

Management Skills for an IT Environment



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AnyWare™ Etiquette

When attending an AnyWare™ event that includes online students

- 1. Follow the directions of the instructor**
- 2. Be cognizant of the online students at all times**
- 3. Incorporate online students into activities**
- 4. Involve online students in class discussions**
- 5. Include online students in group work**
- 6. Allow online students to ask questions**
- 7. Treat everyone equally and with patience**



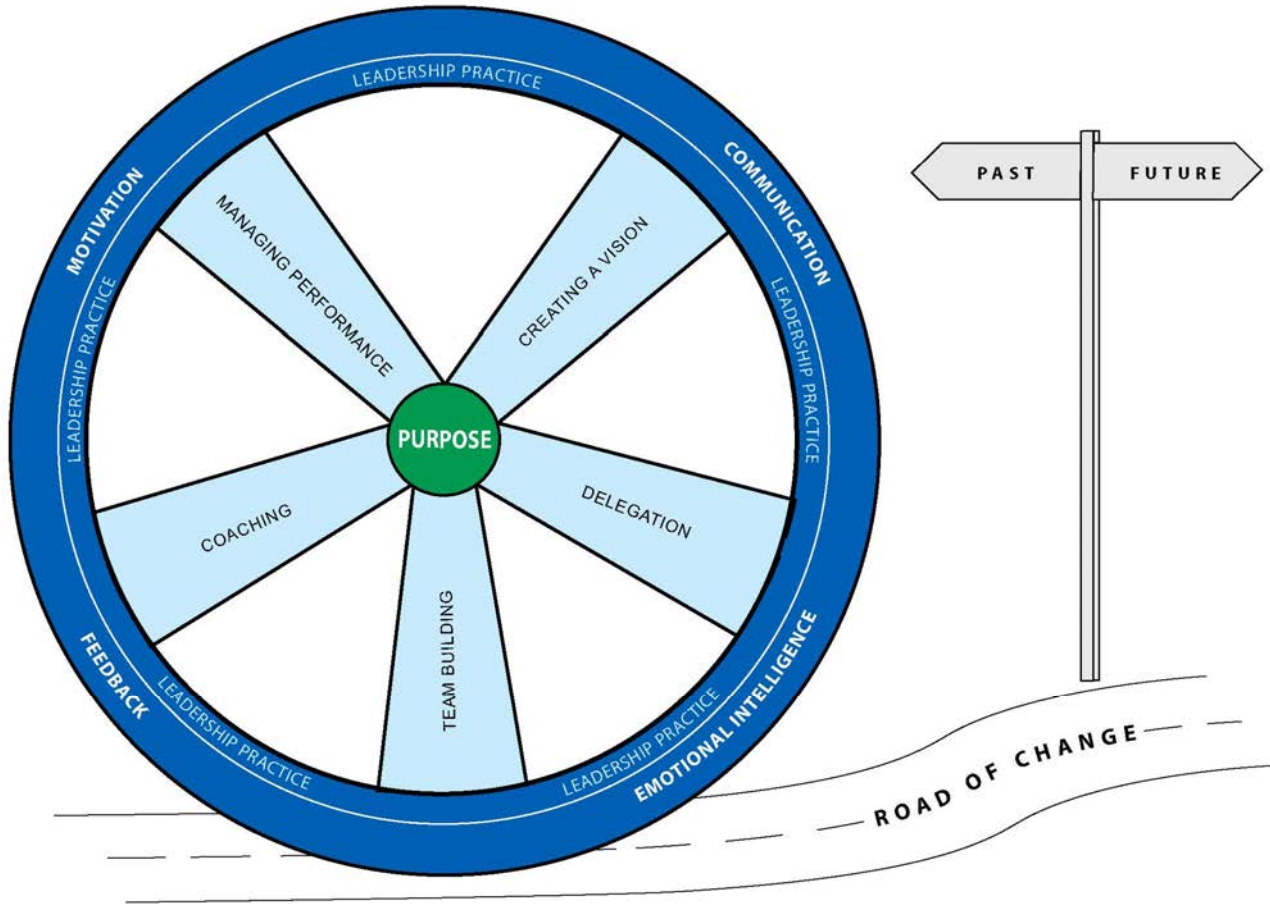
Course Objective

Upon completion of this course, you will be able to

- Implement a proactive results-oriented approach to management**
- Apply a proven management model to deliver results**
- Enhance your leadership abilities by leveraging your emotional intelligence**
- Engage your staff through effective communication and motivation techniques that work**
- Employ effective delegation to train, empower, and raise levels of accountability**
- Build effective teams able to accommodate real-world challenges**



Management Road Map



Course Content

Introduction and Overview

- Chapter 1** **The Challenge of IT Management**
- Chapter 2** **Developing Management Excellence**
- Chapter 3** **Emotional Intelligence in Action**
- Chapter 4** **Motivating Technical Workers**
- Chapter 5** **Delegating for Empowerment**
- Chapter 6** **Facilitating Success for IT Teams**
- Chapter 7** **Reinforcing and Redirecting Performance
Through Coaching**
- Chapter 8** **Course Summary**
Course Evaluation



Activity: Management Deconstructed

In this activity, you will discuss and present the challenges of management

1. Form groups as assigned by your instructor
2. Discuss the challenges of management, agree on at least four, and list them on your whiteboard
3. Design a poster that depicts them graphically
4. Choose a spokesperson to introduce your team and present your poster
5. Each poster will be assessed on composition and originality



Debrief: Management Deconstructed

- Do you strongly agree or disagree with any of the presentations?
- How effectively did your team communicate?
- Did your team apply a specific process? If so, what was it?
- Is there one “best” way to manage?
- What are the current drivers for management?
- Are people born to be managers or can they be trained?



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Questions

- **Please feel free to ask questions at any time**
 - If you are confused, you are probably not alone

- **Your instructor will be happy to answer all questions, provided that you allow the following responses**
 - “We’ll be discussing that later”
 - “I don’t know!”
 - But I’ll find out and get back to you

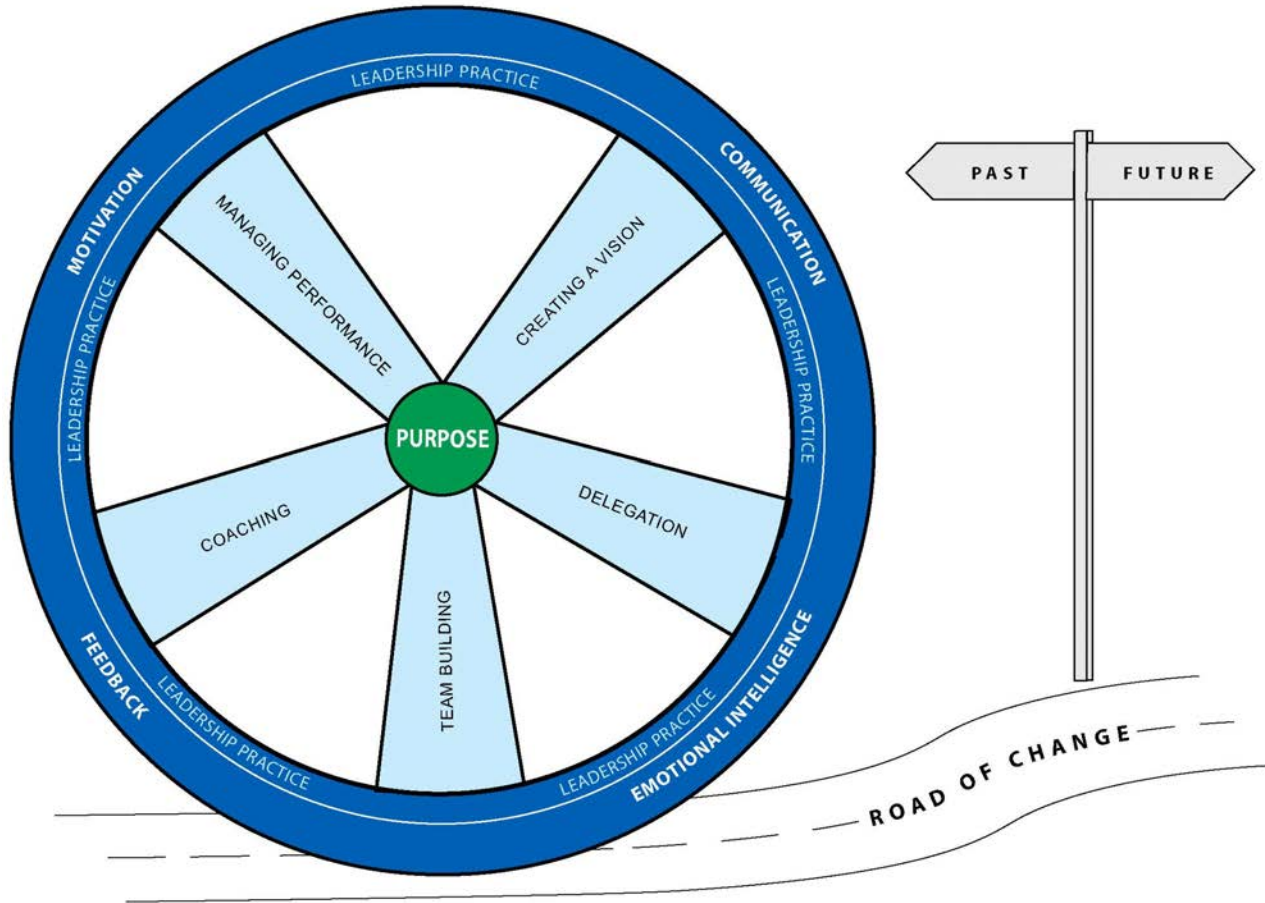
- **Be considerate of your classmates**
 - Do not type on the keyboard while the instructor is lecturing
 - Turn *off* the ringer on mobile phones and pagers



The Challenge of IT Management



Management Road Map



Chapter Objectives

After completing this chapter, you will be able to

- Explain current management challenges**
- Identify key success criteria based on customer requirements**
- Define your stakeholders and manage their expectations**
- Map out interdependencies of the work for which you are responsible**
- Ensure that expectations are clear and that potential conflicts are identified and resolved**



- ➔ **Management Challenges**
- **Case Study Introduction**
- **Identifying Customer Success Criteria**
- **Stakeholder Management**



The Context: Managing in Today's Chaos

- **Organizations must survive in an increasingly chaotic world**
 - Rapid changes in technology
 - More demanding customers
 - Greater competition
 - Changing expectations of employees

“You have no choice but to operate in a world shaped by globalization and the information revolution. There are two options: Adapt or die. The new environment dictates two rules: First, everything happens faster; second, anything that can be done will be done, if not by you, then by someone else, somewhere. ... As managers in such a workplace, you need to develop a high tolerance for disorder.”

—Andy Grove, former CEO, Intel Corp.*

*Source: Grove, Andrew S. *Only the Paranoid Survive*. Doubleday, 1996.



Common Management Challenges

1. Increasing compression of time and space

- In all areas of the organization, people expect things faster
- Both internal and external customers demand tighter turnarounds
- The faster we get, the faster we need to be
- The speed at which we delivered our services last month, or last quarter, is not acceptable today
- Compression of space is the result of living in a truly global village
- Every organization now competes with the world rather than competitors in their own geographical area

2. Increasing complexity and expectations

- Businesses, organizations, and institutions are being pressured from every side to meet ever-increasing demands
- Demands include tighter regulatory compliance, legal constraints, technological innovations, shorter technology life-cycles, ever-increasing and complex intangible demands from consumers/customers

Source: Sheahan, Peter. *Flip: How to Turn Everything You Know on Its Head—and Succeed Beyond Your Wildest Imaginings*. Harper Collins, 2008.



Common Management Challenges

3. Increasing transparency and accountability

- The direct impact of exponential growth of the information highway is increased demand for transparency and accountability
- Knowledge and ideas are exchanged around the globe at the speed of light
- Companies, organizations, and institutions are now held accountable for *how* they do what they do, rather than just the output of what they do
- The public wants to know who, what, where, when, why, and how
- Regulatory agencies are threatening stiff legal penalties for violations in health and safety, finance, food and drug, and general business compliance
- Financially: Where was the money? Where is the money? Where will the money be? and, Where will the profits end up?
- We now have “top-down accountability,” “lateral accountability,” and “bottom-up accountability”

Source: Sheahan, Peter. *Flip: How to Turn Everything You Know on its Head—and Succeed Beyond Your Wildest Imaginings*. Harper Collins, 2008.



Activity: Management Challenges in a Modern World

- **In new groups, perform the following activity as directed by your instructor**
 1. Prepare a three-minute presentation on the steps that management could take to respond to the challenges of your topic
 2. Within your presentation, also discuss the processes that management could implement to ensure compliance
 3. Choose a new individual to present for your group
- **Please use the next three slides to make notes on each topic, either from your individual group discussion or from the group presentations**



Notes

1. *Increasing compression of time and space: What steps should management take in relation to current demands of time and space?*



Notes

2. *Increasing complexity and expectations:* What steps should management take in relation to increasing complexity and expectations?

Notes

3. *Increasing transparency and accountability: What steps should management take with respect to increasing transparency and accountability?*



Debrief: Management Challenges

- **What were your initial reactions to the presentations?**
- **Which of the ideas presented seem practical and/or useful to you and why?**
- **What approach did your group use to develop ideas?**
- **Picture yourself applying the presented key steps and processes in your organization. How are you or your organization benefiting from these ideas?**



Chapter Contents

- **Management Challenges**
- ➡ **Case Study Introduction**
- **Identifying Customer Success Criteria**
- **Stakeholder Management**



Case Study Introduction

- **St. Jude's Hospital Group* is having problems with its IT department**
- **St. Jude's consists of three hospitals that have been managed for the past five years by an IT manager and a small group of IT professionals**
- **The IT manager left last month without warning**
- **You have been hired as the new IT manager**
- **Please review the case study introduction in Handout 1**



IT = information technology

*The case study is based on a fictional hospital.



Video: Case Study Introduction



➤ Watch the video

➤ Characters:

- Stacey Macy, IT project coordinator
- Daniel Talbot, database administrator
- Taylor Finch, systems support
- Rajdeep Deol, developer
- Mark Reynolds, systems analyst
- Walter Crick, health information manager
- Jake Turnbull, application coordinator (EPIC)



- **Management Challenges**
- **Case Study Introduction**
- ➔ **Identifying Customer Success Criteria**
- **Stakeholder Management**



A Process to Identify Customer Success

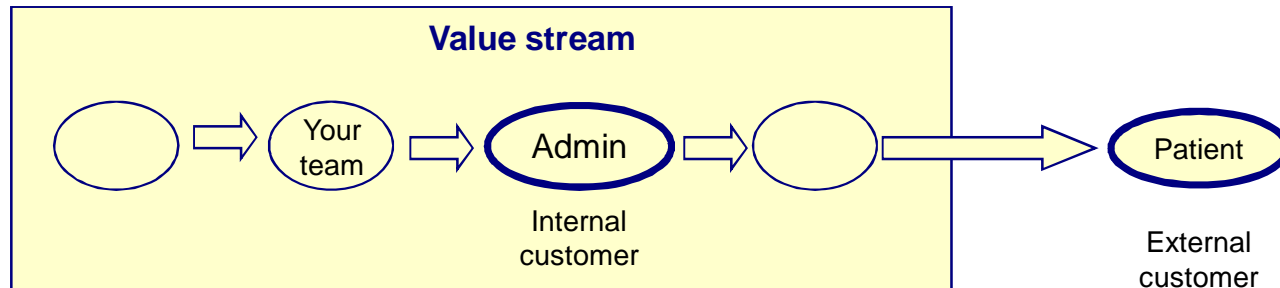
- **Applying best practices to meet customer needs requires a high degree of coordination and communication**
 - To minimize wasted time, effort, and materials
 - To continuously improve processes
 - To enable:
 - Virtual working
 - Working across time zones
 - Collaborations and partnering between organizations

- **We will work through a process to identify customers and other stakeholders, define key success criteria, and analyze mutual expectations**



Defining Your Customers

- **Customers can include users of what your team is providing, the people responsible for those users, and those who are paying for your work**
- **Your primary focus is meeting or exceeding the expectations of your customers**
- **Customers can be external or internal**
 - Internal = a component of a value stream* that will ultimately deliver to end users



*A *value stream* is defined as the value-adding elements of a supply chain

Activity: Clarifying Customer Success



- Write a brief description of what St. Jude's might envision as customer success (identify two or three key success criteria)
- Example
 - Our patients will experience physical care in a safe, secure environment

Customer success is:

- If you are not able to write a description of “customer success” for St. Jude's, seek assistance from your instructor



Why Does the Customer Want Your Product or Service?

- **It is important that you and your team understand *why* the customer wants your product or service**
 - How will it add value for them?
 - How will it contribute to their success?
 - How will it enable them to achieve their goals?
- **Close contact with customers who are actually using the product or service enables the team to understand how they can deliver success more effectively**



Barriers to Identifying Customer Success

- **In some circumstances, it is not straightforward to communicate with customers**
 - Distance
 - Customers may be a large and varied population
 - End users of software

- **When it is not possible to communicate directly with your customers and review their particular business needs, use a more general approach**
 - The key point is to focus on their business needs with relation to the service that you are providing
 - How does your service enable them to meet their business goals?
 - For software users, what tasks might they want to perform with this software?
 - Test proposed ideas with a sample group of real customers



Activity: Identifying Your Responsibilities



- Write a brief description of what you are responsible for as the manager of the St. Jude's IT group
- Example
 - I am responsible for evaluating the skills and competencies of the individual members of the IT group to ensure task compatibility

I am responsible for:

Chapter Contents

- **Management Challenges**
- **Case Study Introduction**
- **Identifying Customer Success Criteria**
- ➔ **Stakeholder Management**



Stakeholder Management Using SIMSCoM: Identification

- The effective management of stakeholders is essential to your success
- A common tool used to enable this is Stakeholder Identification, Mapping, Strategy, Communication, and Management (SIMSCoM)

Step 1: Stakeholder identification

- Identify all of the potential people that may be positively or negatively affected by the work performed and/or the project



Who Is a Stakeholder?

- **A stakeholder is anyone with a vested interest in the outcome of your project or process**
 - Customers
 - Your team's primary stakeholders
 - Other departments with an interest in the work for which you are responsible
 - Senior managers who make decisions about your work
 - Other project managers with whom you share resources
 - Outside companies with whom you are subcontracting or partnering
 - Technical standards organizations and regulatory agencies
 - Others?

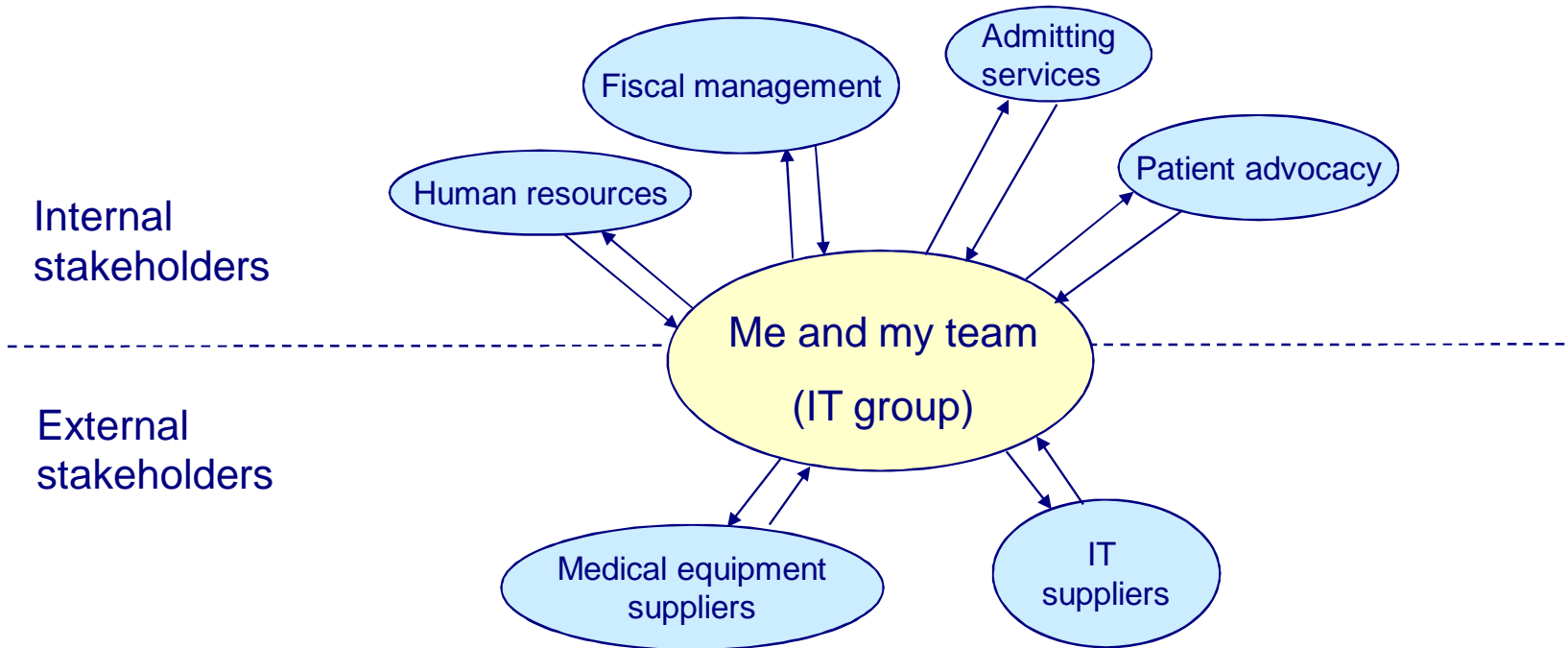
Stakeholder Management Using SIMSCoM: Mapping

Step 2: Stakeholder mapping

- **Mapping is a useful technique for identifying stakeholders**
 - Shows relationships between stakeholders
 - Groups related stakeholders together
 - Can show boundaries between stakeholders
 - Organizational
 - Geographical
- **Mapping enables a stakeholder analysis process**



Example of Mapping Stakeholders: Part 1



Activity: Mapping Your Stakeholders

- Working in your group, identify and map all the stakeholders that you will have to work with at St. Jude's
- Be prepared to discuss



Stakeholder Management Using SIMSCoM: Strategy

Step 3: Stakeholder management strategy

➤ Develop a strategy to deal with each stakeholder

- How do you plan to influence negative stakeholders to become positive?
- How do you plan to maintain good relations with positive stakeholders?
- How can you convert fence-sitters?

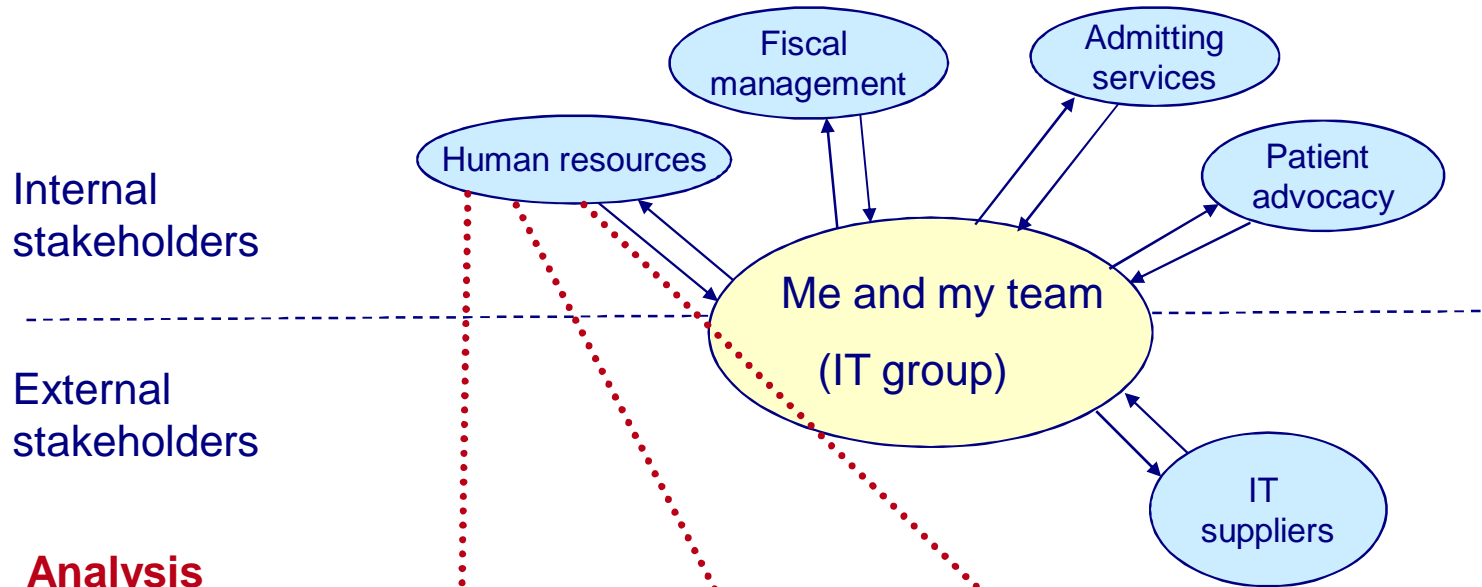


Analyzing Stakeholders: Identifying Mutual Expectations

- **Once you have completed SIMSCoM, you can analyze what is expected from you and your stakeholders**
 - Identify actions you or your team will have to undertake to ensure that mutual expectations are met



Example of Stakeholder Analysis



Analysis

Stakeholder name	What we expect from them	What they expect from us	Why they expect it
Human Resources			



Example: Stakeholder Analysis Transfer Table

Stakeholders that you have identified	What we expect from them What do we need to do?	What they expect from you and/or your team What do we need to do so that we are both clear?	Why do they need what we are providing?
Finance department	<p>Prompt processing of financial requests</p> <p><i>Action: Meet with Finance to build relationship, explain what we need, and understand their methods and needs from us</i></p>	<p>Finance expects that IT staffing overall will not increase more than 5 percent compared with last year (memo 7/10/08), and that hardware purchases and software licenses will not exceed planned budgets</p> <p><i>Action: Discuss with JL</i></p>	<p>They have to maintain the budget: The clearer we can be about staffing projections and other needs, the better they can handle the finances</p>
Senior management	<p>Prompt decision-making</p> <p><i>Action: Keep senior management informed about our work and progress</i></p>	<p>A 15 percent increase in our operational expenses compared with 2007 baseline and 20 percent increase license expenses (memo from SJ: 19/05/08); major compatibility issues across our hospital platforms</p>	<p>The hospital cannot operate without the tools that we provide</p>



Example: Stakeholder Analysis Transfer Table

Stakeholders that you have identified	What we expect from them What do we need to do?	What do they expect from you and/or your team? What do we need to do so that we are both clear?	Why do they need what we are providing?
Partner departments: Legal	That St. Jude's operational practices are legal and compliant <i>Action: Meet with Legal to discuss possible client care legal issues</i>	Legal needs to be fully up to date on all operational issues and proposed changes to client records management, etc.	So they can proactively plan for any and all legal needs and possible regulatory concerns
Partner departments: Human resources	Source qualified individuals able to meet the ever-changing demands of the Hospital Group's IT department <i>Action: Meet with them to agree on what we need</i>	Detailed job descriptions of future hires, and projected staffing needs <i>Action: Maintain an ongoing relationship with HR and work together with them to plan future needs</i>	HR is constantly under pressure to meet the staffing needs of our growing organization; the more we can work together with them to clarify our needs, the easier their job will be
Partner companies: Acme Supplier, medical equipment providers	Fast turnaround for our electronic medical equipment needs <i>Action: Review how we can work together better; invite Acme contacts to IT purchasing team meetings</i>	Integrated design processes that enable Acme to get involved up front on design and specification issues and decisions <i>Action: Update and maintain our requirements</i>	To keep cost and time down, avoid waste and unnecessary overhead from poor requirements and design processes



Analysis May Identify Conflicting Expectations

- The earlier these are resolved, the better
- Review conflicting expectations and negotiate with the parties involved to find a workable resolution
- You can also create a communication plan from the map that addresses
 - With whom to communicate
 - When and how often
 - Issues that might need clarifying



Stakeholder Management Using SIMSCoM: Communication

Step 4: Develop a communication plan

- **Make a database of *what* stakeholders expect to be communicated and *how* they prefer to communicate**
- **Be careful which media you use to communicate what information**
 - For example, a simple update on generic information may be sent through broadcast email, but an important announcement on business-critical information may best be relayed in person



Activity: Stakeholder Analysis

- 1. Working in your group, transfer each stakeholder from your stakeholder map to the tables in Handout 2**
 - A. Answer the questions for each column in the table
 - B. Include an action statement along with your answer to each question
- 2. Once you have completed your tables, transfer your action statements onto the action list in Handout 2**



Debrief: Stakeholder Analysis

- How will this information help you in the future?
- How can you ensure that your action list is implemented?
- Why is it so important to assess customer needs, identify all stakeholders, and perform stakeholder analysis as early as possible?
- How could applying these steps help you back at work?



Chapter Summary

You are now able to

- **Explain current management challenges**
- **Identify key success criteria based on customer requirements**
- **Define your stakeholders and manage their expectations**
- **Map out interdependencies of the work for which you are responsible**
- **Ensure that expectations are clear and that potential conflicts are identified and resolved**



Personal Application

- **Capture your main learning points, along with opportunities and action items:**

Practice Exam Questions

Complete the following multiple-choice questions

- 1. The main benefit of mapping interdependencies is:**
 - A. Contracts can be negotiated quicker with the organization
 - B. Expectations can be clarified between stakeholders
 - C. Team morale is improved through stakeholder clarification
 - D. Team spirit is built by doing the mapping together

- 2. Which is a common management challenge?**
 - A. Increasing management omniscience
 - B. Increasing compression of time and space
 - C. Increasing complexity of Generation X
 - D. Increasing transparency demands in technology

Practice Exam Questions

- 3. Stakeholder analysis does *not* involve asking key questions such as:**
- A. When is the stakeholder scheduled for holidays?
 - B. What do we need from the stakeholder?
 - C. What does the stakeholder need from us?
 - D. Why does the stakeholder want what they need from us?
- 4. Stakeholders may include:**
- A. Anyone with a vested interest in the project or work being done
 - B. Customers from Denmark and Japan
 - C. Users who dislike the product or process
 - D. All of the above

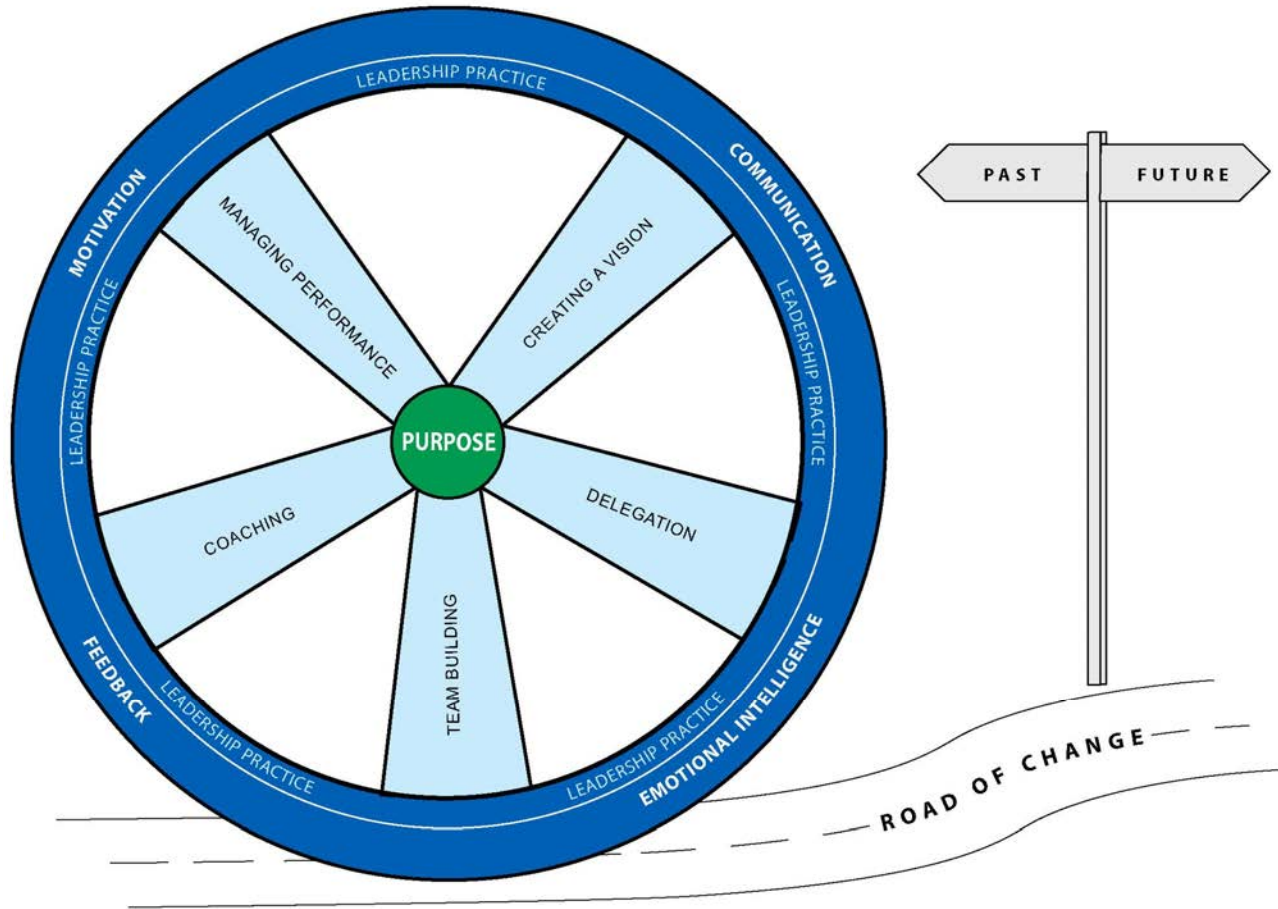


Chapter 2

Developing Management Excellence



Management Road Map



Chapter Objectives

After completing this chapter, you will be able to

- **Explain the manager's need for a different identity**
- **Introduce Mintzberg's management research**
- **Apply a model of management excellence**



- ➔ **Becoming a Manager**
- **A Model of Management Excellence**



Becoming a Manager

- **Making the transition to being a manager requires a new model to guide behavior**
- **This shift can be a difficult transition for many managers**
- **What are some of the challenges managers face in this transition?**



From Technical Work to Managerial Work

- **Managerial work requires a different way of thinking about your job**
 - Your relationships with the people with whom you work
 - Your priorities and the work you do as a manager
- **Changing identity can be difficult for technical people promoted for their expertise**



Entering Management Requires a Change of Identity

➤ Expert identity

- Based on expertise
- Success based on technical achievement
 - Personal
 - Team
- Measurable, visible results
- Well-established cause-and-effect models work in technology
- Relationships based on technical cooperation

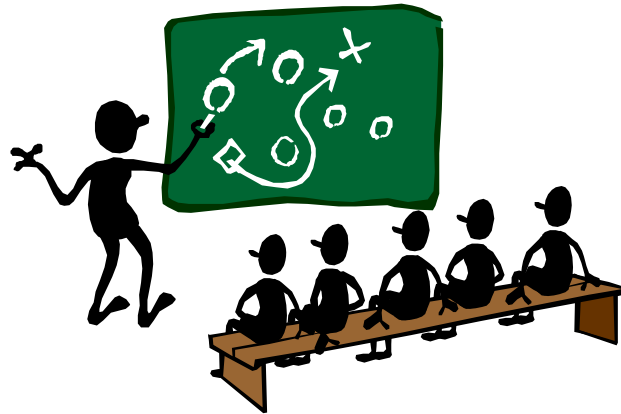
➤ Managerial identity

- Based on leadership and interpersonal skills
- Success achieved through efforts of others
- Results of managerial work are less tangible and less explicit
- Cause-and-effect model does not work so clearly with people
- Need for manager to exercise authority influences relationships



What Value Do You Add for the People You Are Managing?

- **It's imperative to have a clear purpose for yourself**
- **Put bluntly, what is the point of your being there?**
 - What value do you add for the people you are managing and for the organization as a whole?
- **One way to look at your job: The people you are managing are the customers of your managerial services**



What Value Do You Add for the People You Are Managing?

- **Your role: Provide the added value that enables your team and individual team members to do an outstanding job of creating value and success for your customers**
 - Many of the services you provide are part of the normal administration work of a manager
 - Managing budgets, resources, and the working environment
 - Beyond this necessary administrative work, what leadership services can you provide to enable the team to be outstanding?



Activity: What Value Do I Add?

➤ In the space below, describe how you could add value to your team at St. Jude's

- Example: By coaching and providing feedback



Notes: _____

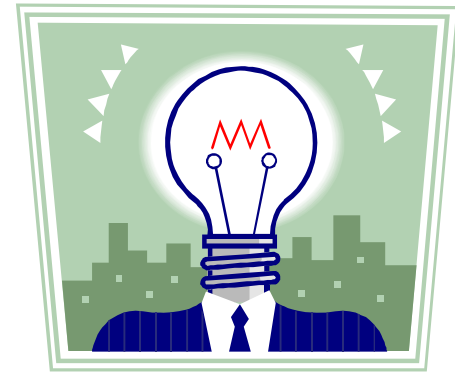
- When you have finished, please take five minutes to think about how you add value to your team at work
- Be prepared to share

- **Becoming a Manager**
- ➔ **A Model of Management Excellence**



Where Do We Get Our Ideas About Management?

- **We are bombarded with ideas and images about being a manager**
 - Films, newspapers, TV, and books
 - Being managed
 - Watching managers in action
- **Important to have a clear idea about what you should do and why you should be doing it**



The Key to Managerial Effectiveness

The key: A clear model of what you are doing and why you are doing it

➤ **There is always reactive work to occupy your time**

- Following others' agendas
- Making decisions about problems that your team brings to you

➤ **The key to managerial effectiveness is having a clear model of *what* you should be doing and *why* you are doing it—your purpose as a manager**

- Your agenda and priorities are based on your model
- Your work as a manager is proactive, not reactive

➤ **Your model helps you choose effectively**

- If you don't have a clear idea of what your job is, you will be driven by events



The Scope of the Manager's Role

Balancing leadership and administrative roles

- A clear model helps you balance the work



The Payoff of Using a Good Management Model

- **A good model of a manager's job gives you**
 - A clear self-image; what your job is—and isn't
 - An understanding of why you must do what you do as a manager and what it provides for your “customers”
 - More discretionary time
 - A management style that is comprehensive and robust

- **Benefits that tend to result from an effective managerial model**
 - More decisions are made by team members
 - Long-term productivity increases
 - Control systems become simpler
 - Team members become “self-controlling”
 - Confidence and abilities of team members grow



Activity: What Do Managers Do? Why Should They Be Doing It?

- 1. Working in your group, discuss what roles you think managers should be carrying out and why**
- 2. Develop a list of at least 10 roles that you think all managers should be fulfilling and why (your entire group must agree on your final top 10 list)**
- 3. Rank your list from 1 to 10, 1 being the highest**
- 4. Appoint a new individual from your group to present your ideas**
- 5. Be prepared to present**



Debrief: What Do Managers Do? Why Should They Be Doing It?

- How did your list compare with those of the other groups?
- How easy was it for your group to agree?
- Are you willing to question *why* you do what you do?
- Are you open to new ideas about management and the potential for applying them?



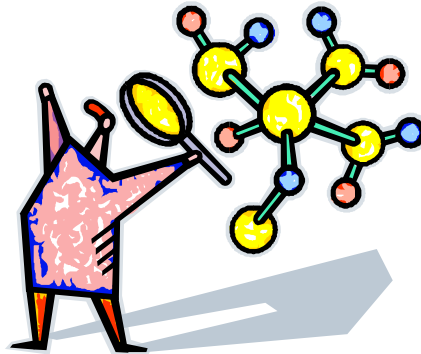
What Managers Do: Mintzberg's Activity-Based Model

- **Canadian management expert Henry Mintzberg proposed a model that focused on the different roles managers play**
 - Based on surveys and studies of a wide range of managers and supervisors
- **Mintzberg set out to create an action-based model as an alternative to the classic functional model of Henri Fayol**
 - Planning
 - Organization
 - Directing
 - Coordinating
 - Controlling

Source: Mintzberg, Henry. *The Nature of Managerial Work*. Harper and Row, 1973.

The Mintzberg Research

- Researchers “shadowed” selected managers and analyzed research data from other studies of management work
- The data was analyzed for common patterns and put into classes of activities



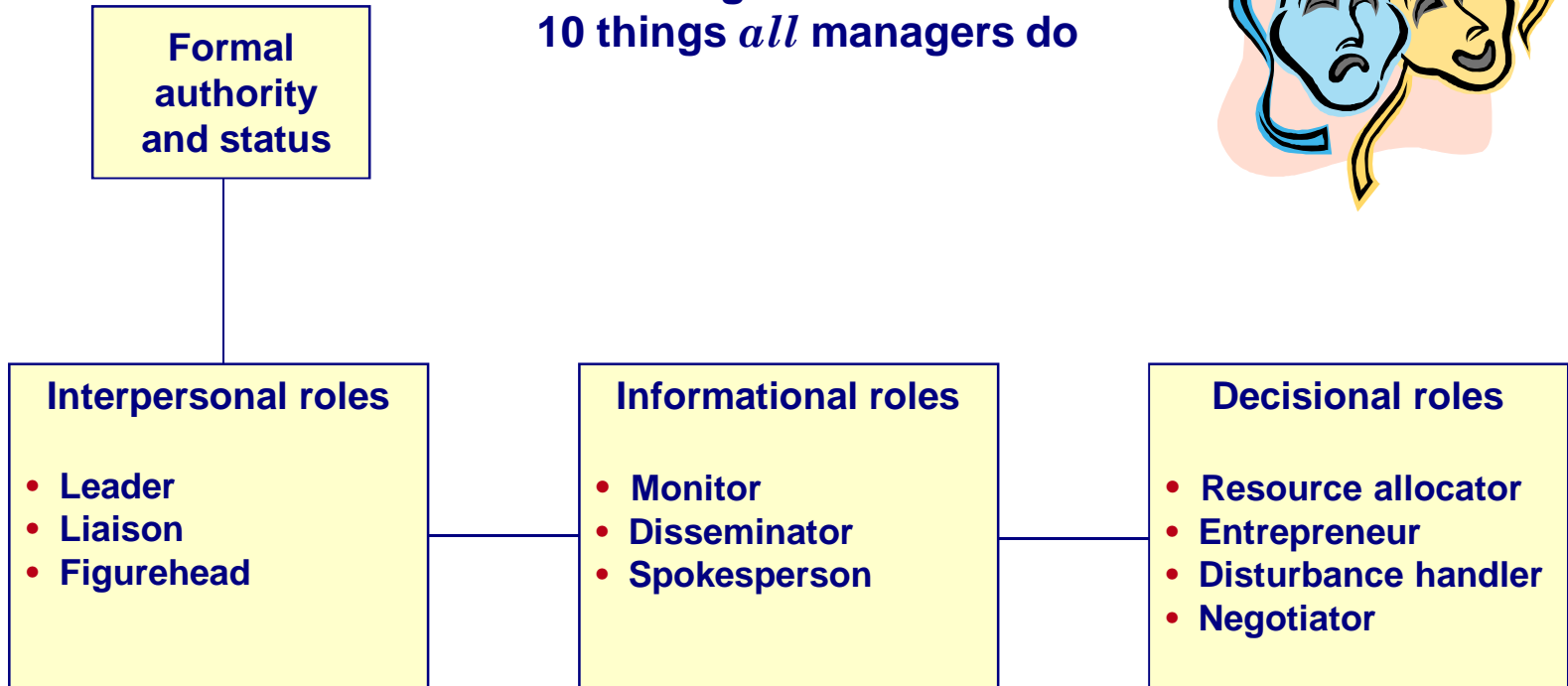
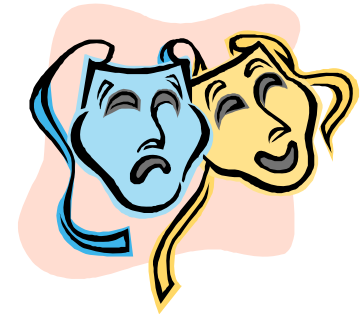
Thinking About Your Job as a Manager

- **Mintzberg encourages managers to think about management in a conscious and systematic way**
 - He argues that too few managers think about what they are doing and why they are doing it
- **His model provides a framework to identify things you should be doing and skills you need to have**



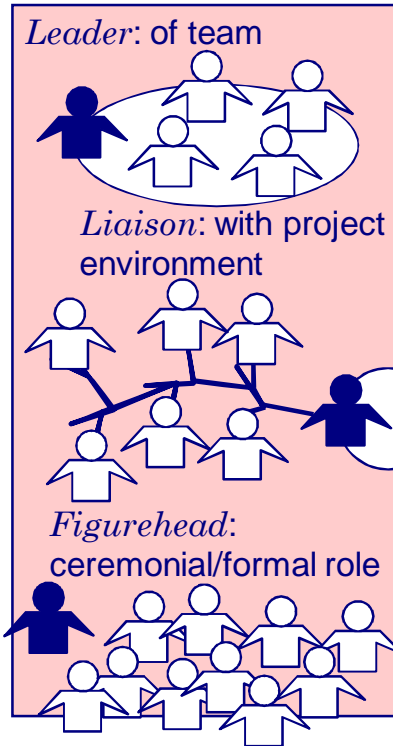
Prototype of a Manager's Job

A working model:
10 things *all* managers do

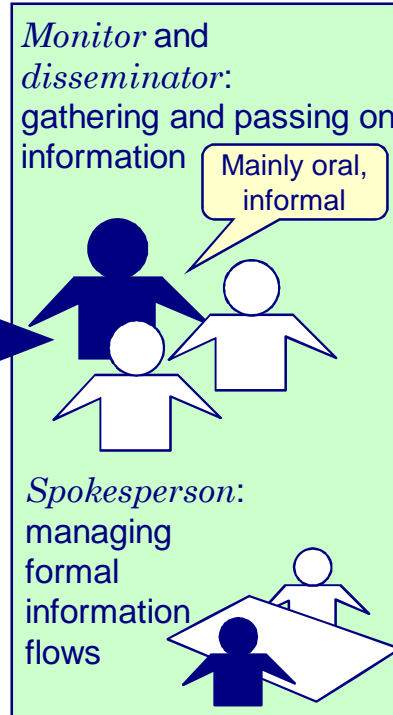


Mintzberg's Model

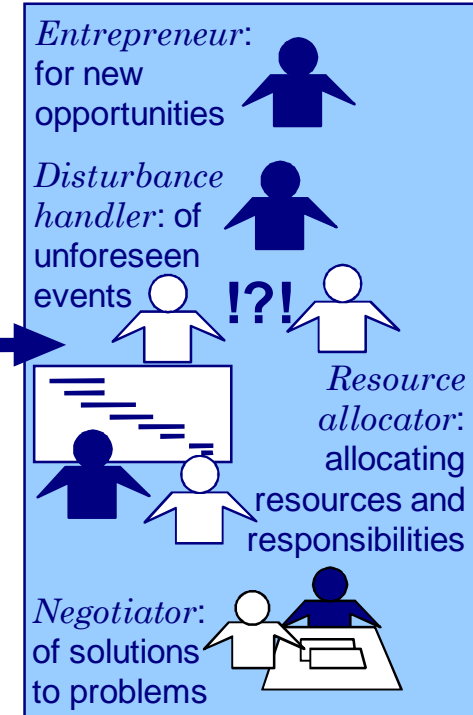
Assignment of formal authority and status gives manager *interpersonal* roles ...



... which allow special access to information, used by manager in *informational* roles ...



... which enables manager to fulfill *decisional* roles



The Manager's Interpersonal Roles: Leader

➤ Effective leaders

- Facilitate creation of a shared vision for the team
- Set standards and lead by example
- Have positive and challenging expectations of their team members, demonstrated by their attitudes and actions
- Operate a “no-blame” environment
- Encourage continuing learning for team members and themselves
 - Through new responsibilities and experiences
 - Through training and personal development
- Are open with information
- Delegate with clear, measurable goals
- Don't make decisions for their team members
- Ensure that people have the resources they need to fulfill their responsibilities
- Have fun



The Manager's Interpersonal Roles: Liaison/Networker

- **Liaison is an increasingly important role as organizations become flatter, with more cross-functional and collaborative projects**
- **A study* of “star-performing” scientists in Bell Labs telephone-switch development teams found that the only significant difference between the “stars” and the average performers was the relative quality of their networks**

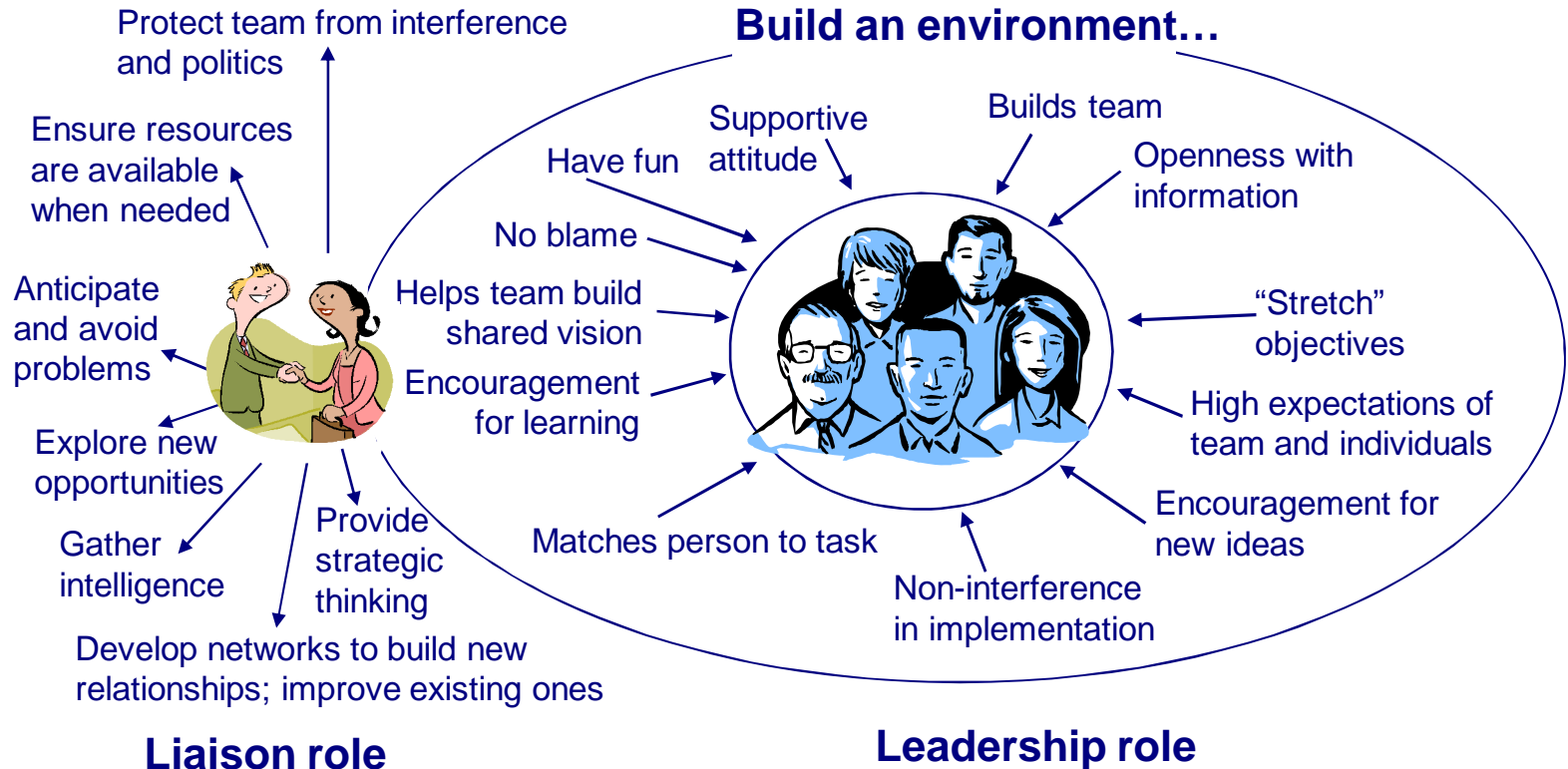


Use a stakeholder map like the one you created in Chapter 1 to help you identify with whom to stay in communication

*Source: Kelley, Robert E., and Janet Caplan. “How Bell Labs Creates Star Performers.” *Harvard Business Review* (July–August 1993).



The Relationship Between Leader and Liaison



The Manager's Interpersonal Roles: Figurehead

- **Sometimes you will have to formally represent the group**
 - Color-bearer for ceremonial activities
 - Reinforcing the mission or purpose of the team in a speech
 - Team parties and social events
 - Celebrations



- **The aim of the figurehead role is to represent the team and its mission when required, such as at celebrations**
- **You must be clear about the vision of the team and be able to express it at short notice**



Class Discussion: The Manager's Interpersonal Roles

- 1. Discuss the interpersonal roles that have been presented**
- 2. Give some examples of these roles performed well**
- 3. Give some examples of these roles performed poorly**



The Manager's Informational Roles: Monitor

➤ Monitor: An intelligence-gathering role

- Within the team
 - Observe nonverbal communication
 - Monitor team members' performance and morale
- In the rest of the organization
 - Through liaison role contacts
- In business/technical environment
 - Read technical press
 - Monitor business trends
 - Track industry and technical Web sites



The aim of the monitoring role is to gather information, which is the raw material for your effectiveness, and through you, the team's effectiveness



The Manager's Informational Roles: Disseminator

➤ Disseminator

- Process and filter information gathered in monitor role
- Act as a sorting office, routing information you have gathered in your monitoring role to the people who need it, inside and outside the team
 - Team members
 - Colleagues
 - Customers and other partner organizations
 - Managers



Timely, relevant information enables everyone on the team to do a better job



The Manager's Informational Roles: Spokesperson

➤ Spokesperson

- In the final analysis, the final authority



- **Your authority as a manager is based in part on what you know and how you use it**
- **In the spokesperson role, the manager is an authoritative source of information (about the things managers should know about—not detailed, technical how-tos)**



Mintzberg's Informational Roles—As Leader

As leader within the team		
Informational roles	What you should do	Why you should do it
Monitoring	<ul style="list-style-type: none"> • Do your best to learn about team members <ul style="list-style-type: none"> — Their aptitudes, ambitions, and career goals • Make time to monitor how the team and individuals are working to achieve goals <ul style="list-style-type: none"> — Formally (status meetings, appraisals, and reviews) — Informally (MBWA) 	<ul style="list-style-type: none"> • So that you can make good choices when <ul style="list-style-type: none"> — Allocating responsibilities — Setting goals for the team — Setting goals for individuals • So that you can identify team and individual problems early and deal with them
Disseminating (proactive)	<ul style="list-style-type: none"> • Providing information for the team <ul style="list-style-type: none"> — Relevant technical and commercial information that you have gathered from the outside environment — About their collective progress, particularly if they are not working in the same place 	<ul style="list-style-type: none"> • So that the team has the information needed to do an outstanding job • So that the team members are in touch with one another's work and progress
Spokesperson (reactive)	<ul style="list-style-type: none"> • Be a source of authoritative and useful information for the team, or find out the information and get back to the team 	<ul style="list-style-type: none"> • So that the team members have a reference point to get the answers they need to do an outstanding job

MBWA = managing by walking about



Mintzberg's Informational Roles—As Liaison/Networker

As liaison/networker in the environment outside the team		
Informational roles	What you should do	Why you should do it
Monitoring	<ul style="list-style-type: none"> • Make time during your workweek to monitor the environment in which your team is operating <ul style="list-style-type: none"> — The local organizational environment, by maintaining and extending your network of contacts — In particular, stay in touch with people who are influential for the project — The wider business context in which your company is operating 	<ul style="list-style-type: none"> • The outside environment is a major source of risk <ul style="list-style-type: none"> — Potential problems — Changes in circumstances • Constant monitoring helps to anticipate and prevent problems <ul style="list-style-type: none"> — Much more cost-effective than solving them
Disseminating (proactive)	<ul style="list-style-type: none"> • Keep people who are in the outside environment informed about what is happening <ul style="list-style-type: none"> — The inevitable changes in schedules, delivery dates — Resource use schedules — Your team's initiatives for change 	<ul style="list-style-type: none"> • Keeping people informed about progress is a good way to avoid problems, especially if you give them plenty of warning so that solutions can be found
Spokesperson (reactive)	<ul style="list-style-type: none"> • Be a source of authoritative and useful information for people in the outside environment 	<ul style="list-style-type: none"> • People outside need to have a reliable source of information about all aspects of the team's work



Class Discussion: The Manager's Informational Roles

- 1. Discuss the informational roles that have been presented**
- 2. Give some examples of these roles performed well**
- 3. Give some examples of these roles performed poorly**



The Manager's Decisional Roles: Entrepreneur

➤ Entrepreneur

- Encourage innovation and process improvements
- Look for new opportunities
- Act as advocate for new ideas within organization

➤ An increasingly important role because of rapid changes in the technical environment and in organizations



- Change is the only certainty in organizations
- The aim of the entrepreneur role is to ensure that change is a proactive process as far as possible, led by the team creating improvements and experimenting with new ideas and approaches



The Manager's Decisional Roles

➤ Negotiator

- Negotiate and coordinate commitments
- Optimize group working conditions
- Maintain good group image
- Improve boundary conditions

➤ Disturbance handler

- Manage unforeseen problems
- Recognize and deal with conflict and difficult people
 - A fact of life in organizations
- Deal effectively with personal issues



- **Constant change inevitably causes disturbances**
- **In this role, the manager's aim is to handle disturbance smoothly**
- **Negotiation skills are an important part of the process, whether dealing with problems within the team or securing new working relationships with partners**



The Manager's Decisional Roles: Resource Allocator

➤ Resource allocator (coordinator)

- Decide on priorities for the team
- Delegate tasks
- Ensure that people assigned to tasks have the resources needed
 - Personal abilities
 - Technical and financial
 - Relevant information
 - The authority required



Setting challenging but attainable goals is vital in the development of individuals and teams



Mintzberg's Decisional Roles—As Leader

As leader within the team		
Decision-making roles	What you should do	Why you should do it
Entrepreneur	<ul style="list-style-type: none"> • Encourage ideas and suggestions from the team <ul style="list-style-type: none"> — New products and services — Better methods 	<ul style="list-style-type: none"> • Innovation is vital in the technical marketplace; successful companies encourage new ideas
Negotiating and handling disturbances	<ul style="list-style-type: none"> • You are a negotiator with your team members, allocating responsibilities and resolving the day-to-day issues of work • When difficulties arise (e.g., between team members or with external dependencies), you must be able to resolve the difficulties, either by yourself or with professional help 	<ul style="list-style-type: none"> • Negotiating to achieve win-win solutions resolves problems and keeps the team working smoothly
Resource allocator	<ul style="list-style-type: none"> • Using the information that you gathered in the disseminating role, make choices about who should be responsible for what, and formally assign those responsibilities 	<ul style="list-style-type: none"> • Resource allocation is one of your core responsibilities as a manager



Mintzberg's Decisional Roles—As Liaison/Networker

As liaison/networker in the environment outside the team		
Decision-making roles	What you should do	Why you should do it
Entrepreneur	<ul style="list-style-type: none"> • Be an advocate of change in your organization 	<ul style="list-style-type: none"> • Technical organizations have to constantly renew themselves
Negotiating and handling disturbances	<ul style="list-style-type: none"> • Keep checking that mutual expectations among you and your external interdependencies are clear; if there is a mismatch, negotiate a resolution • Handle problems and anticipate difficulties in the outside environment so that their impact on the team is minimal 	<ul style="list-style-type: none"> • The best way to deal with a problem is to prevent it • Anticipating problems and minimizing their impact on the team's progress
Resource allocator	<ul style="list-style-type: none"> • Work in the outside environment to ensure that the team has got the resources needed to do the job (enough people with the right skills, good equipment, supportive working conditions) 	<ul style="list-style-type: none"> • Ensuring that your team has the resources it needs is one of your core responsibilities as a manager



Class Discussion: Applying Decisional Roles

- 1. Discuss the decisional roles that have been presented as a class**
- 2. Give some examples of these roles performed well**
- 3. Give some examples of these roles performed poorly**



Activity: Applying the Model of Management Excellence

1. Working in your group, review the scenarios that you have been given in Handout 4
2. Discuss possible solutions to each scenario
3. Evaluate your proposed solutions and determine which Mintzberg roles apply
4. Be prepared to discuss



Debrief: Applying the Model of Management Excellence

- How did you solve the proposed scenarios?
- What managerial roles or combinations thereof would be needed to solve the proposed scenarios?
- With which managerial roles are you naturally comfortable?
- Which roles require further development? How can you achieve this?



Activity: Building Management Goals

- 1. Working in your group, based on our discussion of Mintzberg's work, develop a list of actionable goals for an effective manager in today's workplace**
- 2. Review your notes from chapters 1 and 2 as you discuss management priorities and best practices**
- 3. Evaluate your ideas and link them to common stakeholder needs and the work of Mintzberg**
- 4. Narrow your list to your top three goals**
- 5. Be prepared to discuss**



Debrief: Building Management Goals

- How did you prioritize the required actions of management?
- Did you incorporate any of Mintzberg's managerial roles into your proposed goals?
- Are the challenges faced by management today different than they were 20 or 30 years ago?



The Key Purpose of Management

A model of management excellence, brought to life through your efforts, only has value when the people for whom you are responsible can excel. Your success is dependent on their success!



Chapter Summary

You are now able to

- Explain the manager's need for a different identity
- Introduce Mintzberg's management research
- Apply a model of management excellence

Personal Application

- **Capture your favorite learning points, along with questions or action items, in response to this chapter:**

Practice Exam Questions

Please complete the following multiple-choice questions

- 1. Managers benefit from a clear manager role model because:**
 - A. They have less work to do on a day-to-day basis
 - B. Their subordinates ask them fewer questions
 - C. They are clear about what their job is and is not
 - D. There is more time to check email and perform task alignment

- 2. Mintzberg's research showed that managers:**
 - A. Have great balance and control
 - B. Follow a planned sequence for coaching
 - C. Always use a time management system
 - D. Play many roles and deal with multiple events

Practice Exam Questions

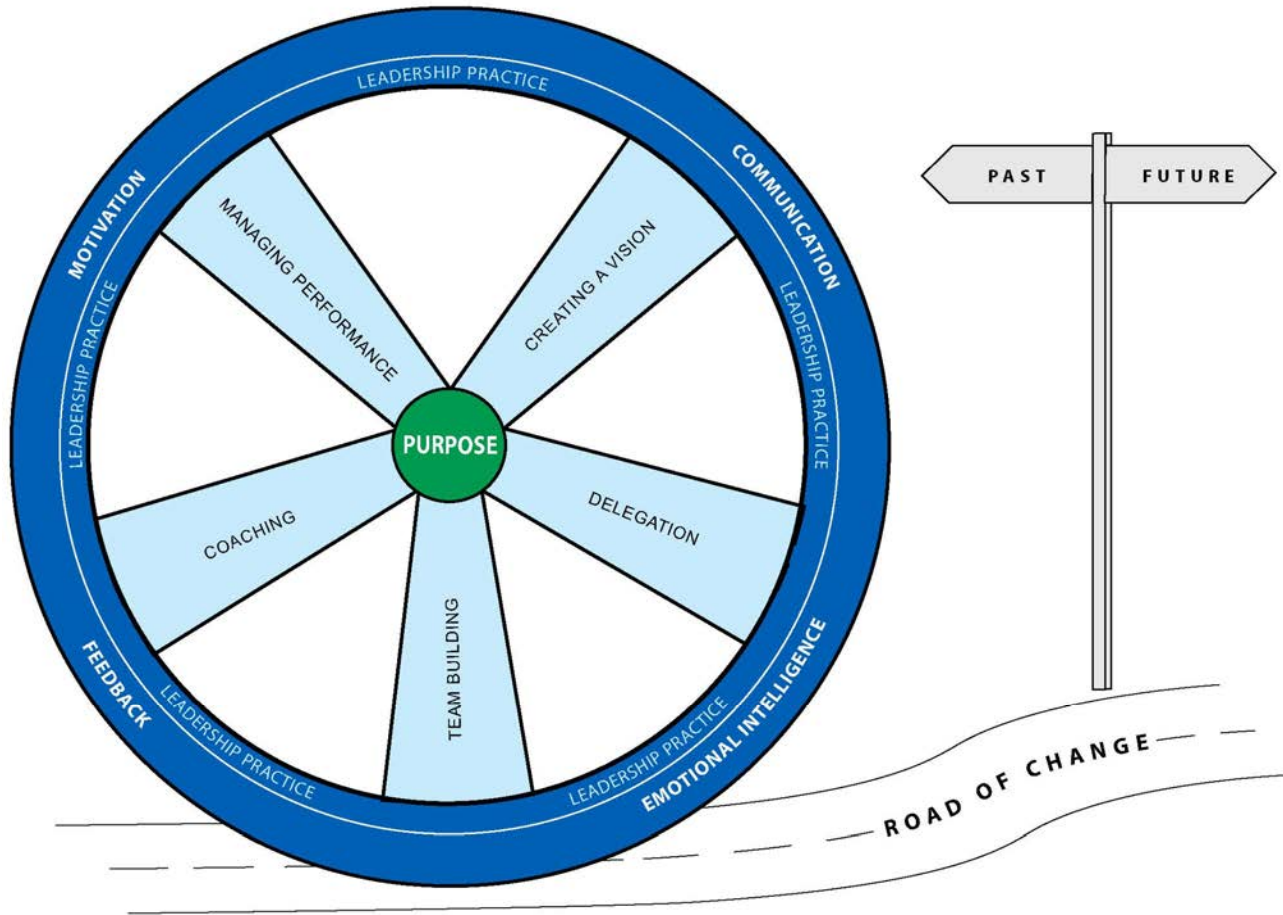
- 3. Mintzberg's managerial role model was based on:**
- A. Analysis of research on what managers actually do
 - B. A Point A-to-Point B analysis model from Harvard
 - C. CEOs' analyses of what their managers do
 - D. Research on how managers ought to behave
- 4. Which is *not* one of the three main categories of Mintzberg's model?**
- A. Interpersonal roles
 - B. Informational roles
 - C. Decisional roles
 - D. Developmental roles



Emotional Intelligence in Action



Management Road Map



Chapter Objectives

After completing this chapter, you will be able to

- Identify five emotional intelligences
- Leverage emotional intelligence to augment your personal leadership style
- Apply emotional intelligence in a management role



- ➔ **Leadership and Emotional Intelligence**
- **Developing Emotional Intelligence**



Your Role in Building Great Performance

- **So far in the course, we have looked at the foundations of effective management**
 - Being clear about what's expected of you as a manager
 - Building purpose for you, your staff, and your team
 - Being clear about the specific things that managers do

- **In the rest of the course, our focus is on implementation**
 - What you can do as a manager to inspire great performance in the people you are managing



Activity: Discussion—Leadership and Emotional Intelligence

- What do managers provide to inspire great performance in individuals and teams?



Leadership and Emotional Intelligence

- **Effective leaders display a combination of high expectations of the people they are managing and the ability to do some basic things right**
 - Delegating
 - Team building
 - Managing performance
 - Coaching disruption and change effectively

- **The skill that enables all of these to be done well is Emotional Intelligence (EI)**



The Connection Between EI and Bottom-Line Results

- **EI-skilled managers are more in touch with feelings, emotions, and thought processes**
 - Their own
 - In touch with their own feelings
 - Able to adapt how they react in interpersonal situations
 - Other people's
 - Feelings and emotions
 - Personalities

- **Better able to bring out the best in individuals and deal with people problems**
 - This leads to higher productivity, better communication, and shared success across the entire organization



Emotional Intelligence

- **The term *emotional intelligence* was popularized by Daniel Goleman* to describe the cluster of skills that effective leaders use to manage themselves and the people they work with**
 - He found that managers with good EI skills produced better bottom-line results

- **These skills are the foundation on which your management success will be built**

- **Goleman has identified five components of emotional intelligence**
 - Three are concerned with self-management, two with working with others

*Goleman's books are *Emotional Intelligence* (Bantam, 1995) and *Working With Emotional Intelligence* (Bantam, 1998). For information on applying EI and papers on the background of EI development, see www.eiconsortium.org.



The Five Components of Emotional Intelligence

The three self-management skills

- 1. Self-awareness: The ability to recognize and understand one's moods, emotions, and drives, and their effects on others**
 - Characterized by self-confidence, realistic self-assessment, clarity about personal goals, candidness about personal feelings
- 2. Self-regulation: The ability to control or redirect disruptive moods and impulses and to suspend judgment; to think before acting**
 - All managers work in situations involving strong emotions (their own and others')
 - Dealing with mistakes
 - Handling tensions and conflicts with and between others
 - The temptation to make a hasty response
 - The ability to mentally step back and respond thoughtfully under pressure is likely to build a climate of confidence and respect in the team

*Are you
aware of
your
emotions?*



The Five Components of Emotional Intelligence

- 3. Motivation: A desire and drive to achieve, seek out challenges, and learn from both success and failure**
 - Characterized by commitment and persistence



The Five Components of Emotional Intelligence

Two skills for working with others

4. Empathy: The ability to understand the emotional situations of others and treat them according to their reactions to a situation

- A crucial skill for managers, since so much of a manager's work is about working with others in situations of tension and pressure
- Empathy skills enable managers to relate to the feelings and situations of others
 - In mentoring and coaching
 - In working and building managerial relationships with talented people
 - In listening to the emotions expressed in difficult situations and responding in a way that acknowledges and deals with those emotions in a productive way

The Five Components of Emotional Intelligence

- 5. Social skill: The ability to apply the four preceding skills to build and maintain relationships with a wide range of people**
- Skilled in persuasion, using different approaches according to the situation
 - Good at building networks
 - Comfortable with and interested in a wide range of people, whether or not they are directly involved with the manager's work



Activity: Class Discussion—Applying EI

1. Think of a situation from work where you could have used EI
2. Describe how you behaved and how you could have been more effective
3. What will you do differently in the future?

Current pattern of behavior	More effective behavior

Activity: Class Discussion—Benefits of EI

- **Emotional intelligence enables us to**
 - Think, say, and do things more effectively
 - Perceive ourselves and others more positively
 - Apply our experiences constructively

- **Can you think of two or three other benefits?**

Activity: Personal and Social Application of EI

- 1. Share a short personal story with a partner about an experience you had recently where you became emotionally charged in a positive or negative way**
- 2. Actively listen to your partner using EI to understand and interact with them, then paraphrase back to your partner what was shared**
- 3. Switch roles and repeat**
- 4. Timing: 10 minutes per round**



Debrief: Personal and Social Application of EI

- **How did you feel sharing something personal?**
- **How did you feel listening to and empathizing with the emotions of another?**
- **What feelings were you able to identify with?**
- **What did you find difficult about this process?**
- **What can you do differently as a manager to be more effective at sharing your emotions and understanding the emotions of another?**



- **Leadership and Emotional Intelligence**
- ➔ **Developing Emotional Intelligence**



Can Emotional Intelligence Be Learned?

- **Learning the skills of emotional intelligence is not simply a matter of reading a book**
 - Emotion is not an intellectual mental process
 - Uses different parts of the brain
 - Learning emotional intelligence is not like learning a new technical skill

- **It is best learned through practice**
 - Identify areas where your emotional intelligence can be enhanced
 - Through your own or others' observations of your behavior
 - Request feedback and coaching from others about your behavior and how it could be more effective
 - Put the new behavior into practice and get more feedback
 - Hands-on coaching is the most effective way to learn or teach EI



Getting Started With Self-Management

- **To start your journey in EI, there are some foundational building blocks you must consider in “self-management”**
- **The following slides will propose some of the essential first steps**

Getting started

- **Start with the development of emotional honesty**
 - To be emotionally honest, we must first be emotionally aware

Self-Management: Personal Emotional Honesty

- **Being emotionally aware**
- **Expressing your true feelings takes**
 - Self-confidence
 - Courage
- **Being honest with ourselves helps us**
 - Be more self-accepting
 - Decide how to spend our time, and whom to spend it with
- **Being honest with others**
 - Encourages honesty in them
 - Reduces the tendency of others to pressure us
 - Helps us find out who respects our feelings



Self-Awareness and Personal Honesty

- **Typical patterns of disclosure and honesty**
 - Repression of true feelings (holding back from yourself and others)
 - Complete disclosure (too much information to the wrong people)
 - Intentional manipulation (purposely abusive to others)
 - Emotional fraud (complete dishonesty with others)

- **Healthy development of self-awareness and self-disclosure**
 - When is emotional honesty in our interests?
 - When is emotionally honesty not healthy or safe?
 - Can you achieve discretionary disclosure on a day-to-day basis?

- **Dishonesty**
 - Requires a great deal of effort!
 - Creates distrust, and stress in those around us

Recognizing and Affirming Your Emotions

- **Most people are not living in the present**
 - Looking without seeing
 - Eating without tasting
 - Hearing without listening
 - Talking without really saying anything
- **We focus on the past and the future**
 - What happened or might happen
- **Emotional competency requires “*being in the moment!*”**

Self-Management: Mindfulness

- **Mindfulness requires paying attention to what is right here and now**
- **Become more aware of internal and external environments**
 - Without any judgment of what is right or wrong, good or bad, important or not
- **Being “mindful” is a choice**
 - You can be mindful at any point in time!

Steps to Applying Mindfulness

➤ Five steps

- Recognize the emotion
- Name the emotion
- Accept the emotion
- Explore the emotion
- Let the emotion go

➤ Be in the moment and fully experience the emotion therein

- Remember that the emotion is not “you”
- See the emotion as a separate thing floating by you
- Watch it, experience it, and let it go

➤ Mindfulness applied is liberating!



Additional Self-Management Techniques

1. Self-monitoring
2. Reframing
3. Affirmations

1. Self-Monitoring: Emotional Journal

➤ **Keep a journal of your emotions**

➤ **Use the following columns**

- Activity: What happened that caused my emotions?
- Beliefs: What beliefs may be connected to my emotions?
- Consequences: How significant was the emotional response on a scale of high, medium, or low?

Date and time	Activity	Beliefs	Consequences
			High/med/low
			High/med/low
			High/med/low
			High/med/low
			High/med/low

2. A Reframing Process

- **Activating event**
 - “Bill, from the other department, isn’t happy with my work”
- **Belief (irrational)**
 - “Bill *must* be happy with my work”
- **Consequence**
 - “I am angry and feel disappointed”
- **Dispute**
 - “Why must he like my work? What evidence is there?”
- **Effective belief**
 - “I’d prefer Bill like my work, but I’ll survive if he doesn’t”
 - “I think it’s wrong of Bill not to like my work”
 - “You can’t please everyone, and nothing dreadful is going to happen”
- **Feeling (new)**
 - “I’m disappointed that Bill doesn’t like my work”

3. Affirmations

- **Take the output from your reframing process**
 - Create reframed statements about you in relation to the situation
 - Use a positive phrasing, make it personal, and start with “I”
 - Say, “I am confident making the presentation to the board”
 - Don’t say, “I am not as afraid as I was last week when I ...”
 - Keep it in present tense—use “I am”
 - Avoid “should,” “must,” “could,” “can”
- **Make sure it is achievable and something you can believe in**
- **Write it down: Helps build a connection from the realm of thought to the realm of reality**
- **Repetition is the key: Spend two to three minutes every day repeating your affirmation to yourself while visualizing the outcome**



Self-Management: Build Authenticity

- **It's important to always be true to yourself**
 - Taking ownership of your emotions, thoughts, and actions
 - Your emotions, thoughts, and actions lead to habits and the building blocks of who you are and how others see you
- **Find and express your authentic self!**
- **As a manager, your actions should reflect your words and values**
- **Authenticity should result in congruency between what you say and what you do**



Benefits of Authenticity

- Lends credibility, honesty, respect, trust
- Adds to the foundation of any good relationship
- Sets a good example for others in the workplace
- Promotes an emotionally intelligent organization



Chapter Summary

You are now able to

- **Identify five emotional intelligences**
- **Leverage emotional intelligence to augment your personal leadership style**
- **Apply emotional intelligence in a management role**

Personal Application

- **Capture your favorite learning points, along with questions or action items, in response to this chapter:**

Practice Exam Questions

Please complete the following multiple-choice questions:

- 1. Managers who are skilled in emotional intelligence are more likely to be in touch with their:**
 - A. Own feelings and perceptions
 - B. Intellectual abilities
 - C. Dreams and aspirations
 - D. Both A and B

- 2. In Goleman's emotional intelligence model, social skill is:**
 - A. Persistence in ensuring that long-term targets are met
 - B. The skill of applying the four preceding skills within relationships
 - C. The motivation to control other's feelings and moods
 - D. The skill that complements self-regulation

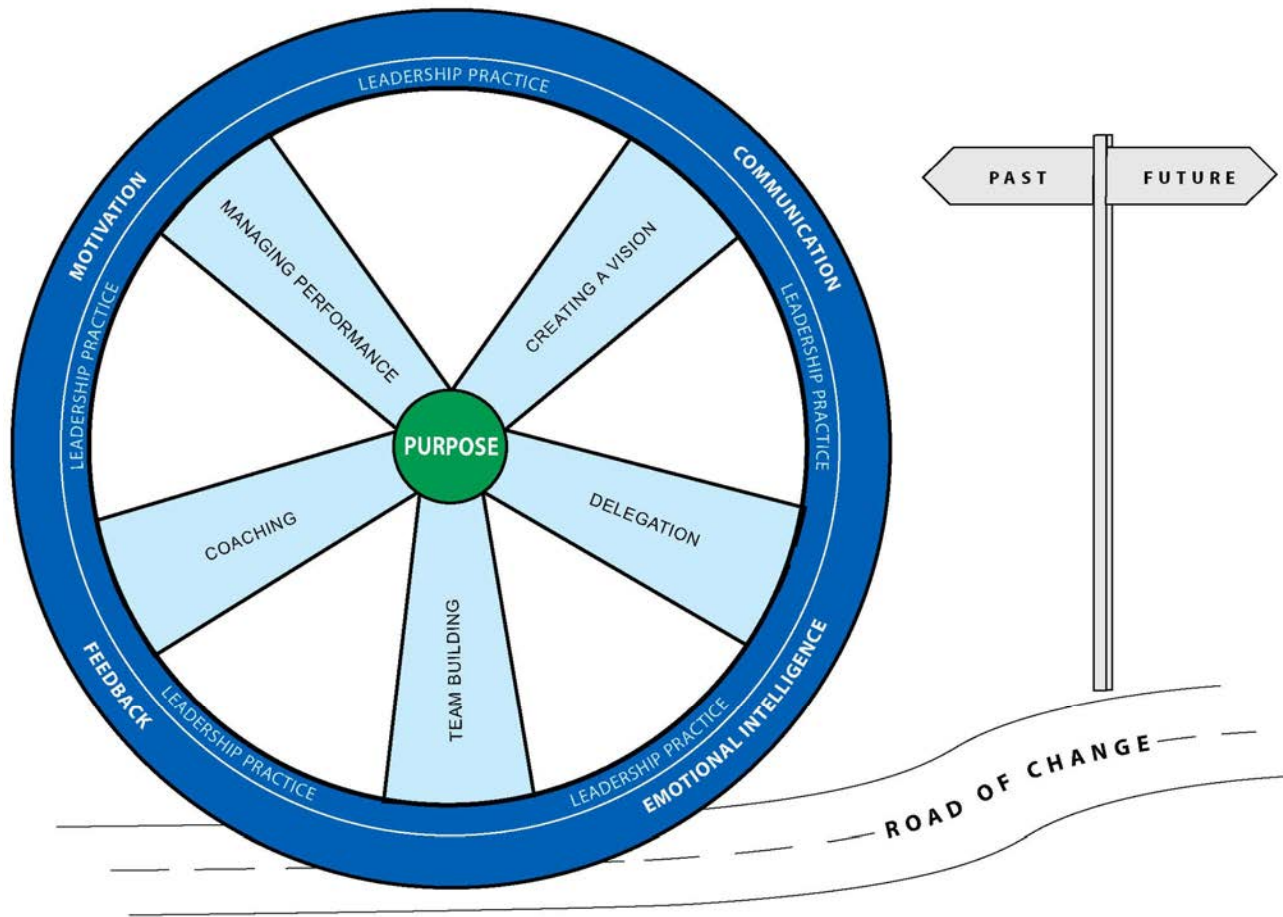
Practice Exam Questions

- 3. Which is *not* regarded as a characteristic of emotional intelligence?**
- A. Self-awareness
 - B. Personality type
 - C. Self-regulation
 - D. Social skill
- 4. Which statement represents a direct benefit of emotional intelligence?**
- A. Individuals better control their emotions in the workplace
 - B. Members of teams are considerate and impatient with one another
 - C. Staff is more productive and critical of quality issues
 - D. Groups are more creative and more effective at problem solving

Motivating Technical Workers



Management Road Map



Chapter Objectives

After completing this chapter, you will be able to

- **Adjust your motivational techniques to meet individual needs**
- **Leverage recent research and business trends to improve motivation**
- **Develop methods that help limit staff turnover and maximize productivity**
- **Assess your own strengths and the individual strengths of your staff**



- ➔ **Motivational Building Blocks**
 - **Changing Expectations**
 - **Individual Characteristics and Strengths**



Current Motivational Research

- **Gallup Organization Survey of nationally representative sample of the American workforce***
- **Survey question: “What is your ideal job?”**
 - Response: 60 percent say either “What I am doing now, with increased responsibility” or “A specialized subset of what I’m doing now”
 - Only 31 percent say “A different job”
- **Survey question: “Why did you take your current job?”**
 - Response: The most common answer is “Greater opportunity to do more of what I like to do”
 - “More money” comes in second
- **Problem: A large segment of workers is not motivated or engaged at work**
- **Question: If workers are doing what they want to do, why aren’t they motivated and engaged? What can managers do about it?**

*Source: Buckingham, Marcus. *Go Put Your Strengths to Work: 6 Powerful Steps to Achieve Outstanding Performance*. Free Press, 2007.



Current Motivational Research

- Human performance is one of the greatest untapped resources of any organization
- Current research suggests that leveraging motivational factors in the workplace can result in productivity increases of 20 percent to 40 percent
- What if you could use motivation to increase the productivity of your team?

“Many of the gaps between performance and the levels required to achieve business goals are caused by a lack of motivation, not a lack of knowledge and skills.”

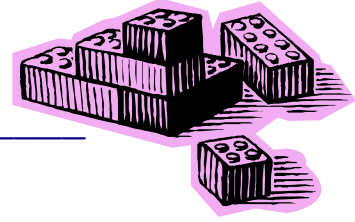
—Richard E. Clark*

*Source: Clark, R.E. “Fostering the Work Motivation of Individuals and Teams.” *Performance Improvement Journal*, Vol. 42 (2003), pp. 21–29.



Activity: Class Discussion—Motivational Building Blocks

What are 10 key ways to motivate people?

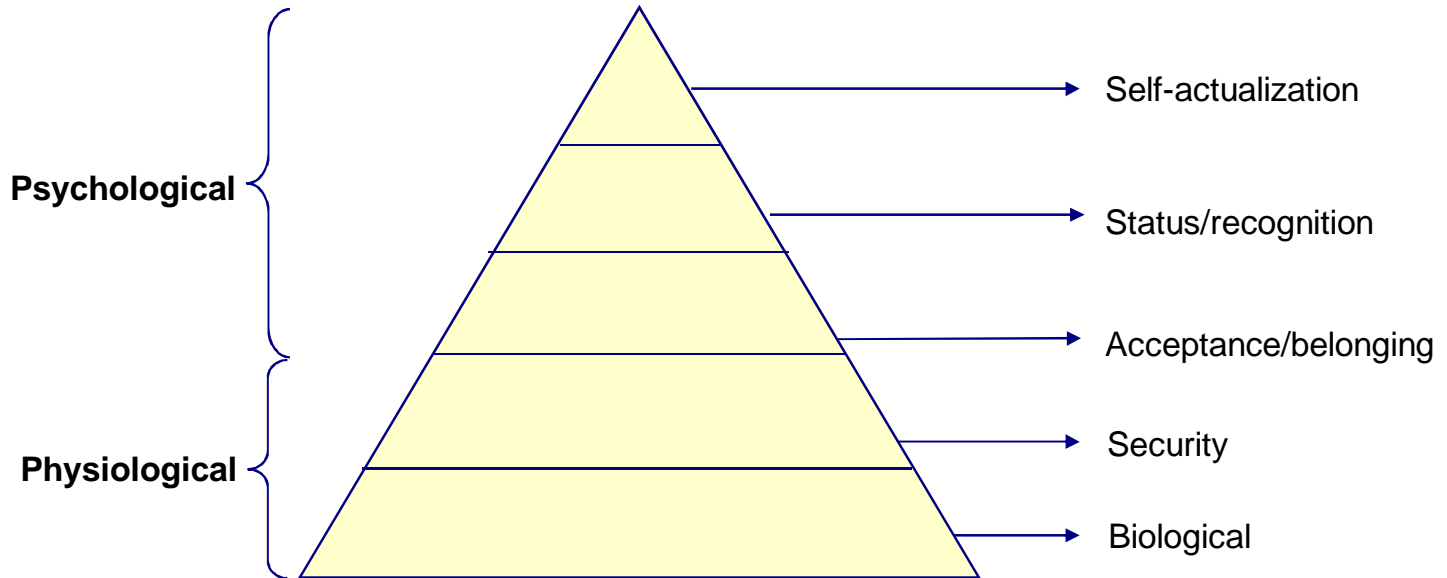


1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Motivation Milestone: Maslow and the Hierarchy of Needs

- In 1954, Abraham Maslow, a psychologist, proposed that humans have a **hierarchy of needs**
 - As the needs lower down the hierarchy are met, people seek the higher, psychological needs



Source: Maslow, A.H. *Motivation and Personality*. Addison-Wesley, 1987.



Ideas from Daniel Pink's *Drive**

Four motivational guidelines that can benefit everyone

1. Create an environment that makes people feel good about participating
2. Give people autonomy
3. Keep your systems as open as possible
4. Involve people in goal setting



*Pink, Daniel H. *Drive: The Surprising Truth About What Motivates Us*. Riverhead Trade, 2011.



Common Personal Values Attached to Work

Common reasons people select the work they do

1. Interest value

- Individuals tend to do what interests them most
 - When a new task or responsibility fits into the individual's area of interest, there is a greater chance that he or she will accept the new challenge and responsibility

2. Skill value

- Individuals are attracted to tasks that require the use of their strengths
 - For example, if they are naturally artistic, they will look for work that enables them to apply their artistic abilities

Source: Clark, R.E. "Fostering the Work Motivation of Individuals and Teams." *Performance Improvement Journal*, Vol. 42 (2003), pp. 21–29.

Common Personal Values Attached to Work

3. Utility value

- Individuals choose work based on the benefits associated with that work
 - Ability to choose your own working hours and location
 - The individual's satisfaction may have nothing to do with the actual work

4. Financial incentives as value

- According to recent research, “cash and other tangible incentives can be very powerful and relatively inexpensive ways to increase the value people place on work goals”

Source: Clark, R.E. “Fostering the Work Motivation of Individuals and Teams.” *Performance Improvement Journal*, Vol. 42 (2003), pp. 21–29.



Beware of Key Dissatisfiers

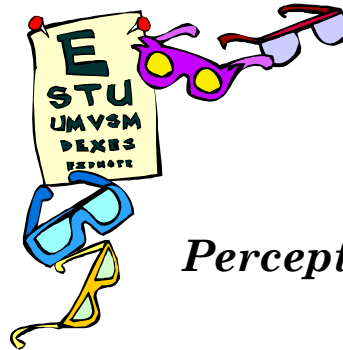
1. Dishonesty, hypocrisy, and unfairness
2. Vague, impossible, and constantly changing performance goals
3. Unnecessary rules, policies, and barriers

Removing dissatisfiers does not necessarily motivate! Typically, it simply removes a constraint or obstacle to motivation

Source: Clark, R.E. "Fostering the Work Motivation of Individuals and Teams." *Performance Improvement Journal*, Vol. 42 (2003), pp. 21–29.

Combining Maslow and Current Motivational Research

- When putting it all together, remember that perceptions and feelings affect performance
- The difference between average and outstanding performance in individuals and teams is significantly influenced by perceptions and feelings
 - Maslow: Acceptance and belonging, self-esteem, self-actualization
 - Current research: Motivators, common values, incentives, dissatisfiers
- Your skills as a manager in this area are vital in delivering outstanding results



Perceptions and feelings



Video: Motivation

- **Watch the case study video and identify some of the key motivational challenges within the IT group**

Chapter Contents

- **Motivational Building Blocks**
- ➡ **Changing Expectations**
- **Individual Characteristics and Strengths**



Steps to Influencing the Level of Engagement

- **Your challenge is to build engagement**
 - Influencing how people feel about themselves and their relationship to work

- **You can do this by**
 1. Being aware of what individual team members want from the workplace
 2. Understanding their individual characteristics and circumstances

What People Want From Work: Changes in Career Expectations

Traditional view of career	Emerging view of career
Choose a career and follow it through to retirement	Built on growing expertise and taking advantage of changing opportunities; “portfolio” careers becoming more common, especially in later life
Career development comes through promotion	Career development may also be advanced by sideways moves, periods of education, or even demotion
Build a career in one organization	Build a career in an area of expertise
Work and career come first	Career choices are influenced by family and personal needs
Career development takes place within the workplace	Career development can occur inside work and in unpaid activity outside work



What People Want From Work

- **Long-term shift in expectations about work in North America and Europe**
- **Work-life balance**
 - Employees are more likely to feel positive about the organization if the pressures of work do not affect their home lives
 - Particularly true of “Generation X” and “Gen Y”
 - They want jobs that require their valued input without unlimited commitment of time
- **Challenging work**
- **Being part of something bigger than yourself**
- **Job quality and a supportive workplace are key factors for employees in today’s workplace**

Class Discussion: What People Want From Work

- What else do people want today?

- **Motivational Building Blocks**
- **Changing Expectations**
- ➔ **Individual Characteristics and Strengths**

Are You Motivated by Your Work?

- **In a recent book* by Marcus Buckingham, new and exciting research effectively demonstrates the power of combining ongoing “strength assessments” with the process of “delegation”**
- **Buckingham argues that there is a direct correlation between the natural strengths of an individual and their related levels of engagement**
 - When work is aligned with strengths, engagement increases
- **A survey of a nationally representative sample of the American workforce asked: “How often do you feel an emotional high at work?”**
 - Response: 51 percent say “about once a week”
- **When asked: “How often do you get so involved in what you are doing at work that you lose track of time?”**
 - Response: 73 percent say “about once a week”

*Source: Buckingham, Marcus. *Go Put Your Strengths to Work: 6 Powerful Steps to Achieve Outstanding Performance*. Free Press, 2007.



Increasing Motivation by Delegating Based on Strengths

- We need to give people work that will enable them to use their strengths
- The result is a direct increase in productivity, job satisfaction, and morale!



Source: Buckingham, Marcus. *Go Put Your Strengths to Work: 6 Powerful Steps to Achieve Outstanding Performance*. Free Press, 2007.

Tips for Strengths-Based Managers

- “Your chief role is to listen to what your employee is saying, affirm what you hear her say, and offer ideas for actions that can be taken”*
- You should be willing to let an employee stop doing a particular activity so he or she can focus their energy on tasks that require their strengths
- When an employee wants to do more of an activity that you know they are not strong in, coach them in the direction of their strengths
 - They’ll thank you later



Source: Buckingham, Marcus. *Go Put Your Strengths to Work: 6 Powerful Steps to Achieve Outstanding Performance*. Free Press, 2007.

Tips for Strengths-Based Managers

- **It's OK for a job to have certain responsibilities that just aren't going to change**
 - For instance, a salesperson who will always have to complete call reports
- **As long as the individual is able to spend most of his or her time utilizing strengths**

Source: Buckingham, Marcus. *Go Put Your Strengths to Work: 6 Powerful Steps to Achieve Outstanding Performance*. Free Press, 2007.

Quick Strength Test Questions

Better understand the strengths of your staff by asking these questions

1. Where can I expect to see the best from you?
2. Where and when can I lean most heavily on you?
3. When should I tread lightly with you?
4. What kinds of situations should I actively steer you away from?
5. What activities are you naturally drawn to and get most excited about?
6. What talents enable you to do what comes naturally to you?



Source: Buckingham, Marcus. *Go Put Your Strengths to Work: 6 Powerful Steps to Achieve Outstanding Performance*. Free Press, 2007.

Activity: Assessing Your Strengths

Ask yourself these questions and respond in the allocated space

1. Where can I expect to see the best from you?

2. Where and when can I lean most heavily on you?

3. When should I tread lightly with you?

4. What kinds of situations should I actively steer you away from?



Activity: Assessing Your Strengths

5. What activities are you naturally drawn to and get most excited about?

6. What talents enable you to do what comes naturally to you?

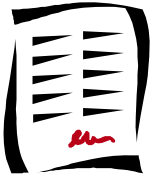
Possible Strengths

- Achiever
- Designer
- Analytical
- Socializer
- Networker
- Good communicator
- Empathetic
- Strategic thinker
- Big picture
- Architect
- Good listener
- Problem solver
- Synthesizer
- Implementer
- Self-assured
- Agreeable
- Self-motivated
- Adaptable
- Competitive
- Builder



Understanding Individual Characteristics

Understanding individual characteristics is a key “service management” skill because



- **Your role as a manager is to serve your team**
- **For each individual on your team, there are two particular ways in which you can serve them**
 - Assigning work that is aligned with their strengths and experience
 - Understanding how they perceive the world and what’s important to them
- **Effective work by an individual results from three factors**
 - Appropriate technical skill and relevant experience or aptitude to learn
 - A positive psychological climate
 - As perceived by the individual concerned
 - Personal strengths that are aligned with the work



Bottom Line: Work With Everyone as an Individual

- **In this chapter, we have looked at various ways in which people are different**
- **Factor in these differences when you are managing people**
 - Assigning work
 - Agreeing on goals
 - Coaching
 - Managing day-to-day working issues
- **Beware of the dangers of stereotyping**

“Every individual is an exception to the rule.”

—Carl Jung



Activity: Ongoing Human Development



- 1. Working in your group, brainstorm ways to develop an environment that's conducive to ongoing human development at St. Jude's with**
 - A. Open communication
 - B. The ability to deal with sensitive issues
 - C. High levels of engagement
- 2. Identify any obstacles that you may have to overcome**
- 3. Record your results**
- 4. Be prepared to present**

Debrief: Ongoing Human Development

- What suggestions did your group come up with?
- What process did your group use in order to agree?
- What approach can you use back at work to be more effective?
- How will this help you build people?



Chapter Summary

You are now able to

- **Adjust your motivational techniques to meet individual needs**
- **Leverage recent research and business trends to improve motivation**
- **Develop methods that help limit staff turnover and maximize productivity**
- **Assess your own strengths and the individual strengths of your staff**



Personal Application

- **Capture your favorite learning points, along with questions or action items, in response to this chapter:**

Practice Exam Questions

Please complete the following multiple-choice questions

1. Which is at the top in Maslow's hierarchy of needs?
 - A. Security
 - B. Status/recognition
 - C. Self-actualization
 - D. Acceptance/belonging

2. Which is *not* one of the "Quick Strength Test" questions?
 - A. Where can I expect to see the best from you?
 - B. Where and when can I lean most heavily on you?
 - C. What industry do you have the most experience in?
 - D. What kinds of situations should I actively steer you away from?

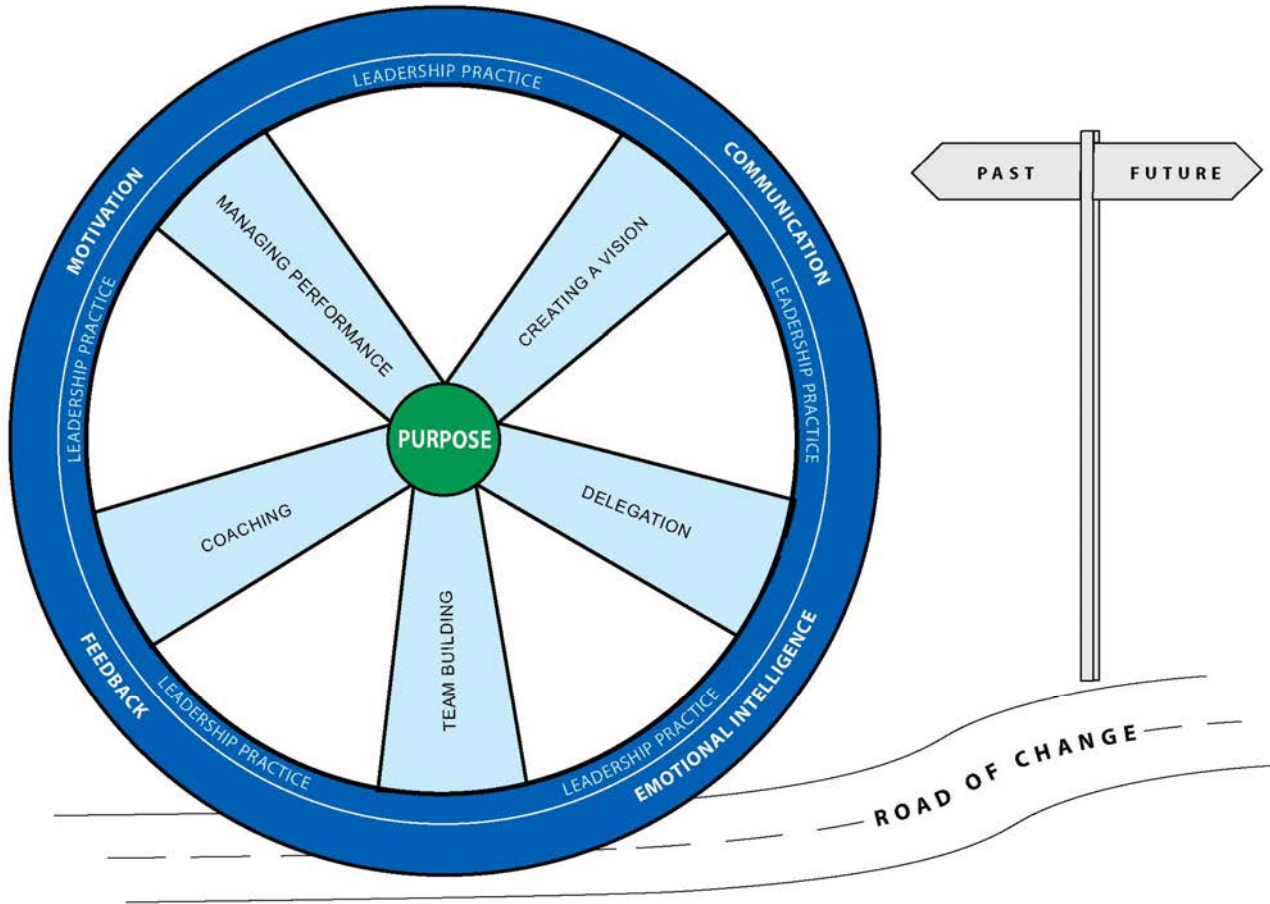
Practice Exam Questions

- 3. Which statement represents one of Pink's motivational guidelines?**
- A. Coach competition in departments
 - B. Give people autonomy
 - C. Develop a top-down vision imposed on staff
 - D. Write measures for zero-sum rewards
- 4. When managing people, managers should**
- A. Consider staff's traditional organizational values
 - B. Value the need for work-life balance and the demands thereof
 - C. Evaluate willingness to work whenever needed
 - D. Review past contributions to the team

Delegating for Empowerment



Management Road Map



Chapter Objectives

After completing this chapter, you will be able to

- Use delegation as a tool to focus the strengths of your team**
- Delegate responsibilities and tasks clearly**
- Delegate to individuals and teams**
- Follow through on delegated tasks**



- ➔ **Delegation: A Key Tool**
- **The Delegation Process**



Delegating Responsibilities

- **As manager, you are responsible for delegating tasks**
 - For ongoing work
 - For specific projects
 - For ad-hoc activities
- **You will use the same basic process for all three types of delegation**



Delegating Responsibilities

- **What and how you delegate is central to how you do your job as a manager**
 - Removing yourself from task responsibilities, so that you can do more manager's work
 - Developing the abilities and confidence of your team members
- **One of the main ways of empowering or disempowering your team**
- **Can be a challenge for the manager**
 - "I can do it quicker myself"
 - Loss of control and decision making
 - Loss of identity
- **Remember that investing in others takes more time now but pays off in the future**



Video: Disaster Recovery Plan

- Watch video and be prepared to comment



Video Debrief

- **What happened in the videos?**
- **What was done well or poorly?**
- **How would you do it differently?**
- **How would you delegate to Raj and Taylor?**



- **Delegation: A Key Tool**
- ➔ **The Delegation Process**



Delegation Seven-Step Process

1. Preliminary review
2. Defining the purpose of the task
3. Planning the delegation process
4. Delegating assignment
5. Minimizing wasted time and effort
6. Tracking the work
7. Following up



Step 1: Preliminary Review

- **Review the work that needs to be done**
- **Review the task in terms of**
 - Technology
 - Time commitment
 - Required resources: People, software, hardware, training, etc.
 - Can the task be outsourced?
 - Risks and constraints



Step 1: Preliminary Review—Risk Management

There are times when the work being delegated may require some preliminary macro-level risk management

- **Some steps to consider as part of your risk planning**
 - **Identify** any potential risks associated with the work being delegated
 - **Determine** if any of the identified risks are of serious concern to the organization
 - Focusing on identified serious risks: **Quantify** the **potential harm** that may occur to the organization, the proposed schedule, budget, scope of work, and/or any other direct or indirect area of the organization
 - Lastly, **consider possible risk management approaches** like mitigation, avoidance, transference, and insurance
 - Best practice: Also **consider** whether or not you may have concerns of **residual** risk left over, the cause of **secondary** new risks, or the implication of **compound** risks that may exacerbate the problem



Step 1: Preliminary Review—Lifecycle

- When planning for *what* you're delegating, you may also need to consider possible life cycles for structuring the work
- Typical lifecycle options
 - Waterfall
 - Iterative/phased
 - Agile
 - Others?
- Consider the type of work to be done and determine the most effective approach



Step 2: Defining the Purpose of the Task

➤ Every task or responsibility has a customer or customers

- End users
- Fellow team members
- Someone else in a project
 - Contractor
 - Supplier
 - Partner organization
- You, the manager



Identify your purpose
before you move on

➤ Starting point for any conversation about delegating a task: What is success for the customer?

- May require research
- Success should always be defined in terms of organizational benefit, not a technical solution

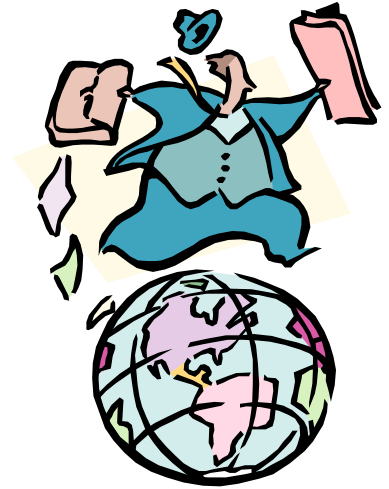


Step 3: Planning the Delegation Process

Individual

- **As best you can, match tasks to the strengths of the individual**
 - Technical expertise
 - Experience with similar scale of work
 - Personality
 - Values and interests
 - Other specific relevant experience
 - Working with particular stakeholders, cultures, languages, etc.

- **Consider giving a less experienced person a challenge he or she can learn from**
 - But don't push people too far outside their comfort zone



Step 3: Planning the Delegation Process

Team

- **Best suited to complex situations where collective effort will produce best results**
 - Improving quality
 - Reducing waste
 - Achieving breakthroughs in product/service cost or functionality

- **Agree on a team spokesperson**



Step 3: Planning the Delegation Process

Outsourced

- **Outsourcing is the process of contracting to a person, team, or organization that legally works as an outside entity separate from your organization**
 - Additional legal documentation is needed
 - Due diligence
 - Possible penalties/bonuses linked to delivery
 - Risk management

Step 4: Delegating

- **Contracting** is the process of comprehensively agreeing on and defining what is expected of the person or team undertaking the responsibility
 - Purpose of the task
 - Why it is being done
 - Goal of the task
 - What will result
 - Success criteria
 - The deliverables
 - Constraints
 - Time, budget, special requirements



Step 4: Delegating

➤ Listen carefully to any considerations

- If they feel they have not had a chance to discuss their concerns, their motivation may be reduced
- Negotiate with them to reach a resolution
- Watch for nonverbal cues
 - A truthful indicator of their state of mind

➤ Explain the context

- Political, business, technical
- “How does this task fit into the overall plan?”
- Reduces likelihood of mistakes and misunderstandings

➤ Do not tell them *how* to do the task

- Help them make their own choices and decisions



Step 4: Delegating

- **Agree on the level of authority**
 - Match level of authority to experience
 - “Come and check with me before you decide on X, so that we can review how you arrived at your choice”
- **Always delegate in a way that has buy-in from the delegatee**
 - Simply handing over responsibilities may be seen as dumping
- **Push (and wait) for these specific responses**
 - “Yes, *I have* all the resources I need”
 - “Yes, *I can* manage the task”
 - “Yes, *I will* deliver according to what we agreed”
- **Doer should sign off on responsibility**
 - Written down, with copies to all affected parties
 - Includes agreement on arrangements for follow-through



Sample Delegation Form

Task Description	
Who is the customer and what is success for them?	
What is the goal?	
Deliverables or measures of completion (may be detailed)	
Constraints	
Feedback mechanisms	
Communication plan	
Follow-through	



Source: Maguire, Steve. *Debugging the Development Process*. Microsoft, 1994.

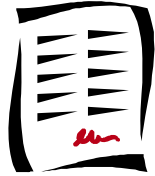


Remember to Apply EI Skills During Delegation

- **During the negotiation, watch for the particular style of the individual you are working with**
 - Some people are happy with general instructions and may get frustrated with lots of specifics
 - Others may prefer to have things spelled out in detail
- **Practice empathy to get in touch with what the delegatee is feeling**
 - They may be reluctant to raise concerns
 - Do not want to look incompetent

Activity: Delegating a Task

1. Work in groups as directed by your instructor
2. In each group, you will take turns delegating a task
3. Refer to the scenarios in Handout 6, 7, or 8
 - Each scenario has background information for the delegator and the delegatee
 - The delegator should study the relevant notes and plan the delegation
 - The delegatee should likewise study the scenario and prepare to respond
4. Proceed to role-play your delegation scenario
5. When the process is complete, the delegatee should complete the delegation evaluation form provided with the scenario
6. Repeat these steps until everyone in your group has had a chance to delegate
7. Discuss your individual evaluations with each other and be prepared to share with the class



Debrief: Delegating a Task

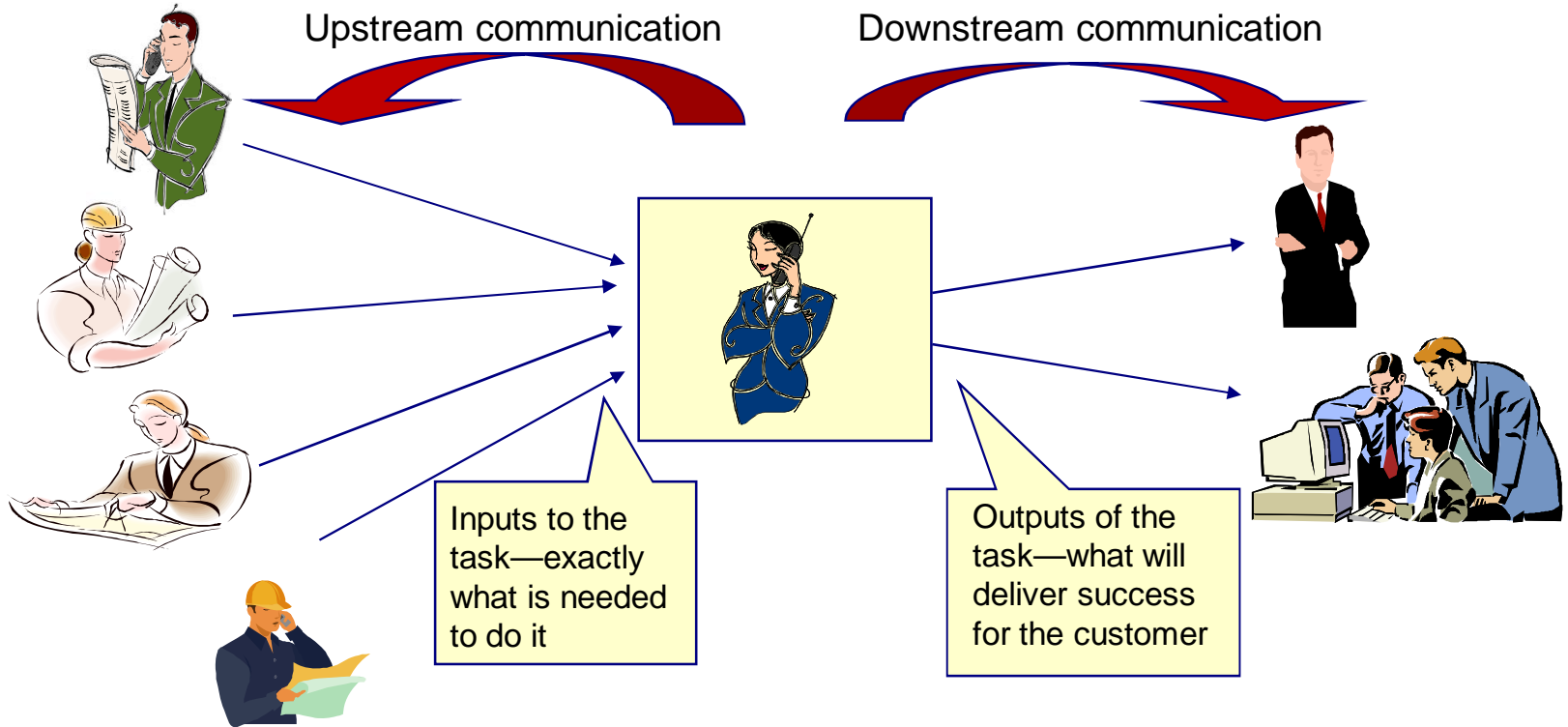


- **How do you feel about this delegation process?**
- **Was there anything that you found particularly difficult with this activity?**
- **Describe some of the benefits of planning your delegation beforehand**
- **How did the delegatee respond?**
- **Share some of the creative ways you were able to achieve the delegation**
- **Describe how you will use this process at work**



Step 5: Minimizing Wasted Time and Effort

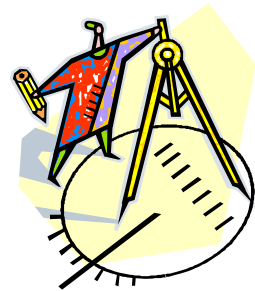
- Manage communication with suppliers and customers to ensure a smooth workflow throughout the delegation process
- Don't assume anything



Step 6: Tracking the Work

- **During the execution of the task, check progress with the responsible person, based on**
 - Level of experience
 - Relative newness of task
 - Significance of task

- **MBWA works best**
 - Informal approach
 - Beware of people's reaction
 - Aim to create an opening for them to raise concerns
 - “My door is always open” doesn't work



Tools for Tracking

➤ Progress reports (from team members)

- Get verbal feedback as well: MBWA
- Percentage complete is never enough information
 - What else can you ask?
- Problems or issues discovered this period
- Problems or issues resolved this period



➤ Project status reports (to management)

- Refer to projected timescales and costs
- Are we on schedule and budget?
- If there is a new issue or problem, how will it impact time, cost, functionality, or quality of work being done?
 - Is it a one-time problem, or an ongoing change that needs to be considered?

Step 7: Following Up

- **When the task is complete, or at appropriate milestones, follow up on**
 - What they have learned
 - How they would do it differently
 - What they are ready for next

- **Remember that people need motivation, and here is the place to use it**
 - How well do you honor your commitments to the team/individuals?
 - What form of acknowledgment would motivate most?

- **Provides closure on tasks and shows that you are interested in what they learned**



Activity: Class Discussion—Tracking and Follow-up

- How would you track the tasks that you have delegated?
- What approach would you take to follow up on the assigned tasks?
- How is this done at your workplace?



Chapter Summary

You are now able to

- Use delegation as a tool to focus the strengths of your team
- Delegate responsibilities and tasks clearly
- Delegate to individuals and teams
- Follow through on delegated tasks



Personal Application

- Capture your favorite learning points, along with questions or action items, in response to this chapter:



Practice Exam Questions

Please complete the following multiple-choice questions

1. **When selecting the right person for a task, you should:**
 - A. Consider whether the person has any experience with such a task
 - B. Evaluate the individual's previous performance records for failures
 - C. Review the skills that they've developed since working for you
 - D. Analyze the individual's ability to follow directions

2. **The delegation seven-step process does *not* include:**
 - A. Plan
 - B. Define the purpose of the task
 - C. Minimize wasted time and effort
 - D. Organize a team-building event

Practice Exam Questions

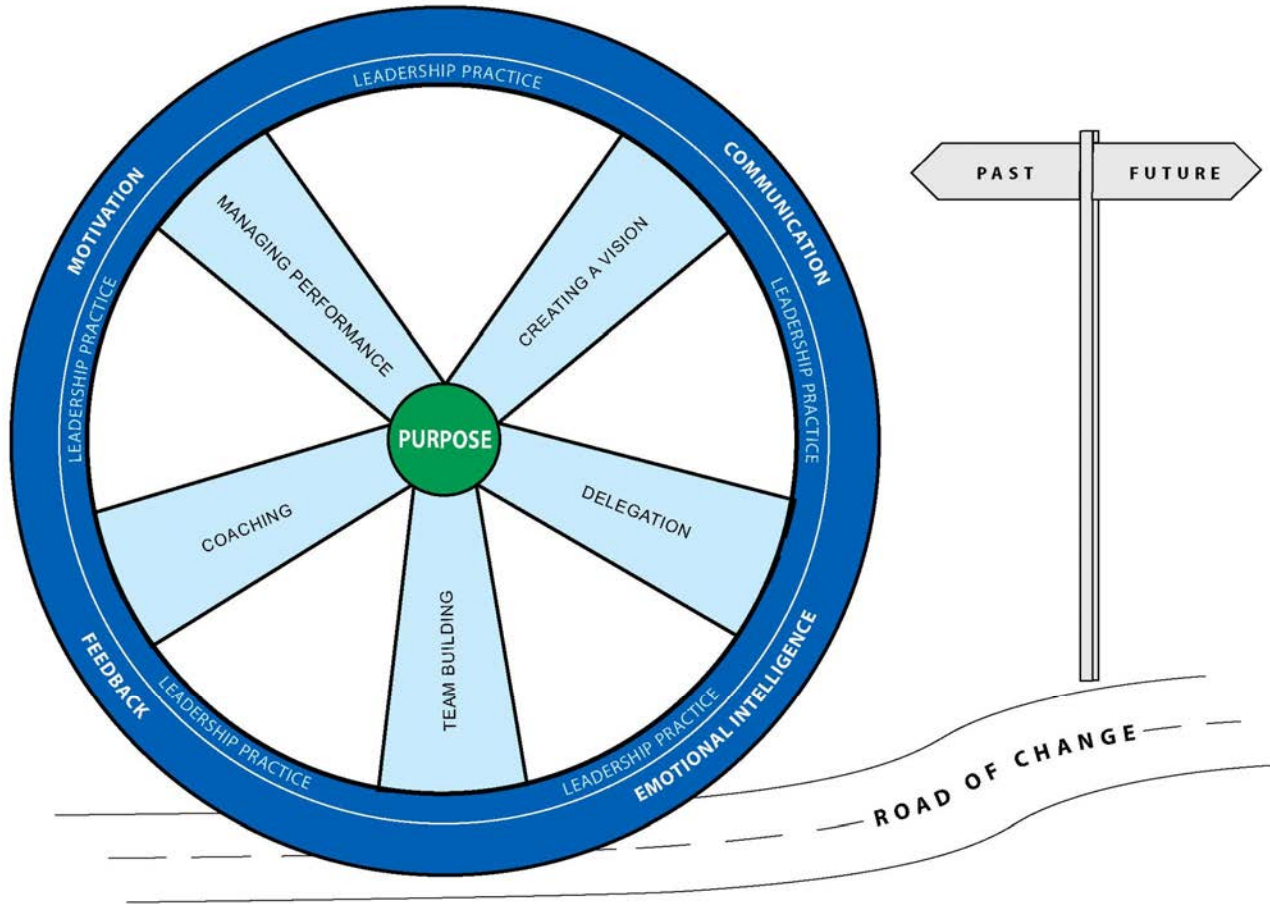
- 3. When planning to delegate a task to an individual, one must consider the individual's:**
- A. Current paygrade
 - B. Time availability
 - C. Corporate allegiance
 - D. Both B and C
- 4. When contracting work, one should *not*:**
- A. Define the purpose
 - B. Clarify the goals
 - C. Regulate every detail of the task
 - D. Establish agreed-upon measures



Facilitating Success for IT Teams



Management Road Map



Chapter Objectives

After completing this chapter, you will be able to

- Take action to build team relationships**
- Facilitate team communication effectively**
- Support your team in delivering customer success**



- ➔ **Creating Teams**
 - **Building Team Relationships**
 - **Facilitating Team Communication**
 - **Managing Task Completion**



Activity: Class Discussion—What's a Team?

- How would you define the characteristics of a team?



Organizing and Developing Effective Teamwork

- **Your role as manager is to build and maintain the effectiveness of the team within the constraints of your situation**
 - Empowering and motivating others
 - Creating clarity of purpose and context

- **Delivering customer success over time means moving away from the classic “command and control” model of management**
 - Devolving responsibility
 - Encouraging collaboration

The key strategy for obtaining outstanding competitive results depends on placing the right technology in the hands of well-trained, focused, and empowered human beings who know, and believe in, what they are doing.



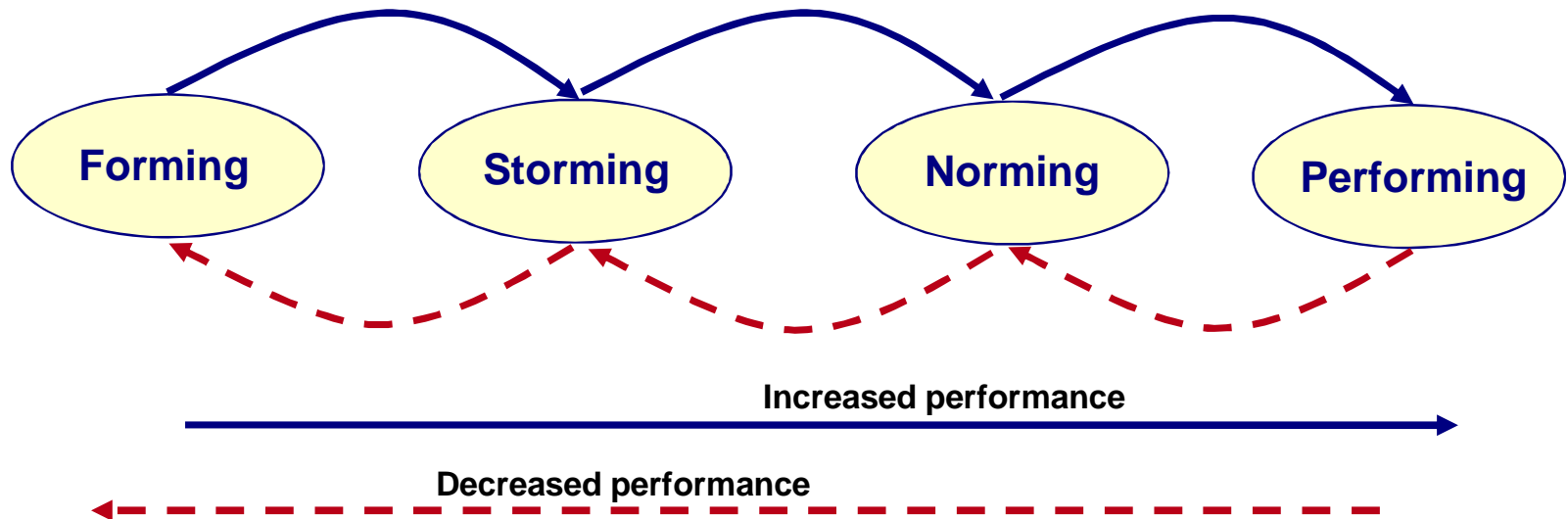
Getting Started: Stages of Team Development

Establishing identity:
Members finding their place in the group

Struggling:
Competing, infighting, questioning leadership authority

Productive:
Focusing on project goal

Uniting: Successfully integrating efforts, camaraderie, celebrating accomplishments



Source: Tuckman, B. "Developmental Sequence in Small Groups." *Psychological Bulletin* 63, 1965.



Facilitating Team Development

“Most teams never reach the Performing stage but get stuck at the Storming or Norming stage.”*

... which leads to ...

“Team output is often less than the sum of the knowledge of the individuals.”**
That is, $1 + 1 + 1 + 1 + 1 = 2\frac{1}{2}$

➤ Moving from Forming to Storming

- Build shared purpose/mission, clarify team outcomes
- Create sense of urgency for purpose/mission
- Invest time getting to know members' skills, experience, and personal goals
- Bring individuals together to work on common tasks
- Define recognition and rewards, both individual and team-based
- Work on personal commitment by linking personal goals to team roles

*Source: Whitmore, John. *Coaching for Performance*. Nicholas Brealey Publishers, 1996.

**Source: Sode, Karin. “Relevance and Coherence in Decision Making Meetings.” *Business Discourse: Text and Context*. Ed. A. Trosborg. Peter Lang, 2005.



Facilitating Team Development

➤ **Moving from Storming to Norming**

- Periodically communicate the team's purpose/mission
- Discuss ways to move toward "Norming"
- Set out to achieve a few performance goals and tasks
- Encourage members to express differing opinions, ideas, and feelings by asking open-ended questions
- Acknowledge where there are differences, build rules for team behavior
- Raise issues, confront missed commitments, and allow conflict

➤ **Moving from Norming to Performing**

- Translate team purpose into goals that are specified and measurable
- Build consensus on overarching goals and approaches
- Formally give and receive feedback within the team
- Take risks while simultaneously encouraging the disclosure of fears
- Celebrate successes, share rewards, recognize achievements
- Continue to evaluate team against performance goals



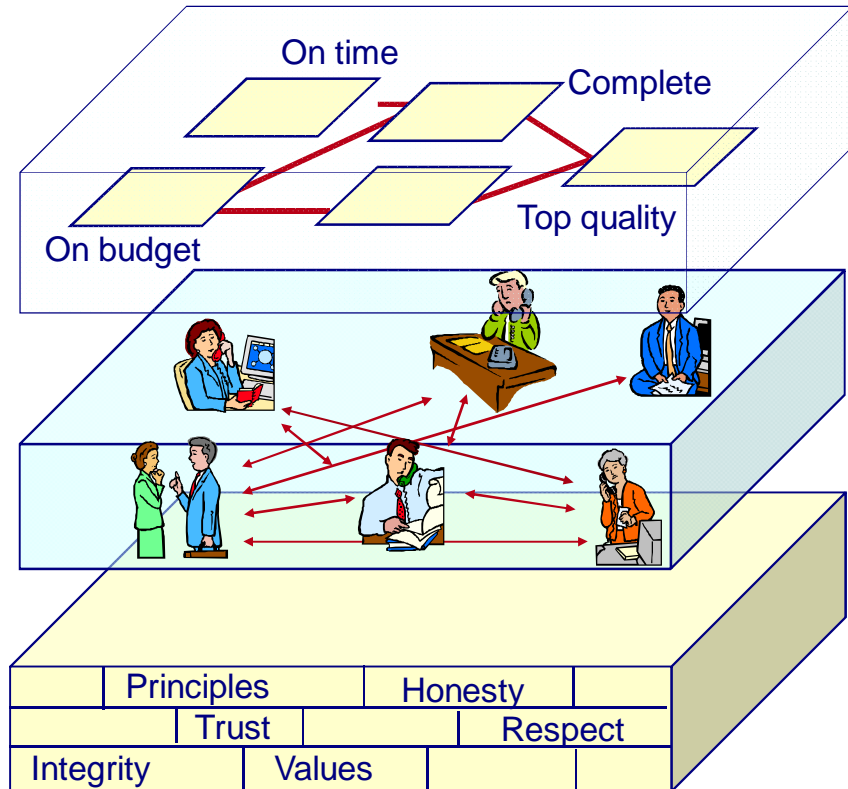
A Model for Building Teams

Teams

Task level: Ensuring the work is done

Communication level:
Managing communication

Relationship level:
Maintaining the foundation of effective teamwork



- **Creating Teams**
- ➡ **Building Team Relationships**
- **Facilitating Team Communication**
- **Managing Task Completion**



Relationship: Foundation of Effective Teamwork

- **Without relationship, a team cannot exist**
- **There must be some sense of belonging**
- **Does not mean that people in the team have to like each other**
 - Friendly personal relationships are not a requirement of effective teamwork
 - Good personal relationships usually enhance working together
 - Possible to have teams that have great interpersonal relationships that do not deliver as effectively as they could



Building a *Team* State of Mind

- ***Team* exists as an idea in the heads of individuals**
 - A feeling
 - A sense of belonging
 - A sense of identity
- **A feeling of belonging to a team fulfills human needs**
 - Remember Maslow's hierarchy of needs: Acceptance, belonging, status, and recognition
 - For many people, work is their primary community



Facilitating Social Contacts and Fun

- **A team meeting is not a social event**
- **Social events enable team members to build relationships**
 - The team organizes
 - The company pays
- **The role of the manager is to**
 - Facilitate social events
 - Encourage fun in the office
 - Celebrate success



Don't Forget to Include the Wider Team

- **Most projects and processes include people who contribute to the success of the team but are not normally thought of as team members**
 - From other departments
 - From partner organizations
 - Contractors
 - Decision makers
 - Resource providers
 - Administrators
- **Network with them and invite them to team social events**
 - Encourages “team thinking”
- **Remember your stakeholder map**



Video: Team Building at St. Jude's

➤ [Watch the video](#)

Video Debrief

- How did this compare with your own views of social events?
- Do you agree with the team member's reactions?
- As a manager, how would you address each individual's response?

Activity: Designing a Team-Building Event



- **Work in your group**
- **You have been asked to organize a team-building event for your IT team at St. Jude's**
- **Assumptions**
 - St. Jude's has approved a budget for team building
 - Travel and accommodation will be paid for
- **Decide whether to run the event during business hours or on personal time**
- **You must be able to comment on *how* this team building event will help build team relationships and enhance team overall performance**
- **Be prepared to discuss**



Debrief: Designing a Team-Building Event



- **What type of event did you propose?**
- **What did you notice about the dynamics of your group?**
- **How did it feel to work on this project? Did you have fun?**
- **How might the event affect the relationships within the team?**
- **Could you organize an event like this at work?**



Chapter Contents

- **Creating Teams**
- **Building Team Relationships**
- ➡ **Facilitating Team Communication**
- **Managing Task Completion**



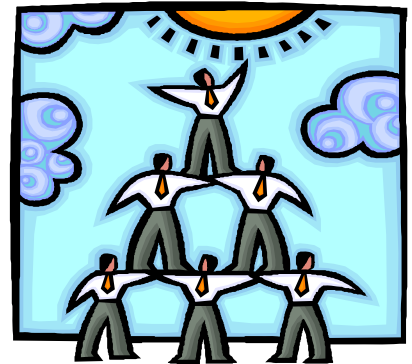
Facilitating Team Communication

- **Communication is one of the main roles of the manager**
- **Two essential elements**
 - Communicating with team members
 - Gathering information
 - Relevant to the team's work
 - About how individuals are working
 - Providing information
 - Facilitating communication among team members
- **A team should have a framework for communication**
 - Get the rules laid down early
 - Set standards for professional behavior
 - Define how to deal with problems or disagreements



Leveraging Communication to Develop Team Goals/Values

- **The team should develop these standards**
 - What would they do to minimize wasted time and effort?
 - What would they do when new members join the team?
 - How can they work most effectively with remote colleagues?
 - What should they do if they have a disagreement in the team?
 - How would team members build knowledge and expertise?
 - Technical
 - Interpersonal and managerial
 - About the business and technical environments
 - About the customer's needs
- **Keep the standards alive and visible**
- **Make sure the whole team buys in**



Managing Dispersed Teams

- **Modern teams often cut across many boundaries**
 - Time zones
 - Geography
 - Culture
 - Language
 - Organization
- **Teamwork can be extremely complex**
 - Ad hoc project teams
 - Elastic team membership during projects
- **This places great demands on management of relationship, communication, and task**



Managing the Hidden Overheads of Separation

- **If the team members are collocated, your job is easier**
 - Any departure from this ideal model introduces overhead because of communication challenges
 - Even affects people working a couple of rooms away
- **Probable consequences of team separation include**
 - Increased project risk
 - Reduced team spirit
 - More functional errors
 - More misunderstandings
 - Longer time to completion

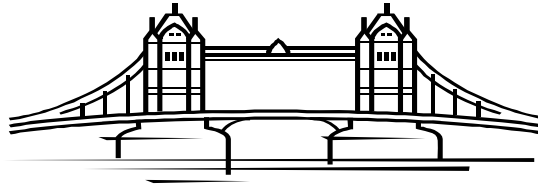


Limiting the Impact of Distance

- **Your challenge as a manager is to**
 - Watch for problems introduced by distance and separation
 - Limit the impact of these problems

- **Do your best to get the team together early in the project**
 - Build relations among team members
 - Bring people together for a kickoff meeting
 - The cost will be offset by improved teamwork and productivity
 - For example, this is standard practice at Shell when setting up global teams

- **Work at maintaining communication with distant team members**
 - Keep the rest of the team informed about them and their work



Bridge the gap!

Tools for Building Team Communication

There are many opportunities for the team to leverage their skills for working together

- Mapping stakeholders
- Defining customer success
- Defining project objectives
 - Goals
 - Deliverables
- Planning project schedules using PERT
- Identifying and addressing risks
- Solving problems with tools such as root-cause analysis diagrams, flowcharts, SWOT, etc.

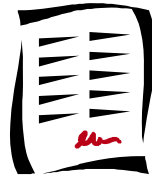


PERT = program evaluation and review technique
SWOT = strengths, weaknesses, opportunities, threats



Activity: Breaking Down the Barriers

1. Working in your group, review the barriers to communication in Handout 9 that you have been given
2. Develop and agree on possible strategies to overcome the barriers
3. Record your ideas
4. Be prepared to discuss



Debrief: Breaking Down the Barriers



- **Is communication easy to manage?**
- **What recommendations did your group make?**
- **How can you proactively reduce the risk of such barriers becoming a problem for your team?**



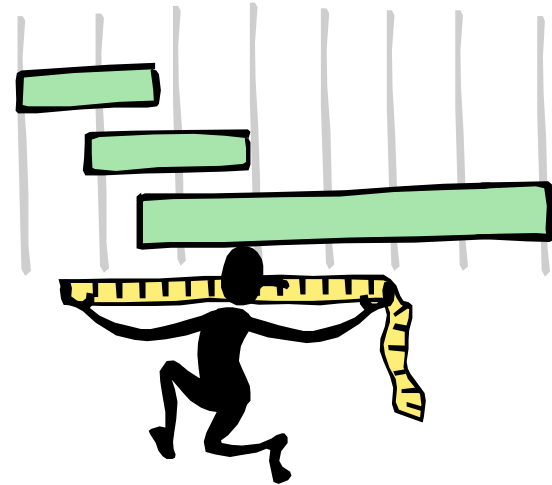
Chapter Contents

- **Creating Teams**
- **Building Team Relationships**
- **Facilitating Team Communication**
- ➔ **Managing Task Completion**



The Task Level: Delivering Results

- **Does your team deliver results?**
 - Customer success
 - Functionality, quality
 - With minimum waste of time and effort
- **Your role is to support the team in delivering results**
 - Delegation and follow-up
 - Communication
 - Motivation

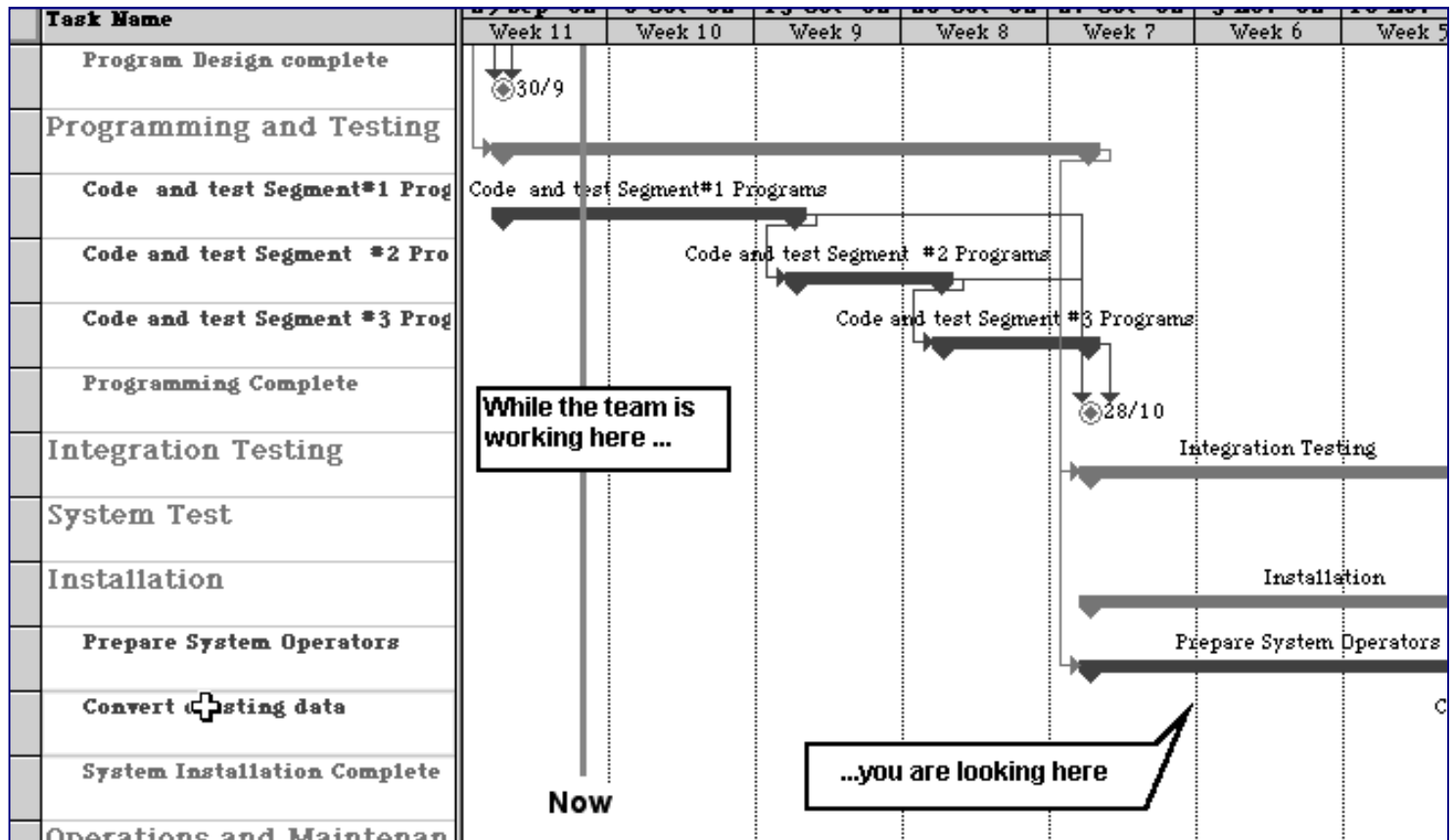


Your Day-by-Day Role as Manager: Anticipating Problems

- **Look ahead to anticipate problems that may arise for your team**
 - Far more cost-effective than fixing them when they arise
- **Constant firefighting is poor management**
 - “Good in a crisis” is not a compliment if you could have avoided the crisis
- **Your focus should be on upcoming work and what could go wrong**
 - Three to six weeks ahead
- **Look particularly for situations in which a lot of coordination is required**
 - Deployment
 - System changeovers



Future Focus: What's Coming Up



Activity: Designing a Set of Instructions

- You will be working in new groups assigned by your instructor
- Please refer to the directions provided by your instructor and Handout 10



Debrief: Designing a Set of Instructions

- **How did your group perform?**
- **How were you able to meet the established success criteria?**
- **What struggles did you face?**
- **What factors had a direct impact on communication?**
- **What initiatives could you take to overcome some of these factors?**
- **How would you apply these ideas back at work?**

Chapter Summary

You are now able to

- **Take action to build team relationships**
- **Facilitate team communication effectively**
- **Support your team in delivering customer success**

Personal Application

- **Capture your favorite learning points, along with questions or action items, in response to this chapter:**

Practice Exam Questions

Please complete the following multiple-choice questions

- 1. Managers should manage project problems by:**
 - A. Looking ahead to anticipate and deal with them early
 - B. Transferring risk by delegating them to another team
 - C. Blaming inadequate team problem-solving sessions
 - D. Quick decisive action and decision making

- 2. When working with separated teams, managers should:**
 - A. Use videoconferencing at all meetings
 - B. Estimate extra time for tasks
 - C. Copy everyone on all email correspondence
 - D. Avoid wasted time on team-building issues

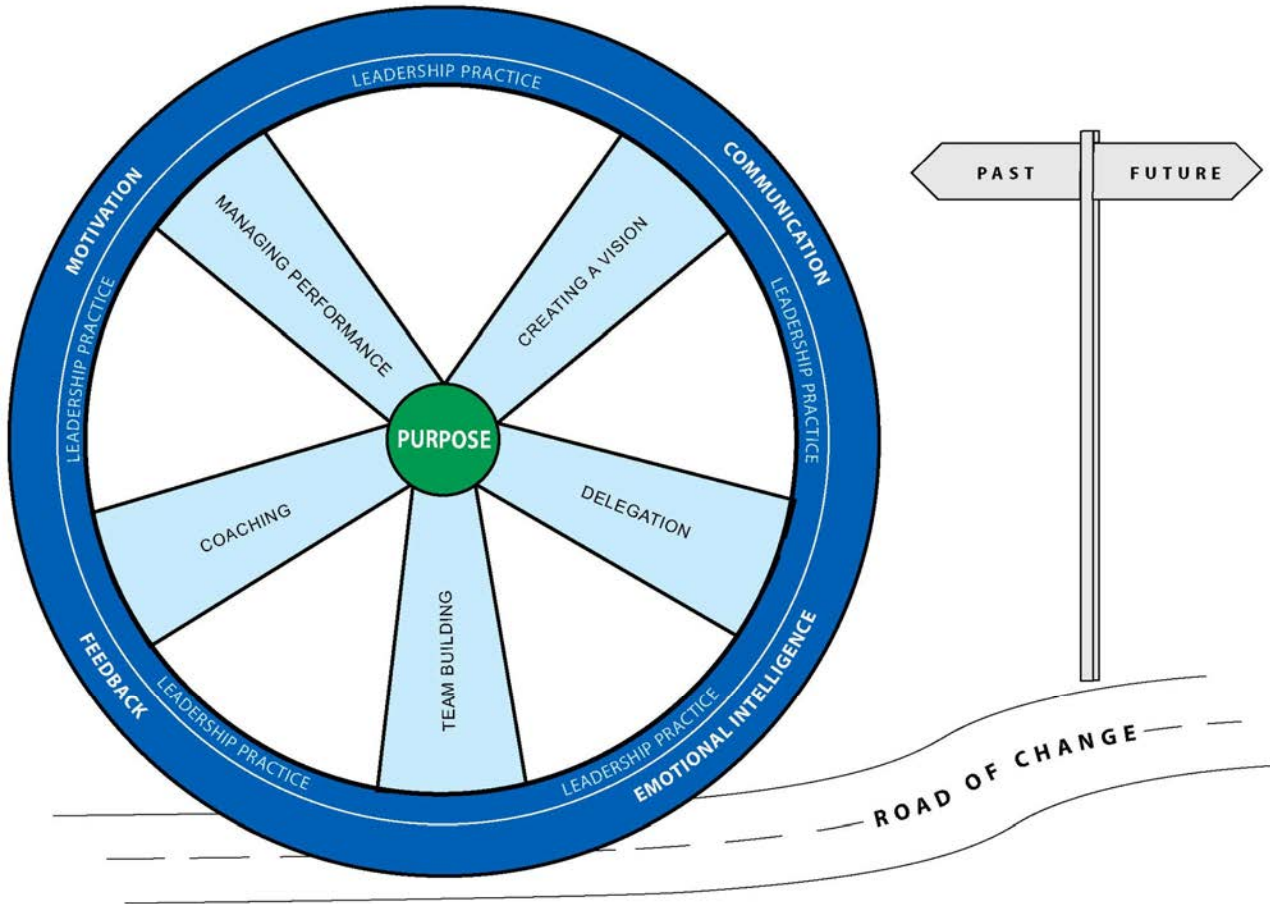
Practice Exam Questions

3. Which level is part of the model for building teams?
- A. Relations level
 - B. Communication level
 - C. Project planning level
 - D. Task decomposition level
4. Typical obstacles to overcome when managing teams include:
- A. Geographical distance
 - B. Political party anxiety
 - C. Jealousy and staff retention problems
 - D. Both A and B

Reinforcing and Redirecting Performance Through Coaching



Management Road Map



Chapter Objectives

After completing this chapter, you will be able to

- Establish performance measures**
- Manage the day-to-day performance of the people for whom you are responsible**
- Reinforce and redirect performance through coaching**
- Apply a step-by-step process to deal with disruptive behavior**



Activity: Appraisal Nightmare

- You are having a nightmare in which you work for Bad Company, Inc.
- The company is competing for the title of “Worst-Run Company on the Planet”
- Your group has been asked to come up with guidelines to make the company performance appraisal process as ineffective as possible
- You have 8 minutes and 37 seconds in which to compile your list
 - Guidelines for ineffective formal appraisals
 - Guidelines for ineffective informal appraisals and coaching by managers
- Record your results
- Be prepared to discuss



Debrief: Appraisal Nightmare

- **Based on your suggestions for the appraisal process, what should we do to ensure a great appraisal process?**



- **Managing Performance**
- **Continuous Performance Management**
- **Coaching and Managing Disruptive Behavior**



Managing Performance

- **Managing day-to-day performance**
 - A continuous dialogue
 - Not checking up or criticizing
 - Giving and receiving feedback

- **Managing performance covers four main areas**
 1. Initiating and maintaining goals and objectives
 2. Providing ongoing coaching and feedback
 - Task-related
 - Behavior-related
 3. Ongoing employee development
 4. Handling underperformance
 - Dealing with disagreement and conflict

Source: Williams, Monci J. "Performance Appraisal Is Dead: Long Live Performance Management."
Harvard Management Update (1997).



Impact of Attitude and Assumptions on Performance

- **Warning: It is very easy to stereotype and classify people**
- **Identifying and giving up prejudgments (prejudices) about team members and other colleagues is a major task for the manager**
 - Team role concept demonstrates importance of variety of personality types in effective groups
 - Some of your team members, and other people with whom you work, inevitably have personalities and ways of working that don't fit easily with yours
- **Check your assumptions about “poor performers”**
 - Are you reinforcing their lack of motivation?
 - By negative attitudes
 - By setting unchallenging or unsuitable assignments
- **Beware of the “self-fulfilling prophecy” and the “halo effect”**



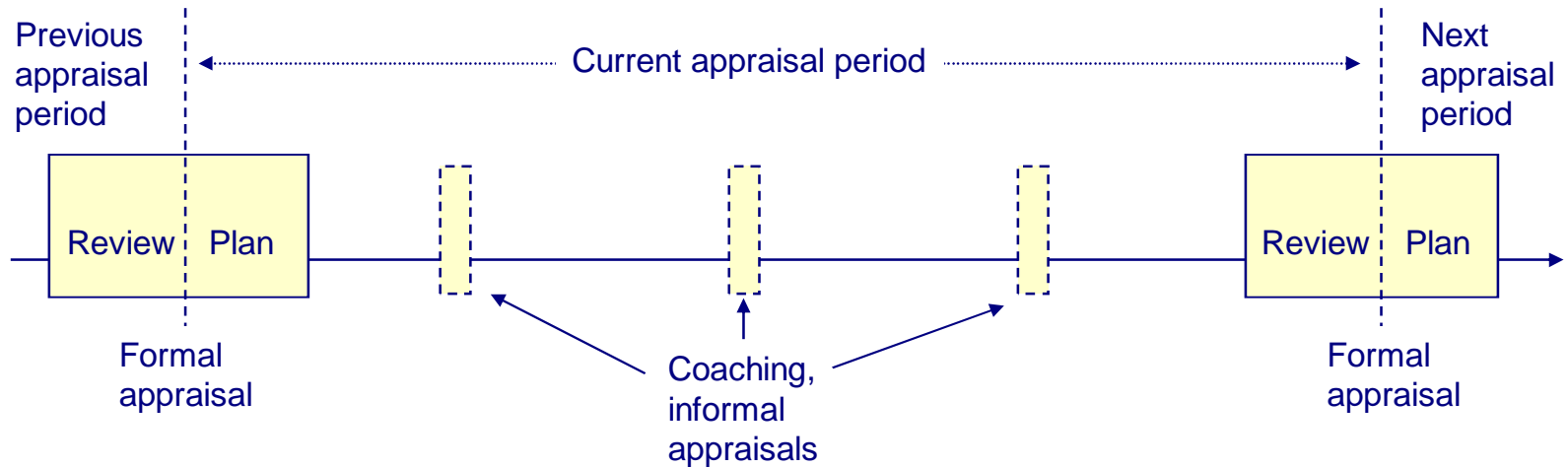
- **Managing Performance**
- ➔ **Continuous Performance Management**
- **Coaching and Managing Disruptive Behavior**



Continuous Performance Management

- **Managers often find appraisals to be a difficult process**
- **If you apply a continuous performance management approach, formal appraisals should not be a shock session for you or for them**
- **Know the individuals with whom you are working**
 - Their personal goals and ambitions
 - What they are looking for in their work
 - Their personal style
 - Their relevant experience

Continuous Performance Management: The Appraisal Cycle



- **Formal appraisals should be a review of progress over the last review period, and planning goals and performance criteria for the next period**
- **As well as the formal performance appraisal, the performance management approach suggests coaching and informal appraisals in between**
 - Somewhere between informal conversations and a full-blown appraisal
 - Opportunity to correct and fine-tune the individual's performance



Activity: The Challenges of Managing Performance

- 1. Working in your groups, discuss possible best practices for managing performance**
- 2. Agree on a list of your top five**
- 3. Record your top five best practices**
- 4. Be prepared to discuss**



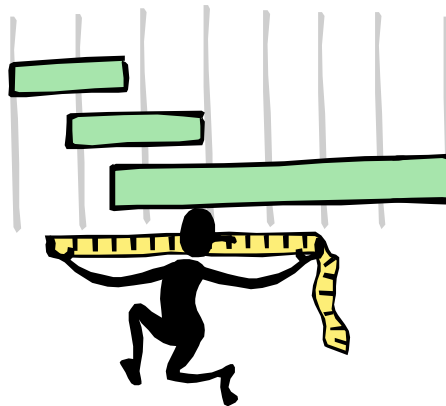
Debrief: The Challenges of Managing Performance

- **What best practices did your group agree on?**
- **To what extent can you influence performance management processes in your workplace?**
- **In what new ways can you develop and manage the performance of your staff?**
- **How will you apply some of these best practices back at work?**
- **What impact would some of these ideas have on the mindset and attitude of your staff?**



Measures: Building Measures That Drive the Right Behavior

- **Basic fact in organizations: People do what you count, not what counts**
- **Measures focus behavior**
 - Can cause problems if the measures focus on the wrong things, or if there are no explicit measures
- **Any measures used to appraise performance should be very carefully chosen so that they focus behavior on the results you want**
- **Measures are how expectations are formalized**



Activity: Discussion—Measurement and Performance

People	Measure	Effect of measure?	A better measure?
U.S. auto industry executives in 1970s	Bonus paid on number of cars produced per quarter		
Salespeople	Commission paid on value of sales		
3M company managers	25% of products in their portfolio must be less than five years old		
SAS Institute managers	Measured on turnover of their staff		

Activity: Discussion—Measurement and Performance

People	Measure	Effect of measure?	A better measure?
FedEx managers	All FedEx staff rate their managers' and senior managers' performance each year; pay of all managers is partly determined by their <i>collective</i> rating in the survey		
First-line technical support staff for software company	Number of calls escalated to more expert staff (less is better)		
Telephone help-desk staff	Number of support calls completed per shift		



Activity: Developing Effective Measures

Working in your groups, develop an effective measure for staff performance in a workgroup or team

- 1. Create a baseline for good behavior in a group. Write a narrative that describes the expected behavior of staff working within teams (e.g.: how should they behave within the team, and how should they contribute to the team)**
- 2. Develop a scale that can be used to rank the ability of staff members to display the defined behavior (written in Step 1)**
 - A. For example: Ordinal or cardinal scales (using numbers or words, such as 1-4 or high/med/low)
 - B. Establish expectations for the scale
- 3. Be prepared to discuss**
- 4. Bonus: Comment on how management should gather feedback and perform this evaluation**

Example: Developing Effective Measures

Example work scenario: Staff working on help desk

Example narrative of expected behavior

- **The help desk staff is expected to fulfill the help desk role by**
 - Being courteous, polite, and helpful to customers at all times
 - Taking time to listen to the customer and make the customer feel understood and valued
 - Doing your best to resolve the customer's issues in a reasonable amount of time
 - Escalating issues or challenges that are beyond your ability in order to expedite the customer's needs
 - Working together with other help desk staff and escalation staff to meet customer needs in the most efficient and expedient way at all times

Example scale for evaluation: Staff will be evaluated based on the scale 1-3

1 = Did not meet expectations, 2 = Met most expectations most of the time, 3 = Exceeded expectations

Debrief: Developing Effective Measures

- How difficult is it to develop narratives for the workplace?
- Why is it important to use an appropriate scale?
- What are the implications of failing to use effective measures?
- How can you apply what you have learned back at work?

Video: Firing on All Cylinders

- While watching the video, think of your own workplace



Debrief: Firing on All Cylinders

- **What happened in the video?**
- **Do people in your workplace behave this way?**
- **How will you facilitate such an environment**

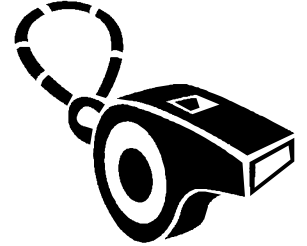


Chapter Contents

- **Managing Performance**
- **Continuous Performance Management**
- **Coaching and Managing Disruptive Behavior**

The Coaching Role

- **Your role as a coach is to set challenges, encourage high performance, cheer success, and look for what was missing when things don't work out**
- **Ask questions; don't provide answers**
 - Apply the Socratic method of asking questions
 - Let them work out what went wrong and what they could do differently
 - You can comment on their suggestions, possibly with more questions
 - If you coach by providing answers, you are not empowering them
 - You are training them to wait for answers from you
- **Phrase questions positively**
 - Not “How can you avoid that problem again?”
 - But instead “What could ensure that you get the best result right away next time?”



Coaching: Recognition and Critique

- **Be sure to recognize when the individual is doing a good job**
 - People respond better to coaching questions if they feel their good work has been acknowledged
- **If they have not behaved effectively, have them look at the impact of their behavior**
 - What was the consequence?
 - What would have been more effective behavior?
 - What steps can you both put in place to produce better results?



Managing Disruptive Behavior

- **Disruptive behavior can occur in many different ways**
 - Technically excellent but poor at working with others
 - Not performing to expectations
 - Personal hygiene issues
- **Act promptly**
 - Don't hope the problem will go away
- **Don't excuse "prima donna" behavior because the person is a technical guru**
 - Damage to the morale of the rest of the team may outweigh this person's value



Activity: Class Discussion—Conflict and Disagreement

- What are the impacts of conflict and disagreement in the workplace?

Step 1: Look Carefully at the Situation

- **Recognize that interpersonal situations always involve judgments and personal points of view**
- **Apply the EI skill of self-awareness and examine your own opinions and judgments about the situation**
- **Evaluate the person's behavior for its impact on their performance**
 - And that of colleagues
- **Gather facts and descriptions of behavior**
 - Rather than opinions



Step 2: Talk to the Person or People Involved

- **This can be challenging, especially for new technical managers**
- **Apply the EI skill of empathy**
 - Do your best to understand how the situation looks to them
- **In the discussion, apply the EI skill of self-regulation**
 - React thoughtfully and carefully
- **Describe what is happening that doesn't work and the consequences**
 - Always describe specific behavior
- **If the people involved cannot agree to resolve the situation, get each to explain the other's viewpoint**



Step 3: Reach a Solution

- **Agree on an alternative way of behaving**
 - Get their suggestions about what might be more effective
 - Be specific
 - Go for small changes that show progress
 - Friendship is not a requirement but professionalism is
- **Agree on actions they will take and set a date for follow-up**
- **Sometimes people get entrenched in their positions**
 - Is the effort to resolve the problem the best way to use your time?
 - Having someone leave the team may be the answer

Activity: Lessons Learned

- 1. Working in groups discuss what you learned this week that you would like to apply when you return to work**
- 2. Agree on your top three ideas in your group and present them to the class**
- 3. Be prepared to discuss**

Chapter Summary

You are now able to

- **Establish performance measures**
- **Manage the day-to-day performance of the people for whom you are responsible**
- **Reinforce and redirect performance through coaching**
- **Apply a step-by-step process to deal with disruptive behavior**



Personal Application

- **Capture your favorite learning points, along with questions or action items, in response to this chapter:**

Practice Exam Questions

Please complete the following multiple-choice questions

1. Performance measures are most effective when:

- A. Managers decide what is to be measured
- B. Quality-control staff choose the measures
- C. Measures drive appropriate behaviors
- D. Measures are driven by the current ISO 9000 guidelines

2. The performance criteria used in formal appraisals should be:

- A. Deduced from general questions that all managers ask
- B. Discussed and agreed upon with the appraisee
- C. Set by upper management as they secretly evaluate the appraisee
- D. Issued at the appraisal session to protect the privacy of the appraisee

ISO = International Organization for Standardization

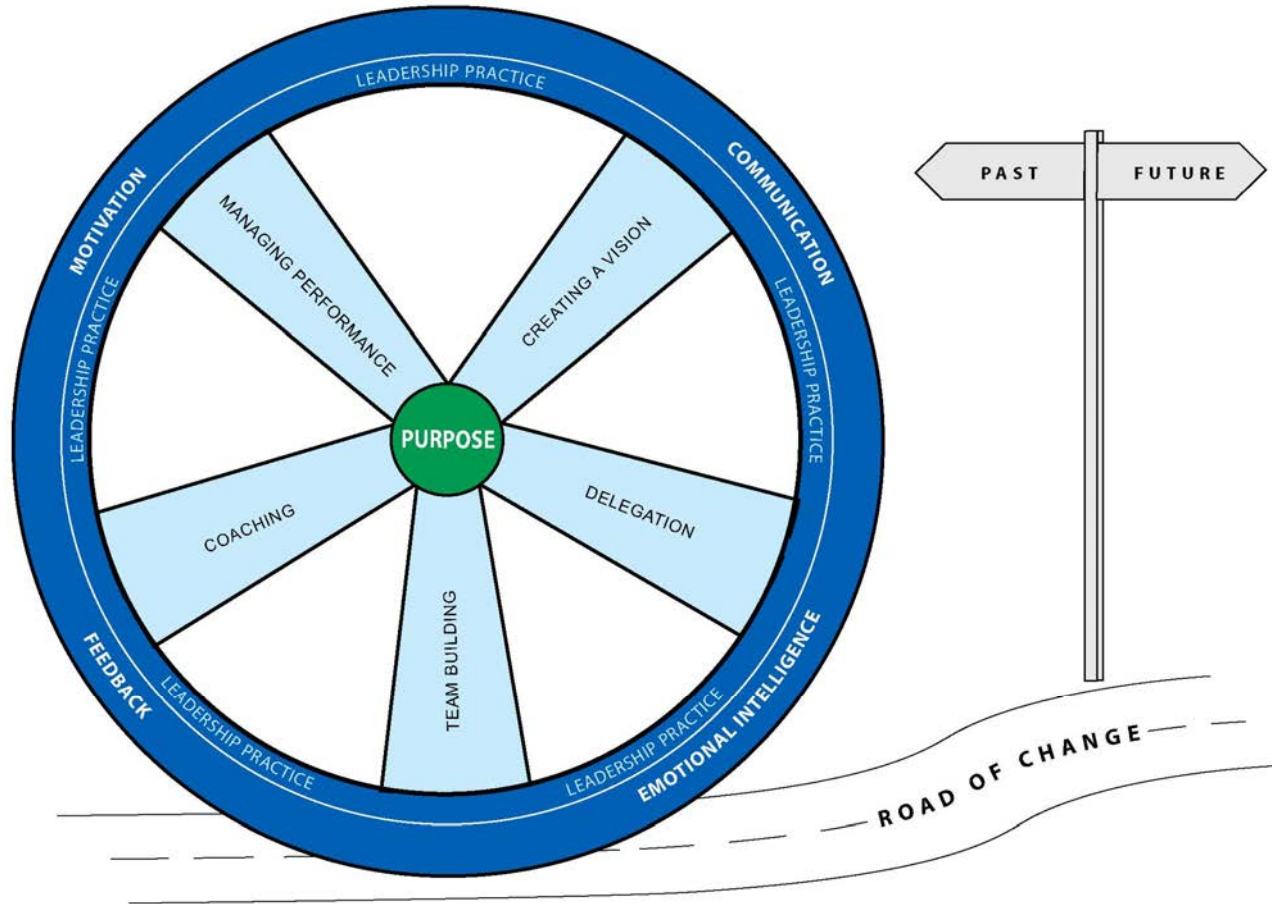
Practice Exam Questions

- 3. The most effective way to coach a team member is to:**
- A. Say nothing and let them work out what is wrong
 - B. Provide detailed answers
 - C. Apply the Socratic method of asking questions
 - D. Keep pointing out their failures
- 4. Which is likely to improve the effectiveness of appraisals?**
- A. Feedback once a year at the formal appraisal
 - B. Goals that change during the appraisal period without documentation
 - C. Agreement on desirable behaviors that support goals
 - D. Appraisals based only on completion of deliverables

Course Summary



Management Road Map



Course Summary

In this course, you have developed the skills to

- **Implement a proactive results-oriented approach to management**
- **Apply a proven management model to deliver results**
- **Enhance your leadership abilities by leveraging your emotional intelligence**
- **Engage your staff through effective communication and motivation techniques that work**
- **Employ effective delegation to train, empower, and raise levels of accountability**
- **Build effective teams able to accommodate real-world challenges**

