

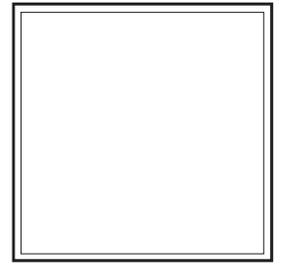
SELF-PACED Learning for a FAST-PACED World

Becoming a Manager

PERRY MCINTOSH
RICHARD A. LUECKE

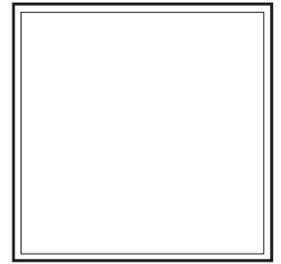


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Becoming a Manager

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Perry McIntosh

Richard Luecke

Chapter 4, *Managing Without Authority*, contains a section on influence adapted from Chapter 2 of *Becoming More Influential at Work*, by McIntosh and Luecke. Used by permission of the publisher, American Management Association, New York, New York. All rights reserved. www.amacombooks.org

Chapter 4, *Managing Without Authority*, contains a section on persuasion adapted from Chapter 9 of *Interpersonal Communication Skills in the Workplace, Second Edition*, by McIntosh and Luecke. Used by permission of the publisher, American Management Association, New York, New York. All rights reserved. www.amacombooks.org

Chapter 8, *Performance Appraisal*, contains a section on feedback adapted from *Interpersonal Communication Skills in the Workplace*, by McIntosh and Luecke. Used by permission of the publisher, American Management Association, New York, New York. All rights reserved. www.amacombooks.org

Chapter 9, *Making Sound Decisions*, contains a section on brainstorming adapted from *Interpersonal Communication Skills in the Workplace*, by McIntosh and Luecke. Used by permission of the publisher, American Management Association, New York, New York. All rights reserved. www.amacombooks.org

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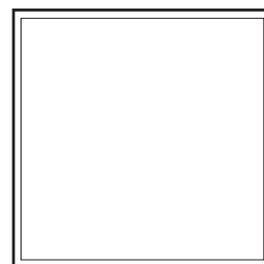
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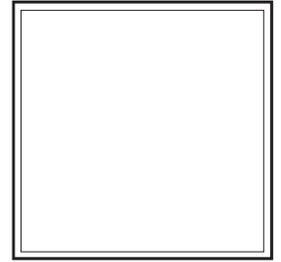
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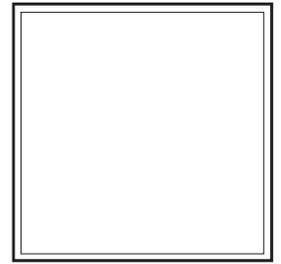
About This Course

Most people rise to the ranks of management on their success as individual contributors or supervisors. In those roles they developed important skills, did excellent work, and proved their worth as reliable members of their departments or work teams. Once these people become managers, however, they must learn a new skill: how to achieve organizational goals through people and other resources—not through individual effort alone. *Becoming a Manager* helps them learn the key elements of that skill and navigate the transition to management with confidence.

The role of the new manager demands a new mindset, new activities, and new relationships with people throughout the organization. *Becoming a Manager* guides the first-time manager through these and other challenges. Part One, Making the Transition, explores how to make the critical shift from individual contributor to manager; what it takes to build a successful partnership with your boss; and the key elements of managing time, which is every manager's scarcest commodity. Part Two, Developing Your Management Skills, examines how to use influence and persuasion to manage without formal authority; how to develop a leadership style; the elements of planning and setting goals; and the critical roles of work processes and continuous improvement. In Part Three, Managing Others, readers learn how to master the performance management process; adopt a process for making sound decisions; and handle difficult people and situations, including high-value customers or a difficult boss. Throughout the course, examples, exercises, Think About It sections, and topical sidebars provide readers opportunities for practice, feedback, and application.

Perry McIntosh has over twenty-five years of experience in corporate office environments. Much of that experience was gained in the publishing industry, where she began as an entry-level copyeditor and worked her way up to senior managerial and directorship positions, including leadership positions on cross-functional teams. She currently runs her own book production service. Ms. McIntosh has an AB degree from Smith College and a certificate from the Center for Creative Leadership.

Richard Luecke has been a freelance business writer since 1992. His books have been published by Oxford University Press, John Wiley & Sons, and Harvard Business School Press. He has also developed many teaching cases for MBA and executive education courses. Most of his work, however, involves collaborations with business school faculty, management consultants, and corporate executives. His recent clients include Harvard Business School Publishing, Massachusetts Institute of Technology, Mercer Human Resources Consulting, Northeastern University, and Babson College. Mr. Luecke earned an MBA from the University of St. Thomas and a BA in History from Shimer College.



How to Take This Course

This course consists of text material for you to read and three types of activities (the pre- and post-test, in-text exercises, and end-of-chapter review questions) for you to complete. These activities are designed to reinforce the concepts introduced in the text portion of the course and to enable you to evaluate your progress.

PRE- AND POST-TESTS

Both a pre-test and post-test are included in this course. Take the pre-test before you study any of the course material to determine your existing knowledge of the subject matter. Submit one of the scannable answer forms enclosed with this course for grading. On return of the graded pre-test, complete the course material. Take the post-test after you have completed all the course material. By comparing results of the pre-test and the post-test, you can measure how effective the course has been for you.

To have your pre-test and post-test graded, please mail your answer forms to:

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American Management Association
P.O. Box 133
Florida, NY 10921**

All tests are reviewed thoroughly by our instructors and will be returned to you promptly.

If you are viewing the course digitally, the scannable forms enclosed in the hard copy of AMA Self-Study titles are not available digitally. If you would like to take the course for credit, you will need to either purchase a hard copy of the course from www.amaselfstudy.org or you can purchase an online version of the course from www.flexstudy.com.

THE TEXT

The most important component of this course is the text, where the concepts and methods are presented. Reading each chapter twice will increase the likelihood of your understanding the text fully.

We recommend that you work on this course in a systematic way. Reading the text and working through the exercises at a regular and steady pace will help ensure that you get the most out of this course and retain what you have learned.

In your first reading, concentrate on getting an overview of the chapter content. Read the learning objectives at the beginning of the chapter first. They will act as guidelines to the major topics of the chapter and identify the skills you should master as you study the text. As you read the chapter, pay attention to the headings and subheadings. Find the general theme of each section and see how that theme relates to others. Don't let yourself get bogged down with details during the first reading; simply concentrate on understanding and remembering the major themes.

In your second reading, look for the details that underlie the themes. Read the entire chapter carefully and methodically, underlining key points, working out the details of examples, and making marginal notes as you go. Complete the activities.

ACTIVITIES

Interspersed with the text of each chapter you will find a series of activities. These can take a variety of forms, including essays, short-answer quizzes, or charts and questionnaires. Completing the activities will enable you to try out new ideas, practice and improve new skills, and test your understanding of the course content.

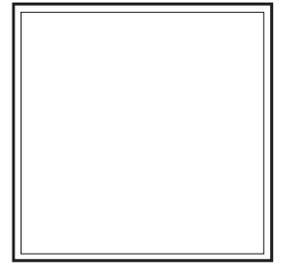
THE REVIEW QUESTIONS

After reading a chapter and before going on to the next chapter, work through the Review Questions. Answering the questions and comparing your answers to those given will help you grasp the major ideas of that chapter. If you perform these self-check exercises consistently, you will develop a framework in which to place material presented in later chapters.

GRADING POLICY

The American Management Association will continue to grade examinations and tests for one year after the course's out-of-print date.

If you have questions regarding the tests, the grading, or the course itself, call Educational Services at 1-800-225-3215 or send an e-mail to ed_svc@amanet.org.



Introduction

Welcome to the AMA Self-Study course *Becoming a Manager*. Some readers may be currently working toward a future management position. Others may have been recently promoted to their first managerial job. No matter what your current level of training or experience, this course will help you be more effective.

Managers play an essential role in organizational life. For that reason it is important that they understand their responsibilities and goals, and learn how to be effective in getting things done through the people and the other resources available to them. Many people assume that effective managers are born with special talents. “She has a knack for dealing with people.” “He’s a natural leader.” “She’s one of those naturally organized people who never wastes a minute.”

True, some people come to their jobs with backgrounds and experiences that make them good managers—that make them look like “naturals.” However, management is a human activity of many parts—interpersonal communications, planning, coaching, leadership, persuasion, and others. Each can be learned through study and developed through practice.

The subject of management is often taught through its “classical” functions: planning, organizing, motivating, staffing, and controlling. Most college textbooks on the subject are organized around those functions and the abundant academic research that has investigated them over many decades. There is much to be said for that approach. However, those books are often detached from the day-to-day challenges that most new managers confront. Reading about ten different (and sometimes conflicting) theories of workplace motivation, for instance, does not do the new manager much good when she’s confronted with her first problem subordinate.

This course takes a different, more practical approach. It focuses on workplace issues that will make or break you as a new manager: making the difficult transition from individual contributor to boss; building an effective working relationship with your superior; managing time (every manager’s scarcest commodity), knowing how to manage without formal authority, making good decisions, and so forth. You’ll learn about these issues and how to

deal with them effectively in the chapters that follow. Many are based on common sense. For example, you'll learn in Chapter 2 that a key to building a good relationship with your boss is to understand your boss's priorities and align your priorities with hers. That's common sense, not rocket science. Unfortunately, common sense ideas and solutions are routinely overlooked by managers who have more to do than they can possibly handle. So, we draw attention to them in the text.

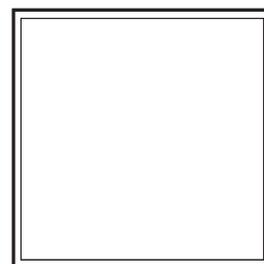
The course offers numerous practice opportunities through the exercises and "Think About It" sections. These are designed to reinforce concepts as you learn them. However, to improve, there is no substitute for applying what you learn in this course to your on-the-job activities. So, as you learn new concepts, apply them in your workplace. Before you know it, you will have advanced from the rank of apprentice to journeyman to master.

Here's what you'll learn in the chapters that follow:

<i>Chapter</i>	<i>Key Learnings</i>
1	This chapter will help you understand your new role. It explains the mental transition you must make from that of an individual contributor to that of a manager. It will help you build productive relationships with two key constituencies: your subordinates and your managerial peers. Finally, it explains three things you should do during the critical first 90 days on the job: listen, learn, and lead. Leading should take the form of accomplishing a manageable number of goals. Success with these will establish your reputation as a "doer" and give you the confidence you need to address larger, long-term problems and opportunities.
2	The most important relationship you have in the workplace is the one between you and your boss. This chapter focuses on steps you should take to make it a mutually beneficial one. First identify your boss's goals and priorities and figure out how your work will support them. Then, learn what your boss expects of you and how your performance will be measured. Ask your boss how she prefers to communicate with her subordinates: how much information does she want, and when and how should you deliver it? Finally, work with your boss to create a plan for your professional development through training, mentoring, or challenging assignments.
3	This chapter covers two concepts that will help you maximize the time available to you. First, employ the principles of time management by first understanding how you use your time. Then look at your goals and prioritize your activities. Focus on becoming more organized and efficient in all you do, and eliminate time traps such as procrastination and unnecessary meetings. Delegation is the key to gaining more time in your day. The chapter provides a five-step plan to delegate effectively.

<i>Chapter</i>	<i>Key Learnings</i>
4	<p>Because managers often find themselves in situations where they must produce results through other people over whom they have no power or authority, this chapter focuses on using influence and persuasion to get things done. The chapter offers ways a manager can increase his or her influence in the organization, then explores persuasion as a communication process through which we can affect the attitudes, beliefs, or actions of others. The four building blocks of persuasion are trust, understanding, a credible case, and persuasive language.</p>
5	<p>Managers ensure that people are doing things right; leaders ensure they are doing the right things. This chapter defines four classic leadership styles, authoritarian, democratic, delegating, and charismatic. A flexible leadership style that is responsive to the context, the situation, and the employees involved will prove most useful.</p> <p>This chapter outlines five steps in a successful change management process: identifying the problem and its solution, communicating the need for change, enlisting support, creating a workable plan, and implementing the plan.</p>
6	<p>In this chapter you learn how organizations develop a strategic plan. Most strategies fall into one of four categories: low cost leadership, solid customer relationships, product/service uniqueness or quality, or geographic expansion.</p> <p>Operational planning defines what will be done, by whom, and how, to reach the company goals. Control plans are created to monitor progress.</p> <p>The chapter explains how to align goals throughout the organization, so that individual goals support department goals, which in turn support divisional and finally company-wide goals.</p>
7	<p>The surest way to make substantial and permanent gains in quality, speed, and cost reductions is through work process improvement. This chapter explains the key steps to process improvement and introduces the concept of continuous process improvement.</p> <p>Process innovation is a wholesale alteration of a process that results in a major, immediate improvement. This chapter explains how this differs from and can combine with continuous process improvement, and provides examples of where to look for process innovation opportunities.</p>

<i>Chapter</i>	<i>Key Learnings</i>
8	<p>This chapter explores activities that managers use to measure and improve the effectiveness of their subordinates: performance appraisal, feedback, and coaching.</p> <p>Performance appraisal is used to assess how well individual employees measure up to unit standards and/or their assigned goals. Formal appraisals follow a process that includes preparation, the appraisal meeting, the identification of performance gaps and their causes, planning to close performance gaps, and periodic follow-up.</p> <p>Feedback is communication that provides information about how well a person is performing against expectations. Workplace feedback is most effective when it is descriptive, not judgmental; focused on modifiable behaviors; based on specific, not general, observations, and well-timed. Managers must be prepared to receive feedback as well.</p> <p>Coaching is a process through which managers help their subordinates develop skills, prepare for new responsibilities, or eliminate performance problems. Good managers look for opportunities where coaching can improve performance. Formal coaching, like formal appraisal, follows a multistep process that includes discussion, agreement and commitment, active coaching, and follow-up.</p>
9	<p>This chapter introduces a five-step rational decision-making process that begins with defining the problem or decision correctly. Managers are advised to consider the context of the decision, then create and evaluate feasible alternatives. Step 4 is making the decision, and the final step is implementation. Along the way, the chapter offers coaching on generating alternatives and reducing risk, which are important components of an effective decision-making process.</p>
10	<p>Conflict is a state in which the ideas, interests, plans, goals, egos, and agendas of individuals clash. Workplace conflict can be destructive, but conflict can also be valuable, bringing new ideas to the table and improving discussion. This chapter addresses how to deal with destructive conflict and foster valuable conflict.</p> <p>Difficult people take up a lot of most managers' time. When the difficult person is a customer, analyzing his value to your organization will help you determine how best to handle him. The chapter offers special tips for occasions when the difficult person is your boss. Avoiding the behaviors of bad bosses—poor communication, lack of respect for others, not developing staff, being a bottleneck, micromanaging, and acting politically—will help managers improve their management skills and become better bosses.</p>



Pre-Test

Becoming a Manager

Course Code 96023

INSTRUCTIONS: *Record your answers on one of the scannable forms enclosed. Please follow the directions on the form carefully. Be sure to keep a copy of the completed answer form for your records. No photocopies will be graded. When completed, mail your answer form to:*

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1. To make a good decision, begin by:
 - (a) correctly defining the issue or problem.
 - (b) identifying sources of support.
 - (c) narrowing the focus to a single alternative.
 - (d) analyzing the data.

2. Which process do managers use to assign formal authority, responsibility, and accountability for work activities to subordinates?
 - (a) Promotion
 - (b) Process improvement
 - (c) Delegation
 - (d) Teamwork

3. A key function of management is:
 - (a) financing.
 - (b) persuading.
 - (c) influencing.
 - (d) planning.

4. _____ are the starting point for effective time management.
 - (a) Promotion opportunities
 - (b) Time motion studies
 - (c) Delegated tasks
 - (d) Goals

5. Decisions on big, complex, and important issues require:
 - (a) top-down control.
 - (b) the knowledge and insights of many people.
 - (c) a plan for allocating outcome responsibility.
 - (d) an enlarged role for legal and accounting specialists.

6. Which is a managerial tool for providing feedback to subordinates?
 - (a) Brainstorming session
 - (b) Quarterly report
 - (c) Balanced scorecard
 - (d) Annual performance review

7. Which is a management approach that seeks to improve output and reduce errors and cost through many incremental steps?
 - (a) Continuous process improvement
 - (b) Command-and-control
 - (c) Process innovation
 - (d) *Kaizen*

8. In resolving conflict, one should look beyond people's stated positions to their:
 - (a) attitudes.
 - (b) interests.
 - (c) organizational skills.
 - (d) educational background.

-
9. Communication through which we alter or affect the attitudes, beliefs, or actions of others is called:
 - (a) dialogue.
 - (b) debate.
 - (c) contingency planning.
 - (d) persuasion.

 10. In the workplace and in other settings, our dependence on others (subordinates, peers, and bosses) gives them some measure of:
 - (a) authority.
 - (b) freedom of action.
 - (c) influence.
 - (d) responsibility.

 11. Repeatable activities, or steps, that transform workplace inputs into outputs that customers value is called a(n):
 - (a) chain of causation.
 - (b) operational framework.
 - (c) matrix operation.
 - (d) business process.

 12. A state in which the ideas, interests, plans, goals, egos, and agendas of individuals clash is:
 - (a) equilibrium.
 - (b) insolvency.
 - (c) conflict.
 - (d) quiescence.

 13. Difficult bosses may:
 - (a) praise performance too publicly.
 - (b) take credit for the accomplishments of others.
 - (c) delegate challenging tasks.
 - (d) insist that employees take training classes.

 14. A manager should give feedback to a subordinate:
 - (a) in public whenever possible.
 - (b) only during the annual performance review.
 - (c) always in writing.
 - (d) soon after the incident of interest has occurred.

 15. A person responsible for getting things done through people and other resources is called a(n):
 - (a) individual contributor.
 - (b) manager.
 - (c) subordinate.
 - (d) freelancer.