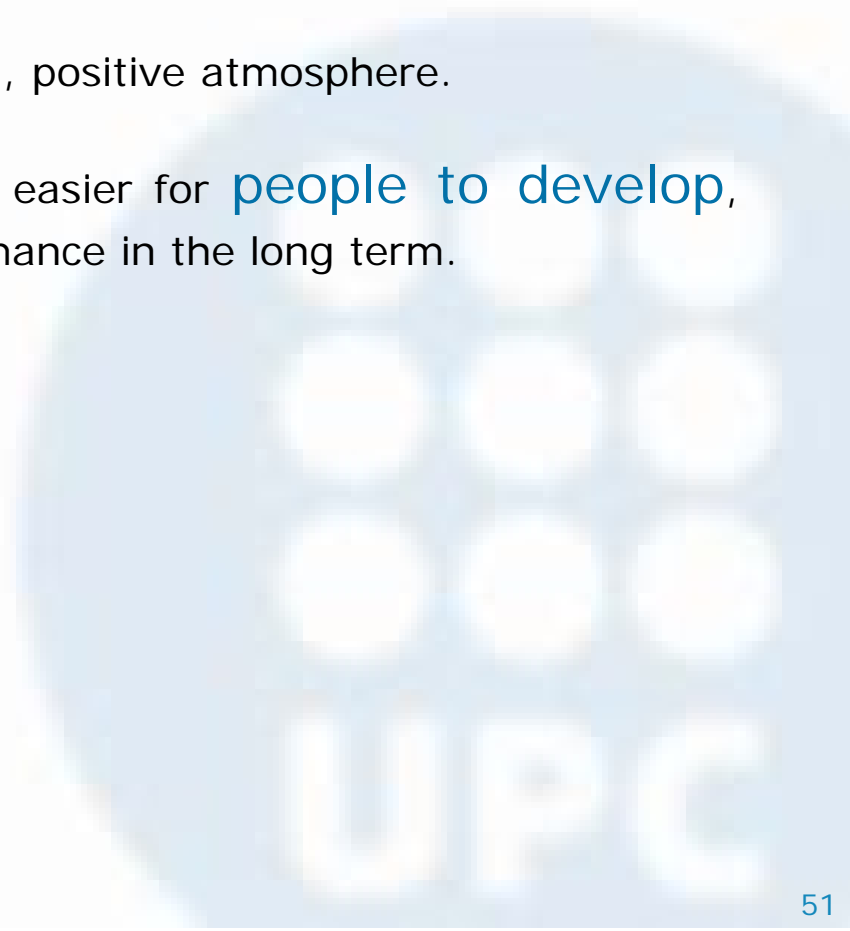
### The five levels of listening



## 4. Leadership

### Confidence and honesty

- To lead, it is essential to **transmit confidence** and **honesty** to others.
- **Confidence** is the basis of a motivating, positive atmosphere.
- With **confidence** and **honesty**, it is easier for **people to develop**, and to increase their potential and performance in the long term.



## 4. Leadership

### Empathy

- **Empathy** is based on self-awareness.
- It is the **capacity** to **listen** and **understand** the values, interests and emotions of others, and respond to them.

#### Examples of empathetic behaviour

- Understand both the strengths and limitations of others.
- Know what motivates and upsets others.
- Perceive and interpret correctly non-verbal communication and the emotional tone of others.

## 4. Leadership

### Influence

- **Influence** is the **capacity** to get others to follow a plan or line of action.

Examples of  
influencing  
behaviour




- Those that influence highlight the benefits that others could obtain.
- They transmit an attractive vision.
- They make an effort to explain things in a way that people can understand.
- They generate enthusiasm and commitment between members of their team.

## 4. Leadership

### Flexibility of styles

- Given that each style, including dissonant ones, has its use, the key is flexibility.
- To find out which style is the most appropriate, we must interpret the situation well.

|                             | Do not know how to interpret the situation | Know how to interpret the situation |
|-----------------------------|--|-------------------------------------|
| Adapt to the situation      | Oscillating                                | Flexible                            |
| Do not change the situation | Inflexible                                 | Consequent                          |



Flexibility of styles

## 4. Leadership

### Development of the required skills

- We can become **better leaders** as we develop our emotional competence, that is, our emotional intelligence.
- Based on identification of **our dominant style or styles**, we can outline a learning plan to develop the competences required to use other styles, and thus obtain the flexibility needed to become more effective leaders.

We can develop these  
competences  
through...

- Self-observation
- Feedback of colleagues and subordinates
- Reading
- Attending emotional leadership workshops
- Coaching process

## 4. Leadership

### Leadership styles



#### Resonant styles

Promote performance and a positive climate

- *Visionary*
- *Coaching*
- *Democratic*
- *Affiliative*

#### Dissonant styles

Useful in very specific situations, should be used with caution

- *Pacesetter*
- *Commanding*

Goleman, Boyatzis, & Mc Kee (2002)



## 4. Leadership

### Leadership style > Resonant > Visionary

- Moves people towards a shared vision.
- Based mainly on **inspired leadership**.
- Particularly interesting when there is a high degree of uncertainty, or when a new, clear, motivating vision is required urgently.

Competences that  
make this style  
more effective



- Confidence in yourself and others
- Capacity to catalyse changes
- Transparency
- Empathy
- Inspiration
- Self-awareness
- Honesty
- Creation of bonds

## 4. Leadership

### Leadership style > Resonant > Coaching

- Builds long-term capabilities by **aligning** individual actions with the organisation's goals.
- Style that is more focused on **personal development** than on achieving objectives.
- Can **awaken the interest of subordinates**, and fosters understanding and confidence.
- A very effective style when we need to focus on the potential development of collaborators in the long term.
- Tends to fail when the employee does not have **sufficient motivation** or needs too much supervision or personal feedback.

Competences that make  
this style more effective

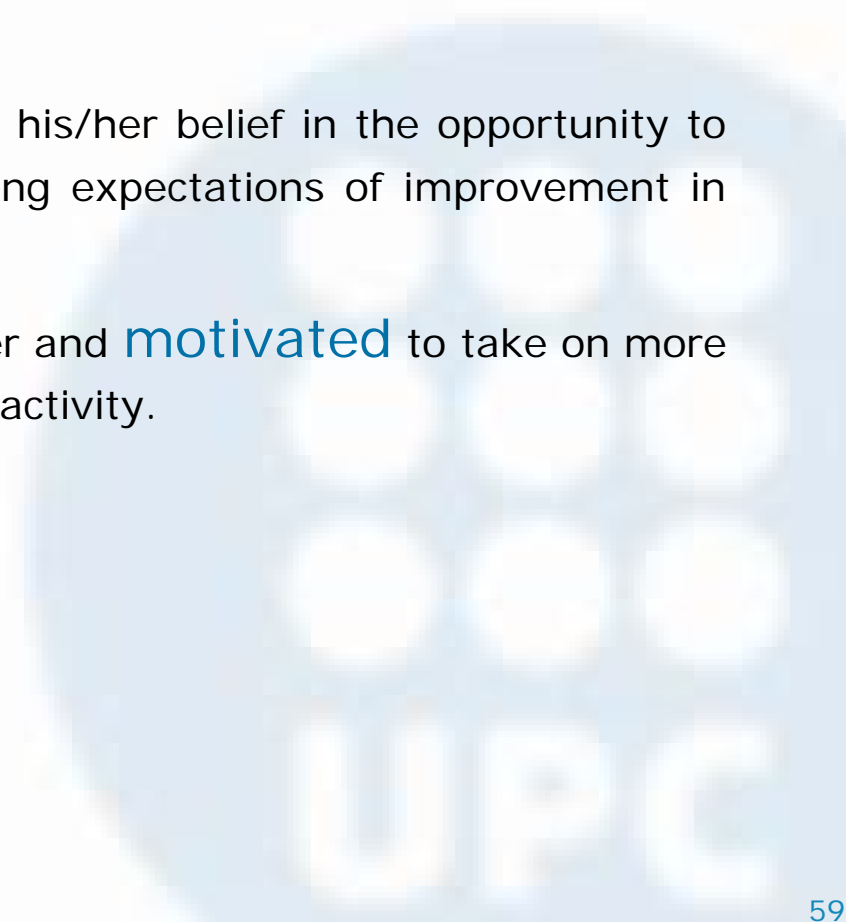


- Self-awareness
- Empathy
- Honesty
- Creation of bonds
- Confidence in others
- Organisational understanding
- Development of others

## 4. Leadership

Leadership style > Resonant > **Coaching**

- **Empathy** enables leaders to listen before they react, which keeps interaction focused on its objective.
- A **good coach** knows how to transmit his/her belief in the opportunity to develop people's capacity and the resulting expectations of improvement in their work.
- **People feel supported** by the leader and **motivated** to take on more responsibilities and reach higher levels of activity.

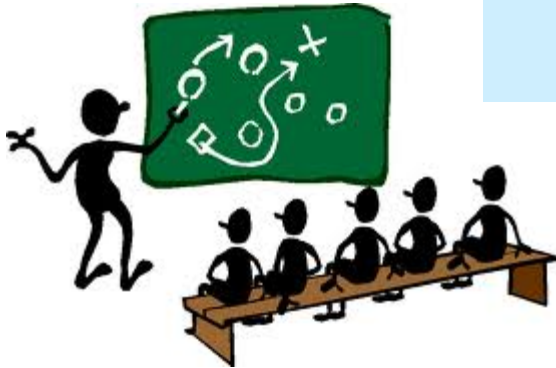


## 4. Leadership

Leadership style > Resonant > **Coaching**

### Types of coaches

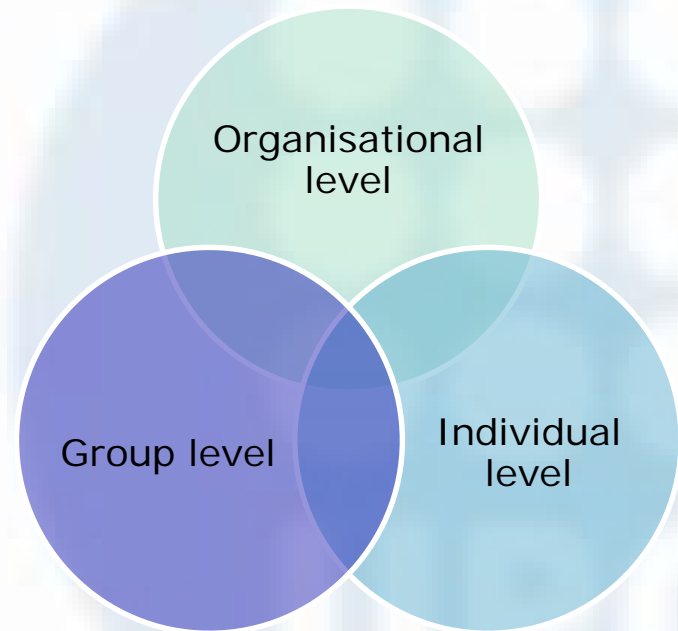
- Formal executive coach.
- Informal mentor.
- Colleagues and friends.
- The freedom provided by the services of an (external) executive coach is greater than that which could be provided by a boss or a colleague.



## 4. Leadership

Leadership style > Resonant > Coaching

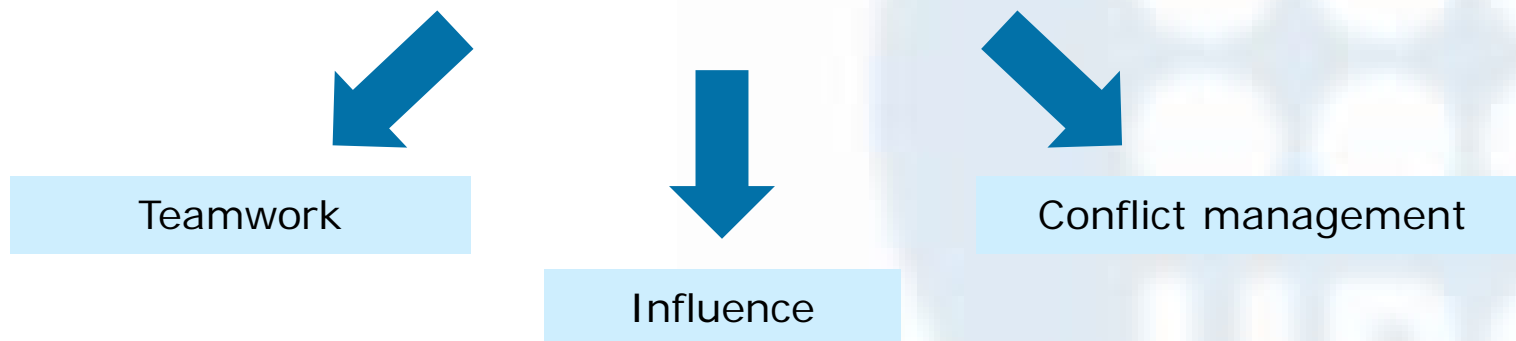
- **Coaching** is a **tool** that helps people to grow professionally for their own satisfaction and that of the organisation.
- It is a **space** for planned, one-on-one, confidential conversations.
- It fosters **permanent transformation** and generates knowledge.
- It stimulates **new interpretations** and **perceptions**.
- It increases **skills**.
- It encourages staff to take on **new challenges**.



## 4. Leadership

### Leadership style > Resonant > Democratic

- Values peoples' contributions and encourages commitment through participation.
- Useful when the direction is not clear, and the proposals of the most capable employees need to be gathered.
- A democratic leader enhances harmony in the group.
- It is a very effective style when agreement and participation is needed.
- It is based on three fundamental competences of emotional intelligence.



## 4. Leadership

### Leadership style > Resonant > **Affiliative**

- Creates harmony and collaboration by connecting people.
- Basically focused on stimulating harmony and promoting friendship, and establishing relationships with the employees.
- It is a very effective style when bonds need to be strengthened, teams brought together, and diversity managed in crunch situations.
- It should not be used indiscriminately, as it does not improve low performance, and it transmits to employees the feeling that mediocrity is tolerated.

Competences that  
make this style  
more effective

- Creation of bonds
- Empathy
- Collaboration
- Conflict management



## 4. Leadership

### Leadership style > Dissonant > **Pacesetting**

- Sets **challenging objectives** and aggressively establishes models of behaviour to achieve them.
- A **lack of empathy** leads to focusing exclusively on attaining objectives, with no concern for the discomfort that this causes in subordinates.
- A **lack of self-awareness** tends to prevent this kind of leader from acknowledging failures.
- The most important shortfall tends to be a **lack of emotional self-management**, which is expressed as impatience and an obsession for details.



## 4. Leadership

### Leadership style > Dissonant > Pacesetting

- Can function very well in combination with the style:
  - **Visionary**: fosters enthusiasm.
  - **Affiliative**: focused on team-building.
- It can be very useful...
  - In **technical environments** or between very experienced, motivated, competent **professionals** who require little management.
  - During the **first stage in the life cycle** of a company and that in which growth is essential.

The main emotional intelligence competences of the pacesetting style are the right combination of:

- Motivation to achieve
- Initiative

## 4. Leadership

### Leadership style > Dissonant > **Commanding**

- Leads through **authority** and **threats**: *"Do it because I say so"*.
- Lack of empathy. The feedback is focused on what has been done badly.
- Lack of awareness of themselves that prevents emotional self-control.

#### It is useful when...

- ✓ A company needs **to start up**.
- ✓ **Habits need to be changed** in an organisation that is going through a critical situation.
- ✓ An emergency needs **to be faced**.
- ✓ **Other attempts to deal with problematic employees have failed**.

#### EI competences associated with this style



- Influence
- Achievement
- Initiative

## 5. Leadership and project management

### Functions of the project manager

- The term **project** is used to refer to a set of coordinated activities undertaken to produce a good or service.
- The aim of **project management** is to provide components for defining, assessing, controlling and delivering the required results. To achieve this, project managers must:
  - Interpret the company's strategic plans and the relative position of the project in these plans. This leads to:
    - ✓ Specific objectives of the project, from which to draw up a list of sub-objectives or components.
    - ✓ Commitments to undertake the project, based on knowledge of the available resources.

## 5. Leadership and project management

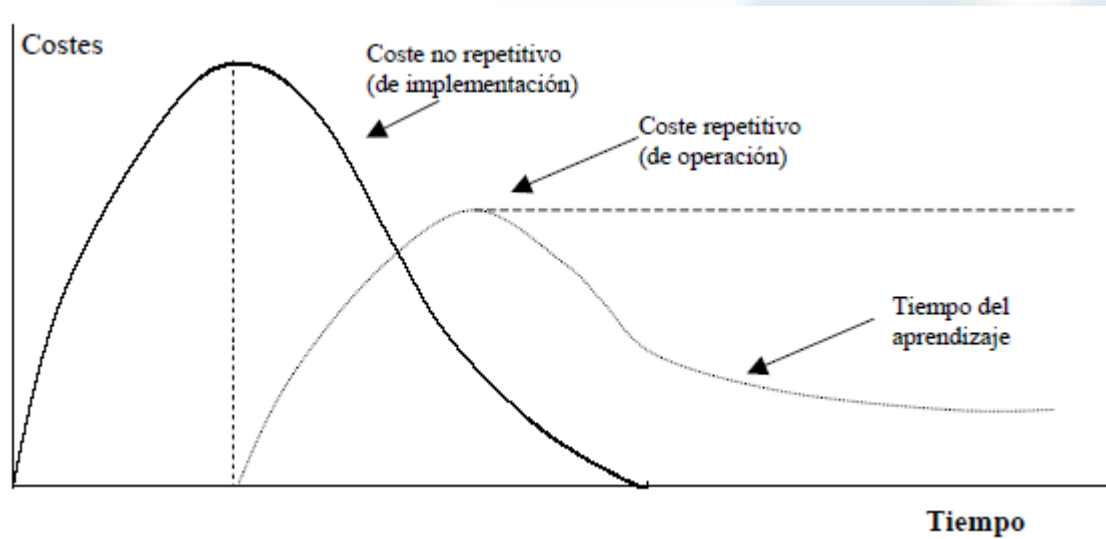
### Functions of the project manager

- Prepares the plan for the design, development, control and delivery of the project. Often uses techniques derived from an analysis of the project's life cycle. In this case, the functions of the project manager are related to the needs identified in each stage of the life cycle:
  - ✓ Conception stage: examines the needs and shortfalls in existing systems, assesses the environment and the company to determine the technical, economic and legal feasibility of the project, outlines alternative ways of meeting needs, identifies the knowledge required for research and development, and defines the provisional organisation of the project.
  - ✓ Definition stage: confirms the initial estimates of the resources and time required to complete the project.

## 5. Leadership and project management

### Functions of the project manager

- Cost control: there are various types of costs associated with the system (see figure):
  - ✓ Implementation costs (non-recurring)
  - ✓ Operating costs (recurring)
  - ✓ Learning effect (improvement in processes) on the operating costs

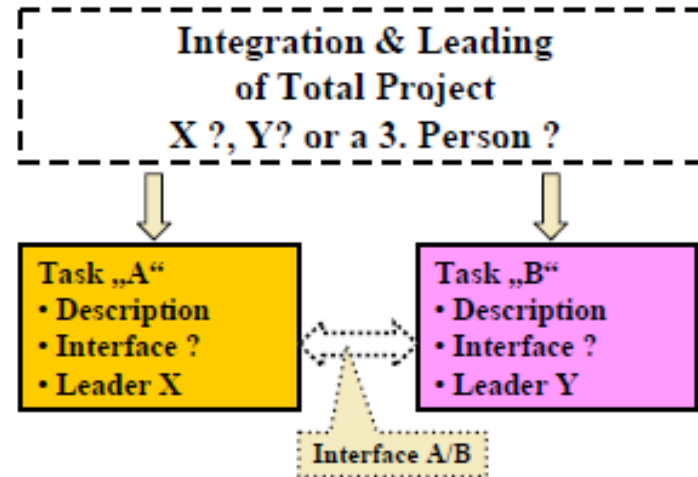


Source: Manual para la Gestión de Proyectos (U. Almería)

## 5. Leadership and project management

### Organisational structures

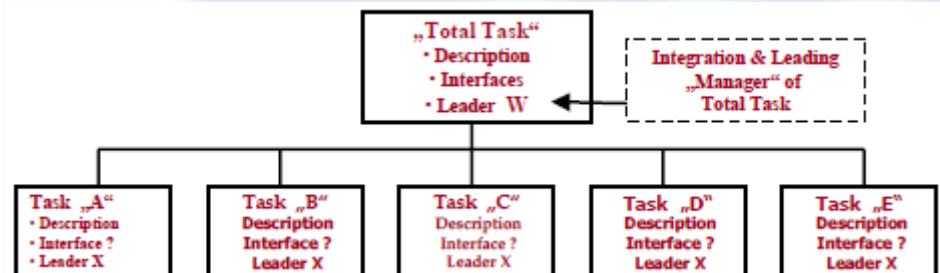
- Integration and leading of tasks



Fuente: IMPRS, Katlenburg-Lindau (2005)

### Implementation of organisational structures

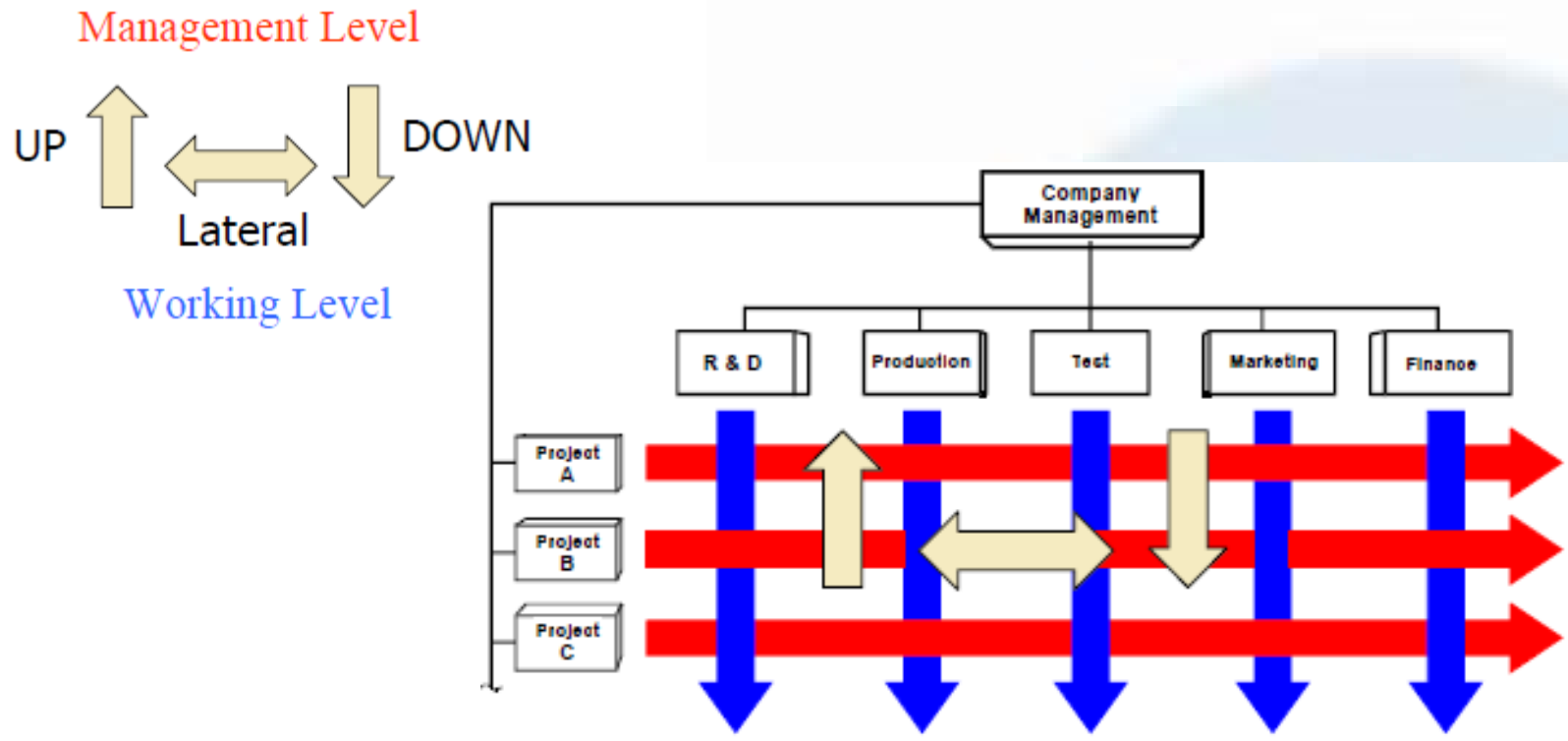
- Integration and leading of organisational units at different levels



Source: IMPRS, Katlenburg-Lindau (2005)

## 5. Leadership and project management

Communication between different levels, projects and tasks



Source: IMPRS, Katlenburg-Lindau (2005)

## 5. Leadership and project management

### “Project Management” tasks and responsibilities

- Fully authorised to:

Plan, supervise and monitor the project work

- Responsible for complying with contractual requirements
- Manages and maintains knowledge of the project's development
- Has the authority to:
  - Define the project's general objectives
  - Appoint and/or accept members of the core team
  - Define/implement the project plans
  - Define/apply resources and budgets
  - Monitor implemented plans, resources and budgets



## 5. Leadership and project management

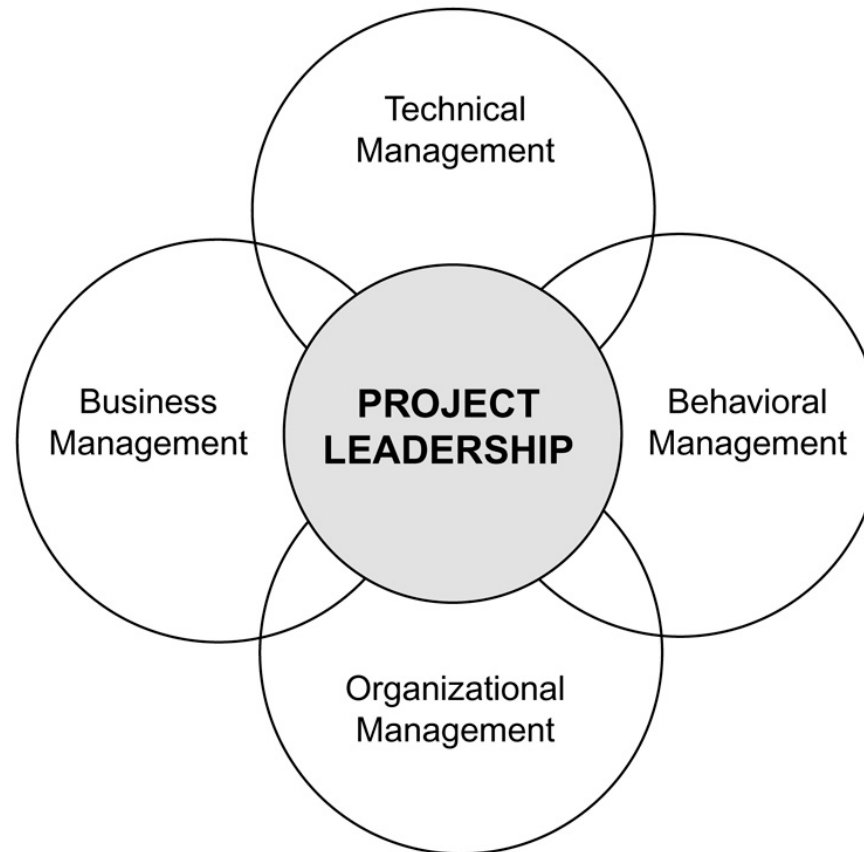
### “Project Management” tasks and responsibilities

- Main functions:
  - Systems engineering
  - Engineering sub-system
  - Control interface
  - Product guarantee
  - Project planning and control
    - ✓ Timeline control
    - ✓ Resources and cost control
    - ✓ Profit analysis
  - Documentation / configuration control



## 5. Leadership and project management

What does project leadership consist of?



Source: Strategic Management Group, Inc. ®

## 6. Techniques for fostering creativity

### Brainstorming

Alex Osborn (1941)

This literally means a “**storm of ideas**”. It is a creative technique used in publicity, marketing, science, technology and many other fields.

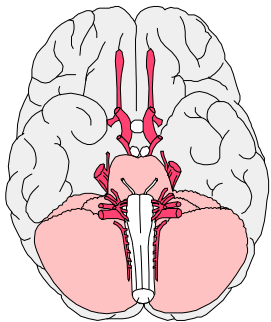
If we apply it to writing techniques, **the steps** are:

- Note down all ideas referring to a topic, even if they seem obvious, absurd or ridiculous.
- Do not evaluate the ideas that emerge at this stage.
- Write them down in note form, without editing them.
- Use previous ideas to discover new ones.
- Link ideas and topics with arrows.
- Act with a creative, playful spirit. Improvise. It is essential to have a creative attitude.

## 6. Techniques for fostering creativity

### Brainstorming

Alex Osborn (1941)



**Music**



Children's music as it takes people back to a very creative stage of life. The creativity of a 40-year-old is 2% of that of a 5-year-old

**Time**



Limited. Use a large watch.

**Group**



5 or 6 people. If they do not know each other, use an icebreaker (presentation)

**Indicator**



Out of every 50 ideas, one will be considered

**Leader**



Look for a good enabler

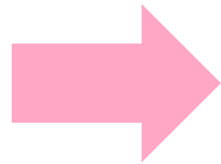
## 6. Techniques for fostering creativity

### The star

The 6W

A technique that was designed for journalism and is based on giving answers to basic **questions** on a topic.

**The six  
questions**



What?

Who?

Where?

When?

Why?

How?

It is also called the 6Ws technique, as all the questions (except "How") start with a W.

**It is a good technique  
when the aim is to  
describe something.**

## 6. Techniques for fostering creativity

### The cube

A procedure based on that of Aristotle



### The aim is to answer 6 questions:

- **Describe it**      *How does it look, sound, smell, feel or taste?*
- **Compare it**      *What is it similar to/different from?*
- **Associate it**      *What does it make you think of?*
- **Analyse it**      *How many parts does it have? Which ones? How does it work?*
- **Apply it**      *How is it used? What is it for?*
- **Argue for/against it**      *What can be said for/against it?*

Can be used to  
analyse  
and assess  
a topic.

## 6. Techniques for fostering creativity

### Icebreaker activity for a creativity session

The match box



Place as many different things  
as possible in a match box



The egg drop



Time limit: use a big watch  
Given a list of materials,  
construct a container for  
throwing a raw egg so that it  
does not break



## Training

Develop an activity to warm up.





## 6. Techniques for fostering creativity

### Lateral thinking



The aim of **lateral thinking** is to try to solve problems with methods that appear illogical.

The **drilling of a well** at increasing depth is a useless task if there is no crude oil at the site.



## 6. Techniques for fostering creativity

### Lateral thinking

#### Six thinking hats

Edward de Bono

Use of hats:

- **Unique** (specific perspective)
- **Sequential** (in a pre-established or evolving way)



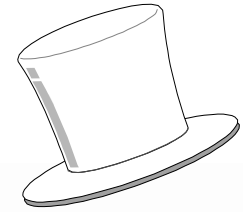
**Everyone changes hat every  
10 minutes!**

## 6. Techniques for fostering creativity

### Lateral thinking

#### Six thinking hats

Edward de Bono



**WHITE:**  
Neutrality



**YELLOW:**  
Positive,  
constructive



**GREEN:**  
Creative  
thinking



**BLACK:**  
Negative  
judgement



**RED:** "This is what I  
think"



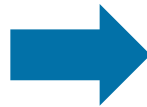
**BLUE:** Control

## 6. Techniques for fostering creativity

### Stimulation of ideas

Forced connections

**Practical use**



### CREATIVE FOCUS IMPROVE THE QUALITY OF MEETINGS

Words are taken from a random list and participants try to find a relationship that could exist between them.

|           |          |        |       |            |
|-----------|----------|--------|-------|------------|
| moustache | knife    | tomato | organ | watermelon |
| potato    | squirrel | donut  | quail | actor      |

## 6. Techniques for fostering creativity

### Stimulation of ideas

One day, **García Márquez** came up with a sentence:

*“Many years later, as he faced the firing squad, Colonel Aureliano Buendía was to remember that distant afternoon when his father took him to discover ice.”*

Years later, he remembered:

**“Then I thought: what next?”**

What followed was:

### **A Hundred Years of Solitude**



## 6. Techniques for fostering creativity

### Stimulation of ideas

The FILM trip



Look at things in  
another way

**CHANGE PLACES TO  
SEE THINGS FROM  
ANOTHER ANGLE**



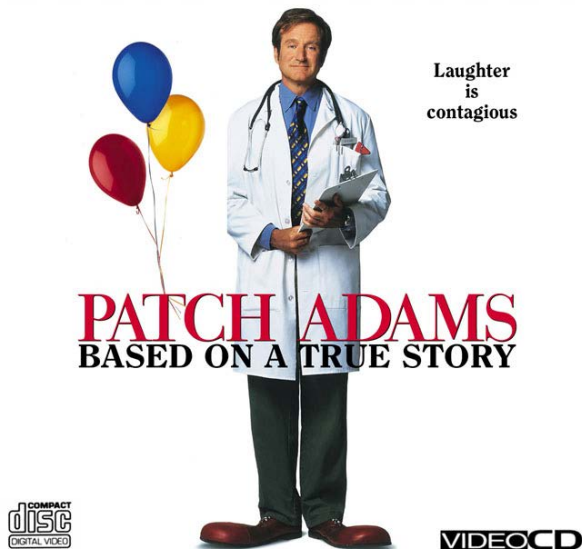
"Peat Poet's Society"  
(Oscar for best original screenplay in 1989)

## 6. Techniques for fostering creativity

### Stimulation of ideas

#### The FILM trip

R O B I N W I L L I A M S



#### Dr. Hunter D. Adams

Creativity applied to medicine:

#### LAUGHTER THERAPY

"Laughter as a healing therapy to combat suffering"

#### Marketing campaign

Humour has beneficial effects on the consumer's organism.

#### The BAT technique

See a problem from another angle (that of the patient in the case of medicine).

The opposite view of a problem reveals a whole range of new ideas.



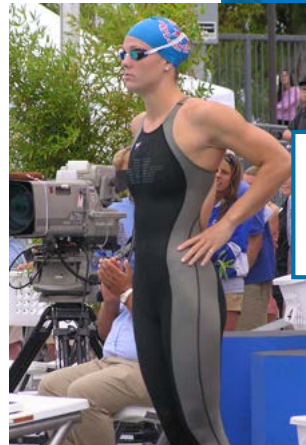
## 6. Techniques for fostering creativity

Provoke ideas

**Bionic**



Observe nature to  
inspire innovative  
solutions



**Bathing suits that  
imitate shark skin**  
*Speedo Fastskin FSII*



**Soldiers' camouflage that  
imitates the  
chameleon**



**Hexagonal  
structure that  
imitates beehives**





## 6. Techniques for fostering creativity

### SCAMPER

This is one of the most complete creative practices, because it groups together nine techniques

What can I substitute?, Who else?, What else?, Can I change the rules?, Add another ingredient, another material, another place, another procedure?

How can I alter this to improve it? What can I change? What if there's a change in meaning, colour, movement, sound, smell, shape or size?

Select the creative focus, write it down and divide it into 9 sections

**S**ubstitute

**C**ombine

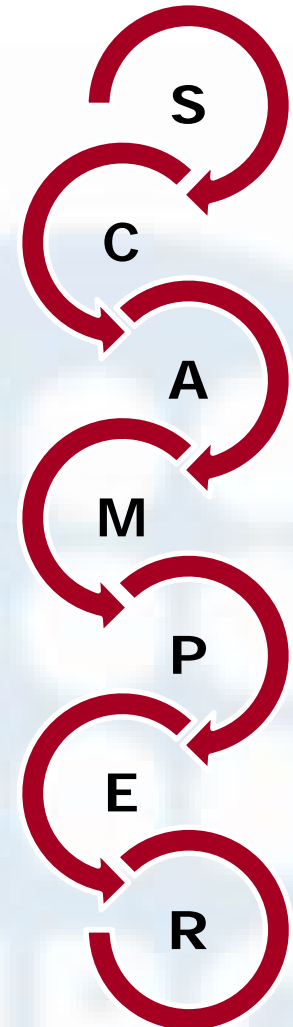
**A**adjust

**M**odify and magnify

**P**ut to other uses

**E**liminate

**R**everse and rearrange



## 6. Techniques for fostering creativity

### Board of famous people

Make a list of people and turn to them when we need a new focus to a problem.

Billy Wilder used this technique to write his scripts. Many of his best scenes arose from the question: How would Lubitch do it?



The opposite technique consists in asking people with a totally different type of training to ours.

## 6. Techniques to promote creativity

### Board of fame

**E. Goldratt**



*What is the goal of a company?*

**T. Ohno**



*"...to hell with your competitors; compete against perfection by identifying all activities that are muda (waste) and eliminate them"*

**R. Semler**



*"Imagine a company with no secretaries, no partitions, no working hours. A company in which the management set their own salaries"*

## Material

The material in this module was drawn up by:

- Cris Bolívar, consultant
- IMPRS, Katlenburg-Lindau
- Jasmina Berbegal, professor in the Department of Management (OE), UPC
- Joana Rubio, professor in the Department of Management (OE), UPC
- Marcos Eguiguren, professor in the Department of Management (OE), UPC
- Manel Rajadell, professor in the Department of Management (OE), UPC
- Manual para la Gestión de Proyectos, University of Almería
- Ricardo de la Vega, specialist, Planning, Assessment and Quality Bureau (GPAQ), UPC
- Strategic Management Group, Inc.
- Xavier Llinàs, professor in the Department of Management (OE), UPC

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