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5. ABC of company management for the entrepreneur

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5.1. Employee motivation

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The essence of motivation

Motivating employees is effective if we are able to understand their needs. One of the problems that hinder effective motivation is the lack of knowledge of needs and expectations.

Motivating is a very complex field of knowledge. There is no single theory of motivation that explains all human behavior.

While we improve our motivational skills as leaders, we must also learn and understand some theories.

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The three basic human needs:

According to David Mclelland, a psychologist at Harvard University, there are three basic human needs:

- Achievements
- Association
- Power

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The main reasons for employee dissatisfaction are:

- Not being praised for your suggestions
- Failing to respond to their complaints
- Lack of encouragement
- Criticism of employees in the presence of others
- Lack of interest in employee opinions
- Lack of information about your perspective on progression
- Favoring others

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How to ensure that employees are motivated?

The management must ensure that its employees:

- Feel that they are important
- Feel that you are responsible for the positive results
- Know the results of your work

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How to honestly praise?

Praise is only effective if it is done in good faith - and with a hint of a creative approach to relationships with someone else.

Whenever you praise another, never be dishonest - even the most camouflaged dishonest praise always ends up being discovered.

It is better to give a sincere compliment to someone, however small, than to give a dishonest compliment, for a questionable accomplishment of great importance.

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5.2. Team management

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Each team must have a specific goal. The more measurable and specific, the more likely the team's success will be.

It is not a matter of teamwork if the following conditions are not met:

- Creation of a suitable place for team meetings
- Time reserve for collaboration and cooperation between the team
- Existence of healthy conflicts, without everyone sharing the same opinion
- Trust between team members (without expecting unfair behavior from other members)
- Existence of a leader - not necessarily the head of the company

Remember if! It has also been proven that as the number of teams increases, the involvement of its members decreases.

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Use of teams for creative work

- The best in choosing ideas, the worst in creating them
- People who brainstorm and record their ideas regularly (in 10-minute sessions), have more ideas than a group of people who want to generate as many ideas as possible at the same time.
- This is called "lost productivity", in a group brainstorming

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What can team work be used for?

Teamwork can also be used to:

- Make decisions. Group members can participate in the decision-making process (for example, by consulting the company's boss or customers)
- To coordinate and establish contacts with the environment. If there is, for example, a conflict with the parents, then, on the school side, the head of the company or his representative may not be responsible for the communication, but there is a team assigned to do so.
- For analysis and reflection on past events. The groups have a so-called "collective memory". During the discussion sessions, it is possible to reconstruct the course of events and the history of the project.

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Phases of team development (1):

PHASE I

Training - At this stage, anxiety dominates the team members. Even the coordinators themselves look at each other with suspicion and test themselves. There will be a feeling of uncertainty in the team. The team leader should not force members to make quick and substantive decisions. Instead, it should help them to get to know each other better.

Usual behaviors in this phase: excitement, anticipation, optimism, pride of belonging, distrust and anxiety in relation to work, discussions about concepts, impatience.

PHASE II

Disturbance - the first conflicts arise, resistance to changes and imposed procedures and, in extreme cases, an open rebellion against the team leader can arise.

Usual behaviors at this stage: resistance to carrying out tasks and suggestions from other members when improving the quality of work, fluctuations in attitude and disposition towards the team as a whole, fights between leaders - team members, competition, defensive behavior, creating coalitions, questioning the competence of leaders, setting unrealistic goals, lack of unity, jealousy.

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Phases of team development (2):

PHASE III

Stabilization - group coherence increases, new rules emerge, open communication arises, team members begin to complement each other, trust grows, friendships are formed between team members.

Usual behaviors at this stage: feeling of freedom of expression of their own opinions, acceptance of the team itself, attempt to maintain harmony by avoiding conflicts, greater courtesy among members, feeling of coherence and belonging, acceptance of the established principles of cooperation.

PHASE IV

Action: interpersonal problems are solved and roles are defined, and the spirit of work emerges. Coordinators feel the flow of energy to carry out their tasks. At this stage, the team's productivity is higher.

Usual behaviors at this stage: all members know the work rules and tasks of others and better understand their behavior. There is a constructive change in behavior and adaptation, low conflicts between team members and cooperation ties appear.

PHASE V

Dissolution of the team: the team members are satisfied with the results and feel nostalgia. The contacts made during the operation of the team are, as a rule, maintained both professionally and personally.

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5.3. Conflict management in companies

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Where do conflicts arise?

The way you react to a conflict is closely related to the reactions in your brain. In emergency situations, the human brain “activates” certain parts responsible for its analysis and starts to function like an animal - a part of the brain, called “reptilian brain” (“reptile brain”) - when this part of the brain is activated, considers only three strategies for responding to a threat:

- Attack on the “aggressor”
- Escape
- Immobilization (it serves to not provoke more actions in the aggressor, which is an extremely passive attitude)

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Strategies for conflict management (1)

There are different ways to manage conflicts:

- Use of force (can be several sources of power) - for example, between hooligans a conflict is resolved by resorting to physical aggression
- Adaptation - allowing someone else to achieve their goals at the expense of our own goals or aspirations.

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Strategies for conflict management (2)

- Avoiding conflict - not paying attention to the conflict and taking steps to resolve it
- Commitment - try to resolve the conflict by identifying a solution that is partially satisfactory to both parties
- Cooperation - looking for solutions that satisfy both parties (win-win)

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How to reduce the likelihood of conflicts occurring? (1)

- Make sure employees know you know them
- Take an interest in the personal issues of your employees
- Appreciate all comments and questions that employees may have
- Continue to improve your work as a leader
- Conduct employee satisfaction survey (if your team is large)

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How to reduce the likelihood of conflicts occurring? (two)

- Talk to the entire team about issues and problems that an employee may have had

- Whenever possible, give employees the possibility to choose
- Celebrate all types of individual and group successes with employees
- You have to know how to keep your distance and not take everything too seriously.

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5.4. Personal development of the entrepreneur

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Definitions

In psychology, learning means "a relatively constant change in behavior as a result of experience".

In a restricted sense, learning refers only to human activities.

Learning as an activity ends when the intended objective is achieved, while the learning process is a continuous phenomenon.

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What is personal development?

Personal development is a constant challenge, in which activities are sought that, as a rule, will require a greater degree of difficulty to overcome.

Personal development applies both at an emotional level (for example, methods to deal with stress, build relationships with others), as well as intellectual (expand knowledge, participate in courses, surround yourself with people who are more intelligent than you are).

However, some people prefer to go through life with a feeling of emptiness and unfulfillment - the reason is the lack of a desire for personal development.

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Growth mentality (1)

Prof. Carol Dweck for many years related to her work on motivation, noted that the most successful people interpret their skills in a different way from those who tend to give up more quickly in the face of failure.

In most cases, Prof. Carol believed that intelligence and talents can (and even should) be developed.

Dweck also noted that people who perceived intelligence and talents as qualities that could be developed, voluntarily took on the challenges and did not give up in the face of obstacles.

Interestingly, people who fall into this group viewed their failures as valuable lessons from which conclusions can be drawn.

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Growth mentality (2)

For them, the most important was learning, the process of acquiring new skills and self-improvement. According to Dweck, these people were characterized by the so-called growth mindset (“Growth Mindset”).

The opposite of the growth mindset is the so-called fixed mindset.

People with a fixed mindset understand their intelligence and talents as permanent and unchanging (as part of themselves). Often, these people tend to be characterized by their achievements, through their intelligence and innate skills.

A fixed-minded person thinks of himself, for example, as a born humanist. It is difficult for these types of people to take risks and endure criticism, because the most important thing is to maintain their image as someone who is intelligent and talented.

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Typical obstacles to personal development and learning - research results

- Lack of time
- Lack of training provision near the area of residence or work
- Training offer does not fit the needs
- Education is associated with the “school” concept, that is, face-to-face, receiving information
- Lack of will to learn
- Where you work, learning is not “welcome”
- Employees' lack of awareness that doing something independently is also a science
- “I am too old to learn”
- “Could be ridiculed by my boss and colleagues
- I have learning problems and I will feel humiliated.

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5.5. The habits of an entrepreneur

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What are the habits and why are they so important to the entrepreneur's success?

Habits are ways of performing tasks, as well as ways of processing (interpreting) information. They happen automatically, routinely and are executed automatically.

Most of the activities we do are habits, their implementation is not absorbed in our brain, but in the body.

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What do we know about human thoughts? (1)

- We have about 60 to 70,000 thoughts every day
- When we don't think and act - HABITS function: our body “knows” what to do
- 90% of the thoughts you currently have are the same ones you had yesterday and you will have tomorrow

- The remaining 10% are your conscious choices and thoughts that result from thinking about yourself.
- Up to the age of 35, each of us becomes a set of habits - a life program.

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What do we know about human thoughts? (two)

- 50% of the statements that refer to our past are not true (our brain constitutes 50% of our past).
- This means that we focus our attention on things that do not exist
- Which means that we waste our attention and energy
- It is important to focus on things that we think consciously
- Constant thinking about another person in negative situations is an addiction and only gives temporary satisfaction
- The first step in changing attitudes is learning to be grateful - the feeling of gratitude turns the thought vector into a positive one

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How to start changing habits?

Control your thoughts, as thoughts affect the choices you make in your life.

And the choices you make in your life

Influence behavior ...

... Behaviors give us new experiences...

... New experiences give us new emotions!

And these, in turn, make us change our habits!

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Habits are 90% of our lives!

- 90% of our behavior is explained by the habits we acquire
- Education is also (or rather, above all it is) the process of strengthening habits.