Selected Learning Materials

Carrier planning and business management

AIM OF THE MODULE
to increase the economical (including the labour market issues) and ecological awareness of the first-level manager at the woodworking sector; to give an overview about the legislation regulating the labour market and to introduce the principles of lifelong learning and career development

ASSESMENT FORM
- During the acquisition of the module, the learner researches the importance and functions of the management process in the manufacturing company, identifying the main influencing factors. At the end of the module, the learner presents the developed work.
- During the acquisition of the module, the learner performs a case study in the manufacturing company regarding the management processes, describing all management processes (planning, organisation, control) and identifying problems in the management process and their causes. Based on the performed analysis, proposals for process improvement are developed. At the end of the module, the learner presents the analysis of management processes in the selected manufacturing company.
- During the acquisition of the module, the learner organises a planning results report meeting in a selected structural unit of the manufacturing company, taking into account the peculiarities of the external environment. According to the respective assignment, the learner analyses the necessity for and logic of changes in development planning. At the end of the module, the learner presents the results (conclusions) on the analysis of the planned work results of the organisation and the need for changes in the selected manufacturing company, providing proposals for the improvement of planning.
- During the acquisition of the module, by studying the management processes in the selected manufacturing company, the learner develops changes in the management development plan for the manufacturing company. At the end of the module, the learner presents the created development plan for the selected manufacturing company.

TARGET GROUP
Wide range of learners of various profiles and scales of woodworking and furniture manufacturing companies, as well as different levels of responsibility and competence - from employees directly involved in production technological processes to a medium-sized woodworking plant manager.

WORK-BASED-LEARNING
The implementation of the project is based on the allocation of fields of responsibility based on the area in which their company works, or personal interest. Work based learning is following all the models from the beginning to the end of the studies.

According to competence and responsibilities at the place of work: Choosing the most appropriate management methods, functions (planning, organisation, control), taking into account the influencing internal and external environment factors, decision-making methods, managerial potential and management styles, abilities, types of power, management ethics and social responsibility

READING LIST

- Gibson L., Ivancevich M., Donnely H. Organizations. Behovior. Structure. Processes. 8th Edition. Irwin, Boston, Massachusetts, 1997. 521 p.
- Patterson C. Management Brief – Management and Leadership Theory Made Simple. 2010. 63 p.
- International Journal of Business and Management. Canadien Center of Science and Education. ISSN 1833-3850, ISSN 1833-8119 (Online)
- JOURNAL of Management and Strategy. Sciedu. ISSN 1923-3965, ISSN 1923-3973
- Journal of Modelling and Management. Emerald, 2006-, ISSN 1746-5664
- Daniel H. Pink Drive: The Surprising Truth About What Motivates Us. New York: Riverhead hardcover, 2009. 242 p.
- Ries E. The Learn Startup: How Today's Enterreneurs Use Continuous Innovation to Create Radically Successful Businesses. Crown Busuness, 2011. 336 p.
- Larsson G., Wilde-Larson B. Stress Measurement in Less Than One minūte. 2012. 97 p. ISBN: 978-87-403-0234-9
- Successful Time Management. MTD Training. 2012. 57 p.

CONTENTS

Topic:

"THE FIVE BEHAVIORS OF THE COHESIVE TEAM"

Author
Daniēls Godiņš

Why is it worth learning?

Strong teams don't just emerge, it's a painstaking and determined effort that starts with the leader.

▲ Make decisions quickly and with high quality

▲ Tap into team members' strengths

▲ Play to the strengths of your team members

▲ Promote a pleasant atmosphere and the joy of being part of a team

Goals

▲ Learn The Five Behaviours of a Cohesive Team

▲ Determine your team's situation

▲ Awareness of how DiSC style influences the team situation

▲ Identify team strengths and challenges

RESULTS

ACCOUNTABILITY

COMMITMENT

CONFLICT

TRUST

Before we start

Key messages:
▲ Strong teams survive these five behaviours.
The most important of these is building trust

▲ Knowing your teammates' DiSC styles can help build trust

▲ The process is simple, but it requires dedicated work

Best and worst experiences of working in a team

▲ Group discussion

▲ Each person briefly shares the best and worst experiences of working in team

▲ Discuss the qualities that led to the best and worst experiences in these team

▲ Give examples from a team other than the one you are currently working in

Challenge

The Five Behaviors of a Cohesive Team Model

Lack of trust

Special team members

- trust each, other both professionally and personally
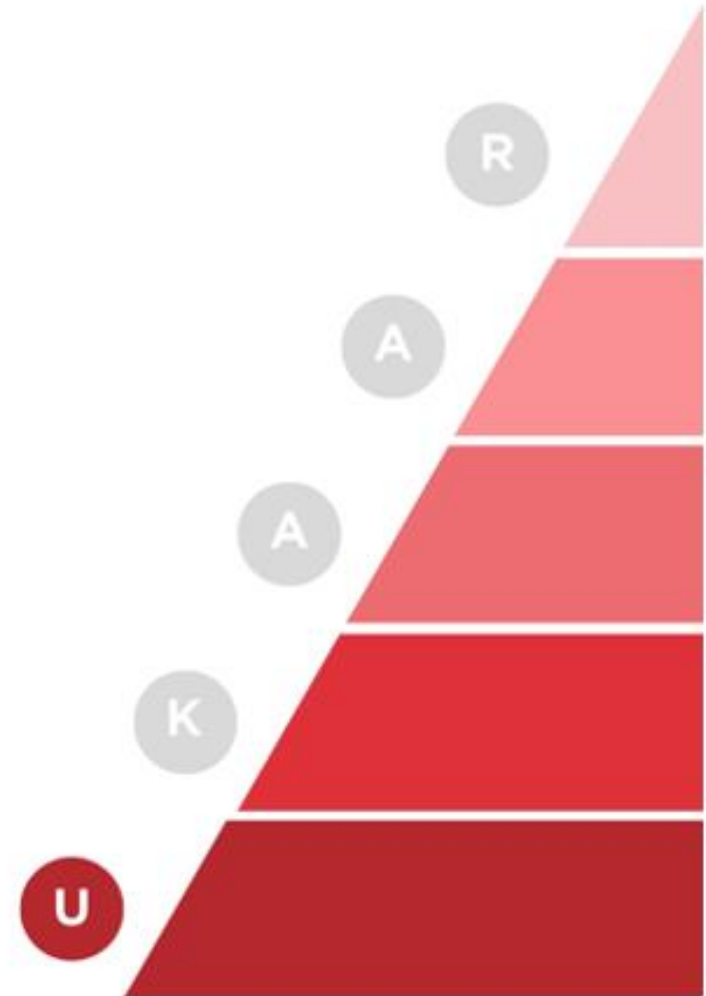
Two types of trust

Expectations

Two types of trust

Predictable and vulnerable

Lack of trust

How to ensure that team members build trust with the vulnerable?

Can trust be too vulnerable?

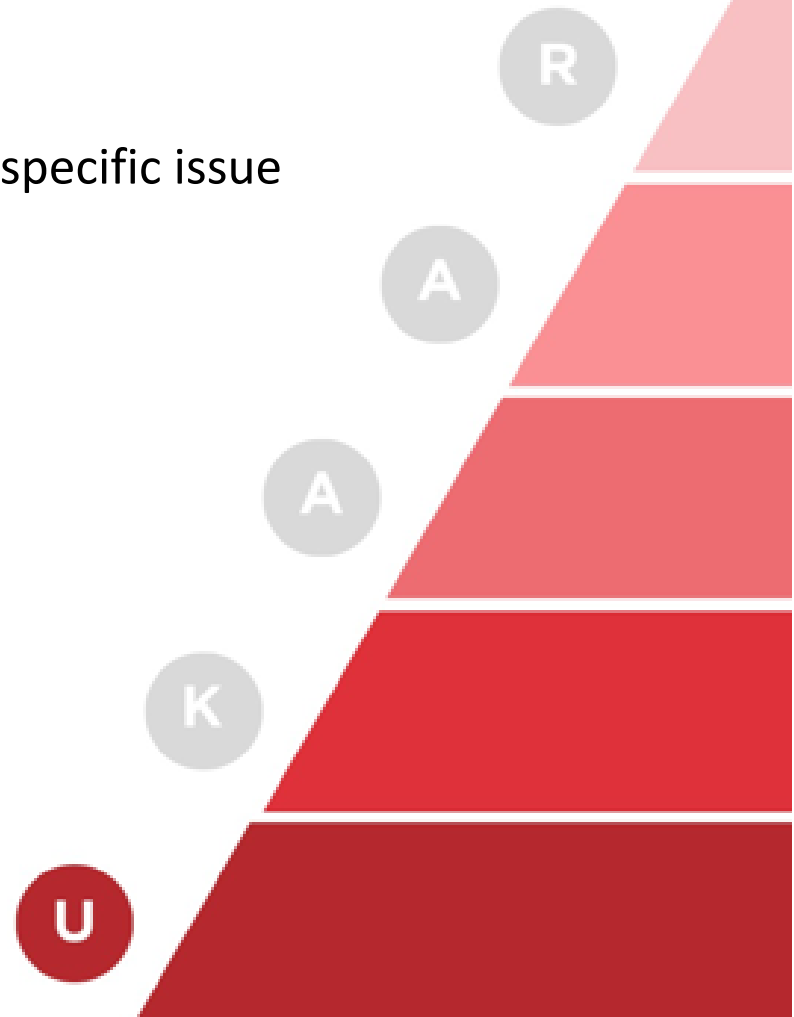# Lack of trust

Special team members...

- trust each other, both professionally and personally

- be open and open with vulnerable information - unleashing their own strengths, qualities and bases

- Can be honest with each other without being judgmental

Fear of conflict

Special team members..
* are ready to engage in an open debate on a specific issue

Conflicts

Fear of conflict

Special team members…

- are prepared to engage in open and unfiltered debate on a specific issue

- are prepared to disagree, challenge and refine each other to arrive at the right answer
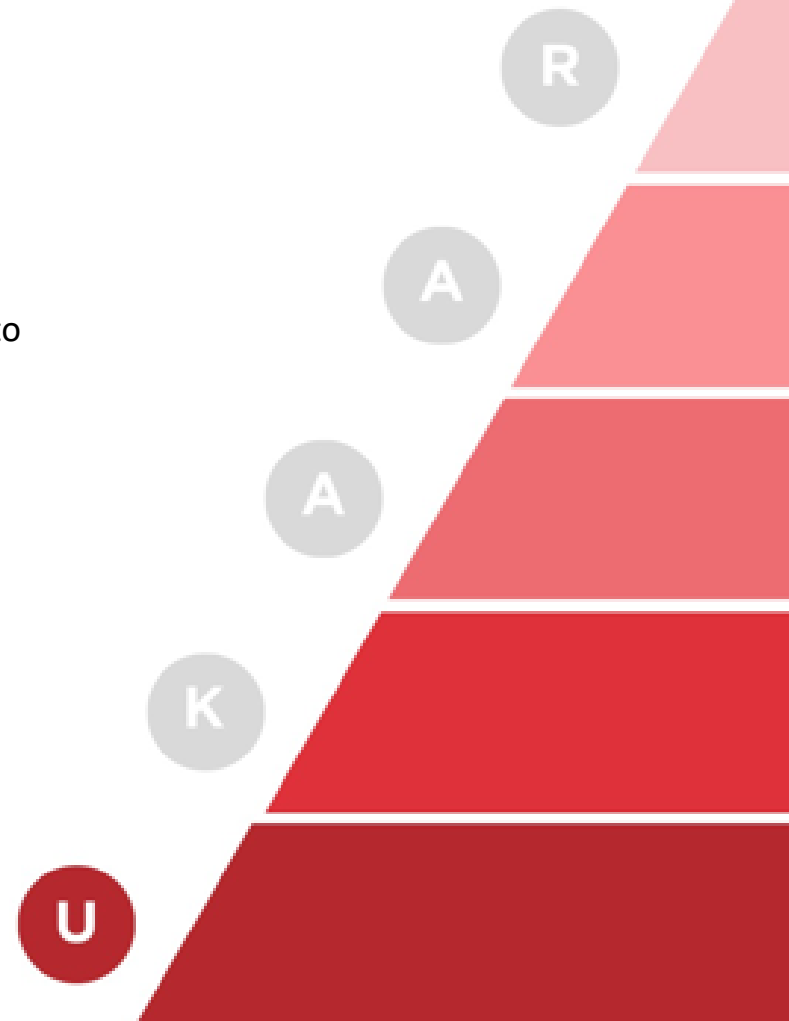
Insufficient awareness

Special team members..

- engages in debate so that nothing is left unsaid and promotes mutual clarity

- ensure that all team members are involved in important decisions
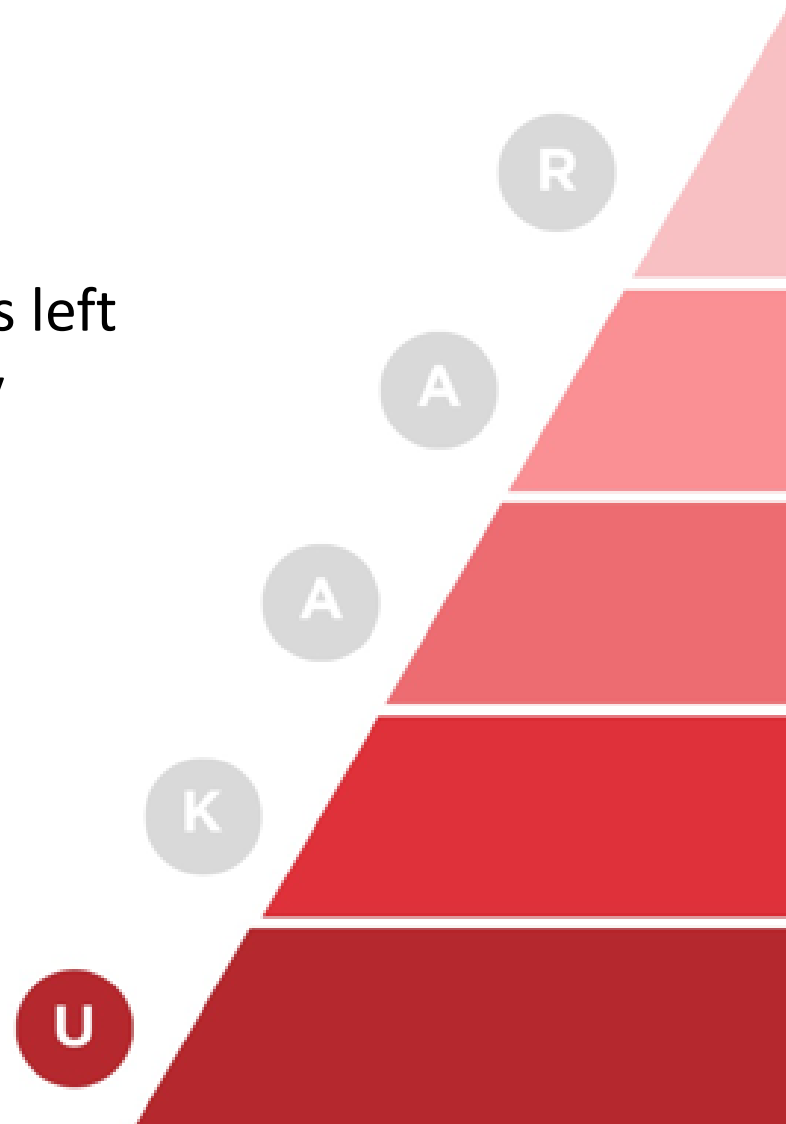
Non-accountability

Special team members..
- holding each other accountable by embracing u
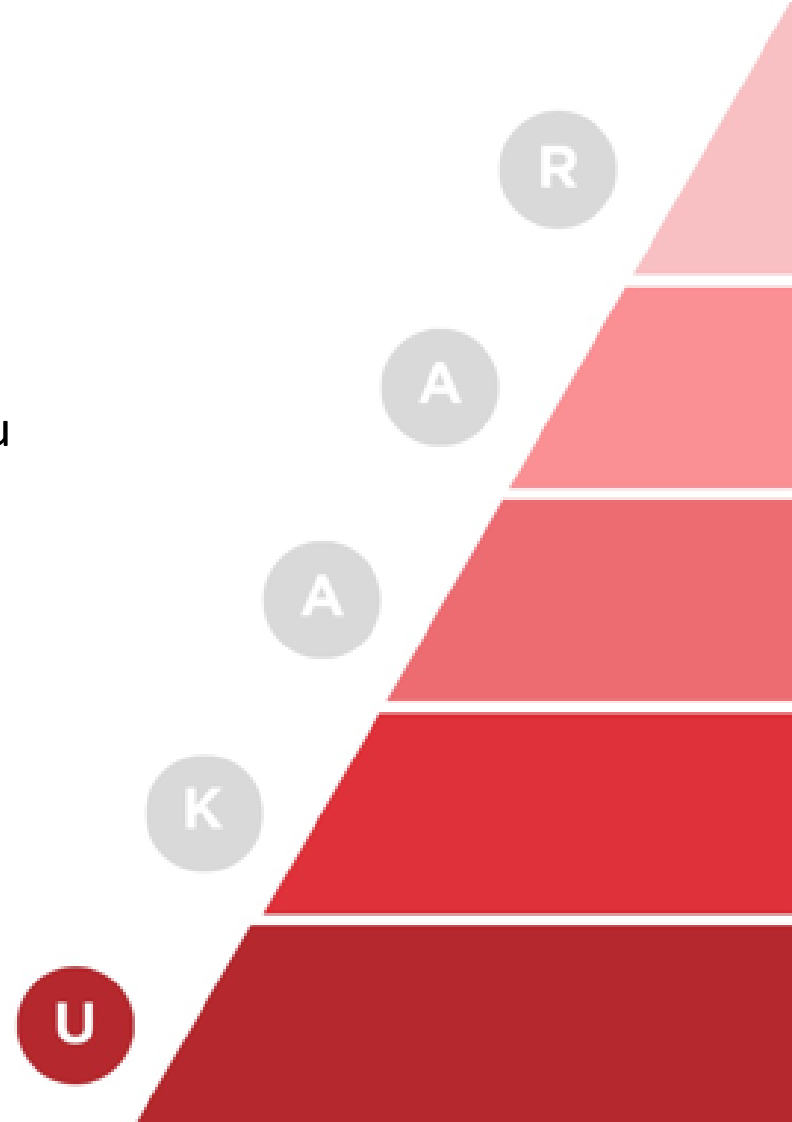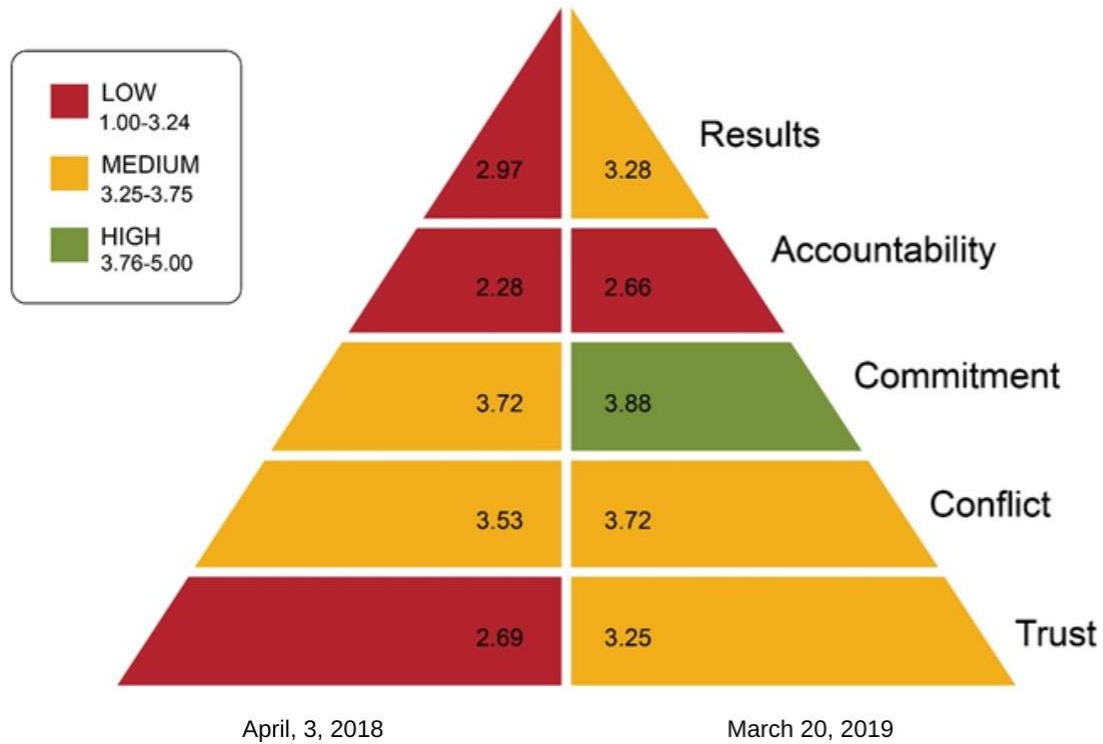
April, 3, 2018   March 20, 2019

Non-accountability

Special team members

- holding each other accountable by embracing ̣

- does not rely on the manager as the sole perso
  claim responsibility; deals with each other

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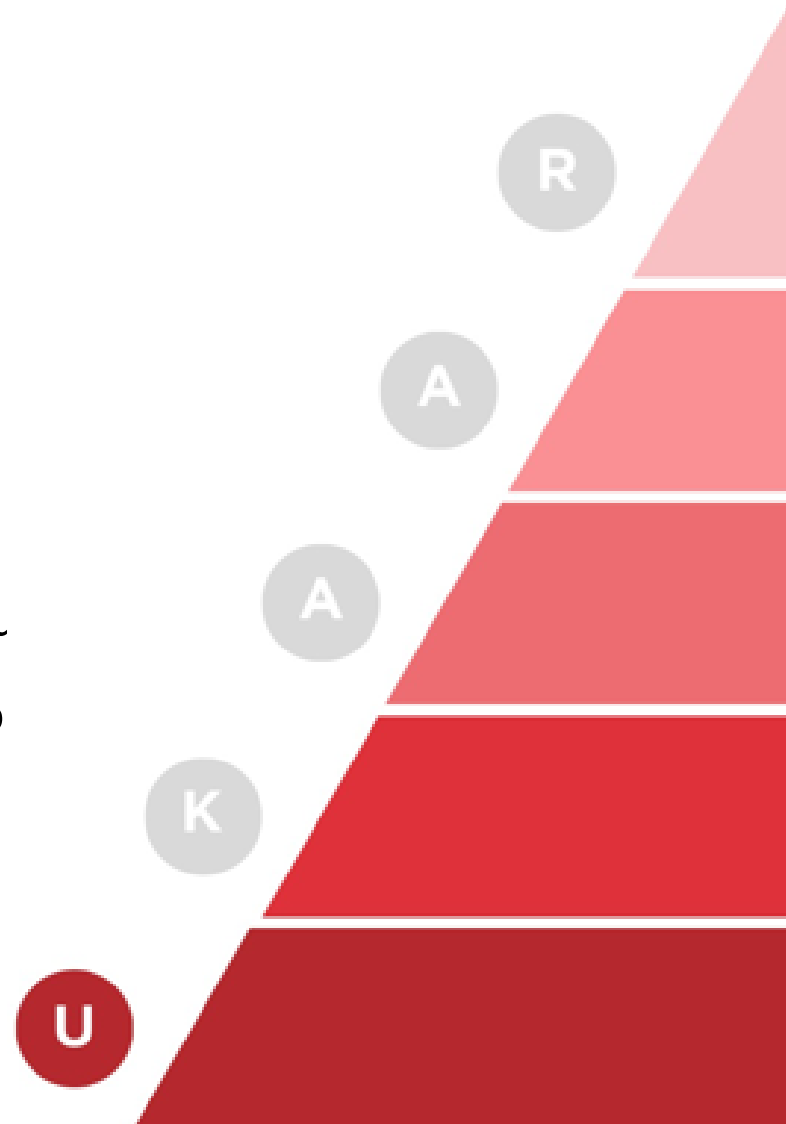
Complaints

Irony

Not enough focus on results

Special team members….

- put aside your individual needs and focus on what's best for the team

- the impact is measured by the total achieved
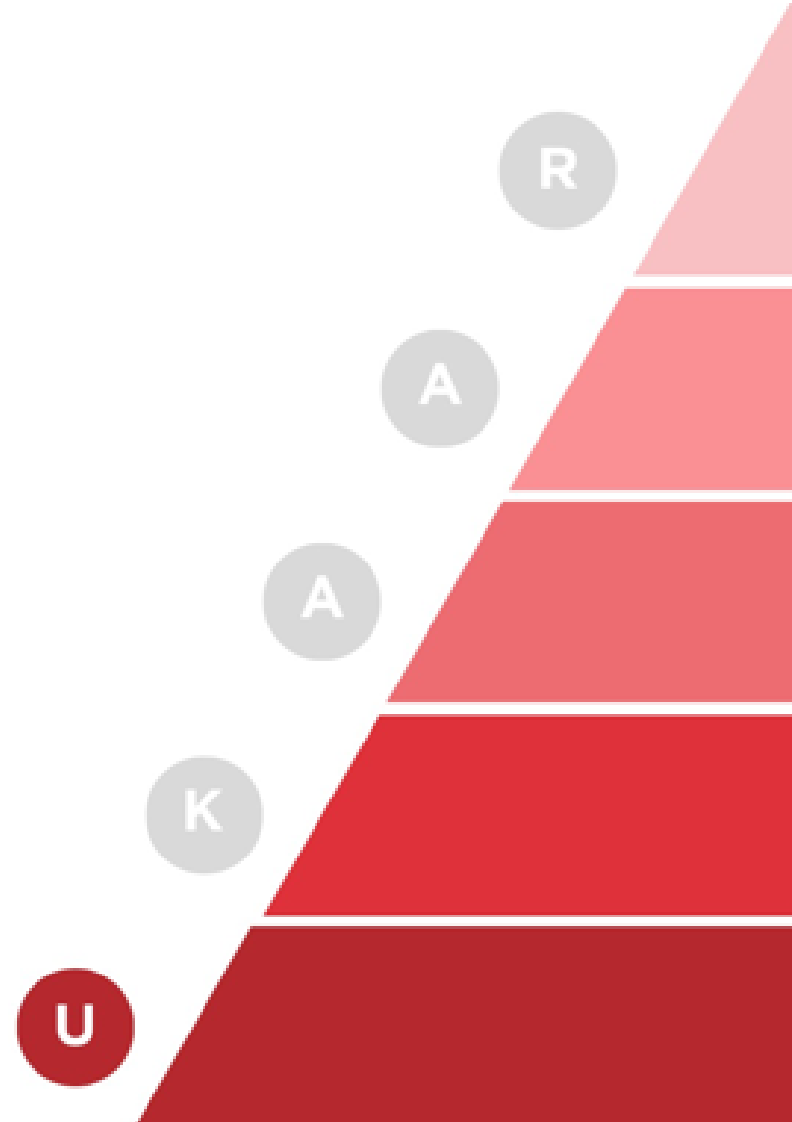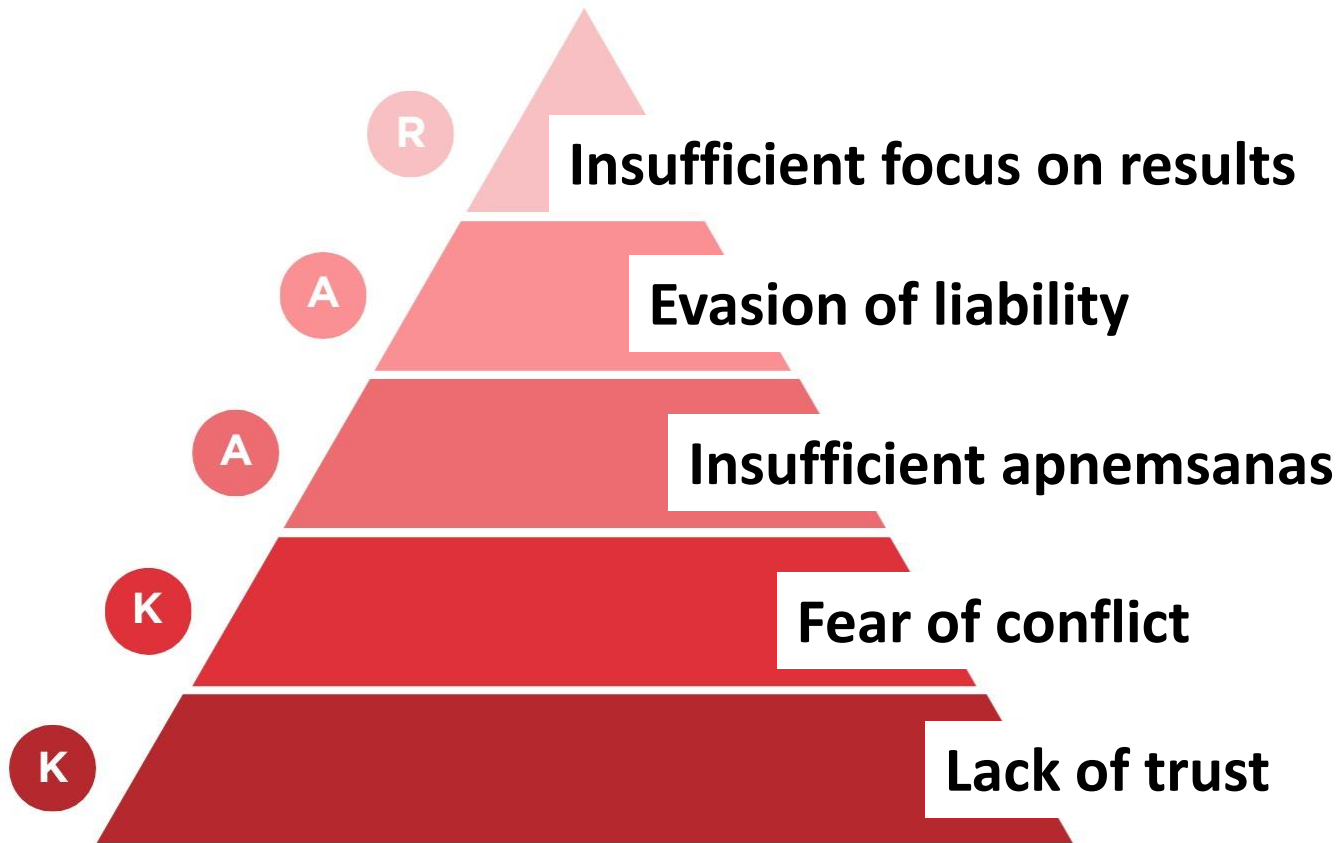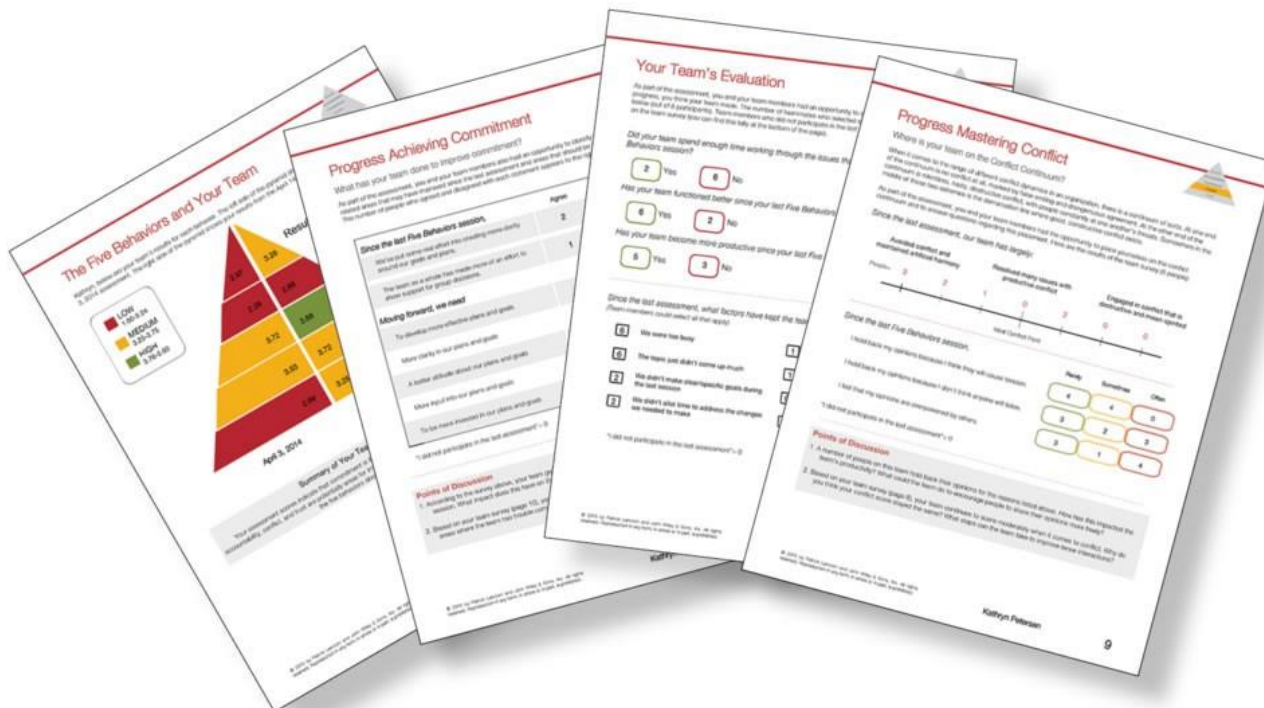
DANIĒLS GODIŅŠ
Sense Of Team
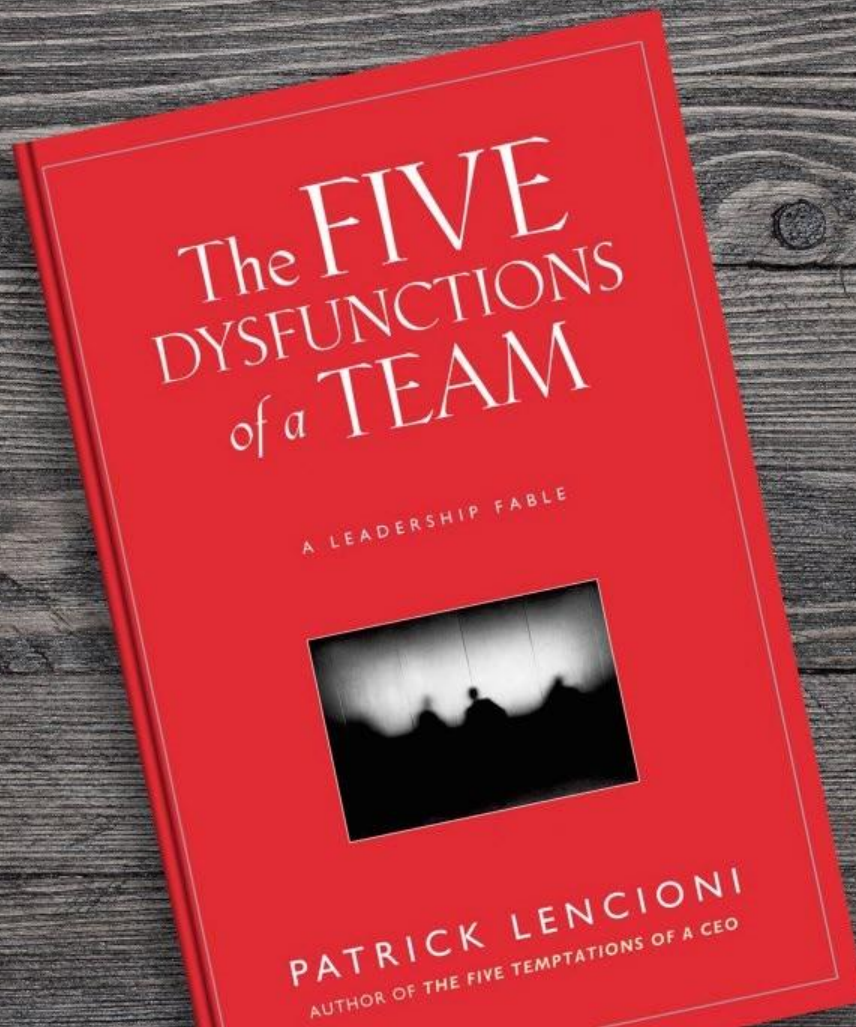
Question

If team members admit their mistakes, does it help you trust them more?

If team members admit their mistakes, does it help you trust them more?

84% answered yes

Question

If colleagues were more direct and said what they thought rather than talking behind their backs, would that make the working environment more efficient?

Question

If colleagues were more direct and said what they thought rather than talking behind their backs, would that make the working environment more efficient?

71% answered yes

Question

Have you ever noticed that a project is not moving forward because the participants are not involved enough?

86% answered yes

Could your team do more if they held each other accountable and felt free to reprimand each other for shortcomings?

89% answered yes

Have you ever seen a project suffer because the participants focus more on their own benefit than on the common good?

87% answered yes

How are you doing?

▲   See all 5 actions

▲   Mark with a - the action that is the most difficult/challenging for you personally

▲   Mark with a + the action where YOU feel the strongest

Challenge

Topic:

WORKSHEET "THE BEST AND WORST EXPERIENCES OF BEING IN A TEAM"

Author
Daniēls Godiņš

The best and worst experiences of being in a team

The best qualities of a team

The worst qualities of a team

A study...

	Your guess	Answer	Difference
If team members admit their mistakes, does it help you trust them more?	_____	_____	_____
If colleagues were more direct and said what they thought rather than talking behind their backs, would that make the working environment more efficient?	_____	_____	_____
Have you ever noticed that a project is not moving forward because the participants are not involved enough?	_____	_____	_____
Could your team do more if they held each other accountable and felt free to reprimand each other for shortcomings?	_____	_____	_____
Have you ever seen a project suffer because the participants focus more on their own benefit than on the common good?	_____	_____	_____
Total difference			_____

Topic:

Worksheet „PERSONAL STORIES – TAKE AN ACTION"

Author
Daniēls Godiņš

Personal stories

Start by answering these questions...

Where did you grow up?

How many children were in your family and who were you in turn?

What was your biggest challenge as a child?

After everyone has answered...

What new things did you learn about others that you didn't know?

From what you've heard, how do you think this information will affect the level of trust in the team?

Take action

Trust
What can I do to build trust in my team?

What can I do to increase trust?

Conflict
What can I do to promote healthy conflict in my team?

What can I do to ensure healthy conflict in my team?

Commitment
What can I do to encourage team member involvement and commitment?

What can I do to bring more clarity and willingness to take and implement decisions in the team?

Take action

Responsibility

What can I do to promote mutual accountability among team members?

What is stopping me from being held accountable elsewhere?

Results

What can I do to encourage team members to focus on a common outcome?

What is needed to ensure that the overall result is measurable and easily visible?

Take action

TOP THREE

Action #1:_____

Steps   Who?   When?

Action #2: _____

Steps   Who?   When?

Action #3: _____

Steps   Who?   When?

Topic:

"FOCUS SHEET"

FOCUS SHEET			Coach's comments
Name:		*This year's objective*	
Leader:			
Why I want to be a better manager:		*Exact date:* *Next meeting:*	

MOST IMPORTANT *What changes, improvements and actions will help achieve the objectives*	Evaluation - + ++	STEPS OF ACTION *What actions will help achieve the objectives. Be specific, measurable and achievable, with dates by which the work must be done* *Make a note of what a completed task will look like*
FINANCES Financial Objective / Current Situation / Interest (9000 8640 96%)	Evaluation - + ++	STEPS OF ACTION *Specific, measurable and with dates by which it must be completed*
PERSONAL DEVELOPMENT *Areas where I want to develop. What changes or skills do I want to see in my life? Suggestion to record both personal and professional development.*	Evaluation - + ++	STEPS OF ACTION *Specific, measurable and with dates that must be achieved. Fix criteria by which you can know that progress has been made.*
DEVELOPMENT FOR ME AS A MANAGER *Me as an example to others, public speaking, interpersonal communication and communication with the clinic, etc. Development of self as a leader: self-awareness, self-management, awareness of others, management of others*	Evaluation - + ++	STEPS OF ACTION *It may be valuable to record insights, feedback and commitment. As well as steps of action*

Attitude - willingness to help, positivity and perseverance

People management skills - ability to communicate, delegate, motivate, confront, hold accountable, etc.

Training others - the ability to teach and train other people

Leading others - the skills to communicate a vision, develop a strategy, lead a team and encourage people
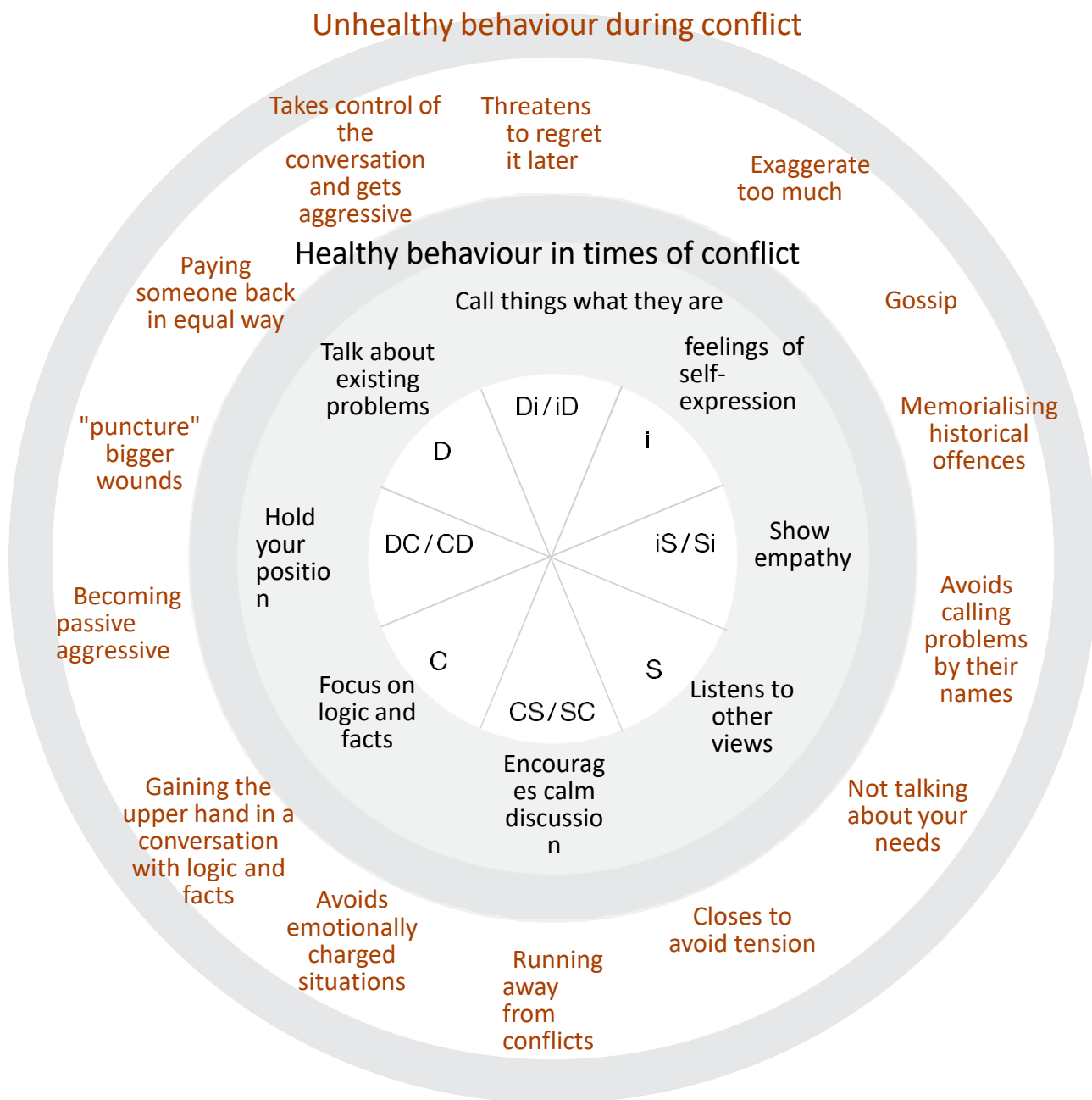
Topic:

"CONFLICT MAP"

SKILLED UP

Co-funded by the Erasmus+ Programme of the European Union

Results
Accountability
Commitment
Conflict
Trust

Conflict map

The description in the inner circle describes healthy actions during conflict. The descriptions in red in the outer circle describe the unhealthy behaviours during the conflict. Mark the number of people for each of the DiSC styles in the middle circle.

Unhealthy behaviour during conflict

Takes control of the conversation and gets aggressive

Threatens to regret it later

Exaggerate too much

Paying someone back in equal way

Gossip

Healthy behaviour in times of conflict

Call things what they are

feelings of self-expression

Memorialising historical offences

Talk about existing problems

"puncture" bigger wounds

Di / iD

i

D

DC / CD

iS / Si

Show empathy

Hold your position

Avoids calling problems by their names

Becoming passive aggressive

C

S

Focus on logic and facts

CS / SC

Listens to other views

Not talking about your needs

Gaining the upper hand in a conversation with logic and facts

Encourages calm discussion

Closes to avoid tension

Avoids emotionally charged situations

Running away from conflicts

Topic:

"PRACTICAL WORK BUSINESS MANAGEMENT"

Practical work

Driving module

Practical work:

Aim of the practical work: Development and analysis of management processes in wood processing enterprises.

Practical work objectives:

1. learners develop and present plans at different levels in a woodworking enterprise and describe its relevance to the enterprise's objectives.

2. learners design an organisational structure for their enterprise and justify its role in achieving the enterprise's objectives.

3 Learners interview a manager (specialist) in the company to understand his/her role in tactical, consultative and strategic issues in a manufacturing company.

4 Learners develop a portrait of an effective manager based on the skills and qualities required for the manager in different situations.

5 Learners draw conclusions and make proposals for the improvement of management processes in the enterprise.

6 Learners develop and present the results of their practical work in the last lesson.

Task details:

1. Strategic objectives, mission, vision, values of the company (studied documents of the company), if they do not exist, define them with the help of the theory.

2. the company's strategic plan, the set of measures to achieve the objectives (the company's documents have been studied), if not, define them using the theory explained in the help.

3. the company's tactical and operational objectives (the company's documents have been studied, if not, the theory explained in the help defines them).

4. the company's tactical and operational plans (study the company's existing documents, if not, define them using what is explained in the assisting theory).

5 Interview with a manager (specialist) in the company. Suggested questions:

      a.   What long-term, medium-term and operational objectives is the manager aware of? Are they clear, written and understandable?

   b. Are the objectives defined and measurable, verifiable and what performance indicators are used to describe them? Why verifiable targets are necessary.

   c. Who in the company informs the employees, what is the information system on the different levels of objectives to be achieved. Should the employees of the company be informed about the different levels of targets to be achieved?

   d. Does the company have strategic, tactical and operational objectives and plans for each employee? Is the linking of objectives and plans necessary to achieve the overall objective of the company?

   e. Does the head of the enterprise have plans at different levels in line with the objectives set? Are they interlinked? Are these plans relevant to the achievement of the company's objectives?

6. Establish the structure of the company. If you had the opportunity, what would you recommend to change in this structure, reporting lines, decision making, creating new positions, etc.

7. Portrait of the ideal manager or universal soldier. Your free flight of thought, based on today's situation and future demand.