

## MANAGEMENT SKILLS

### WEEK ONE – SUBJECT INFORMATION & INTRODUCTION

#### LECTURE NOTES

- ❖ How to support others is a critical management skill
- ❖ Three principles of respectful engagement:
  - Aliveness – *an elevated sense of energy*
  - Mutuality – *commonalities – helps to build human connections very quickly*
  - Positive regard – *offering respect and being present*
- ❖ Informing theories:
  - Personality theory
  - Positive psychology
- ❖ What do you think it takes to make a good manager - *role model, intuitive, communicative, good at guiding, sensitive to cultural differences, integrity, character, trustworthy, empathy*
  - Understanding people's needs, emotions etc. – understanding them
- ❖ Personal skills – *self-awareness, managing stress and wellbeing, solving problems creatively*
- ❖ Interpersonal skills – *supportive communication, motivating employees, gaining power and influencing others, managing conflict*

### WEEK TWO – SELF AWARENESS

#### VIDEO: MANAGING ONESELF – FILM CLIP – Peter Drucker

- ❖ We need to know what our strengths are in order to make wise decisions and feel like we belong – *feedback analysis*
- ❖ Whenever you make a key decision, write it down and what you expect to happen → will help you determine where your strengths lie
  - Concentrate on your strengths, improve them, and find what is inhibiting your strengths
- ❖ It takes far more energy and work to improve from incompetence to mediocrity, than it does to improve from first-rate performers to excellence → organisations should focus on making a competent person a star performer
- ❖ *How do you learn* – work hard to improve the way you perform, and don't change
- ❖ *What are your values* – if your values conflict with the organisation's, you will perform poorly → need to be similar
- ❖ You have to think about where you belong – knowing where you belong allows you to go from a mediocre worker to a high performer
- ❖ Goals should be attainable and measurable – *what gets measured, gets managed*
- ❖ The second half of your life – after 20 years, many people stop growing – you need to be continually learning → about optimising the second half of your life *e.g. start a business, work for a not-for-profit*

#### VIDEO: MANAGING ONESELF – ANIMATED BOOK REVIEW – Peter Drucker

- ❖ Great achievers all have in common the ability to manage themselves
- ❖ We can never build our greatness on our weaknesses, only on what we are at least above average at
- ❖ The problem that most of us face is that our environment tries to point out our weaknesses
- ❖ We quite often stand in our own ways – never give ourselves permission to discover hidden strengths
- ❖ Everything is generalised and only applies to a small group of people – the rest are forced to go against their natural inclinations which gives them a lot of disadvantages
- ❖ Tie your strengths into your values, rather than going against them – follow your passion
- ❖ Historically, you never had to decide what you wanted to do, as you always followed in your parents' footsteps *e.g. would be a farmer because that is what you parents were – now we have choice*
- ❖ Not making a decision is also a decision

#### READING: MANAGING ONESELF – Peter Drucker

- ❖ Most people think they know what they are good at – this is usually wrong, and more often people know what they are not good at – this is never truly accurate either
- ❖ Today people have choices – we need to know our strengths in order to know where we belong

- ❖ Feedback analysis – will clearly show you within a fairly short space of time, where your strengths lie
  - It will show you what you are doing or failing to do that deprives you of the full benefits of your strengths – *as well as showing you where you have no strengths and cannot perform*
- ❖ There are readers and there are listeners, and you can't just make yourself into something else – if you try to do this you will not perform or achieve
- ❖ The number two person in an organisation often fails when promoted to the number one position – the top spot requires a decision maker, not just someone that is trustworthy
- ❖ Do not try to change yourself for you are unlikely to succeed – work hard instead to improve the way that you perform, and don't try to take on work you cannot perform, or you will only perform badly
- ❖ As life spans increase, there has become something called 'the second part of your life' – when you have excelled at your job for 20 years and you need to do something else to keep your mind growing:
  - Start a new career – move from one kind of organisation to another, either same industry or completely change career paths
  - Develop a parallel career – e.g. not-for-profit part time, volunteering
  - Social entrepreneurs – start another organisation e.g. charity
- ❖ In a society in which success has become so terribly important, having options becomes increasingly vital → every society, even the most individualistic ones, takes two things for granted – that organisations outlive workers, and that most people stay put – *in reality, knowledge workers outlive organisations, and they are mobile*
- ❖ The fast track to success is to understand what your strengths are, and then build on that
- ❖ We can no longer uncouple wellness from performance – emotional intelligence and wellbeing has a massive impact on performance today

#### LECTURE NOTES

- ❖ Managing others begins with managing the self
- ❖ Philosophical notions as they relate to feelings of the self – important for managers to discuss introspection (*observing ourselves*)
- ❖ At a deeper level, self-awareness is about being true to ourselves – *what are our strongest values? How do they inform us as a person?*
- ❖ We can survive in groups because we recognise people with similar characteristics to our own
- ❖ Self-awareness involves:
  - Awareness of ourselves as separate from others and the environment
  - Awareness of the values, beliefs, motivations, preferences and personality factors that drive our behaviour and decision-making
- ❖ It is by enacting human ability to reflect on our thoughts, that we can reach our humanness – *the way of being human is by thoughtfulness, reflection, questioning*
- ❖ *What is our potential as a human being?* – the uniquely human endowment is to be self-aware – ability to question, to examine, to reflect, to be introspective
- ❖ Self-aware managers translate to greater performance effectiveness, and more effective leaders
- ❖ **Introspection**- *a way of enacting self-awareness, engaging and cultivating it, through examining our own thoughts, feelings, motivations, desires, beliefs*
- ❖ We can develop a very negative mindset – it sabotages us → we need to become aware of that voice and start challenging it or questioning it
- ❖ We can consciously change our thoughts and beliefs, and cultivate different mindsets – make use of these different beliefs
  - Cognitive psychology – be aware of our thoughts and beliefs, and be conscious of what may be holding you back
- ❖ Managing oneself relies on an awareness of strengths, modes of performance (auditory, visual, kinaesthetic), personal values (priorities) and contributions
  - You can get a sense of people's learning modality by listening to their language
  - When we are aware of our values, it becomes easier to make a decision – value implication
- ❖ Being aware of our values helps us to make decisions
- ❖ If you're aware of your values, & something is against them, we should be able to say no very easily
- ❖ When we get stuck and can't make a choice, then two of our values can be clashing → the choices we make depend on our value priority
- ❖ However we choose, that is a reflection of our values – most internal conflicts come on account of value conflicts, and not being clear of what those values are

- ❖ It also applies at the organisational level – organisations have values:
  - Good fit between personal and organisational values – productive and satisfying
  - Inconsistent values with your organisation – unproductive, unhappy
- ❖ If your values and behaviours don't match up – you lack integrity, are inauthentic
- ❖ Theory of Mind (ToM) – *ability to understand my own thoughts, attitudes, beliefs, and those of other people, and recognise that they are not necessarily the same*
- ❖ If you are unable to recognise that other people have different thoughts and feelings, you would say that they lack empathy – theory of mind is crucial for empathy
  - This is something that makes us human or fulfils our human potential
- ❖ Children develop theory of mind at the age of 3.5-4 → they assume that everyone fully understands everything the same way they do – *don't have a developed sense of empathy*
  - Managers need a cultivated sense of mind – understand thoughts, attitudes, beliefs, personalities
  - They need to understand the different drivers of human motivation – work with people to inspire and motivate, and communicate clarity, so that they feel inspired in their work, and so that the organisation is able to achieve their objectives
- ❖ Human centred design – don't start with the product, start with the human being and what they need, with the problem they have and what needs to be addressed
  - Give the product to the user and see if it does satisfy their needs – empathise, ideate
- ❖ Design thinking approach – what can you do to cater your product, to meet the needs of the market – *requires a sense of empathy*
- ❖ Human behaviour is varied, it is not deterministic – involves interactions between the body, the environment, the mind – the decisions we make at a given time
  - Reciprocal relationship between people, biology, environment around us and our own experiences to all inform the self
- ❖ The mind- body problem → is the body part of the mind, or is the mind part of the body
- ❖ We must always strive to remember that bodies and faces are separate from the character of the minds – *how do our thoughts influence our bodies*
- ❖ Perception interpretation – we need to be aware of because our perceptions are not accurate representations → *we are clouded by illusions, stereotypes*
- ❖ Perceptions of ourselves – we may be seeing ourselves from the perspective of our nagging voice, or we can see ourselves from the perspective of other schemas – positive feedback can inform our self-schema, or self- concept
- ❖ The better we are at being self- aware, the better we can relate to other people as managers etc.

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### WEEK THREE – PERSONALITY THEORIES

#### READING – *Persons, places and personality: career assessment using the revised NEO personality inventory*

- ❖ **Personality** – *enduring styles of thinking, feeling & acting that categorise an individual –traits*
- ❖ Almost all personality traits can be understood in terms of five basic dimensions – OCEAN – Openness to experience, conscientiousness, extraversion, agreeableness and neuroticism
  - It is thought that there are 30 specific traits that define these five factors
- ❖ Conceptually, personality traits have traditionally been distinguished from interests and abilities
- ❖ Traits and interests are not isomorphic (same) – correlations between interest and personality trait measures are not high enough to suggest that one can be substituted for the other
- ❖ Realistic interests are poorly predicted by personality traits, and some personality traits are weakly related to vocational interests – personality inventories should supplement, rather than replace vocational interest inventories
- ❖ Personality traits have traditionally been distinguished from abilities – these can mean social and emotional skills, abilities to work under pressure, to lead a group discussion or get along with difficult colleagues

- ❖ All personality traits can have severe impacts on job performance and suitability – *e.g. someone who is on the high spectrum of neuroticism should not work on a bomb squad; a hostile and temperamental person should not be entrusted with delicate diplomatic missions*