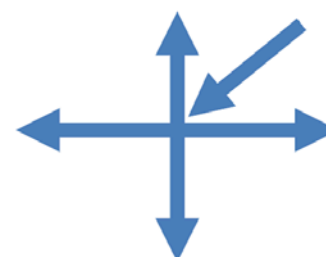


Essentials of Management



Leadership	Management
• Communicating vision • Building trust • Celebrating success • Ensuring team wellbeing • Developing and motivating people • Leading transformation • Representing, taking responsibility for the team • Ensuring psychological safety	• Planning and prioritizing • Measuring and reporting • Controlling costs • Problem-solving • Recruiting • Providing the appropriate tools and resources • Chairing meetings • Checking and ensuring compliance



Leading and Managing in multiple directions starts with managing Self and building self-awareness.

Adapted from psychsafety.co.uk

Mintzberg's Management Model

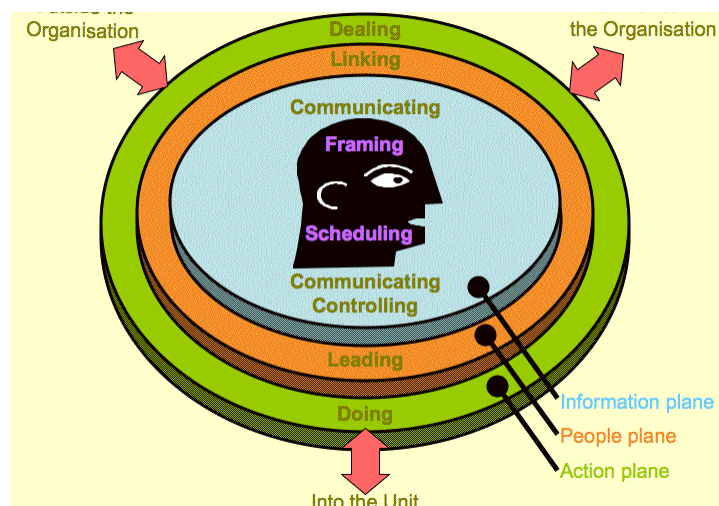


Mintzberg on Managing

Henry Mintzberg's book [Managing](#) presents a model of what managers do based on close observation of what they actually do do. As he points out, the overall purpose of managing a unit is to ensure that the unit serves its basic purpose - which of course involves the taking of effective actions. Sometimes the manager himself or herself gets to take that action - but most commonly they are one or more steps back from the action. One step back the manager encourages others to take action - by coaching, motivating, building teams, strengthening culture, and so on. Two steps back the manager gets things done by using information to drive other people to take action. Three steps back the manager organises himself so that he can be effective. The bullets below summarise the key elements of the manager's job.

This model is useful for novice managers seeking to understand the scope of their role, and for experienced managers looking for a framework to help them refine their effectiveness by exploring their strengths and limitations as managers and so develop a better balance in their work.

The Person in the Job: Here the manager is three steps removed from the action and orients himself to be effective in his role.



- **Framing the Job:** how the manager sees the job and his control over it determines how a manager approaches his or her job - their preoccupations rather than their occupations.

- **Scheduling the Work:** which determines what the manager seeks to do and gives a signal to others about what matters.

Information Plane: On this plane the manager sits at two steps removed from the action and focuses on using information to make things happen indirectly.

- **Communicating** (inside and outside the unit):
 - **Monitoring:** reaching out for every scrap of information.
 - **Nerve center:** knowing more than anyone else about what's going on.
 - **Disseminating:** sharing their extensive and privileged information to others in their unit.
 - **Spokesperson:** representing the unit to the outside world, speaking on its behalf, lobbying for its causes, and keeping outside stakeholders up to date on its progress.
- **Controlling** (inside the unit):
 - **Designing:** the infrastructure of the unit, through strategies, structures and systems to control the behaviour of its people.
 - **Delegating:** identifying the need to get something done but leaving the deciding and doing to someone else.
 - **Designating:** making specific choices, or authorizing other's decisions.
 - **Distributing:** allocating resources as a result of decisions made.
 - **Deeming:** imposing targets on people and then expecting them to perform appropriately.

People Plane: To manage with people, rather than through information is to move one step closer to the action but to still remain removed from it. On this plane the manager helps other people make things happen.

- **Leading** (inside the unit):
 - **Energising individuals:** bringing out the energy that exists naturally within people.
 - **Developing individuals:** coaching, training, mentoring, teaching, counseling, and nurturing the individuals in their unit.
 - **Building teams:** bonding people into cooperative groups and resolving conflicts within and between these groups so that they can get on with their work.
 - **Strengthening culture:** shaping the character of the unit.
- **Linking** (to outside the unit):
 - **Networking:** building networks of outside contacts and establishing coalitions of external supporters.

- **Representing:** playing a figurehead role, representing their unit officially to the outside world.
- **Convincing/Conveying:** using their networks to gain support for their unit, champion its needs, lobby for its causes, promote its products, advocate for it, and have influence.
- **Transmitting:** passing on incoming influence to the appropriate destination within the unit.
- **Buffering:** managers don't just pass on information and influence, they also determine what gets passed on and how, acting as gatekeepers and buffers.

Action Plane: On this plane, the manager takes action directly.

- **Doing (Internal):**
 - **Managing projects:** managers may choose to head up projects themselves to learn, to demonstrate, or because they are concerned about the outcomes.
 - **Handling disturbances:** reacting to changes which have been forced on the unit.
- **Dealing (External):**
 - **Building coalitions:** and mobilising support, and then conducting negotiations with stakeholders including suppliers, customers, partners, government, and others.

Source <https://www.mikethementor.co.uk/blog/mintzberg-on-managing>

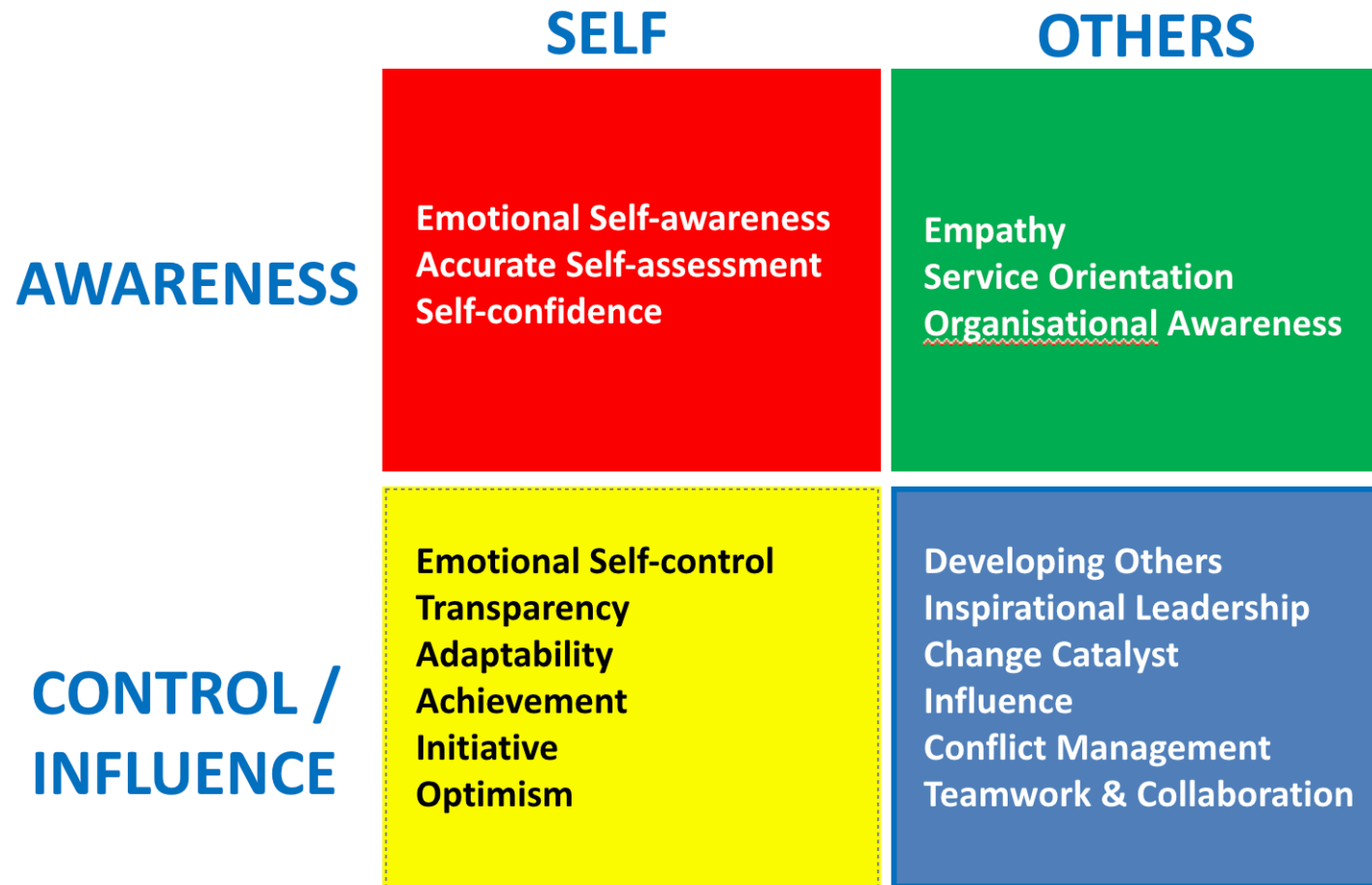
The 7 Levels of Delegation



Source: Jurgen Appelo, www.management30.com

- Which delegation level(s) are you naturally drawn to?
- What are the pros and cons of these levels?
- Which levels are more challenging for you? Why?

Emotional Intelligence (EQ)

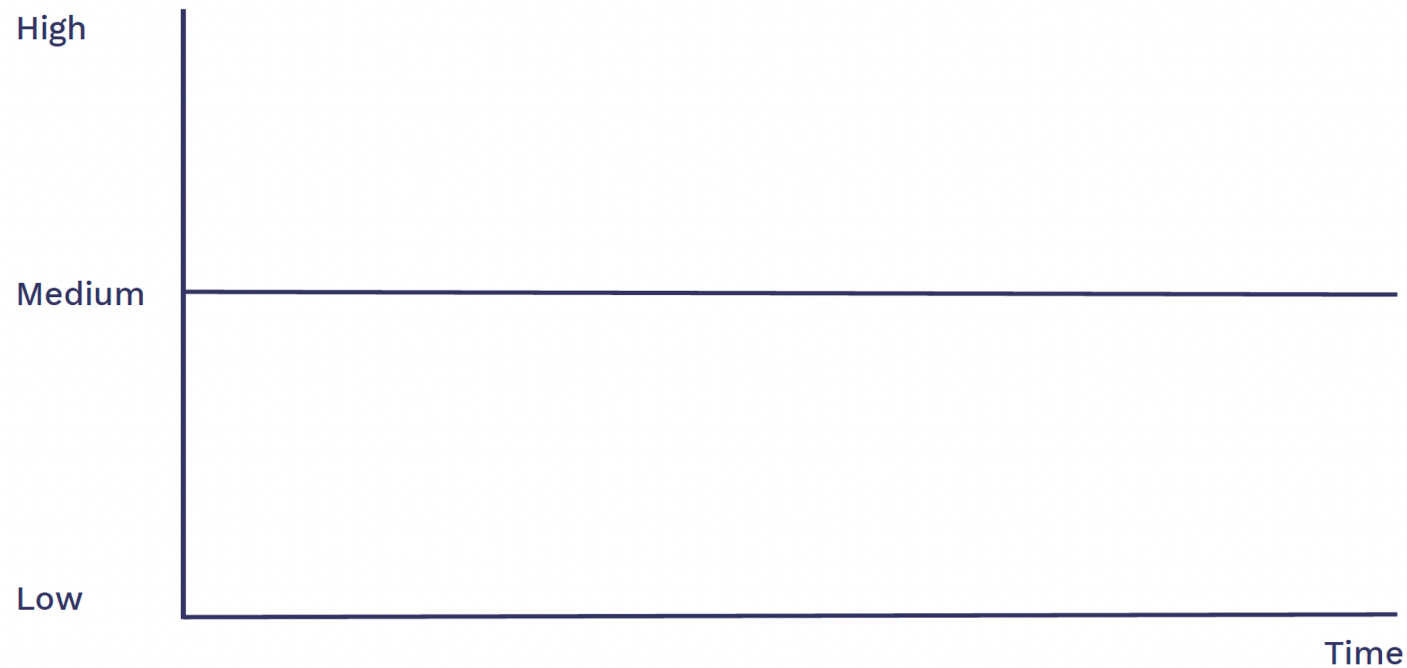


Saboteurs

		Motivation		
		Independence	Acceptance	Security
Style	Assert	 Controller	 Hyper-Achiever	 Restless
	Earn	 Stickler	 Pleaser	 Hyper-Vigilant
	Avoid	 Avoider	 Victim	 Hyper-Rational

Reproduced with permission from Positive Intelligence

Personal Resilience: Energy Mapping



Reproduced with permission from Jenny Campbell, www.resiliencedynamic.com



Checklist: Psychological Safety

How a manager can create it

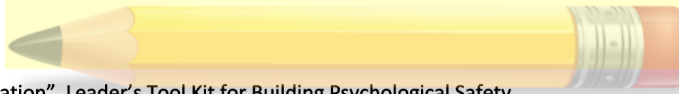


I. Setting the Stage

- ☐ Set a clear objective. Ensure that everyone knows what is expected of them.
- ☐ Explain why the work is important, for whom it matters, what's at stake. Ensure all voices are heard.
- ☐ Acknowledge what you know-don't know.

II. Inviting Participation

- ☐ Define guidelines for discussion. Be inclusive in decision making.
- ☐ Set up a structure and process + gather ideas.
- ☐ Model active listening: reformulate and ask clarifying questions.
- ☐ Model curiosity: listen to others before sharing your viewpoint.
- ☐ Model generative language: "Yes, and" rather than "Yes, but".
- ☐ Actively encourage divergent thinking. "Who's got something different? Who's not like that?"



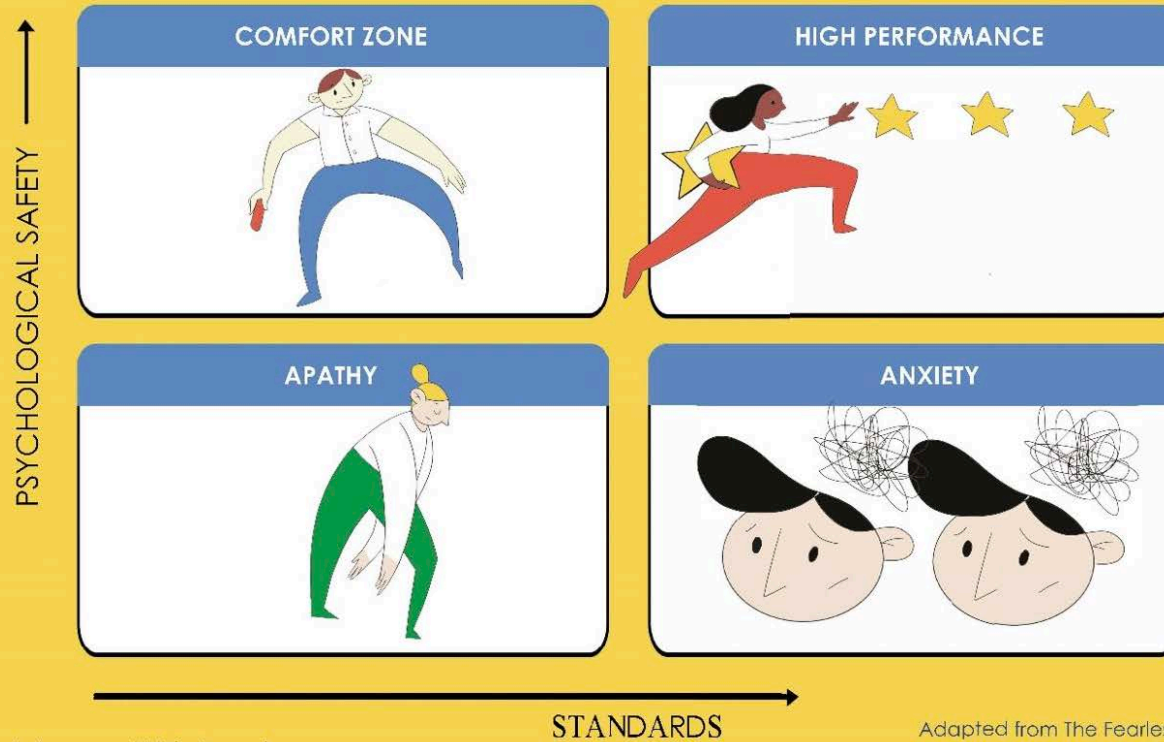
III. Responding Productively

- ☐ Express appreciation-give recognition. Invite feedback and advice.
- ☐ Show vulnerability - destigmatise failure. Define clear boundaries. Be firm with negative behaviours.
- ☐ Agree with the team on the consequences agreements are not kept.

Based on Amy Edmondson, 2019, "The Fearless Organization", Leader's Tool Kit for Building Psychological Safety.

THE PSYCHOLOGICAL SAFETY QUADRANT

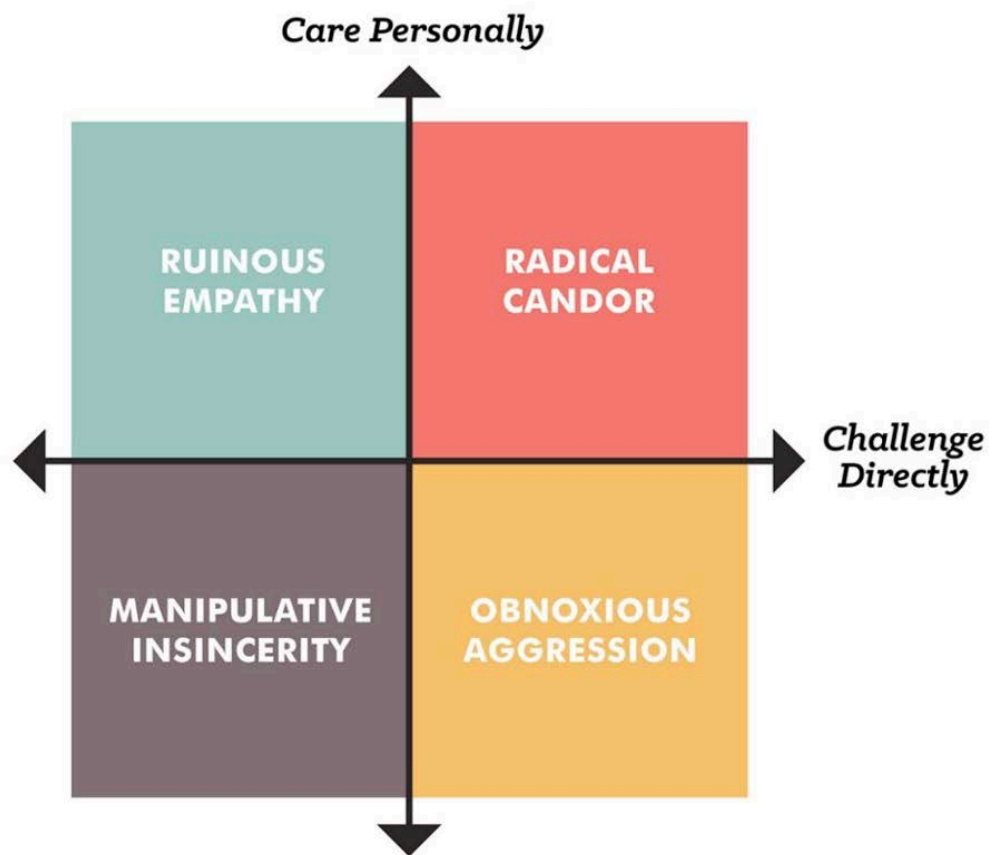
WWW.PSYCHSAFETY.CO.UK



behance.net/deisatremarias

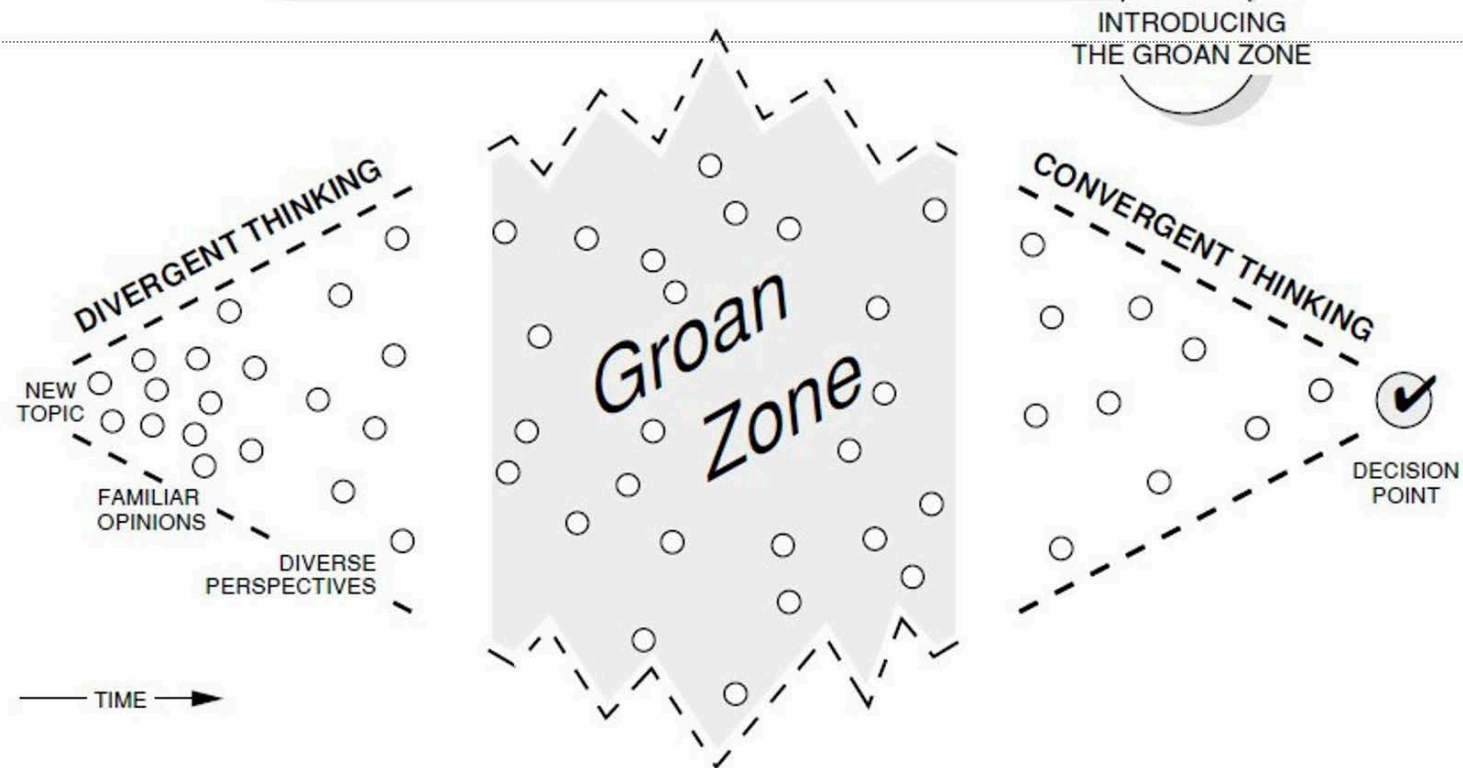
Adapted from The Fearless Organization®
Amy Edmondson 2018.

Radical Candor



Source: www.radicalcandor.com

DYNAMICS OF GROUP DECISION-MAKING



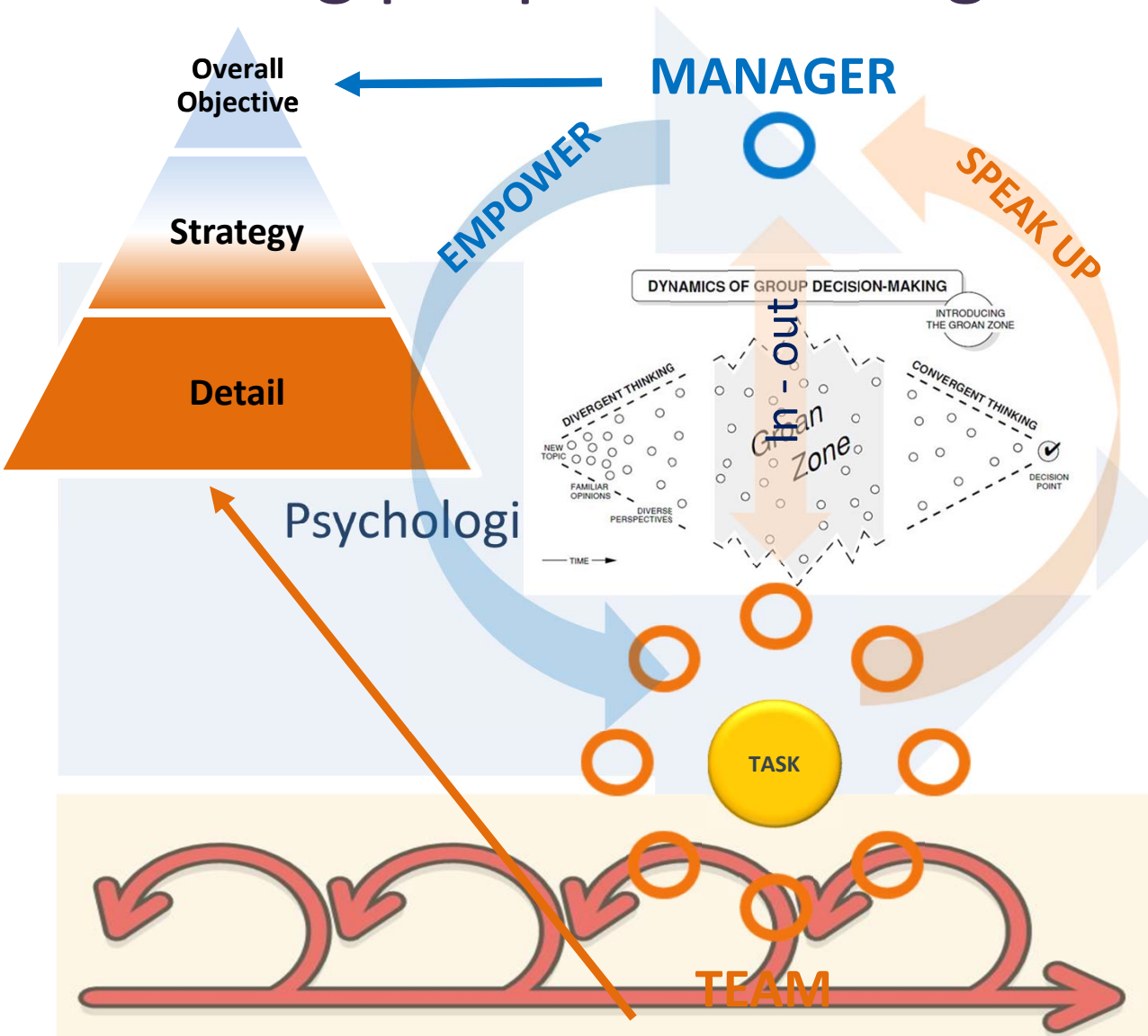
Source: Sam Kaner, author of *A Facilitator's Guide to Participatory Decision-Making*

Coaching Conversation Guidelines

- Help someone solve their own problems (do not provide solutions)
- Avoid giving advice or sharing your opinion
- Ask open, curious questions
- Reformulate and check your comprehension
- Suspend judgement
- Use phrases such as:
 - *So, if I've understood correctly ...*
 - *What you're saying is ...*
 - *Is that correct?*
 - *Is there anything else about that?*
 - *What is stopping you/your team from...?*
 - *What will you/your team need for that to happen?*



Leading people to manage the task



Step 1: Manage yourself

- Grip yourself, manage your saboteurs

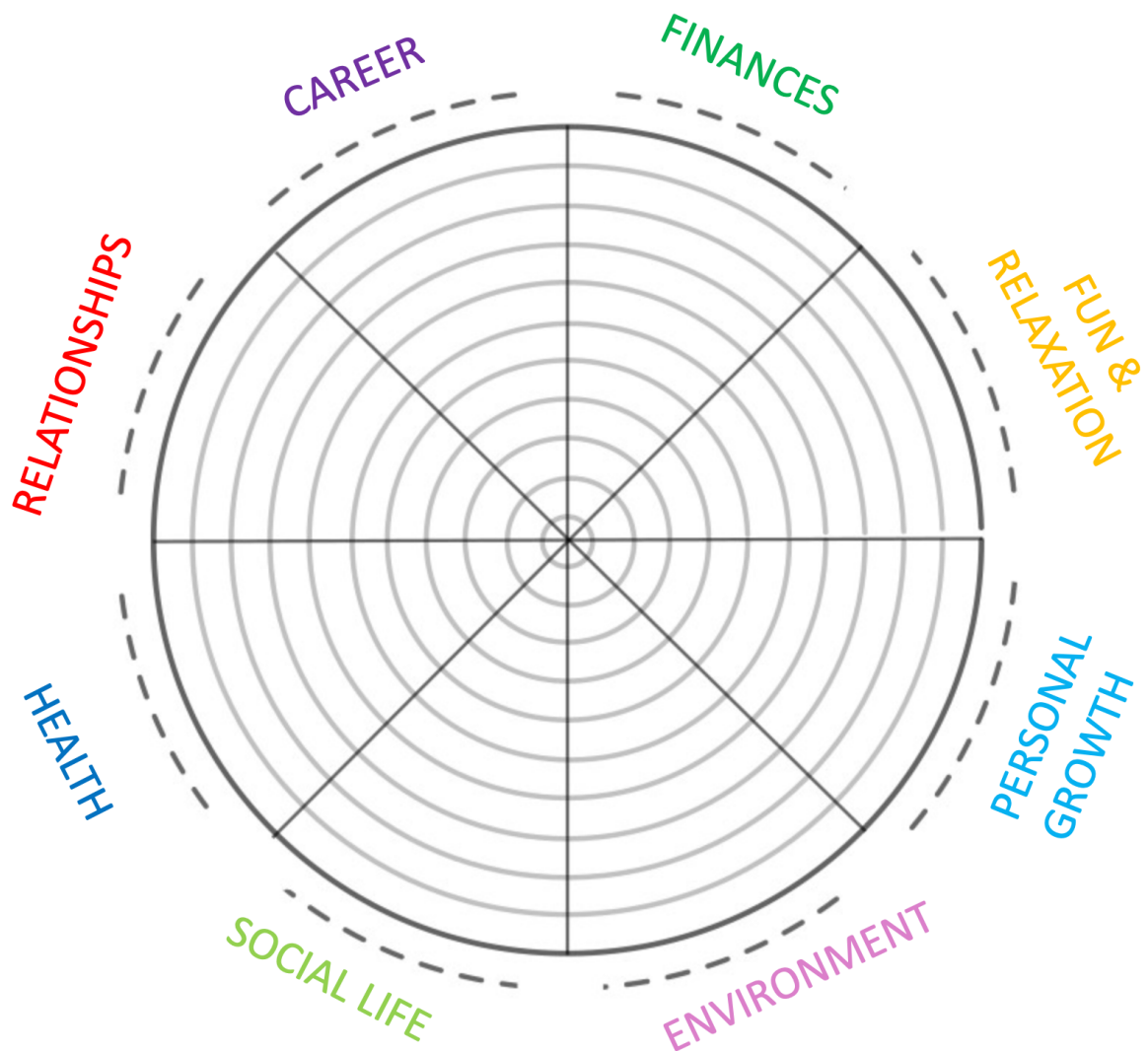
Step 2: Lead the team to manage the task

- Share the **overall objective + the why**
- Specify the **deliverables**, the **needed outcome**
- Acknowledge the gaps
- Collect, **clarify and confirm information**
- **Question and listen to the team**
- **With the team decide on a strategy: plan a, b, c... + review the strategy regularly**
- Plan, organise and delegate
- **Engage and empower the team** → to motivate

Step 3: Keep overview to reach the objective

- **Zoom in and out as required**
- Support, monitor, **review** and ask for **backbriefing**

Wheel of Life



Indicate your current level of satisfaction with each of the aspects of your life on the Wheel. The circles range from 0 to 10, with 0 being the first circle closest to the central point and 10 the outermost circle. 0 indicates a low level of satisfaction in that area, 10 a high level of satisfaction. Colour in each section from the centre of the circle outwards, so you end up with a series of different sized wedges.

Consider your completed Wheel of Life.

- What do you notice?
- To what extent does this represent your ideal reality?
- Where are the biggest gaps?
- Which imbalances are you most concerned about?

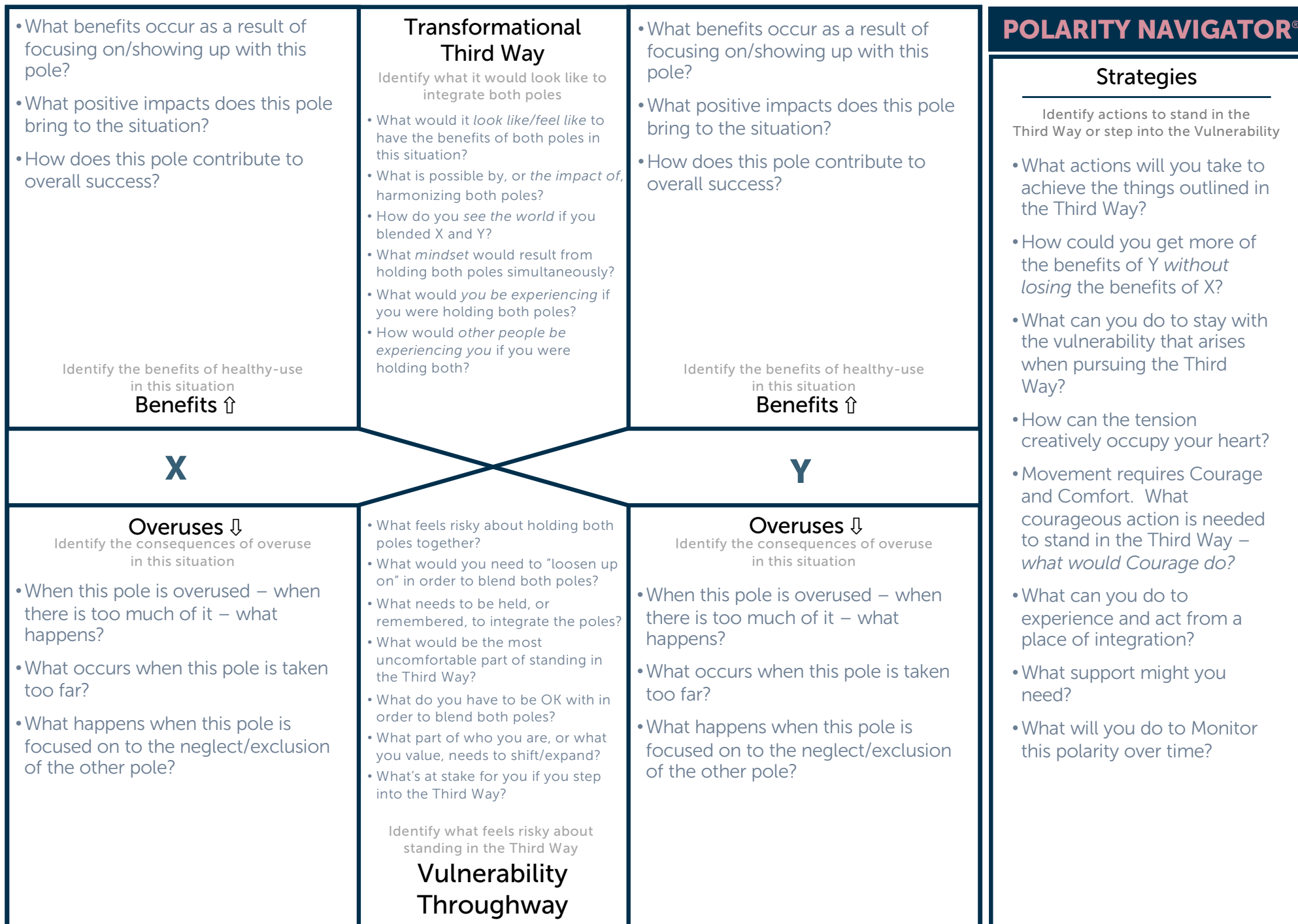
Polarity Mapping Template

Greater purpose:			
Actions steps to support this pole	Values + upsides from focusing on this pole	Values + upsides from focusing on this pole	Actions steps to support this pole
Pole:		Pole:	
Early warnings: measurable indicators that will let you know you are getting into the downside of this pole	Fears + downsides from over-focusing on this pole to the neglect of the other pole	Fears + downsides from over-focusing on this pole to the neglect of the other pole	Early warnings: measurable indicators that will let you know you are getting into the downside of this pole
What you don't want as outcome:			

		Transformational Third Way Identify what it would look like to integrate both poles		
Identify the benefits of healthy-use in this situation Benefits ↑			Identify the benefits of healthy-use in this situation Benefits ↑	
Overuses ↓ Identify the consequences of overuse in this situation			Overuses ↓ Identify the consequences of overuse in this situation	
		Identify what feels risky about standing in the Third Way Vulnerability Throughway		

POLARITY NAVIGATOR®

Strategies
 Identify actions to stand in the Third Way or step into the Vulnerability



A transitioning checklist

Individual Contributor	vs.	First-Line Manager
Skills • Technical or professional proficiency • Team play • Relationship building for personal benefits, personal results* • Using company tools, processes, and procedures		Skills • Planning—projects, budget, workforce • Job design • Selection (of people) • Delegation • Performance monitoring • Coaching and feedback • Performance measurement • Rewards and motivation • Communication and climate setting • Relationship building up, down, sideways for the unit's benefit • Acquisition of resources
Time Application • Daily discipline—arrival, departure • Meet personal due dates for projects—usually short-term by managing own time		Time Application • Annual planning—budgets, projects • Make time available for subordinates—both at your request and at theirs • Set priorities for unit and team • Communication time with other units, customers, suppliers
Work Values • Getting results through personal proficiency* • High-quality technical or professional work • Accept the company's values		Work Values • Getting results through others • Success of direct reports • Managerial work and disciplines • Success of unit • Self as manager • Visible integrity

Source: Drotter Human Resources Inc. – from Charan, Drotter, Noel “The Leadership Pipeline”, 2011

Main learnings to make the transition



- Learn how to **reallocate** their **time** so that you not only complete your assigned work but also help others perform effectively.
- **Shift** from “doing” work to getting work done through others.
- Learn to **value** managerial work rather than just tolerate it.
- **Believe** that making time for others, planning, coaching are necessary tasks and your responsibility.
- Learn to **value** making others productive.

Source: Drotter Human Resources Inc. – from Charan, Drotter, Noel “The Leadership Pipeline”, 2011



My development plan towards a management role

How do I feel about becoming a manager now?

What is my learning edge? What do I need to develop?

What do I need to learn/unlearn?

Learn	Unlearn

How can I demonstrate my management potential now?

With whom can I talk about my ambitions? How to create visibility?

How can I volunteer to manage small teams now?

What projects can I lead? What initiatives can I take?

Who is not in my strategic network that should be there?

Who would be a good mentor for me? How can I ask for help?

My development plan in my current role as a manager

How do I feel about being a manager now?

How did my transition go? What do I still need to develop?

What do I need to learn/unlearn compared to my previous role?

Learn	Unlearn

How can I apply the essential management skills more?

With whom can I talk about my management competencies? Who can give me honest feedback?

Which development step will be of huge benefit to me and others?

When and where will I work on this? With whom will I share my development plan?

Who is not in my strategic network that should be there?

Who could be a good mentor for me? Who else can I ask for help?

JUDGE

The Judge is the universal Saboteur that afflicts everyone. It is the one that beats you up repeatedly over mistakes or shortcomings, warns you obsessively about future risks, wakes you up in the middle of the night worrying, gets you fixated on what is wrong with others or your life, etc. Your Judge activates your other Saboteurs, causes much of your stress and unhappiness, reduces your effectiveness, and harms your relationships.

AVOIDER

Focusing on the positive and pleasant in an extreme way. Avoiding difficult and unpleasant tasks and conflicts. --> [It's ok to disagree with others and for them to disagree with you.](#)

CONTROLLER

Anxiety-based need to take charge and control situations and people's actions to one's own will. High anxiety and impatience when that is not possible. --> [It's ok to allow for uncertainty and confusion.](#)

HYPER-ACHIEVER

Dependent on constant performance and achievement for self-respect and self-validation. Latest achievement quickly discounted, needing more. --> [It's ok to take time to reflect about your achievements. Reflections allow for learning.](#)

HYPER-RATIONAL

Intense and exclusive focus on the rational processing of everything, including relationships. Can be perceived as uncaring, unfeeling, or intellectually arrogant. --> [It's ok to feel and to care, to show vulnerability.](#)

HYPER-VIGILANT

Continuous intense anxiety about all the dangers and what could go wrong. Vigilance that can never rest. --> [It's ok to accept that things may go wrong.](#)

PLEASER

Indirectly tries to gain acceptance and affection by helping, pleasing, rescuing, or flattering others. Loses sight of own needs and becomes resentful as a result. --> [It's ok to please yourself, to care about your own needs first.](#)

RESTLESS

Restless, constantly in search of greater excitement in the next activity or constant busyness. Rarely at peace or content with the current activity. --> [It's ok to relax and do nothing.](#)

STICKLER

Perfectionism and a need for order and organization taken too far. Anxious trying to make too many things perfect. --> [It's ok if the result is good enough, e.g. at 80%. Not every task needs to hit 100%.](#)

VICTIM

Emotional and temperamental as a way to gain attention and affection. An extreme focus on internal feelings, particularly painful ones. Martyr streak. --> [It's ok to ask others for help instead of complaining.](#)

Source: <https://www.positiveintelligence.com/saboteurs/>