Exercise:
Management Skills Comprehensive—Management Transitions
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Course: *MGT 370*
Title: Management Skills Development (3 units)

"A manager is responsible for the application and performance of knowledge."
---Peter Drucker (1909-2005)

"Making good decisions is a crucial skill at every level."
---Peter Drucker (1909-2005)

Goal:
Professional life is mostly orderly and occasionally chaotic. *Management* life, on the other hand, is mostly chaotic, and if you are a successful manager, occasionally orderly. Most professionals are in their "comfort zone"; managers can't even remember what a "comfort zone" looked like back when they were a professional.

I want you to practice using theories, models, and frameworks from this class. Additionally, I want you to practice them with a real world situation.

This is an individual project; it is one deliverable per person.

Read the following article:

> https://queue.acm.org/detail.cfm?id=3350548

For your convenience, a .pdf file of this article is also posted at:

> https://ocw.smithw.org/mgt370/acm-matsudaira-management.pdf

This article summarizes how some professionals move into management roles, how some of those managers then manage other managers, and finally, how some of those managers then move into executive roles.

The article is written by and for those in the computer field, but that's largely irrelevant for our purposes. It's written essentially as "advice" from an existing manager to future managers. As such, it's MGT 370 pure and simple. Remember that since only Management majors take MGT 370, other majors need to learn MGT 370 material later in their career, including through professional articles such as this one.

Objective:
Assume that you are the Director of Training. You report to the Vice-president of Human Resources. You work at a large, Fortune 500 firm. Your firm has plenty of technicians, engineers, and computer scientists but has difficult developing and retaining technical managers. You believe this article could be used as part of a new onboarding initiative for new, junior managers. Your boss, of course, has to approve and fund such a new initiative, and you know that the article has to be justified in order to be used. You need to review the article and use the contemporary language of management skill development as the justification elements. Also, there is never enough time to do everything—you know you have to focus on the most important aspects of the article.

Your task is relate what this author believes is important to what you have learned in this class. You do this by linking each major element from the article below to one or more ideas using the best theory, model, or framework from our course textbook. Just to be clear: a theory, model, or framework *explains* (what has happened in the past) or *predicts* (what is likely to happen in the future). An educated person uses appropriate theory to persuade and influence. Of course, when you have data, you use data too. Also, to add support to your use of theory, you should also develop an analogy from an Library or Supplemental reading as well.

To make it simple, just use a single paragraph (e.g., probably no more than seven sentences or so) to answer each of the following questions. Additionally, just label each paragraph with the relevant question number, such as "Q1".

(In the text below, an "individual contributor" is just another name for a "professional".)

The <u>First</u> Management Transition.

Individual Contributor (IC) to Entry-level Manager

Every time you move up as a leader, you go through a set of changes. One of the biggest transitions occurs when you first move from an IC role into a management position.

Q1.   Identify the most important aspect of this transition in your view. That is, why should this aspect be included in the new training program for managers? Support this aspect with theory from the textbook. Additionally, support your textbook theory with an analogy from a Library or Supplemental reading as appropriate.

Q2.   Identify the second most important aspect of this transition in your view. (then do the same as above)

Q3.   Identify something from our textbook that *is not* included in the article (i.e., something you feel was important but was inadvertently omitted from the article). Additionally, support your textbook theory with an analogy from a Library or Supplemental reading as appropriate.

The <u>Second</u> Management Transition.

Entry-level Manager to Manager-of-Managers

By the time you are promoted to become a manager of managers, you have some established management skills and experience under your belt. This means a less shocking transition than the one from IC to manager, but there are still plenty of changes to adapt to.

Q4.   Identify the most important aspect of this transition in your view. That is, why should this aspect be included in the new training program for managers? Support this aspect with theory from the textbook. Additionally, support your textbook theory with an analogy from a Library or Supplemental reading as appropriate.

Q5.   Identify the second most important aspect of this transition in your view. (then do the same as above)

Q6.   Identify something from our textbook that *is not* included in the article (i.e., something you feel was important but was inadvertently omitted from the article). Additionally, support your textbook theory with an analogy from a Library or Supplemental reading as appropriate.

The <u>Third</u> Management Transition.

Manager-of-Managers to Organization Leader

When moving into a role that is several layers above the [individual contributors], your role changes again. Now you are managing organizations consisting of unique teams that may each have their own culture, process, priorities, and mode of operation.

Q7.   Identify the most important aspect of this transition in your view. That is, why should this aspect be included in the new training program for managers? Support this aspect with theory from the textbook. Additionally, support your textbook theory with an analogy from a Library or Supplemental reading as appropriate.

Q8. Identify the second most important aspect of this transition in your view. (then do the same as above)

Q9. Identify something from our textbook that *is not* included in the article (i.e., something you feel was important but was inadvertently omitted from the article). Additionally, support your textbook theory with an analogy from a Library or Supplemental reading as appropriate.

Length:
For this comprehensive exercise, I'm relatively indifferent to page length. Just write one (or two, if your team prefers) paragraph for each question (double-spaced). A team can probably get not much more than two paragraphs on a page. Other relevant formatting requirements ("style guide") are linked from the course web page. Recall also that for all written assignments in this course, 10% is deducted from the content score for each type of error in language use.

Performance Measurement:
The maximum number of points for content on this exercise is 1 (participation points).