Personal Management Skills

Management is an ongoing process used by individuals, families, groups and the wider community. It is a process that helps people to achieve their set goals, effectively utilise resources and contribute to improving the quality of life.

Management:
- involves using what resources you have to get what people want
- it is about making things happen rather than waiting for things to happen
- it is an acquired skill, therefore the more you make decisions and act on them to achieve your goals, the better you will become at managing.

Management components are interrelated. Goals are set, and these goals are determined by the resources available and the constraints held by the people involved. To reach these goals decisions have to be made and communication needs to occur. The aim of the process is to satisfy needs and wants so that a person’s life can be enhanced.

Planning, Organising, Implementing and Evaluating

A commonly used management process involves 4 steps, these can be interdependent and do not always occur in the same order.

- Planning involves setting, clarifying and prioritising goals, considering resources and establishing standards to measure goal attainment. Decisions must be made with regard to each of these. Priorities can be very simple or very complex depending on goals. It should be flexible, realistic and, if working with others, cooperative.
- Organising involves the selection of a course of action (the who, what, where, when and how of management). During this stage, original plans may have to be revised. E.g. there may be insufficient resources. It may be necessary to clarify responsibilities and values before the plan can proceed.
- Implementing involves putting the plan into action and seeing whether goals are reached. Modification may be needed. In some circumstances the plan may not be implemented or postponed. E.g. a couple travelling just prior to an airline collapsing would have paid for their tickets and accommodation and made touring arrangements and even packed their bags.
- Evaluating is the final stage of the process and occurs at every stage of the management process. It involves examining what has happened and assessing whether the outcomes satisfy the original goal. This stage allows you to discover if the outcomes have reached or varied from the desired goal. It allows for consideration of possible improvements for the future.

Word Bank: evaluation, community, planning, goals, quality, people, improvements, plan, letting, customer, decisions, assessment, influenced, values, superior, satisfaction, wellbeing, prioritising, goals, action, impulsive, problems

Activities - to be completed in books:
1. Todd is a 17 yr old yr 12 student at a local high school. On completion of high school he wants to go to university to study marine science. Todd and some of his friends wish to go on a cruise after the HSC. Todd plays rugby league and has aspirations to play at a higher level. He trains regularly and works part time at a local supermarket. Todd’s parents are both school teachers and he has a 19 yr old brother who attends university part-time and works part-time at a motel. His sister is in yr 9.
   a. In relation to Todd’s ambition to attend university, discuss how the following could influence the management process:
      i. Resources available
      ii. Values held and their priority
      iii. Goal priorities
   b. Describe in some detail some management strategies to help Todd reach his goals.
Communication

Communication is the process of sending and receiving messages. It involves sharing feelings and opinions, expressing ideas, establishing rapport between people and bringing together and transmitting information.

Communication has 4 main components:

1. The sender (the source) — formulates, encodes and transmits messages
2. The receiver (destination) — decodes and interprets messages and transmits feedback
3. The message (symbols that have shared meanings)
4. The medium (means by which the message is transmitted)

Types of Communication

Communication can be achieved in two ways:

(a) **Verbally** — through sounds and words (specifically language) either written or spoken. A code or set symbols need to be understood by both the sender and receiver for the message to be communicated effectively.

(b) **Non-verbally** — includes the physical actions and body language. It is part of the message that does not contain words. People tend to use non-verbal communication more extensively than verbal to enhance meaning. Signals are also sent through paralanguage which includes tone of voice, speed of delivery and breaks in sentences. People’s appearance and environment also send out messages. Non-verbal communication accompanies verbal communication, but can sometimes contradict the message sent.

**Activity**— Make two lists in your workbooks:

- a) ways of communicating verbally
- b) ways of communicating non-verbally
## Styles of Communication

<table>
<thead>
<tr>
<th>Passive</th>
<th>Assertive</th>
<th>Aggressive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td>Compliant, submissive, talks little, vague non-committal communication, puts self down, praises others</td>
<td>Actions and expressions fit with words spoken, firm but polite and clear messages, respectful of self and others</td>
</tr>
<tr>
<td>&quot;I don't mind...that's fine...yes alright&quot;</td>
<td>&quot;That's a good idea, and how about if we did this too...&quot; or &quot;I can see that, but I'd really like...&quot;</td>
<td>&quot;This is what we're doing, if you don't like it, tough&quot;</td>
</tr>
<tr>
<td><strong>Beliefs</strong></td>
<td>You're okay, I'm not</td>
<td>I'm okay, you're okay</td>
</tr>
<tr>
<td>Has no opinion other than that the other person/s are always more important, so it doesn't matter what they think anyway</td>
<td>Believes or acts as if all the individuals involved are equal, each deserving of respect, and no more entitled than the other to have things done their way</td>
<td>Believe they are entitled to have things done their way, the way they want it to be done, because they are right, and others (and their needs) are less important</td>
</tr>
<tr>
<td><strong>Eyes</strong></td>
<td>Avoids eye contact, looks down, teary, pleading</td>
<td>Warm, welcoming, friendly, comfortable eye contact</td>
</tr>
<tr>
<td><strong>Posture</strong></td>
<td>Makes body smaller – stooped, leaning, hunched shoulders</td>
<td>Relaxed, open, welcoming</td>
</tr>
<tr>
<td><strong>Hands</strong></td>
<td>Together, fidgety, clammy</td>
<td>Open, friendly and appropriate gestures</td>
</tr>
<tr>
<td><strong>Consequences</strong></td>
<td>Give in to others, don't get what we want or need, self-critical thoughts, miserable</td>
<td>Good relationships with others, happy with outcome and to compromise</td>
</tr>
</tbody>
</table>

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### Activity – to be completed in workbooks

A friend was having trouble with an assessment task. They have a look at yours. Your friend copies your assessment and you both receive zero.

1. How would you react to this?
2. After analysing the table 'Styles of Communication' and watching role plays write down how people would react passively, assertively or aggressively.
Effective Communication

Effective communication is said to occur when the message is received and understood. Bad communication results in wrong or misunderstood messages getting through. Good communication skills aid the learning process, help you to make friendships and sustain relationships with your friends, family, and peers. They allow you to express your needs and emotions, and to discuss ideas and opinions.

Activity— to be completed in workbooks
   a) List 5 advantages of good communication
   b) List 5 ways of improving your communication skills

Effective communication involves the active participation of two parties: the sender and the receiver.

1. The Sender:
   a) speaks or sends the message
   b) allows the other person to respond or
   c) relays a sincere
   d) observes the reactions of the receiver to see if message has been understood

2. The Receiver:
   a) listens carefully to
   b) faces the person
   c) maintains contact
   d) watch carefully for verbal messages
   e) asks if not understood
   f) gives sender signals that message was
   g) resists
   h) does not

Word bank: questions, clearly, speaker, distractions, message, sending, non, talk, correctly, eye, received, interrupt

Barriers to Effective Communication – write down barriers that affect communication

1. 
2. 
3. 
4. 
5. 

Managing Barriers – write down some ways you can manage the barriers to effective communication

1. 
2. 
3. 
4. 
5. 

**Decision Making Styles**

**Activity:** Students are each given a different role play to develop and perform. As students are performing they need to guess which decision making style is being utilized and give reasons as to why. They also need to write other examples of when each decision making style would be best utilised.

<table>
<thead>
<tr>
<th>Situation/ Reasons</th>
<th>Decision Making Styles</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Confident Decision maker</strong> - believes in and trusts their ability to make decision. They feel competent to make a wise choice between alternatives. They feel satisfied with their decision</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Intuitive decision maker</strong> - bases their decisions on their gut feeling. It very much depends on how they feel about a particular alternative. They make a decision without much reasoning. They base their decision on their inner feelings, but do spend time making decisions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Impulsive decision maker</strong> - rushes into making a decision without giving it too much thought about the alternatives and outcomes. The decision is made hastily and insufficient information is collected.</td>
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</tr>
<tr>
<td></td>
<td><strong>Rational decision maker</strong> - collects sufficient information and carefully considers the possible outcomes of each alternative. They recognise that values and emotions can affect decision-making and therefore try to avoid this influence. Rational decision makers gather information, speak to people, investigate available options and then consider which the best option is.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Hesitant decision maker</strong> - delays making a decision. They are indecisive about which alternative is best and procrastinates about making the choice. They probably leave the decision for a while, think about it some more and continue to ponder over the alternatives. In some cases the hesitant decision maker may decide not to make a decision at all because it is so hard to decide.</td>
<td></td>
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</table>
Factors Affecting Decision Making

1. Access to Resources
The alternatives you have for a decision may be **affected** by the resources you have available to you. If you had to decide where to go for the holidays how would access to resources affect this decision? Think about the options/alternatives you have and the resources you might need for each.

2. Complexity of the problem
Complex problems usually take more time to resolve and greater consideration of each alternative has to be given. More complex decisions have a greater impact on people and may affect other's goals and resources. Think of a situation where the complexity of the problem would **affect** the decision and explain.

3. Past experience and personal values
The experiences people have had tend to influence the decisions they make. Learn from your mistakes etc. Give an example where past experiences of a person may **affect** decision making.

Values influence the decisions people make. The things they value most will **affect** the final decision. Give an example where your values have **affected** a decision you have had to make before.

4. Attitudes to change.
Change is part of life and can have both positive and negative outcomes. Some individuals cope with change better than others. Those who do not like change and do not cope with it well may make decisions that avoid change. This can have a negative outcome if the choice of alternatives was not the best choice. What circumstances can you think of where change might **affect** a person's decision? List at least 3 and explain how change would affect the decision.

Problem Solving Activities:

Read the following scenarios and explain how you would solve the following problems, taking into consideration planning and organisation, communication and decision making.

**Situation 1**
Sharon who has just finished the first term of year 12 has been offered an apprenticeship as a hairdresser. She finds herself confused.

**Situation 2**
Jeremy sustained a shoulder injury in his last football game. The semifinals are in three weeks and his coach is depending on him to play. He considers taking steroids.

**Situation 3**
John and Sam had their hearts set on going to QLD for 'schoolies' week. They both worked hard all year at school and saved money from their casual jobs to pay for the trip. Two weeks prior to leaving, John receives a phone call to say their apartment had been double booked and their deposit had been refunded in the mail. All other apartments in the area are fully booked.