

It's Okay to Be the Boss

Video Training User Guide

WHAT IS THIS PROGRAM?

Welcome to *It's Okay to Be the Boss*, the video course that teaches the fundamentals of highly-engaged management.

Most managers are hands-off and practice what we call "undermanagement," which leads to all kinds of headaches with employee performance and accountability – unnecessary problems, wasted resources, rework, low performers who hide out collecting a paycheck and high performers who get frustrated and think about leaving ... Any of this sound familiar?

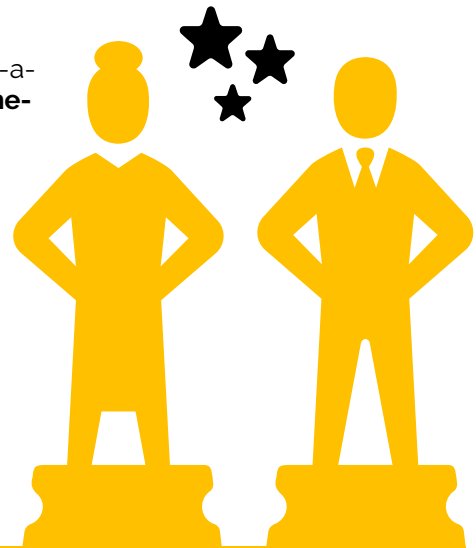
Good news: there are eight steps anyone can follow to become a better, more effective manager and turn these problems around.

With this program you will learn the powerful techniques of **high-substance, high-structure communication** that will change the way you lead people and produce real results.

You'll learn these techniques through **60 short videos** (one-and-a-half to five minutes long), each of which is accompanied by a **one-page writeup of key takeaways**.

HOW TO USE THIS PROGRAM

- **WATCH** the videos
- **REVIEW** the key takeaways
- **DISCUSS** the material with other users on the site or with other members of your group if you are learning as part of a team
- **APPLY** the lessons in your workplace
- **RE-WATCH** videos as needed



GOALS & OBJECTIVES UPON COMPLETION

- Understand what strong, highly-engaged leadership looks like and why it is more effective than hands-off leadership
- Recognize common obstacles to being an engaged manager and learn to overcome them or work around them
- Learn the eight back-to-basics techniques for being the leader your employees need
- Develop an action plan for applying the eight techniques to improve your ability to be a great manager or supervisor
- Put the techniques into practice to change the management culture in your team or organization and help improve your business outcomes

GETTING THE MOST FROM THE COURSE

FIND THE PACE THAT WORKS BEST FOR YOU & YOUR BUSINESS NEEDS

The course is self-paced and you can work through it on whatever timetable is convenient for you. Since each video is only a few minutes long, it should be feasible to fit them in on the go even if you have a busy schedule.

Sample Timetables:

- 2 lessons per workday with weekly review = completing course in 6 weeks
- 1 lesson per workday with weekly review = completing course in 12 weeks
- 2 or 3 lessons per week = completing course over several months
- All lessons over one or two intensive days

WATCH THE VIDEOS IN ORDER.

The course is designed in sequence so at least the first time through it's best to watch all the videos in order rather than skipping around. After that you can go back to any lesson you want to review. Re-watching the videos is a great way to reinforce the lessons and check to make sure you are on track once you start practicing the techniques. Changing your management style is not one-and-done, it's an ongoing process, so it helps to review on a regular basis.

DISCUSSIONS HELP MAKE IT REAL

The best way to reinforce the material in the videos and apply it to your own situation is to discuss it with others. Each lesson page has a comment section where you can discuss with other users and share ideas. Users also often take this course in groups with other managers in their organization or their network, meeting on a regular basis like a book club.

Both within this guide and on the website are conversation starters for each lesson. These prompts will help you relate personally to the ideas and techniques presented. Even if you don't have a group to learn with or don't want to use the comments section on the lesson page, you can use the conversation starters as a prompt to think through or write out your responses to the lessons.

USE THE WORKSHEETS AND LESSON QUIZ

There are several worksheets in the resources section of the online course. These will help with practicing some of the key techniques of highly-engaged management. The lesson quiz is available for use both in-product and as a printable resource.

FURTHER READING

You can go even deeper with the book the course is based on, *It's Okay to be the Boss*, and the follow-up, *The 27 Challenges Managers Face*.

***Both books sold separately. Available on Amazon; for large orders contact mail@rainmakerthinking.com

LEADING OTHERS THROUGH THE COURSE

YOUR ROLE AS LEADER

If you are leading a learning group through the course, it's your responsibility to explain to your group how to access the program, to set the schedule for working through the material, and to lead any discussions.

REGULAR DISCUSSIONS PROVIDE STRUCTURE

As noted above, the best way to reinforce the material in the videos and relate it to your group's situation is to have them discuss it. We recommend gathering your learning group together for discussion and review on a regular basis. Whether you meet daily to discuss one or two videos, or meet weekly to discuss five or six videos, it's a good idea to establish a rhythm to work your way through the material.

Use the conversation starters provided in this guide and online for each lesson to get the ball rolling on discussion. These discussions are also a good setting to apply the lessons to your specific organization.

BECOME THE EXPERT

It helps if you as group leader are familiar with the material. Plan to watch all of the videos before beginning work with your group so you understand the whole course and can lead the discussions with confidence. Reading the books referenced in the "Further Reading" section above will also help you deepen your expertise.

WHAT ELSE IS IN THIS GUIDE

- The Manager's Checklist, a preview of the eight fundamental steps you'll learn and put into practice
- The Lesson Quiz answer key
- A list of all lessons
- Conversation starters for each lesson

THE FUNDAMENTALS

A preview of the eight steps you'll learn and practice to become a strong, hands-on manager.

- Get in the habit of managing every day.
- Take it one person at a time and develop a customized approach for every one of your direct reports.
- Learn to talk like a teacher or a performance coach.
- Make accountability a process, not a slogan.
- Make expectations clear, every step of the way.
- Track performance in writing.
- Solve small problems before they turn into big problems.
- Do more for some people and less for others, based on their performance.

LESSON QUIZ ANSWER KEY

Correct responses in bold.

1. The Undermanagement Epidemic—The Eight Costs

What is most management communication lacking today?

- Urgency and immediacy
- Structure and substance**
- Leadership and inspiration

What must leaders provide, every step of the way?

(Check all that apply.)

- Guidance**
- Motivation
- Direction**
- Reward
- Support**

2. The Top Seven Management Myths

True or False: Most managers realize that high-structure, high-substance communication is the way to go.

- True**
- False

True or False: Most managers who are guilty of undermanagement are simply lazy and don't care about the management part of their job.

- True
- False**

3. The Myth of Empowerment

Most people do their best work when...

- They are left to do it the way they think is best
- They are provided with clear expectations and support from a more experienced person**
- They are always walked through every process and operating procedure

4. The Myth of Fairness

The way to be fair is to...

- Recognize that every person is a special case**
- Treat everyone the same
- Divide people into groups or categories

5. The Myth of the Jerk Boss

The only type of people who don't want a strong boss are...

- Superstars
- Potential new leaders
- Low performers**

True or False: Everyone falls into one of the five jerk boss scenarios at some time or another

- True**
- False

6. The Myth of the Difficult Confrontation

The way to make difficult confrontations inevitable is to...

- Point out every small problem
- Give negative feedback
- Soft-pedal your authority as a manager**

Having routine, boring conversations is like...

- Performing maintenance on your car
- Taking a walk every day to stay in shape**
- Doing household chores

7. The Myth of Red Tape

Documenting performance every step of the way...

- Allows both you and HR to do your jobs**
- Gets in the way of more important work
- Is a big red herring

8. The Myth of the Natural Leader

True or False: Natural leaders always make great managers, but everyone else has to learn the skills

- True
- False**

True or False: Being a great manager is not about understanding and motivating people, but about spelling out expectations and holding them accountable

- True**
- False

9. The Myth of Time

Ninety hours a week is...

- More than enough time
- Just enough time
- Not enough time**

Highly-engaged management is like...

- **Fire prevention**
- Recycling
- Emergency planning

10. Eight Steps Back to the Fundamentals of Management

There are eight steps back to the fundamentals of...

- Micromanagement
- **High-structure, high-substance communication**
- Hands-off management

11. Get in the Habit of Managing People Every Day

Touching base, open-door policies, email monitoring, and emails are all...

- Effective management strategies
- Effective strategies when combined with high-structure, high-substance communication
- **Ineffective, unstructured and unsubstantive forms of communication**

Managing every day means...

- Checking in with everyone every day
- **Engaging in regular, ongoing, detailed conversations about the work**
- Having a brief team meeting every day

12. The Four Good Reasons for a Team Meeting

Team meetings often reveal...

- **That one-on-ones are necessary**
- Problems hiding beneath the surface
- Who is doing well and who is not

13. What Is High-Structure and High-Substance?

Fill in the blank: High-structure, high-substance is what is

[] about every one-on-one

- Constant**
- Understood
- Unusual

You must have structure so that you and your direct reports can...

- Know what to expect
- Eventually operate on autopilot
- Plan and prepare**

Fill in the blank: Substance means talking about the

[] of the work

- Quality
- Details**
- Meaning

14. If You Have Too Many Employees to Manage

Who must you focus on if you have no chain of command?

- High performers
- Low performers
- Average performers
- Both low and high performers**

What should you focus on in one-on-ones with any managers you manage?

- How they manage their direct reports**
- Their most important projects
- Their ongoing projects and responsibilities

15. Managing Is Like Staying in Shape

Investing time in your management responsibilities every single day is what will...

- ❑ Eventually make them obsolete
- ❑ **Keep your employees on track**
- ❑ Make employees anxious about their performance

16. Six Good Questions to Help Customize Your Management Approach

The only way to deal with the fact that everybody is different is to...

- ❑ Force compromise
- ❑ Apply the simplest approach to everyone
- ❑ **Find out what works best for each person**

Asking and answering these six questions about each employee is...

- ❑ **The key to tuning in to your employees' individuality**
- ❑ The key to effectively controlling your employees
- ❑ The key to influencing your employees

17. Who Is This Person?

Don't focus on who the person is deep inside. Instead, ask yourself where they rate on...

- ❑ Reliability, trustworthiness, and work ethic
- ❑ **Performance, productivity, and quality**
- ❑ Ambition, discipline, and accountability

Instead of evaluating personality, evaluate...

- ❑ Potential
- ❑ Intentions
- ❑ **Behavior**

18. Why?

Another way of asking, "Why do I have to manage this person?" is to ask...

- "How does this person struggle with their job?"
- "Is this person a high or low performer?"
- "Why does this person need me at work?"**

If someone truly doesn't need your guidance or support, that means...

- You probably should not be their manager**
- You rarely have to manage them, if at all
- You should find out what you can learn from them

19. What?

Fill in the blank: Once you know [_____], you have a better idea of what you need to talk about

- Who someone is at work
- What your goal is**
- Where the problems are

With every single person, you are trying to help them...

- Get a promotion
- Finish their tasks and responsibilities
- Get better at something**

20. How?

Figuring out how to talk with each person is likely going to be a matter of...

- Trial and error**
- Making it work
- Precision and planning

21. Where?

If there is not a natural venue for your conversations, you...

- Have to create one**
- Must make better use of phone and email
- Compromise on a less-than-ideal location

Fill in the blank: When an employee is working remotely, that makes it much easier to improperly rely on [] to manage them

- One-on-ones
- Touching base**
- Phone and email

22. When?

"When?" is a two-part question. What are the two parts? (Check all that apply)

- When is management necessary for someone?
- How often does someone need to be managed?**
- What time is best to meet with someone?**
- When do you not have to manage someone?

Fill in the blank: Sometimes a [] determines your meeting time and frequency

- Performance problem**
- Task or responsibility
- Person from another team

Some people you have written off as low performers actually need...

- More recognition and rewards
- More resources and access to decision makers
- More guidance and support to do their best**

Fill in the blank: If you are not meeting with someone at least [_____] you are not managing them in a meaningful way

- Every other week**
- Every week
- Every day
- Every month

23. The Manager's Landscape

You cannot ask these six questions just once a year, because...

- More frequency is the key to success
- You will likely forget the answers to them
- Circumstances change and people change**

24. Learn to Talk Like a Performance Coach

The two pieces of effective coaching-style dialogue are... (Check all that apply)

- Talking about the person's individual performance**
- Identifying someone's internal motivations
- Shouting "Rah! Rah!" around the office
- Using describing language in your one-on-ones**

Describing language means describing...

(Check all that apply)

- Examples of other's behavior or performance as a point of comparison
- The performance you are seeing from the employee in question**
- The circumstances and events that influence the performance of the employee in question
- The performance you would like to see from the employee in question**

25. Start Asking the Right Questions

Select the questions that are the "right" questions

(Check all that apply)

- What did you do?**
- What are you going to do next?**
- What updates do you have for me?
- Is there anything I should know about?
- How did you do that?**

Always point to...

- Past problems or issues to avoid
- Concrete next steps**
- The overall goal
- Outcomes you hope to achieve

26. Master the Technique of "Describing Language"

Naming language is hard to hear and...

- Often misunderstood
- Has no impact
- Easy to argue with**

At its most basic, describing language is about...

- Explaining the concrete steps an employee must take to improve**
- Creating arguments that no one can disagree with
- Taking the employee on an emotional journey

27. Make Accountability a Process, Not a Slogan

Fill in the blank: Knowing you will have to [] in advance changes your performance

- Have a one-on-one meeting
- Talk to your boss
- Give an account of your performance**
- Answer to your coworkers

The process of accountability is...

- Teaching employees to track their own performance and questioning when their behavior differs from expectations
- Spelling out expectations, tracking performance, and rewarding people accordingly**
- Publicly punishing people when things go wrong and rewarding them when things go right as an example of expectations for other employees

28. Holding People Accountable Through Interdependence

You cannot hold someone accountable for another person's work, but you can hold them accountable for...

- How they manage those interdependent relationships**
- How they work around interdependency in order to get things done on their own
- Looping you or another person's boss into the conversation to help push things along

29. Holding People Accountable Who Answer to Multiple Bosses

You cannot prevent someone from being asked to take on a competing project or assignment, but you can...

- Have them prioritize your work before anyone else's
- Prepare them in advance should that situation arise**
- Confront the person with the competing assignment

30. Holding People Accountable by Using Influence

Interpersonal influence is not about making friends with someone, rather it is the influence that comes from...

- Being more intelligent, charismatic, or experienced
- How you conduct yourself at work**
- Making deals with and collecting favors from others

Mutual transactional relationships are sometimes referred to as...

- Management relationships
- Interdependent relationships
- Mutual go-to-ism**

31. Be Honest, You're Requiring More of People

You are requiring more of people, but the good news is...

- You are requiring more from yourself, too**
- It won't take long to adjust to the new requirements
- More will get done, making the work easier

32. When You, the Manager, Are New to the Team

TRUE or FALSE: You cannot take charge as a leader and learn about your new role at the same time.

- True
- False**

Fill in the blank: Ongoing learning will make you feel

[] confident as a leader

- More**
- Less

33. Creating Accountability When Managing Peers and Friends

What are the two things to consider when accepting a position in which you will manage peers or friends?

(Check all that apply.)

- The importance of your personal relationship over your career**
- How much money you will be making relative to your friend
- How you would feel if someone else accepted the job and became your boss**
- The fact that your relationship at work will likely remain personal, and therefore require more of your management time to stay on track

Managing peers or friends is okay, as long as you...

- Continually remind them of the importance of your personal relationship
- Prioritize your work relationship over your personal relationship
- Set ground rules and spell them out in advance**

34. Holding Employees Accountable When They Have Greater Expertise Than You Do

Fill in the blank: [] makes you a good "client."

- Making firm demands and insisting on a solution
- Learning more about an employee's area of expertise**
- Accepting and deferring to the employee's authority

35. Make Expectations Clear Every Step of the Way

Fill in the blank: Making expectations clear every step of the way means telling people what to do and [_____].

- How to do it**
- Why they're doing it
- What happens if they don't

Doing something the wrong way helps make you...

- Better at doing it the right way
- Better at doing it the wrong way**

If you have an established best practice, turn it into...

- An expectation
- A requirement
- A standard operating procedure**

36. The Difference Between Broad Performance Standards and Expectations

Any time a sentence starts with "From now on..." you know you are communicating...

- A broad performance standard**
- An expectation

Fill in the blank: The two components of an expectation are [_____] and a specific timeline.

- Next steps
- Standard operating procedures
- Concrete actions**

37. Checklists Are Tools of Clarity

The first step to building a checklist is...

- Breaking something down into steps
- **Looking for established best practices**
- Asking someone else how they do the task in question

The second step to building a checklist is...

- **Turning an established best practice into a standard operating procedure**
- Noting all the opportunities where one can diverge from the checklist
- Creating sub-checklists for each item on the checklist

Checklists are tools of clarity because they are tools of...

- Accountability
- **Mindfulness**
- Order

38. Real Micromanagement

Fill in the blank: Micromanagement is defined as too much

[] for this person, with this task, at this time.

- Direction and instruction
- Follow up and feedback
- **Direction and feedback**

The only way to know whether you are giving too much direction and feedback is by...

- **Closely managing someone and how they work**
- Asking someone whether you are giving them too much direction and feedback
- Start giving them less and seeing how it affects performance

39. Delegation Is the True Art of Empowerment

Delegation is about giving away...

- Your fear and anxiety
- Responsibility
- **Limited execution authority**

If you give someone a new but similar task...

- Use it as a test to see how much they remember from when you last explained the task
- Avoid the process of delegation, as it will probably make the employee feel inadequate or annoyed
- **Start the delegation process all over again**

Delegation leads to empowerment by systematically...

- Building trust between you and the employee
- **Growing an employee's sphere of influence and authority**
- Teaching employees skills they can use to grow their career in other areas

40. Even Creative Assignments Have Parameters

The biggest favor you can do for someone with creative work is to spell out...

- All the things that are up to them
- **All the things that are not up to them**

Allowing someone total creative freedom to brainstorm can be frustrating unless you explain at the outset...

- That you are giving them total creative freedom
- That brainstorming actually has parameters
- **That you are not sure what you would like to see for the final product**

41. Keep Track of Your Employees Every Step of the Way

Keeping track of your employees' work gives you...

- Peace of mind
- Power**
- Potential

42. The Five Ways to Monitor Employees

If you are checking random samples of employees' work...

- Let them know**
- Don't let them know

It doesn't hurt to occasionally...

- Point out small details for improvement**
- Correct an employee's mistakes publicly
- Surprise someone with a formal performance review

Project plans are good self-monitoring tools as long as employees...

- Only use them as a guideline
- Take notes on the specifics of their performance along the way**
- Have their managers use them, too

43. What Gets Measured and What Should Get Measured?

If you're measuring performance, it is important to measure things that are...

- Going to impact the bottom-line
- Part of an annual formal review process
- More granular and specific**

44. Coaching on Tangible or Intangible Problems

Fill in the blank: Spelling out expectations is [_____] the way to solve a performance problem.

- Always**
- Sometimes
- Usually
- Never

45. Keep Track in Writing

Most managers begin documenting performance...

- When HR requires them to
- When an employee is being considered for a promotion
- After an employee has already demonstrated a track record of failure**

Documenting performance is critical when things are...

- Going wrong
- Uncertain
- Going right, wrong, or average**

46. Four Reasons to Keep Track in Writing Every Step of the Way

Keeping track of performance sends a message about...

- An employee's performance
- The importance of the work**
- What you think of an employee

Keeping track of performance is also about...

- Keeping employees on edge so they do not become complacent
- Being on top of the details as a manager**
- Creating an ongoing record that can be referenced by someone else when you eventually leave your job

47. How to Track Performance in Writing

The key to making performance improvement work is...

- ❑ **Describing the performance you are seeing and the performance you would like to see**
- ❑ Using it as a punishment for a track record of failure
- ❑ Using it as a reward for only the top performers

48. Solve Small Problems Before They Turn into Big Problems

If you are having regular, ongoing one-on-ones, you should be solving small problems...

- ❑ Very infrequently
- ❑ **As they arise organically**
- ❑ Only when necessary

Pointing out poor performance or correcting errors is so hard for most managers because they...

- ❑ **Are not engaged in providing guidance, direction, support, and coaching every step of the way**
- ❑ Are insecure about their own knowledge and expertise
- ❑ Want to be liked

Solving small problems becomes easier when it is...

- ❑ An explicit part of the process
- ❑ Done by both managers and direct reports
- ❑ **Routine**

49. Focus on the Behavior You Want People to Start Doing

The most effective technique for solving a behavior issue is...

- ❑ Focusing on that behavior issue like a laser beam
- ❑ **Focusing on replacement behaviors**
- ❑ Focusing on what the employee is doing right

50. Ongoing Performance Problems—Is It Me or You?

How many performance problems can be solved relatively easily by providing sufficient guidance, direction, support, and coaching?

- 9 out of 10**
- 70%
- About half

51. Are Ongoing Performance Problems a Matter of Ability, Skill, or Will?

If someone doesn't have the natural talent or inclination to do a task, that is a matter of...

- Ability**
- Skill
- Will

If a performance problem is a matter of will, you have what type of question?

- A top or bottom question
- An inside or outside question**
- A left or right question

52. Four Reasons You Must Fire Low Performers

You cannot let low performers on your team if...

- You don't have time to help them improve
- They won't let you help them improve**
- They don't take initiative to improve themselves

53. Do More for Some People, and Less for Others, Based on Performance

You will be in a position to reward people based on their performance if...

- You can improve their performance
- You are earning it yourself as the team leader
- You are practicing all the other basics of highly-engaged management**

Reward systems based on performance are not only fair, they...

- Appeal to almost everyone**
- Encourage competition among employees
- Motivate the lowest performers

54. Be Flexible and Generous with Your Employees

You are key to your employees' ability to make meaningful contributions and...

- Earn more**
- Maintain the status quo
- Do more

55. Three Principles of Rewarding Employees—Control, Timing, and Customization

The problem with money is that it is...

- Not what most people want as a reward
- Too efficient**
- Too impersonal

56. Five Non-Financial Rewards That People Want

Fill in the blank: Most people will work [_____] if they are given control over their own schedule.

- Fewer hours
- Erratic hours
- More hours**

TRUE or FALSE: Learning opportunities can be formal or informal.

- True**
- False

57. Prepare Yourself to Be a Better Manager

In order to successfully become a highly-engaged manager, you must prepare...

- Physically
- Psychologically**
- Grammatically

Becoming a strong manager will make you...

- Guaranteed for a promotion
- Spend much more time at work
- A magnet for high performers**

58. Prepare Logistically to Be a Better Manager

If you are going to make a big change in management style, you should discuss that change with your direct reports and...

- Your colleagues
- Your clients and vendors
- Your boss**

Consider scheduling one-on-one conversations...

- Up the chain of command**
- Across the chain of command

59. Management Change Has to Be Good News

Fill in the blank: [_____] is the way you know your new approach will stick.

- Making a commitment to yourself
- Preparing psychologically and logistically**
- Preparing a potential punishment for yourself

60. Stay Flexible—Revise and Adjust Every Step of the Way

The key to making this approach work is...

- Making it easy for yourself
- Only doing the steps that make the most sense
- Taking it one day at a time, one person at a time**

Fill in the blanks: [_____] and [_____] will change over time.

(Check all that apply.)

- You**
- Your work
- Your boss
- Your direct reports**

LESSON DESCRIPTIONS

CONVERSATION STARTERS

- | | |
|--|---|
| <p>1 The Undermanagement Epidemic
Introduces “undermanagement” and explains the eight costs of undermanagement.</p> | <p>Do you sometimes provide too little guidance, direction and support to your employees in the workplace? What are some reasons this is happening?</p> |
| <p>2 The Top Seven Management Myths
Outlines the common myths that prevent managers from being strong.</p> | <p>In your own experience, which of the seven myths is hardest to resist?</p> |
| <p>3 The Myth of Empowerment
The difference between false empowerment and real empowerment.</p> | <p>How would you describe the ways you've empowered your employees in the past? How often have you fallen for “false empowerment” thinking – often, sometimes, or never? Explain.</p> |
| <p>4 The Myth of Fairness
Debunks the myth that the way to treat people fairly is to treat them all the same.</p> | <p>In an effort to treat everyone fairly, some managers end up treating nobody fairly. What consequences of “false fairness” do you see in your organization?</p> |
| <p>5 The Myth of the Jerk Boss
The five common patterns that bosses commonly fall into.</p> | <p>Think about the five common jerk boss scenarios... could any of those be used to describe your behavior recently? If so, describe the situation.</p> |
| <p>6 The Myth of the Difficult Confrontation
The importance of regular one-on-one meetings.</p> | <p>When was the last time you had a difficult confrontation with one of your direct reports? Share what you were thinking immediately after the confrontation.</p> |
| <p>7 The Myth of Red Tape
Debunks the myth that rules prevent managers from being strong and highly-engaged.</p> | <p>When was the last time you tried to ask HR for help either rewarding or punishing an employee based on their performance? How did that process go? What could you do differently in the future to make that process easier for everyone?</p> |
| <p>8 The Myth of the Natural Leader
Debunks the myth that people cannot learn leadership skills and need to be naturally good at leadership.</p> | <p>Whether or not you consider yourself a real “natural leader,” what natural traits and characteristics do you have that might make it harder for you to be a more effective leader?</p> |

**LESSON
DESCRIPTIONS****CONVERSATION
STARTERS****9****The Myth of Time**

How making some extra time to manage saves time in the long run.

If you're going to commit to spending more time managing people, you'll need to find that time in your schedule. What are three things you can do to ensure you make time for managing people?

10**Eight Steps Back to the Fundamentals of Management**

The eight steps back to the fundamentals of highly-engaged management.

What do you think of the eight steps? How would you modify any of the eight steps to better fit your organization?

11**Get in the Habit of Managing People Every Day**

The importance of getting into daily management practice.

Be honest with yourself: Right now, do you tend to err on the side of "management by special occasion?" Or would you say you are in the habit of managing people up-front one-on-one every single day? Give some examples.

12**The Four Good Reasons for a Team Meeting**

Why team meetings are no substitute for on-on-one meetings, and what team meetings are good for.

What are the worst things about the team meetings that you attend and/or run? What can you do to improve?

13**What Is High-Structure and High-Substance**

A good way to build real rapport and maintain credibility.

What could you do to start conversations with direct reports about the work they are doing in a way that feels genuine?

14**If You Have Too Many Employees to Manage**

Ideas for how to be an effective manager for a large number of direct reports.

How many people do you manage directly? If you think it is too many people, what steps outlined in the lesson might you be able to take within your organization to help improve the situation?

15**Managing Is Like Staying in Shape**

Practicing the basics of management every day is the key to long-term, lasting results.

What actions can you improve on or start taking that will help make your management time simpler and more routine?

**LESSON
DESCRIPTIONS****CONVERSATION
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Asking these questions will clarify how you need to manage each employee.

Are you worried that if you treat people differently some will complain that it's unfair? What kinds of differential treatment do you think would be unfair? What kind of differential treatment would be fair?

17**Who Is This Person?**

Ways to characterize who your direct reports are at work so that you know what kind of support they need.

Think about your direct reports as individuals. What are the characteristics you'll use to describe who your direct reports are?

18**Why?**

Ways to think about what you need from this employee and what they need from you.

What are some of the goals you'll use to articulate why you need to manage each person? Be specific to your situation.

19**What?**

Ways to think about specifically what to talk about with your employees.

What are some of the things you'll need to talk with your direct reports about?

20**How?**

Ways to think about how you will talk to each employee.

What are some of the methods you'll use to describe how you'll talk to each of your direct reports?

21**Where?**

Ways to think about where you should talk to each employee.

Where do you normally hold your one-on-one meetings with your direct reports? Do you have any cases where it might be beneficial to have meetings in a different location? Why?

22**When?**

Ways to think about how often to have meetings with employees.

On average, across all of your direct reports, how often are you holding your one-on-one meetings? Do you see cases where it might need to be more frequent? For what reasons?

23**The Manager's Landscape**

How the six customizing questions can be used as a tracking tool.

How would making a Manager's Landscape help you keep better track of employee performance over time and adjust your management style along the way?

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24 Learn to Talk Like a Performance Coach
The two key elements of effective coaching.

Would you say you have a management style? Describe your management style in as much detail as you can. And then ask yourself - are you describing a style that you chose or just habits that you fell into?

25 Start Asking the Right Questions
The difference between effective and ineffective questions.

Think about the last time you asked one of your direct reports something similar to "How's everything going?" What kind of response did you get? What could you have asked to get a better response?

26 Master the Technique of "Describing Language"
Describing language is more effective than naming language in your ongoing management coaching.

Can you think of an example in your own experience when you had a great teacher or coach? What kinds of describing language did they use? Make a list of key words and sentences.

27 Make Accountability a Process, Not a Slogan
Accountability works when people know, in advance, that they will be required to give an account of their own performance.

What are the most common obstacles that make it hard for you to hold your direct reports accountable in your workplace? What can you do to overcome these obstacles?

28 Holding People Accountable Through Interdependence
How to hold people accountable, even when their performance relies on someone else's.

Think about someone on your team who relies on another person in order to get their work done. What steps could that person take to get what they need on time?

29 Holding People Accountable Who Answer to Multiple Bosses
Approaches to improve accountability and productivity in these situations.

Whenever you give an assignment, what questions can you ask or what other actions can you take to avoid employee confusion over priorities?

30 Holding People Accountable by Using Influence
Getting results when you don't have authority.

Are you currently responsible for work from people over whom you have limited or no real authority? If so, which of the four types of influence (interpersonal influence, persuasion, transactional influence, deputizing yourself) are you most likely to use, and why?

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| 31 | Be Honest, You're Requiring More of People
You may face some resistance when introducing hands-on management methods. How to respond to it. | When your direct reports push back in conversations about the work, what kinds of things do they say? How could you be more honest and transparent in your responses? |
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| 32 | When You, the Manager, are New to the Team
How practicing hands-on management will establish credibility with your new team. | When you started practicing highly-engaged management with your team, how long had you been managing the team? Discuss some of the things that you mentioned to your team that were effective when introducing this management style. |
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| 33 | Creating Accountability When Managing Peers and Friends
The importance of highly-engaged management for clear roles and boundaries. | Have there been any special challenges you've faced when trying to manage employees who are friends or peers? What were the challenges? How have you dealt with those challenges? |
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| 34 | Holding Employees Accountable When They Have Greater Expertise Than You Do
How hands-on management will help in this situation. | Do you currently have any direct reports who have greater expertise on the subject matter they are working on than you do? What challenges does this present to you as a manager? |
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| 35 | Make Expectations Clear Every Step of the Way
The importance of clear expectations and some questions that can help. | What sort of questions work best for you when it comes to clarifying expectations? |
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| 36 | The Difference Between Broad Performance Standards and Expectations
Why most managers fail to provide concrete expectations and instead rely on broad performance standards in their coaching. | Are you comfortable telling people what to do, but not the concrete steps of how to do it? If so, why is that? What would improve if you started spelling out expectations in clearer terms? |
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| 37 | Checklists Are Tools of Clarity
The value of checklists and how to develop them. | Do you currently keep checklists, documenting exactly what you are doing as you are doing it, for your own work? What could make your use of checklists more valuable? |

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| 38 | <p>Real Micromanagement
What micromanagement actually is and how to avoid it.</p> | <p>Describe a situation where you thought you were being micromanaged. Knowing what you know now, do you still think it was micromanagement? Explain your reasoning.</p> |
| 39 | <p>Delegation Is the True Art of Empowerment
The importance of being specific about tasks and goals when delegating.</p> | <p>Do you feel comfortable delegating work to employees? Why or why not? Consider the people with whom you are not as comfortable delegating work. What would make you more comfortable delegating work to those people?</p> |
| 40 | <p>Even Creative Assignments Have Parameters
The concrete measures that can apply to any type of work.</p> | <p>Do you have any direct reports whose work could benefit from having clear parameters set? Explain how you can approach setting parameters.</p> |
| 41 | <p>Keep Track of Your Employees Every Step of the Way
The importance of being all over the details.</p> | <p>In your current position, when you learn about an employee's performance (good, bad, or average) how does this information usually come to your attention? What is your most common source of information about your employees' performance? What else could you do to get additional feedback about an employee?</p> |
| 42 | <p>The Five Ways to Monitor Employees
Explanation of the five methods.</p> | <p>Of the five ways to monitor employee performance, which way do you use most often? Least often? Which are new to you that you are interested in trying, and why?</p> |
| 43 | <p>What Gets Measured and What Should Get Measured?
The shortcomings of only measuring bottom-line numbers and how to avoid these.</p> | <p>Have you ever found the employee review process to be inadequate, incomplete, or unfair? Why? What happened? What went wrong?</p> |
| 44 | <p>Coaching on Tangible or Intangible Problems
How describing language helps with coaching.</p> | <p>Can you think of any employees you've managed in the past or present who displayed either an intangible or tangible performance problem? Describe in detail the person's behavior without using "naming" words.</p> |

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| 45 | <p>Keep Track in Writing
Don't wait until people are failing to start tracking performance.</p> | <p>Do you currently keep track of employee performance in writing? What is your method? What are you keeping track of? Are you keeping track of any factors that might not actually be in the employee's direct control?</p> |
| 46 | <p>Four Reasons to Keep Track in Writing Every Step of the Way
Four benefits of keeping track in writing.</p> | <p>Which of the four benefits of keeping track in writing would improve your management the most?</p> |
| 47 | <p>How to Track Performance in Writing
Different methods for tracking performance in concrete terms.</p> | <p>Are there existing checklists and SOPs in your organization, or tools for creating them? If not, what can you do to create these for your own use?</p> |
| 48 | <p>Solve Small Problems Before They Turn into Big Problems
How regular dialogue prevents major problems down the line.</p> | <p>When it comes to managing your direct reports, what are some of the small problems that you tend to let slide? Can you think of the last time one of these grew into a bigger problem? Share your experience.</p> |
| 49 | <p>Focus on the Behavior You Want People to Start Doing
How to help employees modify problematic behavior.</p> | <p>Do you currently manage any direct reports whose behavior at work you would like to change? Share a specific example.</p> |
| 50 | <p>Ongoing Performance Problems - Is It Me, or Is It You?
The three broad categories of employee problems and the importance of identifying if it's actually a management problem.</p> | <p>Consider the employee performance problems that you encounter consistently as a manager, the ones that really drive you nuts. Now ask yourself, "Is it my direct reports or is it me? Can I do a better job of coaching employees on how to work faster, how to work better, or how to behave in a way that is appropriate?" What did you come up with?</p> |
| 51 | <p>Are Ongoing Performance Problems a Matter of Ability, Skill, or Will?
The three areas of employee problems and how to address them.</p> | <p>Consider the employee performance problems that you still encounter consistently as a manager, despite the fact you've been providing thorough guidance, direction, support, and coaching. Which of these three categories do the majority of those problems fall into: ability, skill, or will? How can you address it?</p> |
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| 52 | <p>Four Reasons You Must Fire Low Performers
Considerations for when you have to fire an employee.</p> | <p>Have you ever fired an employee? What happened? What did you do to work with the employee first to try to help them correct their performance? What process did you go through with HR in advance of firing the person?</p> |
| 53 | <p>Do More for Some People and Less for Others, Based on Performance
The value of giving extra rewards for great performance.</p> | <p>What's your opinion of the statement that the way to be fair to employees is to treat everybody the same?</p> |
| 54 | <p>Be Flexible and Generous with Your Employees
The benefit of doing more for your employees.</p> | <p>How much of your day-to-day mindset involves thinking about doing more for your direct reports who work harder, faster, and better? What can you do to make that a part of your routine for people who are doing the most in terms of what you are asking of them?</p> |
| 55 | <p>Three Principles of Rewarding Employees - Control, Timing, and Customization
The value of giving the power to employees when it comes to differential, performance-based rewards.</p> | <p>Have you ever been able to work out a custom deal or special reward ("needle in a haystack") with an employee? What was the deal? How did it work?</p> |
| 56 | <p>Five Non-Financial Rewards That People Want
Ways you can reward employees besides money.</p> | <p>What steps would you have to follow in order to use any of the five non-financial rewards as bargaining chips with your direct reports?</p> |
| 57 | <p>Prepare Yourself to Be a Better Manager
A review of the seven myths that prevent managers from being strong that you should avoid.</p> | <p>Let's revisit the seven myths that prevent managers from being strong – What do you think of these myths? Would you modify any of the myths to better fit your situation?</p> |
| 58 | <p>Prepare Logistically to Be a Better Manager
Logistics you need to consider as you prepare to change your management style.</p> | <p>What are the biggest logistical concerns you need to consider before changing your management style? What might need to change about the way you work with your own boss?</p> |

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Management Change Has to Be Good News

The importance of letting your employees know about your new method and that it is designed to help them.

What are all the ways in which it is really good news that you are going to be a better manager? How did you share this with your employees?

60

Stay Flexible - Revise and Adjust Every Step of the Way

The importance of continuing to practice your new method and adjusting as appropriate.

Have you committed to being a strong, hands-on manager? Have you been having one-on-one meetings with your direct reports? How are the meetings going?