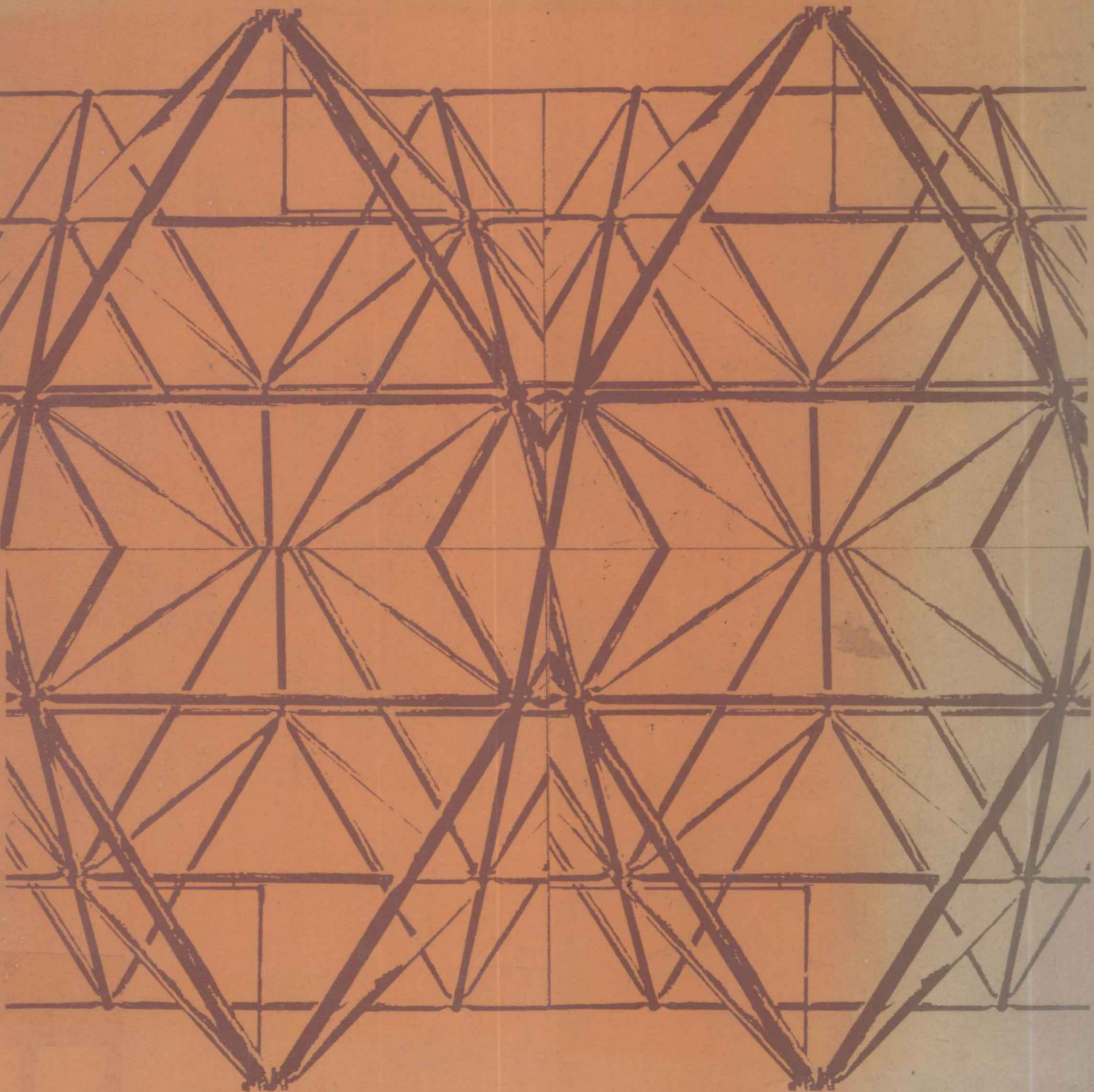


Michael Albert

# EFFECTIVE MANAGEMENT

*Readings, Cases, and Experiences*

*Second Edition*



---

# EFFECTIVE MANAGEMENT

---

Readings, Cases,  
and Experiences

SECOND EDITION

**MICHAEL ALBERT**

*San Francisco State University*

1817



**HARPER & ROW, PUBLISHERS, New York**

Cambridge, Philadelphia, San Francisco, London,  
Mexico City, São Paulo, Singapore, Sydney

**Sponsoring Editor:** Jayne L. Maerker  
**Project Editor:** Lucy Zakarian  
**Text Design:** T. R. Funderburk  
**Cover Design:** Riverside Graphics  
**Cover Illustration:** Peter Epstein  
**Text Art:** Vantage Art, Inc.  
**Production Manager:** Jeanie Berke  
**Compositor:** York Graphic Services, Inc.  
**Printer and Binder:** The Murray Printing Company

## **EFFECTIVE MANAGEMENT** Readings, Cases, and Experiences

### **Second Edition**

Copyright © 1985 by Harper & Row, Publishers, Inc.

All rights reserved. Printed in the United States of America. No part of this book may be used or reproduced in any manner whatsoever without written permission, except in the case of brief quotations embodied in critical articles and reviews. For information address Harper & Row, Publishers, Inc., 10 East 53d Street, New York, NY 10022.

### Library of Congress Cataloging in Publication Data

Albert, Michael, 1950–  
Effective management.

1. Management—Addresses, essays, lectures.
  2. Management—Case studies. I. Title.
- HD31.A355 1985 658.4 84-19800  
ISBN 0-06-040212-1

84 85 86 87 9 8 7 6 5 4 3 2 1

# **EFFECTIVE MANAGEMENT**

**To my mom and dad**

# Preface

This book is a collection of cases, experiences, and readings developed to provide people studying management with alternative learning experiences. I feel that students need and respond favorably to various real-world situations and applications of management concepts, theories, and principles. By being exposed to such material, the persons' understanding of management will be increased and solidified, and their interest in the subject will substantially increase.

The cases, experiences, and readings are intended to provide you with various learning experiences that will (1) develop your analytical skills by reading cases and recommending action, (2) increase your awareness of your attitudes and behavior concerning various management issues and the effect of your behavior on people in simulated management situations, and (3) increase your knowledge of management concepts, theories, and principles through readings describing specific applications or problems encountered by specific organizations.

Although a number of comprehensive, well-written management texts are available, their comprehensive, survey orientation constrains them from providing substantial learning material in which these skills can be effectively developed. Although this book embellishes the material described in *Management: Individual and Organizational Effectiveness*, 2nd Ed., by Michael H. Mescon, Michael Albert, and Franklin Khedouri (New York: Harper & Row, 1985), it was developed to be used with any text.

In *Effective Management* I make no references to material in the parent text. However, the material in it does correspond to the conceptual framework developed in that text. How the two correspond is illustrated in the table on the next page.

Each of the nine major sections begins with a brief, yet comprehensive, summary of the subject in an attempt to provide a solid foundation for the book to stand on its own. Although the comprehensive summaries will be review material if you are currently reading the parent text, these few minutes of review will highlight the major concepts, theories, and principles you have previously read. If you are using another text, the summaries should review much of the material discussed in that text.

The material has been presented in each section in the following sequence: readings, cases, and experiences. I recommend that the material be covered in this order. The readings were often selected to complement and throw light on the cases. Although the cases can be fully understood and analyzed without reading the articles first, the understanding of the cases will be increased by first reading the articles. Another intended effect is that the real-world nature of the cases is highlighted after reading about specific management practices and problems of specific organizations. After you have increased your conceptual skills through case analysis and readings, the experiential exercises provide an opportunity to learn by introspection, by self-insight, and by doing. Because most of the sections of the book have multiple readings, cases, and experiences, the instructor can diversify the sequence by alternating cases and experiences after the articles have been read.

When I wrote the cases, the concepts, theories, and principles that are cov-

**Management: Individual and Organizational Effectiveness, Second Edition (Mescon, Albert, and Khedouri)****Effective Management: Readings, Cases, and Experiences, Second Edition**

## CHAPTERS

1. Managers, Management, and Organizations
2. Perspectives on Managing
3. The Internal Environment
4. The External Environment
5. Communication
6. Decision Making
7. Decision-Making Models and Techniques
8. Planning: A Strategic Perspective
9. Organizing Authority Relationships
10. Organizing Organizations
11. Motivating
12. Controlling
13. Group Dynamics
14. Power and Personal Influence: Their Role in Leadership
15. Leadership: Style, Situation, and Effectiveness
16. Managing Conflict, Change, and Stress
17. Planning: Implementation and Control
18. Managing Human Resources
19. Operations Management: Implementing Work Design
20. Organizational Design: Integration and Implementation
21. Productivity: An Integrated Approach

## PARTS

1. Management and Organizations
2. Communication
3. Decision Making
4. Planning: A Strategic Perspective
5. Organizing
6. Motivating
7. Controlling
8. Group Dynamics, Leadership, and Change
9. Making Organizations Productive

ered in earlier sections of the book were often added to later cases. Thus, you should remember to try to analyze and explain the cases not just from the current section concepts, theories, and principles, but from relevant material previously covered. For example, a case in the planning section of the book (Part 4) might need to be analyzed in terms of material covered in earlier sections, such as changes in the environment (covered in Part 1) and communication (covered in Part 2), in addition to more traditional planning concepts. It is my opinion that “conceptually evolved cases” solidify a comprehensive understanding of the material and are more representative of the real world. Various readings, cases, and experiences from the first edition were replaced or revised to ensure that the material is contemporary.

I would like to thank Jayne Maerker, my sponsoring editor at Harper & Row for her support and efforts on this project. Special thanks go to John B. Miner of Georgia State University who was significant in shaping my knowledge and love for management and organizational behavior. I would also like to express much appreciation to Arthur F. Cunningham, Dean of the School of Business at San Francisco State University. His support and determination to continually build the School of Business provides a work environment very conducive to productivity. Finally, I would like to thank my mom and dad for the love, encouragement, and support they have provided me with throughout my life.

Michael Albert



# Contents

Preface, **xi**

## **PART ONE MANAGEMENT AND ORGANIZATIONS**

**1**

### **Overview 1**

### **Readings 3**

1. Management and the Art of Chinese Baseball—Ralph G. H. Siu, **3**
2. Entrepreneurship: A New Female Frontier—Eleanor Brantley Schwartz, **7**
3. Capitalizing on Social Change—*Business Week* Staff, **9**
4. Culture Shock: The #1 Problem of Business Travelers and Expatriates—Klaus D. Schmidt, **12**

### **Cases 15**

1. Dorothy Lamure: From Fashion Designer to Manager, **15**
2. The New Supervisor, **17**
3. Organizational Improvement: The Dynamo Semiconductor Company Dilemma, **19**
4. Windjammer Surfboards, Inc., **21**
5. Environmental Change: Fact or Fiction?, **23**

### **Experiences 24**

1. Identifying Management Functions and Processes, **24**
2. Organizational and Management Analysis, **26**
3. Male Versus Female Socialization: An Exploration, **28**

## **PART TWO COMMUNICATION**

**29**

### **Overview 29**

### **Readings 31**

1. Effective Management Needs Upward and Downward Communication—Thomas H. Inman, **31**
2. The Masked Meanings of Nonverbal Messages—Victoria E. Jackson, **36**
3. The Visible Manager—Bill Hunter, **39**

### **Cases 43**

1. An Inadequate Cost Reduction Program, **43**
2. Improving Communications at Sinclair University, **44**
3. Communicating Job Assignments, **46**
4. Impression Formation: Public Relations at Work, **47**



**Experiences 49**

1. Analyzing Listening Skills: A Role Model Analysis, **49**
2. Developing Listening Skills: An Exercise in Paraphrasing, **50**
3. Body Language and Vocal Cues, **52**

**PART THREE DECISION MAKING****55****Overview 55****Readings 57**

1. What's the Problem?—Gerard Tavernier, **57**
2. Information Processing: "What If" Help for Management—*Business Week* Staff, **60**

**Cases 63**

1. The Decision-Making Dilemma, **63**
2. Decision Making at General Electric, **64**

**Experiences 66**

1. Information: How Much Is It Worth to You?, **66**
2. Brainstorming As a Problem-Solving Aid, **68**

**PART FOUR PLANNING: A STRATEGIC PERSPECTIVE****71****Overview 71****Readings 73**

1. Hallmark Now Stands for a Lot More Than Cards—*Business Week* Staff, **73**
2. Hyatt Hotels: Putting Out the Welcome Mat for a Broader Clientele—*Business Week* Staff, **76**
3. There's No Room for Guesswork at IBM—Abraham Katz, **78**
4. Time-Management Strategy for Women—Eleanor B. Schwartz and R. Alec MacKenzie, **84**

**Cases 90**

1. The Objectives of Western Pacific Railroad, **90**
2. Barbara's Dilemma: Assessing the Planning Function, **91**
3. Time Out for Time Management, **93**

**Experience 95**

1. Developing Time Management Skills, **95**

**PART FIVE ORGANIZING****103****Overview 103****Readings 105**

1. A U.S. Concept Revives Oki—*Business Week* Staff, **105**
2. Gillette: A New Shampoo Aims for More of the Unisex Market—*Business Week* Staff, **107**
3. Can GM Solve Its Identity Crisis—*Business Week* Staff, **109**

**Cases 111**

1. Maureen Lopez, Director of Nursing, **111**
2. The Structure of the Everwear Jean Company, **113**

**PART SIX MOTIVATING****115****Overview 115****Readings 117**

1. Behavior Modification on the Bottom Line—W. Clay Hamner and Ellen P. Hamner, **117**
2. Where Being Nice to Workers Didn't Work—*Business Week* Staff, **122**

**Cases 124**

1. Tom Langley: The People Motivator, **124**
2. Reinforcing the Wrong Behavior, **126**
3. Motivating for Performance, **127**
4. Productivity Decreases when It Should Increase, **129**

**Experiences 131**

1. Needs Assessment, **131**
2. Employee Satisfaction: What's Important, **133**
3. Motivation Feedback Opinionnaire, **135**

**PART SEVEN CONTROLLING****139****Overview 139****Readings 141**

1. Infighting Reportedly "Paralyzed" NRC—UPI Staff, **141**
2. Improving Your MIS—W. H. Weiss, **142**

**Cases 146**

1. The Development of Control Standards: The Litco Company, **146**
2. Winners Department Store MIS, **147**

**PART EIGHT GROUP DYNAMICS, LEADERSHIP, AND CHANGE****149****Overview 149****Readings 152**

1. Group Norms: Key to Building a Winning Team—P. C. André de la Porte, **152**
2. Power, Dependence, and Effective Management—John P. Kotter, **156**
3. The Protean Managerial Leader—James J. Cribbin, **163**
4. Some Normative Issues in Conflict Management—A. C. Filley, **167**
5. How to Prevent Organizational Dry Rot—John W. Gardner, **172**

**Cases 175**

1. Productivity Decreases when It Should Increase Revisited, **175**
2. Unproductive Meetings, **176**
3. Ineffective Influence, **177**
4. Jim Purcel's Leadership Style, **178**
5. Conflict on the Plant Floor, **179**

**Experiences 181**

1. Group Decision Making: Lost at Sea, **181**
2. Choosing an Influence Style, **184**
3. Supervisory Attitudes: The X-Y Scale, **186**
4. What Is Leadership?, **188**
5. Making Meetings Effective, **190**
6. Conflict Management Styles, **191**

**PART NINE MAKING ORGANIZATIONS PRODUCTIVE**

**193**

**Overview 193**

**Readings 197**

1. Relating the Budget Process to the Organization and Its Members—Michael F. Foran, **197**
2. Human Resources: The Top Strategic Priority—Michael Albert, **201**
3. Human Organizational Measurements: Key to Financial Success—Rensis Likert, **204**
4. Battered by Imports, Car Makers Get Serious About Raising Quality—Douglas R. Sease, **208**
5. Is There a Best Way to Organize a Business Enterprise?—Y. K. Shetty, **211**
6. Motorola Gets Workers Involved—Timothy C. Gartner, **215**
7. Putting Excellence Into Management—Thomas J. Peters, **216**

**Cases 221**

1. Problems with the Budget, **221**
2. Balancing Management Control with Company Objectives, **222**
3. The Development of a Human Resource Program, **223**
4. Managing Operations at Atlantic Canning, **224**
5. Poor Implementation of Quantitative Models, **226**
6. Ineffective Decentralization: The Botash Company, **228**
7. Productivity Improvement: What Went Wrong, **229**

**Experience 231**

1. Career Planning and Goal Setting, **231**

## PART ONE

---

# Management and Organizations

## OVERVIEW

---

Almost everyone in contemporary society, either directly or indirectly, works for an organization. A formal organization is made up of at least two people deliberately working together to attain a common objective or objectives. Because labor is always divided in an organization, it must be coordinated in order for organizational objectives to be attained. Hence, all organizations must be *managed*.

Management is the process of planning, organizing, motivating, and controlling in order to formulate and attain organizational objectives through other people. All managers perform these universal functions, but each manager's job is diverse and unique. The differences are most apparent between the supervisory, middle, and top levels of management. Supervisors primarily oversee performance of tasks to ensure that they are done correctly. The work of supervisors is coordinated and overseen by middle managers. Top managers are responsible for the organization as a whole or a large segment of it.

Although the practice of management is as old as organizations, prior to about 1900 there was little interest in formally studying it as a discipline. Early efforts to systematize management tended to approach it from a single perspective. The task-efficiency orientation of scientific management, the search for broad universal principles for administering organizations by the classical school, the orientation to understanding people by the human relations and behavioral school, and the emphasis on developing quantitative tools and methods by the management science school all tended to advocate a "one best way approach," examining only part of the organization, or ignoring the external environment. None proved wholly successful in all situations.

Systems theory helped integrate the various approaches of these different schools of thought. The systems approach helps the manager grasp the interrelatedness between the parts of an organization—objectives, structure, tasks, technology, and people—and between the organization and its external environment. Organizations are viewed as open systems, importing resources from the environment, processing them, and exporting goods and services to the environment. The major factors in the domestic and international environment are suppliers of material, labor and capital, laws and governmental agencies, customers, competitors, technology, economic conditions, and sociocultural and

political factors. In order to succeed and attain their objectives, organizations must be able to respond effectively and adapt to changes in their domestic and international environments.

The contingency approach extended the practical application of systems theory by identifying the major variables that affect the organization. The contingency approach is often called situational thinking because it holds that techniques are concepts that must be matched to a specific situation at hand in order to attain organizational objectives in the most effective way. Because of differences both between and within organizations, there is no "best" way to manage.

---

The following material is included in this section:

**Readings** 1. Management and the Art of Chinese Baseball—Ralph G. H. Siu

To be effective as a manager, one should combine rational tools of the science of management with the intuitive art of management.

2. Entrepreneurship: A New Female Frontier—Eleanor Brantley Schwartz

Female entrepreneurs, like their male counterparts, must learn how to create and take advantage of business opportunities, develop them, and effectively manage a business.

3. Capitalizing on Social Change—*Business Week* Staff

Companies are monitoring and assessing the potential effects of current and anticipated changes occurring in the social environment.

4. Culture Shock: The #1 Problem of Business Travelers and Expatriates—Klaus D. Schmidt

Business travelers and employees working abroad often perform their assignments less effectively because of their failure to adapt to the different culture.

- Cases**
1. Dorothy Lamure: From Fashion Designer to Manager
  2. The New Supervisor
  3. Organizational Improvement: The Dynamo Semiconductor Company Dilemma
  4. Windjammer Surfboards, Inc.
  5. Environmental Change: Fact or Fiction?

- Experiences**
1. Identifying Management Functions and Processes
  2. Organizational and Management Analysis
  3. Male Versus Female Socialization: An Exploration

# Management and the Art of Chinese Baseball

RALPH G. H. SIU

The crux of effective management is getting the desired things done by acting, quasi-acting, and nonacting. To be sure, acting and nonacting include the *science of management*—the objective, the verbalizable, the systems analytical, and all of the other quantifiable factors that have been so well covered in the thoughtful pages of [Sloan Management Review]. But they also include the *art of management*—the subjective, the ineffable, the holistic synthetic, and the infinite concatenations of cascading sensed-unknowables. Small executive decisions are weighted toward the scientific polarity; BIG executive decisions are weighted toward the artistic.

This little opinion in a somewhat light vein proposes to spotlight the artistic and intuitive facets of executive life. Without intending to detract from the essential scientific and objective inputs, it seeks to depict the reality of what actually goes on and to encourage a richer amalgam of the two polarities than has been evident in the relatively one-sided, scientifically dominated management literature of the last two decades.

### THE SINGULARLY ESSENTIAL ART

By way of background, let us refresh ourselves as to the kind of milieu in which BIG decisions are made by referring to two current examples. The first example is from international trade. For over a decade, the giant transatlantic commercial airlines have been eying each other and gingerly lowering their respective rates a little at a time to obtain a higher fraction of the total passenger business. Just about the time when some semblance of competitive price equilibrium was about to be reached, Britain's Laker Airways suddenly launched a no-frills, no-reservation air service between New York City and London at drastically reduced rates in late 1977 and began steps to start a similar service between Los Angeles and London in late 1978. The round-trip ticket

in the latter case would be less than half that charged by TWA and British Airways, covering the same route. Overnight, as it were, the carefully calculated projections of the major carriers had to be recalibrated.

The second case is taken from domestic politics. During the early stages of congressional debate over the energy bill in 1977, the Senate majority was pushing toward a version to which the President said he was unalterably opposed. Several of the loyal Democratic senators took the signal and launched a filibuster to defeat the measure. Just as they felt that their maneuver was succeeding, as everyone was being worn to a frazzle, the Vice-President and the majority leader pulled a parliamentary move that resulted in the passage of the controversial bill. This left the erstwhile filibustering stalwarts, as the American vernacular puts it, "fit to be tied."

We can readily see from these sketches why it is that the singularly essential skill among senior executives lies in the art of Chinese Baseball. Chinese Baseball, by the way, is played almost exactly like American Baseball. It uses the same players, same field, same bats and balls, same method of keeping score, and so on. The batter stands in the batter's box, as usual. The pitcher stands on the pitcher's mound, as usual. He winds up, as usual, and zips the ball down the alley. There is one and only one difference—after the ball leaves the pitcher's hand and as long as the ball is in the air, anyone can move any of the bases anywhere.

In other words, everything is continually changing—not only the events themselves, but also the very rules governing those events. This kind of arena is alien to the scientific tradition of fixed boundary conditions, clearly defined variables, nonsubjective assessments, and rational consistency within a closed system. In the ball game of competitive actualities, everything is in flux, and all systems are open.

### FIVE MANAGEMENT PRINCIPLES

From the strategic artistry of Chinese Baseball flow five basic management principles.

Reprinted from "Management and the Art of Chinese Baseball" by Ralph G. H. Sui, *Sloan Management Review*, vol. 19, no. 3, pp. 83–89, by permission of the publisher. Copyright © 1978 by the Sloan Management Review Association. All rights reserved.

### **1. Act from an Instantaneous Apprehension of the Totality.**

This principle pertains to what many Chinese regard as the mark of a wise person. The key word is "apprehending," as contrasted to "understanding." It is important, of course, to understand things. But that is not enough. An effective chief executive must be able to reach into a mass of conflicting data and opinions and pull out the right thing to do at the right moment of need. He or she does not get trapped in the double bind of riding the train of logic too long. Such a fix is exemplified by the King of the Alligators, who captured a beautiful maiden when she fell out of her canoe. The mother begged for her return. Touched by the streaming tears, the King of the Alligators offered her a sporting proposition. He would return the daughter, if the mother could make one true statement. Without thinking, the old lady replied: "You're going to keep my daughter."

Effective CEOs are seldom sprung in this manner. They are aware that rationality and the scientific method provide critical inputs to only one of three crucial questions overarching key decisions. These are: (a) Does it add up? (b) Does it sound okay? and (c) Does it feel right? Logic and science contribute primarily to the first question, less to the second, and even less to the third. The master executive always massages his or her critical decisions in such a way that the responses to all three questions are positive. This can never be realized through understanding alone but only through apprehending.

The second important word in the first management principle is "totality." There is no need to belabor the familiar moral behind the story of the blind men and the elephant. But a comment or two on the contrast between the holist and the partist strategies in resolving issues may be cogent.

The *holist strategy* begins with the totality of a situation, whereby all possible factors are included within the net of consideration. The unnecessary and less relevant components are then successively eliminated until the desired equilibrium is attained. In this case, the tentative resolution at any given time is always relatively correct but imprecise due to the varying degrees of extraneous chaff until the end point is reached.

The *partist strategy* begins with a small collection of factors assumed to be necessary and sufficient for the case at hand. Different combinations and permutations of increasing complexity are then successively tested. In this case, the tentative resolution at any given time is always precisely stated but relatively wrong until the end point is reached.

Some time ago some researchers conducted a preliminary comparison of the two approaches in the solution of problems. The results suggested that, given infinite time, either technique would deliver the correct solution. Given only limited time, however, the holist strategy was found to be superior. When the game of Chinese Baseball is taken into consideration, the odds would be overwhelming in favor of the holist strategy.

Furthermore, as any professional football player knows so well, the BIG games are decided more often than not on the mistakes committed rather than on the yardage gained. Although the holist strategy may not make as much yardage in any one play or any one game, it is relatively invulnerable to fatal mistakes. In contrast, although the partist strategy may make a spectacular yardage in any one play or any one game, it is invariably susceptible to fatal mistakes over time.

### **2. Subsume Yourself and Resonate.**

This principle pertains to the social meaning of one's own operations. In applying the principle, the executive will first have to clearly define both his or her operational concern and the context in which his or her operations are imbedded. In the case of a chief executive officer, the operational concern is the corporation and the context is the community at large. The executive imparts social significance and value to the operations (the corporation) by subsuming it in the larger context (the community) and then by looking at them separately from the two perspectives: from his or her position of responsibility in the corporation and from the interest and viewpoint of the community. By continually resonating one against the other, the executive can then draw unto the corporation a broader-based strength from the community and at the same time give the community the full benefit of the corporation's operations.

An example of how the subsuming-and-resonating principle works is the way in which accomplished utility executives are able to gain their requested rate increases from utility commissions. They intuitively sense the fact that the decisive factor in winning them is not the company's need for the higher rates per se but the community's perception of whether its overall requirements can be met better by granting the rate increases rather than by spending its monies elsewhere. By being sensitive to the feelings of the people in the subsuming context and their regulator-representatives and by continually resonating the corporation's interest against the community's throughout the year, the accomplished utility executive brings about a shared mutuality. The more congruent the perceived overlapping interests, the closer the executive is targeting the requisite resonance.

### **3. Maintain Multiple Tactical Targets Within Attainable Reach Until the Moment of Final Commitment.**

This principle pertains to competitive effectiveness. What is being assured is the freedom of tactical movement within a strategic thrust. One should not be a slave to a single tactical target from the very beginning. This would lock the individual into a rigid course of advance, which can be much more readily frustrated by the inevitable vicissitudes of life. Instead, the executive should have at least two alternative targets, committing himself or herself to a specific one at the last moment. This reference to alternative tactical targets in no way implies a



prime target with fallback substitutes. For although this is often the best that can be achieved, it is preferable to have all alternatives equally feasible until the final closure.

The AMK Company's takeover of United Fruit a decade or so ago illustrates the principle. Up to the last move, AMK could have either clinched control of United Fruit by acquiring more shares or made money by selling the shares it held. It chose to gain control.

Another example of multiple tactical targets is contained in the story of the prisoner in ancient Persia. He and his cellmate had been condemned to death by the Sultan. Knowing how much the Sultan loved his stallion, the prisoner offered to teach the horse to fly in a year in exchange for his life. The Sultan, fancying himself as the rider of the only flying horse in the world, agreed. The other prisoner looked on in disbelief. "You know horses don't fly. You're only postponing the inevitable." "Not so," said the clever tactician. "I have actually given myself four chances for freedom. First, the Sultan might die during the year. Second, I might die. Third, the horse might die. And fourth, you know, I might just teach that horse to fly."

#### 4. *Be Propitious.*

This principle pertains to elegance and style in getting things done. Everyone talks at length about timing: lead time, lag time, critical path in planning schedules, and so on. But relatively few exhibit a native feel for the instrument of time in practice. Most people allow wishful thinking to distort their estimates of incubation time, of time to build up a psychological head of steam, of time for infractions to be forgiven, and of time for people to become bored and impatient. They do not anticipate the time it takes for different acts to come to fruition, or match this against the development time available. They fail to lay the basis for the resolution of conflicts before their actual onset. The net result is a lifelong staccato of crisis after crisis. They never glide with the art of de-existing them.

A common manifestation of inept timing, especially among more aggressive junior executives, is premature closure. They want to arrive at an answer as soon as possible, instead of when required. As a consequence, they do not reconnoiter the problem thoroughly. They do not probe the more complex alternatives, which might prove more remunerative. They do not even allow sufficient time for the dilemma to go away on its own, when such might well happen. When victory seems within sight, they often launch into the final push before making certain that the psychological momentum is in their favor. A favorable outcome, if attained under such circumstances, may be extra costly. And they may very well fail.

#### 5. *Orchestrate the Virtual Presences.*

This principle pertains to the essence of leadership. The creation of and response to virtual presences are

unique to the human species among animals. A virtual presence is something which is not real in the space-time sense, yet it exerts a practical effect as if it were. An example of a virtual presence in mathematics is the square root of minus one. There is no such thing even by its own rules. It cannot be plus one, because plus one times one equals plus one—not minus one. It cannot be minus one, because minus one times minus one equals plus one—not minus one. Yet this purely imaginary number is used very effectively in calculations involving real events, producing very worthwhile and practical answers that cannot be obtained in any other way. There would not have been any modern physics in the sense we know it today had not the virtual presence of the square root of minus one been invented.

Much of man's psychological well-being is a function of virtual presences. There would not have been such mental anguish, had not the capacity for producing virtual presences of hallucinations, delusions, and schizophrenic selves been engendered through the unfortunate confluence of genetic endowments and environmental influences.

Our social activities are driven by virtual presences. There would not have been such rapid cultural progress of the kind we know today had not the virtual presences of all kinds of myths been blandished before the young by their elders. There would not have been wars of the massive destructiveness we experience today had not the virtual presences of patriotism and other fanciful propaganda been drummed into the citizenry by its leaders.

In this connection, one of the most prevalent deficiencies among the inexperienced and immature is the disdain with which they view ceremonies. Men and women of great power, however, know all too well that ceremonies constitute the lubricant of social processes and the seal of community approval. They are always creatively nimble in the adaptation of ceremonial stratagems.

### THE MASTER OF ACTION

It may be well, in closing, to remind ourselves that the various facets of management have been dissected into distinct topics only for discussion purposes. It seems that we can think and talk about things only in an abstract and analytical mode. Of course, this is not the way that phenomena occur in nature. Happenings do not stand still for our slow-witted thinking. To be in control of the situation is to ride the moment on the wing in an agglomerate gut-feeling fitness. Science and art, cause and effect, plans and operations, means and ends—all merge in the instant of the act. This is the hallmark of the Master of Action.

### TEN DAY-TO-DAY GUIDELINES

*Five proverbs for planning:*

1. The shrike hunting the locust is unaware of the hawk hunting him.

2. The mouse with but one hole is easily taken.
3. In shallow waters, shrimps make fools of dragons.
4. Do not try to catch two frogs with one hand.
5. Give the bird room to fly.

*Five proverbs for operations:*

6. Do not insult the crocodile until you have crossed the river.

7. It is better to struggle with a sick jackass than carry the wood yourself.
8. Do not throw stone at mouse and break precious vase.
9. It is not the last blow of the ax that fells the tree.
10. The great executive not only brings home the bacon but also the applesauce.