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These are **teaching notes**. They are written from the program leader's perspective, as if the program leader is speaking. They are detailed but not comprehensive. My goal is to give you all the concepts and tools of the program, along with a flavor of my teaching style. You should find here enough information to evaluate whether the program is useful for you, or enough detail to develop it for your own organization.

You'll also find teaching tips or clarifications shaded in gray.

These teaching notes make more sense if you've already read the **Program Overview and Setup** document. It's also best to read the session documents in order, because later sessions build on the work of earlier sessions.

## Session 1 Topics

- Program Overview
- What is the manager's job?
- What makes a good manager?
- What it takes to be a good manager
- Authority vs influence
- Web model of organizations vs hierarchical model
- Identifying and prioritizing key business relationships
- Map your relationship network
- Envision yourself as the best possible manager

### Session 1 Key Concepts

- Managing is accomplishing work through other people.
- Managing is behavior.
- Fundamental management values: clarity, transparency and authenticity.
- The importance of relationship to the manager's success.

These concepts are essential underpinnings of the Humans At Work<sup>SM</sup> program. Do not substitute other concepts unless you are prepared to reconfigure the entire program accordingly. If you are not familiar with these concepts, don't lead this session. These skills should be introduced and demonstrated by expert practitioners who can model the behavior as well as describe it.

You'll find basic handouts for all sessions in the Tools and Materials document.

### Homework assignments due for this session

#### 1. Readings:

- **Becoming a Manager**, pp 1-45 (Introduction and Chapter 1)
- "[Why Your Employees Are Losing Motivation](#)" by David Sirota, Louis A. Mischkind, and Michael Irwin Meltzer (online at Harvard Business School Working Knowledge website, <http://hbswk.hbs.edu/archive/5289.html>)
- "[The Human Side of Management](#)" by Thomas Teal (in program notebook)
- "[Power Is the Great Motivator](#)" by David C. McClelland and David H. Burham (in program notebook)
- "[The Five Minds of a Manager](#)" by Jonathan Gosling and Henry Mintzberg (in program notebook)
- "[How to Build Your Network](#)" by Brian Uzzi and Shannon Dunlap (in program notebook)

- #### 2. Think about what you hope to get out of this course. What would be the best possible outcome for you? Please begin a program journal by recording these thoughts.

You can keep whatever kind of journal you want – paper, electronic, audio,

visual, etc. But please keep one. Observing, reflecting and questioning are fundamental to this program. Taking the time to record your thoughts is critical to integrating the learning you do.

3. Introduce yourself on the program email list at least three days before the first session. In your post, please tell us a little about yourself, and include some of your thoughts about what you hope to get from the course.

Session 1 Agenda

9:00	1.1	Welcome, introductions and logistics ( <a href="#">see notes</a> )
9:05		
9:10	1.2	Program overview (notes) ( <a href="#">see notes</a> )
9:15		
9:20		
9:25		
9:30		
9:35		
9:40	1.3	What is the manager's job? ( <a href="#">see notes</a> )
9:45		
9:50		
9:55		
10:00		
10:05		
10:10		
10:15		
10:20		
10:25		
10:30		<b>BREAK (10 minutes)</b>
10:35		
10:40	1.4	What makes a good manager? ( <a href="#">see notes</a> )
10:45		
10:50		
10:55		
11:00		
11:05		
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11:25		
11:30		
11:35		
11:40		
11:45		
11:50		
11:55		
12:00		<b>LUNCH (1 hour)</b>
1:00	1.5	Session manifesto: What it takes to be a manager ( <a href="#">see notes</a> )
1:05		
1:10		
1:15		
1:20		
1:25		
1:30	1.6	Web model of organizations vs. hierarchical model ( <a href="#">see notes</a> )
1:35		
1:40	1.7	Authority, influence and power ( <a href="#">see notes</a> )
1:45		

1:50		
1:55		
2:00		
2:05	<b>1.8</b>	<b>Identifying and prioritizing key business relationships (<a href="#">see notes</a>)</b>
2:10		
2:15		
2:20		
2:25		
2:30		
2:35	<b>1.9</b>	<b>Establishing and maintaining key business relationships (<a href="#">see notes</a>)</b>
2:40		
2:45		
2:50		<b>BREAK (10 minutes)</b>
2:55		
3:00	<b>1.10</b>	<b>Map your relationship network (<a href="#">see notes</a>)</b>
3:05		
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3:45	<b>1.11</b>	<b>Envision yourself as the best possible manager (<a href="#">see notes</a>)</b>
3:50		
3:55		
4:00		
4:05		
4:10		
4:15	<b>1.12</b>	<b>Share your vision (<a href="#">see notes</a>)</b>
4:20		
4:25		
4:30		
4:35	<b>1.13</b>	<b>Summary remarks, final questions and comments (<a href="#">see notes</a>)</b>
4:40		
4:45		
4:50	<b>1.14</b>	<b>Wrap up (<a href="#">see notes</a>)</b>
4:55		
5:00		<b>Session ends</b>

## Session 1 teaching notes

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### 1.1 Welcome, introductions and logistics

Everyone should have already introduced themselves on the group email list, including you. Now is the time to welcome everyone and introduce yourselves informally.

Also point out bathrooms, refreshments, and announce the approximate times for lunch and breaks.

If you wish to have an official "cheerleading and support" opening from a company executive, make sure they keep it very brief. You don't have time for extended introductions from people not directly involved in the work of the sessions.

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### 1.2 Program Overview

- A. Introductory story
- B. Program goals
- C. Road map
- D. Program structure
- E. Expectations
- F. Ground rules
- G. Confidentiality

#### 1.2 A -- Introductory story

Begin with a personal story to illustrate why it's important to manage people well, and what motivates you to lead this program. Keep it brief but make it good -- this is the participants' first impression of you and the program.

#### 1.2 B -- Program goals

The Humans At Work<sup>SM</sup> program is designed to shorten the very steep learning curve involved in becoming a world-class manager: to give you a start in identifying and building the basic skills of managing people. No one can teach you how to manage: you learn that through experience. But this program will help you begin in the right place.

You will leave this program with:

- a clear vision of yourself as a world-class manager of human beings;
- a foundation in the essential skills of great managers;
- a community of practice to support you as you continue to learn.

### **1.2 C -- Road map**

Here's a breakdown of the concepts and skills we'll cover in the eight program sessions.

The program is designed to build on and flow from core values of good management.

We look at the importance of effective relationships to a manager's success

We spend intensive time on clear communication because it's a manager's most important skill, the vehicle for everything you do.

Then we begin applying these values, relationship skills and communication skills to a manager's most important responsibilities:

- Setting team accountabilities
- Identifying and managing priorities.
- Making and communicating decisions.
- Running effective meetings, including brainstorming and group decision-making techniques.
- Building your team and establishing team culture, including roles and responsibilities, team ground rules, and team meetings.
- Adding the right people to your team through behavior-based interviewing.
- Integrating new members smoothly into the team.
- Dealing with performance concerns.

- Delivering performance and salary reviews.
- Managing business conflict, and dealing with conflict when it becomes personal.
- Leading your team through transitions and change.
- Building a community of practice.

As we work through these concepts and skills, you'll begin applying them here in the sessions and back in your workplace.

### **1.2 D -- Program structure**

Humans At Work<sup>SM</sup> is based on facilitated discussions which allow us to learn from each other. These conversations connect the program concepts and ideas to your life and work experience.

I'll facilitate most of these conversations – but you will all have a chance to practice facilitation skills by leading segments of discussions as well.

In every session I will also introduce you to a variety of skills, techniques and tools that will help you take the concepts we're exploring and ground them in your own lives, your own work, in your own way. These tools and techniques are what you'll practice in here with each other, and back on the job with people you work with. You'll leave every session with new tools and skills.

I will also deliver a "manifesto" every session. It's where I get to testify about how the ideas we're exploring in the session translate into good management, and how they relate back to the concepts we've talked about in previous sessions. It's my chance to put the day into a wider context for you.

As well as drawing on your own experience during this program, and on mine, you'll also be drawing on the experience of some of the best practitioners in the field. Your program materials include a selection of books by these people. We'll be reading from some of them, and some of them are to support your ongoing learning. I consider these books essential for a manager's resource library.

You've received all the books but one, which you'll get in session 7. (Note: you'll find a complete list of program books and articles in the Program Tools and Materials document).

Your homework will include reading, projects, and assignments that involve observation and reflection in your program journals. You must keep some kind of a journal. Observing, reflecting and questioning are fundamental to good management and to this program. Taking the time to articulate and organize your thoughts is critical to integrating the learning you do.

Your journals are private except for a few assignments that I'll ask you to share.

We will also use our program email list to post certain homework assignments, and to exchange thoughts, questions and ideas outside the sessions. This will be a very active part of your program work, so be ready for a high volume of email activity.

### **1.2 E -- Expectations**

In this program, you can expect me to:

- Facilitate, coach, encourage and support you
- Create a safe environment to explore ideas
- Question your assumptions and your thinking when necessary
- Keep the learning on track
- Make sure everyone is heard
- Be available for private consultation by email or in person

I expect you to:

- Participate fully, even if you are confused or uncomfortable.
- Play nicely.
- Keep up with the workload, or discuss privately with me why you can't.
- Get on board with the program – or let me and your manager know as soon as you realize that you can't.

Why is it important to be on board? Because the concepts of this program are not negotiable. If you find you cannot buy into them, then you should leave the program. There's a lot to cover, and I will not spend our time as a group overcoming persistent resistance or trying to "sell" you on these ideas against your will. Your company supports these ideas and expects your management behavior to reflect them -- that's why they sent you here. If you honestly can't do that, you need to take it up with your company.

### **1.2 F -- Ground rules**

Ground rules are agreements we make as a group about how we will behave in these sessions. We work together to develop these rules and then work together to enforce them. Ground rules are an essential to effective meetings and team-building, and we'll talk about them again in Sessions 4 and 5.

Here are my suggestions for ground rules that we follow in these sessions:

- Sessions start and end on time. If you will be late, please notify course leader
- No email or cell phone use in the session room
- No side conversations
- Please don't interrupt
- Speak openly, honestly and with respect
- Discussion in these sessions is confidential to the group. It is safe to voice your opinions and ideas here.

Does anyone disagree with any of these rules? Are there any rules you would like to add? Do we all agree to these rules?

### **1.2 G -- Confidentiality**

During these sessions, you'll be asked to tell stories from your own experience. Some of them may not be flattering to your company or to people that you all know.

To support the ground rule about confidentiality, I am asking you to sign a Safety Contract in which you promise not to repeat stories or opinions from these sessions to people outside the program, unless there is a legal reason to do so. (*See Tools and Materials for a sample Safety Contract*).

This isn't a legal document, but it's a commitment to each other. It's a way to begin building trust, support and community among you, which we'll talk more about in Session 8.

Does anyone have a problem making this commitment?

Does anyone have any questions about how the program will operate?

Then let's get started.

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### 1.3 What is the manager's job?

**Group discussion:** What did you think of the homework reading from **Becoming A Manager**? How would you describe a manager's job?

As you facilitate this discussion, keep participants focused on what managers do. If the group veers off into telling "horror stories," bring them back to focusing on what managers "should" be doing.

Here's how we will define *managing* in this program:

- Managers accomplish work through other people.
  - Managers establish structure, processes, information flow and relationships that help their team get work done.
- 

### 1.4 What makes a good manager?

**Group discussion:** Share a story of your experience with a good or bad manager.

- Be specific about the behavior that makes you characterize them as a 'good' or 'bad' manager.
- Talk about why you think they behaved that way?

Lead off with a story of your own ready to get things started and demonstrate the kind of response you want. Model good story-telling behavior. Set context, give specific examples, and make your point concisely and clearly.

Make sure to keep participants focused on giving specific details of behavior in their stories.

When participants have explored behaviors and the possible psychology behind them, re-focus the conversation on the following question:

**Group discussion:** Does it matter how managers treat people at work? Why?

- What difference does it make to people?
- What difference does it make to business?

Be ready with the most recent statistics you can find on how perceptions of managers affect productivity, commitment and the bottom line.

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## 1.5 Session manifesto: What it takes to be a manager

Please read the Manifesto section in the Program Overview and Setup for more guidance about the session manifestos.

Put the manifesto in your own words. Testify. And remember that your purpose is to show participants how today's concepts and ideas are related to each other, to the work of previous sessions, and to good management in general. This is where you bring it all together.

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Start every manifesto with a personal story.

Today's story should be about why it matters how we treat people at work – a personal experience of good management and why it rocked your world.

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It matters how we treat each other at work. It matters to people and to business. And it's not just that we live in a touchy-feely new age. This is purely practical – because your success as a manager depends on other people.

And this is the thing that no one teaches us when we take on our first management position. Managing is not just a list of tasks or a level of authority – it's first and foremost a set of relationships with other people.

Your success depends on those relationships being effective. You don't have to love each other – but you do have to work effectively together. You have to negotiate differences in power, communication style, work skills, and life experience.

And you can do all that. Because relationship is behavior. Relationships succeed or fail based on how the people involved behave toward each other.

Good managers behave in effective ways, and require people around them to also behave effectively. Those behaviors are what you are here to learn. You're not here to get religion or learn to love everyone: you're here to learn the behaviors of good management. If you behave like a good manager, you will become a good manager. It's that simple, but it's not easy.

So where do we start? How do we learn to behave like good managers?

We start with three basic core values of good managers. If you allow these

values to drive your behavior as a manager, you'll learn to be a good manager.

Put these values on a flip chart on the wall now and for every session.

- **Clarity.** You are **clear** in what you say and do. Being clear creates shared understanding with everyone around you. Shared understanding is the basis for moving forward successfully in daily business.
- **Transparency.** Your agenda, goals and decision process are always visible. You make your thinking transparent. You let people see how you work inside, what your values are, and how they align with your actions. If you're out of alignment, they'll see that too.
- **Authenticity.** The opinions and beliefs you express are real. You don't try to fool or manipulate people you work with. You are genuine, even in the tough moments. In research studies of American culture, people generally report that they want to deal with what's real, even if it's not happy.

Managing well is not magic, a talent that only special people are born with, or a religion. Managing well is a particular set of **behaviors** that reflect these **core values** in every business interaction – in every business **relationship** – you have.

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## 1.6 Web model of organizations vs. hierarchical model

Show a typical org chart with President, VP, Director, Manager and team levels. The example chart should reflect multiple departments of a company (i.e. not just simply a Finance org chart, or a Sales org chart). The point is to show the org chart's essential "silo" nature.

Ideally, draw a chart from your own corporate experience, with your team and one or two other teams/departments that you routinely interacted with.

This is the way we typically think of work: in terms of function and lines of authority. But in your experience, is this the way work really gets done in an organization? For example, when you need something from another team, do you go to your boss, who goes to the other team's boss, who then goes to the particular team member who does the work you need?

Now draw a webbed org chart using the same department information as previously. See Tools and Materials for example chart.

**Group discussion:** How would you describe this model? How is it different from the org chart?

People at work depend on multiple inputs of information, data, and results from other people, and are expected to provide information, data and results back to people at all levels. Managers don't live in rivers, we live in whirlpools. Our companies are networks of relationships, where business gets done across functions and hierarchical levels.

We're going to spend the next part of the session taking a closer look at those relationships.

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## 1.7 Authority, influence and power

Manager accomplish work through other people. In this web model of organizations, some of those people report to you, and some of them don't. What does it take to get them to do the work you need?

**Group discussion:** Is power a dirty word? How do you define it? How do you define authority and influence?

A "power motivation" as described in the homework reading "Power Is the Great Motivator" is the desire and ability to have impact on the people and systems around you. Good managers exercise this power not for personal gain, or to feed their personal insecurity, but instead keep the organization moving forward.

Sometimes you need to use the force of your authority to make things happen. More often, you need to influence people – even those who report to you – to get work done.

As a manager, you have authority. You need influence. And your real power in the organization comes from how you use your authority and your influence to get work done.

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## 1.8 Identifying and prioritizing key business relationships

It's your job to have effective relationships with anyone who affects your team's ability to get its work done.

**Group discussion:** How would you describe an effective business relationship? Do you have to like someone to have an effective working relationship with them?

Keep this discussion short – you're just looking for an understanding that participants are starting to put together the ideas of accomplishing work and managing relationships in spite of differences.

All the management behaviors we'll explore in the Humans At Work<sup>SM</sup> program are at their heart relationship behaviors. They are the how of effective relationships. But today we'll start by looking at who you should have those relationships with.

You already have a relationship with everyone in your company, whether you know it or not:

- If they've never heard of you, then the relationship may be anything from mistrust to cheerful help, depending on their baseline response to strangers.
- If they've heard anything about you – good or bad – they have an opinion of you, and that's the relationship.
- If you've interacted before, your relationship is based on how that interaction went.

Never assume that people aren't paying attention, even in the simplest and briefest interactions. On the contrary – people you work with notice everything you do, and they form opinions about you because of it. You do it too. That's a relationship.

For this discussion, a key business relationship is one with someone outside your own team whose work directly impacts your team's success. It's a relationship important enough that you have to have it yourself. It may be with anyone in the organization: please don't shoot yourself in the foot by assuming that only people at or above your level are important to your success.

And this isn't just about building the easy relationships. It's especially important to build effective relationships with teams or people that are not working well with your team right now. The skills you'll learn in Sessions 2 and 3 (communication) and Session 7 (managing conflict) will help with that.

**Here is a model for prioritizing key relationships.** These are the effective relationships you need to develop and maintain, in order of importance. These people will make it easier or harder for your team to accomplish its work.

These relationships – with your team, and with people outside your team – are essential investments of time and energy. You cannot succeed as a manager without them.

It's most useful to prioritize these relationships by how individuals impact your team (rather than, for example, saying "Well, the brand team is my internal client so I'm going to spend all my time forming effective relationships with everyone on that team." )

You may need relationships with multiple people on the same team. If, for example, your team routinely works with the Shipping department, you might need an effective working relationship with the person who maintains the inventory system as well as the manager of the team, etc.

Here are the relationships you need, in order of importance:

- Group 1:** People who regularly interact with you or your team.
- Group 2:** If necessary, the managers of the people in Group 1.
- Group 3:** Your peers who aren't already in Group 1
- Group 4:** Senior managers who aren't already in Group 1 or Group 2.
- Group 5:** Everyone else.

**Group 1: People who regularly interact with you or your team.**

These may be people inside or outside your company (such as vendors, customers, industry or government bodies, or the wider community).

Here are some questions to help identify Group 1 relationships:

- a. Who are your biggest 'customers' inside your own company? Who do you need to get things done for?
- b. Who are your biggest 'suppliers' inside your own company? Who hands off critical work to your team?
- c. Who supports your team in an administrative sense (people in HR, Finance, Facilities, Legal, etc.)?
- d. If there is a crunch or a problem, whom do you need to alert? Who will be affected, and who can help you solve the problem? (Sometimes they are not the same people).

- e. Who is giving you the most problems right now?
- f. Who makes decisions about how particular work is done between your team and theirs? (This may be the person herself, her manager, or someone else involved in the process.)
- g. And finally, include your assistant, your manager and your manager's assistant in Group 1!

**Group 2: If necessary, the managers of the people in Group 1.**

Although work doesn't necessarily flow along authority lines, you can get into trouble if you don't respect the hierarchy. You especially don't want to put one of your key contacts in the awkward position of being asked to do something for you without their manager's approval – and the best time to ask for favors is after you have an effective relationship, not before.

**Group 3: Your peers who aren't already in Group 1**

Peers are great informal sources of company information. They can help you brainstorm about managing. Some of them will be safe to vent to.

In choosing these relationships, focus on people who seem effective in their jobs, based on your experience of them or on feedback from people who have worked with them.

**Group 4: Senior managers (who aren't already in Groups 1 or 2)**

Senior managers can be role models or active mentors. They can teach you more about the company, the industry and business in general.

**Group 5: Everyone else.**

Remember that every interaction creates relationship – especially when you are a manager, and even more so as you are promoted to positions of greater responsibility.

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## 1.9 Establishing and maintaining key business relationships

If you're new in your management role, you have a great opportunity to begin building key relationships. Ask people if you can meet with them to learn more about their job, process or a project that impacts your team. People are usually open to explaining their roles and processes to a new person, especially when

you present the request as "I want to learn more about this so we can work together effectively."

Invest this time now. It's much easier to get help from, or solve problems with, someone who knows you.

**Group discussion:** What are some other strategies for establishing or maintaining key relationships? How do you go about meeting someone, or spending more time with them, to develop a working relationship?

Keep this brief (3-4 minutes) and stay focused on specific strategies. Ideas to add if the group doesn't bring them up include:

- Ask the person if you can meet with them to learn more about a process or a project that is impacting your team. Be clear that you have a business interest and are not just being nosy or wasting time. Also be clear that you are there to learn, not to criticize.
- Invite them to lunch, coffee or a drink.
- Ask if there is information they need that you provide. For example, whether they would like to be copied on a report your team generates, etc.
- Seek their input on a company issue.
- Complement them on a presentation, accomplishment etc. and ask for more information.
- Don't be afraid of casual conversations and personal exchanges in the break room, hallway, etc.

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## 1.10 Map your relationship network

Make sure each table has a flip chart and pens for this exercise.

See Tools and Materials for an example map. As you describe the exercise, draw a sample so that participants can see the process in action.

Note: this is a variant on mind-mapping. Feel free to use another structure if you think it's better suited.

**Table exercise:** Work with the people at your table to begin mapping your Group 1 relationship network. You'll take turns building a map of your individual network while your table mates observe and help.

Here's what to do:

- Put a circle in the center of the paper with your team name inside.
- Around the paper, put the names of teams or individuals that interact with you. Use questions a-g above to help you identify your Group 1.
- If you've named a team as a Group 1 relationship, then next to their circle list the names of the specific key contact(s) on that team – decision-makers, key knowledge workers, etc.
- Use your own symbols to indicate relationships that you feel are especially important, or need particular attention, such as:
  - Frequent interactions or handoffs of work
  - Critical handoffs (things that that impact large parts/all of the company)
  - Difficult interactions or frequent problems.

Share your thinking and explain your choices as you work through this. Your table mates will support you by making suggestions, asking questions, and helping clarify which relationships and contacts are key. This is an opportunity for all of you to share your knowledge of your company and help each other build better networks.

Make sure everyone has time to sketch out a beginning map, even if it's incomplete. You have 40 minutes for everyone at the table to sketch a map.

If your table finishes early, then each of you should go back to your own map and work on completing it. Part of your homework will be to complete this map and begin identifying specific strategies to help build and strengthen these relationships.

If your participants are from multiple companies, they can still support each other by asking general questions, sharing their own experience as a way of helping the mapper generate ideas, and reminding the mapper to consider key relationships outside his or her own company.

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### **1.11 Envision yourself as the best possible manager**

Today we've looked at the idea of managing well as a particular set of behaviors that express the core values of clarity, transparency and authenticity in every business relationship.

Now it's time to think about these things in the context of you – who will you be as a manager?

**Individual exercise:** Imagine yourself as the best manager in the world. Then answer these three questions:

- What do you believe?
- How do you behave?
- How do other people in the organization perceive you?

This is an individual exercise. Spread out, leave the room, go for a walk, but please do this on your own without discussing it with anyone else. When you've thought it through, record your answers in your journal.

This won't be a vision that lasts forever – as you gain more experience, your ideas about who you want to be as a manager will grow and change. But it's important that you take this exercise seriously. This is your chance to put a stake in the ground for the rest of your learning in this program and beyond.

So please be clear about what you imagine. Be authentic. Take the time to dig down into your own experience, your values, your fears and your hopes. Be as specific as you can about your answers.

And be brave. It takes courage to be a good manager. Start now.

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## 1.12 Share your vision

Please share your vision by reading your answers out loud to the group. We're not here to discuss or debate anyone's vision. Please simply listen and acknowledge each person's vision as you hear it.

You may feel shy about doing this. I understand and empathize, and I want you to do it anyway. Managing well requires that you be not only clear and authentic, but transparent about who you are as a manager, what you're thinking, where you're coming from. This is your chance to start applying those ideas, right now.

Require everyone to read their answers. Don't let anyone off the hook. Do not criticize or analyze anyone's vision. Do not allow debate.

You've just taken an important step that all good managers take -- to make a commitment to a vision of greatness. Your vision may change as you move through this program and continue to manage. That's fine. The point is to always be willing to define for yourself and other what your standards are.

These are all great visions. I have no doubt that you can accomplish them. Congratulations and well done.

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### 1.13 Summary remarks, final questions and comments

Here's the heart of our conversation today:

- Managing is accomplishing work through other people.
- How we accomplish that work matters. How we manage each other matters – not just because it makes the company more successful, but because we as managers have an enormous impact on other people's lives. If you manage people poorly, they suffer and so does the business. If you manage people well, they thrive, and your business is more stable and productive.
- Management is behavior. Your intention doesn't matter, It's not what you think or feel that counts, it's what you do and how you do it that makes people want to work with you or not. If people do not want to work with you, you cannot be a successful manager.
- You are responsible for this behavior. You are responsible for the manager you become.
- Good management behavior is clear, transparent and authentic. Every skill we'll look at in this program over the next seven sessions will help you put these values into action.
- Good managers use and enjoy power – the desire and ability to impact the organization. They do not use power for personal gain, or to bolster their personal insecurities -- they use power to keep the team and the company strong and productive.
- Authority alone is not enough – effective managers use influence to get things done.

- Effective relationships are critical to your success as a manager – and not just relationships with the people you manage. You need a solid network of relationships with people across your company in order to make sure you and your team have what you need to get your work done. Every skill we'll look at in this program over the next seven sessions will help you be more effective in your relationships.

Questions or comments?

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### **1.14 Wrap up**

- A. Preview Session 2 and 3
- B. Review homework assignments for Session 2

#### **1.14 A -- Preview Session 2**

Sessions 2 and 3 focus on effective communication. Effective communication is the manager's primary tool, and communication in some form is at least 80% of your daily activity as a manager. All the smarts and the business skills in the world won't help you if you can't communicate with the people through whom you are accomplishing work.

Session 2 will focus specifically on fundamentals of communicating effectively as a manager. We'll look at some common reasons that communication fails and misunderstandings happen, and strategies for how to keep your communication on track. Then in Session 3, we'll look at specific models for communicating face-to-face, by telephone and through e-mail that apply the concepts and strategies you learned in Session 2.

#### **1.14 B -- Homework for Session 2**

Refer participants to homework sheet in their notebook. See Tools and Materials section for homework sheet.

2. Complete your Network Map for your Group 1 relationships. Then complete the Relationship worksheet to assess these key relationships, or use your own format.
  - List each Group 1 relationship.
  - Think about it carefully. Be clear and realistic about what is or is not working. Make detailed notes if necessary.

- Assign a status – working well, needs maintenance, needs improvement, needs to be established.
  - Think about strategies you can apply to it.
3. Before the next session, take a step to initiate or strengthen one of your Group 1 relationships. Please note, it doesn't have to be the most important or troublesome one – you may want to wait until we've covered some of the key communication skills before you tackle a tough one. It's fine to choose something small and straightforward – the point is to know that the relationship is important and start taking responsibility for it.
4. Words and Meaning project.

In the study of language, we say that words have denotation and connotation. Denotation is the literal meaning, the dictionary definition of the word. Connotation is the emotional meaning attached to the word. So, for example, the words *thin* and *scrawny* have similar literal meaning but carry different connotations. When we communicate, we have to be aware of both the literal meaning and the connotation of our words.

Start by doing some online research about connotation until you're clear on what it means. If you find yourself confused, post a question to our email list and we'll all help each other out.

Then think about what each of these words means to you:

- Work
- Manager
- Team
- Conflict
- Communicate
- Success

Write down your personal definitions of the words. What do they denote to you? What do they connote?

Then select 3 – 5 people (a mix of family, friends or neighbors, and co-workers). Ask if you may interview them for this project. It's better to do this in person or by phone if you can, but email is acceptable.

Do not talk to your interview subjects about "denote" and "connote." Just ask them how they would define each of the words, and what the words

mean to them. Ask them what feelings they associate with the words.

It's fine to ask clarifying questions to be sure you understand correctly, but do not discuss or debate their definitions.

After you have completed all the interviews, write up your thoughts about the following questions:

- A. Do these words mean the same thing to everyone (you and the people you interviewed)? Note any significant differences, or any patterns of similarity.
- B. What conclusions do you take from this project that will benefit you as a manager?

This project takes a lot of time. Plan ahead.

5. Read the following and make notes in your journal about key ideas:
  - **Difficult Conversations**, pp xv-20 (Introduction and Chapter 1)
  - **Oxford Guide to Plain English**, pp 1-41
  - "Active Listening" article from MindTools:  
<http://www.mindtools.com/CommSkill/ActiveListening.htm>
  - "Guidelines for Active Listening and Reflection" from Sales Concepts:  
<http://www.salesconcepts.com/nl0698c.htm>
6. Become a regular reader of the advice columns of Carolyn Hax (her current and archived columns appear on *The Washington Post* website). She's an excellent model of many of the concepts we will discuss in Session 2. What do you think of her advice and the way she communicates it? What ideas and values do you see reflected in her advice? Write about this in your journal.
7. In your notebook is a list of managers in your company who have agreed to be learning resources for you. After Session 5, you'll interview one of these managers. After Session 6, you'll shadow the same manager for at least half a day.

This week, please think about what manager you'd like to work with. Make contact with them, explain that you are in this program, and set up a 90-minute appointment for an interview between Sessions 5 and 6.

8. Spend time before the next session observing people at work and in other parts of your life. Notice behavior that you believe reflects (or doesn't reflect) clarity, authenticity or transparency. Notice when people are behaving effectively (or not) in relationships.

Record your observations in your journal – note the specifics, and be prepared to tell some of these stories in our next session. Also be prepared to talk about what you take from your observations that will benefit you as a manager.