



Transverse Management

For Transverse, Project and Network Managers

This course helps you learn and apply the skills, methods, tools and best practices to successfully manage without line-management responsibilities.



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LEARNING OBJECTIVES

At the end of this module, you will:

1. Have acquired skills and methods on the three roles of the manager: viz Leadership, Management of Performance and People development
2. Be able to use specific tools to help you be effective and efficient in your above roles
3. Know the best practices in your role as Transverse, Project or Network Manager

MY PERSONAL OBJECTIVES



GROUND RULES

What are the ground rules we will follow during the course of this program?

UNDERSTANDING THE LEARNING NEEDS OF THE GROUP

Answer the below questions for a better understanding of the learning needs and context of the group you are working with

- What do you do? Roles/ Responsibilities
- How long have you been in that job?
- Who do you deal with?
- What significant customer or Michelin events have an impact on your activity?
- What are the main difficulties you face?
- What assets help you carry out your cross-functional activities?
- What transverse management situation would you like to improve over these three days?

PHOTOLANGUAGE

Choose a photo that you think best defines cross-functional operations. Post it in your WhastApp Group. Justify your choice to the group.

MICHELIN'S DEFINITION OF TRANSVERSE MANAGEMENT

- To adjust to changes in its markets and métiers, and successfully expand into international markets, Michelin has introduced specific forms of organization and working methods, such as a matrix organization, project teams, métier networks, etc. As a result, line managers, project managers and network coordinators share managerial responsibilities to varying degrees.
- Transverse managers typically lead a métier network or manage a project. Non-line management is most commonly found when:
 - the people forming a network are geographically dispersed or belong to different line-management structures, making it necessary to have a network coordinator
 - a team is formed for the duration of a specific project and is led by a project manager



MANAGERIAL ROLES IN A TRANSVERSE ORGANIZATION

LEADERSHIP

- Correctly positioning your cross-functional mission (i.e. its legitimacy)
- Added value: "sell" your mission
- Influence others: onboard your team members
- Influence others: be assertive and communicate effectively

MANAGEMENT OF PERFORMANCE

- Effective levers for transverse management
- Transverse coordination
- Sharing responsibilities with the line manager
- Bring results back in line with commitment
- Managing and cooperating:
 - Negotiating with the win-win approach
 - Concessions and trade-offs

PEOPLE DEVELOPMENT

- Levers to help team members grow
- Identifying team members' degree of autonomy
- Sharing responsibilities with the line manager



PART 1: DEVELOPING YOUR LEADERSHIP IN A CROSS-FUNCTIONAL CONTEXT

POINTS TO BEAR IN MIND WITH REGARD TO TRANSVERSE MANAGEMENT

- No line-management relationships
- Culture shocks can occur (métier culture, local culture) and spark power struggles. The manager's distance can generate "fights for supremacy"
- Communication is often not real-time (e-mails, voice mail, etc.), making it easier for misunderstandings to arise
- Virtual relationships can be a source of frustration (lack of recognition, no feeling of belonging)
- The areas of contribution can be hazy because of the number of team members involved and interests at stake, and because of the distances: the notion of network replaces the notion of team

APPLICATION & SUMMARY

- The ideas you want to take away with you
- The actions and behaviors you want to focus on developing



WHAT BEST PRACTICES ARE ASSOCIATED WITH THE THREE ROLES IN TRANSVERSE MANAGEMENT?

WHAT ARE THE ERRORS TO AVOID IN THESE THREE ROLES?



HOW DO THE RESPONSIBILITIES DEFINED IN THE *MANAGER'S GUIDE* TRANSLATE TO YOUR TRANSVERSE MANAGEMENT?

Leadership	Management of Performance	People Development



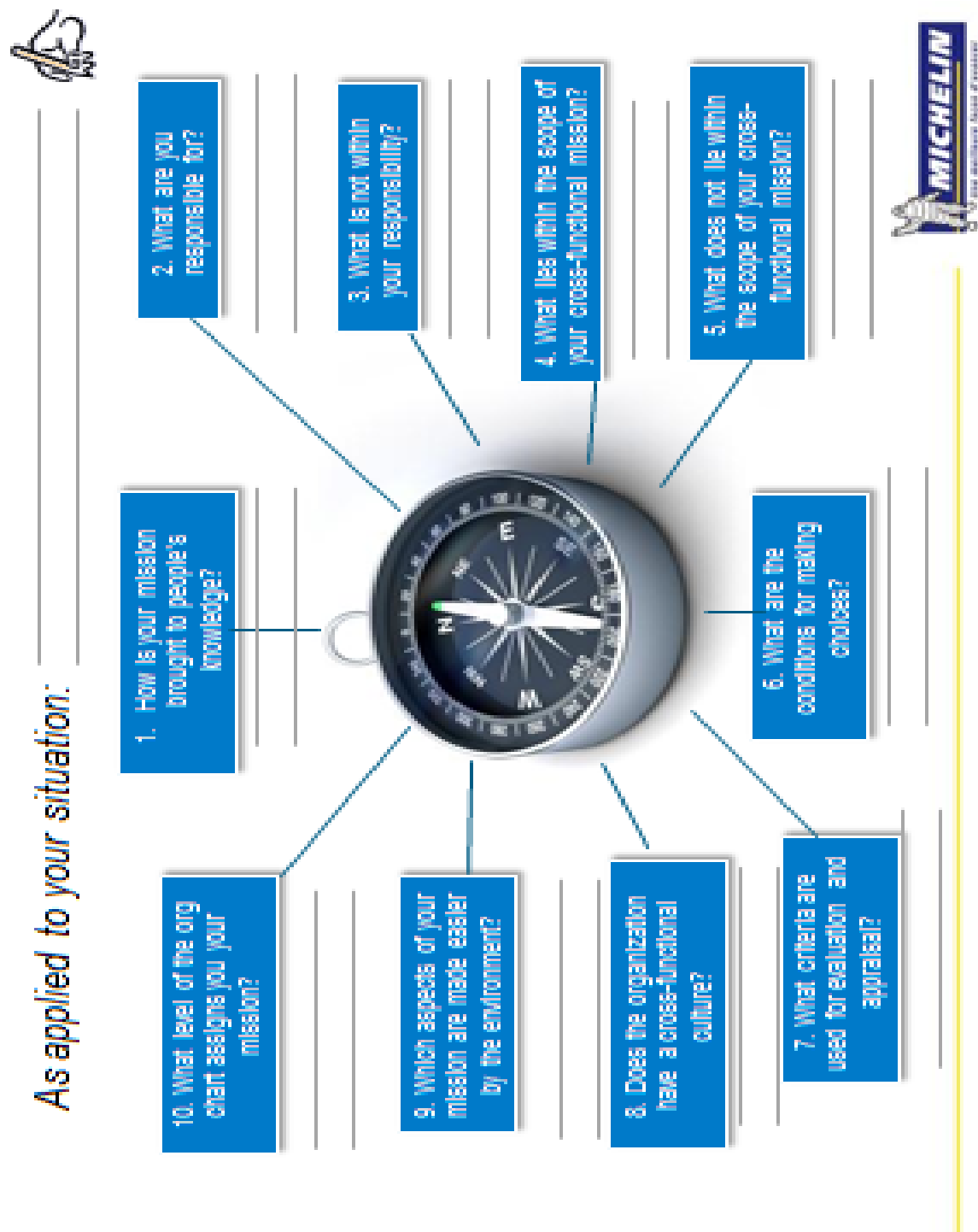
APPLICATION & SUMMARY

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1.1 CORRECTLY POSITIONING YOUR CROSS-FUNCTIONAL MISSION (I.E. ITS LEGITIMACY)

THE TRANSVERSE MANAGER'S COMPASS





ADDED VALUE: WHAT STANDS TO BE GAINED FROM YOUR MISSION

Exercise: What stands to be gained from your mission?

You have 90 seconds to demonstrate the benefits of your mission. Tell your neighbor about your mission as transverse manager.

1.2 SELL YOUR MISSION

- Get your team members to say what they expect of you
- Tell them what your mission is supposed to achieve
- Give examples to back it up
- Point out the benefits of your mission for your team members



1.3 INFLUENCE OTHERS: ONBOARD YOUR TEAM MEMBERS

What do you associate the word "influence" with?

What levers can you use to influence others?



- What is influence?
 - Convincing without imposing
 - Influence takes intelligence and a good grasp of the situation (cultural specifics, power structure, decision-making levels, etc.)
- Why is it important?
 - It can help you seal alliances and partnerships
 - In project mode or in cross-functional cooperation, influence can help you win support without imposing, and facilitate onboarding
 - It can help you find support within the organization to move a project forward
 - It can help you identify the opinion leaders and/or decision makers so the decision goes your way
 - It will help you sell and win buy-in for your ideas



DEVELOPING YOUR STRATEGIC INFLUENCE

Pick a cross-functional situation that you would like to improve and that you would like to approach from a strategic angle

- A real-life situation
- Not yet settled
- Where you are motivated to take action
- Where you can do something about it



HOW TO DEVELOP YOUR INFLUENCE

The situation you want to improve:

1. Identify your objective
2. List the team members who contribute to and are affected by your objective
3. Identify team members' interests (stakes)
4. Determine how they are important for you (resources)
5. Position the team members on the basis of their stakes and their resources
6. Identify the levers you can use to dispel resistance

LISTING THE TEAM MEMBERS CONCERNED

- Team members who contribute?
- Team members who are affected?

[illegible]

TEAM MEMBERS' STAKES

How are the team members affected by this objective of the cross-functional mission?

What are they trying to gain through this objective? **Positive stakes: the potential gains**



What do they want to avoid losing through this objective? **Negative stakes: the potential losses**





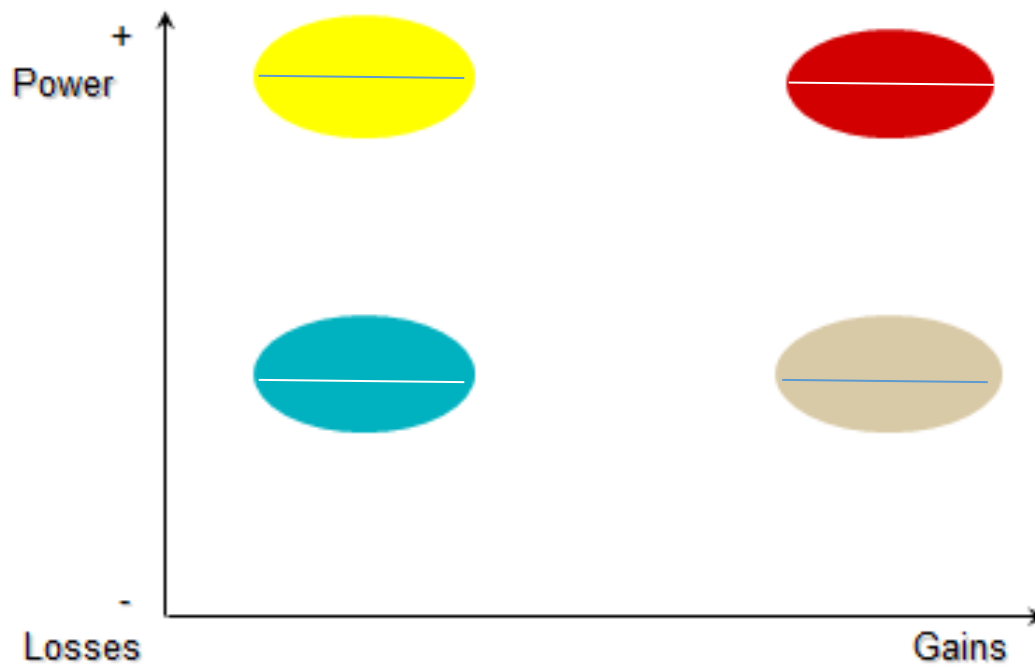
RESOURCES THAT CAN EXERT INFLUENCE

- Information: Controlled by the recipients
- Relationships: To do with belonging
- Skills: Contingent on the position and the area of expertise
- Standards: Values and guidelines
- Status: Prerogatives and privileges that go with the position
- Material resources: Labor time, budgets, etc.

In the space below, write down the resources you can identify in line with the above categories



RANKING THE TEAM MEMBERS



A STRATEGY FOR EACH CATEGORY OF TEAM MEMBER



PAIRWORK: PEER COACHING

- The situation you picked:
- How are the team members positioned?
- What steps will you take to get the team members moving?



Duration:
30 min.
per
person





TOOL SHEET: PREPARE YOUR STRATEGY

Team members concerned	Stakes	Resources	Strategies	Levers
Contribute to (or are affected by) the above objective	+ points: what they gain if the transverse manager achieves the above objective - points: what they lose...	The team members' powers to speed up or slow down the above objective	Likely strategies to address the objective: what they will do, how they will act, etc.	What the transverse manager has to do to remove obstacles and achieve the objective
- - -	What they gain: - - What they lose: - -	To speed things up: - - To slow things down: - -	Forge ahead (they will use their resources as follows): Obstruct: Wait:	- - - -



APPLICATION & SUMMARY

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1.4 INFLUENCE OTHERS: BE ASSERTIVE (ASSERT YOURSELF CALMLY) AND COMMUNICATE EFFECTIVELY

MAKING A REQUEST

Think of a request you would like to make to one of the members of your cross-functional team. Write it down in the space below

What will you **say** to your team member? (write a script in the space below)

1) Work alone to prepare your role in the role play (Duration: 5 minutes preparation)

2) Role plays (Duration of the role plays: 5 minutes per role play)

Act out the role plays in small groups of three people

A: a transverse manager

B: a team member (e.g. the person to whom the request is made)

C: an observer

(The role plays are acted out back-to-back (i.e. no eye contact) to include the added complication of distance (no visual or tactile communication. The role plays are also interactive. In other words, it is not a monolog: each person acts out their role as they would in a real-life situation.)



3) Peer debriefing (Duration 5 minutes)

1. A does a self-assessment
2. B says what he/she experienced, felt, etc.
3. C gives A feedback: what he/she liked, points to improve

Best practices



State your request clearly

- Assert yourself calmly
- Use appropriate language

Say what is at stake in your request

- Give meaning to your request

Be prepared to negotiate

- Anticipate objections
- Suggest solutions



SUMMARY: BEST PRACTICES FOR EFFECTIVE COMMUNICATION IN A CROSS-FUNCTIONAL CONTEXT

- Present your mission and role as that of a facilitator
 - Present the stakes involved in your mission: you are an expert in outcomes
 - Point out the benefits for the other person, with an example for each benefit
 - Don't give the impression of "preaching" to other people
- Become more assertive: state your case calmly
 - Understand before trying to make yourself understood
 - Listen – Rephrase
 - Acknowledge the other person, for example by rephrasing the objections
 - Be factual: the facts and nothing but the facts!
- Use appropriate language
 - Use language that means something to your team member (e.g. if you are an engineer talking to a sales person, use language that relates to the world of sales)
- Use positive language
 - Keep your language clear and positive
 - Stick to the facts
 - Talk about objectives and solutions, not about problems
- Portray what you can bring in a positive light
 - Give meaning
 - Redistribute information
 - Provide expertise
 - Help people save time
 - Make things easier, less complicated
 - Facilitate



REFRESHER ON ASSERTIVENESS: THE FOUR "I" METHOD

When I see, hear or observe	Facts, situations, information	When I hear sharp words in the department... I asked you two days ago...
I feel	Emotion, feelings	I feel angry, afraid, sad I feel enthusiastic I feel disregarded, overlooked...
Because I need	Request, wish	Because I need a good working atmosphere... It's important for me to know...
I suggest	Solution	I suggest we practice saying things to each other in a more positive way What I expect from you... What will enable us to... Thank you for listening... Thank you for taking into consideration...



APPLICATION & SUMMARY

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PART 2: MANAGING PERFORMANCE IN A CROSS-FUNCTIONAL CONTEXT

2.1 WHAT LEVERS (TOOLS, RESOURCES, ETC) CAN YOU USE TO MANAGE CROSS-FUNCTIONAL OPERATIONS?



BEST PRACTICES FOR MANAGEMENT OF PERFORMANCE

Inputs

- **Interdependence:** I depend on other people and other people depend on me
- I take action where I can do something about it (my circle of influence)

Use a good cross-functional indicator (recap)

- Before talking about indicators, ask yourself what image you want to give your mission. Think of images or analogies
- **Co-constructed** (negotiated in part with other people)
- **Usefulness**
- **Applicability**

Mutual adjustments

- **Constantly adjust** – rites and frequency of reviews

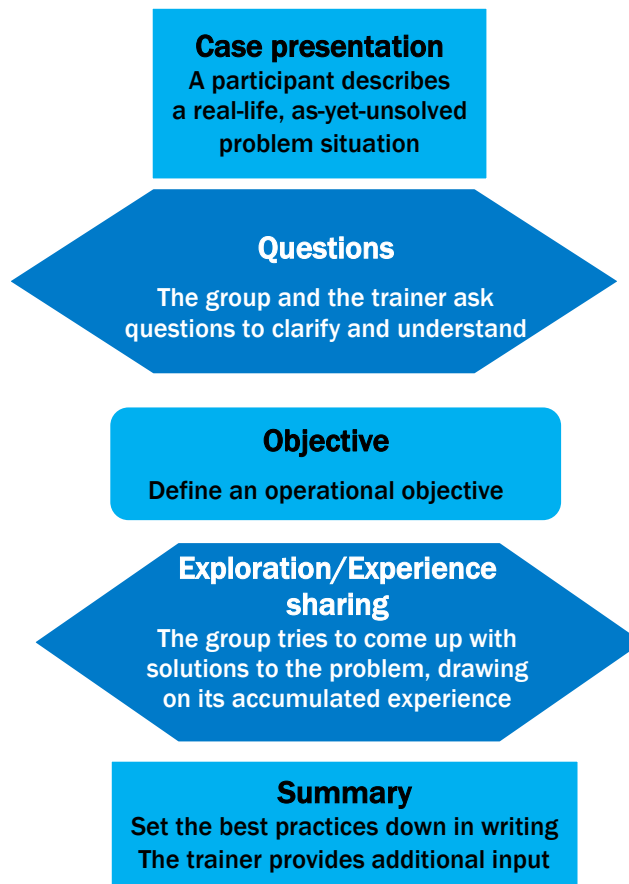
Motivating to monitor, for you and other people

- Combine different indicators to diversify the tracking sources and angles
- 1 indicator: think of SMQDC – 5W
- Think in the short, medium and long term
- Formalize feedback and reporting, traceability
- To gain credibility
- Request regular, constructive feedback
- Encourage feedback



WORKSHOP: WORK ON REAL-LIFE SITUATIONS FACED BY PARTICIPANTS

Prerequisites: a real-life, as-yet-unsolved situation that you really want to tackle and that you can do something about





Pick a situation that you would like to step back from and handle objectively

Your management levers:

-
-
-
-
-



REFRESHER ON SMART OBJECTIVES

SMART describes a desired situation with the following characteristics:

- Specific
- Measurable
- Ambitious but achievable
- Realistic
- Time-bound



2.2 TRANSVERSE COORDINATION

WHAT DO TRANSVERSE MANAGERS COORDINATE

THREE FACETS OF COORDINATION



**Circulate
information**



**Compare expertise,
build knowledge**



**Produce reports:
dashboard**

CONTEXT

Transverse coordination is often carried out remotely, and may not be real-time (by e-mail, across different time zones, etc.)

BEST PRACTICES

Focus on the areas where activities and roles are interdependent.

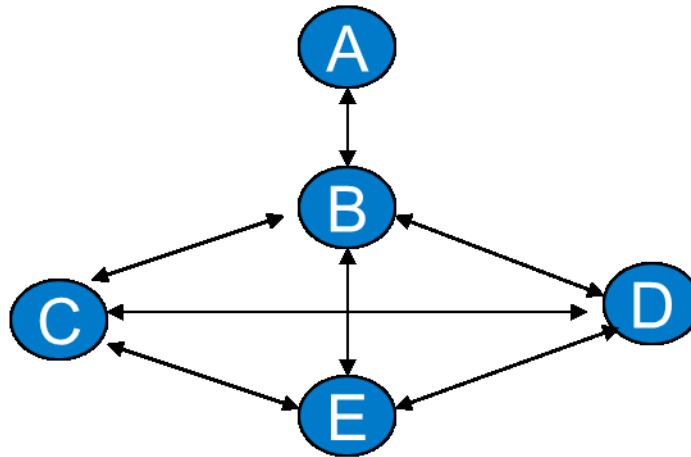
ULTIMATE PURPOSE

To create an environment that:

- Fosters dialog
- Helps form a coherent whole
- Makes it possible to monitor, support, rectify, adjust, train, control, congratulate, succeed, etc

SYMBOLS EXERCISE

This project structure is reflected in the system for communicating or circulating information, which has to obey the following rules:



- All communication is to be in writing, using the post-its on your tables. Write your messages on the post-its and include the sender (i.e. you) and the recipient, for example:

From B \Rightarrow E

Message:

- You may not reply on the bottom of someone else's message: you must write a fresh message.

.....

- **To sum up: do not speak; communicate only in writing; use the predefined format.**





DEBRIEF: THE MAIN OBSTACLE TO COORDINATION

OBSTACLES TO COORDINATED WORK

- Egocentricity, i.e. supposing that everyone else works the same way as you do
- Racing the clock: urgency = pressure
- Disengagement: I've finished...
- Bottlenecks: check that information is circulating properly
- Deliberate or unintentional withholding of information
- Silos: encourage people to share their experience

BEST PRACTICES

- Put yourself in your team members' shoes
- Agree on communication ground rules
- Give as much attention to the processes of coordination as to what you are actually coordinating
- Make reporting a two-way process: when team members give you information, give them feedback on what you did with it

OBSTACLES TO COORDINATED COMMUNICATION

- Sending single-purpose messages (e.g. purely technical messages)
- Forgetting marks of recognition, encouragement or anything that creates ties
- Not checking that your feedback has been taken into account
- Not checking that your message was correctly understood

BEST PRACTICES

- Combine different types of messages
 - Technical messages: content
 - Messages about the process: organizational messages
 - Relational messages
 - Institutional messages
- Include time for feedback to check progress on your project



APPLICATION TO YOUR OWN SITUATION

Pick an activity that you coordinate:

- How are team members currently coordinated on your cross-functional activity? What arrangements have you made?
- What works well? (tools, information circulation, etc.)
- What could you improve? :
- What do you want to achieve? :
- How will you achieve it?
- How will you know that it works? :



BEST PRACTICES FOR COORDINATING TEAM MEMBERS

- A standing coordination group with regular meetings
- Regular meetings of the correspondents, shortly after the steering committee meetings
- Thematic meetings
- Dashboards with activity indicators
- Thematic and/or regular information (through the intranet or other channels), consolidated across the cross-functional activity (feedback on indicators and measurements, guidelines and trends, etc.)
- Meetings with the staff of the business units



PROPOSE ONE OR TWO BEST PRACTICES FOR EACH OF THESE LEVERS

■ The circulation of information

■ Dashboards and reports

■ Capitalizing on experience



A. BEST PRACTICES FOR CIRCULATING INFORMATION

Circulating information

- Organize what has to be circulated
- How will it be circulated?
- From whom to whom?
- When and by when?
- How often?
- In what form?
- Who?
- Local or global coordination: what interfaces?



B. BEST PRACTICES FOR REPORTS AND DASHBOARDS

The situation you would like to improve:

Reporting: dashboard

- What do you want the dashboard to do? What do you want it to monitor?
- Performance indicators: progress status
- Management indicators: decision-making tool, for corrective action

A good indicator will be:

- Useful
- Easy to use



C. BEST PRACTICES FOR CAPITALIZING ON EXPERIENCE

The situation you would like to improve:

The Stakes

- Build on the experience gained
- Perform modeling
- Boost knowledge transfer
- Develop métier skills
- Facilitate an interdisciplinary approach
- Improve individual performances

The Benefits

- Achieve "right first time" thanks to feedback
 - Incorporate recommendations more quickly, as the necessary conditions for operation between the métier and cross-functional situations
- Develop métier skills
- Capitalize to improve
 - Improve product design
 - Incorporate process constraints right from the design phase
- Speed up the onboarding of new team members
 - Make it easier for new hires to find their feet in the departments
 - Ease their entry into cross-functional situations

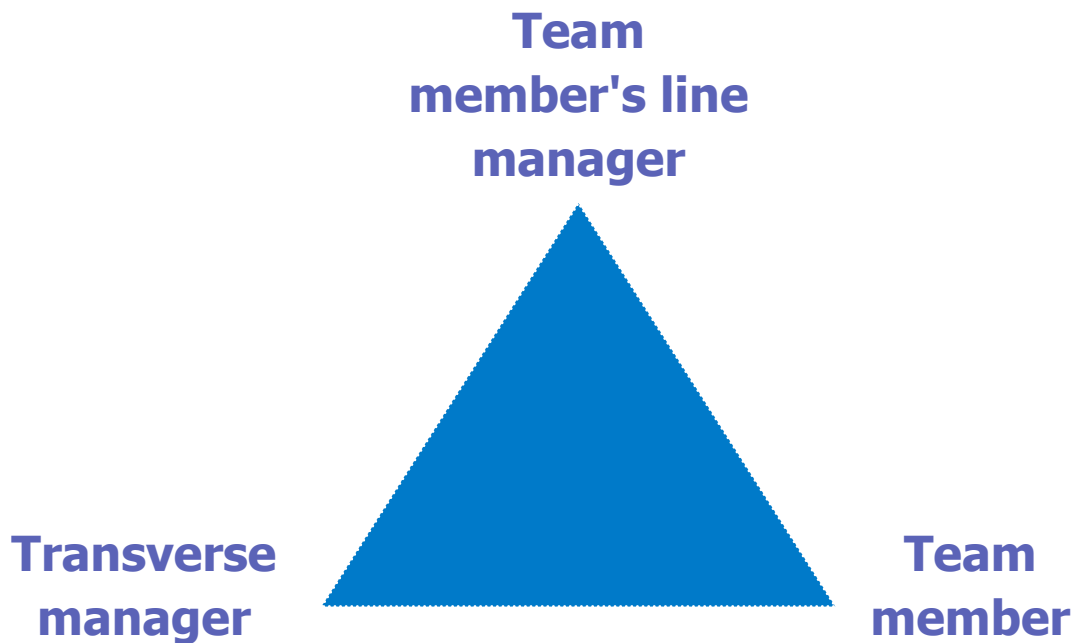


WHAT HAVE YOU LEARNED?

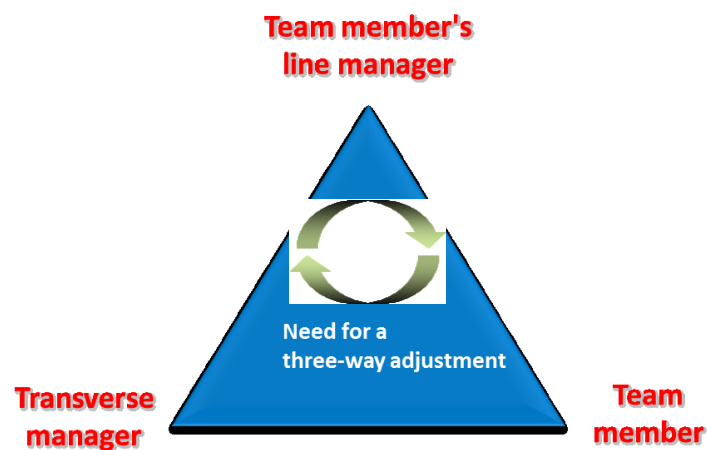
- Lessons for everyone
- What I learned for myself



2.3 SHARING RESPONSIBILITIES WITH THE LINE MANAGER



THE TRIANGLE: CONTRACT AND RELATIONSHIP



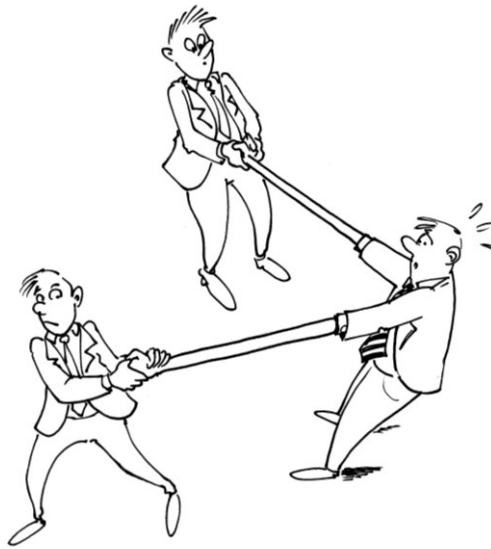
Need for a three-way adjustment of:

- The respective roles
- The objectives
- The ground rules
- The expectations and constraints
- The mutual commitments

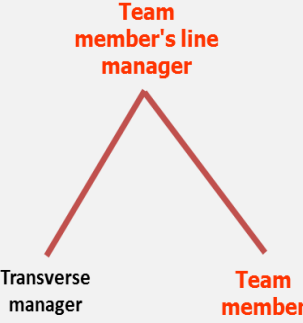
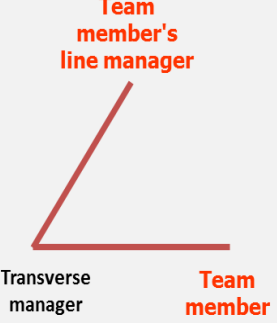



THE STAKES INVOLVED IN SHARING RESPONSIBILITIES WITH THE LINE MANAGEMENT

What is your reaction to this drawing?



SHARING RESPONSIBILITIES WITH THE LINE MANAGE: THE THREE MAIN PROBLEMS

A	B	C
		
What is happening here?	What is happening here?	What is happening here?
What can the transverse manager do about it?	What can the transverse manager do about it?	What can the transverse manager do about it?



APPLICATION & SUMMARY

- The ideas you want to take away with you
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Pick a cross-functional situation that you would like to improve with a line manager

- ☐ A real-life situation
- ☐ Not yet settled
- ☐ Where you are motivated to take action
- ☐ Where you can do something about it



PAIRWORK: PAIR DISCUSSION

- Pick a cross-functional situation involving yourself, a line manager and a team member
- What is working and what is not working in the triangle?
- What could strengthen the ties between the transverse manager and the line manager?
- What three important steps are you going to take?

HOW MICHELIN DEFINES TRANSVERSE MANAGEMENT

<http://intradocsgp.michelin.com/projects/personnel/igdsgp.nsf/Vue03Class2W/0FF204A8E6A3E4AAC12579BB00517725?OpenDocument&lg=Lg1>

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Modes de fonctionnement du management transverse ou d'expertise

OBJET

- Ce document annule et remplace le GUL 2802_SGP 01 ; Il précise comment :
- identifier les managers non hiérarchiques (transverses ou d'expertise)
 - exister certaines responsabilités managériales entre les managers transverses ou d'expertise et les managers hiérarchiques

DOMAINE D'APPLICATION

Ce document est applicable à compter du **18 mars 2012** à l'ensemble du Groupe

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1 - INTRODUCTION

Pour s'adapter à l'évolution de ses marchés, de ses métiers et réussir son développement International, l'Entreprise a mis en place des organisations et méthodes de travail : organisation matricielle, équipes projets, réseaux métiers, etc. De ce fait, les responsables hiérarchiques, les chefs de projets et les animateurs de réseau partagent, à des degrés différents, les responsabilités managériales.

Ce document vise à préciser les modes de fonctionnement entre ces différentes positions managériales

- Nous identifions dans le fonctionnement de nos organisations 3 familles de managers :
 - Le manager hiérarchique
 - Le manager transverse qui est animateur d'un réseau business ou chef de projet
 - Le manager d'expertise qui est animateur d'un réseau d'expertise pour le développement et la transmission de savoirs et savoir-faire
- Les situations les plus fréquentes de management non hiérarchique sont liées à
 - une dispersion des personnes constituant le réseau dans divers lieux géographiques ou dans diverses structures hiérarchiques, nécessitant alors un animateur de réseau
 - une équipe regroupée pour la durée d'un projet, pilotée par un chef de projet
- Ces positions managériales hiérarchique, transverse et d'expertise sont complémentaires.

2 - REGLES GENERALES

- Un manager dans son poste peut être à la fois en position hiérarchique, vis-à-vis de son équipe, et en position transverse ou d'expertise vis-à-vis d'autres équipes
- Les responsabilités décrites dans le Guide du manager en termes de Leadership, Pilotage de la Performance et Développement des Personnes s'appliquent aux 3 familles de managers.
- Ces responsabilités s'exercent à des degrés divers selon la nature de la position managériale.
- Chaque personne a un seul manager hiérarchique. Pour les postes de NRP supérieur à N, certaines personnes peuvent avoir aussi un manager transverse ou d'expertise. Dans ce cas, le manager hiérarchique s'assure qu'un seul manager transverse ou d'expertise soit identifié.
- Lorsqu'une personne a un manager non hiérarchique (transverse ou d'expertise), le libellé du poste de ce manager est indiqué sur le descriptif de poste de la personne (REF_0188_DGP)
- Le manager transverse ou d'expertise doit nécessairement avoir un NRP au moins égal à celui des personnes dont il est le manager
- Dans les situations de management à distance, l'expérience vécue dans le Groupe conduit à recommander de privilégier un manager de proximité comme manager hiérarchique. Seule exception : les personnes managées dont le niveau de responsabilité ou d'autonomie sera suffisamment élevé ; on situe ce niveau au NRP H. Dans les autres cas, le gestionnaire de carrière concerné devra valider l'exception.
- Le manager transverse ou d'expertise utilise au mieux les outils collaboratifs mis à disposition par DGB notamment les conférences téléphoniques et visio-conférences, afin de maîtriser les coûts des voyages qu'il induit.



2.4 BRING RESULTS BACK IN LINE WITH COMMITMENT

EXERCISE SHEET: PREPARE THESE ROLE PLAYS

Pick a situation that is important for you:

Bring results back in line with commitment:

- You want to call to order one of your team members who had promised to give you a key document, but failed to deliver by the date requested. You are upset, annoyed even.
- Jot down in the space below what you are going to say to your team member



TOOL SHEET: BRING RESULTS BACK IN LINE WITH COMMITMENT

The DESC tool

Describe the facts:

Describe the problem situation using observable facts

Express your feelings and concerns:

Explain why the situation is a problem (the risks or consequences) or say how you feel about it

Solve the problem:

Agree on a solution to solve the current problem and/or prevent it recurring

Conclude with the consequences:

Point out the positive consequences of applying the solution, or the negative consequences of not applying it



2.5 MANAGING AND COOPERATING

Why are the words "managing" and "cooperating" used together in cross-functional operations?

WHY YOU SHOULD COOPERATE?

There is a relationship of interdependence

For example: coordination

There are conflicts of interest

For example: conflicting priorities

There is an imbalance of power

For example: some team members have resources that others do not

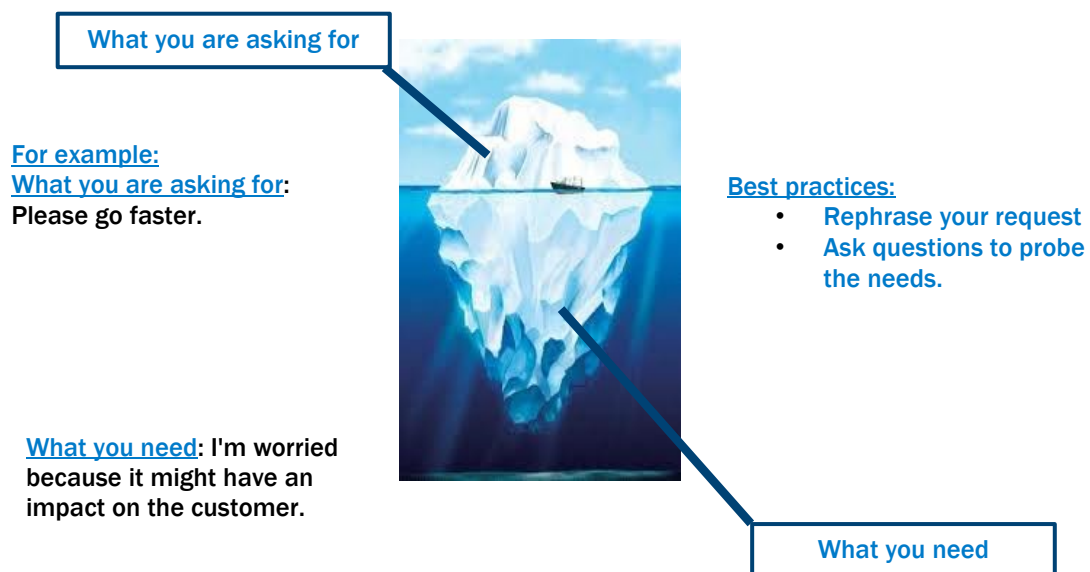
2. 5.1 NEGOTIATING WITH THE WIN-WIN APPROACH

WHAT IS CROSS-FUNCTIONAL COOPERATION? WHAT ARE THE STAKES INVOLVED?

To co-operate is to:

- 🔍 Together build a solution that is optimal for the project and satisfactory (*win/win*) for both partners
- 🔍 It is based on two pillars: method and the relationship
- 🔍 *For a transverse manager, the relationship is not one of subordination but rather a negotiated relationship*
- 🔍 *The challenge is to find the common ground on which you can work together. Stop thinking vertically and instead build a cross-functional working rationale*

ICEBERG





TRANSVERSE MEETING

You are a transverse manager. You have to conduct a meeting with various team members involved to some extent in your activity:

- You have no line-management authority over them
- You are therefore in a cross-functional relationship with them in this meeting

The situation: there is slippage on your project: the deliverables are late, the team members are demotivated and "busy" with other priorities.

How will you go about conducting this?



TOOL SHEET: C.P.A.

For a productive meeting, it is essential to choose the participants carefully.

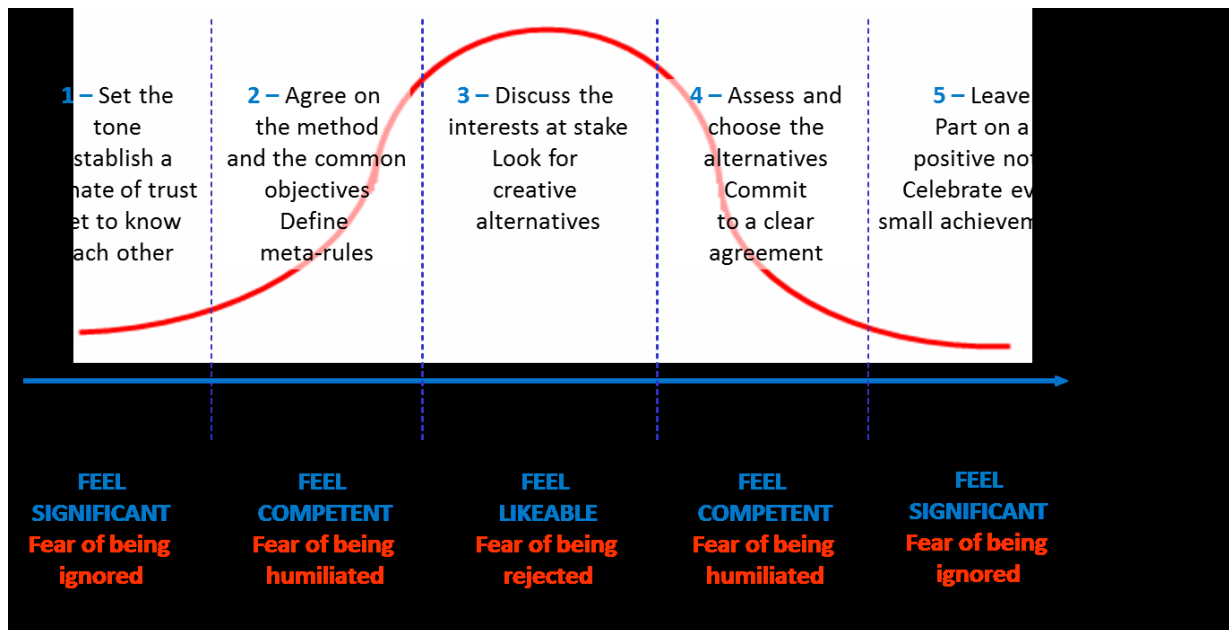
Three factors determine how well participants will be able to contribute:

- Clarity: the participant has a clear idea of what the meeting is supposed to achieve
- Pertinence: the participant feels useful to the group and has a clear idea of what he/she can contribute
- Acceptance: the participant accepts to collaborate to achieve the objective

If any one of these conditions is not met, the discussions will not be as productive and interesting as hoped. Before every meeting, check that the participants have a good C.P.A. score



WILL SCHUTZ'S COOPERATION CURVE KEY STAGES





APPLICATION & SUMMARY

- The ideas you want to take away with you
- The actions and behaviors you want to focus on developing

2. 5.2 CONCESSIONS AND TRADE-OFFS

MATRIX OF CONCESSIONS AND TRADE-OFFS

Situation:

Concessions	Trade-offs
Readily acceptable	
Acceptable with conditions	
Non-negotiable	

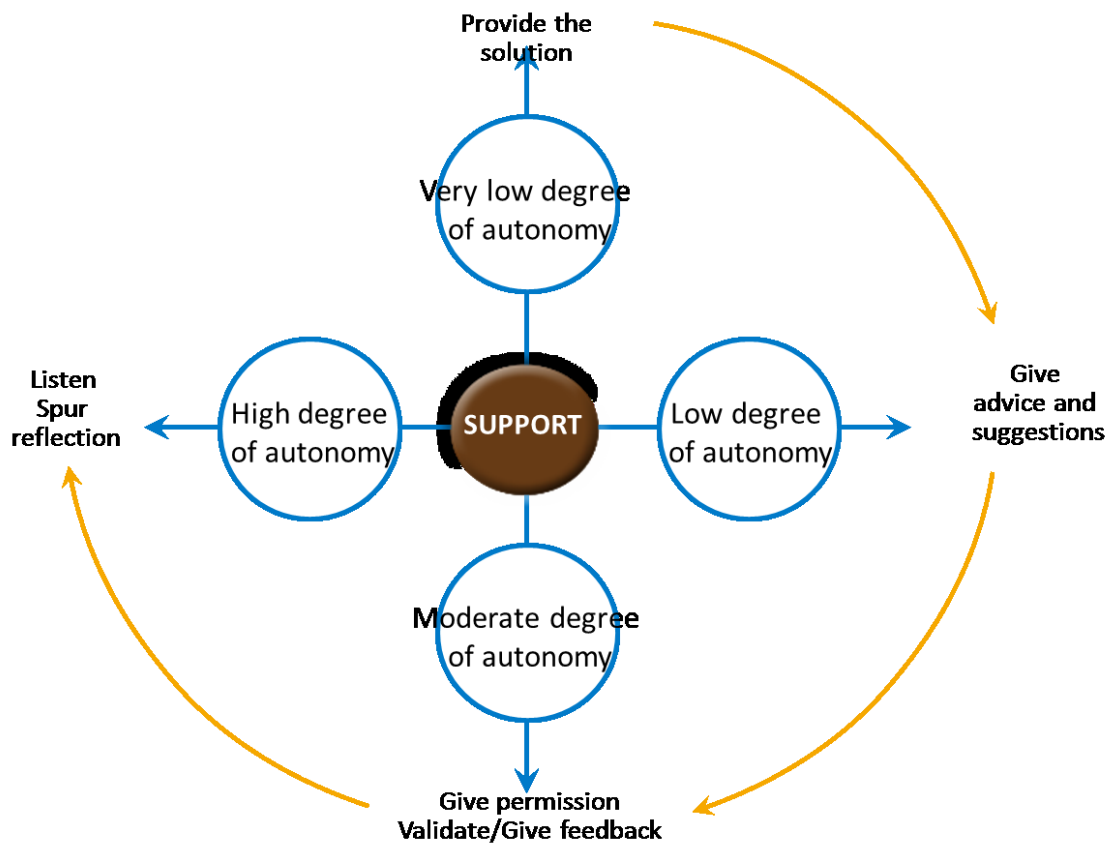
3.1 LEVERS TO HELP TEAM MEMBERS GROW

Three groups work separately on these three questions

- I. What are the transverse manager's roles in people development?
- II. What are all the means available for helping team members grow?
- III. What would you recommend for helping the people in the "triangle" grow?

3.2 IDENTIFYING TEAM MEMBERS' DEGREE OF AUTONOMY

THE SUPPORT COMPASS



IDENTIFY THE LEVEL OF SUPPORT



EXERCISE: HOW TO USE THE SUPPORT COMPASS

- Pick a team member
- Align the support compass on the team member's degree of autonomy
- Define the actions to adjust the type of support you give as transverse manager

SUPPORTING AS OPPOSED TO ASSISTING

- Have I received a request? What sort of request?
- Is it my job? Is it within my responsibility?
- Am I competent? Do I have the necessary resources?
- Am I going more or less than half way?
- Do I want to do it? Am I available to do it?



3.3 SHARING RESPONSIBILITIES WITH THE LINE MANAGER

SUMMARY: POINTERS FOR TRANSVERSE MANAGERS

Exercise: write a letter to a future transverse manager with useful pointers

Work in two groups. Each group writes a letter containing 10 pointers.

🌀 10 things a transverse manager should do (behavior, actions)

🌀 10 things a transverse manager should avoid doing (behavior, actions)

A representative from each group will read out the finished letter



SUMMARY OF BEST PRACTICES

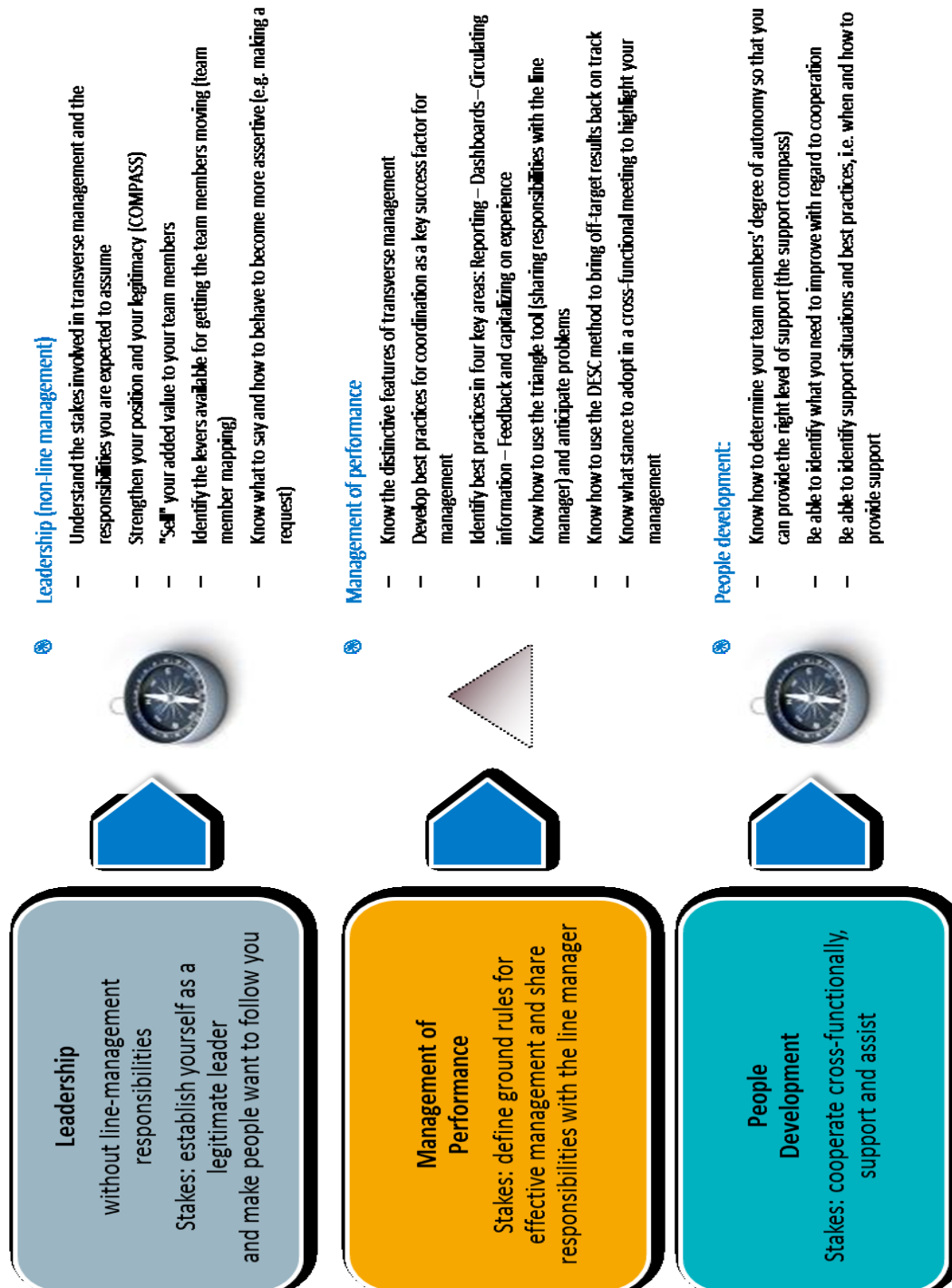
Best practices

Errors to avoid



FINAL ACTION PLAN

HOW THE THREE ROLES OF THE MICHELIN MANAGER TRANSLATE INTO A CROSS-FUNCTIONAL CONTEXT





INDIVIDUAL ACTION PLAN

What have you learned? What key ideas do you intend to take away with you?

What concrete measures do you intend to take?

How will you go about it, in practice?



Making sure you can successfully carry out your action plan

What obstacles might prevent you from carrying out your action plan?

What can you do to overcome them?

How can your manager help you?



REMOTE POST-COURSE PEER SUPPORT

1. Choose another participant to be your support:
2. Participant's phone number and e-mail:
3. Make two appointments, one month and two months from now, to review progress with your action plan in detail:
4. Allow ½ hour per person, so schedule one hour in your respective calendars
5. Objective: take turns to listen and help your partner to continue carrying out the action plan to improve his/her cross-functional and remote management



MANAGEMENT PORTAL

Don't forget the managers training portal

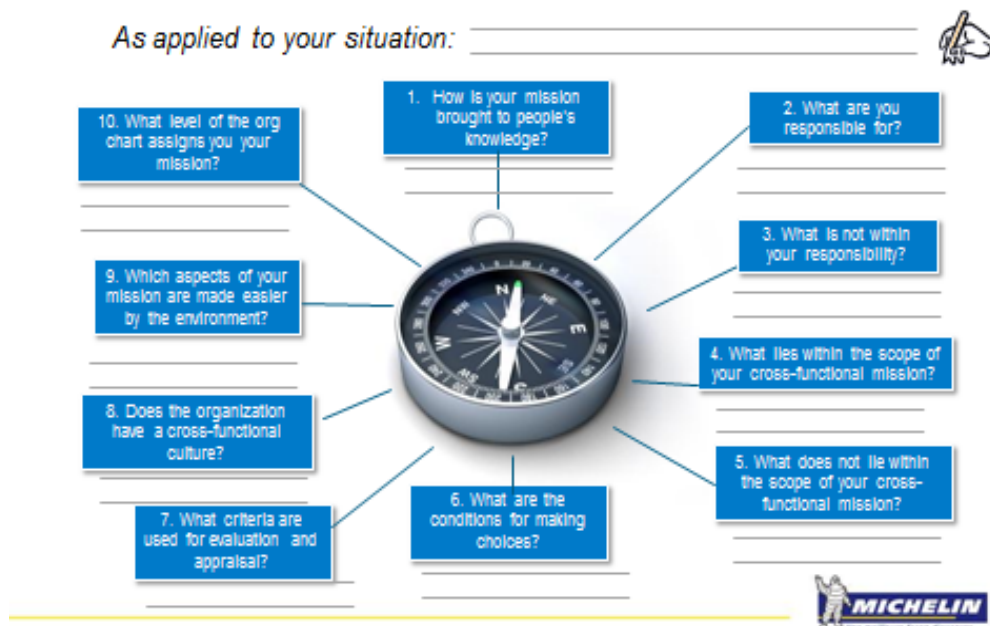


<http://intranet.michelin.com/web/intragroup/portail-formation-manager>



TRANSVERSE MANAGEMENT TOOL SHEETS AND METHOD SHEETS

TOOL 1 THE TRANSVERSE MANAGER'S COMPASS



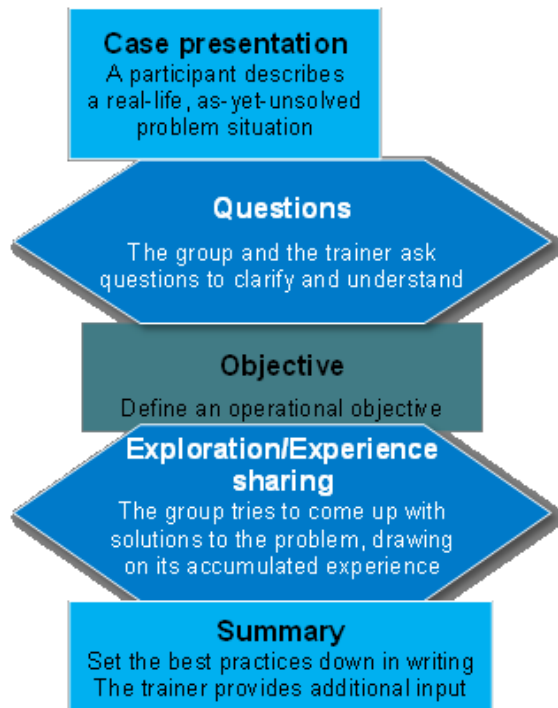


TOOL 2 TEAM MEMBER MAPPING (MAP OUT A STRATEGY FOR EACH CATEGORY OF STAKEHOLDER)



TOOL 3 WORKSHOP METHODOLOGY

Prerequisites: a real-life, as-yet-unsolved situation that you really want to tackle and that you can do something about





TOOL 4 SMART OBJECTIVES

SMART describes a desired situation with the following characteristics:

- **Specific**
- **Measurable**
- **Ambitious but achievable**
- **Realistic**
- **Time-bound**

Description of the desired situation: 5W

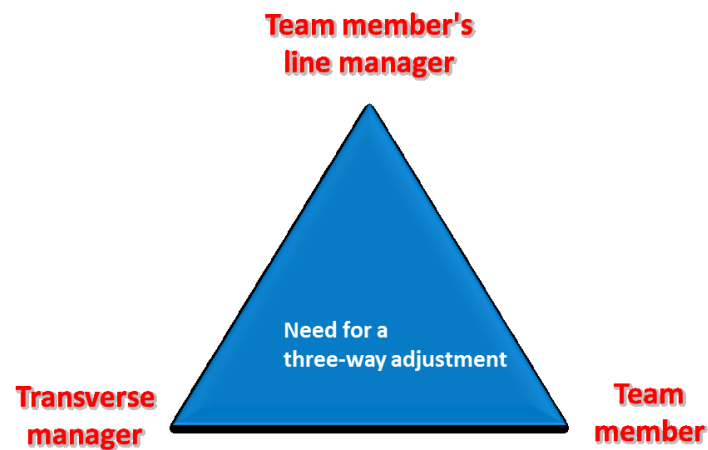
- **WHAT?** What is it about?
- **WHO?** Who is concerned?
- **WHEN?** When is it supposed to happen?
- **WHERE?** Where is it supposed to happen?
- **HOW?** The conditions that have to be met?
- **WHY?** Reasons, causes, origins?
- **HOW MUCH or HOW MANY?** Resources?



TOOL 5 SHARING RESPONSIBILITIES WITH THE LINE MANAGER

Need for a three-way adjustment of:

- The respective roles
- The objectives
- The ground rules
- The expectations and constraints



The transverse manager must make sure everything runs smoothly in this triangle



TOOL 6 BRINGING OFF-TARGET RESULTS BACK ON TRACK

The DESC tool

D

Describe the facts:

Describe the problem situation using observable facts

E

Express your feelings and concerns:

Explain why the situation is a problem (the risks or consequences) or say how you feel about it

S

Solve the problem:

Agree on a solution to solve the current problem and/or prevent it recurring

C

Conclude with the consequences:

Point out the positive consequences of applying the solution, or the negative consequences of not applying it



TOOL 7 C.P.A.

For a productive meeting, it is essential to choose the participants carefully.

Three factors determine how well participants will be able to contribute:

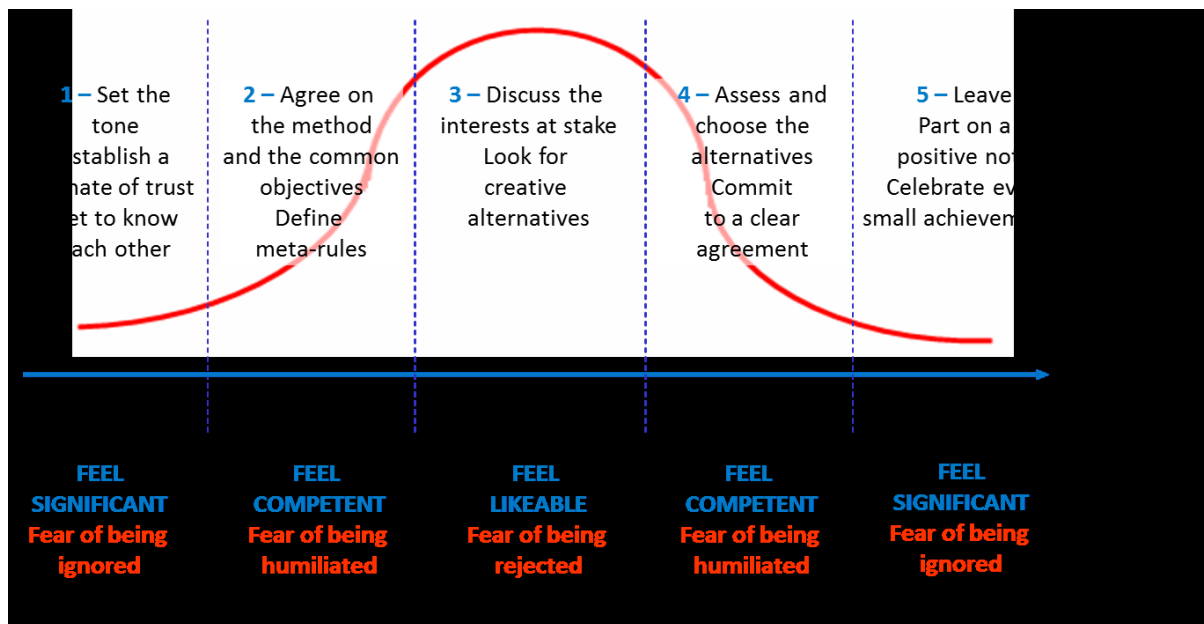
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TOOL 8 WILL SCHUTZ'S COOPERATION CURVE KEY STAGES



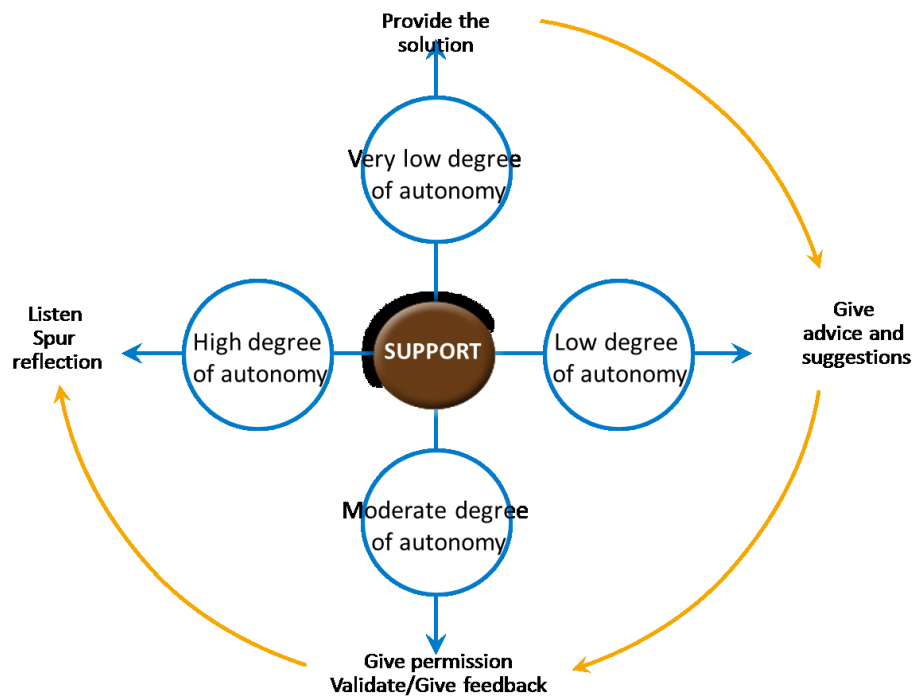


TOOL 9 MATRIX OF CONCESSIONS AND TRADE-OFFS

Situation:

Concessions	Trade-offs
Readily acceptable	
Acceptable with conditions	
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TOOL 10 THE SUPPORT COMPASS





ROLE PLAYS AND CASE STUDIES

TRANSVERSE MEETING

You are a transverse manager

- You have to conduct a meeting with various team members involved to some extent in your activity:
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 - You are therefore in a cross-functional relationship with them in this meeting
- The situation: there is slippage on your project: the deliverables are late, the team members are demotivated and "busy" with other priorities.
- How will you go about conducting this meeting?



SETTING OBJECTIVES

You are a transverse manager

- You are meeting the line manager so that together you can agree on the objectives to be set for the team member
- How are you going to begin this meeting?
- What ground rules do you plan to apply for agreeing on the objectives to be set?



EVALUATING OBJECTIVES ACHIEVEMENT

You are a transverse manager

- You are meeting the line manager so that together you can agree on evaluating the achievement of the team member's objectives
- How are you going to begin this meeting?
- What ground rules do you plan to apply for agreeing on the objectives to be set?



MOST IMPORTANT POINTS...



THE "SWEETBREADS" STUDY - KURT LEWIN (1890-1946)

During World War II, the US government was seeking to entice women to change their meat-eating habits, as a patriotic duty. The objective was to raise homeland consumption of secondary cuts of beef (beef hearts, sweetbreads, and other meat intestinals), so that primary cuts could go to the military.

All campaigns had failed to change the behaviour of the Americans who preferred the first cuts.

Lewin is asked to understand the situation and decides to conduct an experiment.

Experiment:

Six groups of 13 to 17 women, volunteers from the Red Cross, meet for 45 minutes each.

- A. Three groups are given a lecture with persuasive arguments on the need for better nutrition for troops and ways of preparing secondary cuts of beef. In the end, a comprehensive documentation is distributed.
- B. Three groups listen to a short talk on the dietary and economic aspects of the military food supply. Then, an experienced facilitator proposes a group discussion to discuss the potential barriers to adopting intestinals (taste, rejection by husband, etc.), to formulate comments and share experience, to discuss the practical aspects...Relevant arguments are added in as appropriate. At the end, the facilitator asks the participants to raise their hand to indicate if they are ready to cook and serve secondary cuts of beef.

QUESTIONS

- What percentage of women in group A and group B cooked secondary cuts of beef the following week?
- Why these results?

All the best as you put into practice what you learnt in

TRANSVERSE MANAGEMENT



Thank you for your participation!