

# PROFESSIONAL ACUMEN – CRITICAL RELATIONSHIPS

*Professional Acumen are the behavioral processes that support common sense in enterprise. A common set of understandings is required, to communicate, monitor, and evaluate related skills. With these understandings, every family member, employee, manager, administrator, vendor, security officer... has an equal understanding of EXPECTATIONS to earn and share respect, to promote family and organization growth.*

## PROFESSIONALISM: A COMMON EXPECTATION FOR MUTUALLY SERVING COOPERATION

In family, these relationships when thoughtfully mentored, and practiced, provide children with an understanding of the social systems around them, before they are lured into self-destructive social environments.

Organization Administrators skilled in developing growth-centered administrative structures can better identify disrupting relationships and make changes to remove roadblocks that impede growth.

"Persistence" (Engagement instead of Avoidance) and "Attention to Detail" allow for expressing Professional Acumen with greater consistency and greater productivity.

In a group, we all have diverse skills. We work together to grow group resources; which grows our personal resources. Allocating opportunities to the undeserving, harms group growth. Stratified Ethical Treatment corrupts consistent expression of Professional Acumen. Stratified Ethical Treatment ALWAYS stagnates group growth.

The following provides the relationships to provide a base for building action-oriented social understandings. To better, take control of one's own life.

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# PROFESSIONAL ACUMEN – CRITICAL RELATIONSHIPS

## BASIC RELATIONSHIPS

### RESPECT

**Respect is “The communication process of sharing useful information and/or skills with a peer group and the associated trust conveyed”.**

Respect is always earned; it is never given. We are only given an opportunity to consistently apply ourselves to earn a trust-centered reputation.

Disdain conveyed to others through body language conveys a lack of trust; Self-Esteem of others harmed.

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### GROUP EXPECTATION BOUNDARIES

Respect from trust in a group, is quickly converted to Disdain, if expected boundaries involving trust are violated.

- Repeated engagement in waste, Stealing Credit for work done, Perceived Excessive Risks for the Group, Defamation (of anyone), Misrepresentation, and Self-Serving actions using Group Prestige, are common social boundaries violated.
- Professionally, Defamatory Gossip “ALWAYS” harms Group Prestige. Extended social interactions and its effects on Emotional interactions cannot be anticipated or controlled. What one person finds amusing, is appalling from other perspectives.
  - Beneficial Small Talk:
    - Read online News once a day for impromptu diverse casual discussions
      - Initial non-threatening topics
      - Not related to your areas of expertise
    - Short family reveals, followed by business topics
    - Pride in group accomplishments
    - Reaching out for mentoring opportunities
    - Pride in Leadership and Colleagues
    - Brainstorming
    - Group related Opportunities
    - Relationships that promote higher orders of group expectations
    - Procedural clarifications
    - Health and Welfare
    - Things a colleague won’t consider a waste of their time
      - Avoid trapping subordinates into being an audience
      - Listen carefully to what people share
- Perceived conditions can violate Emotional boundaries. Examples include: changing processes and related perceived waste, fear (diverse sources), loss of income, increased expenses, impending harm, useless labor, and drama.

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- Wasting precious little time of peers when deadlines are pending, results in acquiring disdain
  - Loss of trust in understanding needed priorities
  - All meetings should have an Action Item Log and assignment worksheets
    - Perceived waste at meetings reduces willingness to support
    - Stratified expectations of participants kill group passion
    - Small incremental accomplishments build passion to support
- Drama is elevated emotional stress with no useful outcomes
- “Horseplay” (physical or emotional) is grounds for dismissal
  - Financial Liabilities far outweigh social benefits
  - Drama as a result of Frustration should get leadership attention to resolve
- AT NO TIME SHOULD DEGRADATION OF PERFORMANCE EVER BE DISCUSSED, OR RESENTFUL BODY LANGUAGE EXPRESSED, BY PEERS IN A FUNCTIONING GROUP
  - Peers lead-by-example, not by direction
  - Leadership leads by example, and audited delegation
  - Leadership trains, and removes road blocks
    - Leadership provides reasonable training, and emotional rewards for incremental accomplishments
    - Social rewards are provided for consistently earning group trust
  - Leadership must monitor for dwindling performance due to loss of passion
    - Structured training/projects to reinforce incremental accomplishments
  - Subordinates fail to meet expectations, because their conditions make it so
    - Gaps in understandings by all who are involved
  - Like emails, defamatory gestures meant in jest, usually have a basis that is over emphasized. Third-Parties that take incidental notice, associate gestures diversely with the Group and individuals.
  - Individuals are often harmed from harassing gestures, not meant to do harm. Fear induces dysfunction, and unfair treatment by others. Mental distractions that detract from passion and productivity.

## FRUSTRATION

An important tool to identify gaps in understandings. People either engage, avoid, or defer for frustration resolution.

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## ENGAGING FRUSTRATION

People that engage frustration, step back and look at the big picture and attempt to identify what they do not know, and supplement what is needed to progress. They recognize and accept credit for their own incremental accomplishments. Lifelong learners engage research, broadly

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consider the story surrounding frustration, and only then when they develop the knowledge and jargon, do they seek out “Useful” mentors that have related skills.

- Approaching potential mentors before learning about the perceived gap is a waste of the mentor’s time. If this becomes a repeated unprepared event, disdain forms.

Most often, the act of stepping back, gathering related information, and sleeping on it, usually results in the next step toward filling the resolution gaps. With incremental accomplishments comes confidence.

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## ATTEMPT TO AVOID SOURCE OF FRUSTRATION

People that practice “avoiding” the source of frustration, tend to stagnate; and remain frustrated. Avoidance tends to be a learned habit.

Avoiding the identification of priorities, and avoiding higher priorities to work on lower priorities is:

1. a trait of incompetence
2. unreasonable procrastination
3. unjustified avoidance

The usual cause for avoiding the source of frustration is a lack of understanding how everything related to an objective works together.

If repeatedly avoiding an objective, re-evaluate the usefulness of the objective. There is only so much time in a day to work on low-priorities. Consider broadly how it impacts your future.

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## ENGAGING FRUSTRATION

The most critically important skill in eliminating the source of frustration, is identifying yet to be identified gaps, and actively learning how to fill gaps to reach desired goals.

If there are no-win situations, usually a competent mentor is needed to better resolve issues. For instance, additional personnel support.

Get a Post-It and remind yourself to re-engage what you are avoiding. Move the Post-It to keep yourself reminded to engage. Draw a tally-mark on Post-It every time you drift off to another subject.

### 1. Look for inspiration in published literature

- The internet is your friend. Google search keywords and phrases to learn about relationships not yet considered.
- Ask yourself questions like:

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- What are the objectives and consequences?
- What resources are available?
- Who and what are the recipients of the objectives?
  - Is there a different perspective to consider?
  - Can a recipient in part mentor perspectives?
  - What are the expectations of each recipient?
- What do I need to know to talk about the objective intelligently?
- Is a similar process already available to use as inspiration?
- What are the incremental goals needed to support the final objective?
- What forms of waste to consider?
- How is the effort going to create future support?
- How will satisfactory completion be determined?

## **2. Seek help from a competent mentor**

Only after doing initial research, then discuss the issues and perspectives with a mentor to generate ideas for research. Often the objective has unpublished desired outcomes that are a household, workplace, or industry standard.

## **3. Check the websites of influential journals**

The websites of prominent journals often have a section called 'key concepts' where experts in an area highlight the central ideas in that field. Reading through this section can help you gain many insights and generate new ideas as well. Moreover, you should also look through the reference section of these papers as it can lead you to important resources on the topic.

## **4. Moments of Inspiration**

Good practice is to note all inspirations and questions that cross your mind while reading any published literature. If possible, link the question to the resource it is based on: website link, mentors name, parent's name and notes, teacher and notes, book title and page number...

## **5. Research each question and inspiration**

Once you have a list of questions and inspirations, organize them by how they contribute to the objective. Identify efforts already contributed, to avoid duplication of work. Practical usually implements faster and with less expense than ideal. The persons that authorized the objectives usually describe the boundaries of Cost versus Benefits.

An over-ambitious project may be difficult to accomplish due to time and resources restraints, while a project that makes an insufficient contribution is considered incomplete.

The skill of identifying and engaging priorities is exceptionally useful. A person that identifies priorities accomplishes more in a day, than someone that goes with the flow accomplishes in a week, or more. Actively engaging priorities creates time and resources to engage in recreational or personal growth interests without as many lost opportunities; time management.

One method of managing useful priorities is to make a list of 12 things that you can reasonably accomplish at the end of each day; for the next day.

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When mentors in a group repetitively allow delaying or avoiding an important activity, this is a concern for meeting deadlines; a delay in getting a return on invested efforts. The group suffering from related losses. Family and organization leaders let their family and organization suffer due to their own lack of leadership.

Consistency is key, required for meeting routine expectations. Consistency reduces stress.

When mentors in a group have different expectations for different members, this is an indication of stratified ethical treatment. When different members of a group have different enforced expectations, leadership should carefully review managers for corrupt practices. A professional does not let a gap go unresolved. Avoided issues are impending liabilities.

Arrogant leadership often demand pity, or demand fear, to sustain systems of Avoidance. Arrogant leadership most often fails to learn how to incrementally change processes and procedures to grow more productivity, with fewer liabilities. They are unable to create and utilize useful metrics for continuous monitoring/audits.

When a mentor comes to check on your progress, it means that what you are doing is important.

This affects family similarly. Practicing “Avoidance” becomes a feeling to justify not engaging difficult or undesirable tasks. Procrastination creates stress on all involved and substandard quality issues. Family needs to be consistent, to mentor and monitor for completion, until the habit of engagement, replaces a habit of avoidance.

There are reasons for setbacks, delays, and roadblocks: individual capacity and training, functional capacity of the system, arrogance of leadership, and/or stratified ethical treatment.

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## DEFERRING FRUSTRATION

Prioritizing qualifies as Temporarily Deferring. Active Deferring of Frustration relates to using a better resource to make progress towards resolution. Over-used deferring is abuse.

Potentially, a business group has the resources and training to better deal with a gap in understand. For instance, an employee cannot keep up with processing orders at 10 AM on Tuesdays and Thursdays. They can legitimately defer their frustration to their supervisor. If the system works, the Supervisor will work with others to coordinate a resolution. The employee likely does not have the resources to make sustainable changes alone.

## COMPETENCE

Competence is to consistently identify "gaps" in knowledge and/or skills needed to support a broad diversity of needed outcomes. So that risks can be anticipated and acted upon, before actions are taken to utilize unscheduled group resources and/or opportunities.

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The ability to identify gaps in knowledge related to a set of desired outcomes, is a fundamental ability needed to consistently express common sense (as a group-based participation skill set).

## LIE AND/OR DECEPTIVE OMISSION

The willful act to mislead, deceive, or corrupt (the harm to integrity).

Lying is often an attempt to unjustly obtain conveyed trust.

- Unjustly acquired respect and conveyed attribution towards self-esteem
  - Short term attribution to self-esteem reinforces a desire to deceive
  - Fraudulent reporting harms the Group, but reinforces perceived self-worth and staves off fear of additional expectations
  - Long-term, harming self-esteem among entire groups of people and the group developing a reputation of being unworthy of trust. Group passion suffers and a cycle of leadership intervention results; growth stagnates.

Professionals take active steps to identify and fill gaps; mostly through self-motivated efforts to seek out and learn a broad diversity of interrelated skills and relationships. Failed intended outcomes are expected, and mitigated. Learning results in less recurrence; unless fraudulently represented.

Repeated lying or harming a group, results in a reputation of distrust, and a lack of respect attributed by others (disdain). A person that attempts to be deceptive, is shunned from significant opportunities; unless they share some value and their participation can be easily excluded (pawns). Personnel demonstrating fraudulent behaviors need to be micromanaged and given opportunities to earn incremental accomplishments, until they learn to support their passion to contribute.

## EXPECTATION

Broad predicted outcomes, relative to a consideration.

## OBLIGATION

"Expectation" with inferred consequences; mostly unspoken.

## DISDAIN

The communication process of sharing non-useful and/or destructive information and/or skills with a peer group and the associated distrust conveyed.



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## SELF-RESPECT

Learning to convey a detectable level of trustworthiness for the personal immediately shared useful contributions.

Self-Respect is attributed to ourselves as a confidence we are providing what the group needs. While Self-Esteem is attributed by others through body language and behavior to convey their level of trust in our impending contributions. Self-Respect requires that we accurately represent ourselves through body language and behaviors. This allows others to intercede to contribute to help fill in gaps where confidence is not so strong.

Self-Respect is built through experience of consistently being useful. Integrity to put in the effort to consistently contribute usefully. The accumulated balance of Respect and Disdain received, relative to the skills, body of information, and usefulness to the group.

From a combination of all social groups engaged, the same skills to identify gaps and engage research to learn how to fill gaps, provides a person with the ability to more often express Self-Respect than others around them. These people shine and are valuable to growth of groups.

Self-Respect is built within ourselves, the trust that we represent our skill set accurately to others. Conveying an accurate level of confidence we have in the various areas that we participate. So that others have the opportunity to fill gaps towards achieving goals. Through empathy others detect confidence in achieving incremental goals. Conveying an understanding of task weaknesses, contributes to group strength.

Self-Respect shared within a group, allows the group to more accurately assess risks, and apply useful efforts appropriately.

A person that is Arrogant has difficulty in expressing Self-Respect, and instead tends to express loathing of others. Arrogant people are difficult to work with as they do not know how to generate mutual trust, so they tend to micro-manage efforts and exclude the useful advice of others. Arrogant people tend to rise into positions of corrupt leadership; and stagnate organization growth.

## SELF-ESTEEM

Self-Esteem relates strongly to usefulness specific to each group.

Self-Esteem is attributed by others of a group as personal contributions to group accomplishments accumulate. Because personal contributions depend upon a diversity of skills and knowledge, teaching one's self useful information and skills is vital.

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Self-Esteem is the trust one has in-general that they are usefully recognized in providing support for the needs of the group they selectively choose to engage. Self-Esteem is built through empathy, by accurately detecting through body language and voice inflections of others, the groups conveyed trust as a whole. Perceived worth to the Group.

Where Self-Esteem is supported to grow, so does passion. Passion for the group means more gets accomplished with less resources. The group is better supported for growth.

Self-Esteem is built within ourselves, the conveyed trust from others of many trust earning events we get from others. Self-Esteem is skill set and social group specific. We feel self-esteem differently in different groups.

Arrogant people express confidence, even though they consistently harm the group with incompetence. A lack of effort to learn, and a lack of effort to remove themselves from credit for other people's accomplishments. Most critically, an active effort to deceive, falsify Self-Respect, and obstruct the contributions of group members.

Arrogant leaders dump work on the productive, and drive competent members out of groups. Arrogant leaders are keenly aware of everyone who threatens their position. Because they are incompetent, they cannot move up, so they prevent anyone from displacing them on their way up into the organization. The organization stagnates.

Senior Leadership must monitor for Arrogance among all management. Arrogant managers are tasked with incremental learning experiences to build confidence to share what they learn, with useful outcomes. Managers who remain arrogant, must be displaced.

## SELF-CONFIDENCE

Self-Confidence is *attributed to one's self* as the accumulating collection of useful outcomes relative to teaching one's self useful information and skills; the trust one has in completing a related proposed task.

Self-Confidence is largely related to previous practiced experience. While Arrogance is largely related to excluding competent influence in the control of an allocated resource and/or opportunity. Justified Self-Confidence allows a person to engage in complex relationships.

Self-Confidence and Arrogance have similar body language; but, Self-Confident people/coalitions consistently teach themselves new useful information/skills to share with their groups. While Arrogant people are subversive and manipulate rhetoric, they loath others and have no intention to share useful information. They are untrustworthy, do not have the respect of their subordinates, and are a liability to growth of the organization.

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Arrogant people spend more time thinking of ways not to lose their political position, than time spent on usefully serving the beneficial groups in which they are a part.

**Self-Esteem guides personal pathways of usefulness  
in serving each group.**

**Self-Respect guides how to attribute trust to others  
to guide mutual participation in ALL groups.**

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## HOW PROFESSIONAL ACUMEN IS USUALLY LEARNED

Everyone has some common sense. A baby learns quickly how to get fed on demand. However, adults must:

- “choose wisely”, “to research and teach themselves the most USEFUL path to achieve and sustain a desired quality of life for themselves, their family, friends, community, and coworkers
  - adults are required to reasonably predict the future
  - predicting the future provides [Access to Opportunities](#)
  - children learn by many thousands of parent interactions over 20 years, what to expect in diverse situations
    - none of us learn what to expect in all situations
    - many are not so fortunate to have mentored training
  - many become victims of brain damage (drugs, violence, malnutrition) before they learn the skills to reasonably predict future consequences, and determine what paths they must follow to [create their future](#)
- choose paths that build resources in support of being able to take new pathways that require more resources, to participate with reasonable certainty
  - resources might be knowledge related to being broadly prepared while backpacking, going to medical school...or starting a business
- choose pathways that provide support in acquiring access to new **significant** low-risk opportunities throughout life and build goals to be sustained for life
- set priorities and follow them, despite the efforts of those unworthy of respect, those who corrupt useful development through waste, fraud, and abuse of other people's developed resources; destroying the development of significant low-risk opportunities; leaving high risks and insignificant opportunities for their family, friends, coworkers, and community to suffer
  - unjustified expectation to be favored is a trait of a criminal
  - justified expectation to “**usefully engage**” in a team effort is valued
- become an individual, and to have useful influence within family, work, and community
- actively and consistently share respect, and development of opportunities and related additional access to under-utilized resources, with those who have proven themselves

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worthy of respect; those trusted to accurately represent themselves and their skills, i.e., those with Self-Respect.

The addict destroys their own brain, and destroys the brains of others by pushing people into addiction (brain damage). Addiction causes large gaps in common sense. More than half of all prison inmates used marijuana before getting caught. Marijuana does not make a person criminal; it just obstructs their ability to broadly think about consequences. Drug-use prevents adequately predicting consequences; and therefore, causes high risks for anyone associated with them related to career plans.

## DRAMA AND FEELING "IN THE DARK"

Drama relates to political influence, not at all related to actual issues. Drama produces emotional stress without useful outcomes.

"In the Dark" relates to the result of political influence to create layers of members that have actual different ethical treatment.

Mafia produce stratified ethical treatment. Favoritism based on loyalty, not competence.

The result is an unethical control of group resources and opportunities that are managed in support of agendas different than intended by the group; i.e. mafia. Often there are multiple mafias competing for dominant control over allocation of resources; wasting resources, disabling growth, endangering overall group security in supporting intended group purposes.

People are not born to be respected, but some people/groups learn to overcome self-deceit and take the initiative to learn things beneficial to their groups to earn respect; and learn to express Self-Respect to convey an accurate level of confidence in their task related abilities. This allows the group to act usefully in achieving intended goals. Groups often overlap family, friends, work, political representation, classes, clubs, future employers, mentors ...

## CORRUPTION

General Corruption is THE HARM OF SYSTEM INTEGRITY

- Corruption in-general, is to include weakening the integrity of a stagnating mafia.

## ORGANIZATION CORRUPTION

Organization Corruption is the UNETHICAL AND/OR ILLEGAL **"ALLOCATION"** OF ORGANIZATION RESOURCES AND/OR OPPORTUNITIES

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- specific to organization mission

If a person wants to apply their passion, and efforts contradict the purposes of the group, they should not squander group resources and opportunities on their personal interests. Instead, they should develop a different group and instead ethically acquire resources and opportunities to promote the independent group's mission and intents.

## RACKETEERING

ANY COALITION OF TWO OR MORE PERSONS AND/OR CORPORATIONS ACTING WITH INTENTION TO PROMOTE CORRUPTION

## TREASON

ANY SOCIAL GROUP REPRESENTATIVE WITH INTENTION TO WEAKEN SOCIAL GROUP SECURITY FOR THE PURPOSE OF PROMOTING CORRUPTION

A person that attempts to corrupt a mafia in the interest for promoting organization growth, is NOT a Traitor.

Treason can be with respect to localized organizations, or nationally. In a perfect ethical society, treason at any level indirectly is treason at the national level. However, because of the complexity of individual health, logical, emotional, and social systems throughout society, treason within an organization does not mean that treason at the national level is necessarily implicated.

## MAFIA

A social group that imposes selective ethics for different classes of its members, and excludes intentional ethical treatment of non-members.

Mafia rarely, if ever, broadly develop new significant opportunities. Therefore, its members suffer stagnation, the motivated leave, and eventually organization usefulness perishes. Mafia always stagnate organization growth.

## PRACTICING PROFESSIONALISM

"The willful sharing of useful insights for working with complex relationships, builds a robust infrastructure not easily corrupted by unanticipated events."

Where there is a will, there is a way.

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The primary purpose of higher education is to build brains to Efficiently Teach themselves, to become experts in anything Passionately pursued; practiced experience in expressing Professional Acumen.

Professional Acumen is NOT the sense common to everyone;

Professional Acumen IS the sense needed that is commonly shared in a group to be able to more consistently earn trust and related Respect.

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## MENTORED DEVELOPMENT

The following is literally a brain building exercise. For an adult, the tools may be familiar and not especially challenging. However, for the young and those never exposed to this environment, it can be mentally exhausting for the first few sessions. Make this fun before trying to solve calculus or world problems.

## RESTRICT THE SCOPE OF THE PROBLEM

A primary goal is proposed, and the group/class as a whole is to find the best path, in detail, of how to achieve the goal, AND to orchestrate sustainable support for that goal.

The goal can be a math problem, a story, buying a house, science project, business plan, safety exercise, process improvement, home improvement, medical procedure, medical diagnosis...

Choose a problem initially that does not have a large diversity of outcomes necessary to sustain a desired set of outcomes. Basic math problems, and algorithms for getting to class/work on time, are types of problems that won't have too many "gaps" and constraints needing to be discovered and incorporated.

Most large problems must be broken down into a series of smaller problems. Interfaces between these smaller problems need reasonable details, so that solutions of a phase provide support to implement the next phase.

A common first problem to solve of a complex concern is, "What is the Problem?" A problematic concern is characterized by relationships that are not working in harmony. Something is missing, or something is creating a roadblock. Defining the interactive features of a problem can be challenging. Missing unconsidered influences, usually results in wasted efforts and having to solve problems from neglected influences, in future team efforts.

Skills needed in business an industry are:

- planning a logical path towards a goal
- ability to write legible notes
- identifying gaps in one's own reasoning
- working well with others of diverse backgrounds

## PROCESS

Work slowly, thoughtfully.

The class/team organizes into groups of three.

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Each of the three members of each group wear different hats, different critical mental roles: Mentor, Scribe, and Referee.

The Mentor details the plan of action from start to finish; slowly, so the Scribe has time to record the plan of action in detail. The Mentor restates themselves when the Referee points out reasoning issues. For instance: just because part of Colorado is in Denver, does not mean all of Colorado is in Denver; therefore, saying Colorado is in Denver is deceptive.

The Scribe writes down the sequence as the Mentor describes a supportable goal and related insights; “clearly” printed or typed. Printing is preferred because there is neural memory that occurs when hand printing, it requires no technology, and it builds a skill in taking notes that business and industry demands.

This helps build many communications skills that industry has cited as being weak among their employees, and are essential for business development. For families, it builds skills needed for doing well in school.

The Scribe can only ask “I did not understand, can you say that differently?” or “Can you say the same things with as much detail, but with fewer words?” or “That seems vague, can you clarify?” while writing down the Mentor plan of action. The Scribe is busy with capturing useful details, and will likely not have the time to analyze in detail what is being said by the Mentor.

When "vague" comments arise, that is usually an indication of a "gap" in knowledge, which needs to be explored later in more detail to develop "useful" knowledge, i.e. actionable knowledge. Being vague usually means a person suspects a set of relationships, but does not currently know the details. The Scribe capturing these gaps is very important; critical to expressing Professional Acumen. This becomes an Action Item to be assigned.

In business meetings, Action Item systems prevent useless wasted staff involvement.

The Referee can only make comments about illogical expressions, gaps in consequences, and using words and phrases improperly out of context. The Referee is the most likely person to recognize when the Mentor is using vague terminology, perspectives, and associations.

Neither the Scribe nor the Referee are allowed to contribute to the solution. They document the process and relationships, and identify areas to make the Mentor's solution robust, actionable, and sustainable.

After the Mentor no longer can add useful relationships to consider, the roles for everyone in the group rotates. The Scribe becomes the Mentor, the Referee becomes the Scribe, and the Mentor becomes the Referee. The process repeats. The new Mentor can use part, all, or none of what the previous Mentor expressed. Often thinking about a problem in detail, supports Moments of Inspiration. "Thinking Outside the Box" often results in a more elegant solution; less



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costly, less risks, easier to sustain outcomes. All participants experience every role; with practice they all become more proficient in every role.

## GUIDELINES

The previous Scribe's work is set aside with the notes taken and stapled together (a version) and only used as a reference by the new Mentor; the same person that wrote it. The new Mentor builds upon the group's works.

In general, no one knows much about anything. Therefore, the expectation is to develop what is learned, homework, further develop what is known, homework .... and the cycle repeats.

Each person should have a notepad to capture individual concerns/questions, in addition to moments of inspiration (sometimes, moments of genius). Each item noted should be preceded by a sequential number so Scribes can make notations where in the Mentor's process and relationships, the Mentor and Referee's notes occurred; i.e., "Referee note 3" notated as R3, "Scribe note 8" notated as S8. "Mentor note 4" notates as M4. Each person simply says out loud the note number they are creating, and the Scribe adds the number in their notes margin.

The new Scribe starts from blank paper, unless the group agrees upon starting from a version of the development and wants to explore details with greater resolution, or exploring a gap. Documenting a "gap" in a plan of action requires needed follow-up research: online literature and forums, professional expertise... homework.

Prevent participants from interacting outside of their present designated role, this helps prevent them from falling back on their strengths, and helps develop strength in their weaknesses. Critical Reasoning, Emotional Intelligence, and Social Acumen are all areas participants can investigate on their own, and put into practice during development sessions.

During the transitioning of roles for each person, the Scribe becomes the new Mentor, and is developing a plan of action using the previous script and notes, the script they just wrote.

The new Referee is writing down notes of what was logically flawed in the previous plan of action version.

If "developing" instead of "brainstorming", copies of the version might be distributed to each participant for study before the next development session.

The Scribe may not recognize potentially useful insights, relationships, and/or perspectives because of limited experience. Also, Scribes are frequently pushed too fast to keep up with the Mentor's flow of thoughts. This is because the Mentor is not writing down their Moments of

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Inspiration as they occur. Mentors and Referees need to be patient to allow the Scribe to do their job.

A Mentor emotionally charged from knowing there are insights not captured and their contribution being ignored (not getting credit for their effort), may voice, or show their Disdain. Watch for it, listen, and give them their due when practical. Remind them to write down their Moments of Inspiration when they occur, and that the Scribe while slow, allows the Mentor time to think about the related diverse relationships involved, and make quick drafts of their own inspirations.

As a pressure relief, ask the participants to quietly raise their hand if they feel they are not having their insights captured, not being credited for their contributions, or being pushed out of group development. The intent is that everyone learns to express himself or herself, and recognize in others, their logical, social, and emotional acumen.

After the present Mentor finishes, talk with the person with the raised hand to hear their perspective and maintain a sharing of information; and show trust when something is shared that is useful.

Being able to recognize that something personally contributed, was not useful, was vague, confusing, has gaps, or that needs further research, and letting others know so as not to corrupt what is gained, is very important for building self-respect. Knowing you are not deceiving others, builds self-worth. Self-Respect cannot be built, when corrupted by Self-Deceit.

## OPTIONS FOR HOSTING SESSIONS

Choose whether the session is for brainstorming or development. Brainstorming captures broad relationships, to evaluate feasibility. Development explores details of every development relationship to make an action-based plan.

A Mentor talking stick can be useful.

Each Mentor might be given 5 minutes (more or less time to make it interesting from one session to the next) to express themselves and may forfeit their extra time. If a Mentor needs more time, they can request more time from the group members. Care should be taken to prevent one person, or a coalition of two, from dominating the group as Mentor.

Recognizing the source of information is polite and contributes to shared respect. A simple casting of a glance toward the contributor is usually sufficient recognition. Body language and empathy are how people usually communicate respect and confidence, and disdain and arrogance.

# PROFESSIONAL ACUMEN – CRITICAL RELATIONSHIPS

Immediately after a person's second rotation as Mentor, the Referee then rotates to another group to be the Referee in the new group. If these are timed using a central clock, then it is a natural movement from one group to the next in all groups.

A stick with a blue end, and the other end red, can be held by each person to keep track of first or second rotation as Mentor. To keep things interesting, any object of two or more states could be used, like a triangle or square with colored sides.

The same or different common goal might be used in each group, depending upon the instructor/host.

Each group could be working on one part of a more complex problem. The person who just came into a group becomes the Referee of the new group. This gives the new person in a group the opportunity to hear the present line of reasoning twice before becoming Mentor themselves. They can then incorporate what they learned in other groups, to better identify gaps in all parts of a complex problem. A Development Master can be tasked with capturing development versions and notes, and assigning a new group problem to help fill in identified gaps.

Rotation of Mentors between groups allows everyone to be exposed to new people as much as practical. This builds bonding between everyone as member skills build from one session to the next. Diversity valued instead of avoided.

After every team completes writing their best captured solution. These transcriptions are emailed to all the participants and every person critiques the logical reasoning, the gaps, and cited sustainable support. All of the comments are listed, and everyone rates each comment for perceived value, and why. Anyone who does not contribute significantly to critique obtains remediation for lack of effort, so that they learn to contribute consistently.

Initials are used in association with every comment. This both gives credit to, and provides reason for participation. No comment is ever given anonymously to encourage the building of self-esteem within the group.

The Referee verbally guides the expressions of the Mentor to cite three categories of weakness:

- logical,
- path of consequences,
- sustainable results.

Additionally, the Referee verbally guides the expressions of the Mentor to cite three categories of strength:

- emotional connection,
- social connection, and
- clarity of processes.

# PROFESSIONAL ACUMEN – CRITICAL RELATIONSHIPS

A list of characterized points given or taken is provided to each participant before the session starts so that they understand and clearly have the point's relationships in their minds.

Types of issues in each category might include:

- logical inconsistencies,
- holes in considerations,
- vagueness
- ...

and points are charged (contributing to or taken from) to the participant. Care should be taken to ensure the subjects of development and critique are NOT chosen to bolster the position of one or more persons in support of "Empire Building" (i.e. a type of corruption).

The act of stepping into an unknown group trains shyness out of interacting in a group setting. Practiced Experience is necessary so that the group contributes to each person's self-esteem (the trust the group will support the individual), and related confidence (the trust one has in themselves to contribute useful relationships and perspectives).

Within 40 minutes of useful time in a class (business or school), the employees/students EACH have about 12 to 15 minutes of direct interpersonal contact time. Versus about 5 minute of personal contact time with a few employees/students and only occasional contact time measured in days or weeks with others in a traditional classroom/meeting. In a college/work environment, unless the instructor/supervisor forces the contact, a student/employee may not usefully talk to the instructor/supervisor the entire semester/quarter; this is a method of changing that relationship.

Mentored Development can also be restructured into a Debate Team. Corporations and school systems can create corporate competitions or after-school competitions related to coding, business, math, physics, construction skills, customer generation, Green Energy, Political Science, and any number of other academic achievement clubs. The local business community can become part of these competitions to both fund, and participate in community developments; to include an Interns In Industry local program.

Even in sports, the act of refereed development reinforces the reasoning underlying coached plays and training. The attempt to reason broadly for a better solution builds a broad foundation of interrelated understanding.

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GUIDE FOR PROJECT MANAGEMENT

[https://en.wikipedia.org/wiki/Project\\_management](https://en.wikipedia.org/wiki/Project_management)

# PROFESSIONAL ACUMEN – CRITICAL RELATIONSHIPS

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## GUIDE FOR LEAN PROJECT PLANNING

<https://www.sixsigmacouncil.org/wp-content/uploads/2018/08/Six-Sigma-A-Complete-Step-by-Step-Guide.pdf>

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## CRITICAL REASONING

<https://www.sjsu.edu/people/anand.vaidya/courses/c4/s2/Logic-and-Critical-Reasoning-Book.pdf>

- This is a reference for identifying fallacies. Useful for more advanced complexity such as ethical analyses.