



Is Management For Me?

Self-Study Guide



**Office of Learning and Workforce Development, HC-20
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Table of Contents

LESSON 1 - OVERVIEW	1-1
My Expectations	1-2
<i>Activity 1-1: Expectations Inventory</i>	1-3
Course Objectives	1-4
Course Goal	1-6
Course Schedule	1-8
Course Materials	1-9
Course Completion Requirements	1-10
Learning Assessment & Lesson Notes	1-11
LESSON 2 - INTRODUCTION TO MANAGEMENT & SUPERVISION	2-1
What Does Being a Manager Mean To Me	2-1
<i>Activity 2-1: Being a Manager Means To Me</i>	2-2
Manager & Supervisor Definitions	2-3
Leadership vs. Management	2-4
Exhibit 2-1: Leadership vs. Management	2-4
Myths About Leaders	2-5
<i>Activity 2-2: Leadership Myth Quiz</i>	2-6
Role of a Supervisor	2-7
Figure 2-1: Leadership and managerial activities at different levels of management	2-8
Responsibilities of Supervisors Within the Federal Government	2-9
<i>Activity 2-3: Interview a Supervisor</i>	2-11
Challenges of Managers	2-13
Exhibit 2-2: Transformation of Identity	2-14
People Challenges	2-15
Coping With Stress	2-16
Inadequate Knowledge and Skills	2-16
Uncertainty	2-17
Virtual Environment	2-17
Generational Differences: A Special Challenge	2-17
Rewards of Being a Manager	2-18
Demands Managers Make	2-19
Learning Assessment & Lesson Notes	2-21

LESSON 3 - WHAT DOES IT TAKE TO BE A SUCCESSFUL MANAGER	3-1
What Does It Take To Be a Successful Manager	3-1
Successful Supervision	3-2
<i>Activity 3-1: Do You Have What it Takes to Be a Successful Manager</i>	3-3
What Influences a Manager's Effectiveness	3-5
<i>Activity 3-2: But I'm an Effective Manager</i>	3-7
Learning Assessment & Lesson Notes	3-10
LESSON 4 - WHAT ARE MY SKILLS, INTERESTS, & VALUES	4-1
How Do Interests Affect Managers	4-1
<i>Activity 4-1: My Interest Audit</i>	4-2
How Do Skills Affect Managers	4-5
<i>Activity 4-2: My Skills Audit</i>	4-6
How Do Values Affect Managers	4-9
<i>Activity 4-3: My Values Audit</i>	4-10
Learning Assessment & Lesson Notes	4-12
LESSON 5 - MAKING YOUR MANAGEMENT DECISION	5-1
Why Choose Management?	5-1
Linking Management To Me	5-2
<i>Activity 5-1: Linking Management to Me</i>	5-3
Is Management For Me?	5-8
<i>Activity 5-2: My Management Window</i>	5-9
Learning Assessment & Lesson Notes	5-11
COURSE EVALUATION	6-1

Lesson 1: Overview (Approximately 30 minutes)

Objectives

At the end of this lesson, you should be able to:

- Identify the target audience for this course
- Describe what is covered in this course
- Identify your expectations for this course

Welcome, Prospective Manager, to the *Is Management For Me? Self-Study Guide*.

This course is primarily designed for GS-13 and 14 employees who are considering a career in management. It is also intended for anyone who wishes to learn about management. The overall objective of this course is to help prospective managers assess their ability and willingness to accept the responsibility, accountability, and challenges of being a manager in order to make a sound career decision about being one. This serves as a realistic job preview.

This course will provide you with information about your skills, interests, and values as they relate to management. It also creates an opportunity for you to explore management with a current first level supervisor. After completing this course, you will have a clearer understanding of both the rewards and demands of management and how your skills, interests, and values match them. This course should help you answer the question *Is Management For Me?*.



"The beautiful thing about learning is that no one can take it away from you." B.B. King

My Expectations

Before you get started with this course, take time to complete *Activity 1-1: Expectations Inventory* on the next page. Reflect on your reasons for choosing this course.



Activity 1-1: Expectations Inventory (Approx. 10 minutes)

Complete the following statement: “Do I expect this course to allow me to...”

Define what management means to me?

☐ Yes ☐ No

List the DOE Universal, Managerial, and Leadership competencies?

☐ Yes ☐ No

Define the terms manager and supervisor?

☐ Yes ☐ No

Explain elements that influence a manager’s effectiveness?

☐ Yes ☐ No

Explain the supervisor’s role?

☐ Yes ☐ No

Recognize how interests can affect managers?

☐ Yes ☐ No

Identify supervisory duties in the Federal Government?

☐ Yes ☐ No

Recognize how skills can affect managers?

☐ Yes ☐ No

Identify the challenges managers encounter on a daily basis?

☐ Yes ☐ No

Recognize how values can affect managers?

☐ Yes ☐ No

Identify the rewards of being a manager?

☐ Yes ☐ No

Identify my interests, skills, and values?

☐ Yes ☐ No

Identify demands of being a manager?

☐ Yes ☐ No

Explain the link between my interests, skills, and values relate to management activities?

☐ Yes ☐ No

Examine myths about management?

☐ Yes ☐ No

Explain reasons why people choose management?

☐ Yes ☐ No

Define what it takes to be a successful manager?

☐ Yes ☐ No

Decide if a career in management is for me?

☐ Yes ☐ No

Course Objectives



This self-study course will assist employees in making an informed decision about pursuing a career in management. It is designed to help prospective managers assess their ability and willingness to accept the rewards, challenges, and demands of being a first level supervisor.

If you answered “Yes” to the questions on the *Expectations Inventory*, this course is for you. By the end of this course, you should be able to:

1. Describe what management means to you
2. Define manager and first level supervisor
3. Explain the difference between leadership and management
4. Explain the supervisor’s role
5. Identify supervisory duties in the Federal government
6. Identify challenges managers encounter on a regular basis
7. Identify rewards of being a manager
8. Identify demands of being a manager
9. Examine myths about management
10. Define what it takes to be a successful manager
11. Identify DOE Universal, Managerial, and Leadership competencies
12. Explain elements that influence a manager’s effectiveness
13. Explain how a manager’s interests can affect them
14. Explain how a manager’s skills can affect them
15. Explain how a manager’s values can affect them
16. Identify your strengths, interests, skills, and values
17. Explain reasons why people choose management
18. Decide if a career in management is for you

Course Overview

Approximately 2 ½ hours to complete

Lesson 2 - Introduction to Management & Supervision will give you an overview of what management is and what being a first level supervisor entails. Within this lesson, you will explore challenges of, rewards of, demands of, and myths about being a manager.

Approximately 1 ½ hours to complete

Lesson 3 - What Does It Take To Be a Successful Manager gives you insight into the characteristics necessary for managers to be successful. Within this lesson, you will learn about factors that can influence a manager's effectiveness.

Approximately 1 ½ hour to complete

Lesson 4 - What Are My Interests, Skills, & Values provides information and tools that allow you to assess your interests, skills, and values. These tools are designed for you to reflect on what is important to you.

Approximately 1 hour to complete

Lesson 5 - Making Your Management Decision is where you will be able to make your decision on whether to pursue a career in management by linking your skills, interests, and values to the qualities of effective managers.



Course Goal



This course provides information on what management is while providing a framework from which you can assess whether or not you should pursue management given your interests, skills, and values.

Here is one manager's experience.

I had been in my new position for one year. Before my promotion, I had been a Computer Specialist for twelve years. I was widely known for being one of the shining stars in the computer field not only in my region, but in the entire organization.

I thoroughly enjoyed the technical aspects of my job, and had never seriously considered management. While the job paid well, I grew concerned that it was not as challenging as it once had been. While reflecting on the actions of branch managers for whom I had worked and others within my division I concluded that maybe it's not so bad being a manager. In the past, I made comments that I was glad I'm not a manager because I don't have time to deal with other people's problems. I thought I had some insight into what it took to be an effective manager. I decided to submit my application for the vacant branch manager position and was selected. During my first year as Branch Manager, I felt moments of intense pressure and stress. After a short time on the job, I thought that maybe I made the wrong decision and "was in over my head."

Had this manager had an opportunity to take a course like this, he/she may have known more about what being a manager was about before deciding on becoming a manager. Do you think he/she would have chosen a different career path or had more realistic expectations?

I've made the wrong decision. I'm in over my head!





Then there is the case of the new Section supervisor, whose first year on the job was described like this:

I didn't consider myself a "high-potential" employee. I was a hard-working regional training coordinator, who loved helping others and I always looked for opportunities to develop myself. So, when I was approached by the division manager to apply for the vacant section supervisor position, I jumped at the chance. Besides, I have done a little "informal" research into a manager's primary duties, what is expected of managers, and how managers go about fulfilling their duties. In fact, I volunteered to lead a workgroup to develop a handbook for all training coordinators.

As section supervisor, I look at problems as opportunities to grow and must admit that I like working under pressure. It brings on personal growth and makes my job more challenging. That is why becoming a manager is one of the best career choices I have made. Even though I didn't have much experience in HAZMAT, I have learned so much in my first year.

Why do you think this section supervisor's experience has been rewarding? Could it have been his/her exploration into what managers do? Could it have been that his/her interests, skills, and values were in-line with those of being a manager?

"People don't care how much you know—until they know how much you care."
John C. Maxwell

Course Schedule

The times that are provided with each lesson and activity are estimates. Each person is different and reads at a different pace. What may take one student one hour to complete, may take another student two hours. Other factors such as if you are taking notes, have to answer questions, or reflect on how your own experiences and/or beliefs relate to the ideas in the text can extend your lesson completion time. Remember that speed is not important, what matters is that you get what you need from this course.

Research has shown that students studying a self-instructional text, such as this course, will read slower than if participating in a classroom course. This course is designed for you to be fully engaged and take the necessary time to receive the maximum benefits of completing it. If that is the case, it will be well worth your investment because you will be able to make an informed decision about your career.

We suggest that you take this course in an environment that has few distractions. The fewer distractions, the more benefits you will receive from taking this course.



Course Materials



This *Is Management For Me? Self-Study Guide* contains the information and activities that are necessary for you to gain insight into whether a career in management is right for you. At the end of each lesson, you will be asked to assess your learning to ensure that you are meeting the objectives of each lesson. You will be asked to evaluate the entire course.

Is Management For Me? Reference Guide provides supplemental information that will enhance and heighten your learning experience. Whenever you see the icon below, you should refer to the *Is Management For Me? Reference Guide*.



You should at this time print the reference guide. You will refer to it for supplemental information and answers to activities.

If you have any questions about this course while you are taking it, contact the Office of Learning and Workforce Development, HC-20. Your questions will be answered in a timely manner.

“Through my research, teaching, and consulting over the past ten years, I have come to understand more deeply than ever that the best managers are those who have an appetite for learning and are willing to work on themselves.” Linda A. Hill

Course Completion Requirements

Since this is not a mandatory course, there are no course completion requirements. Completing this course is up to you. If you are considering a transitioning from a technical professional to a supervisor, you are strongly encouraged to complete this course in its entirety. By completing this course, you will have a better idea of what being a manager is about.

If you choose not to continue with this course, you may still apply to vacant managerial positions. By doing so, you may not have enough information to know if being a manager is the right decision for you until you have already invested valuable resources. Why not take advantage of an opportunity to gain insightful knowledge about a career in management. By no means will one course ensure that you are making the right decision, however, it would not hurt to equip yourself with some information to make a well-informed decision.



Learning Assessment



Ask yourself, “By completing this lesson, I can...”

- ☐ Identify who the course is targeted for
- ☐ Describe what will be covered in the course
- ☐ Identify what I expect to gain from completing the course

If you cannot put an “X” in the box, you should go back and review the section that covers that topic.

LESSON NOTES:

Lesson 2: Introduction to Management & Supervision (Approximately 2 ½ hours)

Objectives

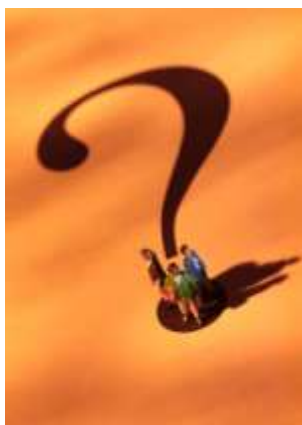
At the end of this lesson, you should be able to:

- Describe what being a manager means to you
- Define manager and supervisor
- Explain the difference between leadership and management
- Examine myths about leadership
- Explain the supervisor's role
- Identify supervisory duties in the Federal government
- Identify challenges managers encounter on a daily basis
- Identify rewards of being a manager
- Identify demands of being a manager

What Does Being a Manager Mean To Me

Everyone has their own perceptions of what it means to be a manager based on their assumptions, observations, and ideas.

- **Assumptions** - what individuals “think” management is
- **Observations** - what individuals have seen managers do
- **Ideas** - what individuals believe they would do if they were a manager



Although most people form these perceptions prior to being selected as a manager, they usually realize that their perceptions were inaccurate once they are in the position. At that point, it is usually too late to decide that management is not what you want to do based on your inaccurate perceptions.

Many people describe management in terms of rights and privileges instead of the duties. Others feel that being a manager means being the “boss”. You may have observed managers who were not effective and that has contributed to your perception of what being a manager is. As with the managers from the excerpts in the first lesson, their perception of what it meant to be a manager were based on their assumptions and observations. This is how they probably made their career choices about management.

Do **Activity 2-1: Being A Manager Means To Me**, on the next page, to reflect on your perceptions of what it means to be a manager.

Activity 2-1: Being a Manager Means To Me (Approx. 15 minutes)

Take a few minutes to reflect on your perceptions of what being a manager means to you. List four of your assumptions, observations, and ideas about what it means to be a manager by completing the sentences below.

My Assumptions (I “think” management is...)

- 1.
- 2.
- 3.
- 4.

My Observations (What I have seen managers do that helps me define what it means to be a manager is...)

- 1.
- 2.
- 3.
- 4.

My Ideas (If I were a manager, I believe I would...)

- 1.
- 2.
- 3.
- 4.

After reviewing your assumptions, observations, and ideas, write your definition of what being a manager means to you in one or two sentences.

Being a manager means ____

Your assumptions, observations, and perceptions are important, however, that information should not be the basis for your decision about a career in management.

Manager & Supervisor Definitions

Now that you have written your definition of what being a manager is, you should compare your definition to the “book” definition of what a manager is.

According to Barron’s Business Review: Management, a manager is...

“someone who works with and through other people to accomplish objectives of both the organization and its members.”

How does the above definition compare to your definition? What are the similarities? What are the differences?

According to OPM’s *General Schedule Supervisory Guide*,

“SUPERVISOR - A position or employee that accomplishes work through the direction of other people...”

“A first level supervisor personally directs subordinates without the use of other, subordinate supervisors.”



Leadership vs. Management

Now that you have learned what management is in its simplest version you need to learn what leadership is. Leadership is defined as getting people to follow you. In our organization, managers are expected to be leaders. Good leaders can lead and manage well. Look at **Exhibit 2-1: Leadership vs. Management**, to see the differences between leadership and management.

<i>Exhibit 2-1: Leadership vs. Management</i>	
LEADERS	MANAGERS
Lead people	Manage things
Are visionary	Are analytical
Are flexible	Are structured
Develop strategies to achieve visions	Allocate resources
Correct strategic weaknesses	Build on strategic strengths
Communicate visions	Implement visions
Motivate people	Control others
Inspire others to solve problems	Solve problems
Are proactive	Are reactive
Align people	Organize and staff

Myths About Leaders

Although management is probably one of the most talked about business concepts, it is also probably one of the least understood. Most organizations have a difficult time helping employees reach their full potential because they practice out-dated management concepts, don't hold current managers for modeling effective supervisory skills, or lead by myths.


A myth is something that is false, but believed to be true. Myths about management concepts and practices have been passed around from organization-to-organization, agency-to-agency, and department-to-department. Unfortunately, myths often prevent qualified people from reaching their full potential within an organization.

Take a few minutes to complete **Activity 2-2: Leadership Myth Quiz**, on the next page to test your belief in common myths about managers.



Activity 2-2: Leadership Myth Quiz (Approx 10 minutes)

Answer the questions on the left to test your belief in common myths about management.

1. Leaders are born not made. <input type="checkbox"/> True <input type="checkbox"/> False	<p>Answers to Activity 3-2: Leadership Myth Quiz</p>  <p>Refer to Answers To Activity 2-2: Leadership Myth Quiz located on page 3-20 in the <i>Is Management For Me? Reference Guide</i>.</p>
2. The essence of leadership is trust. <input type="checkbox"/> True <input type="checkbox"/> False	
3. The determining factor of whether someone will be successful as a manager is experience. <input type="checkbox"/> True <input type="checkbox"/> False	
4. Most leaders are naturally charismatic. <input type="checkbox"/> True <input type="checkbox"/> False	
5. Managers get the performance they expect. <input type="checkbox"/> True <input type="checkbox"/> False	
6. Great followers make leaders great. <input type="checkbox"/> True <input type="checkbox"/> False	
7. Effective leadership is based on control, coercion, and manipulation. <input type="checkbox"/> True <input type="checkbox"/> False	
8. The person with the title, most rank, or the highest position is the leader. <input type="checkbox"/> True <input type="checkbox"/> False	
9. There is no ideal leadership style. <input type="checkbox"/> True <input type="checkbox"/> False	
10. Good leaders have more education than their employees. <input type="checkbox"/> True <input type="checkbox"/> False	

Role of a Supervisor

No matter the level in an organization, every manager plans, organizes, staffs, coordinates, motivates, leads, and controls.

In most cases, before an employee becomes a first level manager, he or she is an individual contributor, otherwise known as a technical professional. Their primary responsibility was to perform specific “technical” activities which refer to those tasks that are specific to your job. A technical professional’s contribution to the organization is individual, depending primarily on personal expertise, experience, and action.

The role of a manager is different. His or her primary responsibilities include supervising others rather than directly performing “technical” activities. The distinction between individual contributor and first level supervisor is often blurred, for first level supervisors often perform “technical” activities. It is the formal authority over others and the managerial rewards and demands that differentiate supervisors from individual contributors.

Just to illustrate the amount of time first level supervisors should spend on managing “technical” activities, take a look at **Figure 2-1 Leadership and Managerial Activities at Different Levels of Management** on the next page.



Figure 2-1 Leadership and Managerial Activities at Different Levels of Management

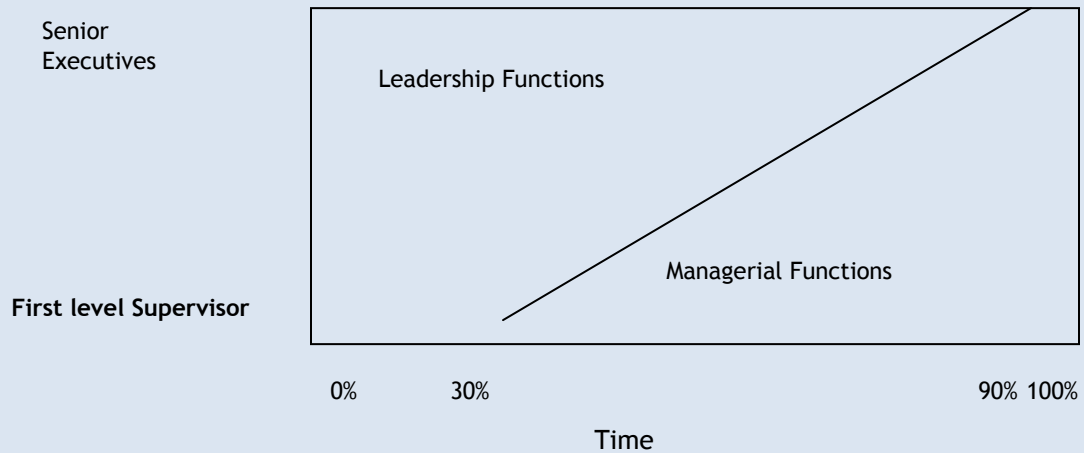


Figure 2-1 represents an organization. The bottom horizontal line represents 100 percent of a manager's time in one day. The top horizontal line, represents Senior Executives within an organization; the vertical line represents managerial levels in an organization starting with the first level supervisor. The diagonal line creates a division between leadership activities and managerial activities.

The model demonstrates the first level supervisor spends approximately 30 percent of his/her time in leadership activities and 70 percent in managerial activities. By the time the supervisor gets up to the senior executive level, he/she is spending at least 90 percent of his/her time in leadership activities and only 10 percent (if any at all) in managerial activities. If we were to put other levels of management in the model, we would see as managers advance in the organization, leadership activities increase and managerial activities decrease.

Responsibilities of Supervisors Within the Federal Government

In addition to the supervisor definition, the *General Schedule Supervisory Guide* lists the following duties that supervisors may perform:

1. Plan work to be accomplished by subordinates, set and adjust short-term priorities, and prepare schedules for completion of work;
2. Assign work to subordinates based on priorities, selective consideration of the difficulty and requirements of assignment, and the capabilities of employees;
3. Evaluate work performance of subordinates;
4. Give advice, counsel, or instruction to employees to both work;
5. Interview candidates for positions in the unit; recommend appointment, promotion, or reassignment to such positions;
6. Hear and resolve complaints from employees, referring group grievances and more serious unresolved complaints to a higher level supervisor or manager;
7. Effect minor disciplinary measures, such as warnings and reprimands, recommending other action in more serious cases;
8. Identify developmental and training needs of employees, providing or arranging for needed development and training;
9. Find ways to improve production or increase the quality of the work directed;
10. Develop performance standards.

To get a realistic view of some of the responsibilities of supervisors, on the next page, you should complete **Activity 2-3: Interview a Supervisor**.



Now it is time for you to gather some data by conducting an interview of a first-line manager. Before you get started, refer to **Reference 2-1: Exploration Interview Tips** located on page 2-1 in the *Is Management For Me? Reference Guide* for tips for conducting exploration interviews. After you have reviewed the tips for conducting an interview, complete **Activity 2-3: Interview A Supervisor**, on the next page.

If you cannot get an interview scheduled immediately, continue taking the course and come back to **Activity 2-3: Interview A Supervisor** after the interview has been scheduled.

Activity 2-3: Interview A Supervisor (Approx 60 minutes)

A. Your task is to interview a first level supervisor using the questions provided below. This activity is for you to gain a “real-life” understanding of the challenges, rewards, and demands of first level supervisors. Once you return from your interview, you should organize data that you collected using the format provided.

You should ask the following questions:

- What are the **most** challenging tasks/duties, for you, as a supervisor?
- Did you experience any difficulties adjusting from doing technical activities to managerial/supervisory activities?
- How often do you experience stressful situations as a supervisor?
- How did you prepare to be a supervisor?
- What are some of the rewards of being a supervisor?
- What are some of the demands of being a supervisor?

B. Record the supervisor’s responses below.

What are your **routine supervisory** tasks/duties?

What are the **most** challenging tasks/duties, for you, as a supervisor?

Did you experience any difficulties adjusting from doing technical activities to managerial/supervisory activities?

How often do you experience stressful situations as a supervisor?

How did you prepare for being a supervisor?

What are some of the rewards of being a supervisor?

What are some of the demands that come with being a supervisor?

After reflecting on the interview, answer the questions below.

Were there any supervisory responsibilities mentioned in the interview that were not listed on page 2-7?

☐ Yes ☐ No

Do I have a better understanding of the responsibilities of supervisors in the Federal government?

☐ Yes ☐ No



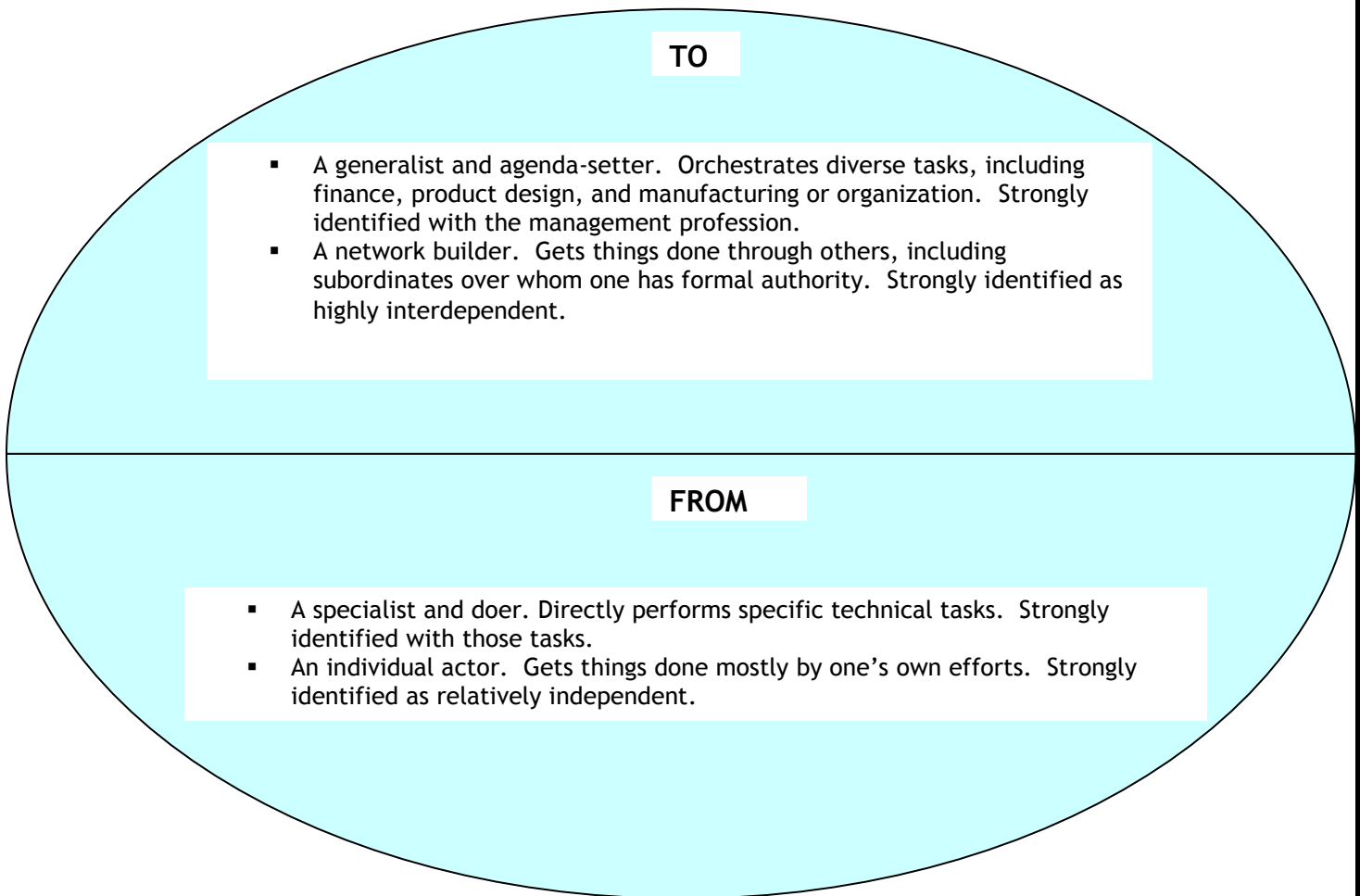
Challenges of Managers First level supervisor is the level in the organization which receives the most frequent reports of incompetence, burnout, and excessive attrition. This can be costly to an organization's resources and have a negative effect on organizational performance. Even those managers who make it find that their first management job remains a potent memory as long as 25 years later. For these reasons, first level supervisors face one of the most challenging jobs within an organization; however, it can also be one of the most rewarding.

Adjustments to Shifting Roles

Prior to entering into management, supervisors may have perceptions of their new job that are often incomplete and simplistic. They must learn what it means to be a supervisor as you just did, through assumptions, observations, and ideas. New managers have to adjust to their new role. To accomplish this shift from technical activities to management activities, managers must undergo a change in thinking, feelings, and values. Take a look at **Exhibit 2-2: Transformation of Identity**, on the next page which illustrates the change that new managers experience.

"Do not let what you cannot do interfere with what you can do." John Wooden

Exhibit 2-2: Transformation of Identity



Source: *Becoming a Manager: How New Managers Master the Challenges of Leadership*, 2003

People Challenges

Supervisors typically interact with several different groups of people in the course of their daily work which includes: their employees, other supervisors, internal and external customers, suppliers, and higher level leaders (*A Call to Action: Improving First Level Supervision of Federal Employees*). They must communicate effectively with upper-level management and their subordinates, making this a key role in the organization. They must also receive information from higher authorities and effectively convey these messages to their subordinates.

*“As a leader...your principal job is to create an operating environment where **others** can do great things” Richard Teerlink*

Subordinates

Being a leader is where most of the supervisor-subordinate relationships occur. Building effective relationships with their subordinates is by far the most difficult task new supervisors face. This is especially difficult because new first level supervisors are often making decisions about or involving their former peers. They have to learn how to establish credibility, build subordinate commitment and lead the group.

All managers must be responsible for encouraging subordinates, in order for them to achieve success and reach corporate goals in addition to managing individual subordinates' performance. Especially challenging responsibilities include:

- providing both positive and corrective feedback to employees,
- managing poor performers, and
- managing conflict.

Their Managers

First level supervisors are required to monitor and lead employees in efforts to ensure that the group meets performance objectives that are consistent with the plans of middle and top management.



Coping With Stress

Coping with stress occurs with any job, however, the stress and emotion associated with the new professional identity of manager offers specific challenges.

Four stresses are specific to first-line managers:

- Role strain: Work overload, ambiguity, and conflict
- Negativity: Dealing with problems and conflicts all day
- Isolation: coping with loneliness
- The burden of leadership responsibilities: managing risks, being a role model, and having some level of influence over people's lives

Inadequate Knowledge and Skills

There is no book to help new managers deal with all the problems, issues, or situations they face on a daily basis. Approximately 1/3 of new supervisors reported that they received training in their first year on the job. Being a new supervisor is somewhat like being a parent; you have to learn on the job (*Federal Computer Week*, September 9, 2010). As with parenting, being a manager can be an overwhelming job.

Many lessons are learned as managers confront various people and problems in their new assignments. One of supervisors' biggest challenges with learning on the job is making sure that they are setting a good example for their employees, even when making mistakes.

"A person does not gather learning as possessions but rather becomes a person with those learnings as a part of his or her new self." Warren Bennis



Uncertainty

Managers are faced with making decisions about situations when there are:

- too many variables to consider, but adequate knowledge about them
- few variables to consider, but not enough knowledge about them
- both too many variables to consider, and not enough knowledge about them

Uncertainty can be a major challenge for managers, because their decisions not only affect them, but their subordinates and their organization as well.

Virtual Environment

In today's environment, managers in the Federal Government are being held accountable for a broad array of managing results: financial management, human capital management, information management and security, and physical assets management. What makes this more challenging is that results have to be accomplished in a virtual environment.

The use of social media has added a level of complexity to the new supervisor's job. New supervisors may have employees who telecommute or work in a different part of the country or in some cases the world.

Generational Differences: A Special Challenge

It's a fact that there are four generations in today's workforce—Tradionalists, Baby Boomers, Generation X, and Millenials—which sometimes can present challenges to managers and supervisors. Managers today need to be aware of possible generational differences when recruiting and developing employees in order to ensure that they are effectively attracting and motivating them. Whether the generational stereotypes are true or not, the ultimate responsibility of each leader is to get to know each team member individually. Keep in mind that the only real way to be an effective supervisor is to assume nothing, ask questions, and be adaptable to changes in the workforce demographics.

Fedcoach, May 2010.

<http://views.washingtonpost.com/leadership/fedcoach/2010/05/generational-differences.html>

Rewards of Being a Manager

Rewards of being a manager can be placed in two major categories (internal and external) depending on who receives the reward.

Internal rewards are those that benefit you.

- Pride of accomplishment
- Increased salary
- Self-validation
- Attention and recognition
- Status
- Heightened experience
- Opportunities for relocation
- Change
- Control
- Respect
- Inclusion
- Personal growth
- More autonomy

External rewards are those that benefit you and others within an organization.

- Impact on people, events, & the organization
- Service to others
- New connections and acquaintances
- Help others grow
- Working with others



Demands Managers Make

The rewards of being a manager do not come without a price. The position of being a manager has many demands.

- Mental energy
- Long hours
- Frequent meetings
- Constant obligations
- Responsibility
- Visibility (“fishbowl”)
- Less freedom of expression
- Pressure to produce
- Work-life balance
- Emotional strain
- Job insecurity





Now it is time for you to compare and contrast the challenges, rewards, and demands of being a supervisor that you discovered and documented during **Activity 2-3: Interview A Supervisor** on pages 2-9 through 2-10 to those covered on pages 2-11 through 2-17. Place a check beside the challenges, rewards, and demands that the supervisor who you interviewed shared.

Challenges

- ☐ Adjustments to shifting roles
- ☐ People challenges
- ☐ Coping with stress
- ☐ Inadequate knowledge and skills
- ☐ Uncertainty
- ☐ Virtual environment

Rewards

- ☐ Pride of accomplishment
- ☐ Increased salary
- ☐ Self-validation
- ☐ Attention and recognition
- ☐ Status
- ☐ Heightened experience
- ☐ Opportunities for relocation
- ☐ Change
- ☐ Control
- ☐ Respect
- ☐ Inclusion
- ☐ Personal growth
- ☐ More autonomy
- ☐ Impact on people, events, & the organization
- ☐ Service to others
- ☐ New connections and acquaintances
- ☐ Help others grow
- ☐ Working with others

Demands

- ☐ Mental energy
- ☐ Long hours
- ☐ Frequent meetings
- ☐ Constant obligations
- ☐ Responsibility
- ☐ Visibility ("fishbowl")
- ☐ Less freedom of expression
- ☐ Pressure to produce
- ☐ Work-life balance
- ☐ Emotional strain
- ☐ Job insecurity

Ask yourself...

Do I feel that I now have a realistic view of the challenges, rewards, and demands that supervisors face on a regular basis? Has my view of supervision changed? Do I have a fresh perspective on supervision?

Learning Assessment



Ask yourself, “By completing this lesson, I can...”

- ☐ Describe what being a manager means to me
- ☐ Define manager and supervisor
- ☐ Explain the difference between leadership and management
- ☐ Examine myths about management
- ☐ Identify supervisory duties in the Federal government
- ☐ Identify challenges managers encounter on a daily basis
- ☐ Identify rewards of being a manager
- ☐ Identify demands of being a manager

If you cannot put an “X” in the box, you should go back and review the section that covers that topic.

LESSON NOTES:

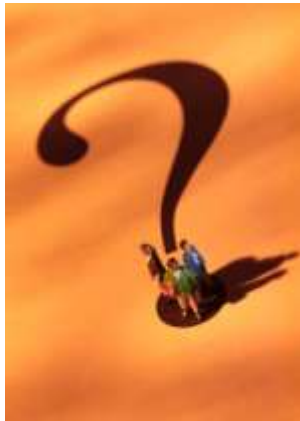
Lesson 3: What Does It Take To Be a Successful Manager (Approximately 1 ½ hours)

Objectives

At the end of this lesson, you should be able to:

- Define what it takes to be a successful manager
- Identify foundational supervisor competencies
- Assess your proficiency level in essential supervisory competencies as identified by OPM
- Explain factors that influence a manager's effectiveness

What Does It Take To Be a Successful Manager



There is no recipe for making a successful manager; however, all successful managers possess certain skills. Being a successful manager requires continual growth and development of components that are learned and established over time.

Regardless of a manager's level, there are some skills that every manager needs. It is these skills that allow managers to perform all of their responsibilities simultaneously. The following are the 9 Personal Competencies for Managerial Success (Source: Barron's Business Review Books: Management)

- Leadership (ability to influence others to perform tasks)
- Self-Objectivity (ability to evaluate oneself realistically)
- Analytical Thinking (ability to interpret and explain patterns in information)
- Behavioral Flexibility (ability to modify personal behavior to reach a goal)
- Oral Communications (ability to express ideas clearly in oral presentations)
- Written Communication (ability to express one's ideas clearly in writing)
- Personal Impact (ability to create a good impression and instill confidence)
- Resistance to Stress (ability to perform under stressful situations)
- Tolerance for Uncertainty (ability to perform in ambiguous situations)

Successful Supervision

The *General Schedule Supervisory Guide*, OPM has identified 10 foundational competencies that are “considered as most important for successful performance of Federal supervisory work and four additional competencies.” The identified competencies serve as the basis for a core competency model for all first level supervisors. To gain a better understanding of competencies, A *Call to Action: Improving First Level Supervision of Federal Employees* provides a comprehensive explanation of competencies and their importance.

“Competencies are measurable human capabilities that are required for effective performance. They are building blocks of effective work performance. Competencies may consist of knowledge, skills, abilities, or other characteristics (KSAs or KSAOs) or a cluster of these. The successful completion of most work requires the sequenced or simultaneous demonstration of multiple competencies.”

“A set of competencies identified for successful performance in a particular job role is often labeled a “competency model.” A competency model can establish a common language for the organization, clarify expectations for the job, and provide a map for success in the organization. A competency model is most valuable when each competency is defined in action-oriented, operational terms to make its meaning and application clear. Behavioral examples of how each competency can be demonstrated on the job at different proficiency also help clarify the competencies and increase their usefulness in selection, development, and management.”

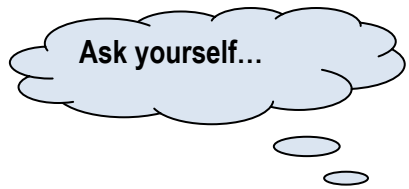
Review the definitions for the 10 foundational competencies and four additional ones that OPM has identified as essential for successful supervisory performance on the next page. Complete **Activity 3-1: Do You Have What it Takes to Be a Successful Manager** to determine your current level for each.



Activity 3-1: Do You Have What It Takes to Be a Successful Manager (Approx 15 minutes)

Directions: For each competency, place a check beside each competency that you currently possess and feel you are proficient.

10 FOUNDATIONAL COMPETENCIES	
<input type="checkbox"/>	Accountability - Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.
<input type="checkbox"/>	Customer Service - Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement.
<input type="checkbox"/>	Decisiveness - Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.
<input type="checkbox"/>	Flexibility - Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.
<input type="checkbox"/>	Integrity/Honesty - Behaves in an honest, fair, and ethical manner. Shows consistently in words and actions. Models high standards of ethics.
<input type="checkbox"/>	Interpersonal Skills - Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.
<input type="checkbox"/>	Oral Communication - Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed.
<input type="checkbox"/>	Problem Solving - Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.
<input type="checkbox"/>	Resilience - Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.
<input type="checkbox"/>	Written Communication - Writes in a clear, concise, organized, and convincing manner for the intended audience.
4 ADDITIONAL COMPETENCIES	
<input type="checkbox"/>	Conflict Management - Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.
<input type="checkbox"/>	Developing Others - Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.
<input type="checkbox"/>	Team Building - Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.
<input type="checkbox"/>	Human Capital Management - Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations.



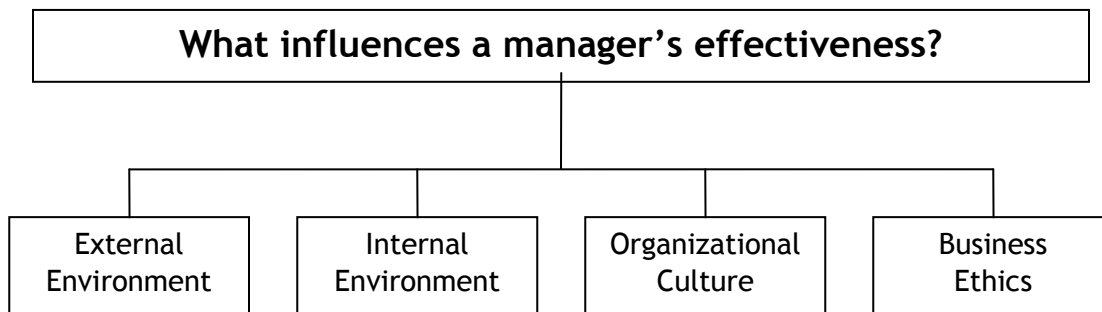
- How many of the foundational competencies do I currently possess? Have I carefully reflected on the definitions and the knowledge, skills, and abilities that I currently possess?

You can take this a step further and determine your proficiency level in each competency. First, read the OPM proficiency levels and definitions below. Then, assess your level of proficiency with each competency that you checked on the previous page. Write the level that you determine under the check box.

PROFICIENCY LEVEL	PROFICIENCY LEVEL DEFINITIONS
LEVEL 5 - EXPERT	<ul style="list-style-type: none">• Applies the competency in exceptionally difficult situations• Serves as a key resource and advises others
LEVEL 4 - ADVANCED	<ul style="list-style-type: none">• Applies the competency in considerably difficult situations• Generally requires little or no guidance
LEVEL 3 - INTERMEDIATE	<ul style="list-style-type: none">• Applies the competency in difficult situations• Requires occasional guidance
LEVEL 2 - BASIC	<ul style="list-style-type: none">• Applies the competency in somewhat difficult situations• Requires frequent guidance
LEVEL 1 - AWARENESS	<ul style="list-style-type: none">• Applies the competency in the simplest situations• Requires close and extensive guidance

What Influences a Manager's Effectiveness

There are many factors that influence a manager's effectiveness in addition to possessing essential supervisory competencies. What makes managers effective is how they respond to factors out of their control. The picture below shows factors that have an influence on a manager's effectiveness.



External Environment - factors outside of the organization that influence and interact with one another. There are additional influences on the external environment which include:

- Economic - the economy, competitors, suppliers, and customers that managers offer goods and services to and receive goods and services from
- Political - laws and legal regulations that govern the organization and managers
- Sociological - includes status, trends, work ethic, personal values, and general cultural values that managers must work with to be efficient and effective
- Technological - processes of innovation and technology transfer, and state-of-the-art technology that enable a manager to perform his/her duties





Internal Environment - factors inside the organization that constitute its resources. The additional influences on the internal environment include:

- Financial - resources required to provide for ongoing operations and fund growth
- Physical - necessary equipment, facilities, and materials that managers utilize to serve their customers
- Human - people in the organization with various skills that aid managers in meeting the needs of the organization
- Current Technology - the technology used by managers that their organization currently provides, this technology may differ from the technology available in the external environment

Organizational Culture - factors that establish the character of the organization, these factors include the values, customs, traditions, and meanings within the organization that influence managers

Business Ethics - factors that guide business actions in which actions deemed unethical and unacceptable are avoided because they are against the accepted moral standards of the time, place, and culture

The following activity allows you to see how factors beyond a manager's control influence their effectiveness.

Activity 3-2: But I'm An Effective Manager (20 minutes)

Directions: Read each of the scenarios below. For each situation, determine the factor this is influencing the manager's effectiveness and check the appropriate box.

Bob is the manager of the Budget Office. Annette is one of his employees and is responsible for creating the monthly budget and quarterly update reports. The reports are often inaccurate because the data that Annette uses comes from the Accounting Office. The Accounting Office switched, within the last month, to a new automated system that still has some kinks in it. The problem occurs when Bob presents the reports to his manager, Janet. Janet informs Bob that the data from this quarter's report doesn't match the data from last month's report. Bob explains to Janet that the Accounting Office switched to a new system which frequently generates inaccurate data.

Which factor is influencing Bob's effectiveness?

☐ External Environment

☐ Internal Environment

Martin is the new first-line supervisor in the Information Technology Branch. The company that supplies Martin's branch with parts to keep the network running smoothly has run out of a part that he needs to repair the network. The network has been down for 3 days and the other employees and managers are complaining because they can't get their work done.

Which factor is influencing Martin's effectiveness?

☐ External Environment

☐ Internal Environment



Within the human resources organization, it is frowned upon to wear jeans on Friday's. Sonya is the new manager from a more liberal organization that doesn't care what you wear as long as it is in-line with the Model Work Environment. One Friday, Sonya wore jeans to work because she was not aware of the unofficial dress code. While Sonya was meeting with her manager Ronald, he informed Sonya that her attire did not represent to character of the organization and she was not setting a good example for her employees.

Which factor is influencing Sonya's effectiveness?

☐ Organizational Culture

☐ Business Ethics

Barbara is an accountant, who came from a public accounting firm. She is the newly appointed branch manager of the Accounting Office. In the accounting firm that Barbara came from, it was an accepted practice to take business associates to lunch and write it off as a business expense as long as it didn't exceed fifty dollars. This was looked upon as part of the job. So when Barbara became a branch manager in the Federal Government, she was quite surprised when she was reprimanded for using the purchase card to pay for lunch for one of her contract employees for coming in on a Saturday to work.

Which factor is influencing Barbara's effectiveness?

☐ Organizational Culture

☐ Business Ethics



Jim is the new section supervisor in the Quality Control Office. During his first week, one of his employees, Nate, informed him that he was never trained to conduct inspections. The next class that Nate was scheduled to attend was cancelled due to budget restrictions. Nate cannot conduct inspections until he has successfully completed the basic course because of quality control regulations. This presents a problem because Jim's office is understaffed, so he can't meet his work plan numbers.

Which factor(s) are influencing Jim's effectiveness?

☐ External Environment

☐ Internal Environment

☐ Organizational Culture

☐ Business Ethics

Answers to Activity 3-2: But I'm An Effective Manager



Refer to **Answers To Activity 3-1: But I'm An Effective Manager** located on page 3-1 in the *Is Management For Me? Reference Guide*.

Learning Assessment



Ask yourself, “By completing this lesson, I can...”

- ☐ Define what it takes to be a successful manager
- ☐ Identify foundational supervisor competencies
- ☐ Assess your proficiency level in essential supervisory competencies as identified by OPM
- ☐ Explain factors that influence a manager’s effectiveness

If you cannot put an “X” in the box, you should go back and review the section that covers that topic.

LESSON NOTES:

Lesson 4: What Are My Interests, Skills, & Values (Approximately 1 ½ hours)

Objectives

At the end of this lesson, you should be able to:

- Explain how a manager's interests can affect them
- Explain how a manager's skills can affect them
- Explain how a manager's values can affect them
- Identify your interests, skills, and values

“ People take on leadership roles without thinking through what being a leader means to them personally.” Sara King

How Do Interests Affect Managers

Interests allow managers to achieve job satisfaction. People generally do their best work when it aligns with their interests.

When a manager's interests are not in alignment with the responsibilities of the position, they will become dissatisfied with the job and will not perform to their full potential.

For you to get a better picture of your interests, complete **Activity 4-1: My Interest Audit**, located on the next 3 pages.



Activity 4-1: My Interest Audit (Approximately 20 minutes)

Directions: Listed are 31 activities that managers do. **A.** Select your interest level for each activity. **B.** Add the number of each category and insert the number in the appropriate space. Print your answers. You will need them for the next lesson.

A. Select your interest level for each activity.

1. Finding opportunities to learn
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
2. Building effective relationships with others
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
3. Building commitment from others
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
4. Leading groups
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
5. Encouraging people
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
6. Learning on the job, even if it means making mistakes
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
7. Giving praise to others for doing a good job
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
8. Giving constructive feedback to others
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
9. Being responsible for others
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
10. Being accountable for other's actions
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
11. Taking action if someone displays negative behavior, i.e., correcting the behavior, reporting the behavior, etc.
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
12. Ensuring the safety of others
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike

13. Receiving information and conveying it to others
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
14. Adjusting to shifting roles
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
15. Working toward goals
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
16. Communicating with others orally
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
17. Communicating with others in writing
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
18. Proving yourself to establish credibility
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
19. Promoting a model work environment
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
20. Dealing with confusing demands
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
21. Having a constant workflow
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
22. Knowing exactly what your role is
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
23. Dealing with conflicting roles
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
24. Handling conflicts
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
25. Being isolated from others
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
26. Managing risks
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike
27. Being a role model
☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike

28. Having influence in people's lives

☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike

29. Making decisions with many variables to consider, but having adequate knowledge

☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike

30. Making decisions with few variables to consider, but not enough knowledge

☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike

31. Making decisions with many variables to consider, and not enough knowledge

☐ I like ☐ I don't mind ☐ I prefer not to ☐ I dislike

B. Add the number of each category and insert the number in the appropriate space.

"I like ____ activities."

"I don't mind ____ activities."

"I prefer not to ____ activities."

"I dislike ____ activities."

How Do Skills Affect Managers?

Skills allow managers to be productive, effective, and successful in their position. A manager's skills can be developed or enhanced to assist them in handling situations they are likely to encounter.

When a manager does not have the necessary skills to be effective, his or her organization suffers. He/She will not be able to perform the necessary duties that are associated with his/her position. Remember skills take time to develop, so be honest with yourself.

For you to get a better picture of your skills, complete *Activity 4-2: My Skill Audit*, located on the next 2 pages.



Activity 4-2: My Skills Audit (Approximately 20 minutes)

Directions: Listed are 31 activities that managers do. **A.** Select your skill level for each activity. **B.** Add the number of each category and insert the number in the appropriate space. Print your answers. You will need them for the next lesson.

A. Select your skill level for each activity.

1. Finding opportunities to learn
☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do
2. Building effective relationships with others
☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do
3. Building commitment from others
☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do
4. Leading groups
☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do
5. Encouraging people
☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do
6. Learning on the job, even if it means making mistakes
☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do
7. Giving praise to others for doing a good job
☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do
8. Giving constructive feed back to others
☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do
9. Being responsible for others
☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do
10. Being accountable for other's actions
☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do
11. Taking action if someone displays negative behavior, i.e., correcting the behavior, reporting the behavior, etc.
☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do
12. Ensuring the safety of others
☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do

13. Receiving information and conveying it to others

☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do

14. Adjusting to shifting roles

☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do

15. Working toward goals

☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do

16. Communicating with others orally

☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do

17. Communicating with others in writing

☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do

18. Proving yourself to establish credibility

☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do

19. Promoting a model work environment

☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do

20. Dealing with confusing demands

☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do

21. Having a constant workflow

☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do

22. Knowing exactly what your role is

☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do

23. Dealing with conflicting roles

☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do

24. Handling conflicts

☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do

25. Being isolated from others

☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do

26. Managing risks

☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do

27. Being a role model

☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do

28. Having influence in people's lives

☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do

29. Making decisions with many variables to consider, but have adequate knowledge

☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do

30. Making decisions with few variables to consider, but not enough knowledge

☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do

31. Making decisions with many variables to consider, and not enough knowledge

☐ I do very well ☐ I do well ☐ I do with some difficulty ☐ I don't do

B. Add the number of each category and insert the number in the appropriate space.

"I do ____ activities very well."

"I do ____ activities well."

"I do ____ activities with some difficulty."

"I don't do ____ activities."

How Do Values Affect Managers?

Values are our beliefs, attitudes, and motivators and allow managers to have a sense of commitment to what they are doing. A person's value system sets the parameters for their behavior and guides daily actions.

If a manager's values are in line with the organization's, they will feel a greater sense of commitment to doing a good job and to represent that organization. It is important for there to be balance between a manager's personal values and what is expected of them in their position.

A manager's values and actions can influence the decisions and actions of their employees. When a manager's values are not aligned with the organization's, they may make decisions that conflict with the values of the organization.

There are times in a manager's career when his/her values may not be in-line with a decision that upper management has made. The manager will have to support the decision as part of his/her position, although, his/her values are conflicting with the organization's. In general, a manager's values should align with the organization's.

For you to get a better picture of your values, complete **Activity 4-3: My Values Audit**, located on the next page.

“ When you take on a position, you sign-up for the values of that organization..” Ross Hamory



Activity 4-3: My Values Audit (Approximately 20 minutes)

Directions: From the list of values and their descriptions, 1) Select all of the values that are important to you. 2) Rank the selected values in order of importance. 3) List your ten most important values on the next page. Print your answers. You will need them for the next lesson.

Achievement (pride of accomplishment, doing meaningful work, being productive)	<input type="checkbox"/>
Advancement (getting ahead, promotion)	<input type="checkbox"/>
Adventure (new and challenging experiences, risk)	<input type="checkbox"/>
Challenge (difficult assignments, problem solving, mental, conflict resolution)	<input type="checkbox"/>
Competitiveness (striving to win, being the best)	<input type="checkbox"/>
Cooperation (collaboration, teamwork, working with others, interdependence)	<input type="checkbox"/>
Creativity (being imaginative, inventive, original)	<input type="checkbox"/>
Economic Security (steady, adequate income)	<input type="checkbox"/>
Family (spending time with family)	<input type="checkbox"/>
Freedom (autonomy, liberty to choose work assignments, expression)	<input type="checkbox"/>
Friendship (building close relationships with others, rapport)	<input type="checkbox"/>
Fun (enjoyable work, finding enjoyment working with others)	<input type="checkbox"/>
Income (abundance, making a high salary, increased salary)	<input type="checkbox"/>
Inclusion (being included in a group, belonging to a group, being accepted by a group)	<input type="checkbox"/>
Inner Harmony (being at peace with yourself and others)	<input type="checkbox"/>
Integrity (honesty, sincerity, standing up for beliefs)	<input type="checkbox"/>
Involvement (attending meetings, telecons, videoconferences)	<input type="checkbox"/>
Irregular Work Hours (working more hours than assigned shift, working on weekends)	<input type="checkbox"/>
Loyalty (commitment, dedication, dependability)	<input type="checkbox"/>
Mentoring (assisting others, guiding others' growth)	<input type="checkbox"/>
Networking (meeting new people, making new acquaintances)	<input type="checkbox"/>
Order (organized, structured, systematic)	<input type="checkbox"/>
Personal Development (learning, realizing potential, professional growth, gaining experience)	<input type="checkbox"/>
Power (influence over others, perceived importance, authority, control)	<input type="checkbox"/>
Public Contact (talking to people in other organizations)	<input type="checkbox"/>
Recognition (respect from others, acknowledgement, status)	<input type="checkbox"/>
Responsibility (accountability, reliability)	<input type="checkbox"/>
Self-Esteem (belief in your own abilities, self-respect)	<input type="checkbox"/>
Service (doing things for others)	<input type="checkbox"/>
Sharing (time, talent, money, experience, information)	<input type="checkbox"/>
Stable Working Hours (leaving at a set time daily)	<input type="checkbox"/>
Variety & Change (doing different activities, changes in work assignments, locations)	<input type="checkbox"/>
Visibility (attention from others, "fishbowl")	<input type="checkbox"/>
Working Alone (independence, deciding how to do work)	<input type="checkbox"/>
Working Under Pressure (tight deadlines, constant work flow, obligations, to produce)	<input type="checkbox"/>

My ten most important values are (include description of the value):

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Although you may have initially checked more than 10 values that are important to you, the purpose of this activity was for you to identify those values that are most important to you. This is key information when making a career choice.



Learning Assessment



Ask yourself, “By completing this lesson, I can...”

- ☐ Explain how a manager’s interests can affect them
- ☐ Explain how a manager’s skills can affect them
- ☐ Explain how a manager’s values can affect them
- ☐ Identify my interests, skills, and values

If you cannot put an “X” in the box, you should go back and review the section that covers that topic.

LESSON NOTES:

Lesson 5: Making My Management Decision (Approximately 1 hour)

Objectives

At the end of this lesson, you should be able to:

- Explain reasons why people choose management
- Explain how your skills, interests, and values relate to managerial activities
- Decide if a career in management is for you

Why Choose Management?



There are a number of reasons why people work. People are motivated by different things based on their values. By examining these reasons, you should be able to identify your reasons for working in order to determine if choosing a career in management is for you. The most common reasons why people work are:

- Livelihood—People work to provide themselves and their families with the basic essentials of life—food, clothing, and shelter. When the basic needs are met, other needs and wants become important.
- Human relationships—People usually like companionship. Working is a way of interacting with people who have similar interests.
- Personal development—Working can provide an opportunity to learn and grow intellectually and socially. By working, people can develop new skills and reach their full potential.
- Job satisfaction— People choose jobs that bring them satisfaction, since most of a person's adult life is spent at work. By doing so, they will be happier with their job.

“Leadership roles should be filled by people who make a deliberate decision to lead.” Sara King



- Service—People choose jobs that are beneficial or useful to others. They like the feeling of contributing to society if the work that they do is of value and important to others.
- Security—People choose jobs that are stable, so that they can make realistic plans for the future for themselves and their family.
- Success—People choose jobs that offer them an opportunity for advancement.
- Happiness—People choose jobs that they thoroughly enjoy because it contributes to their overall happiness.

To get more information regarding choosing a career, refer to **Reference 5-1: Seven Suggestions for Choosing a Career**, located on page 5-1 of the *Is Management For Me? Reference Guide*.

Linking Management To Me



You will have different opportunities to decide if management is for you, depending on the results of your audits. Before choosing a management career because of the rewards and demands that have an impact on your entire life, it is important that you take time to reflect on the three key areas:

- Your skills
- Your interests
- Your values

To decide if a career in management is for you, you should examine how your interests, skills, and values link to managerial activities.

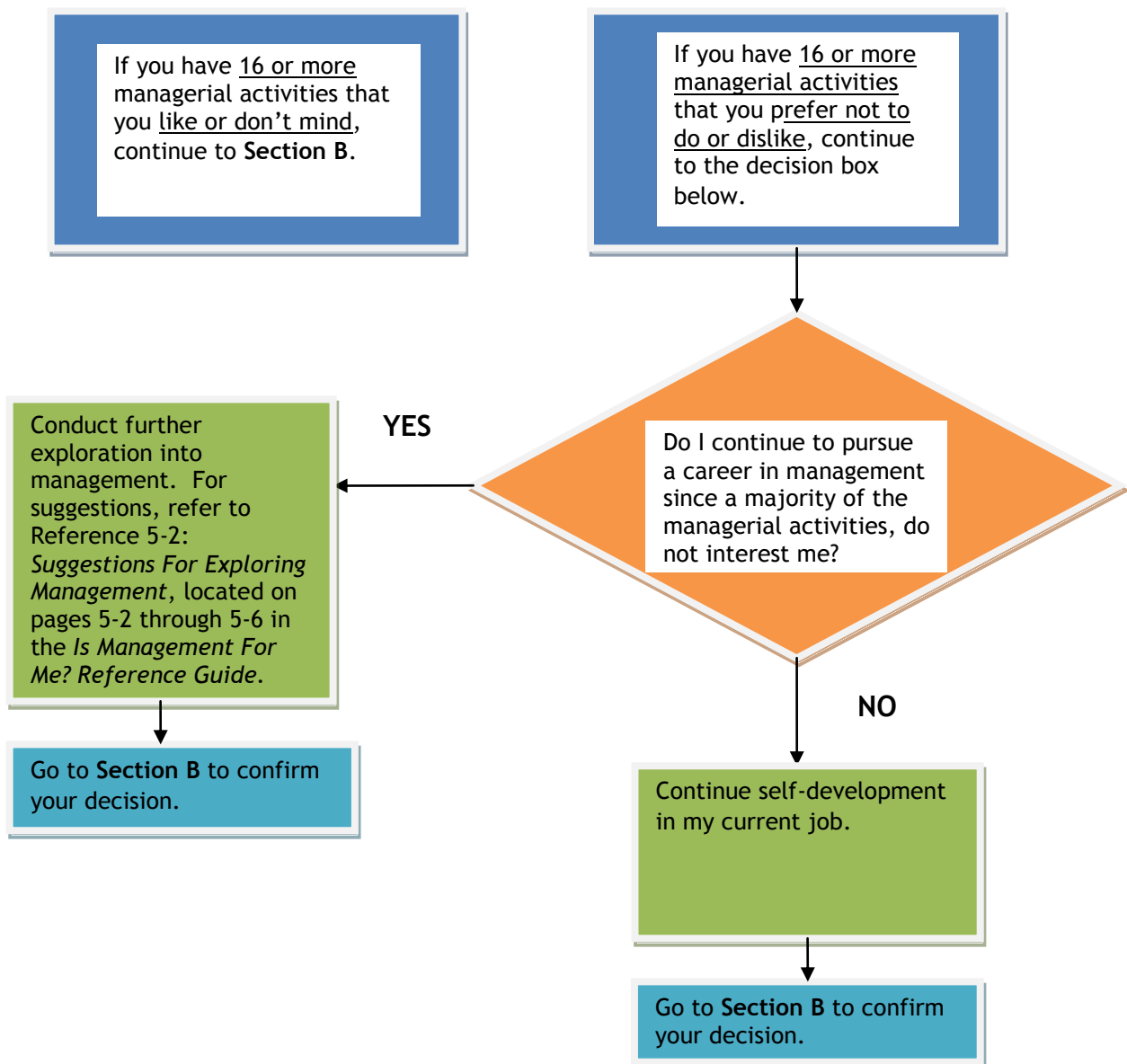
To help you make your decision, you will need to access and refer to your printed copy of:

- *Activity 4-1: My Interest Audit*
- *Activity 4-2: My Skills Audit*
- *Activity 4-3: My Values Audit*

Activity 5-1: Linking Management To Me (Approximately 15 minutes)

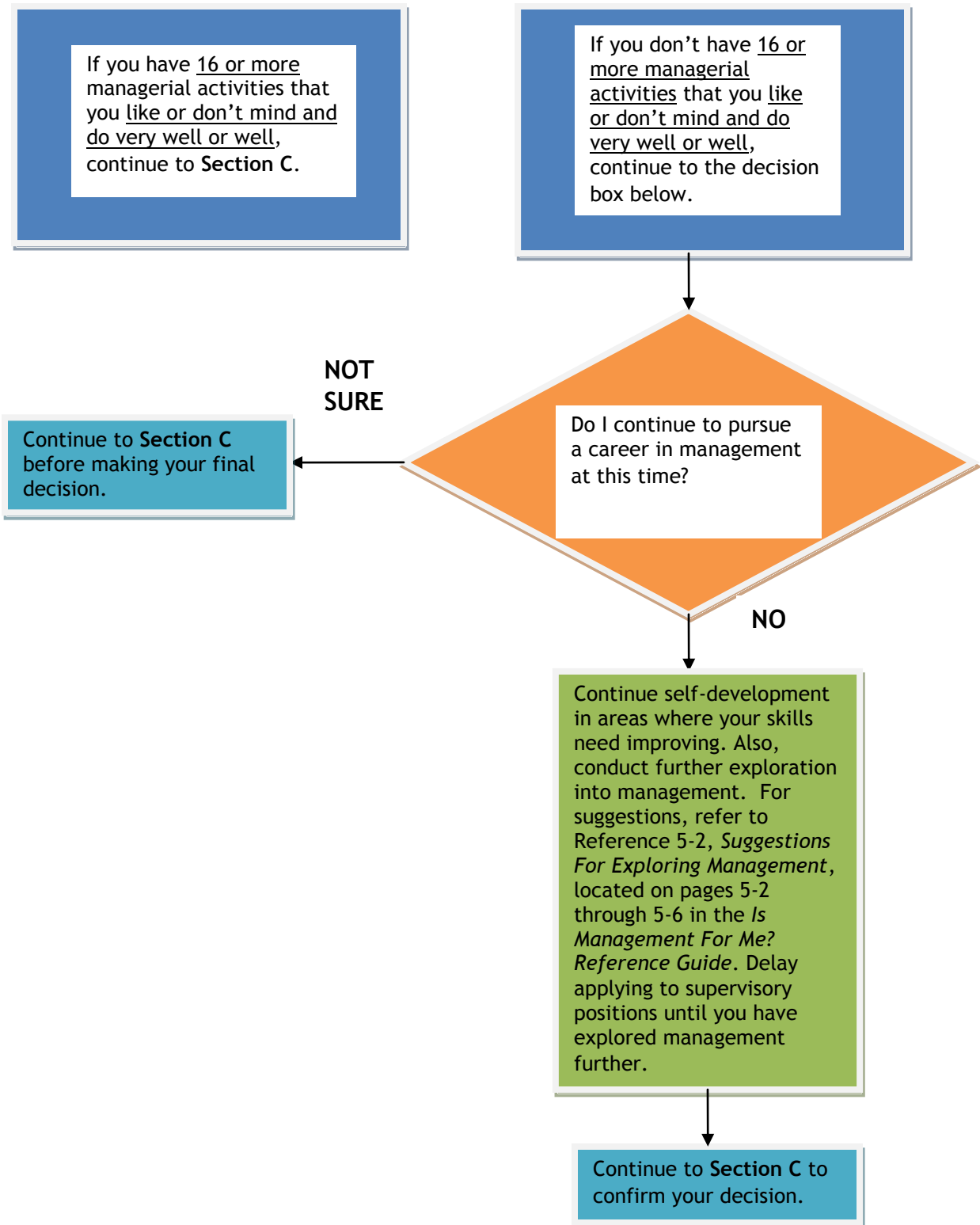
Directions: A. Look at your answers from *Activity 4-1: My Interest Audit*. Complete the flowchart below using your answers. B. Look at your answers from *Activity 4-1: My Interest Audit* and *Activity 4-2: My Skills Audit*. Complete the table below. C. Look at the top 5 values that you identified on *Activity 4-3: My Values Audit*. Match your top 5 values with the rewards and demands of management.

A. Look at your answers from *Activity 4-1: My Interest Audit*. Read the flowchart below.



B. If you found 16 or more managerial activities interesting, look at your answers from *Activity 4-1: My Interest Audit* and *Activity 4-2: My Skills Audit*. Check the box in the table below, if you like or don't mind the activities and do them very well or well.

Managerial Activity	You Like or Don't Mind, & Do Very Well or Do Well
1. Finding opportunities to learn	<input type="checkbox"/>
2. Building effective relationships with others	<input type="checkbox"/>
3. Building commitment from others	<input type="checkbox"/>
4. Leading groups	<input type="checkbox"/>
5. Encouraging people	<input type="checkbox"/>
6. Learning on the job, even if it means making mistakes	<input type="checkbox"/>
7. Giving praise to others for doing a good job	<input type="checkbox"/>
8. Giving constructive feedback to others	<input type="checkbox"/>
9. Being responsible for others	<input type="checkbox"/>
10. Being accountable for other's actions	<input type="checkbox"/>
11. Taking action if someone displays negative behavior, i.e., correcting the behavior, reporting the behavior, etc.	<input type="checkbox"/>
12. Ensuring the safety of others	<input type="checkbox"/>
13. Receiving information and conveying it to others	<input type="checkbox"/>
14. Adjusting to shifting roles	<input type="checkbox"/>
15. Working toward goals	<input type="checkbox"/>
16. Communicating with others orally	<input type="checkbox"/>
17. Communicating with others in writing	<input type="checkbox"/>
18. Proving yourself to establish credibility	<input type="checkbox"/>
19. Promoting a model work environment	<input type="checkbox"/>
20. Dealing with confusing demands	<input type="checkbox"/>
21. Having a constant workflow	<input type="checkbox"/>
22. Knowing exactly what your role is	<input type="checkbox"/>
23. Dealing with conflicting roles	<input type="checkbox"/>
24. Handling conflicts	<input type="checkbox"/>
25. Being isolated from others	<input type="checkbox"/>
26. Managing risks	<input type="checkbox"/>
27. Being a role model	<input type="checkbox"/>
28. Having influence over people's lives	<input type="checkbox"/>
29. Making decisions with many variables to consider, but have adequate knowledge	<input type="checkbox"/>
30. Making decisions with few variables to consider, but not enough knowledge	<input type="checkbox"/>
31. Making decisions with many variables to consider, and not enough knowledge	<input type="checkbox"/>

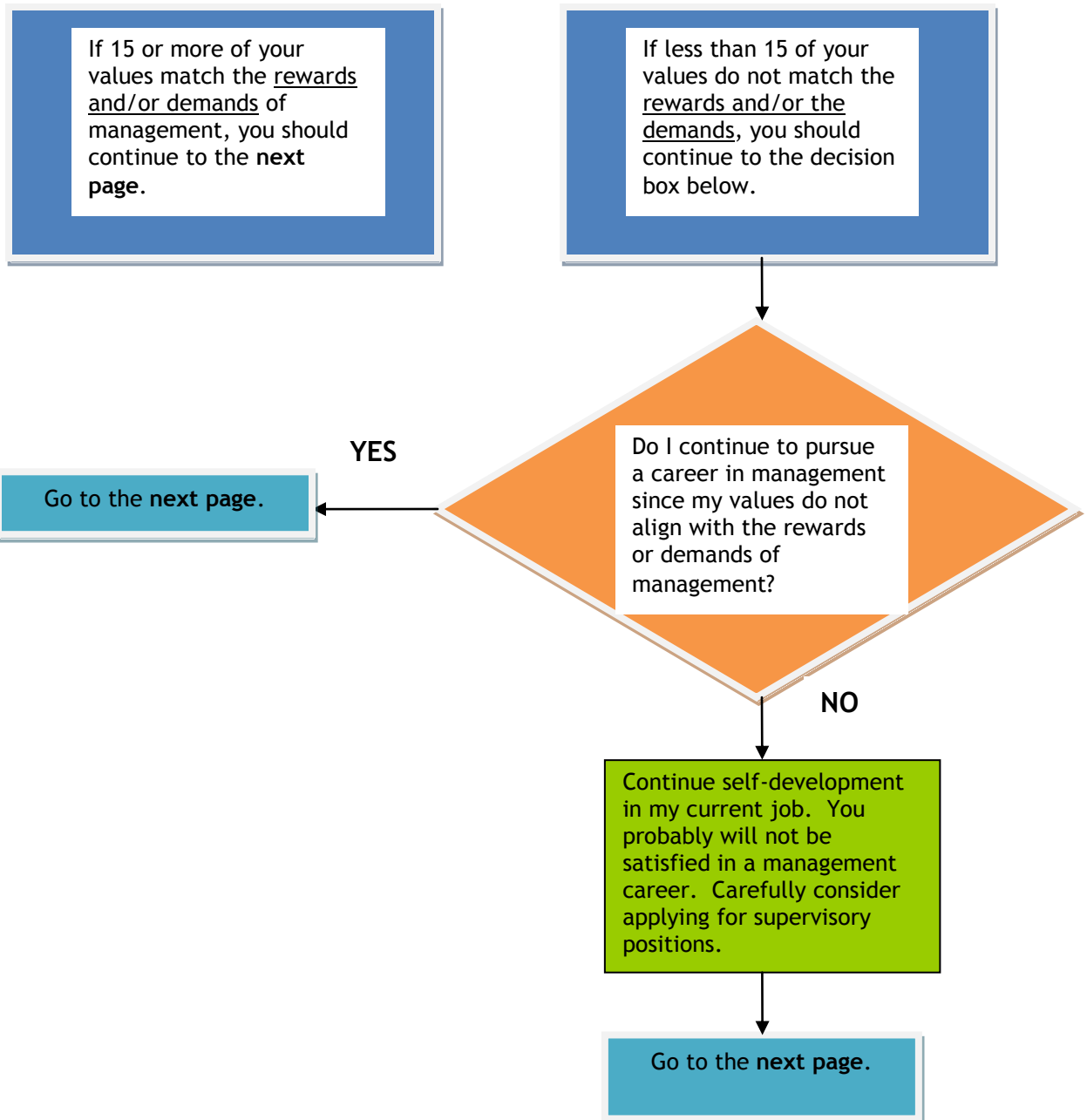


C. Look at the top 10 values that you identified on **Activity 4-3: My Values Audit**. Put a check in the box if your top 10 values match one of the related values listed below. If you have a match, your values relate to the rewards and demands of management.

Rewards	Related Value(s)	Your Values
Pride of accomplishment	Achievement	<input type="checkbox"/>
Increased salary	Income	<input type="checkbox"/>
Attention and recognition	Recognition/Visibility	<input type="checkbox"/>
Status	Recognition	<input type="checkbox"/>
Heightened experience	Personal Development	<input type="checkbox"/>
Opportunities for relocation	Variety & Change	<input type="checkbox"/>
Change	Variety & Change	<input type="checkbox"/>
Control	Power	<input type="checkbox"/>
Respect	Self Esteem/Recognition	<input type="checkbox"/>
Inclusion	Inclusion	<input type="checkbox"/>
Personal growth	Personal Development	<input type="checkbox"/>
More autonomy	Freedom	<input type="checkbox"/>
Impact on people, events, and organization	Power/Mentoring	<input type="checkbox"/>
Service to others	Service	<input type="checkbox"/>
New connections and acquaintances	Networking	<input type="checkbox"/>
Help others grow	Mentoring/Sharing	<input type="checkbox"/>
Working with others	Cooperation	<input type="checkbox"/>

Demands	Related Value(s)	Your Values
Mental energy	Working under pressure	<input type="checkbox"/>
Long hours	Irregular work hours	<input type="checkbox"/>
Many meetings	Involvement/Public Contact	<input type="checkbox"/>
Constant obligations	Working under pressure	<input type="checkbox"/>
Responsibility	Responsibility	<input type="checkbox"/>
Visibility	Visibility	<input type="checkbox"/>
Pressure to produce	Working under pressure	<input type="checkbox"/>
Less time for family	If you chose family, don't check this box	<input type="checkbox"/>
Emotional strain	Working under pressure	<input type="checkbox"/>
Job insecurity	If you chose Economic Security, don't check this box	<input type="checkbox"/>
Handle conflicts	Challenge	<input type="checkbox"/>

Total # of Matches ____



Is Management For Me



Now that you have evaluated your interests, skills, and values, it's time for you to decide if you want to pursue a career in management and apply to supervisory positions.

Activity 5-2: Management Window, located on the next page, is a tool to aid you in making your decision about management.

Activity 5-2: My Management Window (Approximately 10minutes)



Directions: Ask yourself, the following questions and document your answer in the appropriate window pane.

- Am I interested in managerial activities?
 - If you have 16 or more managerial activities that you like or don't mind, answer **Yes**.
 - If you have 16 or more managerial activities that you prefer not to do or dislike, answer **No**.
- Do I possess skills in the managerial skills that all managers need?
 - If you have 16 or more managerial activities that you like or don't mind and do very well or well, answer **Yes**.
 - If you don't have 16 or more managerial activities that you like or don't mind and do very well or well, answer **No**.
- Do my values align with the rewards and demands of management?
 - If 15 or more of your values match the rewards and/or demands of management, answer **Yes**.
 - If less than 15 of your values do not match the rewards and/or the demands, answer **No**.

INTERESTS	SKILLS
VALUES	IS MANAGEMENT FOR ME? Go to the next page



IS MANAGEMENT FOR ME?

- **If you answered no in two or more window panes**, management may not be for you. You should continue self-development in your current job or explore other career options.
- **If you answered yes in two window panes**, management may be for you; however, you should further explore the activities that managers do. For suggestions on how to conduct further exploration about management, refer to **Reference 5-2: Suggestions for Exploring Management** located on pages 4-2 through 4-7 of the *Is Management For Me? Reference Guide*.

- **If you answered yes in all window panes**, management is probably for you. You should apply to supervisory positions. In fact, you probably checked the following values, which are important for managers to have, as being important to you:

- ☒ Cooperation
- ☒ Power
- ☒ Mentoring
- ☒ Challenge
- ☒ Working under pressure

If you didn't have at least four of the above values checked, you should probably do further exploration before applying to supervisory positions. For suggestions on how to conduct further exploration about management, refer to **Reference 5-2: Suggestions for Exploring Management** located on pages 4-2 through 4-7 of the *Is Management For Me? Reference Guide*.

Learning Assessment



Ask yourself, “By completing this lesson, I can...”

- ☐ Explain how my skills, interests, and values relate to managerial activities
- ☐ Explain reasons why people choose management
- ☐ Decide if a career in management is for me

If you cannot put an “X” in the box, you should go back and review the section that covers that topic.

LESSON NOTES:

CONGRATULATIONS! You just completed the *Is Management For Me?* Course. Don’t forget to complete the Course Evaluation on the next page. After you complete it, click “Course Evaluation” to send it to HC-20, or fax it to 202-586-8052. Your feedback on this course will help us continue to improve it.

Thank You,

Office of Learning & Workforce Development,
HC-20

COURSE EVALUATION

1. This course has helped me make a sound decision about a career in management.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
2. By participating in this course, I have gained insight into my interests.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
3. By participating in this course, I have gained insight into my skills.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
4. By participating in this course, I have gained insight into my values..
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
5. This course provided me with a clearer understanding of both the rewards and demands of management.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
6. By participating in this course, I have gained insight into what management means to me and what being a manager entails.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
7. This course provided me with a clearer understanding of what it takes to be a successful manager.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
8. The course material was displayed in a clear and logical manner.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
9. The materials (student guide and reference guide) helped me make my decision about a career in management.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

10. This course was presented in a logical sequence.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

11. The activities during this course support my understanding of the content.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

12. I would recommend this course to anyone who is considering a career in management.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

13. I would recommend this course to anyone who is interested in finding out what managers do.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

14. Please provide any suggestions on how this course can be improved.

15. Please use the box to provide any additional feedback.