

Kenneth Stott □ Allan Walker



MAKING MANAGEMENT WORK

A Practical Approach

C93
S888

9361345

MAKING MANAGEMENT WORK

A Practical Approach



E9361345



Kenneth Stott

Nanyang Technological University

Allan Walker

Northern Territory University



PRENTICE HALL

New York London Toronto Sydney Tokyo Singapore

First published 1992 by
Prentice Hall
Simon & Schuster (Asia) Pte Ltd
Alexandra Distripark
Block 4 #04-31
Pasir Panjang Road
Singapore 0511



© 1992 by Simon & Schuster (Asia) Pte Ltd
A division of Simon & Schuster International Group



Published in co-operation with
Singapore Institute of Management

All rights reserved. No part of this publication may be reproduced, stored in retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission in writing from the publisher.

Printed in Singapore

1 2 3 4 5 96 95 94 93 92

ISBN 0-13-544693-7

Cover design : Oracle Design
Cover photo : Apa Photo Agency
'Humphrey' cartoons : Sam Cheah

Prentice-Hall International (UK) Limited, *London*
Prentice-Hall of Australia Pty. Limited, *Sydney*
Prentice-Hall Canada Inc., *Toronto*
Prentice-Hall Hispanoamericana, S.A., *Mexico*
Prentice-Hall of India Private Limited, *New Delhi*
Prentice-Hall of Japan, Inc., *Tokyo*
Editora Prentice-Hall do Brasil, Ltda., *Rio de Janeiro*
Prentice Hall, Inc., *Englewood Cliffs, New Jersey*

**MAKING
MANAGEMENT
WORK**

A Few Introductory Words From a Multinational Company Chairman

In our unabating quest for quality and productivity improvement, against the background of an increasingly competitive business environment, outstanding leadership and sound, contemporary management are indispensable prerequisites. In the present phase of development in my company's part of the world, for example, the need for Singapore enterprises to internationalise is a compelling one. This need has been repeatedly expressed by representatives of government as well as the business community. A recent research project conducted at one of our universities, looking at the implications of globalisation, concluded that the most significant problem and obstacle, as claimed by the majority of the companies surveyed, is the lack of managerial skills and talent.

Solving the problem of scarce managerial resources will require meticulous attention to management development as well as promotion and support of the education and training facilities across the whole gamut of the management sciences.

The academic institutions and the various business schools can only partially satisfy the demands for managerial expertise and it is thus evident that business and industry will have to organise their own in-house management training and create their own possibilities for their staff to acquire on-the-job management experience. Extensive use could also be made of the various training schemes and the recognised providers of management training.

Under this approach a pool of management capacity could be developed, which is not only theoretically qualified but also thoroughly practical in application and experience. What is needed in such a training infrastructure is the required mindset, the will to succeed and the appropriate training material for this 'practitioner's' approach.

Under the title *Making Management Work*, Kenneth Stott and Allan Walker have set out to provide a pragmatic application manual about managerial topics ranging from the esoteric issues of leadership and motivation, through down-to-earth responsibilities like decision-making and target-setting, to the seemingly peripheral activities of writing reports and making presentations. It is to their credit that they have not tried to reinvent the wheel, but have based themselves on established conceptual frameworks and sound, proven theories in combination with examples of successful practice.

It is my firm belief that management, which is tantamount to 'getting things done through people', will be successful only if it complies with three basic conditions:

- Managers must be able to lead and motivate their people.
- Managers must be able to mould their people into a team with common objectives and targets.
- Above all, managers must be able to make use of the most valuable assets of a company, i.e. the human resources, in a mutually satisfactory way.

In this context, Stott and Walker have written a book which, I believe, will go a long way in contributing to the management development of public and private companies, and which may claim a part of the credit if success is attained in *Making Management Work*.

Bonno H. Hylkema
Chairman/Managing Director
Philips Singapore Pte Ltd

Foreword

Over the last ninety years (since the days of Fayol and Taylor) there seems to have grown an ever-widening gap between those who would *teach* management, and those who of necessity have to *practise* it. Despite the praiseworthy – and often fiercely resisted – efforts of thinkers/practitioners such as Urwick, Drucker, Mintzberg, Bennis, Revans and, more recently, Handy, the mainstream of management educators has frustrated attempts to bridge that gap. These educators, more often than not research-driven, have endeavoured to ‘prove’ that there are ‘true’ theories of management and organisational behaviour. Moreover, to parallel Einstein’s General Theory, management researchers have attempted to identify panaceas for all functional ills in all types of organisation. The gap was probably at its widest in the 1970s when the plethora of hard-hitting enquiries was triggered by the discrepancies between managerial effectiveness in the United Kingdom and that in the Far East and Western Europe. These reports were exemplified then by the enquiries of Rose and Mant; since that time there have been the reports of the Handy and Constable/McCormick investigations. Each of these highlighted the deficiencies of modern management education in the United Kingdom, and advocated moves to bring theory and practice side by side, if not fully integrated. However, the old myths remained and the sturdy dividing walls continued to resist change and to obscure the increasingly self-evident truths of modern management.

‘A manager is a manager is a manager . . .’: A manager in a public service has to achieve results by obtaining controlled work from other human beings, as does a manager of a production unit, or a manager of an educational establishment. Much disservice has been done to the course of management education by pigeon-holing *Marketing Managers*, *Production Managers*, *Education Managers* and, specifically, *Public Sector Managers*. That is not to say such managers do not exist, but that the educationalists have prioritised the contexts of management above the processes of management. One immediately evident strength of Stott and Walker’s book is that the management processes are treated as endemic to any organisation.

To a certain extent the deficiencies criticised above are now being recognised and partially counteracted by the work of the MCI, the Management Charter Initiative, in the United Kingdom. A developing national plan, with much political support, and which will have repercussions over the world of business, seeks to identify the competences needed for effective management. Once they are fully defined, as appropriate to the context of the situation being managed, they may then be developed in an individual. This approach does not throw theory out of the window, rather the concepts of competence place theory into its proper perspective.

In the past much has been made of *management education*, and from this perhaps there has arisen a tainted aura around *management training*, so it is as well to consider what is meant by these terms. Education inevitably refers to the process of acquiring knowledge and thereby – often hopefully – achieving an understanding of what and why things happen. Training identifies what skills are needed to perform tasks and generates ways and means of practising those skills to achieve better performance and increased confidence. Both are obviously necessary to an individual who has to develop and control a situation; but over-emphasis on education could produce a lot of understanding but insufficient action. Too much concentration on training on the other hand, could well result in inappropriate, albeit consistent responses to changing situations. As Marx affirmed: ‘Theory without practice may well be futile, but practice without theory is definitely sterile.’ Each cannot be pursued comfortably without the other; management theory and practice must go together, which is where the concepts of appropriate competence come in.

This is also where the Stott and Walker book enters the arena with considerable impact. Managerial situations tend to be dynamic, and require considerable sensitivity on the part of the manager if he or she is to exert influence over those situations. Inescapably other human beings will be involved (otherwise the individual is not a true manager!), and will contribute further uncertainty to the situation. The manager has to bring to bear on the situation knowledge and understanding of a broad range of possible influences. The expression *heuristic eclecticism*, albeit near-jargon, admirably fits the processes of managerial decision-making. Stott and Walker provide an adequate and broad basis of knowledge, and, through their self-testing exercises, the media via which the reader may be developed in analytical skills.

The effective manager recognises at the outset that most managerial difficulties arise from human influence, and correspondingly human influence is necessary to resolve them. Throwing money at problems, or increasing automation, or creating computer-controlled systems, rarely solve basic managerial problems. The good manager, however, recognises that it is not the person, the human individual, that is the problem, but the set of traits, characteristics or attitudes that mould it. Accordingly, management problems are generally soluble in the long term through better education, training and personal development, leading to better, more coherent teamwork. This book deals with these ideas throughout, but Chapter 14 is excellent for those who wish to gain a deep understanding of the processes involved. Stott and Walker admirably integrate theory and practice; each in its proper perspective, without subjecting the reader to unnecessary research findings and without lessening the advantages of the self-learning exercises. Because of this the book is especially suited to the MCI mode of management development, and meets the requirements of the core module of *The Effective*

Manager. In this respect it is also worth noting the importance of ‘mentors’ in an organisation. Stott and Walker not only highlight the need for mentors but also the resource commitment associated with the correct use of them. Again the MCI schemes demand mentoring as part of their concentration on the human relationships aspect of managerial competences.

The authors additionally develop two aspects of the management process that are essentially personal to the individual manager, whether he or she be at directorate, general, or sectional level. The management of available time to the benefit of all is dealt with exceptionally well in Chapter 15, and deserves reading for the first time before the main thrust of the book is tackled. The format of the text lends itself to this approach, which is of advantage to the average manager. Also, the abilities necessary for managers to express themselves adequately, and to present their cases and judgements convincingly, are treated in an excellent manner in the final chapter.

This book, then, is an excellent and practical text for all levels of management, and an unparalleled medium for use in any form of management development course, whether it be for a formal qualification via tuition, in-house work or for distance-learning. The reader will find it an exciting book, full of interest, stimulus and challenge, regardless of his or her position in the organisation.

I defy anyone not to find it so!

Charles J. Sammonds
Head of Postgraduate and Professional Studies
Wolverhampton Business School

Preface

We are concerned in this book with a practical approach to manager development. We try to draw on appropriate theory to inform effective practice and then to encourage the reader to consider how this learning might be applied in the real setting for managerial activity.

Because we believe that skills must be practised and applied, we describe our exercises as **Application Tasks** rather than simply exercises, which invariably give the impression of detachment from the real context. In our work we have indeed often been frustrated by such exercises, games and simulations which may be somewhat removed from the realities of the job. We have been equally disappointed by many exercises available which demand reference to experience (which may not be present anyway) and then which leave the matter without any attempt to tie it in with appropriate management concepts. Experience is valuable, but on its own it can be quite misleading. We do in fact draw on experience, but we use it as a basis for reflection. So you will notice, for example, that we use a number of self-analysis exercises. This is because it is difficult to move along the never-ending path to development unless we know where the starting point is. The tasks, which are used as analytical tools therefore to obtain information about preferred behaviours, attitudes and actions, should be seen as starting points for reflection and discussion, not as statements of fact or as ends in themselves. They do give interesting and useful information, but they need to be plugged into the other developmental activities if they are to have utility.

We apologise to our female colleagues and readers for our inability to cope successfully with the difficulties of the English language. After several clumsy attempts at trying to accommodate both genders throughout, we eventually followed the lead of most writers and opted for the male pronoun. This is not intended in any way other than for linguistic convenience.

Our debt of gratitude goes to those colleagues who over the years have shared their knowledge and experience with one or other of us. In particular, we would mention Vernon Trafford, Peter Smith and John Davies of Danbury Park Conference Centre; John Moss-Jones, Bob Peck, Betty Bell, Andrea Burnage, Terry O'Mahoney and other staff of the Centre for Management Studies at Luton College of Higher Education; Ian Meadows of the Australian Management College Mt Eliza for his helpful review; Joseph Murphy of Vanderbilt University; James G. Ward of the University of Illinois; the late William Walker, former principal of the Australian Management College Mt Eliza and professorial fellow of the Graduate School of Management at Monash and Deakin University; Michael Shoeield, principal of Harlow College and Michael Mann, senior lecturer in the same institution; colleagues in

the division at Nanyang Technological University; Jerene Tan, editor at Prentice-Hall and her colleague, Helene D'Cruz, who were both models of help and guidance; Bryan Stonehouse for giving insights into the life of a managing director; Sam Cheah for helping us create 'Humphrey'; Andrea for her patience and support throughout the project; and Teh Mui Kim for her invaluable help in typing and commenting on our imperfect use of language as a communication tool. To all these we express our sincerest thanks.

We must however reserve a special paragraph for Charles Sammonds, former Head of Postgraduate Studies at Wolverhampton Business School, who, in his initial review of our raw text, gave us the support and encouragement to continue writing. In his detailed review of the finished work, his meticulous attention to detail and skilful use of the question mark provided a stimulating challenge to our thinking, and we are particularly grateful to him for enabling us to complete a text which can give us at least a fair degree of satisfaction.

Kenneth Stott
Allan Walker

Contents

| | |
|--|------------|
| A Few Introductory Words from a Multinational Company Chairman | xi |
| Foreword | xiii |
| Preface | xvii |
| Introduction | 1 |
| Chapter 1 Leading People | 14 |
| What Is Leadership? | 16 |
| Some Theories of Leadership | 17 |
| A Comprehensive Approach | 23 |
| A Framework for Leadership Action | 31 |
| Leader Style and Decision-Making | 36 |
| Conclusion | 53 |
| References | 53 |
| Chapter 2 Motivating | 55 |
| Motivation | 56 |
| Understand | 58 |
| Accept | 75 |
| Identify | 78 |
| Act | 84 |
| Conclusion | 92 |
| References | 98 |
| Chapter 3 Developing Effective Teams | 99 |
| Successful Teams | 102 |
| Why Have Teams? | 110 |
| From Birth to Maturity: Phases of Development | 115 |
| Phased Team Development: How the Team Leader Can Help | 118 |
| Improving Teamwork: Guidelines | 124 |
| Team Performance Inhibitors | 128 |
| Conclusion | 130 |
| References | 130 |
| Chapter 4 Planning Team Action | 136 |
| Planning | 139 |
| A Scheme for Getting Things Done | 140 |
| Conclusion | 158 |
| References | 162 |

| | | |
|------------------|--|------------|
| Chapter 5 | Developing Team Roles | 163 |
| | The Winning Team | 164 |
| | Team Behaviour Roles: The Basics | 165 |
| | Team Roles: Descriptions | 169 |
| | Personal Assessment Analysis | 181 |
| | The 'Ideal' Team | 187 |
| | Constructing the Team | 190 |
| | Helping Your Team Members | 191 |
| | Some Notes on Teams | 198 |
| | Conclusion | 200 |
| | References | 201 |
| Chapter 6 | Solving Problems and Making Decisions | 202 |
| | Making Decisions | 202 |
| | Types of Decisions | 203 |
| | Steps in Making Decisions | 206 |
| | Identify | 207 |
| | Isolate | 210 |
| | Involve | 216 |
| | Investigate | 234 |
| | Implement | 245 |
| | Inquire | 250 |
| | Conclusion | 251 |
| | References | 256 |
| Chapter 7 | Interviewing | 257 |
| | Purpose | 261 |
| | Poor Practice | 264 |
| | Making Interviews Work | 265 |
| | Conducting the Interview | 272 |
| | Some Common Problems | 278 |
| | Asking Questions | 280 |
| | Pressure Tactics | 284 |
| | Interview Structure | 285 |
| | Organisation of Interviews | 289 |
| | What to Cover in Selection Interviews | 292 |
| | Gathering Information | 294 |
| | Avoid These . . . | 295 |
| | Conclusion | 303 |
| | References | 304 |
| Chapter 8 | Developing Staff | 305 |
| | Training and Development | 305 |
| | Why Have a Staff Development Programme? | 307 |

| | |
|---|------------|
| Methods of Staff Development | 309 |
| Identifying Needs | 315 |
| Staff Development Model – How to Do It | 317 |
| Guidelines for Improving Staff Development | 329 |
| Do Not Forget – They Are All Adults | 331 |
| Conclusion | 335 |
| References | 335 |
| Chapter 9 Adaptive Supervision | 336 |
| Supervision | 338 |
| Judgemental and Developmental Supervision | 338 |
| Supervisory Responsibilities | 341 |
| Adaptive Supervision | 341 |
| The Developmental Options | 345 |
| The Judgemental Mandates | 351 |
| Flexibility, Matching and Planning | 354 |
| Conclusion | 357 |
| References | 361 |
| Chapter 10 Developmental Appraisal | 362 |
| Develop or Stagnate | 366 |
| Benefits | 368 |
| Purposes | 369 |
| The Approach | 370 |
| The Scheme | 371 |
| Principles | 372 |
| Problems | 375 |
| The Process | 377 |
| Conclusion | 407 |
| References | 408 |
| Chapter 11 Setting Targets | 410 |
| The Simple Steps of Target Management | 412 |
| Advantages | 421 |
| Problems (or Why Target Management Sometimes Fails) | 423 |
| Guidelines for Writing Specific Target Statements | 425 |
| Conclusion | 429 |
| References | 429 |
| Chapter 12 Dealing with Conflict | 430 |
| Conflict: Is It All Bad? | 430 |
| Types of Conflict | 433 |
| Conflict Initiators | 434 |
| Dealing with Conflicts | 442 |

| | |
|--|-----|
| People Conflicts | 442 |
| A Little about Intergroup Conflict | 468 |
| Dealing with Organisationally Initiated Conflict | 470 |
| When Conflict Has Been 'Resolved' | 470 |
| Conclusion | 471 |
| References | 472 |

Chapter 13 Influencing 473

| | |
|--|-----|
| Influence | 473 |
| Influencing People: Behaviour Strategies | 479 |
| Influencing People: Behaviour | 488 |
| Successful Influencing | 500 |
| Conclusion | 503 |
| References | 504 |

Chapter 14 Negotiating 505

| | |
|------------------------------|-----|
| The Way Negotiation Works | 508 |
| You Do Not Have to Negotiate | 510 |
| Towards Agreement | 511 |
| Preparing to Negotiate | 516 |
| How Negotiation Proceeds | 524 |
| Some Negotiation Skills | 534 |
| Style | 542 |
| Conclusion | 544 |
| References | 545 |

Chapter 15 Managing Time 546

| | |
|---------------|-----|
| Managing Time | 549 |
| The Five A's | 549 |
| Aware | 551 |
| Analyse | 557 |
| Assign | 563 |
| Attack | 568 |
| Arrange | 584 |
| Conclusion | 589 |
| References | 590 |

Chapter 16 Running Productive Meetings 592

| | |
|------------------------------|-----|
| Meetings, Meetings! | 592 |
| Poor Meetings | 596 |
| Effective Meetings | 599 |
| Conducting the Meeting | 603 |
| After the Meeting | 608 |
| Setting the Right Conditions | 610 |

| | |
|--|------------|
| Conclusion | 619 |
| References | 620 |
| Chapter 17 Delegation | 621 |
| What Is Delegation? | 623 |
| What Can Delegation Do for Me? | 626 |
| 'I Couldn't Possibly Delegate' | 628 |
| Increasing Delegation | 634 |
| Successful Delegation | 637 |
| Prepare | 640 |
| Select | 642 |
| Meet | 645 |
| The Contract | 647 |
| Monitor | 651 |
| Review | 652 |
| Conclusion | 656 |
| References | 656 |
| Chapter 18 Writing Reports | 657 |
| Report Preparation | 660 |
| Getting the Message Across | 663 |
| Writing the Report | 679 |
| Writing Your Next Report | 690 |
| When It Is Finished | 692 |
| Conclusion | 694 |
| References | 701 |
| Chapter 19 Making Presentations | 702 |
| Making Presentations | 703 |
| Preparation | 708 |
| Essential Features | 717 |
| Getting Ready for the Presentation | 718 |
| Giving It Shape | 720 |
| Delivery | 729 |
| Visual Aids | 738 |
| Conclusion | 740 |
| References | 741 |
| Conclusion | 743 |
| The Authors | 747 |
| Index | 749 |

Introduction

Success is a journey, not a destination.

(Ben Sweetland)

Many managers have an increasingly complex role to play. They are accountable to multiple constituencies and the tensions created can be difficult to reconcile. Those at the top of the organisation provide a link with the outside world, but in some situations there are also considerable expectations of them as technical experts. Indeed, many actually found their way into their senior roles, not through management expertise, but through their superior abilities in the job. Many nurses, for example, who had exemplary ward skills now find themselves behind desks running the hospital's administrative systems. Similarly, some of the most competent teachers now occupy the principal's office.

Middle managers face similar problems through their dual roles. On the one hand they are managers and provide the link with the senior administration; on the other hand they are an integral part of the workforce and are expected to offer effective leadership in this capacity.

This book recognises the complexity of these roles and focuses on the skills which will help managers cope with their diverse expectations and which will contribute most significantly to managerial effectiveness. It is not easy to define in simple terms what effectiveness is, but Stewart (1986 : 189), in discussing the process of becoming a better manager, helps to draw the distinction between effectiveness and efficiency:

The manager has to learn to manage himself or herself. Any manager who is in charge of other people has to learn how to get their commitment. All managers have to work with people other than their subordinates and have to learn the skills required to get their co-operation. . .

Managers who want to improve should review both their effectiveness and their efficiency. Effectiveness is doing the right things. Efficiency is making the most economical use of the resources. Effectiveness is more important than efficiency, because one must be doing the right kind of work. Only then does it matter whether the work is done efficiently.

Learning how to get commitment is indeed central to effective management. We mention the word 'commitment' frequently in this book and highlight the need to look beyond the superficial acceptance of directives to something which is much deeper, durable and productive in terms of people's behav-