

## Workplace, leadership & personal effectiveness competences



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# Learning outcomes

- Ability to recognize others' strength and weaknesses and build a work team.
- Ability to build professional relationship.
- Ability to lead the group

# How to learn?

- This course could be taken using a “self directed” learning approach.
- For those attending “full time” courses a lecturer will be directing your learning using the learning materials available.
- For those enrolled on a “part time” basis a mixed approach could be employed.
- Please see below recommendations for each of the situations:

# How to learn? Self directed approach

- We suggest the following sequence:
- Read the slides, watch the videos and reflect on the content.
- Read the additional text available where information is more detailed.
- If possible discuss with a colleague or register for a “Forum” and express your views.
- Test your understanding by taking the test at the end of the PowerPoint Presentation. Aim to score at least 70%
- If there are aspects that you find interesting and want to explore further access one of the texts recommended in the Bibliography

# How to learn? Full time approach

- Attend all classes and the lecturer will provide explanations while showing the slides.
- Read the additional text available where information is more detailed.
- The lecturer will organise opportunities for you to discuss the content of the course so that you understand.
- Test your understanding by taking the test at the end of the PowerPoint Presentation. Aim to score at least 70%
- The lecturer will present a task for you to complete that will enable you to better understand the topic. The nature of the task depends on particular circumstances.
- If there are aspects that you find interesting and want to explore further access one of the texts recommended in the Bibliography

# How to learn? Mixed approach

- Read the additional text available before attending the face to face classes.
- Attend all classes and the lecturer will provide explanations while showing the slides.
- The lecturer will organise opportunities for you to discuss the content of the course.
- Test your understanding by taking the test at the end of the PowerPoint Presentation. Aim to score at least 70%
- The lecturer will present a task for you to complete that will enable you to better understand the topic. The nature of the task depends on particular circumstances.
- If there are aspects that you find interesting and want to explore further access one of the texts recommended in the Bibliography



# **Subject 1: Workplace, leadership & personal effectiveness competences**

**UNIT 1: Awareness of the needs of others. Empathy. Analysis of the needs of others. Training on development of empathy skills and analysis of needs& providing suitable solution.**

**UNIT 2: Supporting staff Competences. Creative competences. Disruption possibilities. Career intend. Brain dominance index. Team building.**

**UNIT 3: Effective communication The art of communication. Element of communications, content and context- words, tone, body language**

**UNIT 4: Interpersonal skills Building relationship. Influencing, persuading.**

**UNIT 5: Leadership. Leadership styles - directing, coaching, supporting and delegating. Maturity level of the leaded group.**



# UNIT 1

**Training Unit 1:** Awareness of the needs of others. Empathy. Analysis of the needs of others. Training on development of empathy skills and analysis of needs& providing suitable solution.



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em • pa • thy

*noun*

The ability to step into the shoes of another person,  
aiming to understand their feelings and perspectives,  
and to use that understanding to guide our actions.

# 1.1. Empathy



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Empathy is not Sympathy. Sympathy does not mean to understand feelings, it means to be **affected by them** in an emotional way.

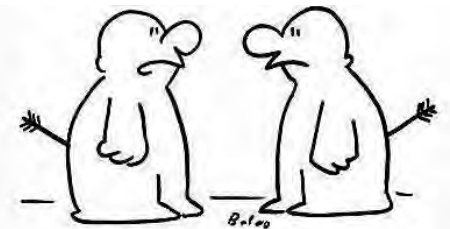
# 1.1. Empathy



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Empathy is the personal ability to change point of view – to understand someone's situation, someone's perception, someone's feelings.

Showing empathy, means to be able to communicate this understanding to person you are empathizing with



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# 1.1. Empathy

**Cognitive Empathy**



Ability to put yourself into „someone else’s shoes”, see his point

**Emotional Empathy**



Ability to feel emotions along with somebody

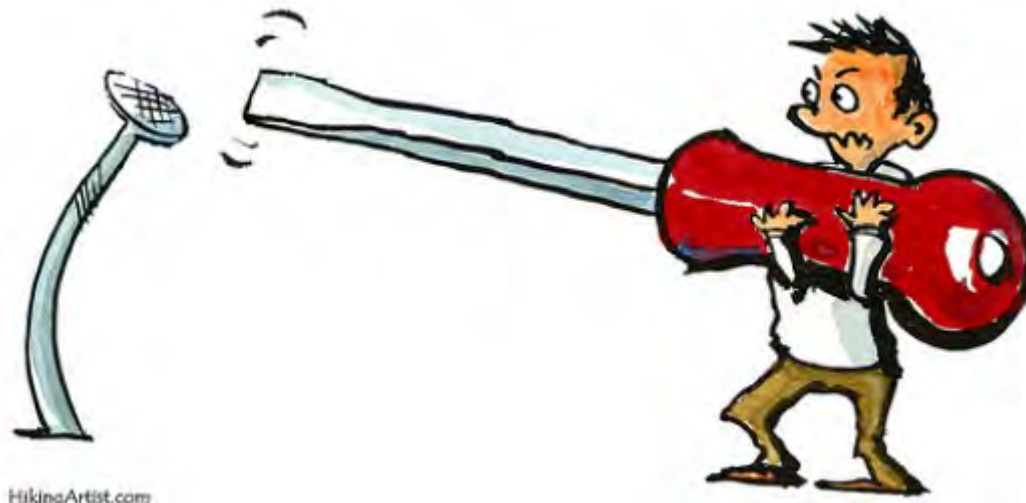
**Compassionate Empathy**



**Ability to see someone’s trouble and undertake action!**

# 1.1. Empathy

**Compassionate empathy** is the real, day to day essence of empathy – it means feel, understand somebody's needs plus **undertake appropriate action**.



HikingArtist.com

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# 1.1. Empathy



## Practical activity

Just go out, and have talk with somebody (clerk, utility worker, almost anybody) in aim to improve his-her life

What did you hear?  
Quotes, keywords?

What, according to  
you, your user is  
thinking?

What emotions and  
actions did you  
observe?

What emotions did  
you sense?



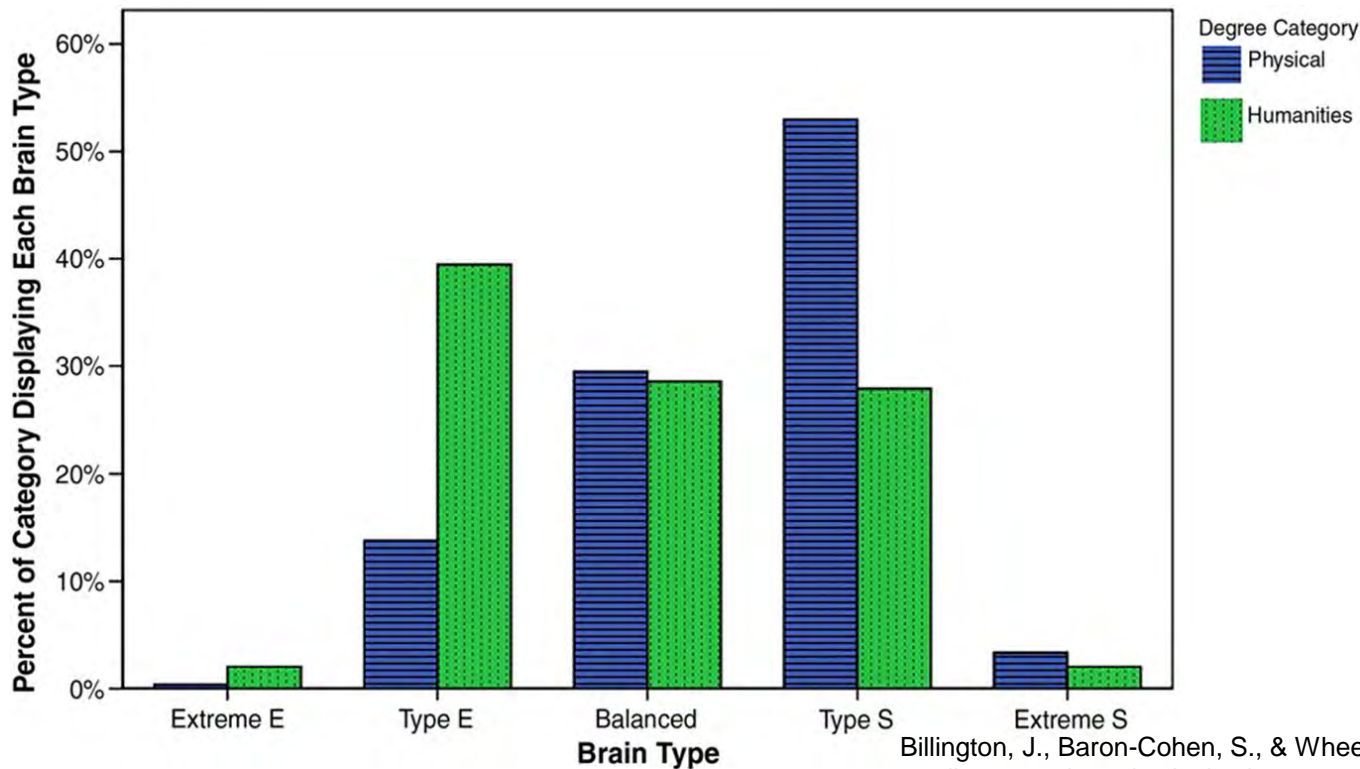
## 1.2. Training on development of empathy skills and analysis of needs& providing suitable solution.



Watch video and take note – what was the basics on designing a new product – wasn't it as **analysis of needs of a customer?**

## 1.2. Training on development of empathy skills and analysis of needs& providing suitable solution.

Individuals with a strong systemizing drive are more likely to enter the physical sciences, irrespective of their sex.



Billington, J., Baron-Cohen, S., & Wheelwright, S. (2007). Cognitive style predicts entry into physical sciences and humanities: Questionnaire and performance tests of empathy and systemizing. *Learning and Individual Differences*, 17(3), 260–268

# UNIT 2

**Training Unit 2:** Supporting staff Competences. Creative competences. Disruption possibilities. Career intend. Brain dominance index. Team building.



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## 2.1. Creative competences

Basic soft competences usually requested by employer be:

- **Ability to influence others** – important for managers, sellers or negotiators
- **Analytical thinking** – ability to break down problems in logical manners, systematizing these and preparing the things to be dealt with in methodical way. Competence useful in problem solving, prioritizing tasks and finding gaps.
- **Goal setting** – competence needed for team effectiveness, when composing action plans and setting timelines for small and large tasks for oneself or the team
- **Self-confidence** – personal self confidence, and task – completing self-confidence might be very different, like ability to show off presentation to board or large group, and just gather data and prepare perfect logical presentation on time.
- **Integrity** – ability to work efficiently despite some problems of personal origin. Basically ability to work longer than usual, replace somebody absent without preparation, etc.
- **Problem solving** – creative competence of being able to solve problems, find good resolution to bad situation.

## 2.1. Creative competences

**Creativity** can be defined as an essential social and individual, which means

- Ability to think creatively,
- Ability to come up with new ideas, concepts, or develop links with the existing ideas or concepts,
- Characteristic of every human being, which can be improved or inhibited,
- Ability to see unconventional ways of solving organizational problems, utilizing facts, trends and environment of the company.



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## 2.1. Creative competences

**CREATIVITY** Openness and cognitive curiosity, tolerance for ambiguity, internal motivation – being the basis of a relatively permanent ability of an individual to generate new ideas and solutions; Creativity in the organization refers to the potential of human beings, persons, their style of functioning and the potential possibilities of solving problems.

**CREATIVE OUTPUT** It characterizes actions taken by individuals in response to specific problems, and refers to the effects of these actions, recognized as creative in a given field. Creative output in the organization refers to capabilities of individuals to present specific solutions to the problems.

**INNOVATION** The effective implementation of new ideas and applying new solutions in practice in a given environment; Innovation related to the possibility of applying new solutions:

- in a broader sense, in the organizational context (e.g. associated with the culture of the organization, its structure, values, goals, rules),
- in a narrower sense, in the context of the task, determines the degree to which an innovative solution meets the necessary criteria (of usability, realism, budget, etc.).



## 2.1. Creative competences



**Entrepreneurship is about creativity**

Video production by: European Schoolnet (<http://www.eun.org/>)  
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## 2.1. Creative competences

Major creative skills of managers:

- Ability to generate numerous ideas in a short time,
- Constant search for new solutions,
- Originality - creating innovative connections and ideas,
- Ability to choose the optimal solution,
- perseverance in overcoming difficulties,
- Motivation as a problem and a challenge,
- Vigour and efficiency,
- Consistency, regularity, courage
- Tolerance and respect for different opinions,
- Avoiding taking a stance on a matter too early,
- Openness to criticism,
- Relativistic view of reality,
- Independence of judgments.



## 2.1. Creative competences

Innovation-oriented leadership	Traditional leadership
Long-term perspective	Short-term perspective
Formulating a vision	Preparing plans and budgets
Taking a risk	Avoiding risk
Exploring new territories	Repeating existing solutions
Initiating changes	Stabilization
Building commitment	Control and bureaucracy, formal procedures
Encouraging diversity	Supporting uniformity
Referring to passion	Referring to rationality
Moral action	Amoral action
Innovation orientation	Routine orientation
Employee as a strategic resource	Substitutability of employees
Building long-term relationships with the customer	Not trying to win a customer
Manager-leader	Manager-dictator

Source: Słoko-Lutek A. (2013), Kompetencje menedżerskie w kontekście innowacyjności przedsiębiorstw, „Annales Universitatis Mariae Curie-Skłodowska”, Sectio H, Lublin, UMCS, vol. 47/1.

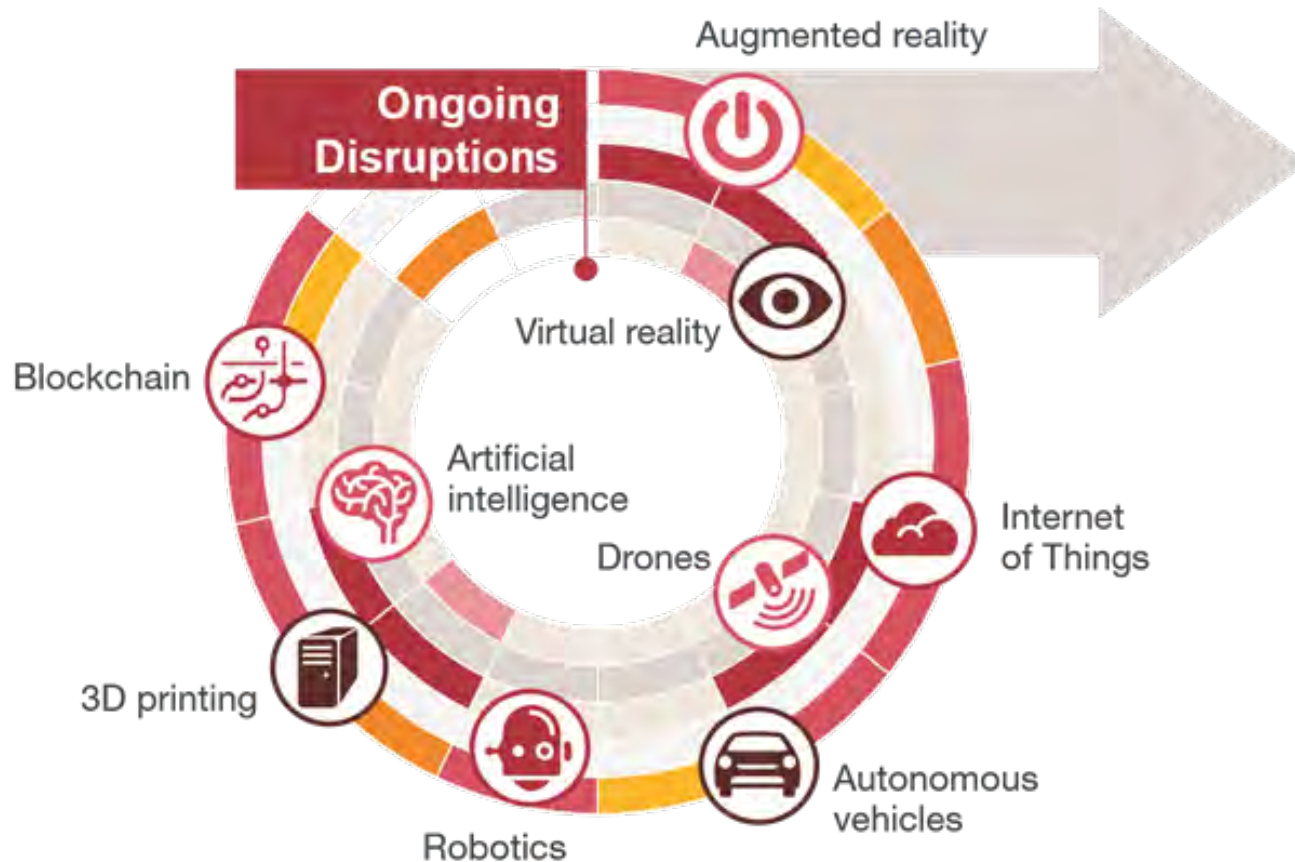
## 2.2. Disruption possibilities

**Disruptive business ideas** are commonly basing on established competition being busy with gain of profitability and customer numbers retention. A small company or a startup in competitive business usually does following steps:

- targets one of the neglected segments
- starts building a niche
- delivers new product filling the niche
- looks for lower price possibilities, trying to outsource



## 2.2. Disruption possibilities



Factors driving disruption in the industry

Source: The future of possibilities: Business in the age of disruption. PwC M.A.P. 2018 CEO Survey

## 2.2. Disruption possibilities

**Find unserved customers or market niche** – Market HAS to have niche; can you provide better product/service or serve significantly better than the others?

**Determine actions** – Now is the time to determine possibilities of filling the niche of the market, determining target customers

**Can you product be overlooked?** – Products/services seeming trivial, simple, stupid are often overlooked by the business sharks – it is possible that existing enterprises do not undertake any preventing actions.

**Price** – lower the price of the product/service means greater disruption possibility

**Being outsider** – being outsider or freshman to the industry increases disruption chances – you will probably use different approach than others.

**Existing distribution channels** – disruption probability increases when you don't use existing channels, because of overlooking your presence/service by existing companies

**Benefits** – your product must offer additional benefits to customer, usually basing on new features.

## 2.2. Disruption possibilities



**New business opportunities with disruptive thinking**

<http://mediaevolution.se/theconference/>

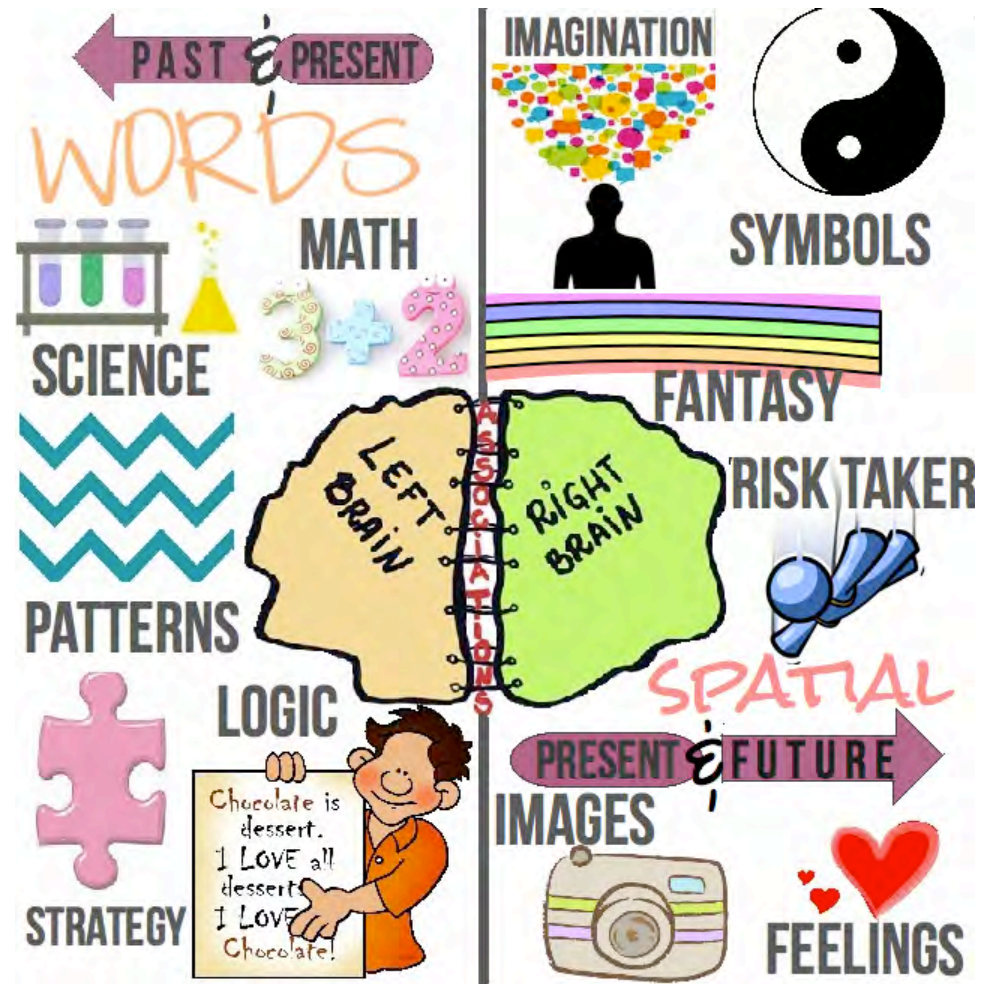
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## 2.2 Career intend, brain dominance index

What is the best career path?

**for YOU?**



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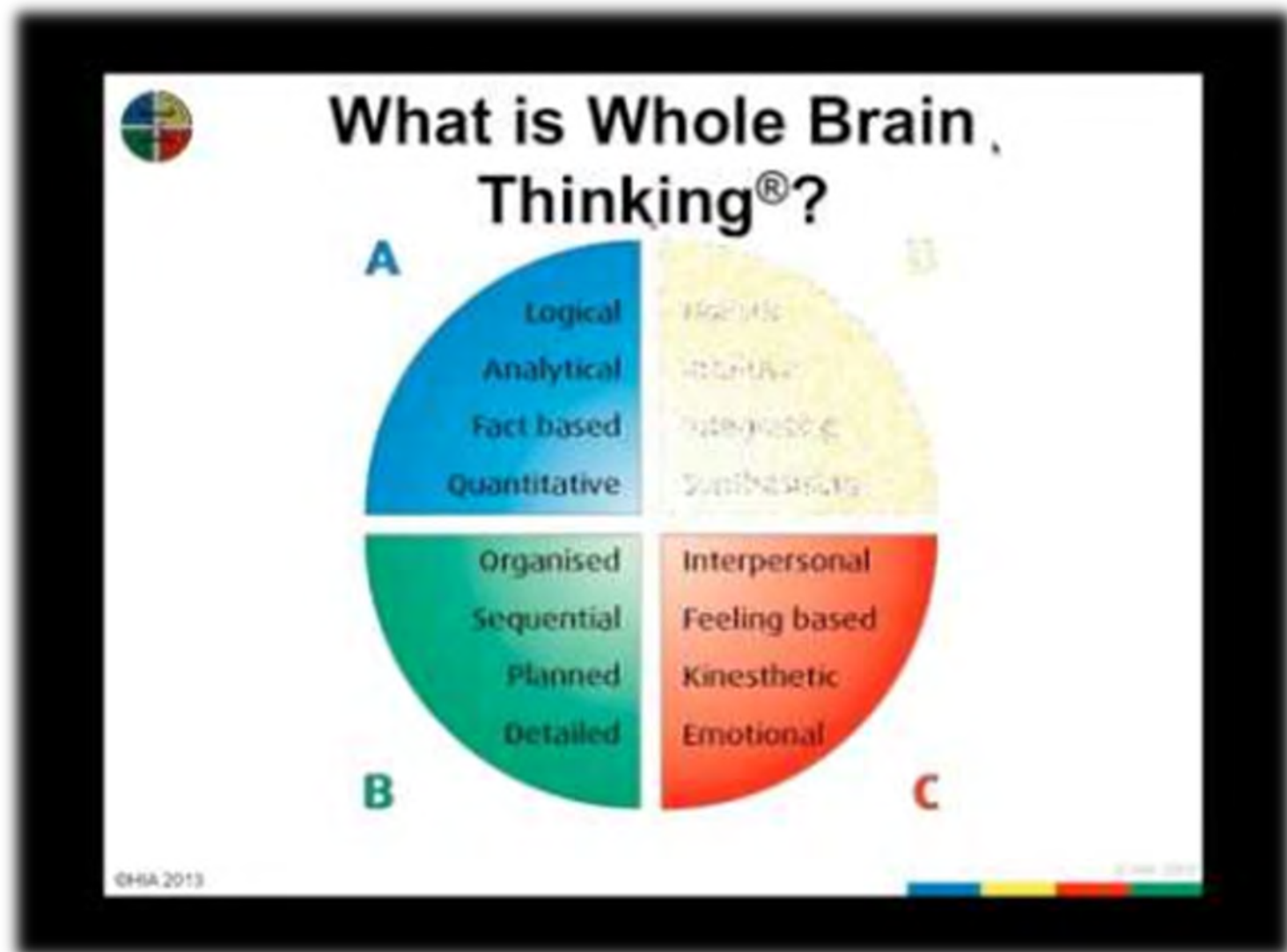
## 2.2 Career intend, brain dominance index



Origins of Whole Brain® Thinking Model

Source: Herrmann International

## 2.2 Career intend, brain dominance index





## 2.2 Career intend, brain dominance index

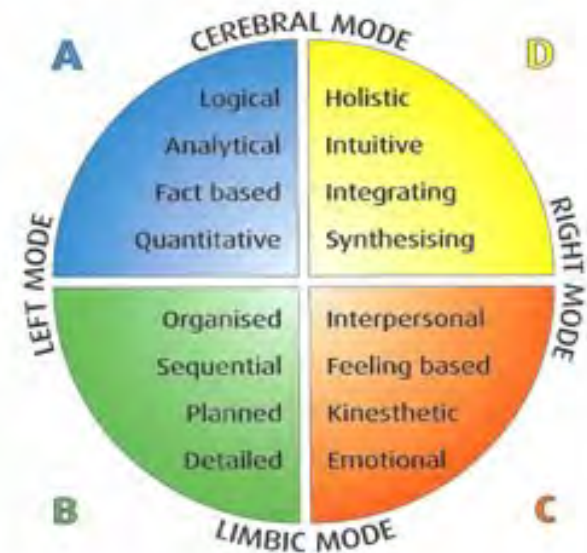
### Preferred career path

A – Blue: Logical, technical, and financial.  
Profession – Engineer.

B – Green: Organised, detailed, and  
structured. Profession – Project Manager.

C – Red: Emotional, sensory, and people.  
Profession – Teacher/Nurse.

D – Yellow: Risk taker, intuitive, and the big  
picture. Profession – Entrepreneur.

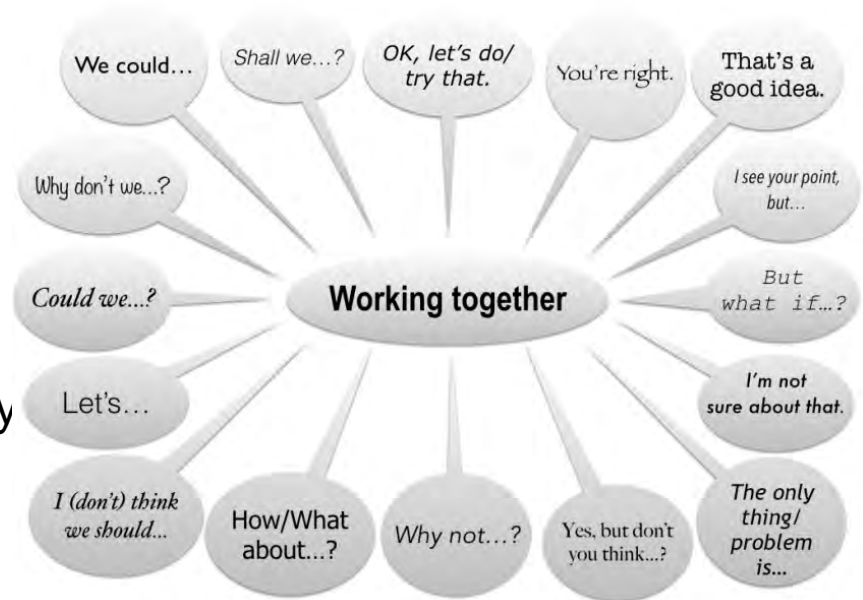


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## 2.3 Team building

### Tasks of team building:

- aligning around goals
- building effective working relationships
- reducing team members' role ambiguity
- finding solutions to team problems



## 2.3 Team building

### Areas of impact:

- Task Achievement – teams are designed for more complex tasks, not possible to undertake for individual.
- Quality of Decisions – team generates more ideas and better decisions than individual, due to different experiences of team members
- Accuracy of Decisions – team judgments are better than individual, somebody will spot the error.
- Risk taking – confidence of a team is far better than individual.
- Motivation – morale of a team is usually stronger than individuals.
- Learning curve – team members learn faster together and use shared knowledge.

## 2.3 Team building

Major challenges in team building:

- Lack of teamwork skills: People, especially freshmen after studies are used to individual work and marking. Over time performance of the team improves in terms of soft skills
- Virtual workplaces and across organizational boundaries: Team members are typically unable to build relationships with other team members if they do not meet each other on the regular basis. Face-to-face communication is very important in developing trust. Formal team building sessions as well as informal meetings might be needed.
- Globalization and virtualisation: Teams commonly include members of various languages, cultures, values, and habits.










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## 2.3 Team building

Roles in the team according to Belbin :

- Plant,
- Resource investigator,
- Coordinator,
- Shaper,
- Monitor Evaluator,
- Team Worker,
- Implementer,
- Completer-Finisher,
- Specialist

Team Role	Contribution	Allowable Weaknesses
Plant 	Creative, imaginative, free-thinking. Generates ideas and solves difficult problems.	Ignores incidentals. Too preoccupied to communicate effectively.
Resource Investigator 	Outgoing, enthusiastic, communicative. Explores opportunities and develops contacts.	Over-optimistic. Loses interest once initial enthusiasm has passed.
Co-ordinator 	Mature, confident, identifies talent. Clarifies goals. Delegates effectively.	Can be seen as manipulative. Offloads own share of the work.
Shaper 	Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.	Prone to provocation. Offends people's feelings.
Monitor Evaluator 	Sober, strategic and discerning. Sees all options and judges accurately.	Lacks drive and ability to inspire others. Can be overly critical.
Teamworker 	Co-operative, perceptive and diplomatic. Listens and averts friction.	Indecisive in crunch situations. Avoids confrontation.
Implementer 	Practical, reliable, efficient. Turns ideas into actions and organises work that needs to be done.	Somewhat inflexible. Slow to respond to new possibilities.
Completer Finisher 	Painstaking, conscientious, anxious. Searches out errors, polishes and perfects.	Inclined to worry unduly. Reluctant to delegate.
Specialist 	Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.	Contributes only on a narrow front. Dwells on technicalities.

Source: Sabre Team Building

## 2.3 Team building



People

**Belbin Team Roles**

Source: TP human capital

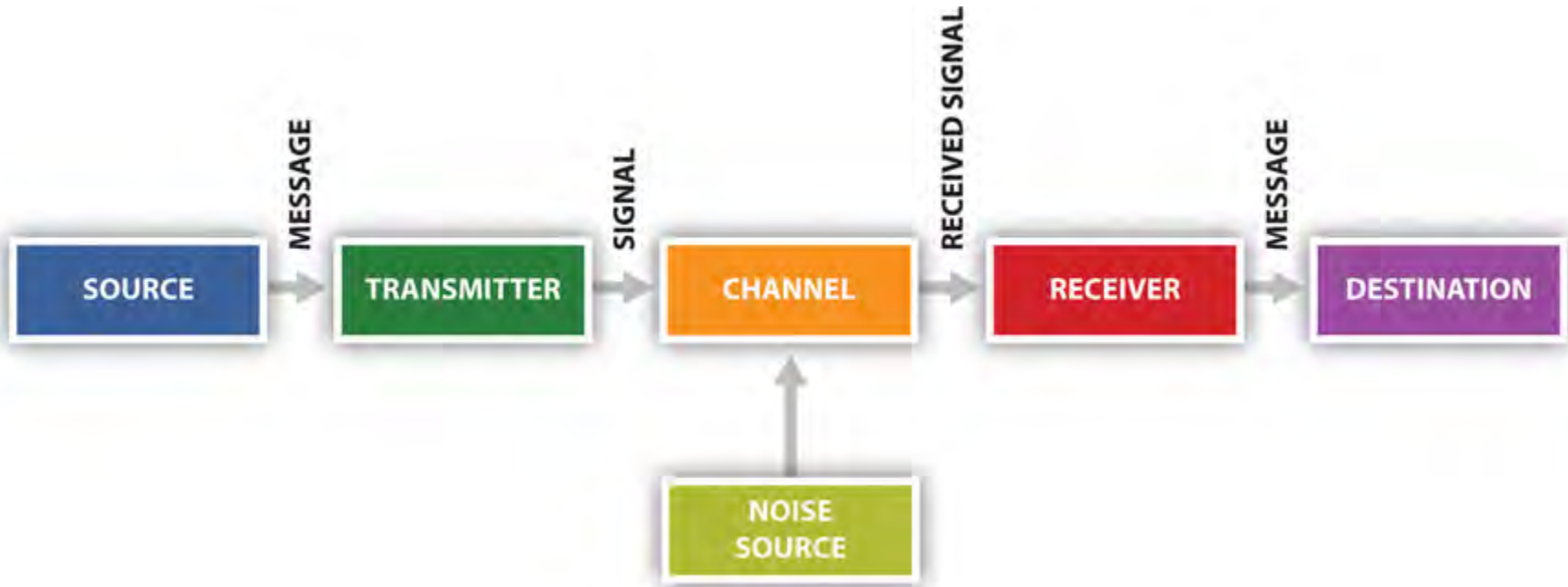
# UNIT 3

**Training Unit 3:** Effective communication The art of communication. Element of communications, content and context- words, tone, body language



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## 3.1. Effective communication



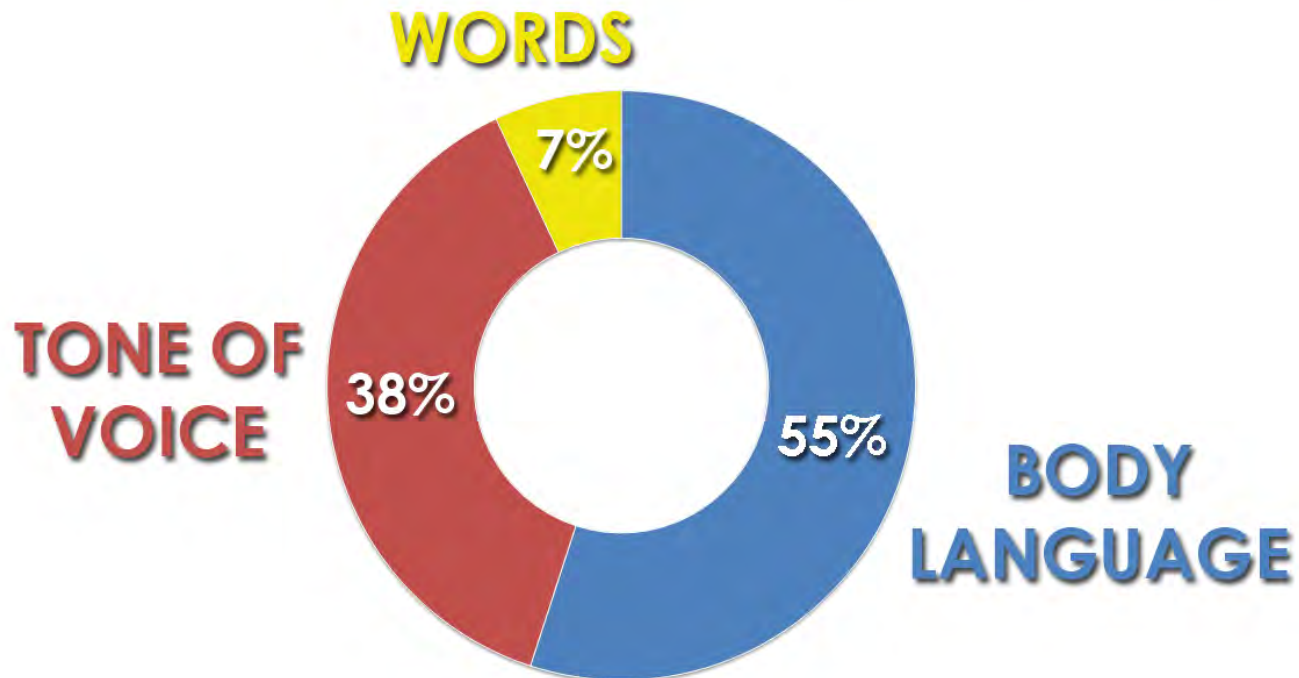
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Shannon and Weaver's communication process model (1949)



## 3.1. Effective communication

### What Makes Up What We Hear



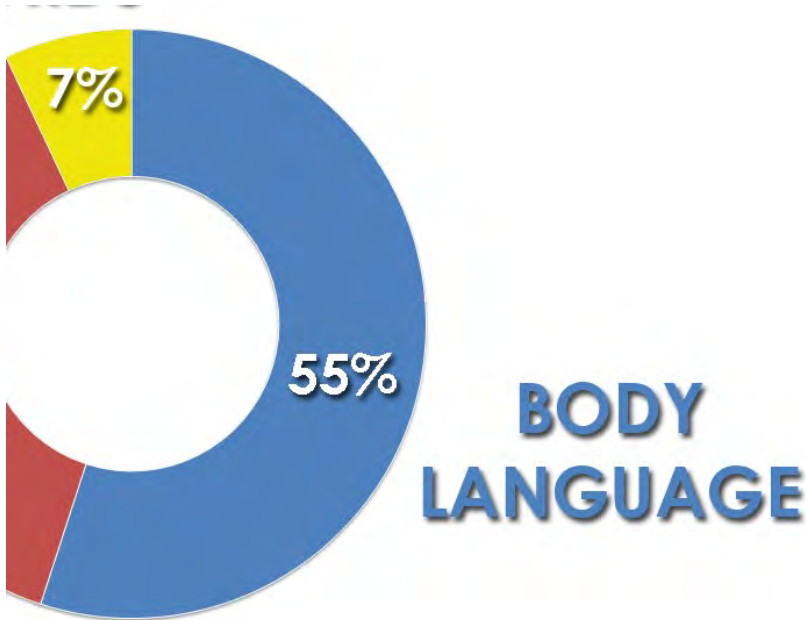
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55% of the perception is FACIAL EXPRESSION  
38% of the perception is VOCAL TONE  
7% of the perception is VERBAL

## 3.1. Effective communication

### Verbal communication:

- speeches,
- individual or group conversations,
- informal networks (gossip, rumors).



### Nonverbal communication :

- gestures,
- facial expressions,
- touch and physical contact,
- physical appearance,
- semi-linguistics sounds (sounds that do not make up words),
- gaze,
- vocals,
- physical distance,
- position of the body,
- surroundings.

## 3.1. Effective communication

**Body language** is an element of communication usually used to discover real emotions and attitude of person communicating. The most obvious signs of such, are posture, facial expressions and gestures.



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## 3.1. Effective communication

**Not interested, not engaged and bored signs:**

- Arms folded in front of the body.
- Minimal or tense facial expression.
- Body turned away from you.
- Eyes downcast, maintaining little contact.

**Interested, engaged and friendly signs:**

- Open body position (arms unfolded).
- Upright posture.
- Relaxed and open facial expression.
- Arms hanging relaxed by the sides.
- Regular eye contact.





"ryan-scott-gary-wayner-bus" by ryan-scott-gary-wayner, Flickr, CC BY-SA 2.0

## **nod (your head)**

When you nod your head, you move it up and down.  
People sometimes nod their heads to show agreement.  
This is a form of nonverbal communication.

# Interpersonal Communication: Basic Interpersonal Communication Vocabulary

Source - Project I-DEA - funded by the Bill & Melinda Gates Foundation and managed by the Washington State Board for Community and Technical Colleges

## 3.1. Effective communication



Source: MindTools, <https://www.mindtools.com/aboutus>



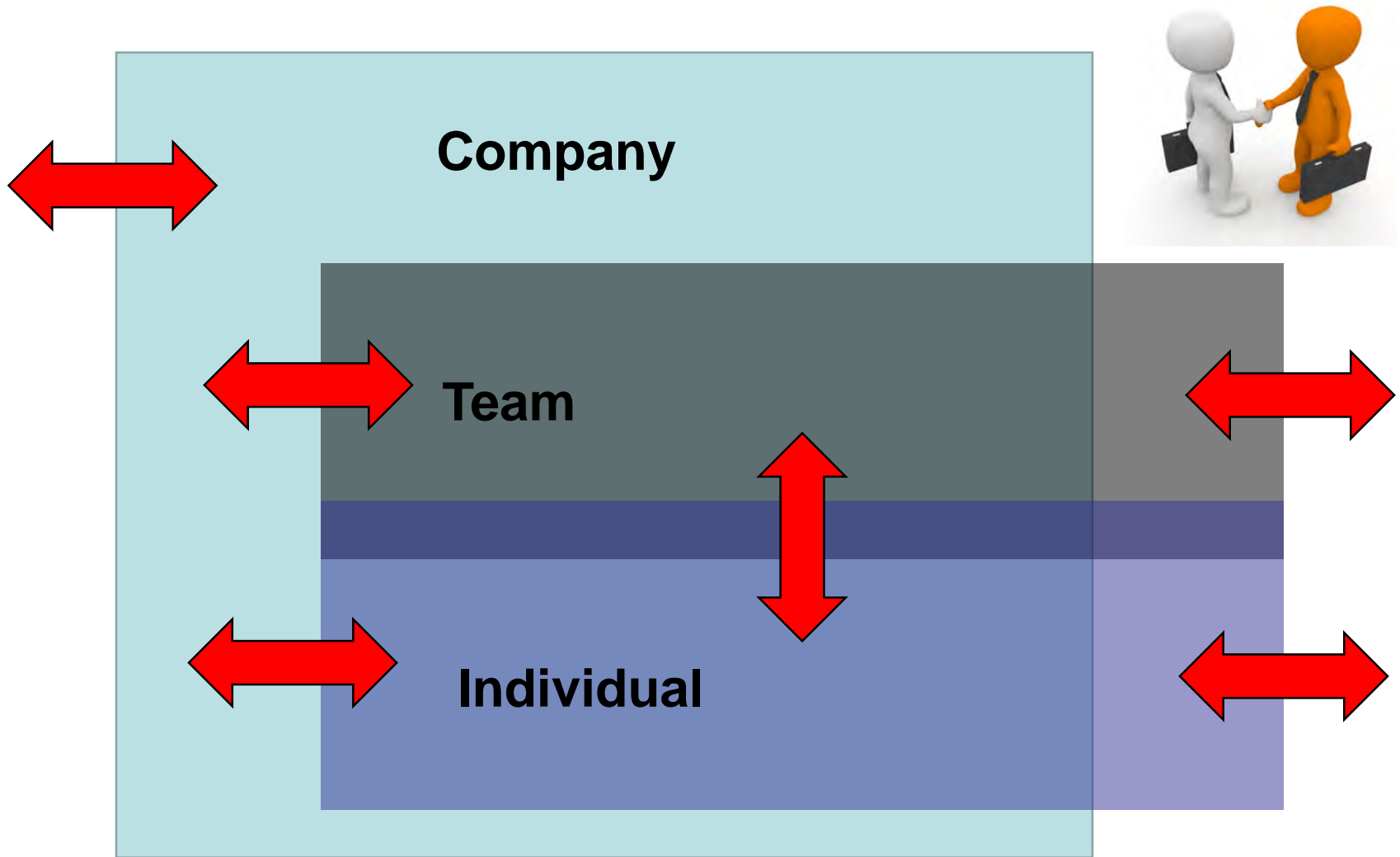
## 3.1. Effective communication



Reading minds thru body language

Source: TED Talks, 2017

## 3.1. Effective communication



Common communication of a company.



# UNIT 4

**Training Unit 4:** Interpersonal skills, Building relationship.  
Influencing, persuading.



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## 4. Interpersonal skills

**Interpersonal skills**, in most basic way, are the skills we use to interact with people. Often called soft skills, or people skills, are used both in private and work situations.

These skills are:

- Communication
- Conflict resolution
- Negotiation
- Stress management
- Persuasion
- Team building
- Problem solving
- Strategic thinking

## 4. Interpersonal skills

FEBRUARY, 1937

# HOW TO WIN FRIENDS AND INFLUENCE PEOPLE

BY DALE CARNEGIE

JOHN D. ROCKEFELLER, SR. once said: "The ability to deal with people is as purchasable a commodity as sugar or coffee. And I will pay more for that ability than for any other under the sun."

Wouldn't you suppose every college would conduct practical courses to develop this "highest-priced ability under the sun?" To our knowledge, none has.

*How to develop that ability is the subject of Dale Carnegie's new book.*

A few years ago Chicago University and the United Y. M. C. A. Schools made a survey to find out the prime interest of adults. The survey took two years, cost \$25,000. It indicated that their first interest is health—and their second, how to understand and get along with people; how to make people like you; how to win others to your way of thinking.

Wouldn't you suppose that after the members of this survey committee had decided to give such a course, they could readily have found a practical textbook? They searched diligently—yet could find none suitable.

*But the book they were looking for has NOW been written*

**A New Book—the Man Behind It**

It is called *How to Win Friends and*

THIS IS A BIG BOOK OF THIRTY-SEVEN CHAPTERS, INCLUDING:

The Big Secret of Dealing with People  
Six Ways to Make People Like You Instantly  
An Easy Way to Become a Good Conversationalist  
A Simple Way to Make a Good First Impression  
How to Interest People  
Twelve Ways to Win People to Your Way of Thinking  
A Sure Way of Making Enemies—and How to Avoid It  
The Safety Valve in Handling Complaints  
How to Get Cooperation  
A Formula that Will Work Wonders for You  
The Movies Do It. Radio Does It. Why Don't You Do It?  
Nine Ways to Change People Without Giving Offense or Arousing Resentment  
How to Criticize—and Not be Hated for It  
How to Spur Men on to Success  
Making People Glad to Do What You Want  
Letters That Produced Miraculous Results  
Seven Rules for Making Your Home Life Happier

chance. When he married he needed more money. He tried to sell automobile trucks—but was a terrible flop.

An inferiority complex was eating his heart out. On his way to see any prospect, he broke out into a cold sweat. Before he could get an audience to



DALE CARNEGIE

Dale Carnegie is the man the men of business come to for practical instruction in getting along with people. During the last 24 years, he has trained more than 15,000 business and professional men—more than any other living man.

Large organizations such as:

Westinghouse Electric & Manufacturing Co.	Brooklyn Chamber of Commerce
New York Telephone Co.	Philadelphia Chamber of Commerce
Bell Telephone Co. of Pennsylvania	Philadelphia Electric Co.
American Institute of Electrical Engineers, New York	Philadelphia Gas Works Co.
McGraw-Hill Publishing Co., New York	Carrier Engineering Corp.
	Philadelphia Association of Life Underwriters

have had this training conducted in their own offices for their executives.

This new book grew out of that vast laboratory of experience—the first and only laboratory of its kind in existence.

Human relations and interpersonal skills as a scientific subject, have long history of development, since nineteen thirties. As a teaching and scientific subject introduced into schools, human relations had to wait until 1960's.

Dale Carnegie. *How To Win Friends and Influence People*. Simon and Schuster Publishers, 1937, and further reprints.

## 4. Interpersonal skills

Usual hiring requirements:

- Teamwork
- Communication
- Motivation
- Planning
- Problem management
- Time management
- Decision making
- Learning
- Negotiating

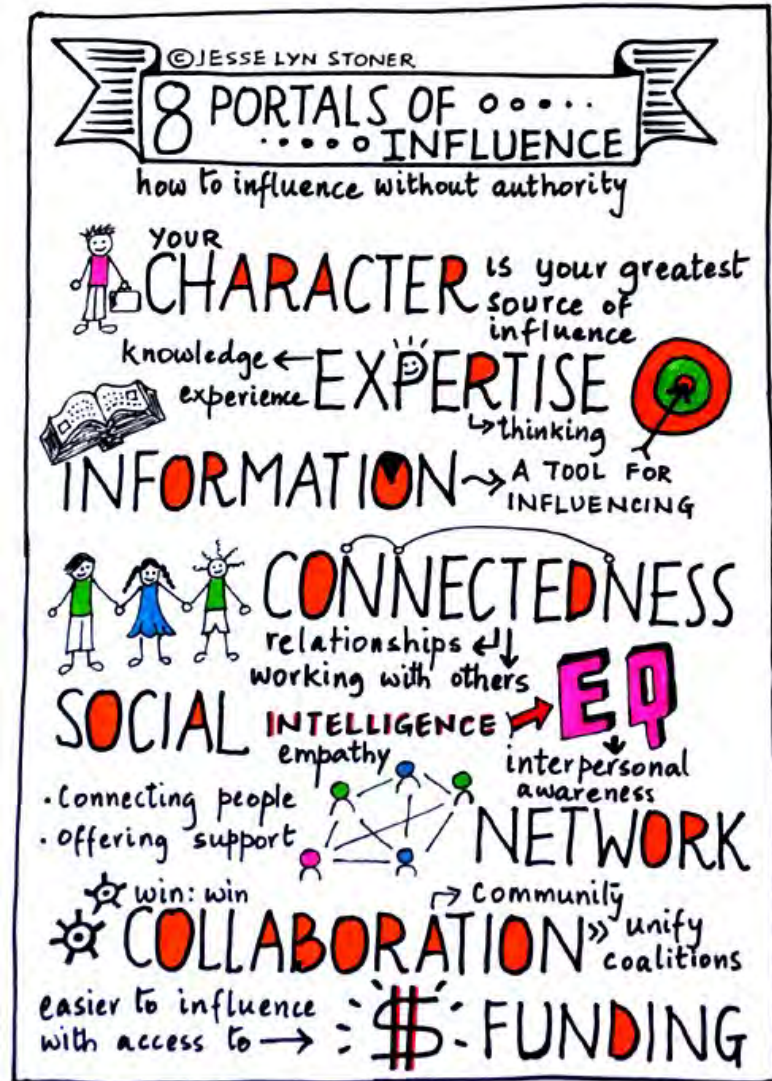


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## 4. Interpersonal skills

### Influencing:

- Ability to change someone's point of view, attitude or behavior
- Ability to have effect on someone, from the point of power, wealth, ability etc.



Tanmay Vora | QAspire.com | @envvora

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## 4. Interpersonal skills

### Influencing by power:

- Power of position – simply higher position in the company
- Power of expertise – power of person with higher expertise level, and more knowledge
- Personal power – valued, respected and famous person



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## 4. Interpersonal skills

**Personal power of influencing**  
as a result of:

- Active listening
- Being interested
- Using body language
- Assertiveness
- Building rapport



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## 4. Interpersonal skills

<b>Sources of power</b>	<b>Power of position</b> <b>Power of expertise</b> <b>Personal power</b>
<b>Active listening</b>	Sparing time to listen to others Showing your interest
<b>Body language</b>	Being confident and assured while valuing others at the same time
<b>Building rapport</b>	Mutual trust Emphasizing with other viewpoints



## 4. Interpersonal skills

**Persuasion** is defined as a process of persuading someone into doing or believing something.

Aristoteles, said that whole process is addressed in three appeals:

- Ethos – credibility of the person persuading.
- Logos – logic used to prove the persuaded content
- Pathos – emotional power used to persuade



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## 4. Interpersonal skills

### “Fight Like You're Right, Listen Like You're Wrong”

THE NEW YORK TIMES,  
THE STREET JOURNAL, AND  
BUSINESSWEEK BESTSELLER

With a **NEW CHAPTER**  
on the Rule and Its  
Surprising Impact

Advocacy – “Here is my point and how I got to it” is about:

- Making the point and attempt to influence others
- Supporting the point by showing your logical way how you got to it.

THE  
**NO ASSHOLE**  
RULE  
*Building a Civilized Workplace  
and Surviving One That Isn't*

Inquiry – “How about that? Is it good or not?” is about:

- Raising and answering questions
- Allowing people to inquire into your thinking and understanding their conclusions



ROBERT I. SUTTON, PHD  
*Author of Good Boss, Bad Boss*

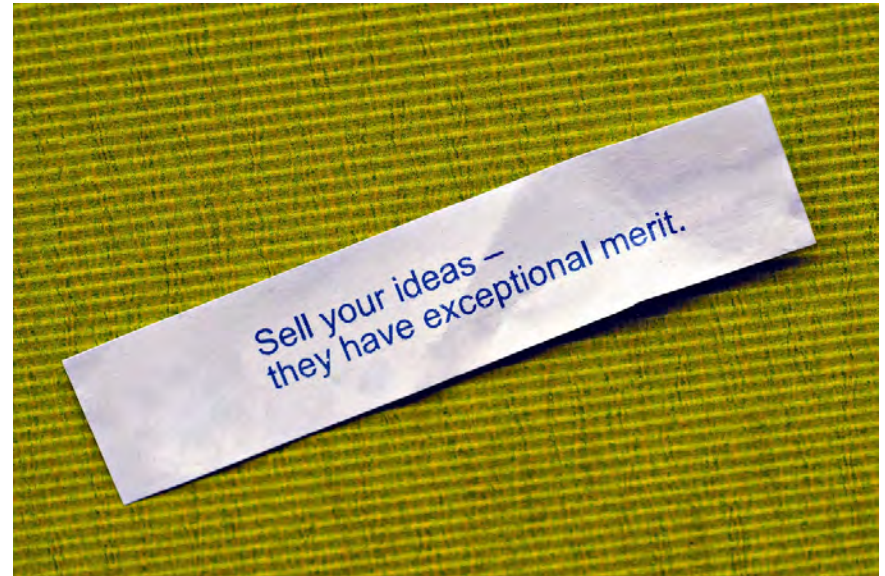
## 4. Interpersonal skills

**Selling message** in persuasion, depending on the target group can mean:

- Convincing to your approach (coworker)
- Bringing your ideas (employee)
- Persuading to use (buy) services or products (customer)

**Building credibility** comes first:

- Showing your strength
- Showing your experience
- Showing your track record



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## 4. Interpersonal skills

Showing **features and benefits** comes second:

- Features – what service or product exactly is?
- Benefits – what service or product does for benefit of your customer?

In general, **persuasion** bases on benefits:

- Ask enough questions to discover what is needed
- Link the needs to features
- Convert features to benefits



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<p><b>Appeal:</b></p> <p>Ethos</p> <p>Logos</p> <p>Pathos</p>	<p>Ethos – credibility</p> <p>Logos – Logical facts presented</p> <p>Pathos – Appealing to emotions</p>
<p><b>Advocacy and inquiry</b></p>	<p>Argue if you are right</p> <p>Listen if you are possibly wrong</p>
<p><b>Selling message</b></p>	<p>Build credibility</p> <p>Present benefits</p> <p>Ask questions, know needs</p>

# UNIT 5

**Training Unit 5:** Leadership Leadership styles - directing, coaching, supporting and delegating. Maturity level of the leaded group. Effectiveness of the team and individual performance



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# 5.1. Leadership styles

**Leadership style** is the interaction between three things:

- the leader's character type – their values, attitudes, and beliefs, their position and experience;
- the followers' character types – their values, attitudes, and beliefs, their cohesiveness as a group;
- the situation – the nature of the task, the life-stage of the organization, its structure and culture, its industry, and the wider socio-economic and political environment.



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# 5.1. Leadership styles

## Lewin's Leadership Styles

**Authoritarian**

provide clear expectations



**Participative**

participate in the group,  
offer guidance



**Delegative**

offer little or no guidance



Illustration by Joshua Seong, Verywell



# 5.1. Leadership styles

## Basic leadership models:

### 1. Authoritarian Leadership (Autocratic)

Authoritarian leaders, strongly focus on command by the leader and control of the followers. Authoritarian leaders make decisions independently with little or no input from the rest of the group.

### 2. Participative Leadership (Democratic)

Participative leadership offers guidance to group members, but also participates in the group and allows input from other group members.

Democratic leaders tend to make followers feel like they are an important part of the team, which helps foster commitment to the goals of the group.

### 3. Delegative Leadership (Laissez-Faire)

Delegative leaders offer little or no guidance to group members and leave decision-making up to group members. This style can be useful in situations involving highly qualified experts.

# 5.1. Leadership styles

## Situational model:

- Telling/directing style – necessary when subordinates are unable (incompetent)and/or unwilling (uncommitted).They have to be told what is expected of them, and told what to do – a task orientation.
- Selling/coaching style – where subordinates have some competence but fairly low commitment, they need persuasion and coaching to achieve good results. This means concentrating on both task and relationship.
- Participating/supporting style – if there is high competence but a variable degree of commitment, the leader should play up the personal relationship aspects and avoid being too directive.
- Delegating style – if both competence and commitment are high, then the leader can happily adopt a delegating style. The leader facilitates rather than controls.

## 5.2 Maturity level of the leaded group

### Maturity Levels

The right style of leadership depends greatly on the maturity level (i.e., the level of knowledge and competence) of the individuals or group.

- M1: Group members lack the knowledge, skills, and willingness to complete the task.
- M2: Group members are willing and enthusiastic, but lack the ability.
- M3: Group members have the skills and capability to complete the task, but are unwilling to take responsibility.
- M4: Group members are highly skilled and willing to complete the task.

## 5.2 Maturity level of the leaded group

### Matching of Leadership style to maturity of the group:

- Low Maturity (M1)—  
Telling/directing
- Medium Maturity (M2)—  
Selling/coaching
- Medium Maturity (M3)—  
Participating/supporting
- High Maturity (M4)—  
Delegating



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