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CAREER PLANNING GUIDE



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CAREER PLANNING GUIDE

The Career Planning Guide is based on the findings of the research we have conducted within the countries of the partners of the project: Career Guidance and mobile application for employees. Namely: Turkey, Poland, Romania, Hungary and Spain.

Summary of Research Findings

Introduction

The projects aims to determine training needs of the students as potential employees and the employees. As we are in a transformation phase in digitization of manufacturing processes, the study takes training needs of the new industrial revolution also known as industry 4.0. First industrial revolution is the use of steam power, second industrial revolution of electric motors, the third is the programmable logic controllers or CNCs in manufacturing. The fourth industrial revolution adheres to the connecting computers and allowing machines communicate with each other to make decisions without human involvement, also known as internet of things, allowing smart factories. The new paradigm shift in manufacturing processes requires new skills, as current education system is designed for previous production, the study proposes that employees and students may need training to adapt themselves for new production pattern.

The study took place in Spain, Poland, Hungary, Romania and Turkey. Data is collected from 90 students and 61 employees in Spain, 89 students and 73 employees in Romania, 100 students and 58 employees in Hungary, 138 students and 94 employees in Poland and 109 students and 60 employees in Turkey, with purposive sampling. Based on Prifti et. al. (2017) Industrie 4.0 Competency Model a questionnaire form is used as the data collection tool. Frequency analysis is conducted in order to determine the training need analysis of students and employees in each country. Findings suggest that in every country studied, respondents lack analyzing and interpreting skills which involves IT and machine learning skills.

SPAIN

EMPLOYEES

Spanish employees rate themselves strong in Taking responsibility, Team work, Collaborating with others, Communicating with people, Respecting ethics, Environmental awareness, Compromising, Problem Solving, Life-long learning, Innovating, Creativity, Individual responsibility, Flexibility, Adaptability and ability to change mind-set, and Self-management and organization skills. In which, Spanish students rate themselves moderate in the same skills.

Spanish employees rate themselves moderate in Decision making, Leadership Skills, Awareness of ergonomics, Maintaining customer relationships, Negotiating, Emotional intelligence, Presenting and communication ability, Targeted/Technical, Communication, Literacy (Reporting, writing plans, writing letters), IT and technology affinity, Understand and coordinate workflows, Machine learning, Mobile Technologies, Optimization, Analytical Skills, Cognitive Ability, Knowledge management, Critical thinking, Change management, Abstraction ability, Managing complexity, Project management, Planning and organizing work, Management ability, Customer orientation, Customer relationship management, Legislation awareness, Safety awareness, Work in interdisciplinary environments, Intercultural competency, Work-life Balance, and Business model understanding. Same pattern is visible with the Spanish students.

Spanish employees rate themselves weak in Creating business networks, Economics, Extract business value from social media, Service orientation/product service offerings, Business process management, Business change management, Network security, IT architectures, System development, Integrating heterogeneous Technologies, Sensors/embedded systems, Network technology/M2M communication, Robotics/Artificial intelligence, Predictive maintenance, Modelling and programming, Big data/Data analysis and interpretation, Cloud computing/architectures, In-memory DBs, Statistics, Data security, Business strategy, and Entrepreneurship

- The frequency analysis suggest that Spanish participants rate themselves low in creating business networks skill.
- Analysis suggest that 45,9% of the participants rate themselves as moderate and weak in negotiating skills.
- Spanish participant rate themselves with strong and very strong with 52,5% in presenting and communication ability, 47,5% very weak, weak and moderate
- Spanish participants rated themselves low in targeted and technical communication skills.
- In general frequency analysis suggest that Spanish participants are not skilled for Applying Expertise and Technology dimension, the lowest reported skills are Robotics/Artificial intelligence, Predictive maintenance and Big data/Data analysis and interpretation.

SPAIN

STUDENTS

Spanish students rate themselves strong in Emotional intelligence, Work-life Balance, Planning and organizing work, Taking responsibility, Team work, Collaborating with others, Communicating with people, Respecting ethics, Environmental awareness, Compromising, Flexibility, Adaptability and ability to change mind-set, and Self-management and organization. In Emotional intelligence, Work-life Balance, and Planning and organizing work skills they rate higher than Spanish employees.

Spanish students rate themselves moderate in Decision making, Leadership Skills, Awareness of ergonomics, Maintaining customer relationships, Negotiating, Presenting and communication ability, Targeted/Technical Communication, Literacy (Reporting, writing plans, writing letters), IT and technology affinity, Understand and coordinate workflows, Machine learning, Mobile Technologies, Optimization, Analytical Skills, Cognitive Ability, Knowledge management, Critical thinking, Change management, Abstraction ability, Managing complexity, Project management, Management ability, Customer orientation, Customer relationship management, Safety awareness, Work in interdisciplinary environments, Intercultural competency, Business model understanding, Problem Solving, Life-long learning, Innovating, Creativity, Individual responsibility, and Entrepreneurship skills. In Problem Solving, Life-long learning, Innovating, Creativity, and Individual responsibility they fall behind Spanish employees and in Entrepreneurship skills they outperform Spanish employees.

Spanish students rate themselves weak in Legislation awareness, Creating business networks, Economics, Extract business value from social media, Service orientation/product service offerings, Business process management, Business change management, Network security, IT architectures, System development, Integrating heterogeneous Technologies, Sensors/embedded systems, Network technology/M2M communication, Robotics/Artificial intelligence, Predictive maintenance, Modelling and programming, Big data/Data analysis and interpretation, Cloud computing/architectures, In-memory DBs, Statistics, Data security, Business strategy, same as Spanish employees.

- Students seem to exhibit low leadership skills; it may be because of lack of experience.
- Spanish students score low in awareness of ergonomics.
- Spanish students rate themselves low in creating business networks.
- Spanish students rate low in negotiating.
- Spanish students report low Targeted/Technical Communication and Literacy (Reporting, writing plans, writing letters).
- In general Spanish Students rate low Applying Expertise and Technology skills.
- Analyzing skills are higher than Applying Expertise and Technology skills, but still needs improvement.
- Innovating and change management skills are slightly below average.
- Although all items are below average, Business strategy skill is rated lower. Business strategy should be priority.
- Spanish Students lack legislation awareness and safety awareness skills.

HUNGARY

EMPLOYEES

Hungarian employees rate strong in Decision making, Maintaining customer relationships, Negotiating, Presenting and communication ability, Targeted/Technical Communication, Literacy (Reporting, writing plans, writing letters), Cognitive Ability, Critical thinking, Change management, Management ability, Customer orientation, Customer relationship management, Emotional intelligence, Planning and organizing work, Problem Solving, Life-long learning, Creativity, Individual responsibility, Taking responsibility, Team work, Collaborating with others, Communicating with people, Respecting ethics, Environmental awareness, Compromising, Flexibility, Self-management and organization, and Creating business networks.

Hungarian employees rate moderate in Leadership Skills, Awareness of ergonomics, IT and technology affinity, Understand and coordinate workflows, Optimization, Analytical Skills, Knowledge management, Abstraction ability, Managing complexity, Project management, Work in interdisciplinary environments, Intercultural competency, Business model understanding, Work-life Balance, Innovating, Adaptability and ability to change mind-set, Entrepreneurship, Network security and Business strategy.

Hungarian employees rate weak in Machine learning, Mobile technologies, Safety awareness, Legislation awareness, Economics, Extract business value from social media, Service orientation/product service offerings, Business process management, Business change management, IT architectures, System development, Integrating heterogeneous technologies, Sensors/embedded systems, Network technology/M2M communication, Robotics/Artificial intelligence, Predictive maintenance, Modelling and programming, Big data/Data analysis and interpretation, Cloud computing/architectures, In-memory DBs, Statistics, and Data security.

- Hungarian employees are below average in leadership skills.
- Hungarian participants are below average in ergonomics awareness.
- In general frequency analysis suggest that Hungarian participants are not skilled for Applying Expertise and Technology dimension, the lowest reported skills are Network technology/M2M communication, Robotics/Artificial intelligence, Predictive maintenance, Modelling and programming and In-memory DBs.
- Optimization and analytical skills are below average.
- Hungarian participants rated low in formulating strategies.
- Participants rated their Work Life Balance skills 33,9%
- Hungarian participant rate below average Entrepreneurial and Commercial Thinking skills.

HUNGARY

STUDENTS

Hungarian students rate strong in Decision making, Maintaining customer relationships, Negotiating, Presenting and communication ability, Targeted/Technical Communication, Literacy (Reporting, writing plans, writing letters), Cognitive Ability,

Critical thinking, Change management, Management ability, Customer orientation, Customer relationship management, Emotional intelligence, Planning and organizing work, Problem Solving, Life-long learning, Innovating, Creativity, Individual responsibility, Taking responsibility, Team work, Collaborating with others, Communicating with people, Respecting ethics, Environmental awareness, Compromising, Flexibility, Adaptability and ability to change mind-set, Self-management and organization, Entrepreneurship, and Creating business networks.

Hungarian students rate moderate in Leadership Skills, Awareness of ergonomics, IT and technology affinity, Understand and coordinate workflows, Mobile technologies, Optimization Analytical Skills, Knowledge management, Abstraction ability, Managing complexity, Project management, Safety awareness, Work in interdisciplinary environments, Intercultural competency, Business model understanding, Work-life Balance, Network security, and Business strategy.

Hungarian students rate weak in Machine learning, Legislation awareness, Economics, Extract business value from social media, Service orientation/product service offerings, Business process management, Business change management, IT architectures, System development, Integrating heterogeneous technologies, Sensors/embedded systems, Network technology/M2M communication, Robotics/Artificial intelligence, Predictive maintenance, Modelling and programming, Big data/Data analysis and interpretation, Cloud computing/architectures, In-memory DBs, Statistics, and Data security

- Hungarian students score low in awareness of ergonomics.
- Hungarian students are low in Applying Expertise and Technology
- Analytical skills need improvement.
- Business strategy and Abstraction ability skills need improvement.
- Hungarian Students lack legislation awareness.
- Hungarian students lack business model understanding skills.

POLAND

EMPLOYEES

Polish employees rate strong in Decision making, Leadership Skills, Awareness of ergonomics, Maintaining customer relationships, Presenting and communication ability, Literacy (Reporting, writing plans, writing letters), Cognitive Ability, Knowledge management, Critical thinking, Customer orientation, Customer relationship management, Emotional intelligence, Planning and organizing work, Life-long learning, Creativity, Individual responsibility, Taking responsibility, Team work, Collaborating with others, Communicating with people, Respecting ethics, Environmental awareness, Compromising, Flexibility, Adaptability and ability to change mind-set, and Self-management and organization.

Polish employees rate moderate in Negotiating, Targeted/Technical Communication, IT and technology affinity, Optimization, Analytical Skills, Change management, Abstraction ability, Project management, Management ability, Safety awareness, Work in interdisciplinary environments, Intercultural competency, Work-life Balance,

Legislation awareness, Problem Solving, Innovating, Entrepreneurship, and Network security.

Polish employees rate weak in Understand and coordinate workflows, Machine learning, Mobile technologies, Managing complexity, Business model understanding, Creating business networks, Economics, Extract business value from social media, Service orientation/product service offerings, Business process management, Business change management, IT architectures, System development, Integrating heterogeneous technologies, Sensors/embedded systems, Network technology/M2M communication, Robotics/Artificial intelligence, Predictive maintenance, Modelling and programming, Big data/Data analysis and interpretation, Cloud computing/architectures, In-memory DBs, Statistics, Data security, and Business strategy.

- Polish participants rate low in Creating Business networks skills.
- In general, Polish lack business, business strategies, business network creating skills.
- Polish participants rate low in Change management skill.
- Polish participant rate below average Entrepreneurial and Commercial Thinking skills.

POLAND

STUDENTS

Polish students rate strong in Decision making, Leadership Skills, Awareness of ergonomics, Targeted/Technical Communication, Literacy (Reporting, writing plans, writing letters), IT and technology affinity, Safety awareness, Emotional intelligence, Work-life Balance, Planning and organizing work, Life-long learning, Creativity, Individual responsibility, Taking responsibility, Team work, Collaborating with others, Communicating with people, Environmental awareness, Compromising, Flexibility, Adaptability and ability to change mind-set, and Self-management and organization.

Polish students rate moderate in Maintaining customer relationships, Negotiating, Presenting and communication ability, Optimization, Analytical Skills, Cognitive Ability, Knowledge management, Critical thinking, Change management, Abstraction ability, Project management, Management ability, Customer orientation, Customer relationship management, Work in interdisciplinary environments, Intercultural competency, Business model understanding, Legislation awareness, Problem Solving, Innovating, Respecting ethics, Entrepreneurship, and Network security.

Polish students rate weak in Understand and coordinate workflows, Machine learning, Mobile technologies, Managing complexity, Creating business networks, Economics, Extract business value from social media, Service orientation/product service offerings, Business process management, Business change management, IT architectures, System development, Integrating heterogeneous technologies, Sensors/embedded systems, Network technology/M2M communication, Robotics/Artificial intelligence, Predictive maintenance, Modelling and programming, Big data/Data analysis and interpretation, Cloud computing/architectures, In-memory DBs, Statistics, Data security, and Business strategy.

ROMANIA

EMPLOYEES

Romanian employees rate strong in Decision making, Leadership Skills, Awareness of ergonomics, Maintaining customer relationships, Negotiating, Presenting and communication ability, Targeted/Technical Communication, Literacy (Reporting, writing plans, writing letters), Knowledge management, Critical thinking, Safety awareness, Work in interdisciplinary environments, Intercultural competency, Emotional intelligence, Work-life Balance, Planning and organizing work, Problem Solving, Life-long learning, Innovating, Creativity, Individual responsibility, Taking responsibility, Team work, Collaborating with others, Communicating with people, Respecting ethics, Environmental awareness, Compromising, Flexibility, Adaptability and ability to change mind-set, and Self-management and organization.

Romanian employees rate moderate in IT and technology affinity, Understand and coordinate workflows, Optimization, Analytical Skills, Cognitive Ability, Change management, Abstraction ability, Managing complexity, Management ability, Customer orientation, Customer relationship management, Business model understanding, Legislation awareness, Economics, Extract business value from social media, Service orientation/product service offerings, Business process management, and Business strategy.

Romanian employees rate weak in Machine learning, Mobile technologies, Project management, Entrepreneurship, Creating business networks, Business change management, Network security, IT architectures, System development, Integrating heterogeneous technologies, Sensors/embedded systems, Network technology/M2M communication, Robotics/Artificial intelligence, Predictive maintenance, Modelling and programming, Big data/Data analysis and interpretation, Cloud computing/architectures, In-memory DBs, Statistics, and Data security

- Romanian participant rate themselves with low creating business networks skills.
- Romanian participants lack Project management and Project management skills.
- Romanian participant rate below average Entrepreneurial and Commercial Thinking skills.

ROMANIA

STUDENTS

Romanian students rate strong in Decision making, Awareness of ergonomics, Safety awareness, Life-long learning, Individual responsibility, Taking responsibility, Team work, Collaborating with others, Communicating with people, Respecting ethics, and Environmental awareness.

Romanian students rate moderate in Maintaining customer relationships, Negotiating, Presenting and communication ability, Targeted/Technical Communication, Literacy (Reporting, writing plans, writing letters), IT and technology affinity, Understand and coordinate workflows, Analytical Skills, Cognitive Ability, Knowledge management, Critical thinking, Work in interdisciplinary environments, Intercultural competency,

Emotional intelligence, Legislation awareness, Planning and organizing work, Problem Solving, Creativity, Compromising, Flexibility, Adaptability and ability to change mind-set, Economics, Extract business value from social media, and Service orientation/product service offerings.

Romanian students rate weak in Leadership Skills, Machine learning, Mobile technologies, Optimization, Change management, Abstraction ability, Managing complexity, Project management, Management ability, Customer orientation, Customer relationship management, Business model understanding, Work-life Balance, Innovating, Self-management and organization, Entrepreneurship, Creating business networks, Business process management, Business change management, Network security, IT architectures, System development, Integrating heterogeneous technologies, Sensors/embedded systems, Network technology/M2M communication, Robotics/Artificial intelligence, Predictive maintenance, Modelling and programming, Big data/Data analysis and interpretation, Cloud computing/architectures, In-memory DBs, Statistics, Data security, and Business strategy.

LOW Leading and Supervising

- Romanian students lack leading and supervising skills.
- Romanian students rate themselves with low relating and networking skills, creating business networks being the lowest.
- Romanian students lack negotiating skills.
- Optimization and Analytical skills needs improvement.
- All formulating strategy skills need improvement.
- Romanian students lack planning and organization skills.
- Romanian students rate low in Delivering Results and Meeting Customer Expectation skills.
- Romanian students rate low in Work in interdisciplinary environments and Intercultural competency skills.
- Romanian students rate low in work-life balance skills.
- Romanian students rate low in Self-management and organization skills.
- Romanian students lack business model understanding and entrepreneurship skills.

TURKEY

EMPLOYEES

Turkish employees rate strong in Decision making, Leadership Skills, Maintaining customer relationships, Understand and coordinate workflows, Safety awareness, Work in interdisciplinary environments, Problem Solving, Individual responsibility, Taking responsibility, Team work, Collaborating with others, Communicating with people, Respecting ethics, Environmental awareness, Compromising, Adaptability and ability to change mind-set, Self-management and organization, and Creating business networks.

Turkish employees rate moderate in Awareness of ergonomics, Negotiating, Presenting and communication ability, Targeted/Technical Communication, Literacy (Reporting, writing plans, writing letters), IT and technology affinity, Optimization, Analytical Skills,

Cognitive Ability, Knowledge management, Critical thinking, Change management, Abstraction ability, Managing complexity, Project management, Management ability, Customer orientation, Customer relationship management, Intercultural competency, Business model understanding, Emotional intelligence, Work-life Balance, Legislation awareness, Planning and organizing work, Life-long learning, Innovating, Creativity, Flexibility, Entrepreneurship, Economics, Extract business value from social media, Service orientation/product service offerings, Business process management, and Business strategy.

Turkish employees rate weak in Machine learning, Mobile technologies, Business change management, Network security, IT architectures, System development, Integrating heterogeneous technologies, Sensors/embedded systems, Network technology/M2M communication, Robotics/Artificial intelligence, Predictive maintenance, Modelling and programming, Big data/Data analysis and interpretation, Cloud computing/architectures, In-memory DBs, Statistics, and Data security.

TURKEY

STUDENTS

Turkish students rate strong in Decision making, Leadership Skills, Critical thinking, Emotional intelligence, Problem Solving, Individual responsibility, Taking responsibility, Team work, Collaborating with others, Communicating with people, Respecting ethics, and Environmental awareness.

Turkish students rate moderate in Awareness of ergonomics, Maintaining customer relationships, Negotiating, Presenting and communication ability, Targeted/Technical Communication, Literacy (Reporting, writing plans, writing letters), IT and technology affinity, Understand and coordinate workflows, Optimization, Analytical Skills, Cognitive Ability, Knowledge management, Change management, Abstraction ability, Managing complexity, Project management, Management ability, Customer orientation, Customer relationship management, Safety awareness, Work in interdisciplinary environments, Intercultural competency, Business model understanding, Work-life Balance, Legislation awareness, Planning and organizing work, Life-long learning, Innovating, Creativity, Compromising, Flexibility, Adaptability and ability to change mind-set, Self-management and organization, Entrepreneurship, Creating business networks, Economics, Extract business value from social media, Service orientation/product service offerings, Business process management, and Business strategy.

Turkish students rate weak in Machine learning, Mobile technologies, Business change management, Network security, IT architectures, System development, Integrating heterogeneous technologies, Sensors/embedded systems, Network technology/M2M communication, Robotics/Artificial intelligence, Predictive maintenance, Modelling and programming, Big data/Data analysis and interpretation, Cloud computing/architectures, In-memory DBs, Statistics and Data security.

RESEARCH ON MANAGERS

As the project targets also the managers, the research focuses on the managers. As it is quite difficult to conduct a questionnaire to the managers, it is preferred to conduct in-depth interview. Due to the difficulty in getting the managers to fill in the questionnaire, the best solution is considered to be to carry out an "In deep interview" in order to find out the views of managers on Industry 4.0. As there are big challenges that are being totally changing the labour conditions in our society, it is aimed to understand and find out whether the business market is ready for the changes in the near future and how the companies deal with the Industrial Revolution 4.0. Each five country have conducted semi-structured interview with the managers from the sectors of education, service and manufacture.

Before starting the interviews with the managers, the aim of the project was told and asked whether the interviewee is already aware of Industry 4.0. If the interviewee does not know I4.0, then the concept of I4.0 is explained with examples.

Interview Summary of Turkey

6 managers have been interviewed in Turkey, 2 managers from service sector, 2 managers from education sector, 2 managers from manufacturing sector. The interviews lasted approximately 20-25 minutes. Only 2 interviewees are already aware of Industry 4.0; one manager is from service and one manager is from manufacturing know Industry 4.0. The rest of the managers were told about Industry 4.0 before starting the interview.

As there are 3 different sectors, the replies have been varied according to the sector. For this reason we can categorize some of the replies under the sectors.

Skill kit in order to continue working as a manager in Turkey in the age of Industry 4.0

For service sector: in order to keep the customer satisfaction to keep up to date himself/herself on the sector, in order to capture the requirements of the digital age knowledge on digital media and internet

For manufacturing sector: knowledge on human resources, good command of subject on law, digital integration, system design, environmental management, presentation skills, anger management, communication skills

For education sector: interpersonal communication, knowledge on technology, foreign language

Managers' opinions about the the effects of industry 4.0 for lower positions:

The managers in tourism sector believes that the Industry 4.0 will have little effect on tourism sector even for the lower positions. They stress the importance of customer

satisfaction which can be gained through customer relations. But they declared that administrative staff in tourism has already affected by it negatively.

The managers in education sector believes that automization can be a threat for administrative staff and the academics who give lectures on common courses such as Turkish language, history because of online education.

The managers in manufacturing sector believes that automation has already a threat for lower positions.

To sum up, the managers in Turkey are in the opinion that Industry 4.0 will be a threat for the employees.

Interview Summary of Hungary

10 managers have been interviewed in Hungary, 4 managers from Education (rector, 2 vice- rectors, 2 head of department), 3 from manufacturing (commercial director, 2 owners), 3 from Service providers companies (campaign head manager, 2 HR managers).

Skill kit in order to continue working as a manager in Hungary in the age of Industry 4.0:

- Keep up with technology, keep up with new information.
- Straight and direct communication with employees, commitment and loyalty, understanding common vision and mission (having employees understand it), managing talents, having a good mentoring programme, life long learning and development of skills like leadership, time management, problem solving, change management.

Managers' opinions about the the effects of industry 4.0 for lower positions:

All the answers were mutual, but in general there were two answers:

„Part of the work is automated, fewer people will be needed. The process has already started.” (service sector)

„No, the sector is stable. / The Industry 4.0 will bring development in quality/quantity, but will not affect the person in global.” (manufacturing)

„The education sector is stable, but we need to adjust to the new educational needs.” (education)

To sum up, the managers are in the opinion that employees should develop themselves in terms of communication, integration with the digital world, IT skills, digital skills, marketing skills, management skills, co-working skills (team building), e-working skills, tele-communication, networking skills, time management.

Interview Summary of Poland

5 managers have been interviewed in Poland from 3 different sector. The managers in Poland declare that project management, time management, human resources

management are the skill kit in order to continue working as a manager in Poland in the age of Industry 4.0. Despite the threat of automation, managers are not afraid that they or their employees are going to lose their jobs.

Interview Summary of Romania

14 managers have been interviewed in Romania from 3 different sector. The Romanian managers think that the most important skill kit in order to continue work as a manager is the IT skill. Another prerequisite for a successful digitization is data security. Digital eco-systems can only work if all participants can trust that their data will not reach the wrong hands. This requires considerable effort on the part of companies, substantial investment in system security and clear data protection standards.

Interview Summary of Spain

26 managers have been interviewed in Spain from 3 different sector. Spanish managers think that technology, online marketing, language, big data, project management, business relationship, human resources management are the skill kit that should be developed in order to continue work as manager in the age of Industry 4.0. Most of them believe that automation will cause loss of jobs. Thus the more automated the work is, the less time it takes to develop and fewer workers are needed while automation will bring more growth for organization. They think that Industry 4.0 will not have more negative influence on service sector as other sectors.

To sum up, most of the managers believe that there are some skills that should be developed by themselves in order to work as a manager in the age of Industry 4.0. The skills mostly mentioned are communication skills, project management, time management, knowledge of technology and human resources management. Most of them think that because of automation, there will be loss of some jobs, so most of the employees are in danger of losing their job.



For self development we do suggest all employees and managers to enroll to different MOOC courses (like: [udemy.com](https://www.udemy.com/), [edx.org](https://www.edx.org/), [Coursera.org](https://www.coursera.org/), [Futurelearn.com](https://www.futurelearn.com/), etc) You can search in detail here: <https://www.mooc-list.com/>

According to Google: “Massive Open Online Courses (MOOCs) are free online courses available for anyone to enroll. MOOCs provide an affordable and flexible way to learn new skills, advance your career and deliver quality educational experiences at scale.”

It is also recommended to listen to TED talks. There are plenty of talks in different topics and areas of research and skill development: <https://www.ted.com>

For skill development managers will find plenty of information and develop their life skills for e.g. here: <https://www.skillsyouneed.com/>

The present guide comes to light as a result of the development of the project “Career planning guide and mobile application for employees.” It has been designed with the objective of helping create career plans for young people in order to improve their employability and contribute to their professional growth in a satisfactory and adequate career. For employees, who would like to make progress in their careers and for managers who would like to improve their managerial skills.

The Career Planning Guide contains suggestions for 3 different levels.

The 1st one is for graduates, so called beginners. We do suggest for them the topic of:

- Interview techniques
 - o Online Interview
 - o Game interview
 - o Interviewing using artificial intelligence

For the 2nd level, employees, we suggest:

- Self-management
- Motivation modules

For the 3rd managerial level, we suggest:

- E-managerial strategy module
 - o E-leadership roles
 - o Powers of e-leader
 - o E-leadership styles

- o Leading e-teams

Although each module is developed for specific level, the participants of any levels can benefit from these modules as well.

The target group of the proposed project will include workers as well as individuals who are going to start working in the near future. Therefore, the present guide and the mobile application to be developed and will be useful to people in employment in addition to those who will shortly be joining the labour market. It is a fact that career planning is a significant need for people in the countries involved, which is the main reason behind having chosen this target group for the project.

The guide has been developed on the basis of a number of premises which have been backed by the International Labour Organisation and are thought to define the present and future of our working environment:

- **Lifelong jobs no longer exist:** That is to say that the degree of labour obsolescence is higher nowadays than was the case in the times of our parents and grandparents. “Lifelong jobs no longer exist” with the exception of public administration jobs in countries like Spain.
- We are at a stage of history where **the pace of technology is faster and more disruptive than ever.** Therefore, nowadays our capacity of creating significant changes in society is at its peak: the way we buy (on-line markets), the way we communicate (mobile phones, instant communication), the way we interact (social media). These changes, that have indisputably influenced society, have also affected our work environment (physically located or online) and our production resources (operating machines that reduce the human effort), and even suggest the possibility of the replacement of human labour (robots, artificial intelligence, serial-production systems).

Therefore, changes in the labour market are undeniable but also complex. Up to the date, technology had only affected jobs that were repetitive or that required lower qualifications or great physical effort; however, nowadays and in the near future, qualified jobs are also in danger of being replaced by robots or by artificial intelligence, which is increasingly effective. **Digitalisation has led to a change of scenario in which many of the jobs we know today will disappear and new ones will be created.**

- On the other hand, this radical technological change will demand that new jobs be created, not only in the more scientific fields, like intelligence engineering or robotics, but also in the arts, particularly when combined with technology. Such

combinations, for example, technology ethics, English for the translation of technology or the philosophy of change, are only a few of the ideas for future professions which are already being implemented in the most cutting-edge universities. Jobs with an unquestionable positive perspective are those related to IT, mathematics, architecture and engineering; these are jobs such as data scientists, directors of knowledge, consumer managers or electromedic doctors, among others.

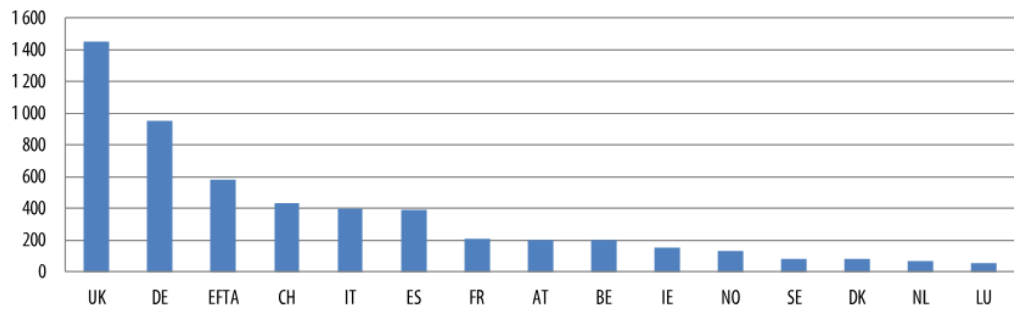
The European Union estimates that their demand for ICT professionals by 2020 will be approximately 900,000. This situation requires a radical change on our behalf, not only in our course of action but also in our understanding of the labour world.

- In addition to changes in technology, another decisive change is the mobility of workers. We live in a unique moment of history where travelling had never been so affordable and simple. According to the most recent figures, out of the 306 million working-age people in the EU, around 11 million movers of working age (between 20 and 64) of the EU-28 lived in a EU Member State that is not their country of citizenship, on a full-time basis. These figures represent 3.7% of the working-age population of the EU-28. In terms of annual flow of movers of working age, 1.1 million travelled to the EU to work, and 1.3 million cross the borders daily to work in a Member State different to their State of residence.



Figure 1

Recent active EU-28 movers of working age (between 20 and 64), by country of residence, data for 2015 (in thousands).



Thus, mobility, not only within Europe, but also with origin in third countries, is a key factor in professional competence and will define salaries and working conditions.

- Average age: another conditioning aspect of the labour market, both nowadays and in the future, is the average age in Europe. At present, it is already over 40 and the ageing of population will continue to grow in the next few years, demanding the creation of new social and healthcare professional profiles.

Competence

The European Commission defines competence as *“the capacity to respond to complex demands and perform various tasks in an adequate manner.”* Competence *“involves a combination of practical abilities, knowledge, motivation, ethical values, attitudes, emotions and other social and behavioural aspects which come together making it possible to accomplish actions effectively.”* It is thus considered as practical knowledge; in other words, knowledge that has been acquired through active participation in social practices and, as such, it can be developed both in a formal education context, by means of curricula, and in non-formal or informal contexts.

Competences are, therefore, conceptualised as “know-how” applied to a wide range of academic, social and professional contexts. In order to adapt to different environments effectively, it is essential that a person has a deep understanding of the knowledge related to their competences as well as of the relation between the theory and the practical skills or abilities they involve.

The European Union guidelines emphasise on the need for citizens to acquire **key competences** as an essential requirement to fully develop on a personal, social and professional level, thus meeting the demands of a globalised world and contributing to an economic growth that is directly connected to knowledge.

Key competences

The key competences are all considered of equal importance, due to the fact that each one of them can contribute to success in the knowledge society:

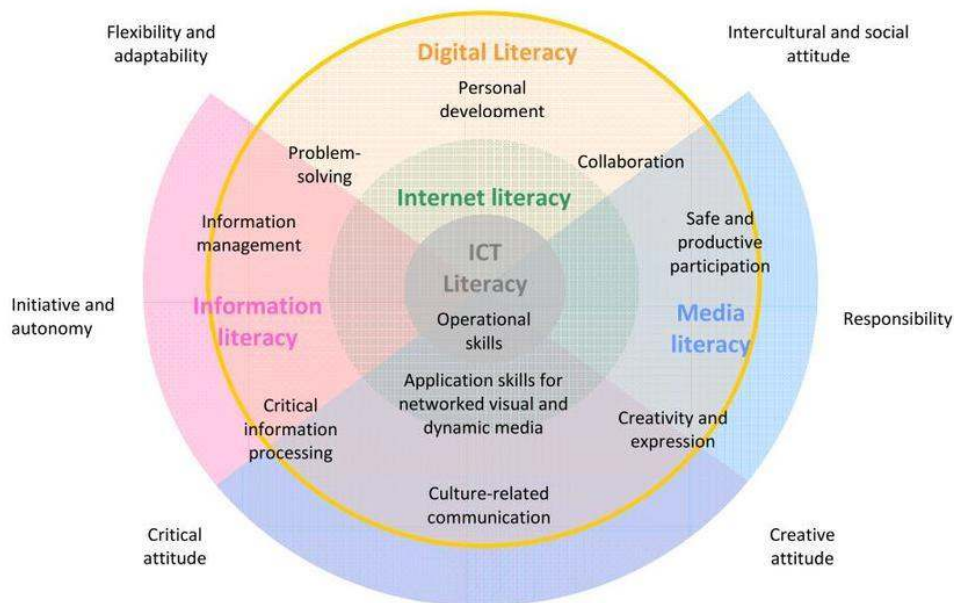
- e-Skills
- Communication skills
- Work related skills
- Organisational/managerial skills

e-Skills

Nowadays e-skills have become a matter of interest for the different organisations that provide training and/or specific certifications, as well as for those whose employees rely partly on technology for their daily tasks.

e-Skills are a combination of knowledge, capacities and abilities, in addition to a set of values and attitudes, oriented towards the strategic use of information. Their aim is to obtain tacit and concise knowledge in a digital context by using digital technology tools.

Figure 2



The Digital Competence Framework for Citizens, an international example for the IT sector, sets out 21 different e-skills, organised into 5 different areas: Information and data literacy, Communication and collaboration, Digital content creation, Safety and

Problem solving (Figure 2). This structure of skills unites a cumulative set of knowledge and information:

1. Information and data literacy: In this case, the person will be required to identify, locate, retrieve, store, organise and analyse digital information, critically evaluating its reliability and purpose.

- a. Browsing, searching and filtering data, information and digital content.
- b. Evaluating data, information and digital content.
- c. Managing data, information and digital content.

2. Communication and collaboration: The person will be required to communicate in digital environments, share resources by using online tools, connect and collaborate with others using digital tools and interact and participate in networks and communities, thus promoting intercultural awareness.

- a. Interacting through digital technologies.
- b. Sharing through digital technologies.
- c. Engaging with society through digital technologies.
- d. Collaborating through digital technologies.
- e. Netiquette.
- f. Managing digital identity.
- g. Developing digital content.
- h. Integrating and re-elaborating digital content.
- i. Copyright and licenses.
- j. Programming.
- k. Good digital manners.

3. Digital content creation: Nowadays this is an area of great importance, due to the demand emerging in an increasing number of sectors of the economy (urban planning, graphic design, etc.). The abilities acquired include: creating and editing new content (texts, images, videos, etc.), improving and integrating existing bodies of knowledge, creating artistic productions and multimedia content, computer programming, understanding how copyright and licences are to be applied.

4. Safety: The interconnection of personal computers with global networks, together with the increasing existence of sensitive personal data on the Internet and social media,

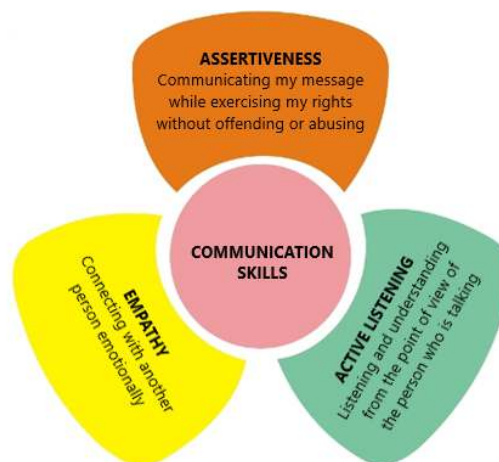
makes safety and protection from attacks a key factor for both companies and citizens. Therefore, it is important that knowledge on means of protection for data and digital identity, as well as information related to personal health and sustainability in a digital context, are integrated in the competence framework.

- a. Protecting devices.
- b. Protecting personal data and privacy.
- c. Protecting health and well-being.
- d. Protecting the environment.

5. Problem solving: The ability to cope with and solve problems efficiently has become a key factor for both individuals and organisations. Therefore, it is important to work on: identifying digital needs and resources, choosing the most appropriate digital tool for each need or objective, solving conceptual problems by using digital means, solving technical problems, using technology creatively, improving one's own competence as well as that of others.

- a. Solving technical problems.
- b. Identifying needs and technological responses.
- c. Using digital technologies creatively.
- d. Identifying digital competence gaps.

Communication skills



Learning to communicate in an effective manner is an ability that should be part of everyone's academic and professional curriculum. Being a competent communicator can make the difference in a person's relationships and their professional success, as well as in their confidence and self-esteem, since communication is the basis of all social skills.

1. Active listening: Having good listening skills is essential in communication; however, no matter how simple it seems, this ability is not common to everyone. Many of times, we only listen without paying attention and, others, we only listen to ourselves instead of attending to the other person with the correct attitude. Active listening, as its name implies, means listening actively, that is to say, paying full attention. In other words, it is necessary to pay attention with all five senses; active listening refers to paying attention not only to what the person is saying, but also to the feelings, thoughts and ideas that the person is conveying.

2. Empathy: When it comes to effective communication, empathy plays an important role in being able to put one's self in another person's shoes. In fact, empathy is one of the most important social skills, considering that it is essential in order to live and interact effectively with other people. Even in the case in which you do not agree with an idea expressed by a colleague, an employee or a friend, it is necessary that you understand their point of view, since everybody has their own needs. In addition, putting yourself in the place of others will help you convey your message in a more clear and effective manner.

3. Emotional validation: In addition to the two previous concepts, another point to take into account is emotional validation, that is the acceptance and feedback that you need in order to communicate more efficiently. When we are with other people, it is necessary that we listen to them without judging and it is fundamental that the other person feels that they have been understood.

4. Non-verbal communication: Body posture, eye contact or gestures, namely, non-verbal language (or non-verbal communication), also convey a message. Being relaxed and trying to transmit what we are trying to say can also maximise the message we are sending to others.

5. Conflict resolution and negotiation: Conflict is inevitable in any relationship, and learning to cope with it and negotiate is a healthy way of making relationships work. Effective conflict resolution skills require a calm, respectful and non-defensive intervention. When a person is able to control their own emotions, it is possible for them to communicate their own personal opinions without threatening or attacking other people.

6. Verbal language: One of the most essential aspects of a good communicator is how they come across to others. Speaking in a voice tone that sounds too quiet or too loud,

speaking with slurred speech or using too many filler words, such as “um”, “ah” or “uh”, can cause the message and the connection with the listener to get lost.

7. Reading and writing: Reading and writing are important to communicate. Reading improves intellectual development and, as a cognitive function, it enables access to advances in technology, science and information as a whole. As for writing, not only do we have to communicate orally, but it is also important that we have a good command of the written language.

8. Respect: People are more open to communicating if we show respect towards them and their ideas. Simple actions such as using their name, making sincere eye contact and showing active listening, make the other person feel respected and appreciated.

9. Persuasion: Persuasion is a key communication tool, especially in the business world, since it has the capacity to influence others’ ideas, beliefs, attitudes and behaviours, while trying to satisfy the needs on both sides. Persuasion is the basis of any successful negotiation.

10. Credibility: Considering the previous concept, it is impossible to persuade an audience if we do not show credibility and authority. Credibility generates confidence and, as in the case of respect, confidence is a great ally of communication. People are more receptive when there is confidence. For this reason, it is necessary that your message is consistent with the way you act. For example, your verbal and non-verbal communication must be in tune.

Work related skills

The labour market nowadays is typified by its flexibility and short-term nature and it faces serious difficulties, not only to create employment, but also to preserve already existing jobs. Therefore, workers are forced to reinventing themselves and provide an added value in order not to lose their jobs.

1. Learn to accept criticism: The best way to avoid criticism is to listen to it, think about what has been said and make the adjustments necessary in order for it not to happen again. The day-to-day working life must be understood as a continuous learning process; therefore, making mistakes is normal and it can even be positive if they help us learn and evolve.

2. Flexibility and adaptation: The new labour market parameters and the velocity at which changes are being introduced, from technology to legislation, compels us to be constantly updated and attentive to new needs and demands.

3. Solving capacity: If a problem arises, the most preferable thing to do is to present it with a raft of suggestions for its resolution. It is important to be proactive and resolute in order not to encumber one's superiors with a larger workload, which is what is expected of and appreciated in a competent employee.

4. Motivation and confidence: In order to make progress and achieve one's professional objectives, it is essential to be able to count on a great dose of self-esteem. If we ourselves do not believe in what we do, in our own capacity, it is unlikely that others will do it.

5. Not losing sight of ethical values: Ultra-competitiveness is outstripping collaboration and this may lead to overlooking ethical values. Many of times, this environment leads employees to forget that they are all working for the same company, that they share the same objectives and that they are all colleagues instead of competitors. Due to this increasingly common mindset, recruiters are paying more and more attention to the candidates' moral principles in staff selection processes.

6. Having the ability to work under pressure: Many of times we are bound to work against the clock or encounter sudden problems that make our jobs more complicated. Therefore, learning how to cope with pressure and dealing with stressful situations successfully, while remaining calm, will help us move forward in the best way possible and progress in our careers. Nowadays, meeting deadlines is one of the most appreciated qualities by employers.

7. Team working: Coordination and collaboration between colleagues, when working in a team, are increasingly important nowadays.

8. Planning: Time management is essential in order to meet deadlines; therefore, it is important to have the ability to prioritise and organise tasks in accordance with their relative importance. In order to do so efficiently, good planning skills, as well as discipline, determination and having a good understanding of one's own abilities are fundamental.

9. Communication skills: The power of language is frequently underestimated in the working environment. However, the ability to interact with other people and communicate smoothly both horizontally as well as upwards in the hierarchy is essential for an efficient performance in the workplace.

10. Being positive: Optimism is an attitude that eases work, not only individually, but also for the rest of colleagues. Seeing the glass as half-full instead of half-empty makes work more pleasant and releases stress.

11. Speaking languages: In a globalised world in which communication has been made very simple, companies are increasingly setting up in different countries in order to

lower production costs. For this reason, speaking different languages is a highly valuable asset when evaluating job candidates.

12. Loyalty: Assessing employees' behaviour in a company is essential so as to comply with the codes of good practice within an organisation.

13. Versatility: The ability to perform efficiently in different areas is an ideal bonus to an employee, which will make him suitable for a larger number of phases within the production process.

14. Proactivity: Having the initiative to undertake creative projects and bringing optimism to the workplace are increasingly scarce qualities in the market. Organisations hugely appreciate proactivity and consider it a very positive trait, since it suggests an entrepreneurial spirit in a person.

15. Work capacity: Employees that focus their energies on their tasks and that carry out their work effectively are increasingly difficult to find. Willingness and a good disposition, together with a peaceful personality, are traits that will help a worker evolve both personally and professionally.

16. Negotiating skills: The ability to negotiate and improve the present conditions is mainly related with the personality of the worker and not so much with their academic background.

17. Innovation skills: Workers with a profile related to research and development are in great demand in the industrial and the pharmaceutical sectors, in which innovation is a key factor in the companies' success. In addition, these are jobs that require great attention to detail.

18. Creativity: Creativity makes problem solving possible. Intuition, imagination and innovation are some of the traits recruiters look for in job candidates. Namely, they are on the search for people with new and fresh ideas that will contribute to the growth of their business.

19. Eagerness to learn: An appetite for learning will always be an asset when looking to evolve and promote within a company.

Organisational/managerial skills

Managerial or management skills relate to the capacity, the abilities and the knowledge that a person has in order to carry out activities that require leadership and coordination, in the role of a manager or a leader in a work group or organisation.

1. Self-knowledge: One of the most important managerial skills is self-knowledge, that is, the knowledge of one's self, of one's objectives, emotional experience and the way in which one interacts with other people. Self-knowledge is essential in order to manage one's own emotions and having a successful relation with employees and collaborators begins within one's self.

2. Problem management: Conflicts and problems may arise in the daily life of an organisation; however, the way in which they are addressed can have great impact in their resolution. A good leader invests their time in trying to solve the problem and, if it were necessary, in helping the person who may have caused it.

3. Decision making: Part of the main functions of managers and executives is making decisions, including economic and technological decisions, as well as those related to staff management. Mastering this ability is essential for their own professional success and their company's.

4. Self-confidence: Self-confidence is a key factor in any interpersonal relationship, and especially when managing groups of people. Not only is self-knowledge important, as well as knowing our own strong and weak points, but having confidence in our own capacities and possibilities is fundamental in order to address our objectives within the company successfully.

5. Resilience: Resilience is the capacity to address changes, that is, the ability to accept them and return to normality after this process. Resilient people take advantage of these situations in order to grow and improve on personal aspects. In other words, they are capable of making the best of every situation they encounter.

6. Assertiveness: Assertiveness is a quality that every leader should have, considering that it is the ability to express one's opinion correctly, defending their own point of view while, at the same time, respecting the opinion of everybody else.

7. Emotional regulation: Good managers have the ability to control their own emotions, as they are aware of how decisive this is in interpersonal relations.

8. Delegating: One of the most important capacities a manager must have is the ability to delegate their work to others. It is important to identify the priority of each of the tasks in order to assign the workload accordingly. Leaders must surround themselves of capable people that will contribute to improving the quality of their work.

9. Social and communication skills: It is essential for a manager to have strong social and communication skills, considering that, on a professional level, these can be a determining factor in the success of a company. Having the ability to interact with other people, actively listening, having an open mind, showing emotional validation, etc., and

knowing how to express what we want to communicate to the rest of the team is essential for the success of an organisation.

10. Perspective and strategic thinking: Managers are strategists and, therefore, they must have a clear perspective of the company: where the company is at present and where it is headed.

11. Empathy: Empathy is also an essential trait in order to interact with other people and succeed as a leader. It is one of the key factors of emotional regulation and it is a fundamental ability when understanding the needs, not only of employees, but also of our clients.

12. Leadership: Leadership abilities are a set of skills that a leader must master in order to have an influence on the mindset of the team members, causing the group to work towards the objectives with motivation.

13. Flexibility: In a world of constant change, learning to adapt to new circumstances and not being afraid of new challenges is indicative of a flexible personality, a person that is able to leave their comfort zone and face adversity with a positive attitude.

14. Time management: It is a matter of having the ability to prioritise the most urgent and important tasks, as well as delegating and spending less time on the least significant ones.

15. Team working: Having the ability to work in a team, in an open, transparent and constructive manner is a cross-cutting skill that is fundamental in order to perform efficiently in almost every kind of job.



TRAINING: SKILL DEVELOPMENT

Professional success rarely depends on chance or luck.
But it depends a lot on daily effort.

The same way developing a business plan helps a company survive in the market, a career development plan is necessary for you to achieve goals and to know what direction you should take. Defining a plan requires information gathering processes and self-assessment processes to know one's strengths and weaknesses.

This self-assessment process requires a subsequent effort to learn those abilities which may be lacking. One must remember that nowadays professional development requires a series of technical as well as social and cognitive skills which were not in such high demand in the past.

Without a doubt, the key to the whole skill and competence development process is learning, considered a skill to be taken into account in itself. **Learning to learn** is the ability to initiate the process of learning and to persist in it, to organise one's own learning and to manage one's time and information efficiently, whether individually or in groups. Said ability means acquiring, processing and assimilating new knowledge and competences, as well as looking for guidance and making use of it. Motivation and confidence are crucial for the acquisition of this skill.

The first job, achieving a goal, a promotion, choosing a specialisation... Are moments of great importance that define our history as professionals or reaffirm a vocation.

Skill training

A potential proposal for a training plan in job skills is a work plan that includes a series of workshops aimed at developing skills that are key to a professional career: career plan and adaptation to work environments, which constitute a fundamental complement for one's professional profile.

Structure (potential proposal)

The program consists of four workshops, with a duration of four hours each, for each of the skills that are to be worked on by means of problem-based learning (PBL). The aim

is that students learn by confronting real or simulated problems that are relevant to their training.

Activities are conducted in small groups that work under the supervision of a tutor who works as a guide to the learning process and who doesn't hand the solutions to the proposed problems.

PBL is an excellent method to develop cross-field skills of all types: analytic and synthetic capabilities, problem solving, decision making, planning and organising capabilities, time management, critical reasoning, searching and critically analysing information, oral and written communication, teamwork, interpersonal skills, leadership, ethical commitment and the capacity for independent learning and to adapt to new situations.

Skill 1: the capacity for professional self-development (program proposal)

Goals

- Identifying the strategies that allow access to a job position.
- Designing a professional CV.
- Establishing work performance indicators as a professional's behaviour or real conduct with the purpose of competently fulfilling their duties or obligations.
- Implementing actions to further one's professional career.

Contents

- Entering work life and strategies to find jobs.
- The CV.
- Job offers and job demand, search and management.
- Work motivation tools.
- Performance analysis.
- Professional career, a new concept of professional development to achieve excellence and to motivate professionals.
- Duly justified and planned further training activities.

Methodology

- Brief theoretical introduction.
- Problem based learning by means of issue solving for:
 - Search for employment: practical case.

- Professional career planning.
- Role play on the students' abilities in job interviews or with bosses.
- Use of work motivation tools: goal-oriented direction and situational leadership.

Skill 2: the ability to communicate.

Goals

- Handling tools that enhance our communication skills in order to persuade, motivate or solve conflicts.
- Identifying and alleviating lacks in social skills that lead us to feeling negative emotions and rejection, or feeling undervalued or neglected by others.
- Encouraging the upkeep of satisfactory interpersonal relationships that help self-esteem.
- Developing skills to enhance our professional satisfaction and quality of life.

Contents

- The concept of social skills.
- Interpersonal communication: elements, types and modes.
- Active listening and assertiveness.
- Emotional expression and conflict resolution.

Methodology

- Brief theoretical introduction.
- Problem-based learning:
 - Group dynamics and role play on interpersonal communication.
 - Role play on the students' personal-professional skills towards the patient.
 - Watching films on the subject of nurse-patient relations and communication.

Skill 3: the ability to work in an interdisciplinary team.

Goals

- Developing the skill to identify roles within a team in order to best use each professional's abilities.
- Understanding the characteristics of an effective team: skills, common goals, involvement, responsibility and communication.
- Developing the abilities to delegate, make decisions and solve problems.
- Identifying the most common problems of a team and being able to solve them.

Contents

- Work group and work team: differences, characteristics and the evolution from group to team.
- Roles within a team: needs, relations between members, the ability to delegate. Conflicts within the team.
- Decision making and problem solving: process, tools and conflict resolution styles.

Methodology

- Brief theoretical introduction.
- Problem-based learning:
 - Its application to cases proposed by the participants.
 - Role play.
 - Video recordings.

Human resources and material: the workshops will be taught by instructors trained in innovative teaching methodology, organising groups consisting of a maximum of 20 students in order that the proposed system be carried out in a participatory manner.



Evaluation

When we evaluate the students, we are telling them what is important, we are guiding them in their learning process. Traditional evaluation mainly valued knowledge. Now the aim is to also evaluate skills and attitudes in the acquisition and handling of knowledge.

But skill and attitude evaluation is not easy. For this reason we consider “What, how and with what do I evaluate?” We propose the following:

What are we going to measure? Indicators of the acquired level:

- Percentage of attendance and fulfillment of mandatory group activities.
- Results obtained in the assessment of the group’s functioning.
- Tasks and deadlines met.

How are we going to measure it? Evaluation processes:

- Evaluation by the instructor:
 - Supervision of the group work process and of each member’s individual contribution to the group.
 - Attendance control.
 - Analysis and assessment of group oral expositions.
 - Evaluation by the instructor of each of the group’s members.
- By the students:

- Self-assessment of each of the group's members.
- Peer assessment among the group's members with respect to each member's contribution.

With what tools are we going to measure? Evaluation tools:

- Individual and group monitoring interviews.
- Road maps that specify each of the group's members' daily participation.
- Attendance control lists.
- Self-assessment form or rubric (evaluation tool that sets certain levels in order to measure quality in each of the different criteria with which a goal can be achieved, a skill, content or any other type of task that is carried out during the learning process).

Social skills competence learning techniques: specific training model.

The fundamental or particular feature of this training is the observation of a third party that performs the desired conduct in an appropriate way, in order to then repeat it, correct possible mistakes and gradually perfect it. To this end, the person who is trying to learn receives a reinforcement, either positive or negative, from the professional.

The main characteristics of social skills training are:

- An increase and development of the range of behaviours the person possesses.
- Participation and active cooperation of those involved in the training process.

These exercises are susceptible to being carried out collectively, which enhances their efficacy.

1. **Modelling:** In this first technique, the person who possesses the skills that are trying to be learnt correctly performs a series of behaviours for the apprentice to imitate. The effectiveness of the technique increases when the situation being

displayed is performed as clearly and precisely as possible, and always in a way in which the difficulty is gradually increased. The viewer must understand what they must do is to imitate the model, focusing their interest in the model's behaviour, analysing it and then exercising and rehearsing said behaviour.

2. Behavioural rehearsal: The behavioural rehearsal is the moment when the person must carry out the actions previously displayed by the model. These trials may be:

- Real: The behaviour is carried out in real or simulated contexts.
- Hidden: The behaviour is performed by making use of one's imagination in the same place where the training is being carried out.

With respect to the participants' involvement, the instructor may act as an interlocutor in order to control the situation. In the case a whole group is taking part, the rest of the group members may perform auxiliary roles or tasks.

3. Feedback: After the behavioural rehearsal it is essential to dedicate time to feedback. This feedback is based on providing the person with information on how the goal behaviours have been performed, with this information being as specific and concrete as possible.

4. Reinforcement: In these cases, positive reinforcement consists of praising the positive aspects of the student's performance, this being the best way to ensure the behaviour will be repeated in the future.

5. Generalisation: The ultimate aim of this whole training is not that the person performs the behaviour solely in the space of the test, but that they are able to carry it out in real life situations.



Methodological proposal for managerial skills training aimed at company managers.

Reconnaissance phase

1. Goals:
 - Identifying triggering situations.
 - Selecting tools for data acquisition.
 - Context analysis and people involved in the process.

2. Technique proposal

Constructing a *Central Group* with three work stages:

a. Preparation stage

The group is formed by defining the following aspects:

- Choosing the amount of group members; a number between 8 and 10 is recommended.
- Putting out a call that indicates the desired goal and the aims of those who make up the group.
- Selecting the subject matter.
- Allotting the required time to each activity.
- Setting work rules.
- Planning how the workplace will be organised taking into account any necessary auxiliary requirements.

b. Development stage

- Introduction to the subject matter.
- Subject presentation. It will be done in a neutral manner, avoiding any influence on the group members' positions. At the same time

it is important to show interest in the subject matter and in the people who make up the group.

- Considering the subject matter as an objective fact.
- Participants must feel that their opinions, impressions and feelings are crucial to solve the issue.
- Keeping a written record of all opinions.
- Unbiased compilation of everyone else's opinions.
- Not criticising the group members' contributions.
- Constantly reformulating opinions that lead to internal conflicts.
- Only proposals that have been accepted by consensus will be considered definitive.
- Trying to reconcile ideas that seem contradictory.
- Constant summarising.

c. Synthesis stage

- Clarifying concepts.
- Defining key words.
- Reformulating concepts by making partial syntheses and writing them down.
- Drafting a final synthesis, searching for the right words.
- Making sure that all the group agrees with the final synthesis.

Determining needs related to managerial skills phase

1. Goals:

- Establishing the current situation of the needs identified in the reconnaissance phase.
- If it were necessary, reconfiguring the Work Group, to facilitate achievement.

2. Development proposal for this stage

a. Problem survey

- The moderator will present an overview of the initial state of the situation. Subsequently there will be a group work session to reach an analysis of what is causing it. If it were necessary the moderator's proposal will be redefined and conclusions will be reached.
- It is of the utmost importance that what is actually happening be analysed and compared to what might have been expected to happen.
- The data must be reexamined and the discrepancies between what is happening and what should be happening must be listed.
- Possible causes of these discrepancies will be established, determining which actions are necessary to modify the situation and which managerial work skills are needed to do it.

Training phase

In this phase, the process is based on the need for the managerial skills established by the problem survey. This defines the goals of this phase as well as the techniques that should be put to use for its development. As a general guide, a series of different techniques that can support this phase are proposed:

- a. Warm-up techniques: A group of techniques oriented towards stimulating the participants' motivation during the training process.
- b. Central techniques: A group of techniques that guide the training process and are established according to the managerial skills being developed.
- c. Final techniques: A group of techniques aimed at assessing the development that has been attained through the participants' experiences.

A series of evaluation periods throughout the training process are proposed. These periods will be set by the organiser depending on the process's requirements. They also help the participants realise their progress, which can serve as a source of motivation to continue working.

Validation phase

1. Goal:

Validating the effect of the training on the trained subjects and on the organisation in general.

2. Steps:

- The phase is initiated with warm-up techniques that allow for the creation of an environment that is conducive to group work.
- By using central techniques, the participants are invited to explain their experiences with the subjects that have been worked on. The moderator mediates the confrontation of different opinions. Then each participant is allowed to draft and present a work plan to meet the needs that result from the confrontation of opinions.
- Partial summaries are made by groups of three or four people.
- Once this step is done, group debates will take place in order to draft partial summaries of each of the aspects that have been dealt with.
- New debates about these summaries will serve to reach a final synthesis, with proposed solutions reached by consensus.

Recommendation for Level I - workers as well as individuals who are going to start working in the near future



Job Interview techniques

Employment interviews are considered as the most common method of selection tool employed by human resources management. An interview is a controlled conversation with a purpose. Questions are designed carefully before the interview. All candidates are asked the same questions. Questions are designed to focus on the attributes and behaviours needed to succeed in the job. However, the traditional face-to-face interview has originally been regarded as a poor basis for employment decisions because interviewers' decisions are influenced by such factors as first impressions, personal feelings about the kinds of characteristics that lead to success on the job, and contrast effects, among other non-subjective factors. For this reason, recently, an increasing number of interviews have been started to be conducted through technological media other than face-to face communication (Huffcutt & Culbertson, 2010; Sieverding, 2009; Dafoulas et.al, 2002). Online interviews, game interviews and interviews using artificial intelligence are the newest interview techniques.

Online Interviews

Online interviews have gained much popularity for both jobs that involve online and traditional work. Because applying interviews online is an important option for organizations which enables them to reduce expenses and reach a broad applicant pool. Online interviews have benefits to both employers and employees in terms of its time and cost savings feature. For the applicants, it's quite easy to interview from home because it saves on travel time and be less stressful than interviewing in-person. The most typical online interview is the [interview via webcam](#). The interviewer will often use popular video conferencing software like [Skype](#) or Google Hangouts.

However, it cannot be said that online interviews can replace the traditional face-to-face interviews, but it can provide the means to help recruiters and hiring managers with interviewing challenges (Behrend et al., 2012; Dafoulas et.al, 2002).

Most of the rules and clues for traditional face to face interviews can be the same for online interviews, too. For instance applicants who use impression-management tactics effectively are most liked by interviewers. Impression management is considered as composed of a set of specific tactics relating to the way in which people present themselves to others (Weiss and Feldman, 2006). There are some common

considerations for both online and face to face interviews in order to impress the interviewer:

Research the organisation

Firstly applicant should have a knowledge on both the organisation and the industry. The applicant should research the employer, the requirements of the job, background of the person interviewing. This is an advance preparation. The applicant can visit the web site and social media account of the organisation, or research published materials. The applicant should have knowledge on the company's history, mission and values, staff, culture, and recent successes on its website or social media accounts.

Body Language

The applicant should try to behave as if you're in a regular, in-person interview. As body language says much more than the words, the applicant should use positive body language. Smiling, solid posture, active listening, nodding, and making eye contact are the most important components of body language. The applicant should try to avoid playing with a pen, looking off in the distance, touching the face, mumbling and slouching. During the interview the applicant should try to relax and stay calm and positive. During online interview it is really important to find a flattering angle and practice making eye contact with the interviewer via the camera. Try to maintain friendly eye contact with the camera, not the monitor. Facial expression and posture convey a lot of message online. Applicant should also dress that fits the organisation's culture and the general dress code for the industry interviewing in. The accessories and jewellery should be minimum. Even if it is online interview and thus the applicant is sitting down, it is better to wear nice pants and shoes. Because the applicant may have to stand up.

Punctuality

Applicants should be on time for the interview. It is important to be ready about 15 minutes before the scheduled interview.

Thank Interviewer by Email

Thanking the person who interviewed you before the interview finishes is a courtesy. The applicant also follow up the interview with a thank-you note.

Develop a Connection with the Interviewer

The applicant should also try to develop a connection with the interviewer. It is better to know the interviewer's name (call and ask before interview), and use it during the job interview.

Online Job Interview Preparation Tips¹

Online interviews are as important as traditional face to face interviews. The key issue to success is confidence and feeling comfortable in front of the webcam.

- **Download the software ahead of time**, so that you'll have the opportunity to get used to it.
- **Create a professional username**. A variation on your real name, as it appears on your resume, is best if it's available.
- **Clear your workspace** and any clutter that is behind you so that it doesn't show up on the screen. You don't want your interviewer to be distracted by visual noise in the room or to assume that your disorganized space is a sign of how you'd perform as a worker. Controlling the lighting is also important.
- **Make sure that you are in a quiet room** where you will not be disturbed by people, pets, etc. Turn off your ringer, any alarms, and electronics that are likely to interrupt.

¹ <https://www.thebalancecareers.com/online-job-interviews-2064216>

- **Have a piece of paper and a pen ready** so that you are not scrambling to find them later.
- **Have a copy of your resume** in sight, in case you have to refer to dates, job titles, or numbers.
- **Practice.** Practice using your webcam equipment before the interview, so you are sure everything is in working order and that you're comfortable interviewing on video. Test your connection, your camera, your lighting, your sound and the video program. Make sure you understand how it all works. And test it all again right before the interview commences.
- **Notes.** Unlike other interview situations, you can have some notes in front of you (off camera) to remind you of critical issues you want to highlight, but it is important not overuse them, otherwise you will look odd on camera.

Game Interview

Game interview which has been evolving these days is one of the newest interview techniques. As younger generation, the millennials are glued to smartphones, gaming is clearly a good way to engage deeper. Potential candidates are at their natural best while playing a game, instead of being confronted with pages of questionnaire to assess their skills. In fact in most job interviews the employer relies on a lot of superficial information like a piece of paper with accomplishments, how the candidate might answer a few questions, how they dress, how they use body language, what they look like, and how they speak. Most of these things do not give much depth into the person. Game interview provides much greater insight into potential, behaviours, values, and qualities that an applicant might have. These types of games help match the right people with the right jobs. Behavioural and data scientists, software and game developers, and game designers and artists have designed these kinds of games that the companies use in selection of employees. They look at hundreds of variables during game play such as how long you hesitate, what part of the screen you touch, the moves you make, and many other things. In fact they collect multiple pieces of data every millisecond. While applicants are playing games, artificial intelligence and big data algorithms are busy capturing and analysing behaviour in the background. The games

capture the user's micro behaviours during the game. Micro behaviours are the sum of all the human expressions of thinking, doing, learning, engaging, problem solving, risk taking, and other emotional, cognitive and human processes of the mind that happen during the game. How long an applicant takes before responding with an action, how s/he attacks a problem, the sequence in which different actions are taken, and several other reactions form the backbone of the analysis. Every 20-minute session generates megabytes of data, which is then analysed to produce insights about whether a candidate is suitable for the job being interviewed or not. At the end of the game, the games can tell you things such as if you are empathetic, risk averse, cool-headed, perceptive, a quick thinker, agreeable, an introvert/extrovert, and a host of other things.

<https://factordaily.com/gamification-job-interviews-games-india/>

The next time you apply for a job, the interview can be with a game.

Interview using artificial intelligence

Another evolving interview technique is using artificial intelligence. Most of the companies have started to use artificial intelligence not just to scan resumes and schedule interviews, but to conduct actual job interviews too. The applicants firstly interact with robots before meeting humans on staff. A job applicant sits in front of their own computer whenever they have free time and video records answers to a series of questions, such as "Explain why your background or experience would be a good fit for this job?" and "Describe one of your greatest professional accomplishments." Depending on the robot asking the questions, they might also be asked to write an essay, answer multiple choice questions, or play little games.

The video interview is analysed by advanced machine learning. An algorithm evaluates facial expressions, word choice, body language, vocal tone, and thousands of data points, which are translated into a score. The robot will then decide whether the person is a good fit for the company. If candidates pass the robot screening, they get to talk to a human, who will ultimately decide whether or not they get the job.

One of the main advantages of this kind of interview is taking the human out of the hiring process. By using a structured interview process where the questions are carefully designed and the answers are analysed and compared with hundreds or thousands of samples, it can be predicted job performance more accurately than human evaluators and begin to remove bias that has always been present in the hiring process. However, there are some contradictions. Because algorithms can be biased, too. If a company's highest performers historically have been identified as white males between 30 and 40 years old—because those individuals were frequently promoted into next-level jobs—that bias can inadvertently become built into algorithms that learn from talent management patterns. For this reason it is stated that when using artificial intelligence in the hiring process, it's essential to be careful about auditing, and editing the algorithm for fairness. For instance, the algorithm should not be made based on the traits or behaviours of a homogeneous group of people. The algorithm needs to be based on traits that are truly predictive of job performance.

https://free.vice.com/en_us/article/pa94pn/robot-job-interview

You may use the preparation tips of online interview for artificial intelligence, too.

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Recommendation for Level II - Employees

Self-management module

Career management isn't just a nice-to-do, it's a must do, if the employee expects to gain maximum success and happiness from the hours invested in work. Career management in which the employee plans and works to obtain new skills, capabilities, and experiences, is the answer. Continuing their development will stretch their world and enable more of their unique contribution. This, in turn, will make their career success and progress a cornerstone in a fully-developed life.

Career Growth and Development Opportunities

Some companies have formal programs to help employees develop their careers while others let the employees pursue their career development. Companies with programs generally focus energy on helping employees develop and follow a career path.

The career path is discussed at several meetings bi-annually with the employee's boss. The company doesn't own the career path; the employee does. But, the company demonstrates its deep commitment to its employees by assisting where possible.

Career paths are recommended for the same reason that goals are recommended. They are the written plan that can help each employee take charge of what is most important to his or her fulfillment and success.

New employee/Experienced employee topics for self-development

Career Planning

Beginning a Career

Mid-career

Transitioning

Career Success Factors

Self-development Planning and Implementation

Change Management

Assessing and Promoting Readiness for Change

Dealing with Resistance to Change

Leading Change

Dealing With Personal Reaction to Change

Organization Culture

What Is Culture

Understanding Your Culture

Changing Culture

Office Politics

Values

Communication

Effective Interpersonal Communication

Empathy and Environment - Emotional Intelligence

Giving and Receiving Feedback

Holding Difficult Conversations

Active Listening

Non-verbal Communication

Presentations

Written Communication

Conflict Resolution

Interpersonal Conflict Resolution

Organizational Conflict Resolution

Mediation

Creativity and Innovation

Creative Thinking

Customer Service

Employee Wellness

Employee Assistance

Safety and Ergonomics

Stress Management

Substance Abuse

Violence Detection and Prevention

Work-Life Balance

Ethics

Social Responsibility

Facilitation

Appreciative Inquiry

Meeting Management

Labor Relations

Common Employment Laws

Dealing with Union Represented Employees

Discrimination

Training

Adult Learning

Cross Training

New Employee Orientation

Training Evaluation

Training Needs Assessment

Training Tools and Ice Breakers

Training Transfer to the Workplace

Return on Investment

Work Habits

Organization

Time Management

Planning

Working with People

Assertiveness

Building Interpersonal Relationships

Building Trust

Dealing with Difficult People

Demonstrates Honesty and Integrity - Confidentiality

Demonstrates Respect

Diverse Work Force Opportunities and Issues

Employee Negativity

Etiquette in the Workplace

Networking and Alliances

Online Social Networking

Managers topics for self-development

Management

Coaching/Mentoring

Crisis Management

Dealing with Ineffective Managers

Decision Making

Delegation

Demonstrating Integrity, Courage and Organizational Stewardship

Employee Retention

Managing Absenteeism

Managing Day-to-Day Employee Performance

Managing High Potential Employees

Managing in Tough Economic Times

Management Development

Strategic Leadership and Thinking

Supervision

Budgeting and Financial Planning

Reading and Understanding Financial Statements

Reading and Understanding Profit and Loss Documents

Project Management

Quality

Recruiting and Hiring

Employee Selection

Job Interviews

Succession Planning

Workforce Planning

Exit Interviews

Salary and Benefits

Success

Team Building

Employee Empowerment and Involvement

Effective Work Teams

Team Building Activities

Self-directed Teams

Team Performance Management and Measurement

Group Dynamics

Group Problem Solving and Decision Making

Leading Groups and Meetings

Online Groups

Questioning Techniques

Motivation and Engagement

Employee Motivation

Employee Recognition

Manager's Role in Motivation

Motivational Work Environment

Negotiation

Performance Management

360 Degree Feedback

Capacity Building

Disciplinary Action

Goal Setting and Feedback

Performance Development

Performance Development Planning

Performance Improvement

Performance Measurement

Process Improvement

Level I

Interview

CV Europass

Communication

Self-knowledge-discovery of abilities at the beginning of your career

Time management -balance between study time and personal life

How We Look For A Job - Searching Techniques

1) Online tools for access to the labor market

- labor market trends (statistical data)
- self-evaluation of the socio-professional profile
- online completion/filling in the Europass CV
- promoting of professional portfolio

2) Management of professional development

- SWOT self-analysis for career debut
- designing the professional route

3) Applicant's Guide

- Letter of intent

- the interview

Level II

Career development

Self-management

Labor Market Dynamics - finding Real Information

Developing digital competences

Interpersonal communication management

1) Developing professional careers

- competencies (key and professional ones) and attitudes needed in the context of digitization

- identifying individual training needs

- Continuing adult education (LLL)

- Certification of professional skills acquired both non-formal and informal

2) Use of ICT in production / services / trade

- IT architectures

- mobile technologies

- big data / analysis and data processing

- data security and ICT networks

Level III

Time management - balance between service responsibilities and family responsibilities

Human resource development

Human resources management

Intra and inter-organizational communication management

Organization Management

Institutional Development project

Coordination of adult education

1) Organizing adult training

- the andragogic model
- learning principles for adults
- learning styles of adults
- barriers in adult education
- motivating adults to learn.
- choosing training methods

2) Management of organizational development

- professional communication
- group dynamics (including group conflicts and negotiation)
- ensuring quality in the development of human resources

3) Planning and organizing work activities

- Working in interdisciplinary environments
- Entrepreneurship
- Labor legislation and safety at work
- Customer orientation to ensure quality

Level I

Differences in Adult training (vs. Students)

The andragogic model, the role of the trainer

Active learning for adults (particular aspects, methods, group-specific interactions)

Level II

Choosing the methods of adults' training by correlating them with the purpose of training

Principles of adult learning

Learning styles for adults

Recommendations for organizing interactive training sessions

Level III

Principles of organizing adult training activities

Adult motivation for learning

Barriers in adult training



Self-management module

Self-management is a complex skill set. Self-management is a lifelong development process and uses many other skills like communication, time management, problem solving, stress resilience, etc. Google search also suggests that self-management refers to the ability of an individual to regulate their emotions and resulting behaviours in ways that society considers acceptable. In any case, the basis of self-management is self-knowledge.

Self-knowledge

Before we talk about self management, we need to be clear what self-knowledge is.

According to Wikipedia Self-knowledge is a term used in psychology to describe the information that an individual draws upon when finding an answer to the question "*What am I like?*".

Self-knowledge is self-understanding and requires ongoing self-awareness and self-consciousness.

Self-knowledge does not mean that I know a lot about myself. For example, which is my favourite movie; What kind of clothes / food / music I like?; What are my good and bad qualities, and so on. This is self-image.

When we talk about self-knowledge we have to ask questions:

Where am I? Is it good for me? If not, how can I change?

Self-knowledge begins when we start to create a more realistic picture of ourselves, our borders, our tolerance, our possibilities. When we know the motifs of our behavior, their background, their motivators. When we recognize the responsibility for our lives and events in it.

Having a good self knowledge is good, because:

- We know our boundaries so we can set realistic goals
- We know our abilities, we know what we are good at, so we exploit these features
- We know what motivates us, so we will use motivators to reach our goal
- We know what impact we have on others, based on this we can build and maintain win-win relationships
- We can handle our feelings, so we can take the obstacles more easily in a stressful situation
- We can face our fears so challenges are easy to handle
- We are able to accept, in fact, to love ourselves, so to establish intimate relationships

To have a good self knowledge we need to know what are our motives, what motivates us. It is the base of the personal development and is a lifelong process. It is a way for people to assess their skills and qualities, consider and set their goals to realise and maximise their potential.

There are many ideas about personal development, one of which is Abraham Maslow's Hierarchy of needs.

Abraham Maslow developed a theory about the relationship between different needs. It differentiates the psychological needs, the basic needs from those that serve more efficient social integration. The latter are called higher-order developmental needs.

The lower-order needs are the following:

- At the bottom of the hierarchy are the basic **physiological needs** for food, drink, sex and sleep, i.e., the basics for survival.
- Second are the needs for **safety and security** in both the physical and economic sense, also security of future predictability.
- Thirdly, progression can be made to satisfying the need for **love and belonging**.
- Then higher-order needs, where the fourth and the fifth are the Self-realization, and the sixth and seventh level are the Demand for appreciation:
- The fourth level refers to meeting the **need for self-esteem and self-worth**. This is the level most closely related to self-empowerment it is also the level for appreciation, prestige, fame, recognition from others.
- The fifth level relates to the **need of knowledge and need to understand**. This level includes more abstract ideas such as curiosity and the search for meaning or purpose and a deeper understanding.
- The sixth relates to **aesthetic needs** of beauty, symmetry and order.
- Finally, the seventh, at the top of Maslow's hierarchy is the need for **self-actualisation**, the realization of the abilities inherent in us, the need to develop ourselves.

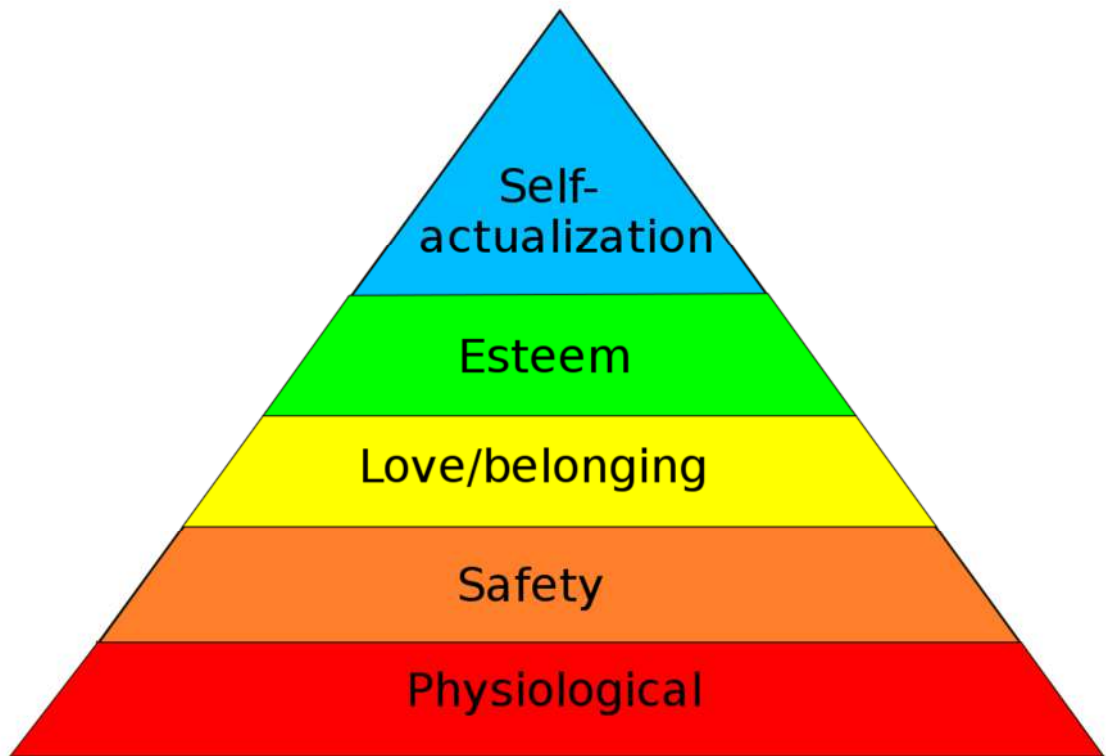


Figure 1: Maslow's hierarchy of needs – photo: Wikipedia

According to Maslow higher-level hierarchy needs only affect behaviour if basic and lower levels are met. This is the hierarchy law or the motivational pyramid.

Motivation

Motifs form a complex system that influences human behaviour and cause various actions.

The underlying causes of our actions are the impulses that a demand needs to trigger.

The urge, that calls for attenuating, soothing behaviour is called motivation.

In a wider sense, all targeted behaviours are called motivated behaviours.

In the background of man's behaviour, besides the motifs presented so far, many other motifs can also be manifested. There are some motivations that are characteristic of humans. Two types of human motivation are distinguished:

Extrinsic motivation: the motivation of your behaviour is to achieve some goal or external factor.

Self-rewarding motivation: We are talking about such motivation when motivation for action is a fun of action itself.

There are different levels of **extrinsic motivation** based on how much motivated behaviour is under the direction of the environment. The four levels are as follows:

-If you control your motivation from outside, your behaviour depends on your reward or punishment. The goal is to get a reward or avoid punishment. Motivation is regulated by the outside world.

-In introjected regulation, rewards and penalties have become internal and motivated by motivation. In this case, action is motivated by pride, self-esteem, or shyness, avoidance of anxiety.

- Regulation through Identification In this case, the person consciously senses the importance of the action and personally considers it important.

- Integrated control: the most autonomous, autonomous control of extrinsic motivation.

Vallerand distinguishes three types of **intrinsic motivation**:

- Intrinsic motivation for knowledge: the action, the learning the understanding motivates itself.

-The pleasure of behaviour-driven intrinsic motivation for development and creativity is in the overcoming of ourselves and in creative activity.

-In intrinsic motivation to experience pacing and different experiences, we are looking for pleasant experiences and feelings that are usually sensory or aesthetic.

Examining the relationship between extrinsic and intrinsic motivation, it was found that when an action is externally motivated, for example, it is rewarded, the intrinsic motivation is reduced.

We should also mention the possible causes that may be the cause of lack of motivation. The lack of motivation can be interpreted by some belief in action and personality:

-The lack of ability beliefs: a person feels they do not have the ability to perform the action.

- Strategic beliefs: The person feels that the potential strategies do not even lead to results.

-The beliefs of effort: The person thinks that the goal is too much effort, which he is unwilling to do.

Personality types

Nowadays we distinguish 4 personality types divided into 2 groups:

- the extroverted (sanguine and choleric) as well as
- the introverted (melancholic and phlegmatic) group.

The Extroverted types

Sanguine:

- Vivacious, eternally optimistic, really enthusiastic.
- He/she is a popular social creature, he/she is easy to make friends with, we are happy to be in his/her company, because he/she is cheerful.
- He/she is fighting with deadlines, with precision, as he/she is often in digress, do not ask him/her about figures. He/she is constantly full of energy, always travelling, going somewhere, in for every party.
- He/she tells the stories with great experience and is prone to exaggerations. Not from malice, but to be more colorful and interesting. He/she likes colorful, eye-catching, creative things.
- There are those who are annoyed by their loudness and their outspokenness. Sanguine personalities are not shy.

Choleric:

- Dominant, decisive, strong individual. Born to lead. Problem-solving, character-independent.

- He/she loves self-reliance and doesn't bear the mistakes, especially if others commit them (as he/she himself is infallible). We rarely hear from him/her apologizing.
- He/she knows his/her goals and he/she realizes them. He/she is excellent in team leading and is a good organizer. He/she is committed and can work very hard, so he/she can not really relax.
- He/she does not like to express his feelings, so his/her empathy against others is low. He/she is not interested in people, nurturing relationships, focusing solely on the outcome

The Introvert types

Melancholy:

- An analysing, deep-minded type. He/she is the one who always strives for perfection. Takes time for the activities (not a little). He/she also performs dishwashing with scientific substantiation.
- His/her work is perfect, reliable and conscientious. He/she is passionate about creativity, and is very talented despite being quiet. Likes peace.
- Emotions are very decisive for him/her, is a sensitive human type. As deep he/she can dive spiritually, he/she is as sensitive to other people's problems.
- He/she is approaching things from a negative side, is pessimistic.
- Critical about others and him/herself. Uncertain type.

Phlegmatic:

- He/she is very peaceful, endlessly calm and cool-headed. Seems almost irrelevant, a pokerface. It is very difficult to guess what motivates him/her, but it is difficult to outface him/her.
- His/her principle is: Still waters run deep.
- Pleasant and joking type despite the complacency and anxiety. Comfort is very important for him/her, the unchanging, and does not like to take responsibility.

- In every situation he/she maintains the optimistic attitude and can stay cold-blooded and diplomatic in a critical stressing situations, avoiding conflicts.
- A friendly, pleasant person. He/she is a good listener. We can count on him/her any time since he/she is a loyal person.
- In social situations, he/she is the one who watches and observes.
- Self management doesn't have a definition yet in Wikipedia but it doesn't mean that it does not exist.

Self-management

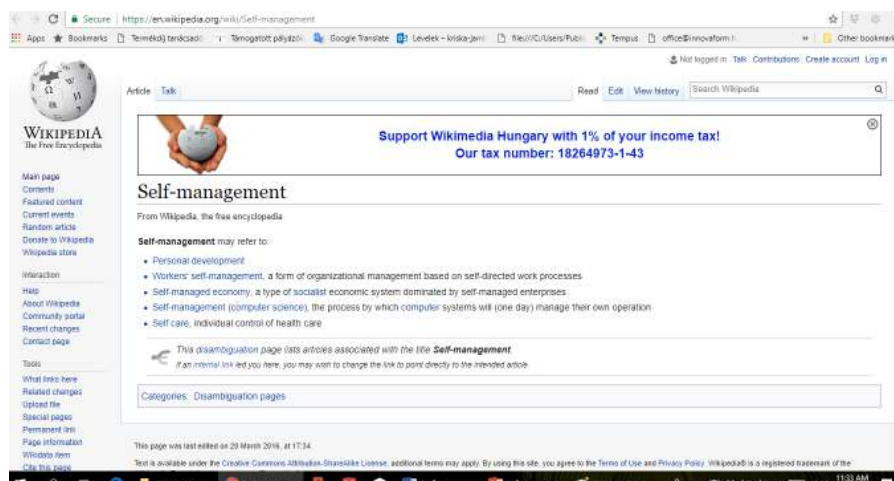


Figure 2: Wikipedia page on self-management

Self-management skills use other skills as a resource and combine them as a resource for their own goals and needs.

How do we manage ourselves if we do not know what skills we will need?

The possible steps and techniques of self-management:

1. A personal vision has to be created (target formulation)

Personal development can be simply entertaining. Most people are more motivated to learn and develop if they have a definite purpose. Develop a personal vision - a clear idea of where we want to be in a few months, within a year and why.

2. We have to design our own personal development

Once it becomes clear where we want to be, we can begin to plan how to achieve it. Creating a personal development plan is not necessarily necessary, but the design process makes it more realistic.

3. Launching the development process

There are several ways to learn and develop ourselves, to evolve (eg. Massive open online course (MOOC / mu:k /), etc.)

4. Record your personal development

It's a good idea to keep track of our personal development. By describing the most important developments in learning and development as and when they occur, we can later reflect on our success more easily.

5. Review our personal development plan

For better learning, it is important to look back on our experiences and reflect on what we learned. A regular overview of our personal development plans and self-development activities ensures that we learn from our past actions. It also ensures that our activities are geared towards the goal and that goals or visions are still relevant to us.

A similar approach:

In order to reach our goals, self-management skills are an important part of the implementation of planning and action. Activities are based on conscious and active steps

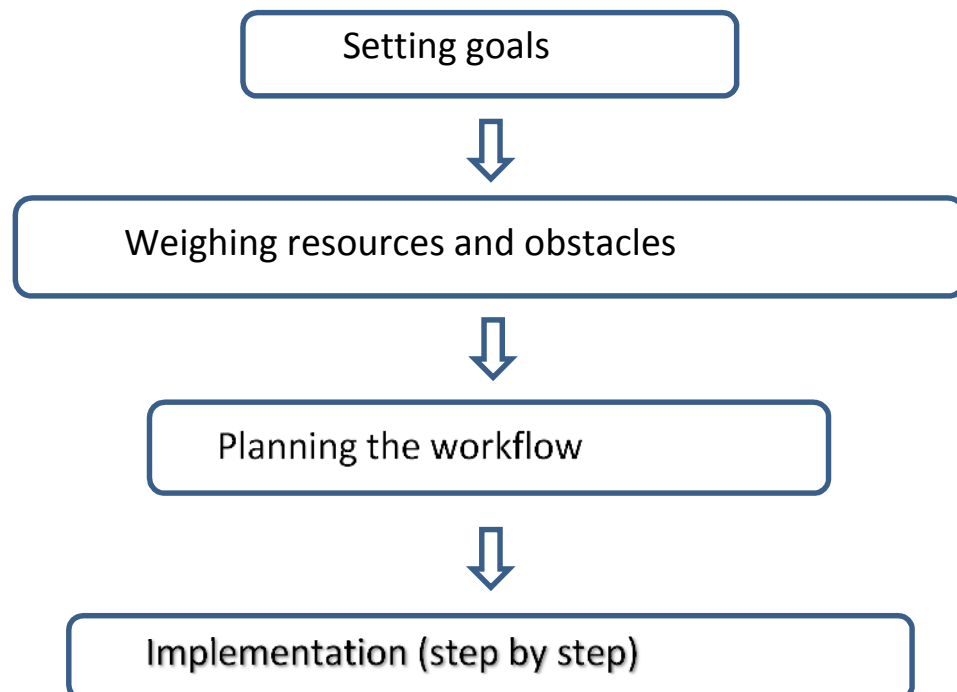


Figure 3: possible steps of self management

To set goals, you can use the SMART goals:

S Specific What? Why? Where? Who? What kind of?

M Measurable How much? How do I know I reached it?

A Achievable How (is the goal reachable)?

R Relevant Is it worth it? Is this the time now? Is it in accordance with my needs?

T Timely When? What can I do for it today / in half a year?

This technique can be expanded with evaluation and re-evaluation: this will be the analysis of the "SMARTER" goals.

E Evaluate / Evaluation

R Reevaluate / Re-evaluate

Based on the questions listed, we can get the answer, we can concretize the goals.

Weighing resources and obstacles

- Surveying resources (time, support, money, etc.) and solving the practical task
- Survey of resources can influence motivation and selection of goals (pro-con list)

Effective design of workflow

Project plan: we need to set up a work plan and a realistic timeline taking into account the obstacles and resources, design tool, list, question set

Project Management Management Systems on the Internet:

- Trello (www.trello.com)
- Bitrix24 (www.bitrix24.com)

Asking questions:

- 5 questions: What? Why? Where? Who? What kind of?
 - What do I want to achieve?
 - Specifically why do I want to achieve the specified goal?
 - Where do I want to implement it?
 - Who else takes part in it?
 - What are my needs to achieve this goal?

Implementation step by step

- The planned activities should be efficiently sorted in order of practical implementation.
- We need to move the resources, get through obstacles, keep track of time and deadlines.
- When new circumstances emerge, intermediate targets need to be put in place that need to be flexibly addressed to respond to the new situation(s).

Maintain Motivational Balance

- To reach the goal, we must keep up our motivation level. Patience and perseverance are needed.
- It is important to prepare yourself for low motivation, to deal with unforeseen obstacles, and frustration in self-management skills.

Self-management focuses heavily on analytical and self-reflection factors.

- Self-reflection is best taught in group discussions
- Impulsive individuals, retreating individuals
- The reflective part of self-management skills should be incorporated into the learning process. These can be:
 - Diary Writing
 - Meetings
 - Role play
 - Personal reflection
 - Co-evaluation
 - Discussions



Goal vs. desire

- We want a happy relationship, excellent jobs and a good home - These are our desires.

To reach our goals, we need to be able to figure out what makes this job a great place, what makes the relationship happy and why this apartment will be good.

Motivation: A driver of success

Nowadays, the labour market is characterised by repetitive jobs and the search for professional stability as opposed to aiming for professional change and more dynamic working patterns. American people, on average, change jobs every four years, English people, every five years, and it is in Latin countries where, on the other hand, people look for greater stability and the lifelong job “dream”. In this context, in which people pursue the perfect job or just mere stability, it may happen that workers experience a lack of motivation as a result of “daily boredom” from monotonous jobs together with an unmet need for professional growth.

Motivated people are more effective than those lacking motivation, and not only that, they are also more satisfied with their lives.

Definition

The word **motivation** is derived from the Latin term *motivus* or *motus*, which means ‘cause of movement’. That is the essence of the term; the capacity of “**moving**” for something. In a professional context, that something can be tangible, for example, a higher income, a promotion or higher responsibilities. However, it can also relate to intangible factors, such as greater job satisfaction, greater professional recognition or even solely the mere fact of feeling good about oneself.

The word motivation can be defined in many ways; for example “the insistence or emphasis discovered in a person towards a certain means of meeting a need, thus building or increasing the momentum required to start or to cease that action.” This definition reveals two important variables: the **need for something** and the definition of **an objective to be achieved**. In addition, the concept is associated with willingness and interest. In other words, motivation can be defined as the will that drives us to make an effort with the objective of achieving certain goals.

Lesson: When someone is motivated, they believe that anything they are passionate about is necessary or convenient. Therefore, motivation is the force that triggers an action in the pursuit of meeting a need.

A bit of theory



Maslow's pyramid of needs.

Referring once more to the now-classic work of Maslow's used not only for self-development, but regarding motivation also, the hierarchy of needs links needs and motivations, and above all, teaches us that **the more appealing to us a motivation is, the more encouraged we will be to accomplish it.** It makes it clear that there is a pyramidal structure to the needs that contribute more effectively to motivate a person.

Therefore, **at the very peak of this pyramid we can find the needs related to self-realization, such as independence or competence.** The second level contains those related to esteem, for example prestige and recognition. Halfway down the pyramid are the social needs, among which we can find those related to acceptance and belonging.

The fourth level contains needs linked to a person's safety, such as the needs for stability and for the prevention from any kind of damage. And finally, on the fifth and final level of the pyramid, we can find the physiological needs, such as food and clothing. The main rule established by Maslow is that, in order for a need to be activated, it requires that all the needs on the level below be fulfilled previously. **This means that a person will only be motivated by their social needs if they have already satisfied those related with safety and the physiological aspects of life.**

Working motivation

Motivation is an important factor that frequently makes the difference between comfort and discomfort in our work. There are multiple factors that can influence motivation and they will depend on the personal and psychological situation of each person.

Factors that can affect working motivation:

Workplace: A job in which a person feels comfortable and is given the opportunity to increase their knowledge and their personal development is fundamental in order for a worker to feel motivated on an ongoing basis.

Autonomy and participation: Offering a person responsibilities and giving them the chance to participate and contribute with their own ideas to the improvement of the different aspects of the company, will make the person feel important in their job.

Work environment: Creating a work atmosphere with good relations between the different participants in the organisation increases satisfaction and comfort among employees in their workplace. It also helps to interiorise the company's values while helping the workers to feel identified with them.

Work conditions: Salaries, working hours, performance bonuses, flexible working-time arrangements, labour conciliation and all the conditions included in the working contract contribute to the worker's satisfaction in their workplace and, as a result, also in their personal life.

The question: "Are you happy with your job?"

How can this be answered? The **work motivation test** is a survey that is used with the intention of measuring and evaluating the level of work motivation and satisfaction of a person in their job. It includes a series of questions related with the job tasks, with their level of implication in those tasks and with the accomplishment of goals and objectives.

Below are some examples of the questions in the work motivation survey which may help you learn about your level of motivation in your current job:

- What does succeeding mean to you?
- Are you optimistic and believe you will accomplish your goals sooner or later?
- Do you see your work colleagues as friends or as rivals?
- Would you sacrifice your rest and free time to devote yourself to your profession and succeed?
- What does success mean to you?
- Does the income you receive for your work satisfy your basic needs?
- Do you feel encouraged and determined enough to carry out your work adequately?
- Do you feel that your tasks motivate you and give you the opportunity to develop professionally?

"Over time any task becomes boring and discouraging"

WHAT IF I'M NOT HAPPY?

Motivation is an important factor that frequently makes the difference between well-being and discontent in our jobs. **In order to achieve comfort in our workplace it is important for us to learn to create motivation ourselves.**



Solution: Self-motivation

Self-motivation consists on the ability to feel thrill and excitement with the aim of satisfying a desire, objective or expectation without depending on another person or on external factors. When self-motivation is developed we learn how to influence ourselves, thus creating a more favourable atmosphere to self-develop, regardless of the external circumstances that we are living.

Finding meaning in what you do

Many of times we see our jobs as a set of tasks for which we receive compensation at the end of the month and we disregard the contribution we make with our own work.

Set yourself achievable goals and objectives

When we set our minds towards our goals and accomplish the set results, our feeling of having a real influence in what we do increases. We realise we are not at the mercy of our fate, our circumstances or any other person, and this increases our confidence and encourages us to pursue our goals. Therefore, in order to remain motivated it is important that we set our own objectives.

Find a balance between your abilities and the level of difficulty

Another factor that can have an impact in motivation is the stimulus we receive from our work. Finding a balance between our abilities and the level of difficulty in our workplace will help us remain interested. In order to achieve self-motivation it is important that we analyse the stimulus of our current job and find ways of reducing it in a creative and proactive manner when we find that the difficulty exceeds our present abilities and, on the other hand, increase it when the challenge or difficulty is beneath our capabilities. **There are many ways of increasing our work stimulus, such as incorporating new routines or finding new ways of doing things, getting involved in new projects proactively, helping colleagues or asking our superiors for new tasks that are more in accordance with our abilities.**

Lean on your strengths and achievements

In order for us to be aware of our progress and be encouraged to continue evolving it is important that we analyse our strengths and achievements regularly. Analysing and going over our strengths will help us focus on our strong points and on what we are good at. A common method is to write down our daily achievements at the end of the day. Whatever went well or anything you feel proud of. Next to the achievement, you can write the ability or skill you have used to achieve it. This will help you close the day thinking of something positive about it and will help you feel better about the work accomplished.

The motivation commandments

Self-motivation is generated when, instead of expecting that our circumstances and other people adapt to our needs, we accept them as they are and move forward from there, trying to modify anything that we feel can be improved.

- Being proactive instead of passive. **UNDERTAKE PROJECTS AND RESPONSIBILITIES.**
- Being determined and dedicated towards your goals. **ALWAYS LOOKING FORWARD.**
- Accepting reality (THAT'S THE WAY IT IS) and other people just as they are. **THEY ARE NOT GOING TO CHANGE FOR YOU.**
- Getting to know and accepting ourselves, with our strengths and weaknesses. **KNOWING YOURSELF BETTER WILL PREVENT YOU FROM FRUSTRATION.**
- Don't complain. **ACCEPT THAT NOTHING IS PERFECT.**
- Being grateful and appreciating what one has. **BE HUMBLE.**
- Taking on a positive attitude towards circumstances. **BE REALISTIC.**
- Setting challenging and relevant goals. **WHEN WE CHALLENGE OURSELVES MORE, WE TEND TO INCREASE OUR MOTIVATION.**

Lesson: According to Locke's goal-setting theory, a goal is motivating when we feel it is achievable, while, at the same time, we are aware that its accomplishment will entail considerable effort.

- Giving as much meaning as possible to everything we do. PEOPLE WHO LOOK FOR AN IMPORTANT PURPOSE IN THEIR JOB, GIVE GREATER MEANING TO THEIR WORK AND ARE MOTIVATED MORE EASILY.

Advice on self-motivation:

- Change your habits. DO THINGS DIFFERENTLY.
- Adopt more productive behaviour patterns. BE WILLING TO DO NEW THINGS.
- Improve your state of mind. ANALYSE SITUATIONS FROM A DISTANCE.
- Overcome disappointment and frustration fast. BE RESILIENT TO ADVERSITY.
- Proceed according to what has been planned. FOLLOW THE PLAN.

Lesson: "Dream as if you'll live forever. Live as if you'll die today," as James Dean used to say.

Recommendation for Level III - management

E-managerial strategy

Global Workplace Analytics calculated that 56% of all jobs are telework-compatible.

According to buffer „By 2020 over half of the employees will work remotely, but we still have not figured everything out to make this work” – Amir Salihefendic, CEO Doist – The State of Remote Work in 2018

What can be the challenges of e-work for the workers? Social and professional isolation, balance of family/work and working hours, requires a different set of competencies from traditional workplace-based roles. Nevertheless, statistics show that the positive side of e-work are the following: more motivated employees, increased staff loyalty, reduction of costs, e-workers avoid travels to work place or relocation of their families.

Why companies say they don't want to offer remote work?

The main reason is mistrust of employees doing their work at home. It is more connected with managers' work styles than with the employees' abilities to work remotely. "How can I manage them if I don't see them?"

To be fair, E-work doesn't create management problems; it reveals them.

It is challenging to lead virtual teams due to cultural, geographic and/or time differences. The leader's task is to provide structure, evaluate performances, inspire and develop the team and enable them to identify with the organisation.

Leaders must know how to build trust within his/her team, how to cope with cultural differences, how to enhance team performance, and much more.

The better the leader understands his/her leadership role and style, the more his/her ability as a leader will grow.

Let's see some expressions that are close to E-leadership:

E-leader: A person, who organises, recruits, controls, leads and motivates his/her employees by phone, fax, or by other IT channels.

Virtual team: A group of individuals who work across time, space, and organisational boundaries with links strengthened by webs of communication technology.

E-leadership: Process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task in a group of individuals who work across time, space, and organisational boundaries with links strengthened by webs of communication technology.

Online community: A term referring to a group sharing some common interest connected in some way by the internet. Online community implies interactions between members that are dynamic and engaging and where a major aim is to encourage members to contribute their ideas.

The main goal of a leader is to encourage, guide and facilitate the team to reach a common goal. A leader has to have the ability to encourage and persuade the team members to follow him/her voluntarily. One of the leader's main tasks is to create an environment for the team that they accept and execute their responsibilities with confidence. Traditionally leaders plan, organise, control, motivate and communicate. E-leaders have to face new challenges and have new tasks to incorporate.

Some of the tasks of e-leaders are:

- facilitates quick acceptance of a new members
- aligns new procedures and internal rules (which are evident for the internal staff but new to external team members)
- Motivates and builds team cohesion continuously
- Is aware and solves problems that are linked to different time-zones, cross-cultural differences, language barriers
- Puts extra emphasis on trust building, uses right techniques for support

Besides the tasks leaders also need to work on the development of some competencies to make sure they will successfully manage these tasks

A good e-leader can:

1. Use **available technology** to manage access to information (documents, data etc.) within the team.
2. **Facilitate online meetings** (face-to-face, online, video, audio) – especially being able to set a positive tone through electronic communication from the outset.
3. Build **e-strategies** with which he/she can lead the teams and continuously develop them.
4. Align team initiatives with organisational needs; link **organisational values** and objectives with team goals
5. Use different **leadership styles** in the appropriate settings
6. Understand **competencies and performances** of team members
7. Lead e-teams **across cultures**
8. **Coach and mentor** team members online

Building trust

Trust in a virtual team is one of the key success factors for teamwork. In virtual teams trust is built differently and more swiftly than in traditional teams. There is no direct look in the eye, or gossip around the corner.

Here are a few techniques how to achieve this:

- Build the self-esteem of team members by showing **respect** for their opinions.
- Help team members **focus on the problems** rather than blaming each other.
- Serve as a role model by demonstrating **constructive behaviour**
- Familiarise the team with **why trust is important**.
- Take the time, to allow your team members to **get to know** you and each other.
- If possible, meet **face-to-face** early in the development of your teams. Face-to-face meetings will allow team members to develop relationships and trust much more quickly.
- Set up weekly ½ hour **1:1 sessions** among you and your team members. This will allow them to get to know you (and you them). Practice **active listening**.

- Organise an **on-site team building** activity once a year.



E-leadership Roles in Virtual Environments

There are different roles that an e-leader can exploit and use in daily work. For different projects, different roles, maybe all the roles will remain important.

Basic roles of an e-leader are: captain, conductor, team-builder, cheerleader, supervisor and spokesperson

E-leader as a captain

Think about the captain of a ship. Similarly e-leaders have a crucial role as the captain of their project. The ship's captain steers a course that stays away from dangers such as shallow or turbulent waters and provides a safe and enjoyable journey. As an e-leader, you must steer your project in a direction that avoids being blindsided by changes in the business environment and provides a financial return to the owners and a great place to work for everyone associated with the business. Your commander responsibilities include understanding the world around you, setting direction (compelling vision and strategy), fashioning the culture of the business and establishing the rules the project will live by.

E-leader as a conductor

Picture the conductor of a band or an orchestra. He or she must select the right person for each position – a great drummer may be a poor trumpet player – and then orchestrate exactly when each member plays their part. Similarly, in your conductor role you must select the right person for each position – a great financial specialist may be a poor PR manager. You also must direct the assignment and flow of people and tasks. It is the e-leader's responsibility to see that each person is assigned the roles and tasks that best match his or her talents, skills,

experience and interests. E-leaders —orchestrate their people to enable the project to prosper.

E-leader as a team builder

Think about sports for a second. Does the team with the most talented players always win? The answer is: NO.

Winning sports teams must have talent AND they must work together as a team. Team success requires that the totality of the team accomplishments far exceed what the individuals could have accomplished alone. Teams whether in sports or in business – including e-projects – do not succeed by accident. The e-leader must install in the team a commitment to a common end – vision, goal, outcome – and a team spirit such that they strive to meet both team and individual goals.

E-leader as a supervisor

E-leaders soon realise that their success depends on the people they lead. In the role as supervisor e-leaders must nurture the e-workers' self motivation, be clear about performance expectations, provide abundant feedback and continually provide opportunities for the e-worker to develop.

E-leader as spokesperson

The e-leader is the face of the project to the outside world. For the e-leader this includes themselves, their team, the members of their community and consumers of their products. This role is becoming increasingly crucial as environmental, social and political issues become more important.

E-leader as cheerleader

The e-leaders set the tone and nurture morale, commitment and motivation. The e-leader is the motivator for the e-project's workforce. This role requires the e-leader to be positive, upbeat, and proactive even in difficult times.

Not only are the roles you have seen so far important for an e-leader, but being responsible for a virtual team, e-leaders also need to know these roles:

Leader as a facilitator:

Facilitators in online situations have certain established roles providing leadership, focus, stimulation for group interaction, support, team building, refereeing, dealing with problems, timekeeping, responding to member feedback and group regulation. This is especially difficult online, where there are also differences due to the primarily text-based nature of the environment. Communication has a few more challenges, plus there are the advantages and disadvantages of electronic tools.

Coach:

Coaching through the internet can be challenging. An e-leader must find the right approaches to provide support to team members. It is key to find the right technique from your tool-kit to do this. At times, individual consultation via videoconference or direct e-mails to the team members will be efficient.

Mentor:

Your e-team is seeking some advice. Who can they turn to? Are you available? Online, there is no „open door policy”, unless you make one. You must be keen to allow time for your e-workers to turn to you in case they need your mentoring assistance. If you are not available to them when they need you, next time, they won't even try.



Powers of E-leaders

As an e-leader, our goal is for our e-team members to follow – to work – because they want to and not because they have to. How to accomplish this challenge? An e-leader must understand – power and be aware that everyone has power. Also, power is not a bad thing at all. The issue becomes what kind of power a person has and how someone uses that power.

We can define **power as influence potential**. Leaders can use the power they have because of their position (owner, manager, supervisor) to force their employees to do their work. This is referred to as **formal power** and all leaders must use formal power at least on some occasions.

Effective e-leaders, however, **minimise the use of formal power** and instead **maximise the use of informal power**, especially reward, personal, and expert power.

Effective leaders utilise a variety of informal power to gain commitment, enthusiasm and passion from their employees and only resort to the use of formal power when absolutely necessary. In the next pages, you will see **seven forms of power**. Six are informal power sources and are not derived from the formal position of the leader.

Formal power

Formal power is based on the formal position held by the e-leader.

A leader with formal power influences others because the employee feels that this person has the right, by virtue of position in the organisation, to expect that his/her instructions or suggestions will be followed.

Examples of formal power positions:

- In governance, the prime minister is a formal power leader.
- In a corporation, the Managing Director is a typical formal position.
- In e-work projects, the project manager is the formal leader of the e-team.

Coercive Power

Coercive power is based on fear.

A leader using coercive power often resorts to punishment, reprimands or dismissal.

It is delivered through fear of losing one's job, getting poor evaluation, having tasks taken away, etc.

Examples:

- Dictatorships almost always survive primarily through the use of coercive power.
- A supervisor threatens the team to deliver the results otherwise they will be replaced.

Connection power

Connection power is based on the leader's connection with influential or important persons outside or inside the organisation. *Connection power is based upon who you know. This person knows, and has the ear of, other powerful people within the organisation.*

A leader who demonstrates connection power induces cooperation from others because they wish to gain favour or avoid the disfavour of the powerful connection.

Reward Power

Reward power is based on the leader's ability to reward people. Followers of these leaders believe that their cooperation leads to gaining positive incentives such as promotions or recognition.

In virtual teams, rewarding team members is a very important and effective method of motivation. E-leaders must acknowledge that positive feedback must be communicated to the whole team, where the individual recognition is made clear to every team member.

Personal Power

Personal power is based on the leader's personal traits. A leader high in personal power is generally liked and admired by others because of their personality. This liking for, admiration of and identification with the leader influences others.

In e-work situations this type of power is very difficult to achieve, since personal contacts are very rare.

Information Power

Information power is based on the leader's access to information that is valuable or important to the others. This power base influences others because employees need all the "new" information or want to be "up-to-date" on things.

Example:

- Early access to financial information is an example of information power.

Expert Power

Expert power is based on the leader's possession of expertise, skills and knowledge which, through respect, influences others. A leader with expert power is seen as possessing the expertise to improve the work behaviour of others.

How an e-leader can build their image as an expert:

Promote an image of expertise	Since perceived expertise in many occupations is associated with a person's education and experience, an e-leader should make sure that subordinates, peers, and superiors are aware of his or her formal education, relevant work experience, and significant accomplishments. One common way of doing this is to display diplomas, licenses, awards, and other evidence of expertise on your portfolio web-site. Another tactic is to make subtle references to prior education or experience (for example: —When I was the team leader of Virtual-Life project , we had a problem similar to this one).
Maintain credibility	Once established, you should carefully protect your image of expertise. Avoid making careless comments about subjects on which you are poorly informed.

<p>Recognise team member concerns</p>	<p>Use of rational persuasion should not be seen as a form of one-way communication from the leader to members of his or her team. Listen carefully to the concerns and uncertainties of your team members, and make sure that you address these in the right setting in the virtual environment.</p>
<p>Avoid threatening the self-esteem of e-workers</p>	<p>Expert power is based on a knowledge differential between the leader and team members. Unfortunately, the very existence of this differential can cause problems if you're not careful about the way in which you exercise expert power.</p>
<p>Keep informed</p>	<p>Expert power is exercised through rational persuasion and demonstration of expertise. Rational persuasion depends on a firm grasp of up-to-date facts. It is therefore essential that you keep well-informed of developments within your e-team, within your organisation, and in the outside world.</p>
<p>Act confidently and decisively in a crisis</p>	<p>In a crisis or emergency, e-workers prefer a take charge leader who appears to know how to direct the group in coping with the problem. In this kind of situation, your people will associate confident, firm leadership with expert knowledge. Even if you're not sure how to deal with a crisis, you'll lose influence with members of your team if you appear confused.</p>

E-leadership Styles in Virtual Environments

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. There are many different approaches and theories.

The first model was built by the US Army, where a lot of basic management concepts originate. In the next pages, we will look over the behaviour theories.

Behavioural theories focus on how leaders behave. Do they dictate what needs to be done and expect cooperation? Or do they involve the team in decisions to encourage acceptance and support?

Coercive Style

This style is used when the situation requires immediate compliance with the directions and there is no reason to solicit much input. Managers relying heavily on the coercive style manage by controlling subordinates tightly and tend to influence with discipline. **"Do as I say,"** style.

The Coercive Leadership Style should be used with caution because it's based on the concept of "command and control" which usually causes a decrease in motivation among those that are interacting with this type of manager. The coercive leadership is a suitable choice when there is crisis in the company, when the organisation is in serious trouble.

For example, if a department is having trouble with employees using unsafe work practices, then the leader might utilise the coercive style to gain immediate compliance with the company's safety standards.

The two most important factors you need to keep in mind when using this style:

1. The coercive style is most effective when a company faces crisis or there is a business need for immediate compliance with an instruction or order.
2. The coercive style has a negative impact on workers so the style should only be used for a short period of time. Once problem is solved, the leader should begin practising more positive leadership styles such as the Affiliative style.

Authoritative Style

This style is referred to as "firm but fair." Managers relying heavily on the authoritative style tend to manage by providing clear instruction, soliciting some input, monitoring behaviour, and motivating with both discipline and rewards. An authoritative leader has a powerful ability to articulate a mission and win people to it with enthusiasm. He or she makes a clear path for followers, cutting away the confusion that exists in most organisations. He or she sees influence as a key part of the manager's job.

The trademark of this type of leader is their ability to mobilise people towards a vision. This leadership style is most effective when a new vision is needed or when the path to that vision is not always clear. One of the interesting aspects of this style is that even though the leader is considered an authority, they allow the followers to figure out the best way to accomplish their goals. The authoritative leadership style is best used in situations where the company or followers seem to be drifting aimlessly. For example, it is effective when a group or organisation has been isolated and their overall strategy and fit within the larger company is no longer clear to the followers.



photo:

<http://liberaliaediciones.com/blog/sue-o-de-igualdad-martin-luther-king>

Affiliative Style

This style is used in situations where people come first and tasks second. Managers relying heavily on the affiliative style are really good at establishing positive relationships. Since the employees like the leader, they have trust, share information and are loyal which creates a pleasant working atmosphere. They want to be liked and they tend to provide little direction, especially feedback about unsatisfactory performance.

The Affiliative Leadership Style is most effective in situations where morale is low or team building is needed or if previous events have created an atmosphere of mistrust. Employees can expect much praise from this style; unfortunately, poor performance may also go without reprimand.

The affiliative leader will promote harmony among the followers and helps to solve conflict. The affiliative leader builds teams by making sure the followers feel connected to each other. For example, when a department reorganises itself and followers have a difficult time understanding how they fit together in the new organisation, the affiliative style is appropriate.

Democratic Style

This style is used in situations where participation is advantageous. Managers relying heavily on the democratic style tend to believe that individuals and groups function best when allowed to work together and, therefore, tend to feel that close supervision or very detailed instructions are not necessary. These

managers tend to hold many meetings, reward adequate performance, and dislike disciplining employees.

The Democratic Leadership Style gives members of the work group a vote or a say in nearly every decision the team makes because the leader depends on the knowledge of his or her followers or employees. When used effectively, the democratic leader builds flexibility and

responsibility and can help identify new ways to do things with fresh ideas. Just a fair amount of experience is needed. Be careful with this style, however, because the level of involvement required and the decision-making process can be very time consuming. If the business need is urgent, the democratic leader needs to switch styles.

The democratic leadership style is most effective when you have a virtual team that has experienced employees and you can afford to spend the time necessary to develop a thorough solution.

Dwight D. Eisenhower As a military leader, Eisenhower was faced with the difficult task of getting the Alliance forces to agree on a common strategy. Eisenhower laboured hard to make sure everyone worked together to come to a common understanding. This was one of his greatest achievements. It was here that the democratic leadership style, and collaborative efforts, of Eisenhower shone through. The subsequent victory of the Alliance forces back up the correctness of the approach under these circumstances.

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Pacesetting Style

This style is used in situations where the managers can lead by example. These managers have very high standards for themselves and expect the same of others. These managers usually expect their employees to develop a keen sense of personal responsibility. They often have little concern for interpersonal relations and may reassign work if employee ability or willingness prevents performance.

When employees are self-motivated and highly skilled, the Pacesetting Leadership Style is extremely effective. The pacesetting leader sets very high-performance standards for themselves and the group and exemplifies the behaviours they are seeking from other members of the group. This leadership style needs to be used sparingly since workers can often "burn out" due to the demanding pace of this style and also they tend to have trouble trusting their followers.

The pacesetting leader either gives little or no feedback on how the followers are doing except to jump in to take over when the followers seem to be lagging.

The pacesetting leadership style works best when followers are self-motivated and highly skilled. For example, when a virtual team has been functioning together as an effective team and the leader needs to step up the pace of the group for an important project.

Coaching Style

Managers using a coaching style see themselves as developing their employees and have high standards of performance. They delegate authority and allow followers flexibility in setting goals and completing tasks. They provide strong support when needed.

In the Coaching Leadership Style the leader develops people. He or she recognises talent and helps them to develop it. He or she offers developmental plans, including challenging assignments that push people to develop new skills. This situational leadership style works best when the employee is excited about learning. Nevertheless coaching is time consuming, and the leader may devote less time to other activities.

The Coaching leader clearly defines roles and tasks but seeks the input and suggestions from followers. Decisions are still made by the leader, but the communication style is more two-way.

The coaching leadership style is most appropriate when followers are more responsible, experienced and agreeable. The coaching leader directs and guides including providing encouragement and inspiration to help motivate the followers.

Leading E-teams Across Cultures

Virtual team members are often located on different continents. Virtual communication can present challenges for a vast majority of people.

The important task of an e-leader is to provide the necessary forum for team members to get to know each other, to understand cultural awareness and to learn to work across multiple time-zones.

Whichever combinations of media e-leaders are using to support a virtual team, they need to think through how the media will affect the culture of the team's environment. What metaphors are they using for the environment and the interactions? How will these metaphors cue team members to think about where they are and what they are doing? E-leaders need to keep in mind that they are creating an environment to support relationships, not just to exchange information. How can e-leaders help the group create a mental map of the environment so that members develop appropriate expectations? What norms, styles and behaviours would help or hinder the atmosphere e-leaders want? E-leaders have to be careful about the cultural background of the team members (low/high context cultures - <https://online.seu.edu/high-and-low-context-cultures/>)

Besides leading virtual teams e-leaders need to know how to set up and operate e-teams.

E-leaders need to be familiar with online discussion and online brainstorming. Whenever possible, e-leaders should use tools and techniques that allow participant contribution and

interactivity. The death of many virtual meetings (and physical meetings for that matter) begin with a talking head presentation or a PowerPoint show. Avoid them whenever possible.

Group **decision-making** (also known as **collaborative decision-making**) is a situation faced when individuals collectively make a choice from the alternatives before them. The **decision** is then no longer attributable to any single individual who is a member of the group. - Wikipedia

Virtual teams often come to grief because they are not clear who is making decisions, or who should be involved. Things can grind to a halt because no one knows who is doing what.

Virtual teams face special difficulties because of:

- Geographical remoteness
- Time zones
- Cultural differences (especially individual - collective and equality – hierarchy)
- Difficulties in making the rationale and assumptions behind the decision obvious to all team members
- Slowness inherent in electronic data collection compared to face to face

Today's online software tools are capable of managing almost all types of voting procedures.

Choosing the Right E-leadership Collaboration Tools

The main task of the e-leader is to find the appropriate tools for communication and to find the balance between the flow of relevant information and overload.

The list of tools to choose from gets more impressive with each year. Skype video conferencing, discussion boards, whiteboard applications, web meetings services like GoToMeeting, and web-based collaboration tools like Central Desktop, can all lead to very rich virtual brainstorming and collaboration with your virtual team or colleagues. The key is finding the right tool for the type of collaboration you need to do and then taking some time to learn how to use it.

Information Sharing Online

The most important thing for virtual teams working on project over the internet is information sharing.

Advances in technology have profoundly affected the way that information is shared, and e-managers need to recognise that they are no longer the main channels of communication.

They also need to consider the impact of uneven distribution of information, which can inhibit successful task completion.

Ultimately, they need to find the right balance between a flow of sufficient relevant information and overload.

For cross-cultural teams, it is essential to provide access to up to date project information, where counterparts work across different time-zones and change shifts several times a day.

Few Useful Tools for e-work

[GOOGLE DRIVE](https://www.google.com/drive/) <https://www.google.com/drive/>

Google Drive is where we store the documents we need to be able to access and modify simultaneously. We use this a lot with our customers. It is possible to make Drive files accessible also offline, but we only use this feature for having some important information in hand if needed. We don't make changes to the files in the offline mode, just to prevent any confusion with versions.

Cost: Free (15GB)

[DROPBOX](https://www.dropbox.com/) <https://www.dropbox.com/>

Dropbox is tool for saving documents that we don't work with at the same time (vs. Google Drive). Especially useful for the ones where it is important to keep the design exactly as it is. The Dropbox files can be accessed offline, making it possible to work on them while there's no connection. You just need to make sure there's only one person making changes into a specific file at any given time, or you will end up with several versions of the file. Dropbox is a good tool for sharing bigger files, and you can either invite people to a folder or just share the link (the latter doesn't affect the size quota of the receiver, the receiver doesn't even need a Dropbox account).

Cost: 2GB free (up to 18GB with referrals), 1To costs 99 USD/year.

[EVERNOTE](http://evernote.com/) <http://evernote.com/>

Evernote is for saving notes and thoughts; web clips, photos, files. Mirje: I have my blog post ideas and drafts here. I also save notes, pictures etc. about places we want to visit, for easy reference later (if it's a whole post/website, it goes to Diigo instead). And I have the notes I take on paper photographed, tagged and saved here.

Cost: Basic version free, premium 5 EUR/month. Premium brings offline accessibility and more storage space.

[SLACK](https://slack.com/) <https://slack.com/>

Slack is an awesome tool to have better communication with your team. If you use it wisely, you may need to send almost no emails.

Cost: free for small teams.

[GOOGLE HANGOUTS](https://plus.google.com/hangouts) <https://plus.google.com/hangouts>

Google Hangouts is a tool for video calls, even with several participants. You can use it on your browser, or download it. We like that it has a convenient link to Drive. This way we can have a hangout with a customer and work on a shared Drive document in the same view. And when in a hangout, you can virtually wear funny accessories. To bring professional credibility, of course. You need a Google+ profile to use the hangout.

Cost: Free

[SKYPE](https://Skype.com/) <https://Skype.com/>

Skype is still our go-to choice for online calls. So many people using it just makes it convenient. The call to phone rates are reasonable, Mirje even calls her mom's cellphone every week, no matter where we are. When going outside of Europe (=where using our Finnish phone numbers is very expensive) we forward our cell numbers to our Skype numbers. This way we can receive the calls in Skype. There's also an answering machine, picking up the calls when we are not logged in.

Cost: Basic version free, calls to phones and having your own Skype number cost.

[TRELLO](https://trello.com/) <https://trello.com/>

Trello is a project management tool. It organises everything you have to do by topics and lists that you can share with others at your convenience.

Cost: free

[ASANA](https://asana.com/) <https://asana.com/>

Another cool team collaboration tool, suitable for bigger teams.

Cost: free for teams with less than 15 members

[MAILCHIMP](http://mailchimp.com/) <http://mailchimp.com/>

MailChimp is a tool for email marketing. It's intuitive and easy to use, it has very fair and competitive pricing for smaller/new businesses, and it's recently upped its game when it comes to autoresponder sequences.

[TRANSFERWISE](https://transferwise.com/) <https://transferwise.com/>

TransferWise is a tool for making and receiving payments. It is amazing for when you need to make or receive cross-currency payments. Fees can be as low as 0.5%, which is dramatically cheaper than PayPal or a wire transfer. The website makes the whole thing easy.

[PODIO](https://podio.com/) <https://podio.com/>

Podio is a choice of project management & cooperation software. This is where we have our projects plans, customer information and task lists. The good thing about Podio is that it's flexible, you can modify and build the components you need. On the other hand, because of this, it takes some time to get efficient with it. For a company of two, this might be little bit too heavy, but then at least we are ready for growth.

Cost: Free for up to 5 users.

[HIDE MY ASS](https://www.hidemypass.com/) <https://www.hidemypass.com/>

Hide My Ass is our VPN provider. With a VPN you can use a secure connection, even when in a non-protected wi-fi network. With HMA VPN you can also get IP address from 62 different countries. This means that you can access some national services, even when you are out of the country.

Cost: 11,52 USD/month or 78,66 USD/year