

Teaching Materials for the continuing education program for Mentoring in SMEs



Wielkopolska Izba Rzemieśnicza
w Poznaniu



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Self-Assessment Listening

Are you a good listener?

I mean about myself that I ...		4	3	2	1	0
1	- listen to the facts					
2	- listen to the feelings of others;					
3	- listen to my own feelings					
4	- express my own feelings;					
5	- asks in-depth questions					
6	- am not judgmental;					
7	- do not interrupt,					
8	- am willing to take up conflicts;					
9	- don't finish other people's sentences					
10	- seek and make eye contact					
11	- observes body language					
12	- am fine with silence					
13	- concentrate on the other person					
14	- build trust					
15	- uses active listening					
16	- can distinguish between dialogue and discussion					

Begin by filling out the self-assessment form:

0 = Never, 1 = Rare, 2 = Occasionally, 3 = Usually, 4 = Always/very often

Please answer the following questions:

1. How would you describe yourself as a listener in relation to your colleagues?

2. How would your colleagues describe you as a listener?

3. Think of the best listener you know. What are the characteristic features of him/her?

4. What conclusions can you draw from your answers to the previous questions?

5. What makes a good listener?

How do I become a better listener?

1. The strength I have as a listener is:

2. Some things I do that often get in the way of active listening are:

3. In relation to my colleagues, I will start on the following:

4. In relation to colleagues, I will more often do the following:

5. In relation to my colleagues, I will completely stop the following:

6. In relation to my colleagues, I will *avoid* doing the following so often:

The SMART Model

SMART Model

The SMART model is a tool that makes it easier for you to set a goal and achieve it. You have probably experienced that you have set yourself a goal that you have not realized. That doesn't necessarily mean you weren't good enough, because maybe instead the goal needed to be more sharply articulated.

The SMART model helps you set sharp goals that are easier to communicate to others and to follow up on.

Below we review the SMART model in detail:

The SMART model makes your goal concrete

We use the SMART model because it helps you make your goal concrete, manageable and easier to achieve. These are 3 very important factors when you need to stay motivated in the pursuit of your goal – even on days when it gets tough! Whether you want to work more efficiently, spend more time with your family or cut down on sweets, the SMART model is a great tool, when your goal needs to be set. And a good goal is a good starting point.

SMART is a composite of 5 factors that your goal must meet in order to be a good goal.

Your goal should be:

SPECIFIC

MEASURABLE

ATTRACTIVE

REALISTIC

TIME BOUND

= SMART

If your goal is to be **SMART**, then it must meet all five requirements of the **SMART** model. Below we go through all the requirements one by one. We have provided a series of follow-up questions for each of the five requirements of the **SMART** model, so that you qualify your goal throughout the exercise. You can take one step at a time.

Specific

YOUR **SMART** GOAL MUST BE **SPECIFIC**

It is important that your goal is specific. You must briefly and very accurately describe what you want to achieve with your goal and how you want to achieve it.

This means that your goal must be well defined and delimited.

When **determining whether your goal is specific, you may want to use the following clarifying questions:**

- What do I want to achieve with my goal?
- Why do I want to reach my goal?
- Who does it involve achieving my goal?

If your goal is formulated too broadly or too loosely, you will not be able to judge how you will achieve the goal and when you will have achieved it..

A quick test of your specific goal: If you answer no to any of these questions, then your goal is not specific enough:

Does your mother understand your goal?

Can you quickly explain your goal to others?

Measurable

Your **SMART** goal must be **MEASURABLE**

It should be easy to conclude when you have reached your goal. So set up a measurable success criterion from the start.

You need to know exactly when you can say, "I'm done! I have achieved it".

When you reach your goal, you can see an end to it when the weather is gray and you always know

exactly how far you are from being a goal.

It is important that you make your goal measurable in a size, a result, a deadline or in some kind of response so that you experience and feel that you have reached your goals.

When determining whether your goal is measurable, you may want to use the following clarifying questions:

- How do I know I've reached my goal?
- What are my success criteria for the goal?
- What has changed when I've reached my goal?

If your goal is not measurable, then you have no finish line. In other words, you can work around the core of the goal for a long-time without making any progress. With a measurable goal, you know exactly when you're ready to set new goals.

Attractive

Your **SMART** goal must be **ATTRACTIVE**

It is guaranteed to be hard work to achieve your goal, so it is important for your motivation that the goal is attractive to you. It should be a goal that you really want, are passionate about and get your heart rate up above.

In short, your goal should be worth all the trouble.

When determining whether your goal is attractive to you, you can use the following clarifying questions:

- What is my motivation for achieving the goal?
- How does the goal enrich my current situation?
- What value does it give me when I reach my goal?
- What do I dream of?

A lot of people set goals for themselves that are basically attractive but not for themselves. So, when you evaluate, if your goal is attractive, remember to ask yourself:

- Is this most attractive to my boss?

- Is this really attractive to me?

If your motivation does not come from within, but is guided by other people's expectations of you, then there is a high risk that your goal will remain unattainable.

Realistic

Your **SMART** goal must be **REALISTIC**

Your goal must be realistic, i.e. a goal that you believe you can achieve. It's important that you're the one who believes in it – not everyone else. It must be challenging and at the same time achievable. If your goal is too easy to achieve, you will also lose motivation to fight for it.

You must believe that you can achieve your goal.

When assessing whether your goal is realistic, these questions can help you:

- Do I believe I can achieve my goal?
- Will I sacrifice what is necessary to achieve my goal?
- What challenges will I face along the way? How do I deal with the challenges?

Time bound

Your **SMART** goal must be **TIME BOUND**

Right now, you are really ready to start with passion, you are highly motivated to achieve your goal. Perhaps it should have been achieved yesterday. Keep your blood calm. You need to make a plan.

It's important that you have timed deadlines on the way to your goal. If it's a big goal, then you also need deadlines for when to follow up on and adjust your goals. It is important that you set a specific date and preferably a time as well. And of course, it must be done so that you have a realistic time horizon to work with the goal in.

So here you really have to ask yourself:

- When can I reach my goal?
- What are my deadlines on the way to the goal?
- How long do I have?
- How long do I want to spend?

Omissions, generalizations, distortions

Examine the sentences below. What types of statements are involved – and what clarifying questions would you ask:

1. The materials that we will continue to work with on the course must be more manageable, and it is important that people get something out of it.

2. No one has ever been harmed by hard work.

3. She probably wouldn't be comfortable knowing that!

4. Management does not believe that it is necessary to spend a lot of money on marketing a product that has already achieved sufficient recognition with customers.

5. Immigrants do not have the same concept of democracy as we do.

6. The head of administration often makes me feel ridiculous.

7. If we learn to use questioning techniques in the right way, we must get our act together and make a sensible effort to understand it.

8. It has been a long time since the head of department has reviewed the results for us – he is dissatisfied with our efforts.

9. I have to think carefully every time I say yes to a task, and so should the others.

10. We never have time to discuss cooperation in the department.

11. You have to get up early to keep up.

Case Anette and Peter

Anette:

Your name is Anette and you have been employed in the company, “Mr. Silitron”, for 20 years and are head of the department responsible for packing and shipping the company's products. You have 15 employees and you are running in a well-functioning team that has a very efficient workflow.

You were told 2 days ago by your boss that you have been appointed as a personal mentor to a young guy (Peter) of 19 years who has just been "hired" by the company. He has joined the company through the Municipality. The only thing you have been told by your boss is that he has joined the company, as an agreement has been made with the municipality that he will try to have a permanent job and that he has been through several courses in the municipality to prepare him for the labour market. The agreement has been made for a year and then it must be assessed whether he can be permanently employed or perhaps participate even in a training course of some kind.

You have been told that Peter struggles to show up on time and sometimes arrives late and there is a lack of focus on the tasks in the afternoon. So you need to keep track of that from the start – so it doesn't ruin the efficiency of the team.

After the "youth consultant" in the municipality, he is smart when it is something he is interested in and where he can help decide how things should go – otherwise he quickly loses interest. You have inquired a little with your employees about whether they know Peter. And you've gotten some little hints from your colleagues that he's not exactly God's best kid. That he is a bit of a mess and associates with a gang that likes to party and drink, to smoke joints, etc. and that he often gets into fights. That his parents are career people: The father is the manager of the municipality and the mother the executive secretary here at the factory.

Peter is now starting in your department in a minute, and you need to talk to him about the job and that you are his mentor and what it entails and how you think it should go.

Peter:

Your name is Peter and you are 19 years old. 2 days ago you have been to a talk at the municipality and had a conversation with your "youth consultant". Over the past year, you have been through some "youth courses" to get you ready for the labor market.

You think that these processes have been pure time waste and just been deadly tasks without meaning and that have not interested you at all. You have been very bored and you have repeatedly told your supervisors that if they were to get something out of you, they should find something where your skills could be challenged.

You think you are reasonably intelligent – which just can't be seen, as you have been bored in the last years of primary school, as in your opinion it was too monotonous and not challenging to go there.

You have approached your parents several times, but they are too busy with their work and all the different "meetings" that run to in their spare time. So you haven't gotten much support there.

You've spent your free time playing football and parties for the past few years. Especially Friday-Saturday you are in town and sometimes drink quite heavily and you have sometimes also tried various drugs. When you're under the influence of alcohol and drugs, you've pretty often gotten yourself into fights and sometimes you can't remember what you've been doing.

Now you have been to a meeting and your "youth consultant" has persuaded you to go through a 1-year course in a company called "Mr. Silitron". Here you will get a personal mentor who will help you fall into the company and who will help tailor a course that will get you into the labour market and maybe even end up with an education of some kind.

You are not dismissive, but also not wildly motivated, as you then have to start showing up early and every day, so the parties can give you problems at the end of the week and on Mondays.

On the other hand, you are tired of running around on these crazy "youth courses" at the municipality.

You've also found out that it's your parents who pulled some strings and got you into this company – you're really tired of them still being in charge of you.

You are going to a meeting with your personal mentor shortly.

Job maturity and leadership

The job maturity factor is an overall numerical expression of the employee's behavior on the job.

The cross marked in the graph with the four management styles gives a good indication of which management form the employee works best under in the current situation.

Management form is an expression of how the manager acts when he seeks to influence the behaviour of employees. The form of management must therefore be adapted to the situation, especially the individual conditions of the employees.

The theory (P. Hersey & K. Blanchard: Management of Organizational Behavior) underlying this analytical material divides management into four different forms:

- **Ordering** in the form of direct management, e.g. instruction and control
- **Persuasion** i.e. to "sell" messages, ideas, tasks, etc. by pushing a little, but also listening to the employee
- **Co-determination** in the form of concrete involvement of the employee
- **Delegation**, i.e. effectively giving the employee the opportunity to act on his or her own.

When the manager has to choose the form of management that is most appropriate in the situation, this must be done on the basis of an assessment of the task and the employee respectively. The starting point for this assessment is **the employee's current job maturity**:

The more job-mature the employee is, the more the manager should delegate. While a less job-ready employee should have more direct management.

The figures on the individual factors in the analysis form can form the basis for reflections on what the employee in the current situation should concentrate on processing in his professional and personal development.

A good conversation between manager and employee about the result of the test should also include a discussion of what changes, if any, can be usefully planned and implemented by both parties to ensure a connection between the employee's job maturity and the manager's style and the development thereof.

Job maturity factors

Job maturity is a complex concept that contains many factors and elements that are expressed to varying degrees in the individual's way of doing the job. The basics of job maturity are knowledge, skills and attitudes.

In this material, which has been prepared for use in individual training planning, three factors have been emphasized in clarifying the factors to be included in the concept of job maturity:

- That each job maturity factor is so important that it can have an independent interest and could be processed in a development process.
- That the factors together to an acceptable extent cover what can generally be said to be part of the concept of job maturity.
- That the individual job maturity factor is linked to **behavior that can be observed**.

Especially because of the latter fact, it is possible to maintain interest in what the employee performs and how this is done during the analysis phase.

Later, development planning can concentrate on how you would like it to be in the future. Against this background, the job maturity in situational job maturity development is composed of the factors below.

Job maturity factor	Definition	Elements
1. Work ethic	The behavior that characterizes the person's work discipline.	<ul style="list-style-type: none"> • Effectiveness • Precision • Diligence/willingness • Maintaining goals/prioritization • Self-discipline/concentration
2. Professional competence	The security with which the person learns his work tasks.	<ul style="list-style-type: none"> • Knowledge of the subject's tools and techniques • Craft skills • Technical update • Professional contact network • Creative use of experience
3. Engagement	The way the person cares about their job.	<ul style="list-style-type: none"> • Visible job satisfaction • Physical and mental energy • Competitive spirit • Enthusiasm • Pioneering spirit

4. Impact	The actual influence of the person on decisions.	<ul style="list-style-type: none"> • Persistence/determination • Self-confidence/personal charisma • Expression • Rethinking • Empathy/timing
5. Management capacity	The way in which the person contributes to progress and assumes responsibility in problem and conflict situations.	<ul style="list-style-type: none"> • Risk appetite • Impact assessment • Progress planning/commissioning • Accountability • Resource understanding
6. Versatility	The breadth of experiences that characterize the person's behavior and efforts.	<ul style="list-style-type: none"> • Diverse job experiences • Internal/external contact network • Curiosity • Involvement in social processes • Seriousness
7. Service Behavior	The behavior of the person in his interaction with his or her stakeholders (customers, colleagues, etc.).	<ul style="list-style-type: none"> • Communication ability • Business acumen • Courage to individualize • Professionalism • Social interaction
8. Quality behavior	The usefulness of the person's efforts and the extent to which the person meets goals.	<ul style="list-style-type: none"> • Accuracy • Requirements fulfillment • Handcraft morality • Usability of solutions • The importance of details for whole
9. Independence	The person's actions on their own initiative.	<ul style="list-style-type: none"> • Initiative • Positive self-image • Self-indulgence/desire for freedom • Enterprise • Personal authority, robustness
10. Developmental behavior	The actions that the person organizes and implements in order to gain professional and personal experience.	<ul style="list-style-type: none"> • Behavior change • Seek out challenges/take chances • Do we change in vessels/move boundaries • Create development • Active experience

What job opportunity factors need to be developed?

Before the development plan is drawn up, it would be useful to select some job maturity factors to be included in the plan. Therefore, select the factors that are essential to treat. It is recommended to concentrate on a few factors - e.g. two - and to choose based on the needs of the current situation.

It will probably come naturally to choose among the factors in which you have scored the lowest value. But be aware that a factor that, for example, has a value of 4, can be important to develop further for the sake of the solution of current or future tasks.

Next, review the elements associated with the selected factors. This provides an opportunity to get closer to what it is that should be particularly concentrated on in the development of the selected job maturity factors. When deciding on development activities, the choice is between training directly on the job or training in the form of courses or the like.

In the cooperation that the manager and employee have on the creation and implementation of the development plan, it is important if both parties show a willingness to learn new things.

In practice, this means being prepared to do things differently - and learn from it. It is therefore a good idea to establish some development activities in connection with the solution of the daily tasks in the form of job training.

When considering and discussing the direction in which you consider it appropriate to change behaviour, you can draw inspiration from the analysis form that was first filled in:

Example to the analysis form: If you have answered "E" in question 1, this gives 2 points, which is shown in the table on page 4. From this chart, you will also see that "C" has the highest value, namely 5. Then, looking at the text of question 1, the difference between "E" and "C" shows that the "E behaviour" contains the weakness of being disturbed. On the other hand, it is characteristic of the C-behavior" that self-discipline and concentration are well developed. Therefore: the development activities should contain something that improves the behaviour on these points.

The development plan form is then filled in with the agreed development activities. Deadlines are agreed for each activity and who is responsible for their implementation. Finally, a date is set for an overall follow-up of the development plan.

Situational job maturity development TEST

Analysis form for job maturity Guidance for the employee:

The following pages are divided into 10 sections. Each of these sections contains some statements describing 5 different types of work.

Your task is to read 1 of the descriptions in each section. You must choose the one of the 5 descriptions that, in your own opinion, best suits you in your current job. You must answer based on what is characteristic of the person you do your job at.

Therefore, you must also avoid choosing to what one "should" answer. Nor should you choose the value that you are attracting but not exhibiting yourself.

In short, choose the statement that is closest to how you do your job.

Do this by drawing a circle around the letter next to the one of the five descriptions you have chosen.

All 10 paragraphs must be answered.

Guide to the manager:

For each of the 10 sections, you must choose the one of the five descriptions that, in your opinion, best characterizes the efforts and employees on the job.

It is important that it is your assessment of the employee that you mark. Do not guess what you think the employee would say.

As the form is designed for the immediate use of the employee, you will find it easier to use from the start if you keep changing the wording in section 1 in mind:

"My efforts on the job are typically due to the fact that"

instead:

"The employee's efforts on the job are typically determined by the fact that"

and then in the five behavioral descriptions in the same way changing "I" to "his/her/the employee's".

SECTION 1		
My efforts at work are typically characterized by.....	A	I emphasize being efficient, but it is not easy to plan and meet deadlines.
	B	The job is of course important to me, but that it is just as important to take the time to talk about something other than work.
	C	My self-discipline is well developed and that I maintain my concentration on the essentials.
	D	I respect other people's work and am good at getting things done myself.
	E	I have the will to take responsibility for the tasks, but I am often disturbed by others.

SECTION 2		
When it comes to my knowledge, experience and understanding of my job, I feel ...	A	that I am often unable to cope with the tasks assigned to me.
	B	that I usefully perform solutions to the tasks
	C	often, I am uncertain in solving daily tasks.
	D	that I clearly meet the requirements for the solution of the tasks and their application.
	E	that I largely meet the requirements reasonably be expected of me.

SECTION 3		
The way I go about my job can best be described as ...	A	characteristic of me that through my daily work I gain inspiration and new energy.
	B	I actually enjoy my job, even if I sometimes miss some inspiration.
	C	my tasks do not allow me any kind of engagement.
	D	my efforts are characterized by the fact that I often get good ideas that make my job more exciting.
	E	I receive little feedback on my work, it is difficult to maintain the desire to come up with good ideas and suggestions.

SECTION 4		
My suggestions, my ideas and my attitude to my work can be characterised as follows when it comes to influence:	A	That my confidence and situational awareness quite often enables me to influence decisions.
	B	That it can be difficult for me to express myself so that my manager and colleagues understand me.
	C	That I have the clear experience that my manager and colleagues mostly listen to me and follow my goals and thoughts.
	D	That my sense of the situation sometimes tells me that I should not always rush forward with my suggestions for improvement.
	E	That it's almost impossible to come up with new ideas, and that it's therefore not worth the effort.

SECTION 5		
When it comes to management tasks, that's my style ...:	A	That as an employee you also have to take your share of responsibility, but that I don't want to interfere in everything.
	B	To let my manager, take the initiatives that are necessary when something needs to be changed.
	C	That I am not usually involved in decisions unless my manager asks me to be.
	D	To initiate decisions myself or to take decisions myself when I deem it necessary.
	E	That I prefer to be sure that my background is in order before I actively engage in decisions.

SECTION 6		
If I were to say something about my experience and my areas of interest, it would have to be ...	A	That I have the breadth, both in the company and in the community, to be competent in a variety of roles.
	B	That I have the experience and qualifications to perform several other functions in the company.
	C	That I have a broad general knowledge and that I am directly involved in social issues.
	D	That I am curious and have several different Interests.
	E	That I limit myself to my job and my family.

SECTION 7

My attitude to service is something like the following: ...

A

In my opinion, it often happens that customers are apprehensive about indifference and small things.

B

It is very important to capture and interpret signals from customers and use customer experience in service and product development.

C

I want to live by: We are there for the customers.

D

If it is necessary for the sake of the customer's benefit from our services, I can sometimes be obliged to discuss our general rules.

E

Although it is important for me to maintain a good relationship with customers, it cannot be avoided that the level of service decreases in stressed Situations.

SECTION 8

For me, quality is usually something I describe as follows:

A

It is important that quality is demanded. However, it should not be forgotten that in day-to-day operations, it may be necessary to relax certain requirements.

B

The good old "workman's ethic" is rarely seen today, when things have to be done so quickly. This is why it is difficult to be quality conscious yourself.

C

My job is typically characterised by the fact that my manager has not set any targets and requirements to guide my efforts.

D

I consider meeting a clear match between requirements and performance as crucial in my job. That is why I am constantly developing my quality awareness.

E

I value precision and believe that quality depends on how I interact with others.

SECTION 9

My way of working and the way I solve tasks on a daily basis is, in my own assessment, that ...

A

I, as an employee, take the initiative to ask my manager what tasks I should perform.

B

I see myself as an equal to my manager and that I therefore see the solutions myself and implement them.

C

I start the tasks and inform my manager at the same time, so that the relationship of trust between us is maintained.

D

I often make my own suggestions about what I should do but find it natural that the decision lies with the manager.

E

I cooperate with my manager in the way he selects tasks and working methods for me.

SECTION 10

The meaning of development for me I would formulate as follows: ...

A

I organize my life so that I constantly have new experiences.

B

I like to participate in development activities when I can see a purpose in doing so.

C

I regularly seek to create conditions that allow me to test myself.

D

I often find myself in new situations that develop me.

E

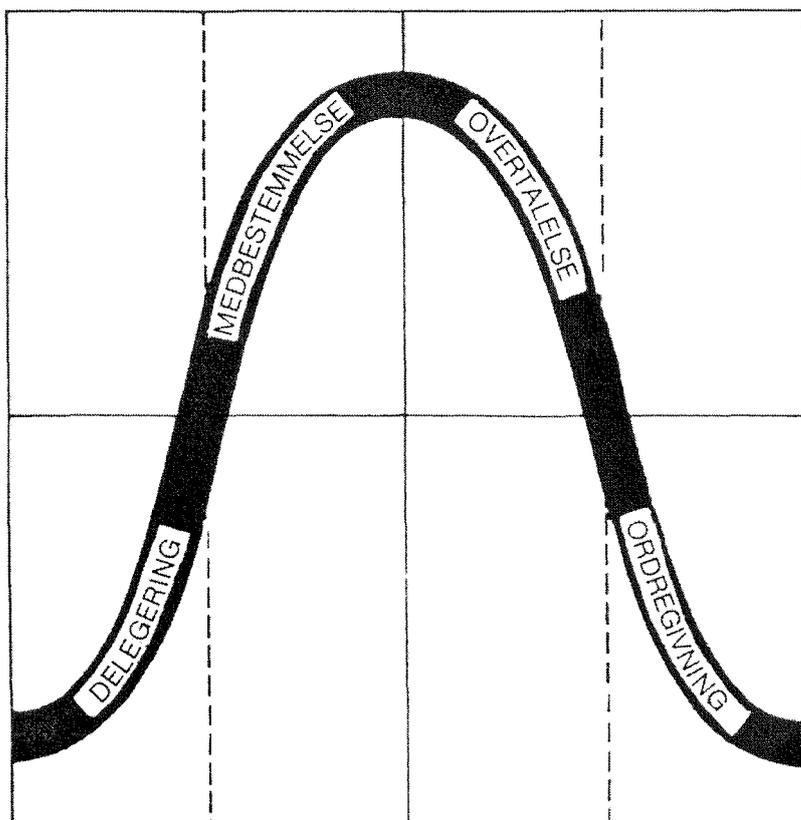
I don't pay much attention to all that development talk. I put more emphasis on stability.

Situational Job Maturity Development Schedules

Scheme for calculating the job maturity figure

Section No.	A	B	C	D	E	Job maturity factor:
1	3	1	5	4	2	Work ethic
2	1	4	2	5	3	Professional competence
3	5	3	1	4	2	Commitment
4	4	2	5	3	1	Impact
5	4	1	2	5	3	Management capacity
6	5	4	3	2	1	Versatility
7	1	5	3	4	2	Service behavior
8	3	2	1	5	4	Quality behavior
9	2	5	4	3	1	Independence
10	7	1	5	3	0	Developmental behavior
						Job maturity figures:

Scheme for comparing the job maturity figure and the form of management



High
Job maturity

medium

Low
Job maturity

52 40 30 20 10 0

Sum up the points and find the employees place on the graph using the scale from 52 – 0

The SLII Game

Introduction

You will be faced with different situations that may occur in a company. In each case, you will have 4 decision options.

You choose the action/decision that you find most appropriate in relation to the given problem.

If the team cannot agree on the most appropriate answer, the team chairman makes the decision on behalf of the team.

There is competition between the individual participants/teams. Scoring as follows:

+2 points most appropriate decision

+1 point next most appropriate decision

- 1 point next least appropriate decision

- 2 points least appropriate decision

Situation 1

You have 4 team leaders that you have put on an internal development project. Each of them is skilled and delivers good results in their own field.

However, the joint project task has struggled, deadlines have slipped, and nothing satisfactory has yet come out of their meetings. Furthermore, you have heard that they argue during the meetings and you have seen that all 4 of them are deeply frustrated at not being able to agree.

What do you do?

- a) In preparing for the next meeting, tell them to just scratch their head and they'll reach the goal.
- b) You first take them individually, then together and tell them what to do, how to solve the task and give them detailed guidelines for the process itself.
- c) You assess whether it is most appropriate to talk to them individually or together (or both) – talk to them about what is going wrong and listen to their arguments. Based on this information, you guide them both in the professional and in the personal field.
- d) Tell the group that you trust it and believe they will reach the goal, praises them for their persistence, and wishes them continued good luck.

Situation 2

You hired a new project manager 6 months ago. The first 6 months have gone very satisfactorily, therefore you have recently expanded his area of responsibility.

14 days ago, he was given responsibility for a major project. You have noticed that the project is not progressing according to plan and that the quality is not satisfactory, but you have also noticed that your employee approaches the task motivated and with a good mood.

What do you do?

- a) Tell him it's great to see how committed he is, telling him to just let him know if he needs some advice.
- b) Take a meeting with him, listening to his problems with the task and discussing these with him. Praises him for his commitment and explains to him how to solve his problems.
- c) Take a meeting with him, gives him guidelines and advice on how to get on with the task.
- d) Tell him to just keep working and reminding him of the next deadline.

Situation 3

One of your team leaders, who has been with the company for 16 years, has been given responsibility for a series of meetings. He is a beloved and respected leader.

The first meetings have not been very constructive, they have ended in heated discussions which have dragged on for several hours. You haven't gotten the necessary feedback from the meetings, and when you moved for it last, he snapped at you.

What do you do?

- a) Reprimand the team leader and tell him that you expect to see results soon.
- b) Is indulgent towards the team leader. Backing him up, telling him that you've had similar problems too, but you're sure he'll succeed.
- c) Call him in and tell him how to solve the task. Also give him guidelines for the whole process.
- d) Sit down with the team leader, listen to the problem, give good advice and guide him on the topic and meeting management in general – agree that you will jointly prepare for the next meeting.

Situation 4

You have a relatively young project coordinator who has only served 3 months in her current position, but she is skilled and handles all assigned tasks very satisfactorily. Furthermore, she is a happy girl with a good "drive".

She must have sent out an important email to one of your customers, but the email was sent a day late. The coordinator regrets and justifies this by saying that her mail system went down and that she has now taken precautions so that it does not happen again.

What do you do?

- a) Say it's good that she's fixed the mail issue and lets her continue as before.
- b) Having a conversation with her, letting her elaborate on why it went wrong, making suggestions on how to avoid it in the future. Tell her that it's important that it doesn't happen again, but that you continue to believe in her.
- c) Having a conversation with her where you tell her that you still believe in her and that she should just come to you if she has any problems.
- d) Having a conversation with her, clarifying the importance of the mail system working,

gives clear guidelines on how to avoid this situation in the future.

Situation 5

You have a good and skilled project assistant. He has been with the company for about 10 years. He solves all tasks very satisfactorily. You introduced a new IT system 14 days ago.

Since implementation, you have not received the necessary papers on time and the quality has not been satisfactory. You have asked the assistant what is going wrong, but he has not given a clear answer, and the answer you got was given in an annoyed and wry way.

What do you do?

- a) Tell that you cannot accept the situation and his way of answering. Give him 1 week to put things in order.
- b) Take a meeting with him, ask about the situation, listen to where the problem is, give suggestions for solutions and support him in solving the tasks.
- c) Telling him to just keep going and telling him you're sure he'll fix the problems.
- d) Take a meeting with him where you tell him carefully what to do, outline guidelines for the quality standard that you have.

Situation 6

One of your administrative employees has been given a new area of responsibility 3 months ago. She works well and steadily with the new area, but still seems a little insecure and often comes and asks you for advice.

What do you do?

- a) Confirm her in her good work and praise her for getting into the new area so quickly, and say that she is welcome to stop by.
- b) Say she just has to itch and she doesn't have to come in to you.
- c) The next time she comes in, sit down and once again review the individual areas and guidelines for this.
- d) Take a meeting with her, where you ask about the task, as well as how she feels about the new area. Together you review the entire area from end to end.

Situation 7

You put 2 of your most talented team leaders to come up with a proposal for a new organizational division.

They have held several meetings but have not got anywhere. You've asked for a status but have been told nothing has come of it yet. The deadline has now passed and you have moved for a presentation, both leaders accuse the other manager of being to blame for the problem.

What do you do?

- a) Tell both leaders to just keep going and that you believe they'll come up with a good presentation.
- b) Talk to both and give detailed instructions on how to go about things.
- c) Say you can't accept the situation and give them 1 week to make a presentation.
- d) Talk to both of them about the situation, listening to their experiences both collectively and individually. Comment on their experiences and give them good advice on how to move forward with both the task and their mutual cooperation.

Situation 8

Your skilled and loyal project secretary over the past 5 years has been responsible for all the practicalities of a foreign visit, including the actual organization and preparation of all presentation material in English.

Your secretary has gone to the task well motivated, but the other day he replied sourly when you moved for the promised material. You have now been well annoyed because you have promised to present the first draft to the director on Friday. It is now Monday.

What do you do?

- a) Tell your employee that on Thursday he has to have the material ready – even if he has to take the night to help.
- b) Tells the secretary that he has your moral support and that you trust him to finish it until you need it on Friday.
- c) Take a meeting with the secretary, get an overview of where he stands, ask where the problem is and ensure what you can help with in both the professional and personal area.
- d) Call him in, get a status and then tell him exactly what he needs to do to solve the task.

Situation 9

You have set your project secretary to prepare any material for a presentation. You discover – as you go through it – that there are errors in one of the sets. You are about to call the secretary when she comes through the door herself, she apologizes with a smile for a mistake, having just discovered it herself. She assures that it would not go out of the house without her having caught it, always double-checking such material.

What do you do?

- a) Go through all procedures with her so that it does not repeat itself. Asks her if she understands the importance of the material being correct and ensure that she has understood it.
- b) Tell her how to do these things so that it doesn't happen again.
- c) Say with a smile that you're sure she's on top of it.
- d) Tell her you're sure she'll fix it in the future. By the way, tell her that you are very satisfied with her work.

Situation 10

One of your project managers has given you a new area of responsibility within the last week. He is a skilled leader who always has a good mood, and he approaches all tasks fresh and bold.

His new area of responsibility has not gone so well, as he has made many mistakes – mistakes that have had a major negative impact on the department. You have mentioned it to your employee, who enthusiastically announces that he is now in control and announces that it will not happen again.

That was yesterday – now a new error has occurred.

What do you do?

- a) Ask him to get it fixed and move on.
- b) Praise him for his drive and tell him to let him know if he needs help.
- c) Hold a meeting with him, where you will go through all the procedures and all the areas necessary to avoid these mistakes in the future.
- d) Talk through all processes with him, making sure he understands it and ensure he remains motivated and engaged.

Situation 11

One of your team leaders, who has been employed by the company for 16 years, has expressed the wish that it could be exciting to be responsible for the company's upcoming anniversary celebration. You've said it's OK.

She was supposed to present the presentation to you last week, but it wasn't clear – she said irritably that she had been too busy. She was supposed to present it again this morning, but she did not come to the meeting.

What do you do?

- a) Ask your secretary to schedule a new meeting when the manager has time.
- b) Get in touch with the teacher and arrange a meeting shortly, where you will find the reason why she has not been able to present and ask why it bothers her.
- c) Arrange a meeting where you tell her how to plan such an anniversary party.
- d) Call the manager and say that you are sure that she will solve the task and arrange a new meeting.

Situation 12

3 of your project employees have been working on a larger project for a long time. It is almost finished, and it has been running according to plan. However, you are tracking uncertainty among the 3, now that the project is finally to be "launched".

The project is of great importance to the company.

What do you do?

- a) Call all 3 in and go through the project with them, run through all critical processes and talk to everyone about where you can help them.
- b) Call all 3 in and go through the process in detail and ensure that everyone understands the project 100%.
- c) When you next gather, praise them for completing the project according to plan, tell them that you also support them 100% in the final phase.
- d) Let the project continue, as it has run according to the plan.

Situation 13

You have got one of your very committed and skilled employees back from your foreign department because he will take over a coordinating role. A feature that is reasonably new to him. He shows up well-motivated for your first meeting.

What do you do?

- a) Go through his entire new area of responsibility with him – asks where he thinks you can help him the most, hand out the introduction plan and go through it with him.
- b) Review the job description and introduction plan with him and arrange the next meeting.
- c) Welcoming him and say, he is always welcome if he gets into trouble.
- d) Welcoming him, show him where his department is located and give him his introduction plan in hand.

Situation 14

Financial management in one of your project groups has been poor for the past six months. You have had a meeting with the person in charge, which has not helped – on the contrary, he has not provided the necessary analysis that could uncover the reasons.

He has been deliberately avoiding you lately. You have now decided to do something about it.

What do you do?

- a) Inform him that he must get things right as soon as possible.
- b) Hold a meeting with him where you tell him that you support him.
- c) Hold a meeting where you reach the facts about the lack of analysis, review what will happen in the future, while also reversing his personal situation.
- d) Call him to a meeting and tell him how to prepare the analysis and inform him about how he approaches the matter in the future.

Situation 15

You've asked one of your project staff to submit a report on metrics for the quarter just ended. You should have had it last Friday when you would have looked at it this weekend. It annoyed you that you didn't get it.

It's now Monday morning, and the employee, who is always on top of his things, has called and said that he regrets it slipped, that he had attended a staff meeting that had dragged out, and since he didn't want to bother you late Friday or on the weekend, he would come by with it within half an hour.

What do you do?

- a) Tell him in detail how important it is for you that he keeps the agreements that you make.
- b) Talk things through with him, making sure he understands the importance of you getting this type of report on time. Furthermore, you will try to uncover whether there should be any personal things behind the late submission.
- c) When he arrives, you will take the opportunity to tell him to just let him know if you can help in some areas.
- d) Receive the report and decide not to comment on the case, as it is a one-off.

Answer Grid

Situation	A	B	C	D
1	-2	1	2	-1
2	-1	1	2	-2
3	-2	-1	1	2
4	2	-2	1	-1
5	-2	2	-1	1
6	2	1	-1	-2
7	-1	1	-2	2
8	-2	-1	2	1
9	-2	-1	2	1
10	-2	-1	2	1
11	-2	2	1	-1
12	-2	-1	2	1
13	1	2	-1	-2
14	-2	-1	2	1
15	-1	-2	1	2

Case Tove - Signe

Mentor

Your name is Tove and you are one of the oldest, most experienced and trusted employees in the company. You have been with the company for 20 years and are a natural gathering point for the other employees who know that they "can always go to Tove if there is something!".

You are head of department in the administration and are responsible for the entire bookkeeping and payroll administration in the company. You have 5 employees in your department to help you on a daily basis. You also agreed 1/2 year ago to mentor one or 2 younger colleagues who are on their way in their careers.

3 months ago, you got a new mentee named Signe. She is 23 years old and transferred to your department so that you can help her further after her apprenticeship and on with her career. She was previously employed in the production department for the entire student period and the 1st year as a trained assistant. Here she worked with the production manager, and she took on a lot of all the odd administrative work that the production manager didn't really want to work with. He was more into the practical work out in production.

Today, Signe works with lots of bookkeeping and reconciliation of accounts, as she sits with all incoming invoicing and encoding of a lot of master data in connection with the goods for production coming in.

She plans to embark on a higher education in administration which takes 2-3 years, partly during working hours and free time.

You've had a few conversations — about 1 a month — about her work performance.

As such, she is actually a sweet and nice girl and does her job but she has had a hard time settling in and really getting into the rhythm of the department and you have talked about that, but it is still like there is something that pushes her and she is also not very social when you just do a spontaneous "cozy activity" after work. Then she leaves and goes home.

You have now decided that you want to find out if there is something that "presses" Signe and if it is something you can help her with, so you have summoned her to a "Status Meeting"

The meeting will start shortly.

Mentee

Your name is Signe. You are 23 years old and 3 months ago transferred to the company's administration department, which is responsible for the entire bookkeeping and payroll administration in the company. Here you are employed as an office assistant, with mixed office functions as your area of responsibility. You were previously employed in the production department throughout your apprenticeship and the 1st year as a trained assistant. Here you worked with the production manager and took care of all the incidental administrative work that the production manager didn't really want to work with. He was more into the practical work out in production.

You plan to embark on a higher education in administration which takes 2-3 years, partly during working hours and free time.

In connection with the transfer to the administration, you have been given head of department Tove as a mentor. She will help you get a handle on your further education and get into the department.

You have had a few conversations – approx. 1 a month – about your work tasks and work performance.

You actually think your new workplace is OK, but it's a lot of routine work with lots of bookkeeping and reconciliation of accounts. And that's not your thing. You think it's boring – even almost killer. You lack a bit of variety in your tasks. And when you start your education, you think that you should have more challenging tasks so that you can use your new knowledge in practice.

On the home front, you just got a new girlfriend. You think he's really hot and you're very much in love with him, but you've had to find in the last month that he's very domineering and jealous. He doesn't like when you don't come straight home from work. Then you are questioned about where you have been and then he is angry and cross. Last week, he demanded that you not attend one of the department's fun rooms because he didn't know what you might do on such a night.

So, you are very confused about what you do because you love him, but you can also see that you can't live with him being so jealous and decisive.

Your boss Tove has called a Mentor/Mentee status meeting.

The meeting will start shortly.

Conflict Management

Conflicts can develop or become entrenched – it depends on how we handle and live through them. Often, we are stuck in habits and learned patterns that can be difficult to change. Therefore, conflicts easily conquer us and take up too much space in our everyday lives. But you can learn to face conflicts openly and constructively.

Conflicts can be on many different levels and the sooner we dare to take responsibility for a conflict, the easier it is to get rid of the conflict.

What is conflict management?

Conflict management is a process where you minimize the negative elements of the conflict and shift the focus to the many positive elements that are actually also in a conflict. Good conflict management is therefore about strengthening the learning process for the individual and the group.

If you do not address conflicts, they will begin to set in and have a negative impact on, among other things, the team, the culture of the company, relations with customers and ultimately sales.

What is a conflict?

It is difficult to narrow down conflict completely because it is defined in many different ways, but basically a conflict requires the following elements:

- *There are at least two independent groups/persons.*
- *There is a discrepancy between the groups/persons.*
- *There is an irritated interaction between the groups/people.*

So, it is not necessarily a conflict if two are angry with each other. There must be an interaction between the parties. Often, however, the interaction is the very cause of the conflict. It is therefore a situation in which one party feels aggrieved, misunderstood or negatively treated by another party.

Conflict management does not have to equal conflict resolution.

Conflict resolution is about eradicating and resolving conflicts. Conflict management focuses on minimizing the negative consequences and focusing on the learning process in the conflict as a positive element.

Lack of conflict management

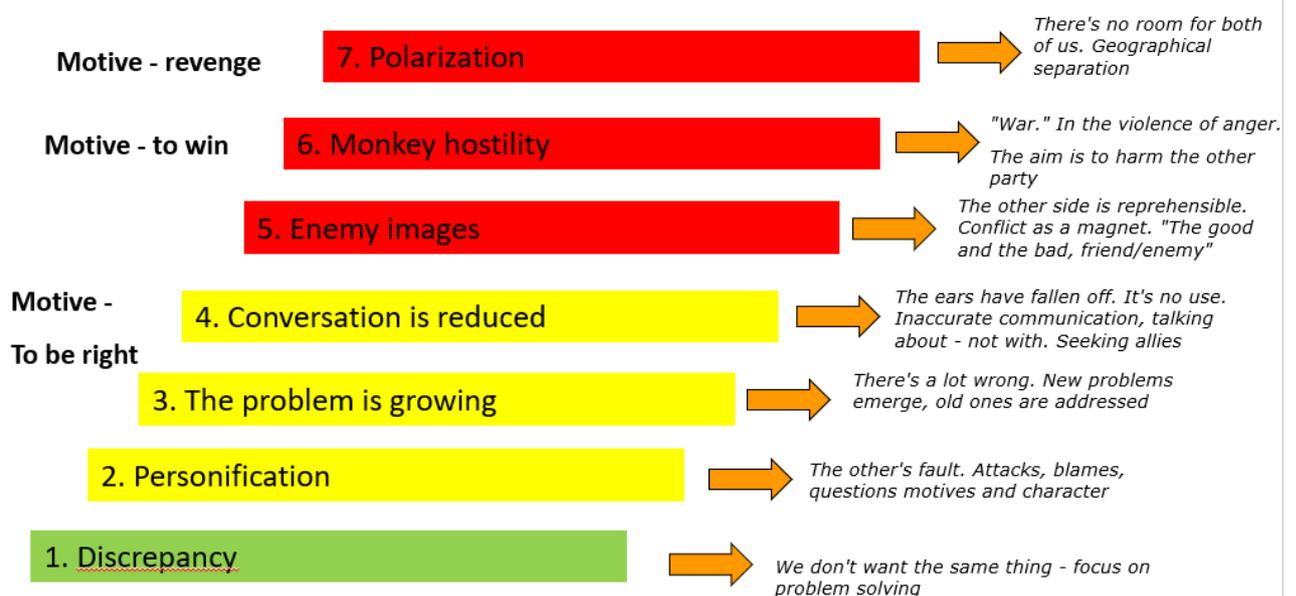
Lack of constructive handling of conflicts in the environment will negatively affect cooperation between colleagues. Likewise, a conflict can develop between the seller and the customer. Failure to manage conflicts signals indifference about social relationships, the other's feelings and attitudes. A conflict can both arise and dissolve based on the communication you send out. A staring gaze can lead to irritation in the stared down, and a loving touch can show the other party that no evil is meant despite the disagreement.

Language can escalate a conflict if, for example, it is blamed, assessed, criticized, generalized and interpreted.

Therefore, we use the model below to make visible the different levels of the conflict.

Imagine that we stand below the stairs and look up.

Conflict Stairs



Review of the steps of the "Conflict Staircase"

1. Step – discord, we will not be the same. Here it is important that we solve the problem in a quick way so that the conflict does not escalate. Focus on the case – come up with some

solutions instead of complaining!

2. Step - personification - here it becomes more personal, because here we blame another person for the situation, our negative emotions come out, we tend to attack because the emotions are involved, and we blame another person.
3. Steps – The problem grows, old experiences are brought out.
4. Steps –the conversation is abandoned, people talk about it and not with each other.
5. Steps - Enemy images, the original situation is forgotten, now we only have black and white perceptions of each other, the original reason for the conflict is gone - now everything else is taking up space.
6. Stage – monkey hostility
7. Step – polarization

Conflict management tools

Say what it is about – express yourself clearly and concretely so that the other person knows what the conflict is about.

- Tell us how it affects you – stay on your own track!
- What would you like to happen? – or ask for the other's point of view.

A golden rule is always to SEPARATE PERSON FROM ACTION, we can all understand and accept that there is something we are doing wrong and need to stop doing. Good advice: don't do anything that might make them feel rejected as a person. Acknowledge the intention. In doing so, one recognizes the person for who he is. It strengthens the sense of self.

Perspective shift

We go from the personal level to the meta-level and look at the situation through the eyes of "others".

- What do you think your colleague would suggest doing?
- How does your boss assess the situation?
- If you were a really good friend to you, what would you say to you now?
- What is it like to be a customer, colleague, patient in the rewarding situation?

Body language and the social context

Improving body language can make a big difference to your interpersonal abilities, attractiveness and overall mood.

There are no specific guidelines on how best to use your body language.

The things you choose to do can be perceived or confused in different ways, depending on who you are addressing and what situation you are in.

We all use different body language – we talk to our boss or partner our child or friend, there is a big difference and there must be, but to optimize our communication it is very important to be aware of your body language.

Notice how you sit, stand, use your hands, arms and legs, as well as what you do when talking to another person – awareness of the movements and their importance is crucial.

Try to close your eyes and think about what you do, what are the strengths of your body language and what challenges do you have to work with?

The 5 conflict reaction styles

There are five main styles with which to respond to conflict situations and which therefore also form the basis for the way in which you want to treat the conflict. None of the five styles can be said to be "the only real one" in all situations. They fit in certain circumstances but may be unfortunate or ineffective in other circumstances. What mainly characterizes the five different main styles is described below.

The effective and ineffective sides of the 5 conflict-reaction styles.

None of the five styles represent, as mentioned, the best way in all situations. Depending on the particular circumstances of a particular conflict, some styles will be more effective than others in that particular case. In order to effectively resolve a conflict, one must develop the ability to judge the situation and choose the most appropriate style for the current conflict.

The following pages describe the conditions under which each of the five styles will be effective. The description is not exhaustive – you will probably be able to describe other possible conflict situations related to your job.

Fighting

Fighting involves completing your own goals at the expense of others. It's a power-oriented way where you use the power or disobedience of others to gain advantages. You use your ability to argue, your rank or position, you use your advantages and possibly resort to financial sanctions. In a solution that involves a power struggle, one person emerges as a clear winner and the other as a clear loser.

Effective:

1. When urgent action is needed (e.g. an emergency).
2. When you want to implement important but unpopular decisions where you have to take a firm stance. (e.g. cost reduction).
3. When you have more experience, knowledge and are a specialist in the field, and the "right" decision means a lot for whether things are going well for your organization.
4. When you are ultimately responsible for the result.

Ineffective:

1. When cooperation with others is necessary to anchor a decision.
2. When important relationships between people disintegrate, if there is no mutually

acceptable solution.

3. When working with a competent group of people. Fighting with them or forcing them is not only a poor use of their resources, but could also destroy their morale and motivation.
4. When you don't have enough knowledge yourself—you're not good enough.
5. When the only goal is to win for the sake of "gain".

Problem-solving

Solving problems is a win-win way in conflict resolution. The two sides meet to discuss similarities and differences in their perception. Both take the same responsibility for identifying underlying needs on both sides and finding alternatives that satisfy them. Cooperation can take the form of clarifying different perceptions and learning from each other. As a result, you solve some problems that could otherwise lead to the defeat of one or both parties. It also involves finding creative solutions to problems between different people.

Effective:

1. To support each other. To cooperate. To get a mutually acceptable solution.
2. When decisions are important and have long-term consequences. When the views of both parties are too important to reach a compromise.
3. When a creative, integrative solution is needed.
4. To learn to understand the views of others. Try your own views and exchange experiences with others who see it all differently.
5. To reward teamwork, trust and results.

Ineffective:

1. When the problem is trivial and cannot justify the time and energy that problem solving takes.
2. In emergency or crisis situations.
3. When just one person has the necessary knowledge to make the decision.
4. When irreconcilable contradictions exist.

Compromising

The aim of reaching a compromise is to find mutually acceptable solutions that partially satisfy both parties. It requires each party to give up something while both parties get some goals or needs met. No losing, no win there. Being a compromiser can mean weeding out what is in

dispute and quickly moving towards a middle-of-the-road position.

Effective:

1. When two opponents with the same power are tied to incompatible goals (e.g. the parties to a wage negotiation).
2. When it's better to get half of your needs satisfied than none at all, provided it doesn't go downhill with basic weevils in yourself.
3. To create a workable solution under time pressure.
4. As an option when the problem-solving strategy fails.

Ineffective:

1. When the issue is vital, and a compromise can have far-reaching negative results.
2. When a partial solution does not resolve the conflict.
3. As a first response to all conflicts.
4. When principles, assessments or long-term goals are lost by a compromise.

Elusive

You don't talk about your own attitude, nor do you try to clarify the other party's attitude. The conflict is ignored or suppressed. Those involved in the conflict dodge/avoid each other and hold back their feelings and opinions. It can take the form of brushing aside the problem, postponing the conflict to a more appropriate occasion, or withdrawing from a threatening situation. The characteristic is that the conflict is never really resolved. Instead, the conflict is hidden and remains smoldering to reappear if the parties come into regular contact with each other.

Effective:

1. When the cause is trivial: other more significant things are pressing.
2. Expose the conflict to "cool down" and reduce tension to a manageable level, in order to decide how to treat the conflict.
3. Postpone the conflict in order to gather more information or "buy time" in order to decide how to deal with the conflict.
4. When the source of the conflict is likely to disappear soon (e.g. retirement, etc.).
5. When the potential harm of managing the conflict is greater than the benefits.

6. When others can resolve the conflict or when the conflict is not yours.

Ineffective:

1. When a minor conflict is likely to develop into larger if no decision is made.
2. When dodging conflict can result in a friendship having to end.
3. When a decision is necessary, and you are responsible for a contribution to the solution.
4. When important decisions can be made while you have withdrawn from the conflict.
5. When productivity, morale or motivation are reduced through inactivity.
6. When you completely "give up" on significant issues so as not to get inconveniences in the hope that the problem will solve itself.

Mitigating

To "appease" is to erase differences in perceptions that exist between people, while instead emphasizing common interests. The difference is not openly recognized. When you adapt, you neglect your own interests in order to satisfy another person's needs. There is an element of "sacrificing oneself" in this style. Adapting can take the form of giving in to the views of others. Selflessness, generosity, or meeting the needs of others when you should not give in yourself are often consequences of this style. A pitfall is that the different perceptions are sure to come up again and again. In the same way as when you dodge conflicts, this style is useful when you want short-term solutions.

Effective:

1. When you realize you're wrong. To let a better point of view emerge.
2. When it is especially important to maintain harmony.
3. When the question is more important to the other than to you. To satisfy the other person's needs – possibly as a gesture to maintain good cooperation.
4. When continuing the conflict will destroy what you want to achieve.
5. To help subordinates develop through allowing them to experiment and learn from their mistakes.

Ineffective:

1. When the organization could have benefited from your contribution.
2. When the adaptation deprives you of respect, recognition and influence.
3. When important decisions are at stake, and you have to decide on a decision.
4. When your self-respect is at stake because you always give in.

5. In discipline matters.
6. When you are forced to compromise your values and integrity.

Conflict Case Anne-Lise

Anne-Lise (1)

Your colleague Anne-Lise is a little older, and it is your experience that she is not quite in touch with the times anymore. On the other hand, she is a great colleague, and you will do a lot to make sure she is comfortable. That's why you've been making sure to stop her from saying something stupid in meetings for a long time, and if she's presented problems that you know the boss thinks are small, you've made sure Anne-Lise didn't make them bigger than necessary. Anne-Lise seems to be happy that you help her. You've considered having a chat with her, but at the moment there's too much else to do. You have a lot to do both at work and especially at home where you have small children, an old house and a lot of friends who also pull and toil in you. What do you do?

Anne-Lise (2)

You have helped your colleague Anne-Lise, who is a little out of step with the times, by protecting her from making mistakes or being looked down upon by the boss. However, she has not appreciated it, and instead of thanking you for the help, she asked you very consistently not to interfere in her cases – even in front of several other colleagues. She seems ungrateful to you, and completely unaware of what kind of world she lives in. She needs to understand how things work, so you choose to do something about it. What do you do?

Anne-Lise (3)

Your colleague Anne-Lise, whom you have helped not to blame the others at work, has behaved ungratefully and not acknowledged the job you have done. In reality, you put something of yourself at risk by being her protector when she talked about things she shouldn't be talking about. Instead of giving thanks, she has turned to you. The more and more often you think about it, the more examples you can get of her having the same behaviour in the past and that it hasn't just been against you. In any case, it takes up a lot of space with you, and you decide that Anne-Lise and her behavior must be taken care of. What do you do?

Anne-Lise (4)

Your colleague Anne-Lise, whom you have tried to help because she is a little out of touch with reality, has turned against you. You have therefore given up talking to her, and it has not been improved by the fact that you have now several times experienced entering a room where Anne-Lise's friends have been sitting and where it has suddenly become completely silent. It is clear

that Anne-Lise is building an alliance against you.

You have talked to several of your good colleagues about the situation and they have been able to understand your views. You think it's time for Anne-Lise to understand what the country is like, and you plan to do something. What do you do?

Anne-Lise (5)

You find that your colleague Anne-Lise, whom you have done everything you could to help, has turned against you, and now reciprocates all your attempts to do something good for her, with condescending comments and mocking body language. You even tried to meet your birthday, but since Anne-Lise and her alliance didn't come at all, it was clear to see what they thought about the matter. Anne-Lise's friend Per has tried a couple of times to be her stick-in-the-bud boy and has suggested that the case may be seen from several sides, but you already have very bad experiences with Anne-Lise's friends and their good intentions. In any case, you spend far too much time thinking about foolish Anne-Lise and her friends, so something has to happen. What do you do?

Anne-Lise (6)

Your colleague has been trying to get you dolled for as long as you can remember. There was a time when you made a great effort to help her, because she was both unhelpful and a little tongue-in-cheek. You had made a decision not to worry about her anymore and focus solely on your work, but every time you try to make a suggestion or get an idea Anne-Lise is ready to attack you. She doesn't care about the ideas, but with her body language, she clearly signals that she thinks you're an idiot. The other day when you saw that her office was empty, you went in and untied a few screws on her office chair. When she came back and sat down, the chair broke in half, and she probably slapped herself a bit. On the one hand, it's not something you're proud of, but on the other hand, it gave you a good feeling to see who's in charge. Although she can't prove anything, she knows where the punishment came from. Unfortunately, more and more people are putting pressure on you to do something about the conflict, but it is difficult when Anne-Lise is so completely unwelcoming and impossible to talk to.

Anne-Lise (7)

Your conflict with your colleague Anne-Lise has long since gone completely off the rails. It started with you wanting to help her because she had a hard time even being recognized. However, Anne-Lise felt that your attempt to help was degrading, and since you did not take care of the conflict in time, you have ended up where you can no longer turn back. One of you will

probably have to leave the workplace, because you can't stand being near each other, and whoever stays will be so badly looked after that they won't have it easy either. The game is out and there are only losers left.

How would you solve the tricky situation?

Case Ann – Joe

Ann

Ann is 32 years old. After graduating from university, where she had one of the highest grades, she got a job as a manager in a department with 10 employees in a small computer company with a total of 50 employees.

Ann saw the call for the manager position in the purchasing department, and as she would like to get her foot in the door of a larger company and thrive in the position of manager, she applied for the job and got it. Ann tries to please both employees and management. At her previous workplace, she was well-liked as a manager both among the employees and in the management.

Ann thought it was a good idea to have a training period. She finds it difficult to talk to the older leader who she doesn't feel has respect for her. Ann does not understand Joe's management methods, although she can see that he is popular with employees. Having been with the company for six months and feeling almost certain that she will take over the department, she thinks Joe should carry on some of his management competence to her. Joe does, but he always ends up interfering anyway. Ann sees Joe's management as "old-fashioned".

Ann thinks it's tough, and deep down she's a little afraid of whether she'll be able to handle this job or not. It's hard to take over from a well-liked leader who makes it through on his reputation and engineering knowledge and not on some particular management qualities.

Ann is unhappy that management has not formally given her any management competence.

A few weeks ago, things went very wrong. Ann had been told that the veterans had been talking behind her back. Ann had just been on a communication course, so she chose to approach Joe directly one day when they bumped into each other in the hallway, saying: "I hear you're unhappy with me. Talk to me about it and not to others." Joe was angry, had turned around, and left. Since then, they have hardly spoken. And Ann is not happy with that.

Ann wanted to be able to communicate more with Joe and gain his acceptance and know-how. It is necessary for her to be able to fulfill her function as a manager. Ann is upset that she communicates so poorly with Joe.

Joe

Joe is an engineer and graduated from the School of Engineering. He is a very skilled engineer. That's why he became a manager in the department 10 years ago. It hasn't been necessary for Joe to get any special kind of leadership training. Joe has always been a popular and respected employee and manager. He has just celebrated his 25th anniversary, where management and many employees praised him for his efforts.

Joe thought it was a good idea to participate in the training of the future manager through a training period that would run over a couple of years. Joe participated in the recruitment process, but was disappointed that someone from outside was hired instead of the person he had proposed – an engineer from the company.

Ann came from outside. She is an academic and has no knowledge of what the company produces. She holds a master's degree in organization and management from the university.

Joe finds it hard to talk to Ann because they talk past each other and because Ann doesn't know anything about what's going on in the company, even though she's been there for six months now and should expect to take over the management of the purchasing department.

Joe takes care of and advises his employees like a father. He fears that the new manager will not take care of employees in the same way.

Joe senses that there has been uncertainty about his position in the company in relation to Ann's influence. The management has not established any guidelines for competence, and perhaps Joe is also a little sad to have to leave the company soon. He does not know whether he will be offered a staff function. Should this be the case, he will consider it as a recognition for his great efforts in the company.

A few weeks ago, things went badly wrong, with Ann acting very rude when Joe happened to meet her in the hallway. Joe actually can't quite remember what Ann said, but Ann accused him of going behind her back. But something Joe never does is backstab people. He became angry and had to leave to restrain himself. Since then, they have hardly spoken to each other.

It's true that a month ago Joe talked to one of his old friends at the company about Ann and her slightly too modern management style. But it certainly has nothing to do with slander.

Joe and his wife just celebrated their 25th wedding anniversary. They live in their own house and have children, one of whom is an engineer. Joe is very fond of his family.

Case Kim

Information for the manager

You are the head of a large department and have been for 3 years.

Your employee Kim is 26 years old. He has been employed for 6 years – the last 3 years as head of the expedition area.

You consider Kim to be one of your absolute best employees and usually describe him as loyal, accurate, skilled and independent and you really like Kim.

His area has long been one of the best functioning areas of the company. Over the past few months, however, the department's results have taken a dive. The standard in the department has fallen noticeably and visibly, which has been commented on by both colleagues and senior executives.

You can see a connection between the results and Kim's efforts! He has been slacking off lately, often meeting late in the morning, apparently doing only the bare essentials and seeming generally unfocused.

You're happy with Kim but can't keep pretending nothing! You have summoned Kim to a meeting to clarify what is behind it.

Information for the employee (Kim)

Your name is Kim and you are 26 years old. You have been employed in the company for 6 years – the last 3 years as head of the expedition area.

You consider yourself to be one of the company's absolute best employees and are usually loyal, accurate, skilled and independent and colleagues like you.

Your area has for a long time been one of the best functioning areas in the company. Over the past few months, however, the department's results have taken a dive. The standard of sharing has dropped noticeably and visibly, which has been commented on by both colleagues and senior executives.

You're happy with your job and know that you haven't been on your toes lately.

Your wife is hospitalized with a malignant 'lump' – benign, I think, but you never know!

You have to drop off and pick up the children every day – and visit your wife.

You are unsure of the situation – so are the children (they sleep restlessly at night). At the hospital they say it will be another 1 month (maybe 2). Until then, you're most willing to make it without the help of others. You are not the type to need pity from others and are not keen on "opening up" too much!

Now the boss has summoned you to a meeting to hear how things are going in the department.

Case Ingolf

Information for the manager

You are a manager in a production company within the food industry, where you have 75 employees.

Lately, you've become increasingly apprehensive about the behaviour of one of the department heads, Ingolf, 53. There are 16 people in the department.

He seems to be trying to do all the work himself, while his employees apparently have plenty of time to spare to chat with each other and the other employees.

In fact, you have the impression that Ingolf is becoming more and more isolated from the others in the department, both during and outside working hours, where he is also not very social. The impression you've got is that others in the department obviously don't really like him. You must also admit that he can also be difficult to talk to.

The other day you approached him with a suggestion regarding the layout and staffing of the department – he was completely locked up and wouldn't listen at all and got angry as soon as you started talking about it.

Ingolf has been in the company for many years and has 6 months of seniority and puts in an incredible number of hours in the company, but you are still considering firing him to get more teamwork and well-being into the department and you want to make that clear to him. You hope he will help change things – but you doubt.

You have called a meeting ...

Information for employee

Your name is Ingolf, 53 years old. You are a department manager in a production company in the food industry with 75 total employees.

You are responsible for one of the departments and have 16 employees in the department.

You have been employed in the company for many years and know it inside out.

You think you are working hard - out of your pants and the results for the department are in order. You think the employees you have under you have some nooks and crannies. They're lazy, professionally incompetent and don't understand a message – so you might as well do the work yourself; at least that's fine!

You think they spend but time chatting and making fun of each other and it annoys you. They just have to do their job – the other social piss they can do in their spare time.

By the way, you don't have much to do with "socializing" with colleagues in your spare time – just let them have their bowling to themselves – you'd rather do your job!

You know your employees in the department sometimes complain about your behaviour –but you see it as pure complaining.

Then the boss also came by last day and aired that the department's layout and staffing might need to be changed and indirectly criticized your way of handling the work – which you simply thought was completely out of the question.

And what does he even know about the practical work on the floor – the overstudied idiot.

Now the boss has called a meeting. ...

Case Nikoline

Information for the manager

You are the manager in an administration department in a medium-sized company, where you have 20 employees under you.

The Administration department works really well and there is really good control of all administrative routines and procedures in the company and all your employees thrive and collaborate really well.

A few months ago, you brought in a new employee as a trainee. Her name is Nikoline and she is 20. Nikoline has had a hard time falling into the spirit of the department but has recently begun to understand things better – so she is on the right track, even if it takes time. But it is also difficult to enter the labour market and learn all the new things that now need to be learned in a company. So, you really understand that. You can remember what it was like when you started your first job.

Lately, you've been getting a few inquiries from your employees about her hygiene. It is true that she has bad breath and dirty teeth and that Nikoline smells of arm sweat. Some of the employees believe that Nikoline rarely changes clothes.

You hadn't really noticed it yourself, but you still took the time to work a few hours with Nikoline yesterday. You should have trained her in a new system you had just got anyway and then you had the opportunity to find out if there was anything to it.

You had to admit that there was something to it. Nikoline didn't look very fresh yesterday. She seemed unwashed and her hair was greasy, and her clothes didn't seem fresh and certainly not freshly ironed but she smiled and was happy and quickly got into the new system and quickly figured out how it was easiest to jump around the system.

But you have decided that you need to have a chat with Nikoline about personal hygiene so you have just asked her to come for an interview shortly.

Information for the employee (Nikoline)

You are 20 years old, and your name is Nikoline. You are now been employed in company as a trainee for a few months. You are currently in the administration department. The department is happy that you are there and you think you get to learn a lot, including some of the new things, like the new system you learned yesterday together with the boss.

It has been very difficult for you to get started in the company especially because it is your first job and you have just moved away from home and the money is small, as you do not get the biggest salary as a student and you also want to go out with your friends.

It's hard to get a proper rhythm into cooking, washing and tidying up your new apartment. It is also a hassle to have to go to the basement to wash and share it with the other tenants about washing times and then again have it dried and put in place in the apartment. So, some days you've taken "not washed clothes" despite knowing it's not the smartest thing.

Some of the colleagues have also made allusions about the fact that you smell and that the shirt is about ready for a wash, etc.

You also had to skip the last dentist visit, even though you have struggled with bad teeth since childhood, because the economy is not for it.

You yourself are fed up with your personal hygiene being bad – but you think it's bad and hope the boss will help you. You've been called to a meeting with the boss where she wants to talk to you about something ... so maybe that's it.

You will ask the boss to help you along the way – but you are very worried about having to ask for it.

Case Katrine

Information for the manager

You are the boss of a marketing company that helps companies with all sorts of marketing tasks and also with the BRANDING of entire companies.

You have several talented employees who are brilliant at this and one of them is Katrine who is a 37-year-old woman who is very skilled at branding and who is well dressed, smiling, friendly, infectious mood and who can talk to all people.- A really good representative of your company.

She is used to managing projects – even long-term – and she always solves the tasks with great satisfaction of customers and at the same time ensures good earnings for the company.

You have the deepest respect for what she accomplishes for your company and she has your full trust and support in the things she agrees and decides.

You know that yesterday she went to a company helping to brand the company. It is a longer project that runs impeccably, and your impression is that the cooperation with the associated employees in the company runs fine so you look forward to hearing how her visit has passed.

When you arrive this morning, you are not greeted by her familiar smile and happy: "Good morning" but on the contrary by a Katrine who looks like a hung cat and mute.

When you ask why she looks so tired, she almost breaks down sobbing.

You bring her into your office and there you are now.

Information for employee (Katrine)

You are 37 years old and your name is Katrine. You are employed in a marketing company where you work with marketing and where you are proactive in relation to marketing, selling marketing services to many different types of businesses.

You are always smiling and happy and very service-minded, as you should be when working in this industry.

You are a very nice and presentable person who finds it easy to talk to everyone and who loves to work closely with the employees in the companies and the projects you need to help them with.

Lately you have been working on a project in a medium-sized company where you have to help them brand their company and the task is going great.

Yesterday you were again on a planned visit and the work again went really well. In the end, the marketing manager of the company wanted to reward the good work with the 4 of you who worked on the project going out to dinner with him as an appreciation for the good effort. You accept the invitation.

You arrive at the restaurant and get ordered and enjoy yourselves in as you actually perceive it as ordinary cozy socializing. But over dinner, the marketing manager starts putting his hand on your thigh every time he talks to you. You remove it every time – but he gets more and more pushy. He doesn't just put it on his thigh now he's getting closer to his crotch. You remove it again and say to him in a low voice: Now you stop.

He laughs sheepishly and says. Now don't be so prudish.

5 minutes later he is working on his hand again. You'll have enough. Get up and say thank you for today and are out the door.

Now it's the next morning. You haven't slept this night and are very upset about the incident. You have decided that you will never set foot in that company again and are simply totally appalled by the incident and don't really know what to do.

When the boss shows up, you can't do it anymore. You burst into tears when he asks why you look so mute this morning. The boss takes you into his office and then everything pours out of you ...

Case Sandra

Information for the manager:

As head of department, you are responsible for the new student Sandra. She has been with the company for 4 months.

The company has great customer contact, both via telephone as well as personal inquiries in the department.

Sandra is skilled, very well-liked, but she hasn't quite caught the more informal rules of the place.

Sandra is a very modern girl. She masters the languages of the young, which contain quite a few language expressions. For example, she has a phrase that is used both among employees, but also when she talks to customers. The phrase is: "That's ok with us", and "we can just do this piss!". And then she often says "Fuck" when something has gone wrong - even when customers are listening.

She wears the last fashion, and she has a powerful makeup. This morning, when the weather is warm and lovely, she has donned a particularly short skirt. The matching blouse bits at the navel, and as far as you can see, it is also transparent.

You have called Sandra in for an interview, where you will ask her to either go home and put on some more decent clothes or stay in the office where there is no customer contact.

Furthermore, you will also point out that she should take the worst language expressions out of her language.

You also have to tell Sandra that a few of her colleagues have found that they have been met with a dismissive attitude when they have asked Sandra to take part in the more routine tasks.

Sandra must understand that a student must go around all tasks – both the exciting and the less exciting.

The conversation will start shortly.

Information for employee (Sandra)

You are the new student, Sandra. You have been with the company for 4 months.

The company has great customer contact, both via telephone as well as personal inquiries directly in the company.

You are skilled, very well-liked, and full of life and fun and you flirt left and right. You are a very modern girl. You master the slang of young people, which contains quite a few language expressions. For example, you have a phrase that is used both among employees, but also when you talk to customers. The phrase is: "That's ok with us", and "we can just do this piss!". And then you often say "Fuck" when something has gone wrong - even when customers are listening.

You wear the last fashion and preferably tight-fitting tops and tight pants and skirts. The skirts also show off your beautiful legs, which you are not afraid to show off, and have a strong makeup.

This morning, when the weather is warm and nice, you have put on a particularly short skirt. The matching blouse bits at the navel, and it is almost transparent.

In the finance department where you are currently employed, you have been assigned to some really tedious routine tasks – where you have to book and file the company's bills.

You think it's really annoying. You would better like to come over to the sales department and be with the smart salespeople over there – especially since you have got a good eye for one of the young salespeople.

Your colleagues in the department are 3 "older" ladies aged 55-60 who have been with the company since the apprenticeship, and they just want to run it all their way.

They are also on your neck with your language, and they also think you are too smartly dressed – but you have dismissed them with – you don't agree – and then one of them in particular became very pugnacious.

You have been called in for a conversation with the boss – where the boss would like to talk to you about how things are going in the department and the relationship with colleagues etc.

The meeting starts shortly.

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