

# Training for European Logistician - Operational level (EJLog)

## MODULE B : CORE MANAGEMENT SKILLS

Presentation prepared by : **Kostas Theofanides**

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## EJlog - MODULE B : CORE MANAGEMENT SKILLS

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- 4.1.02.02 Understands the principles of change management
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- 4.1.02.05 Demonstrates decision making ability
- 4.1.02.06 Chairs meetings
- 4.1.02.07 Manages a team

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## EJlog - MODULE B : CORE MANAGEMENT SKILLS

### 4.1.02.01 Plans own and team professional development



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### 4.1.02.01 Plans own and team professional development

#### A. Development plan

##### A1. Goals


Any organization, company, team or individual, need to set goals so that focus and direct its efforts and energy towards specific directions (goals) which will ensure the viability and development of the organization or individual.

An organization or team should set goals which improve the organization or the team while motivate individuals to achieve these goals by setting parallel goals for improving the individuals.



Actions → Objectives → Strategy → Goals → Vision

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**4.1.02.01** Plans own and team professional development

**A. Development plan**

A1. Goals

**VISION :**


The ultimate target an organization wants to achieve, or the deep reason of its existence. Vision communicates what the organization believes are the ideal conditions for the community – how things would look if the issue were perfectly addressed.

This utopian dream is generally described by one or more phrases or vision statements, which are brief proclamations that convey the community's dreams for the future.

By developing a vision statement, the organization makes the beliefs and governing principles of the organization clear to the greater community as well as to its own staff, participants, and volunteers.

**“Vision without action is only a dream !”**

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**4.1.02.01** Plans own and team professional

**A. Development plan**

A2. Skills and competencies

**Skills**

Are specific abilities and knowledge needed to do the job :


**Writing**  
Communicate information to someone without having to be there to explain it.

**Numeracy**  
Ability to deal easily with numbers , costs, etc

**Literacy**  
is all about reading and understanding

**Presentation**  
Closely linked to communication, the ability to visually or verbally present information in a way that is accessible to your entire audience

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**4.1.02.01** Plans own and team professional

**A. Development plan**

**A2. Skills and competencies**

**Skills -2**


**Organization**  
Sorting information or objects so that they are easy to find when they are needed

**Stamina**  
Be resilient, able to overcome setbacks and keep going during your job

**Ability to work under pressure**  
Keeping calm in a crisis and not becoming too overwhelmed or stressed

**Literacy**  
In the workplace you need to strike the balance of being confident in yourself but not arrogant. You also have confidence in your colleagues and the company you work for

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**4.1.02.01** Plans own and team professional

**A. Development plan**

**A2. Skills and competencies**

**Key competencies**  
Are specific qualities that a company's recruiters have decided are desirable for employees to possess. During interviews and assessment processes, key competencies are used as benchmarks that assessors use to rate and evaluate candidates.

A firm will usually isolate several key skills or **key competencies** to look for in candidates at interview. You will be graded in terms of each competency based upon your answers

<b>Teamwork</b>	<b>Responsibility</b>
<b>Commitment to career</b>	<b>Commercial awareness</b>
<b>Career motivation</b>	<b>Decision making</b>
<b>Communication</b>	<b>Leadership</b>
<b>Trustworthiness &amp; Ethics</b>	<b>Results orientation</b>
<b>Problem Solving</b>	<b>Organization</b>

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#### 4.1.02.01 Plans own and team professional development

##### A. Development plan

###### A3. Continuous improvement

Own and team continuous improvement can be achieved by :

- Setting personal improvement goals
- Having regular performance review meetings
- Assigning challenging projects
- With job enrichment
- With Job rotation
- Attending seminars
- Assigning new roles and responsibilities

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#### 4.1.02.01 Plans own and team professional development

##### A. Development plan

###### A4. Career development

The lifelong process of managing your or your employee's work experience within or between organizations.

**Tools** for Career development are:

- **Career Management** :

Lifelong, self-monitored process of career planning that involves choosing and setting personal goals, and formulating strategies for achieving them

- **Career Assessment** :

Includes tests and assessments to measure preferences in jobs and career types based on the individual's assessment of his own personality, character traits and skills.


- **Career Pathing** :

Sequence of jobs along which one may be promoted within an organization

- **Career Planning** :

Structured exercise undertaken to identify one's objectives, marketable skills, strengths, and weaknesses, etc., as a part of one's career management

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**4.1.02.01** Plans own and team professional development

**B. Steps**

**B1. Self assessment**

Employee assess himself on his skills and competences, needs for improvement and his potential for new roles and responsibilities

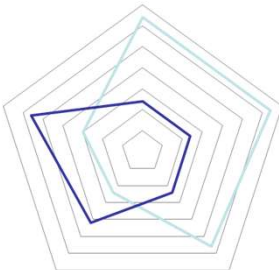
**B2. Assessment**

Employee's skills and capabilities are assessed by his manager.


Recently many companies use the 360° Assessment method.

In this method the assessment is made by his managers, his colleges, his subordinates, contractors, suppliers, customers, etc. They are requested to rate specific skills and attitudes

The results can be represented on a radar diagram and compare self vs others assessment



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**4.1.02.01** Plans own and team professional development


**B. Steps**

**B3. Organization Needs**

The management of the company need to identify and record the organization needs for the future using the following considerations :

- The Strategy of the Company
- New product development
- Expansion plans to other geographies
- Potential acquisitions
- Planned retirements
- Succession plans
- New technologies
- Competition strategies
- etc

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**4.1.02.01** Plans own and team professional development

**B. Steps**

**B4. Explore opportunities**


By comparing people abilities and ambitions and organization needs, the management tries to find opportunities for career development by matching the right candidates to cover the needs and take new responsibilities

**B5. Record and monitor progress**

- The decisions and the time plan are recorded and an implementation plan is developed.
- Handover and Training programs are scheduled
- Employees in the new roles are empowered and supported
- The whole career development plan is monitored

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**EJlog - MODULE B :**  
**CORE MANAGEMENT SKILLS**

**4.1.02.02** Understands the principles of change management



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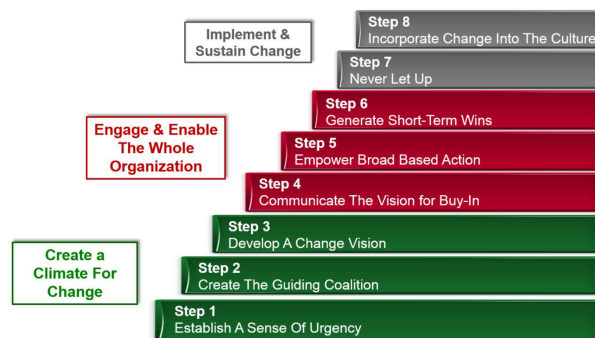
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#### 4.1.02.02 Understands the principles of change management

##### A. Models

##### A1. John P. Kotter : Eight steps

Describes how Leaders successfully transform business

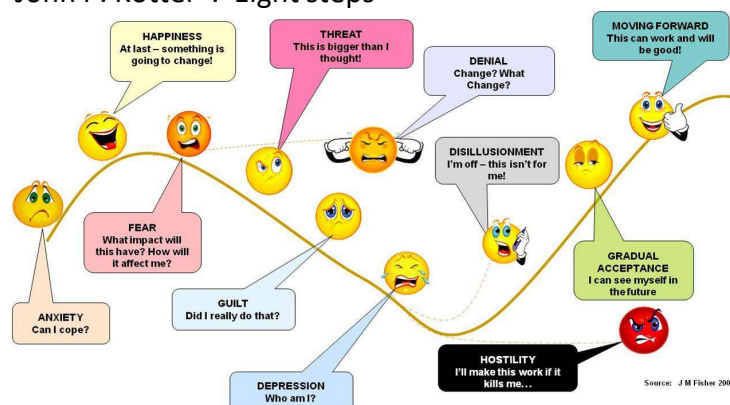


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#### 4.1.02.02 Understands the principles of change management

##### A. Models

##### A1. John P. Kotter : Eight steps



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**4.1.02.02** Understands the principles of change management

**A. Models**

A2. **Kübler-Ross Grief Cycle**  
Postulates a series of emotional stages experienced by survivors

The diagram illustrates the Kübler-Ross Grief Cycle as a wave with five stages, each with associated emotions and a supporting intervention:

- Denial:** Avoidance, Confusion, Elation, Shock, Fear. Intervention: Information and Communication.
- Anger:** Frustration, Irritation, Anxiety. Intervention: Emotional Support.
- Depression:** Overwhelmed, Helplessness, Hostility, Flight. Intervention: Emotional Support.
- Bargaining:** Struggling to find meaning, Reaching out to others, Telling one's story. Intervention: Guidance and Direction.
- Acceptance:** Exploring options, New plan in place, Moving on. Intervention: Guidance and Direction.

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**4.1.02.02** Understands the principles of change management

**A. Models**

A3. **Bridge's transition model**  
Helps you understand how people feel as you guide them through change.

The diagram illustrates Bridge's transition model as a curve with three phases, each with associated feelings and a supporting intervention:

- Endings:** Letting go of the old ways and the old identity people had. Intervention: Ending, Losing, Letting Go.
- Neutral zone:** Realignments and re-patterning take place. Intervention: The Neutral Zone.
- New beginning:** Establish the new identity and new sense of purpose that makes the change stick. Intervention: The New Beginning.

Bridges, W. (2009). Managing transitions: Making the most of change (3rd ed.). London: Nicholas Brealey.

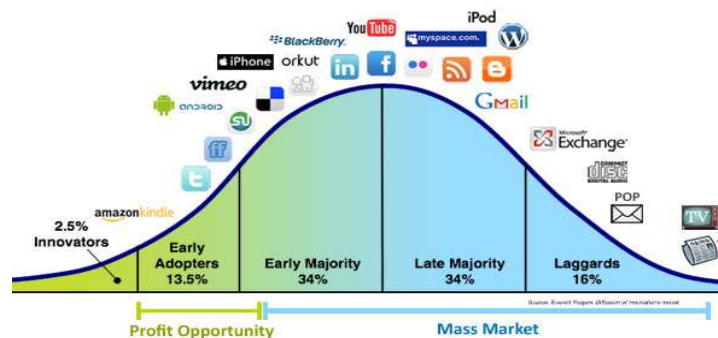
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## 4.1.02.02 Understands the principles of change management

### A. Models

#### A4. Roger's technology Adoption

Curve illustrate product adoption to better understand how new ideas and technologies spread especially in today's digital culture.



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## 4.1.02.02 Understands the principles of change management


### A. Models

#### A5. Prosci's ADKAR Model

An outcome-oriented approach to facilitate individual change.

ADKAR Elements	Factors Influencing Success
<b>Awareness</b> of the need for change	<ul style="list-style-type: none"> <li>A person's view of the current state</li> <li>How a person perceives problems</li> <li>Credibility of the sender of awareness messages</li> <li>Circulation of misinformation or rumors</li> <li>Contestability of the reasons for change</li> </ul>
<b>Desire</b> to support and participate in the change	<ul style="list-style-type: none"> <li>The nature of the change (what change is and how it will impact each person)</li> <li>The organizational or environmental context for the change (his or her perception of the organization or environment that is subject for change)</li> <li>Each individual person's situation</li> <li>What motivates a person (those intrinsic motivators that are unique to an individual)</li> </ul>
<b>Knowledge</b> of how to change	<ul style="list-style-type: none"> <li>The current knowledge base of an individual</li> <li>The capability of this person to gain additional knowledge</li> <li>Resources available for education and training</li> <li>Access to or existence of the required knowledge</li> </ul>
<b>Ability</b> to implement required skills and behavior	<ul style="list-style-type: none"> <li>Psychological blocks</li> <li>Physical capabilities</li> <li>Intellectual capability</li> <li>The time available to develop the needed skills</li> <li>The availability of resources to support the development of new abilities</li> </ul>
<b>Reinforcement</b> to sustain the change	<ul style="list-style-type: none"> <li>The degree to which reinforcement is meaningful and specific to the person impacted by the change</li> <li>The association of the reinforcement with actual demonstrated progress or accomplishment</li> <li>The absence of negative consequences</li> <li>An accountability system that creates an ongoing mechanism to reinforce the change</li> </ul>

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**4.1.02.02** Understands the principles of change management

**B. Principles**

**B1. Understand the need for change**

**Methods:**

- Discuss which will be the future if don't change
- Refer to the benefits from change
- Mention others who already changed
- Focus on long run benefits instead short term difficulties


**B2. Communicate vision**

**Methods:**

- Lead by example ("walk the talk")
- Assign the right persons to communicate the vision
- Use the right media, which impact significantly on the audience
- Select the right time and location

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**4.1.02.02** Understands the principles of change management

**B. Principles**

**B3. Remove obstacles**

**Methods:**

- Predict the obstacles
- Plan actions to remove or bypass or weakening obstacles
- Decide the right timing for removal
- Act decisively without setbacks

**B4. Empower actions**

**Methods:**

- Congratulate in public the actions towards change
- Reprove the resistance makers in private
- Set clear individual and team objectives
- Establish a motivation scheme

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#### 4.1.02.02 Understands the principles of change management

##### B. Principles

##### B5. Implement change

###### Methods:

- Set specific Action Plan
- Define responsibilities (RACI chart)
- Build a Project Plan
- Set a progress review and monitoring process

##### B6. Sustain change

###### Methods:

- Implement quick wins first
- Celebrate successes
- Put the right persons in the critical posts
- Communicate officially the achieved changes
- Isolate changes blockers and criticism
- Incorporate change into the culture

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## EJlog - MODULE B : CORE MANAGEMENT SKILLS

#### 4.1.02.03 Participates in cross functional teams



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#### 4.1.02.03 Participates in cross functional teams

- A **cross-functional team** is a group of people with different functional expertise working toward a common goal. It may include people from finance, marketing, operations, and human resources departments. Typically, it includes employees from all levels of an organization. Members may also come from outside an organization (in particular, from suppliers, key customers, or consultants).
- Cross-functional teams often function as **self-directed teams** assigned to a specific task which calls for the input and expertise of numerous departments. Assigning a task to a team composed of multi-disciplinary individuals increases the level of creativity and out of the box thinking. Each member offers an alternative perspective to the problem and potential solution to the task. In business today, innovation is a leading competitive advantage and cross-functional teams promote innovation through a creative collaboration process. Members of a cross-functional team must be well versed in multi-tasking as they are simultaneously responsible for their cross-functional team duties as well as their normal day-to-day work tasks.
- **Decision making** within a team may depend on consensus, but often is led by a manager/coach/team leader. Leadership can be a significant challenge with cross-functional teams. Leaders are charged with the task of directing team members of various disciplines.

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#### 4.1.02.03 Participates in cross functional teams

**EXCERSICE** : Propose the departments which must delegate representatives in cross-functional teams having mission to :

**CF TEAM A** : **"optimize the ordering of imported products"**

**CF TEAM B** : **"Rationalize the working capital hold in inventories"**

**CF TEAM C** : **"Decrease the overdue receivables from customers"**

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### 4.1.02.03 Participates in cross functional teams

#### A. Definition of the organizational Context

##### A1. Clear Mission

The c/f team need to have a clear mission.  
 It should be in written form and communicated  
 so that avoid misunderstanding and personal or  
 functional agendas



##### A2. Functional Alignment

The c/f team need to have a mission, goals  
 and objectives shared and supported by all the  
 individual members and the departments they belong.  
 The mission may differ from the missions of the  
 departments but must not be contradictory to  
 functional missions.



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### 4.1.02.03 Participates in cross functional teams

#### A. Definition of the organizational Context

##### A3. Senior Champions

A knowledgeable person, expert, guru in his domain  
 who is assigned to coach the cross functional team



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**4.1.02.03** Participates in cross functional teams

**A. Definition of the organizational Context**

**A4. Project Leader Power.**


**Leadership styles...**

The PM must know what leadership styles exist and decide which one is the appropriate for :

- the project
- the team being managed
- the dealing with senior management
- the dealing with the interested parties
- in all type of situations

The leadership style includes :

- patterns of behaviour
- communication methods
- decision making process
- amount and type of delegation



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**4.1.02.03** Participates in cross functional teams

**A. Definition of the organizational Context**

**A4. Project Leader Power.**

**Competences of effective leaders....**

- ▶ **Emotional intelligence** : the leaders ability to monitor his or her own and other emotions, discriminate among them and use the information to guide his or her thoughts and actions
- ▶ **Integrity** : The leaders truthfulness and tendency to translate words into deeds
- ▶ **Drive** : The leader's inner motivation to pursue goals
- ▶ **Leadership motivation** : The leader's need to socialized power to accomplish team or organizational goals
- ▶ **Self-confidence** : The leader's belief in his or her own leadership skills and ability to achieve objectives
- ▶ **Intelligence** : The leader's above-average cognitive ability to process enormous amounts of information
- ▶ **Knowledge of the business** : The leader's tacit and explicit knowledge about the company's environment, enabling him or her to make more intuitive decisions

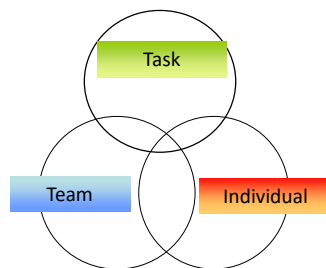
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#### 4.1.02.03 Participates in cross functional teams

### A. Definition of the organizational Context

#### A4. Project Leader Power

##### The aim of Leadership



The leader should develop and coach the team towards a common target by fulfilling the needs of individuals

Task, Team and Individuals need to be interlinked.

When a PM faces problems and difficult situations, has to think how this triangle works

The needs of individuals : MASLOW pyramid

The achievement of a task keeps the team strong and the individual happy. If the team is weak, the performance towards the task is low and the individual satisfaction decreases

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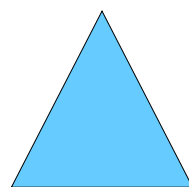
#### 4.1.02.03 Participates in cross functional teams

### A. Definition of the organizational Context

#### A4. Project Leader Power

##### Leadership-Management contrasting roles :

Leadership role



Management role

Top  
management

Senior  
management

Operational  
management

Leadership	Management
Ask strategic questions	Reply operational questions
Generate answers to those questions	Generate detailed plans to achieve operational stability
Implement organizational changes to realise the strategy	Maintain systems and controls
Work through relationships and inspiring others	Work through hierarchies and formal authority

It is leadership activity rather than Management which represents a core capability. Leadership is a necessity at every organisational level.

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**4.1.02.03** Participates in cross functional teams

**A. Definition of the organizational Context**

**A4. Project Leader Power**  
If the last few years have shown a shift of focus from processes to soft skills in the project management industry.




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**4.1.02.03** Participates in cross functional teams

**A. Definition of the organizational Context**

**A3. Senior Champions**  
A knowledgeable person, expert, guru in his domain who is assigned to coach the c/f team




**A4. Project Leader Power**  
If the last few years have shown a shift of focus from processes to soft skills in the project management industry.



**A5. Resources/Time allowance**

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**4.1.02.03** Participates in cross functional teams

**A. Definition of the organizational Context**

- A6. Team Training
- A7. Team Accountability
- A8. Team Rewards
- A9. Team Co-Location

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**4.1.02.03** Participates in cross functional teams

**B. Definition of the task**

- B1. Team Empowerment
- B2. Integrative Processes
- B3. Customer Focus
- B4. Important Task

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**4.1.02.03** Participates in cross functional teams

**C. Group/Team Composition**

- C1. Right functional mix
- C2. Team leader selection

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**4.1.02.03** Participates in cross functional teams

**C. Group/Team Composition**

- C3. Clear roles and responsibilities
- C4. Team tenure

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EJlog - MODULE B :

**CORE MANAGEMENT SKILLS**

**4.1.02.04** Has good oral and written communication skills

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**4.1.02.04** Has good oral and written communication skills

**A. Oral communication**

- A1. Explain and present ideas clearly
- A2. Tailor delivery to given audience
- A3. Use appropriate styles and approaches
- A4. Non-verbal cues

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**4.1.02.04** Has good oral and written communication skills

**B. Written communication**

- B1. Write effectively in a range of contexts
- B2. For a variety of different audiences
- B3. Electronic communications  
(SMS, email, discussion boards, chat rooms and instant messaging)

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EJlog - MODULE B :  
**CORE MANAGEMENT SKILLS**

**4.1.02.05** Demonstrates decision making ability

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**4.1.02.05** Demonstrates decision making ability

- A. Sets goals**
- B. Sets priorities**
- C. Involves people**
- D. Identifies and prioritizes key issues involved**
- E. Consider risks**
- F. Anticipates consequences of decisions**
- G. Makes decisions**

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**EJlog - MODULE B :**  
**CORE MANAGEMENT SKILLS**

**4.1.02.06** Chairs meetings

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**4.1.02.06** Chairs meetings

- A. Purpose of meeting**
- B. Written agenda**
- C. Desired outcomes**
- D. Time management**    Action list
- E. Demonstrates leadership**
- F. Handles conflict**
- G. Short summary**
- H. Action list**

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EJlog - MODULE B :  
**CORE MANAGEMENT SKILLS**

**4.1.02.07** Manages a team

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**4.1.02.07** Manages a team

- A. Demonstrates leaderships**
- B. Communicates effectively with team**
- C. Manages and monitors performance**
- D. Sets clear objectives**
- E. Develops team**
- F. Motivates and encouraging performance**
- G. Delegates**
- H. Recognises achievements**