# 2020

# To Be or Not To Be a Manager
# WORKBOOK

**GreenHouse Consortium**
eu management training

# Contents

## INTRODUCTION
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The European School of Administration (EUSA) welcomes you to the To Be or Not To Be a Manager programme.

You might be interested in becoming a Manager – or someone else has possibly suggested that you should become one? The next two days have been designed and developed to help you clarify what you think and which decision – To Be or Not To Be – you will want to take.

The programme is divided into two days, with the following themes:

**Day 1**      Connecting with the group – what do we have in common?

Exploring our career anchors

Mapping our needs – what we want and what we don't want

Round table discussion with experienced managers

**Day 2**      Learning from our life experience

Getting aligned

Defining and getting clarity on your question

The objectives of the programme are to:

- ✓ Get more clarify on whether you want to be a Manager or not
- ✓ Review your personal fit with managerial responsibilities and challenges
- ✓ Reflect individually and discuss with others your personal and professional development
- ✓ Understand the particular leadership challenges women face (in women only version).

We wish you a fruitful two days.


## MY NEEDS & OBJECTIVES FOR THIS PROGRAMME

## ME AND MY PROFESSIONAL CONTEXT

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Please use this template to present yourself and your career context:

**I am fantastic at ….**

**My family and/or community...**

**Your Name**

**Being a Manager
would motivate me because...**

**I'm reluctant to become a
Manager because...**

**My personal motto is ….**

# LOGICAL LEVELS

Logical Levels model was developed by Robert Dilts. Its full title is the Neuro-Logical Levels model and it helps us to understand the different levels at which we experience our world.

The model refers to a hierarchy of levels of processes within an individual or group. The function in each level is to synthesise, organise and direct the interactions on the levels below it. Something on an upper level could "radiate" downward, facilitating change on the lower levels. Something on a low-level could, but would not necessarily, effect the upper level.

The life of people in any system, and indeed the life of the system itself, can be described and understood on a number of different levels:



**Environment**: this refers to everything outside of yourself and is the state of the external context in which people are living and acting - **where and when** our actions are taking place

**Behaviour**: relates to the specific steps taken in order to respond to the environment and reach a desired outcome. Involves **what** must be done and accomplished.

**Capabilities**: this refers to the mental maps, plans, strategies, skills and capabilities by which groups or individuals select and direct the steps they take within their environment. They direct **how** steps are generated, selected and monitored.

**Beliefs and Values**: these provide the drivers that support or inhibit particular capabilities and behaviours. They relate to **why** a particular path is taken and to the deeper drivers of people's actions.

**Identity**: these factors are a function of **who** a person or group perceives themselves to be. This level has to do with the unique, distinguishing characteristics that define an individual, group or organisation.

**Purpose**: this relates to people's experience of contributing to the larger system of which they are a part. these factors involve **for whom or for what** a particular step or path has been taken.

## CAREER ANCHORS

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### Values Underlying My Career Choices

When you choose to enter into a certain line of work, your choice reflects what you value about work.  These values are known as your "career anchors" – those aspects about your job which are important for you.

As you grow and develop over your career, you may find that some of these anchors which were important to you at the start of your career have become less so, more so or you have developed new career anchors as your interests develop and your circumstances change.

### Which are you career anchors – then and now?

The following table presents the list of the eight classic career anchors. Rate each of them according to the following scale:

(5) = very important and

(1) = not at all important.

You can give the same score several times, but try as much as you can to differentiate.

Do the rating twice – once for when you started your career (either when you first started or when you entered the institution) – and then for how you are now.

| Career Anchor | What this means | Importance to you when you started your career | Importance to you now |
|---|---|---|---|
| **Technical/functional competence** | This is about having the desire to excel in the work you do – and to keep getting better at doing it | | |
| **General managerial competence** | This is about wanting to get things done through other people, problem-solving and taking on responsibility | | |
| **Autonomy/ independence** | Having a need to work on one's own without supervision and with considerable freedom of operation | | |
| **Security/stability** | This is about valuing being in a predictable environment and the reassurance of having stable employment | | |
| **Entrepreneurial creativity** | Trying out new things, getting the opportunity to innovate and have different experiences as well as running an own business | | |
| **Service/dedication to a cause** | Seeing the purpose and meaning in your work – and how it contributes to the wellbeing of others | | |
| **Pure challenge** | People driven by challenge seek constant stimulation and difficult problems that they can tackle. They will change jobs when the current one gets boring and thus, their careers can be varied. | | |
| **Lifestyle** | Your job enables you to do other things in your life – and it is important to integrate the two aspects of life. | | |

Adapted from Career Anchors: Discovering Your Real Values (1990, Jossey-Bass/Pfeiffer), and Career

Anchors: Self Assessment, (2006, 3rd ed., Pfeiffer) by Edgar H Schein.

## Questions to Guide your Self Reflection:

**What difference is there between your career anchors then and now?**

**How have your interests developed and changed?**

**How do you think they will keep developing into the future?**

## Mapping My Needs

Thinking about your decision To Be or Not To Be a Manager …. What do you want to Achieve, Eliminate, Preserve and Avoid.

| | Don't Have | Do Have |
|---|---|---|
| **Want** | **ACHIEVE** | **AVOID** |
| **Do Not Want** | **PRESERVE** | **ELIMINATE** |

**Guiding Questions for Self-Reflection**

How good is the fit between your Goal Grid on the previous page and the reality of being a manager based on your prework interviews? Where is there coherence, destructive interference or gaps?

What is one question you would like to ask to the experienced managers in the round table this afternoon?

What are your key take-outs from the Round Table?

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**Johari's Window** The Johari Window model, developed by American psychologists Joseph Luft & Harry Ingham in 1955, is a simple and widely used tool for understanding and improving self-awareness and interpersonal relationships. The panes in the four-quadrant window represent information – e.g. feelings, experience, views etc – within or about a person, in terms of whether the information is known or unknown by the person and others around him/her. The quadrants can be changed in size to reflect the proportions of each type of "knowledge" of or about the person in question in a certain team situation.

There are two key ideas behind the tool: (1) that individuals can build trust with others by disclosing information about themselves ('tell'), and (2) that individuals can learn about themselves with the help of feedback from others ('ask') – see image below. Regarding team work, the model indicates that the bigger the open area or 'arena' is, i.e. the more information or awareness is shared between team members, the better the relationships are and the more productive both the team and its members will be.
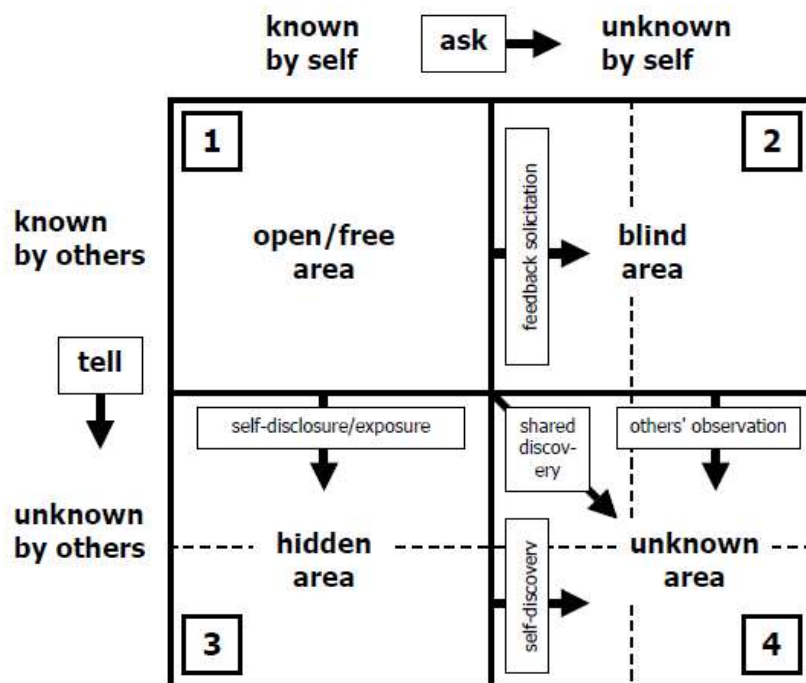


Design Alan Chapman 2001-4 based on Ingham and Luft's Johari Window concept.

**Johari's Window Exercise**

This is an exercise to do back in the office, thinking about your current team. Use the table below and the topics in each pane to fill in your own Johari Window.

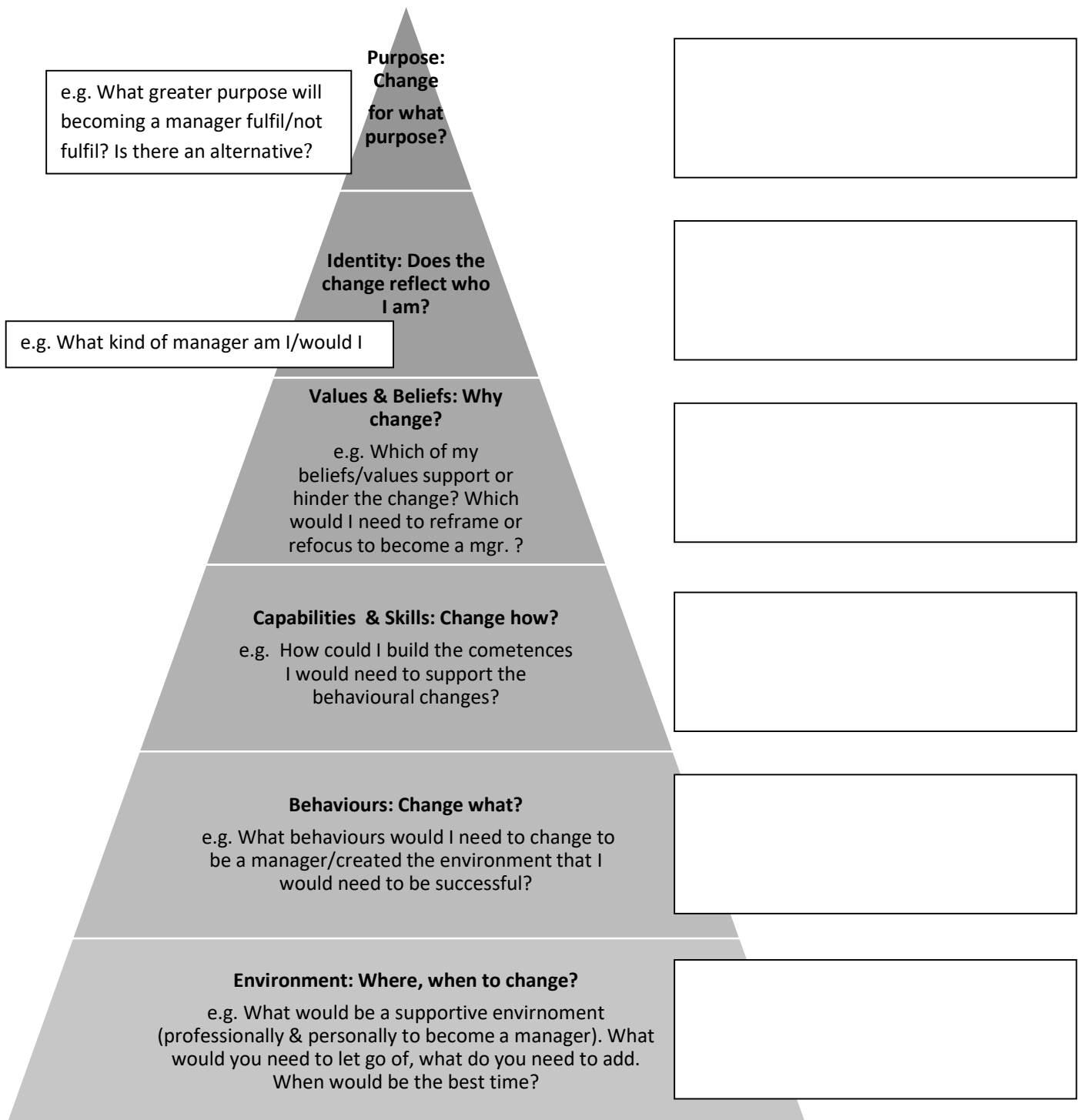| | |
|---|---|
| **Things I share easily** | **Things I would like feedback on** |
| **Things I would like/prefer to keep hidden** | **Things I would like to know more about**<br>(e.g. "I feel irritated – how come…?") |

**What did I take out of the "Connecting the Dots" Exercise (Drivers, Desires, Decisions) to bring more clarity on the question To Be or Not to Be?**
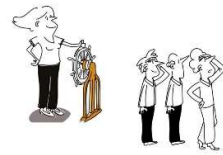
## IF YOU WERE TO BECOME A MANAGER …..

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Thinking about becoming a manger, work through the logical levels to see

1. where you get "stuck"
2. explore what options you have to get more alignment
3. identify whether these are options/choices/decisions that you can or are prepared to take

**Purpose: Change for what purpose?**

e.g. What greater purpose will becoming a manager fulfil/not fulfil? Is there an alternative?

**Identity: Does the change reflect who I am?**

e.g. What kind of manager am I/would I

**Values & Beliefs: Why change?**

e.g. Which of my beliefs/values support or hinder the change? Which would I need to reframe or refocus to become a mgr. ?

**Capabilities & Skills: Change how?**

e.g. How could I build the cometences I would need to support the behavioural changes?

**Behaviours: Change what?**

e.g. What behaviours would I need to change to be a manager/created the environment that I would need to be successful?

**Environment: Where, when to change?**

e.g. What would be a supportive envirnoment (professionally & personally to become a manager). What would you need to let go of, what do you need to add. When would be the best time?

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## My Project
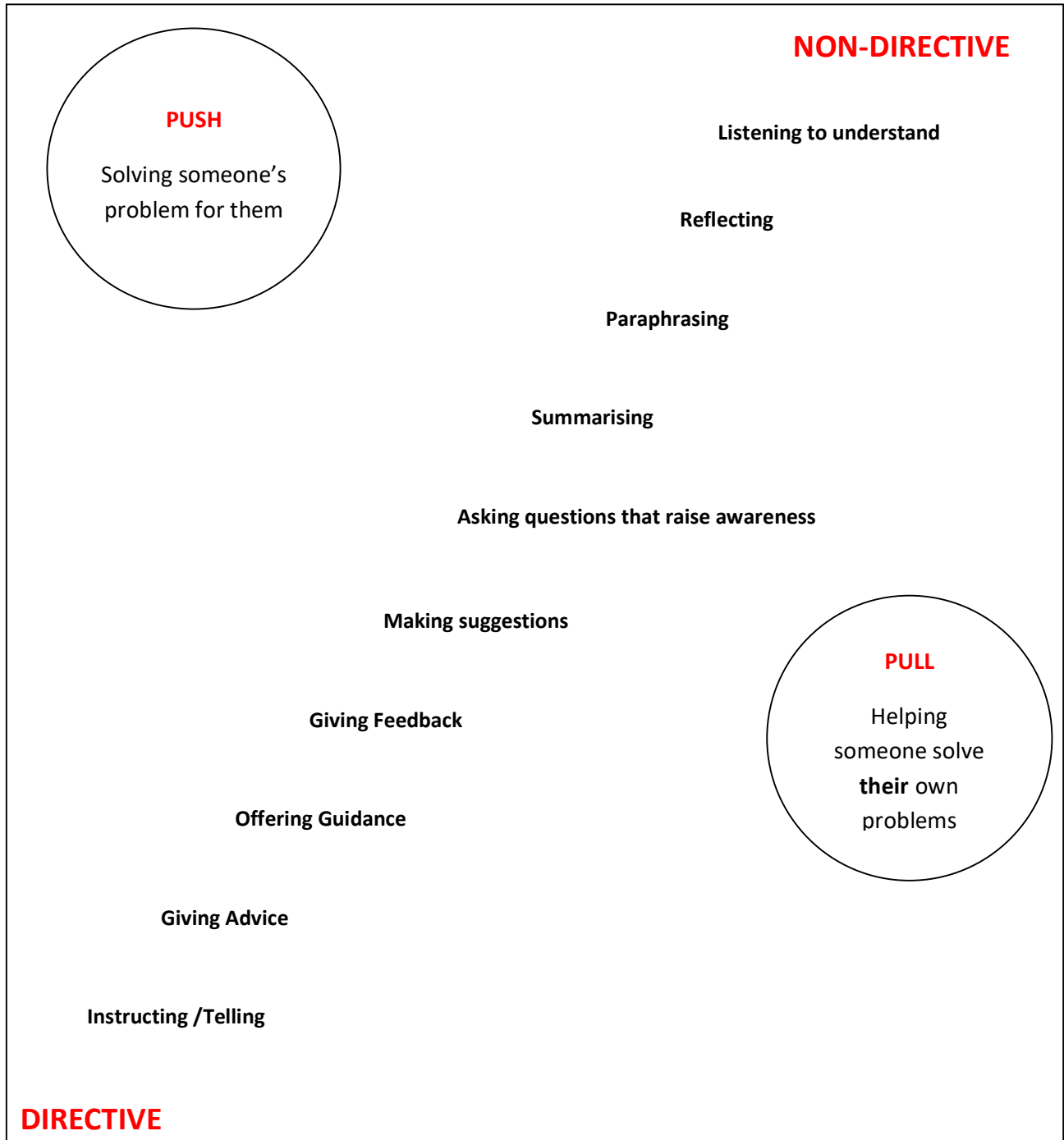
**In one year's time I ……**

**What can help me?**

**Who can help me? What should I ask?**

## SUPPORT & COACHING

**Tool and Techniques for Getting the Best out of Others**

The following diagram summarises the range of behaviours that can be used when working with someone to help them solve the problems they face. The evidence, however, is that the behaviours at the non-directive end of the spectrum are the most effective in terms of motivating and empowering people.

**NON-DIRECTIVE**

**PUSH**

Solving someone's problem for them

Listening to understand

Reflecting

Paraphrasing

Summarising

Asking questions that raise awareness

Making suggestions

**PULL**

Helping someone solve **their** own problems

Giving Feedback

Offering Guidance

Giving Advice

Instructing /Telling

**DIRECTIVE**

**The Grow Model**



**G**OAL            Clarify and agree a realistic and motivating outcome

**R**EALITY         Raise awareness of what's happening now

**O**PTIONS         Stimulate ideas and choices of new ways to perform, Identify Opportunities

**W**ILL            Check commitment to options


**Beliefs that Underpin the GROW Model for Coaching:**

- ➢ Everyone is capable of achieving the goals they genuinely desire
- ➢ Everyone has unlimited, untapped potential
- ➢ Ownership is the only route to real commitment
- ➢ Raising awareness of 'what is' creates more choice of 'what could be'
- ➢ Everyone's way and pace of learning is unique to them


**"…. Coaching is unlocking a person's potential to maximise their own performance. It's helping them learn rather than teaching them…"** *Whitmore, Sir John; 'Coaching for Performance'*
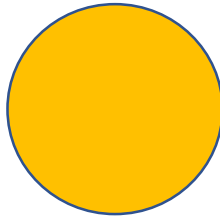
## Sample Questions

| Goal *(Desired State)* | Options/Opportunities |
|---|---|
| What is the goal of this discussion? | What options or opportunities do you have? |
| What do you want to achieve (Short & Long term)? | What else could you do? |
| Is it an end goal or a step to achieving a bigger goal? | What if ....? |
| When do you want to achieve it by? | What are the benefits and costs? |
| How is that positive, challenging, attainable, measurable? | |
| **Reality** *(Present State)* | **Will** |
| What is happening now? WHAT, WHEN, WHERE, HOW MUCH | What are you going to do? |
| How do we know (evidence and sources)? | When are you going to do it? |
| Who is involved? | Will this meet your goal? |
| What results is that producing? | What obstacles could you face? |
| What is happening both internally and externally? | How will you overcome them? |
| What are the major constraints to finding a way forward? | Who needs to know? |
| | What support do you need? |
| | How will you get that support? |
| | Rate yourself on a one-to-ten scale on the likelihood of you carrying out this action. |

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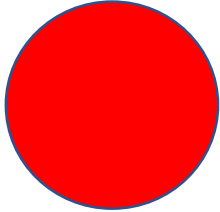
I will stop …

I will continue …

I will start …