

Meta-Tool: Project Manager Competency Development Selection Tool - Page 1 of 2

V.3.01

PROJECT MANAGEMENT COMPETENCIES OF THE FUTURE

INSTRUCTIONS: Note that this tool spreads on two pages. You are holding page 1 of 2. (1) Hold this sheet in portrait orientation so that the red "START" arrow points downwards towards the 19 challenges. (2) Following the direction of the START arrow, checkmark those challenges that will be relevant in your future. Use the checkbox at the left of each challenge for this purpose. (3) For each challenge you selected, mark each of the checkmarks in the row of that challenge. Leave the rows of the unselected challenges unmarked. (4) Turn the page to landscape mode so that the "SELECT" arrow points downwards, towards the 14 competencies. (5) Count the checkmarks in each row and write the result in column "Count [x]". Each of these numbers represents the importance of the particular competency to your future. (6) Select the competencies that will be most important in the future. (7) Take page two and mark the competencies you selected, then highlight the values of the Learning Tools in the columns to the right of those competencies. (8) Sum up the values you highlighted for each column in the Learning Tools area. (9) The sums indicate the effectiveness of each learning tool for the challenges and competencies you selected. Assemble a study program based on the effectiveness of the learning tools and the time you can dedicate. Unless otherwise specified, assume that each learning tool takes 1 hour. Add one more hour (total) for starting / closing the day. The numbers in straight brackets [] represent the pre-requisites for each session.

DISRUPTIVE TRENDS														COUNT ☒	COMPETENCIES See definitions on the other side of this page			
GLOBALIZATION						WORK-FORCE	TECHNOLOGY				NEW & CHANGING ORGANIZATIONS				SELECT			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Practical understanding of technology	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Possesses keen business insight	MANAGEMENT
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Understands project management	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Builds knowledge networks	COGNITIVE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Monitors risk continually	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Makes complex decisions	LEADERSHIP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Displays emotional maturity	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Communicates effectively	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Leverages diverse thinking	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Builds relationships	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Engages others	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Mentors people	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Builds trust	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Increase in number of stakeholders with competing agendas	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Increase in number of non-fulltime/contract employees	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Shifts in risk sharing models (more JVs, etc.)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Low cost execution centers with more capabilities	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Increased probability of unexpected ("black swan") project risks	
CHALLENGES																		

START

Transfer your selection to page 2

Meta-Tool: Project Manager Competency Development Selection Tool - Page 2 of 2

This is page 2 of the Meta- tool.
 Trasfer here your selection of competencies from page 1.
 See instructions on page 1.

COUNT <input checked="" type="checkbox"/>	COMPETENCIES See definitions on the other side of this page
	1. Technically multi-disciplined
	2. Practical understanding of technology
	3. Possesses keen business insight
	4. Understands project management
	5. Builds knowledge networks
	6. Monitors risk continually
	7. Makes complex decisions
	8. Displays emotional maturity
	9. Communicates effectively
	10. Leverages diverse thinking
	11. Builds relationships
	12. Engages others
	13. Mentors people
	14. Builds trust

		LEARNING TOOLS																																		
		Fundamentals										Emerging Leaders														Advanced										
COUNT	COMPETENCIES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
	TECH																																			
	MANAGEMENT																																			
	COGNITIVE																																			
	LEADERSHIP																																			
	SUM																																			

SCALE FOR EFFECTIVENESS OF LEARNING TOOL:

- 0 - Minimal influence on the competencies
- 1 - Some influence on the competencies
- 2 - Improves competencies
- 3 - Strongly improves thinking (competency)
- 4 - Changes thinking (competency)

ASSEMBLE
STUDY
PROGRAM

COMPETENCY AREAS	FUTURE PM COMPETENCIES
<p>Technical / Virtual: The knowledge and skills relating to the involvement or use of technology</p>	<ol style="list-style-type: none"> 1. Is technically multi-disciplined. Demonstrates knowledge across multiple technical, project management, and construction disciplines with deep expertise in at least one. 2. Demonstrates practical understanding of technology. Is up to date on project-related technology and uses it effectively to lead and enable team members to work efficiently.
<p>Management: A set of activities, procedures, boundaries, and structures that allow an organization to achieve its goals in a disciplined way</p>	<ol style="list-style-type: none"> 3. Possesses keen business insight. Embraces the parent organization's strategic purpose/goals and translates these into practical concepts relevant to the project. 4. Understands project management. Knows and executes the policies, processes, procedures, and best practices that lead to successful project execution. 5. Builds knowledge networks. Creates and maintains global knowledge network inside and outside of the team and organization. 6. Monitors risk continually. Persistently monitors known and unforeseen strategic and operational risks to maintain a robust response capability.
<p>Cognitive: The intellectual processes that enable one to learn from, make sense of, and disseminate information</p>	<ol style="list-style-type: none"> 7. Makes complex decisions. Thinks analytically, conceptually, and adaptively and makes sense of new information across multiple levels of detail. 8. Displays emotional maturity. Understands and controls emotions while showing empathy for others and using these skills to lead others. 9. Communicates effectively. Listens to understand and is able to articulate ideas and complex concepts clearly and convincingly to a wide range of audiences.
<p>Leadership: Traits designed to align, motivate, and inspire a team to act and achieve project objectives</p>	<ol style="list-style-type: none"> 10. Leverages diverse thinking. Uses the power of diversity to benefit from cultural, gender, experience, and generational differences. 11. Builds relationships. Builds collaborative relationships with clients, peers, global knowledge networks, subordinates, and superiors to achieve business objectives. 12. Engages others. Demonstrates active involvement, fosters teamwork, aligns differences, and leverages individuals' talents to achieve objectives. 13. Mentors people. Consistently teaches, coaches, and mentors to help ensure individual and team success, as well as develop the next generation. 14. Builds trust. Practices chosen leadership truisms that enable others to have a firm reliance on their character and competence under stress.

Fundamentals

1. **Good Boss Bad Boss-** At the end of the session the participants will be aware of good & bad bosses' traits, be able to recognize that good bosses have leadership traits, and that bad bosses have some micromanagement traits.
2. **Leadership versus Management [1]** - At the end of the session, participants will be aware that leadership and management are different functions, that both leadership and management is needed, and that moving toward leadership should improve performance.
3. **Understanding how people think** - Unpacking your brain. How your brain works, the role of emotion and experience on your thinking. Understanding why others think differently. How disciplined thinking takes place. What is the executive brain and what its limitations are.
4. **Core Values**—An individual exercise to help the participants better understand themselves. Become able to articulate their strengths, weaknesses, likes, and dislikes. The participants will better understand the meaning and purpose of their lives.
5. **DNA of Leadership** - Is an individual exercise where participants review 69 leadership traits and better understand in what stages of life they learn these traits. It profiles how many of these leadership traits they are currently implementing.
6. **Laughter for Leaders**—This experiential exercise increases the emotional maturity of the participants and prepares them to cope with stressful situations.
7. **Oops Game (2h)** - A team card game (exercise) where participants learn about leadership and risk. Session 2, plays a card game to emphasize the cost of planning and the additional costs if you do not plan.
8. **StrengthFinder** - participants will discover their most dominant strengths and learn how their "signature strengths" help them excel. They will recognize the unique traits that make them who they are, and begin their path to better performance and higher engagement. Intended as an introduction to strengths, this solution is ideal for leaders who want to begin realizing the benefits of strengths (theirs and others') in their organizations.
9. **Ethics [4]** - Making sense of ethics. The main challenge of ethics is not to choose between right and wrong, but choosing between conflicting right choices. Simple techniques to eliminate the fuzziness of ethical dilemmas.

Emerging Leaders

- 10. PM Magic Action Cards Game (2h)[1]** - Is a team exercise where significant peer learning takes place. At the end of this session, participants will be aware of the components of a bad project, able to explain the influence of their actions as PMs, able to select the appropriate mixture of leadership and management actions, able to recognize and to articulate their own leadership style, and able to drive project improvement.
- 11. Thinking Techniques(1 to 6h)[3]** – There are over 190 thinking techniques. Some of the more familiar ones include brain storming (and its 10 commandments), SWAT analysis, 6 hats thinking, charrette, and SCAMPER.
- 12. Thinking Traps [3]** –The leader often thinks he/she is the most intelligent person in the group. A highly intelligent person can take a view on a subject and then use his or her intelligence to defend that view. As a result, many highly intelligent minds are trapped in poor ideas because they can defend them so well. How will the followers be motivated to work hard on the idea of the super-intelligent leader?
- 13. Who's On Your Molecule (WOYM) (2h)[2]**- Is a self-managed, confidential evaluation of your place within your working environment. It helps you identify your stakeholders, determines the importance of each one, scores the quality of the relationship, and records the time you spend with each.
- 14. Motivation Fundamentals [2]** - At the end of this session, participants will be able to explain what motivation is, the severe limitations of Maslow's hierarchy of needs as a motivation tool and apply Alderfer's "ERG Theory" to recognize motivation problems. Additionally participants will be able to explain Csikszentmihalyi's theory of "Flow" and its application to motivation, select the most appropriate motivational approach for a given situation, and apply motivational tools in project settings.
- 15. Learn from the Masters [14]** - Understand the wisdom developmental process model. Reviews the top ten wisdoms from the National Academy of Construction survey, the leadership literature review, and the quotes from the Masters. It discusses the leadership core competencies in the context of low and high displacement. Participants then select their own 10 top leadership wisdom's that relates to their core values.
- 16. DISC and Communication [2]** -At the end of this session, participants will be able to identify the sources of influence, recognize the role of communication as an instrument of leadership, be aware of the importance of listening as an element of communication, recognize own personal preferred communication style, recognize differences in gender communications, and able to adjust own communication style to receiver (communication style flexing)

- 17. Micro-communication [16]** - At the end of this session, participants will be able to identify leadership tools of the project manager, be able to set up an effective communication plan for all the direct reports, recognize the role of feedback and give effective feedback to team members, and effectively use micro communication techniques to improve relationships with stakeholders.
- 18. Time Management [2,13]** -Time is a fixed quantity and it must be managed. This session discusses philosophies, managing techniques, managing yourself, in managing and organizing your office. It profiles participants' current time management techniques and helps them select TM techniques to use in the future. Effective implementation techniques for getting things done (GTD).
- 19. Hassle exercise (2h) [13]** - At the end of this session participants will be able to identify the most common hassles encountered in their work environment, recognize that hassles represent problems, have a better awareness of barriers to change, plan ways to collect and analyze information and find solution/s, and implement action plan/s. In this team exercise the thinking toll of root cause analysis is used. The session leader gains experiences as a facilitator.
- 20. Building Trust [1,14,17]** - Trust embodies the confidence that employees have in a leader. Trusts consist of three components, Benevolence - "Is the supervisor concerned about my welfare?" Integrity - "Does my supervisor stick to his or her word?" Ability - "Do I trust my supervisor to be able to do his or her job effectively?"
- 21. Team Building [20]** – Understand the conditions that need to be met for a team to be functional, the five stages of team development, where are the team-building efforts appropriate and when are they counterproductive.
- 22. Conflict Management [14,19]** - At the end of this session, participants will be able to recognize what causes conflict, able to identify conflict indicators, able to identify ingredients of conflict, and select approaches to dealing with conflict.
- 23. Competitive Edge [18,20,22]** – The session is an individual and team exercise where the participants review over 50 competitive edge principles to improve their performance. To become a competitive edge principle, a principle has to satisfy the following conditions: the average person can do it, it is a manageable technique, has application in the industry of reference, has a sustainable benefit, and is moral and ethical.
- 24. Difficult Bosses [1,14,20,22]** -In studying the different types of bosses we need to be adaptable and adjust our behavior to allow ourselves as professionals to do our job. In most cases we do not get to pick our bosses and we have to perform regardless of their behavior. 24 types of difficult bosses will be discussed with recommended behavior tips provided.

25. **Leading Upwards [1,13,20]** – A true leader has influence not only downwards, but laterally and upwards as well. While the fundamental principles stay the same, the difference in power of authority requires a different set of leadership techniques when leading upwards.
26. **Cross-Cultural Communication (2h)[16,17]** - At the end of session participants will be aware of communication characteristics of various cultures (both within the US and/or internationally), aware of the cultural assimilation, able to recognize and describe personal cultural communication preferences, able to recognize and bridge cross-cultural communication gaps, and able to identify cross-cultural communication strategies.
27. **No Rules Leadership Styles [3,14]** – Discusses the ‘No Rules’ Style of leadership. What may be its benefits/limitations? Who/where does ‘No Rules’ style work? A Final Leadership Story.
28. **Leader's Toolbox (2 h)[3,13,14]** – In this session the participants will learn in detail the four fundamental tools of leadership and a structured way to implement them.
29. **Case Studies [19]** - At the end of the two case studies, the participants working in teams of four will be better able to understand the level 4 case study concepts. Session 1 - The concerns about the Abilene Paradox, the impact of groupthink and the importance of managing agreement. Session 2 - the worker bees, termites, and jellyfish types of employees. And discussion on the impact of influence versus alignment and how a leader would handle these different types of employees.

Advanced

30. **Organizational Molecule [13]**– Understand what your organization or company Molecule looks like. Recognize that the balance between leadership and management for executives is 80% leadership. Move your individual leadership style to a corporate style. Appreciate the value of strategic planning. Why trust and maintaining relationships are the keys to success. Align your people so they are in the Flow.
31. **Leadership Techniques [14,17,28]** - Covers the techniques used to boost the self-esteem of your employees. In 1982 Rosenbaum developed a list of 31 leadership techniques that describe ways to enhance the self-esteem of those you lead.
32. **DISC for Leaders [4,8,16]** – While the DISC and Communication session focused mainly on understanding one’s own behavior tendencies, this session provides participants with a tool to identify the behavior tendencies of others and strategies to best utilize those tendencies in a team.

- 33. The Leadership Plan [13,18]** - Most companies have business plans and utilize some strategic planning. In this session, a discussion for the need for a company communication and leadership plan is stressed. The leadership plan incorporates 13 items about leadership.
- 34. Senior Executive Game (4h)[culminating]1,14,17** - Better appreciate and experience the complex environment faced by Senior Executives of large industry corporations, to include: Dramatic increase in *stakeholder trust relationships* and need to refine the “art” of persuasion/”tactics of influence.” The pull between *internal* corporation focus and *external* stakeholders. Stewardship of corporate image/ reputation “Brand.” The pull between *immediate* need and *long-term* implications of decisions. Your team’s decision making process & style.

Additional Topics

- 35. Building relationships** - People skills and Leadership is learned and practiced daily throughout our life. Often we just need a refresher course to re-identify, re-focus, and re-dedicate ourselves in lead. **The Three Muldoon's Rules:** 1) Look people in the eye and smile. Eye contact validates the person and engenders trust and makes you appear happy. 2) Fit in - when you want people to feel like they already know you, be a chameleon. You feel comfortable and relaxed with people who are like you. 3) Capture the imagination and you capture the heart. Use sensory-rich language and images so others can see, hear, feel, smell and taste what you mean.
- 36. Difficult clients** - The reality of clients are we need to adapt and adjust our behavior to allow ourselves as professionals do our job, and in most cases, we do not get to pick our clients and we have to perform regardless of their behavior. A discussion of 8 simple tips in managing the client is discussed. Participants (in a team setting) profile their most difficult client and discuss with his team how best to react. The attendees then select 10 wisdom’s in managing their client from a list of 50.