

10

Steps to Be a Successful *Manager*



Lisa Haneberg

2nd Edition

10 Steps to Be a Successful *Manager*



Lisa Haneberg

2nd Edition

atd
PRESS

© 2019 ASTD DBA the Association for Talent Development (ATD)
All rights reserved. Printed in the United States of America.
22 21 20 19 1 2 3 4 5

No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, information storage and retrieval systems, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law. For permission requests, please go to www.copyright.com, or contact Copyright Clearance Center (CCC), 222 Rosewood Drive, Danvers, MA 01923 (telephone: 978.750.8400; fax: 978.646.8600).

ATD Press is an internationally renowned source of insightful and practical information on talent development, training, and professional development.

The sections describing the Bridges Model in step 9 are adapted from Haneberg, L. 2005. *Organization Development Basics*. Alexandria, VA: ASTD Press, 58-60.

ATD Press
1640 King Street
Alexandria, VA 22314 USA

Ordering information: Books published by ATD Press can be purchased by visiting ATD's website at www.td.org/books or by calling 800.628.2783 or 703.683.8100.

Library of Congress Control Number: 2019933794

ISBN-10: 1-949036-20-0
ISBN-13: 978-1-949036-20-6
e-ISBN: 978-1-949036-21-3



ATD Press Editorial Staff

Director: Kristine Luecker

Manager: Melissa Jones

Community of Practice Manager, Management: Ryan Changcoco

Developmental Editor: Kathryn Stafford

Text and Cover Design: Darrin Raam

Printed by P.A. Hutchison Company, Mayfield, PA

CONTENTS

<i>Introduction</i>	1
Step 1 Know Your Business	9
Step 2 Work Well With Others	25
Step 3 Define and Model Excellence	43
Step 4 Hire for Fit and Onboard for Success	53
Step 5 Use Pull Versus Push Motivation	69
Step 6 Reinforce and Reward the Nonnegotiables	81
Step 7 Bring Out the Best in Others	97
Step 8 Plan, Measure, and Adjust	113
Step 9 Manage Change and Transition	127
Step 10 Build a Career, Leave a Legacy	139
<i>Conclusion</i>	145
<i>References and Resources</i>	149
<i>About the Author</i>	151
<i>Index</i>	153

Introduction

Management is the engine that drives our corporations. It ensures—or prevents—the daily completion of work and overall strategic implementation. This may sound very *things* oriented, but make no mistake; management is a people-driven job. Our organizations need managers who bring individuals and teams together such that they do their best work in the service of company goals. It's tough to be a great manager, but it's also fascinating, enriching, meaningful, and fun. And never boring when done well! Unfortunately, some managers struggle to succeed because they let barriers like these get in their way:

- They become a victim of circumstances. Managers are needed to improve the organization and its results, but corporate dysfunction or immaturity can seem overwhelming. It is important to own your role in making things better and to resist becoming part of the problem.
- They confuse the need to manage with the need to control. Some managers think that their job is to control people and operations. Control is a myth; you can't and should not try to control people. The manager's job is to ensure that people and processes are doing their very best work toward achieving the goals of the enterprise. To do this, managers must connect to and relate with people and enliven their motivation. Actions that attempt to control people move results in the opposite direction. Great management is focused, service oriented, and relationship driven.
- They let management become maintenance. It is the manager's responsibility to make something happen that would not have happened without them. Management should never turn into maintenance. If you are doing the same things every day and

spending most of your time maintaining your piece of the business, you are not actively managing. It's easy to fall into the trap of getting comfortable with success, but managers need to resist this urge and ensure that they continue to drive performance forward.

- They fail to tune up and realign. Management A produces Results A. If you want Results B, you cannot get there using Management A. Great managers periodically tune and align their practices and approaches to produce desired results. Corporate strategies, initiatives, and goals frequently change, requiring managers to change too.

Do you struggle with any of these barriers or others? Please don't get discouraged; nearly every manager I've met has, at some point in their career, been challenged by the cruddy bits of management. The good news is that you can reduce these and other daily pain points by consistently applying best practices for management like the ones I share in this book. You have the opportunity to make a significant impact on the business and your team members' lives. You'll need to blast through organizational politics and dysfunction. But that's why you're here! Embrace the challenge and triumph over management barriers. Make this the best job you will ever have.

Management and Leadership

Before I get into the specifics of the 10 steps, I want to address a common question: What's the difference between management and leadership? My perspective on this may differ from what you've heard before or read in books about leadership. First, I don't believe that management and leadership are different positions or jobs. Many companies distinguish managers and leaders based on their pecking order in the organization. That seems like nonsense to me. We see and experience leadership at all levels of the organization. Some people believe that leadership is something you do when you move beyond management—that leadership is a set of higher-level tasks and that it takes more skill to be a leader than it does to be a manager. This belief does not make sense either. In fact, people with all ranges of education and sophistication and at all organization levels can and do demonstrate leadership.

So let's draw the distinction. Management is a set of methods and practices—a regimen—that enables us to run a business or a piece of the business. It's a job. Leadership is not a job; it's the way we do the job.

Imagine four peer managers sitting in a meeting together discussing the progress of a major project. The discussion itself could be considered part of management—it's part of the process. Having update meetings about major initiatives is a management task. Let's say that one of those managers, you, demonstrates courage and initiates a frank discussion about concerns that the others are too chicken to bring up. At your prompting, the discussion addresses important issues that need to be defined and resolved. During that display of courage—in that moment while the four of you were managing—you demonstrated leadership.

We ought to be managers all the time and show leadership when it's needed. If you are an operations manager, you ought to be a great operations manager all the time and demonstrate leadership when the situation calls for it. The same is true at all levels of the organization. Frontline workers ought to be great frontline workers all the time and lead when necessary.

The 10 steps offered in this book fall into the category of good management practices. Along the way, I'll share examples of where and when leadership—the way you approach your work and relationships—will help you improve momentum and connectedness. To be most successful in a management job, you'll also demonstrate leadership.

What's New in the Second Edition? Alignment With the ACCEL Model

In 2015 and 2016, the Association for Talent Development (ATD) conducted survey-based research to determine the crucial skills for managerial success. They then outlined the top five skills—accountability, collaboration, communication, engagement, and listening and assessing—in the report *ACCEL: The Skills That Make a Winning Manager*.

I've been managing people, observing great and not-so-great managers, and writing about management for three decades. That's a long time! I was thrilled when I reviewed the ACCEL model because these five skills cut to the core of what's needed to manage people to bring out their best, engaged performance. These capabilities show up—or don't—in nearly every workplace encounter with predictable results. As I wrote in the opening paragraph of this introduction, management is a people-driven job and the skills highlighted in ACCEL are decidedly social.

When the ATD Press editors and I started talking about doing this second edition of *10 Steps to Be a Successful Manager*, we agreed that we should highlight the ACCEL model and align the book's content to support your development of these five important skills.

This edition is organized a bit differently from the original, and I've added new content that I think you're going to like a lot. That said, you won't see "Step 3: Accountability," or other chapter headings that match the ACCEL skill names, and here's why: The ACCEL model offers a road map for the skills or capabilities that managers need to succeed. The 10 Steps books, on the other hand, offer actionable best practices or techniques that managers should use to succeed. In other words Said another way, practicing the techniques suggested in this book will help you develop the ACCEL model skills.

As I've noted, these skills are fundamental to great management, and therefore they will support your efforts in many ways. The table on the next page details how the best practices presented in each chapter support your development of the ACCEL model skills.

Notice that several skills are cultivated in each step. This is natural and expected, especially when addressing people-oriented capabilities like listening, communicating, and working with others. We apply these skills in many ways and situations. And here's the good news: The time you spend building these five fundamental management skills will serve you well because they impact nearly every aspect of your job.

Builds

Chapter/Step	Accountability	Collaboration	Communication	Engagement	Listening and Assessing
Step 1. Know Your Business	X		X		X
Step 2. Work Well With Others		X	X	X	X
Step 3. Define and Model Excellence	X	X	X		
Step 4. Hire for Fit and Onboard for Success	X			X	X
Step 5. Use Pull Versus Push Motivation		X		X	X
Step 6. Reinforce and Reward the Nonnegotiables	X		X		X
Step 7. Bring Out the Best in Others		X		X	X
Step 8. Plan, Measure, and Adjust	X	X			X
Step 9. Manage Change and Transition			X		X
Step 10. Build a Career, Leave a Legacy	X	X			

Target Audience

This book is for managers at all levels and with varying years of experience. Whether you are a new manager or a seasoned pro, you need to tune and align your management skills to make sure your hard work is producing optimal results. If you're a more experienced manager, you can use the "Your Turn" section at the end of each chapter to refresh your daily regimens. As a new manager, you'll want to follow the recommendations in a more deliberate and methodical way. Be sure to use the provided worksheets, tables, figures, examples, and pointers to help you get the most from the book's recommendations. Those elements will help you envision the technique, and they offer suggestions for applying the best practices to your work.

Sequence of the Steps

I've intentionally put each of the steps in *10 Steps to Be a Successful Manager* in a particular order. Whether you are a new or experienced manager, this book will work well if you follow the steps in the order I recommend. Some steps can be completed in a single meeting or planning session; other steps will take months to accomplish. You can begin working on the next step before the previous one is complete.

That said, remember that management isn't like changing a light bulb, with specific actions that must come one before the other. Management is a multifaceted position, not a single process. If you find it beneficial to skip around the book, that's fine—with this one recommendation: Do steps 1 and 2 in order and before moving on to the rest. The work of steps 1 and 2 is important and most often overlooked. Underperforming managers almost always need to retune and align those two steps.

Structure of This Book

10 Steps to Be a Successful Manager will help you establish or realign your management practices and regimens for improved results and satisfaction. Each step in this book describes one area of action you need to develop to create a robust and healthy management practice.

Here is a summary of each step:

Step 1: Know Your Business. Not all management jobs are the same, and it's important that you understand your role as defined by your manager, employees, and peers. To manage well, you need to know what home-run performance will look like for the portion of the business you manage—in the next month, six months, the next year, and beyond. Great managers know what is working well and where their managerial regimen needs more attention.

Step 2: Work Well With Others. Management is a social act. It occurs in conversation and within the context of several organizational teams. Managers who are excellent team players and leaders will have more opportunities to make a difference and to influence others. Make sure you are a terrific partner.

Step 3: Define and Model Excellence. Your team members want to succeed, but can only do so if they clearly understand what excellence looks like. How do you define and share expectations, including teaming standards? In addition to what you say, your day-to-day actions define expectations and excellence.

Step 4: Hire for Fit and Onboard for Success. You have a chance to improve the strength and effectiveness of your team each time you fill an open position. The decision to hire affects you and your team for years, so it is important that you hire for fit. Learn how to determine job, culture, and team fit and make hiring and promotion decisions consistent with your definition of excellence and performance expectations. Ensure that your onboarding program enhances job embeddedness (connections to the job, team, and company) for better employee retention.

Step 5: Use Pull Versus Push Motivation. Engagement is a choice; managers cannot require that employees be engaged. Creating a work environment that has more pull for team members is one way managers can enhance engagement and satisfaction. Learn how to create workplaces with more pull, and how focusing on engagement does not need to compete with or contradict efforts to improve accountability.

Step 6: Reinforce and Reward the Nonnegotiables. Managers, by definition, manage performance. Explore the fundamental building blocks of a highly accountable workplace and learn ways to effec-

tively communicate feedback and requests, including how to handle difficult or uncomfortable conversations.

Step 7: Bring Out the Best in Others. An engaged and focused team needs less supervision and more coaching. When you hire and promote talented people, you are able to direct your time and energy toward proactive and meaningful endeavors. Learn the questions you should ask your team and employees to build job satisfaction and support their career development goals.

Step 8: Plan, Measure, and Adjust. Work planning is essential to tame your mile-long need-to-do and want-to-do lists. There are ways you can ensure your team is focused on the right tasks at the right time. Explore when to kill projects and shift people's energy to more important or fruitful initiatives. Learn ways to ensure you and your team know what's working and where additional attention or a change might be needed to ensure deliverables are met. To help team members complete their work on time and well, relish your barrier oblatorator role. Managers exist to facilitate the forward movement of work. Identifying and getting rid of barriers is a great use of time that will improve results and morale.

Step 9: Manage Change and Transition. Change is inevitable, but how people respond to change is a choice. It's important that your department be nimble in the face of change. There are many things managers can do to promote smoother transitions when changes occur. It's also important to be ready for change. Learn ways to improve your and your team's agility to improve alignment and results.

Step 10: Build a Career, Leave a Legacy. Why are you a manager and what difference do you hope to make? Knowing "what's in it for you" is important and helpful. Great managers build teams and improve organizations. Learn how to hone your managerial regimen so that you leave a legacy consistent with your goals.

Review the 10 steps once a quarter or as your business goals change to ensure that your hard work yields the greatest benefit and job satisfaction.

Being a manager can be a blast because, as the engine of the organization, you can set the tone and pace for success. What could be more fun and rewarding than that?

Step 1

Know Your Business

STEP
1

Overview

- Clarify behavior expectations.
- Define operational excellence.
- Measure your managerial effectiveness.

In the introduction, I asserted that management is the engine that drives organizational results. Let that idea sink in for a moment, because it's heavy. As a manager, you are an engine—you power forward movement. Your company has handed you a piece of the business, and your job is to help that department, division, location, or operating group manifest its goals. Your prime directive is to make good things happen. Whoa! Cool! Yikes! This is a significant burden and privilege, and I encourage you to feel the weight of it. Your work is important.

So how should you go about approaching your role as the engine for a part of the business? How do you make sure your efforts yield the best results?

This book answers these questions beginning with step 1, which will help you see the big picture of your management assignment.

POINTER

When expectations are not comprehensive and clear, it is very difficult to make good choices about how to spend your limited time.

Clarify Behavior Expectations

Let's stipulate that many well-meaning, hard-working, talented managers stink at communicating and clarifying expectations. Your boss, your boss's boss, my former bosses, all of us. Why? Because people are busy, because their boss hasn't done it, because they've

never thought about expectations beyond basic job duties. But here's the thing. Even if your well-meaning, hard-working, talented, and otherwise awesome boss stinks at sharing their behavioral expectations, you need to seek clarity.

You need to seek clarity.

You want to know—really know—the behavioral expectations that your manager, peers, and team members have of you. How can you be an effective engine for a piece of the business if you don't? How can you make good things happen if you don't know how "good management" is defined? Sadly, most managers don't know how they're supposed to act. Especially not to the depth and degree that they need in order to be optimally successful. So that's why we will start our exploration of management here.

Behavior expectation conversations often occur only after something goes wrong and in conjunction with performance counseling. Perhaps you ruffled feathers, had a public meltdown, failed to be accountable, chased staff members away, or treated someone unfairly. These corrective conversations are important but not what we are talking about in this managerial step.

You need to know much more and before concerns arise. You want to know the type of work environment you should be cultivating. You want to know your part in leading and enabling change. You want to know your manager's expectations regarding creativity and innovation. You want to know the organization's professionalism standards in detail because there are always differences from company to company. You want to know what your manager expects in terms of employee engagement, accountability, and development. You want to know what your peers want from you as a partner and colleague. You want to know the type of manager your team members hope you'll be. And you want to know so much more.

OK, Lisa, I get it. I want to know about the many types of behavior expectations. How do I do this?

Answer: You ask. You ask your manager, peers, and employees specific questions that yield specific and helpful answers. Tool 1-1

offers a meaty list of questions that you can use to clarify behavior expectations. I recommend setting aside 60 minutes per meeting for the first round of conversations, and then allowing 20 to 30 minutes to update expectations. Try doing the following:

- Have a one-on-one conversation with your manager.
- Gather several of your peers together and ask them questions. (This makes for a very interesting conversation because while you'll clarify the behavior expectations they have of you, you'll also get to reinforce your expectations of them.)
- Ask your employees, first in a group meeting and then one-on-one as part of your regular conversations. If team members seem uncomfortable sharing their ideas in front of you, break them into smaller groups and then allow them to report out their group's input.

This might sound like a lot of meetings, but you only have to do it occasionally. Use Tool 1-1 as a starting point for the conversation and add your own questions. And here's an idea: Some of these questions can be tried at home! So while you are at it, use portions of this tool to generate a great discussion with your spouse or significant other. OK, maybe you don't want to know that. . . .

TOOL 1-1

QUESTIONS TO DETERMINE BEHAVIOR EXPECTATIONS

Topic Area	Questions to Ask
Basic Job Function	<ul style="list-style-type: none"> • How do you define quality of work? • What are your expectations regarding deadlines and communication of work status? • What does being prepared mean? • How will you measure my success?
Decision Making	<ul style="list-style-type: none"> • What is your expectation of me regarding making and communicating decisions? • What types of decisions would you like me to make and when do you want to weigh in?

TOOL 1-1. QUESTIONS TO DETERMINE BEHAVIOR EXPECTATIONS (CONT.)

Topic Area	Questions to Ask
Work Environment	<ul style="list-style-type: none"> • Describe the work environment you expect me to build and reinforce. • In what ways would you like to see the company's culture change and what role do you believe I should play in creating that transformation? • Is there anything about the department's current culture that you think ought to change or improve?
Creativity and Innovation	<ul style="list-style-type: none"> • How important is creativity and innovation this year and what are your expectations of me regarding this? • In what areas would you most like me and my group to generate new ideas and improve results?
Team Development and Productivity	<ul style="list-style-type: none"> • Describe how a well-functioning team looks and feels. • What expectations do you have regarding team development and productivity? • What are your expectations regarding how I will manage and correct poor performance? • How much time do you think I ought to spend coaching others?
Communication	<ul style="list-style-type: none"> • What does effective communication look like? • What are your expectations of me regarding communication? • What are your expectations of me regarding attending and conducting meetings?
Growth and Development	<ul style="list-style-type: none"> • Everyone needs to continue to grow. In what two ways would you most like to see me develop over the next year?
Results Orientation	<ul style="list-style-type: none"> • What do you think it means to be results oriented? • How will you measure my success beyond operational metrics?
Partnership	<ul style="list-style-type: none"> • Describe great partnership and collaboration. • With whom should I partner the most? • In what ways would you like to see partnership and collaboration improve?
Ethics and Role Modeling	<ul style="list-style-type: none"> • I know I'm expected to be a role model, but what's most important in this regard? • What does it mean to represent the company well? • What are your expectations for how managers conduct themselves?

The questions listed in Tool 1-1 are great, right? I realize it might seem a bit overwhelming, but you can select and adjust the questions based on who you're meeting with and where you need clarity. It's worth the effort to do this—I promise. Clarify behavior expectations annually, or twice a year if your job or focus changes. In addition, don't miss the chance to calibrate your understanding of behavior expectations throughout the year. Things change and memories fail. Take advantage of opportunities to clarify individual expectations when discussing specific projects, goals, or new departmental challenges. Take a look at Tool 1-2 for some common behavior expectations for managers.

POINTER

Clarify behavior expectations annually, or twice a year if your job or focus changes.

TOOL 1-2

COMMON BEHAVIOR EXPECTATIONS FOR MANAGERS

Some aspects of management are common across industries and for all levels of responsibility. Here are several behavior expectations that apply to all managers. Consider sharing this list with your manager and discussing specific examples of desired behaviors for those that apply to your role. Record feedback you receive and action planning to ensure your development stays on track.

Managers Should...	What This Means	Feedback and Action Planning
Be highly accountable.	This includes clarifying performance standards, providing feedback, measuring progress, rewarding achievement, and addressing poor performance. It is also important to hold oneself to a high standard and to humbly admit setbacks.	

TOOL 1-2. COMMON BEHAVIOR EXPECTATIONS FOR MANAGERS (CONT.)

Managers Should...	What This Means	Feedback and Action Planning
Think creatively, be proactive, and take initiative to improve their team's performance.	They should seek to improve some aspect of the work or workplace every day. It is not a manager's job to maintain or oversee what would happen on its own.	
Manage based on metrics.	This includes creating, communicating, and managing based on meaningful measures of performance, results, and productivity. They should involve peers and team members in the process of establishing and monitoring key metrics.	
Build and maintain productive work relationships.	With every meeting and every conversation in which they participate, managers have the opportunity to either add to or detract from the quality of the relationship. They should seek to repair relationship issues and be deliberate about spending quality time with peers, team members, and key stakeholders, including their manager. Operating in isolation will not yield success.	
Cultivate flexible and nimble teams.	They should have their finger on the pulse of the company and know when changes in approach make sense. Managers should not be overly comfortable with the status quo and should actively support employees through change-related angst and ambiguity.	
Be responsive to other people's ideas and concerns.	This includes being coachable when offered feedback and seeking input and feedback to enable continuous learning.	

Managers Should...	What This Means	Feedback and Action Planning
Know when to lead—and do so.	This may demand courage and might mean taking risks. Moments of leadership inspire and align people and the organization.	
Help employees do their best work in the service of the organization's goals.	They should create work environments that enable and encourage employee engagement and that inspire intrinsic motivation.	
Be outstanding behavioral role models every day and in all workplace situations.	They need to represent the best of what they seek in others and practice effective stress-management techniques to constructively manage times of frustration or difficulty.	

Are you high or on drugs? I imagine this might be the question that comes to mind after you collect and consider everyone's behavior expectations. You can't stuff 200 pounds into a 100-pound bag (but we try, don't we?). And remember, this initial inquiry does not include project-specific operational goals or work products. Even so, this first pass often yields a significant amount of input and too many daunting behavior expectations to count.

So, here's one more expectation. It's your job to negotiate behavior expectations so that you can be successful. Sometimes you don't have the time, resources, or skills to achieve it all and sometimes you need to get a better understanding of what the expectations mean. Here is a common expectation:

Managers must represent the needs of both the company and their employees. They're the lens that helps both senior management see things from the frontline employee's perspective and frontline employees see through the senior managers' eyes.

Sounds good, but what does this mean and look like in action? Who knows? It's important to discuss and understand. When I was a manager, I did a behavior expectations tune-up quarterly and then made sure that actions and words were clarified and aligned. Doing that was important to me because I wanted to stay focused on what most mattered.

Clarifying behavior expectations will help you understand what others hope you will do as you manage your piece of the business. This is a critical part of knowing your business and setting yourself up for success. It is also important that you know how great work is defined for the operational aspects of your work.

Define Operational Excellence

Let's take our understanding of job expectations to the next level—to the hitting it out of the park level. Good performance is getting it done, but excellence is hitting a grand-slam home run, as in baseball. The grand-slam home run (which yields the maximum of four runs) makes the most out of the team's efforts and has an added benefit of creating a feeling of success—elation!—throughout the organization.

I like using this metaphor for excellent operational results because everything we do ought to have a positive and additive effect on our teams, peers, and the organization. If you are going to do something, make it a grand slam!

Sounds nice, but let's put this metaphor into action. Start by listing all your key projects, initiatives, and core business processes. If you are an accounting manager, for example, purchase orders might be a core process. For each item, define your current metrics or performance measures. Next, meet with your manager. Review what you've recorded so far and then make the following request:

I know that there's more to these goals than these basic measures, and I want to make sure that my team and I are focused on what's most important. I'd love to brainstorm with

you what a grand-slam home run would look like for each one of these operational goals that includes productivity, process, behavior, and culture considerations. I have an example of what I'm talking about here.

How does that sound? Here's the example you can share with your manager, which deals with a project to implement the new accounting system within budget by August 1. A grand-slam home run might be to:

- Complete the implementation by July 15, before the busy season.
- Involve the accounting team such that ownership and acceptance is high.
- Implement the project while improving accountant computer skills so they can better use the new system's features.
- Develop robust contingency plans to cover any potential project setbacks.
- Reduce the costs spent on the project by harnessing the creativity of the group to find the best way to transition to the new system.

There's getting a project done and then there's managing a project such that many other aspects of the work are improved as well. That's excellence. As a driven and talented manager, you want to know how your manager defines excellence. Actually, you'll need to know because you need to be able to define excellence for your team, as we'll see in step 3.

You might be thinking that talking about excellence will set you up for failure because the boss will then expect nothing but grand slams from you and your team. It's true that openly discussing grand slams does change things—for you and your boss—but this is a good thing. Your conversations will become more useful, important, and motivational. And

POINTER

Define and strive for the grand-slam home run to have the deepest and broadest positive impact on the organization.

you'll develop a stronger business relationship as you go beyond dinking around along the surface of performance conversations. My goal with this step is to help set you and your team up to succeed at a level you've not previously imagined. If you don't identify what a grand slam looks like, what do you think the chances will be that you'll know to focus on each of these desired outcomes? You might know or guess some of them, but not all. We get what we focus on.

If you include the behavioral expectations discussion at your next one-on-one with your manager, discuss operational excellence at the one after that. Or you can book one longer meeting to do both if that works better for you and your manager. You can call it *planning for success* or something like that. Example 1-1 shows you how you might set up the information for the grand-slam discussion with your manager.

What a cool and helpful process! Once you have typed up your operational goals with grand-slam home run performance indicators, share it again with your manager to confirm that you interpreted their input correctly and get agreement on your top priorities. Hold

the spreadsheet in your hand and breathe a sigh of relief—many managers haven't a clue what they are supposed to do, but now you do! It feels great to understand, in depth, the results that you should produce for the organization. And it's satisfying to know how your manager defines excellence. I love clarity, don't you? Use your spreadsheet as a discussion guide during regular one-on-ones with your manager and for the weekly planning you do with peers and your team and employees (you do both of those things, right?).

One caveat about all this clarity, though—things change. You'll want to update your chart monthly or as needed. It is important that it always contains the current version of grand-slam home runs and what's most important.

POINTER

As a driven and talented manager, you want to know how your manager defines excellence.

EXAMPLE 1-1

EXCELLENCE: GRAND-SLAM HOME RUN GOALS

Operational Goals	Current Metrics	Grand-Slam Performance	Progress and Next Actions
Implement new accounting system	<p>August 1</p> <p>Budget \$XXX</p> <p>Training for all users</p>	<p>Complete implementation by July 15, before the busy season.</p> <p>Involve the accounting team so ownership and acceptance is high.</p> <p>Implement the project while improving accountant computer skills (so they can better use the new system's features).</p> <p>Develop robust contingency plans to cover any potential project setbacks.</p> <p>Find a way to do this and reduce project costs—harness the group's creativity to find the best way to transition to the new system.</p>	<p>Timing on target.</p> <p>Expand team involvement.</p> <p>Contingency plan draft by end of month.</p> <p>Identify opportunities for cost reduction at next update (involve team).</p>
Project B			
Core Process A			
Core Process B			
Initiative A			

Using this process to define extraordinary results will put some additional pressure on you (and therefore your team) to perform at a higher level—but it’s all good. Would you like to know that you need to climb to the summit of Mount Rainier or would you prefer to remain oblivious to that expectation and fool around in the foothills all year long? If you know the summit is your target, you’ll prepare, train, and approach the mountain ready for the long journey. Here’s an important point—whether you have the grand-slam conversation with your manager or not, the grand slam is already in their mind. Your manager wants excellence. If you don’t take the time to define grand slams, you’ll miss out on an opportunity to align with their hopes for you and your department.

Once you clarify behavior expectations and operational excellence, you’ll want to ensure that your managerial practices support your success.

Time is precious! But how do you know if what you’re doing will lead to the results you seek?

POINTER

Your manager expects the grand slam whether or not you define what that looks like.

Measure Your Managerial Effectiveness

Your manager just stopped by your workspace. After some pleasant banter, she mentions that she’d like you to update her on how things are going at your next one-on-one. Specifically, she’s interested in your managerial efforts and how she can best support you. The one-on-one is in two days. Do you know what you’re going to say? Or will you be burning the midnight oil for the next two days to prepare?

You might be thinking that your boss does not sound like this example and would never make a request or offer like this. So, this is a moot point. You don’t need to prepare for a meeting that will never happen! Right?

Wrong.

While your manager might not specifically ask for it, they want to know how things are going for you—as a manager—and how they can best help. And you want to know, because you want your time and effort to yield the best outcomes.

At any given moment, you should be able to self-assess your performance relative to behavior expectations and grand-slam goals. I'll admit that measuring managerial behaviors is less straightforward than keeping your operational goals chart up to date. But here's the thing: Management is visible—what you do is observable and can be measured. Here's an example using one of the behavior expectations for all managers that I suggested earlier in the chapter:

Managers should be responsive to other people's ideas and concerns.

Are you delivering on this expectation? Here are a few ideas for how you might self-assess your performance:

- Assess your meeting agendas and determine the percentage of time you spend seeking and listening to concerns, ideas, and input from others.
- Record and acknowledge ideas from others that you have implemented.
- Make it a habit to send thank you emails or notes to others when they offer ideas. Reflect on how often you thank others each month.
- Measure your follow-through of concerns from the time each concern is communicated until it has been addressed or resolved.
- Ask employees and peers for feedback on your responsiveness to their concerns and ideas.

Now, I know what you're thinking. You're worried that if you measure your performance against every expectation, you'll not have any time to *manage*. This is a valid concern, and doubly so if you're the type of person drawn to data analytics and more likely to go down the measurement rabbit hole. I don't want you to become an absentee manager because you are in your office check-sheeting your meeting minutes.

But here's the bottom line. Select and use metrics that will illuminate how you're doing on your top priorities. Be choosy. If you want to be a stronger role model, focus on metrics that help you understand your impact on others. If creating a more collaborative work environment is an important behavioral goal, then make sure you have good metrics that tell you how you're doing.

POINTER

Measurement takes time and energy—make sure you are measuring meaningful indicators of your success.

Be careful, however, that you measure the right indicators. For example, if you want to increase collaboration, don't measure the number of meetings you schedule and hold (this is almost always a terrible measure); instead, assess what's happening when people work together in meetings and other business discussions.

Step 1 is called Know Your Business because *management is your business*. You are the engine hired to power a part of the organization. To be a successful manager, you need to know what's expected of you and how your boss and other key stakeholders define excellence.

Building ACCEL Skills

The management techniques we've explored in step 1 will help you build the following ACCEL skills:

- **Accountability.** Step 1 emphasizes personal accountability by helping you develop skills to define what you need to do to be successful. When you understand what you need to accomplish and own, it will be easier for you to create an accountability culture for your team.
- **Communication.** If you practice clarifying expectations and excellence, you will build important communication skills that help you improve focus, manage team performance, and negotiate with peers.
- **Listening and assessing.** Step 1 focuses a lot on having conversations that will help you understand the piece of the business that you've been asked to manage. You will find

that the more you practice these conversations, the better you will be able to listen deeply and assess the meaning of what you hear.

Your Turn

It can be a bit intimidating if you've never asked questions about expectations or grand-slam home runs before. To get started, try these methods:

- Find a mentor with whom you can discuss and practice your approach. If you verbalize the questions ahead of time, you can tweak your list and get more comfortable with them.
- Ask a peer to practice with you and offer to do the same for them. That way, you will both benefit and be more prepared.
- Prepare talking points that help provide context about why you are asking these questions. It is important that your boss knows that you want to know their expectations because you are interested in succeeding, not because you wish to complain about them.

The Next Step

Knowing your business provides an important foundation from which you can manage. Once you understand what—in the broadest sense—you are being asked to do, you can explore the best ways to make it all happen. Remember, managers make things happen! In step 2, you'll learn about the most important and profound managerial characteristics you should cultivate to be a successful manager.



Buy This Book

About the Author



Lisa Haneberg is an organization development, human resources, leadership, and management author, practitioner, and consultant. She has more than 30 years of experience providing executive and management development and training and coaching solutions for large and small organizations. She has particular expertise in the areas of senior team development, performance management, executive coaching, talent management, succession planning, organizational agility and alignment, and middle management effectiveness.

Lisa's written several books, including *Coaching Training; Coaching Basics*, 2nd Edition; *Developing Great Managers: 20 Power Hours*; *Double the Love: 11 Secrets for Building Highly Accountable and Engaged Teams*; *Focus Like a Laser Beam: 10 Ways to Do What Matters Most*; *Organization Development Basics*; *Two Weeks to a Breakthrough: How to Zoom Toward Your Goal in 14 Days or Less*; *The High Impact Middle Manager: Powerful Strategies to Thrive in the Middle*; and *Coaching Up and Down the Generations*. In addition, her work has been highlighted in publications such as *Leader to Leader*, *Washington CEO*, *Capital*, and *Leadership Excellence*.

Lisa has held both internal and external consulting roles in organizations such as Memorial Hermann Health System, MedCentral, Black & Decker, Mead Paper, Intel, Amazon.com, Corbis, Promedica, MTD Products, Perfetti vanMelle, TUI Travel International, Aultman Health Care, OPW Fueling Components, Royal Thai Government, the FAA, the EPA, Microsoft, Premera Blue Cross Oregon, and the City of Seattle.

Lisa holds a BS from the University of Maryland and an MFA from Goddard College. To learn more about her work, visit her website at www.lisahaneberg.com.

Index

4 Ps (picture, purpose, plan, and part), 133, 134, 137–138

A

ACCEL: The Skills That Make a Winning Manager model, 3–5

Bring Out the Best in Others (step 7) and, 110

Build a Career, Leave a Legacy (step 10) and, 143–144

Define and Model Excellence (step 3) and, 51–52

Hire for Fit and Onboard for Success (step 4) and, 66–67

Know Your Business (step 1) and, 23–24

Manage Change and Transition (step 9) and, 137–138

Plan, Measure, and Adjust (step 8) and, 125

Reinforce and Reward the Nonnegotiables (step 6) and, 94–95

Use Pull Versus Push Motivation (step 5) and, 78

Work Well With Others (step 2) and, 41

accountability

as ACCEL model skill, 3–5

Build a Career, Leave a Legacy (step 10) and, 143

Define and Model Excellence (step 3) and, 51

as extrinsically driven behavior, 76

Hire for Fit and Onboard for Success (step 4) and, 66–67

Know Your Business (step 1) and, 22

Plan, Measure, and Adjust (step 8) and, 125

See also Reinforce and Reward the Nonnegotiables (step 6)

agility

change and, 123–125, 134–137

defined, 135

anxiety, avoiding of, 147

B

behavioral expectations

clarifying of, 9–16

common expectations for managers, 13–15

questions to determine expectations, 10–13

ways to measure, 90–91

behavioral interviewing, 58, 61

Black & Decker (B&D), 108–109

Bridges, William, 128

Bridges Transition Model, 128

ending phase, 128–129, 133

neutral zone, 129, 133–134

new beginning phase, 130, 134

typical transition behaviors, 130

Bring Out the Best in Others (step 7), 8, 97–111

ACCEL skills and, 110

creating connections, 99–101

cultivating productive irreverence, 104–107

enlivening minds, 102–104

reinforcing collaboration, 107–110

“Your Turn” ideas, 110–111
Build a Career, Leave a Legacy (step 10), 8, 139–144
ACCEL skills and, 143–144
being “what you seek,” 141–142
leaving things in better shape, 142–143
visualizing your legacy, 140–141
“Your Turn” ideas, 144

C

caring, demonstrating of, 29–33
change. *See* Manage Change and Transition (step 9)
Chermack, Thomas, 44
collaboration
as ACCEL model skill, 3–5
Bring Out the Best in Others (step 7) and, 110
Build a Career, Leave a Legacy (step 10) and, 144
Define and Model Excellence (step 3) and, 51–52
Plan, Measure, and Adjust (step 8) and, 125
reinforcing within teams, 107–110
Use Pull Versus Push Motivation (step 5) and, 78
Work Well With Others (step 2) and, 41
communication
as ACCEL model skill, 3–5
Define and Model Excellence (step 3) and, 52
Know Your Business (step 1) and, 22
Manage Change and Transition (step 9) and, 137
of plans, 118–119
Reinforce and Reward the Nonnegotiables (step 6) and, 94–95
Work Well With Others (step 2) and, 41
conflict, productive, 98
connections, creating within teams, 99–101

consequences, accountability and, 86, 88, 90, 92
conversations
interviews and, 58
management and, 27–29
teams and, 99–100, 102–104
culture of organization, defining of, 54–56

D

daily planning habits, 115–116, 117
Define and Model Excellence (step 3), 7, 43–52
ACCEL skills and, 51–52
acting consistently with definition of excellence, 49–51
communicating vision of excellence, 48–49
defining excellence, 44–47
example of, 45–46
setting expectations for teaming, 47–48
“Your Turn” ideas, 52
dysfunction, in workplace
accountability and, 89–90
reverberation of, 38–41

E

employees, challenges faced by, 119–120
ending phase, in Bridges Transition Model, 128–129, 133
engagement
as ACCEL model skill, 3–5
Bring Out the Best in Others (step 7) and, 110
Hire for Fit and Onboard for Success (step 4) and, 67
Work Well With Others (step 2) and, 41
See also Use Pull Versus Push Motivation (step 5)
enlivening, of team members’ minds, 102–104

- excellence, operational, 16–20
See also Define and Model
 Excellence (step 3)
- expectations
 accountability and, 85–86, 87
 demonstrating courage to reinforce, 91–94
See also behavioral expectations
- extrinsic motivations
 accountability and, 82–84, 92–94
 defined, 70
- F**
- feedback, measuring of behavioral expectations and, 91
- fit, of new hires
See Hire for Fit and Onboard for Success (step 4)
- focus (direction of the work), team agility and, 136, 137
- fun, importance of having, 145–147
- G**
- Gandhi, Mahatma, 141
- good intentions, as accountability pitfall, 84
- “gottas”
See Reinforce and Reward the Nonnegotiables (step 6)
- “grand-slam home run”
 goals and accountability and, 88
 operational excellence and, 16–20
- group interviews, 57
- H**
- habits, planning and, 115–117
- helpfulness, importance of, 148
- Hire for Fit and Onboard for Success (step 4), 7, 53–67
 ACCEL skills and, 66–67
 defining job, culture, and team fit criteria, 54–56
 interviewing deeply and well, 56–63
 onboarding well, 63–66
- “Your Turn” ideas, 67
- human resources departments, staying involved with, 57–58
- I**
- immaturity, not tolerating, 100
- inconsistency, and confusion of definitions of excellence, 49–51
- interviewing skills, 56–63
 assessing responses to questions during, 61–62
 example questions for, 59–60
 hire for fit tips for, 62–63
 recommendations for, 57–59
- intrinsic motivator, defined, 70
- irreverence, productive, 104
- idea generator for, 107
- strategies for cultivating of, 104–107
- J**
- job description, defining of, 54–56
- job embeddedness, 64–65
 tips for onboarding and, 66
- jobs, why people leave, 139–140
- K**
- Know Your Business (step 1), 7, 9–23
 ACCEL skills and, 23–24
 clarifying behavior expectations, 9–16
 defining operational excellence, 16–20
 measuring managerial effectiveness, 20–22
 “Your Turn” ideas, 23
- L**
- leadership, management and, 2–3
- legacy, when leaving job, 8, 139–144
 ACCEL skills and, 110
 being “what you seek,” 141–142
 leaving workplace in good order, 142–143

- visualizing of, 140–141
- “Your Turn” ideas, 144
- listening and assessing
 - as ACCEL model skill, 3–5
 - Bring Out the Best in Others (step 7) and, 110
 - Hire for Fit and Onboard for Success (step 4) and, 60, 67
 - Know Your Business (step 1) and, 22–23
 - Manage Change and Transition (step 9) and, 137–138
 - Plan, Measure, and Adjust (step 8) and, 125
 - Reinforce and Reward the Nonnegotiables (step 6) and, 95
 - Use Pull Versus Push Motivation (step 5) and, 78
 - Work Well With Others (step 2) and, 41

M

- Manage Change and Transition (step 9), 8, 127–138
 - ACCEL skills and, 137–138
 - agility defined, 135
 - change defined, 128
 - helping others to transition, 132–134
 - improving departmental agility, 134–137
 - learning how people transition, 128–131
 - managing own ability to transition, 131–132
 - transition defined, 127–128
 - “Your Turn” ideas, 138
- management
 - barriers to, 1–2
 - as customer service job, 147–148
 - leadership and, 2–3
 - measuring effectiveness of, 20–22
 - as people-driven job, 1
 - personality characteristics of
 - effective managers, 145–148
 - as social act, 27–29, 99

- Managing Transitions: Making the Most of Change* (Bridges), 128
- marathon effect, of transition, 131
- MBWA (manage by wandering around), demonstration of caring and, 33
- measurement practices, planning and, 122–123
- mental garbage, as accountability pitfall, 82
- micromanagement, avoiding of, 121, 123
- motivation, distinguishing between intrinsic and extrinsic motivation, 70–74, 79
 - See also* Reinforce and Reward the Nonnegotiables (step 6)
 - See also* Use Pull Versus Push Motivation (step 5)

N

- neutral zone, in Bridges Transition Model, 129, 133–134
- new beginning phase, in Bridges Transition Model, 130, 134
- nonnegotiables. *See* Reinforce and Reward the Nonnegotiables (step 6)

O

- observation, measuring of behavioral expectations and, 90
- onboarding, 63–66
- operational excellence, defining of, 16–20
- optimism, demonstrating of, 147
- “ownership” of task, as intrinsically-driven behavior, 72–73

P

partnership, 34–38
performance (efficiency of the work),
team agility and, 136, 137
perseverance, planning and, 123–125
Plan, Measure, and Adjust (step 8), 8,
113–126
ACCEL skills and, 125
acting with perseverance and
agility, 123–125
building habit of planning,
115–117
encouraging team to plan, 119–122
monitoring progress, 122–123
sharing plans, 118–119
“Your Turn” ideas, 125
positive and negative consequences,
distinguished, 92
prodIRs, 105–106
productive conflict, within teams, 98
productive irreverence, cultivating of,
104
idea generator for, 107
strategies for, 104–107
pull motivation
See Use Pull Versus Push
Motivation (step 5)
push motivation
See Reinforce and Reward the
Nonnegotiables (step 6)

Q

quantitative measures, of behavioral
expectations, 91

R

Reinforce and Reward the Nonnego-
tiables (step 6), 7–8, 81–95
ACCEL skills and, 94–95
accountability and, 81–82
demonstrating courage to reinforce
expectations, 91–94
determining “gottas,” 85–89
ensuring that team members know
where they stand, 89–91

recognizing accountability’s pitfalls,
82–84
“Your Turn” ideas, 95
relaxation, importance to job, 147
resources (speed of outputs), team
agility and, 136, 137

S

sandbox theory, of managerial success
or failure, 40
*Scenario Planning in Organizations:
How to Create, Use, and Assess
Scenarios* (Chermack), 44
self-assessment, of managerial
performance, 20–22
short- and long-term goals, 115–116
SMART (specific, measurable, attain-
able, relevant, time-bound) goal
terms, avoiding of, 48

T

teams and teaming
collaboration and, 107–110
creating connections within,
99–101
encouraging of planning by,
119–122
enlivening with conversations about
business, 102–104
ensuring that members know where
they stand, 89–91
huddles and, 43, 75, 76, 91, 100,
115, 118, 120–122
productive irreverence and,
104–107
purpose of, 102
qualities of “great,” 97–98
setting expectations for teaming,
47–48
team fit criteria, 54–56
teaming as core job task, 88–89
to-do lists, 114
transition. See Manage Change and
Transition (step 9)

U

Use Pull Versus Push Motivation

(step 5), 7, 69–79

ACCEL skills and, 78

characteristics of workplace with
high employee engagement, 74

creating more pull in workplace,
74–77

distinguishing between intrinsic and
extrinsic motivation, 70–71

modeling engagement, 78

using right motivational tools,
72–74

“Your Turn” ideas, 79

W

weekly planning habits, 115, 117,
124

“Why People Stay: Using Job E
mbeddedness to Predict
Voluntary Turnover” article, 65

Work Well With Others (step 2), 7,
25–42

ACCEL skills and, 41

being great partner, 34–38

building strong relationships,
33–35

dysfunction’s reverberation, 38–41

as fundamental requirement for
success, 25–27

management as social act and,
27–29

showing that you care, 29–33

“Your Turn” ideas, 41

workplace relationships, building of
strong, 33–35