"Management: "is" versus "should be""

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Abstract

"The more you learn, the less you know." The "less" I know about management is that there are only three things: Tasks, People and Context.

A recent question in an executive seminar and continuing questions in the MBA management course, sparked the need to present clarifying comments about theories and pronouncements found in management texts. Experienced managers often debunked the pronouncements and in-experienced managers simply questioned them. What really happens in the world of organizations versus what should happen related to management and leadership theories and teachings?

Using data from over 1,000 working MBAs, specifics about how "questioned" management theories and principles play out in practice were examined. The purpose of this paper is to vet those responses about those identified problematic management functions in order that improvements might be made in practicing and teaching management theories.

Keywords: management, management functions, reality of management functions.
JEL Classification: M10, M12.

Introduction

The need to clarify management texts' pronouncements fits nicely with my ongoing research that uses open-ended questionnaires from working MBAs[1]. Some 50-100 completed questionnaires are added to the 1,000+ usable results yearly. The initial implications from the first 200 or so showed that over 80% of the respondents' experiences with common management practices (i.e. performance appraisals, teamwork, diversity and so on) are not as advertised in management texts (Service and Arnott, 2006; and Service and Carson, 2008 − both discuss the initial open-ended questionnaire and its evolution). That percentage has held up over time. One simple example relates to the performance appraisal. When asked to: "Describe the performance appraisal function within your organization, not as it should be but as it actually is." Over 80% of the responses can be summarized as "a joke". Likewise, informal research with faculty at several different conferences and among hundreds of other working individuals, has confirmed that the "joke" perception indeed summarizes "most" of their experiences with appraisals. In fact, think about your personal appraisals over time? Would the "joke" tag apply there? On a more positive note, almost everyone with five-plus years of experience does report on a good appraisal. As another example the response on teamwork summarizes as: "Teamwork is most often used by "chicken managers" to hide poor performers." Or "the diversity function is mostly window dressing." And,

of course, the list goes on. In order to get to the specifics of what actually occurs this paper will present the "should bes" of management first.

Interpreting the data from these opened questions and often rambling responses was not an easy task. Perhaps the most difficult part was not interjecting my opinions as a management teacher and researcher into the responses. For "What is important is that research findings don't oversimplify phenomena, but rather capture some of the complexity of life. . . . *conditions/consequences do not exist in a vacuum* (Corbin and Strauss, 2008)*. Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory,* 3rd ed. Thousand Oaks, CA: Sage: p. 91 as detailed in Service, 2009a)." Uses of interviews (structured and unstructured — in-person and via email), secondary reports, non-technical and technical reports are all well described in this *Qualitative Research* text. Key is being able to look at the data no matter its source with a critical and unbiased objective eye in order to report the results properly. Fortunately, and refreshingly, Corbin and Strauss realize that objectivity is a myth and consequently stress sensitivity to the data and acknowledging one's biases. They stress that only by admitting biases, we are likely to properly account for them in the interpretation of the validity of our perceptions. "All of the past is in the present . . . . and all the future arises out of the present" (p. 87). Corbin says to remember to stay open for early analysis is about generating initial conceptualizations that can evolve into core concepts that can lead to theory. "[It is a] circular process" (p. 145). Moreover, as the authors note, in reading, writing and presenting findings and notes about one's research, views are added, shaped, re-shaped, deleted and changed.

Corbin and Strauss say at some point we must take data and do something with it: analyze it. Here one

[1] Samford's average MBA student is in their mid-thirties and in a beginning management, supervisory or administrative position. They all have as a minimum a Bachelors degree. The vast majority of the students are in the program with employee paid tuition benefits. Dr. Service has over 25 years of extensive management and executive experience and 16 years in teaching at Samford University receiving his Ph.D. at the age of 48.

begins to examine the data in order to find out what it is, how it works and what it represents. The analysis stressed and demonstrated in *Qualitative Research* is a very dynamic process where one gathers, reviews, thinks, clarifies, recollects, re-reviews and uses creative procedures to solve analytical problems and address unusual cases in a way that can be categorized into useful conceptual statements. The richness of qualitative data makes it nearly impossible to develop only one story that leads to one theory. The current author has striven to avoid preconceived notions. However, this article by its very nature will only report one view of the data, and that view slants toward application versus theory.

1. Management as it is taught: the Should be!

Management is getting things done through others, or, in this simplified version: Tasks, People and Contexts. Management's functions center on planning, organizing, directing (now called leading), controlling, and staffing. Hundreds of management or supervisory primers provide prescripts and theories about how to handle and control people to accomplish a common purpose within organizations. These books provide tested theories and some limited practical applications, but none of them are worth the paper they are printed on if the learner cannot apply them.

Management is one of the easiest things you will ever do . . . after you have done it for about 20 years! The first 2-5 years it seems impossible; the next 2-5 it seems doable but tough; and finally, management becomes easy because you have mastered it; and then you retire!

To be successful as a manager, take a job as a manager; and look, listen, and ask for help from those savvy managers to whom everyone turns when there is a problem. To be successful, observe and emulate those you admire. For the basis of all formal education, that is using second-hand knowledge, is to start with what people know and extend to what they don't know. The late Peter F. Drucker (all dates) is simply the best source for totality of management understanding. A must for any beginner is his 2001 edition which is an accumulation of his most significant management writings.

And yes, mentors can be great sources of advice and inspiration (Cascio, 2010). Once you identify your icon for management application, your style will improve because you know what the target is. Then you start to understand:

♦ the requirements of your and your subordinates' jobs;
♦ the mission of your organization; and the responsibilities of your department or unit;
♦ the personalities, desires and wishes of your subordinates, superiors, customers and owners;
♦ the industry and sub-industry you are in (KSFs-Key Success Factors);
♦ your organization's internal structures;
♦ the markets you operate in;
♦ the distinctive of your products and services; why someone would do business with your organization;
♦ the direction of technology and innovation in your industry;
♦ where your organization is today and where it is headed;
♦ the political, technical, and regulatory trends of your environments;
♦ department, organization and industry financials;
♦ demographics of populations served;
♦ the future of your products, services, industry, economic climate and so on.

You need to really understand psychology and sociology, as well as be an expert on drug and alcohol abuse; and do not forget about the national, state, and local laws you need to know. And, your organization will have a lot of automated systems and rules, policies and SOPs that need to be second nature to you. Know these things, and then keep your moods steady; be strong but friendly; know when to be nice and when to be firm; know how to read people (a good EQ − see Goleman, 2000; and Service and Fekula, 2008), how to dress, how to speak, and behave; how to get the information you need and what information to ignore. Then figure out what is important and what is not, and you have got it made. Then get into an area that really fits your life's interest. One more thing: you need to be able to show employees that you care, or be able to just fake it.

When one writes about management they face a dilemma because there is a lot of good management literature on the bookshelves. This articles' intent is to give you something different, that is, what really happens. The article starts with the short overviews of general areas of management and then an initial presentation of the realities of management as they play out in practice is given. All of this is culminated with some simple and powerful advice on becoming more effective as a manager or leader. Remember, just because I do not mention something does not mean I do not know it or that I consider it unimportant. As all authors do, I have selected the management topics that I think most relate to a simple explanation of management.

In the mid-1970s I was studying for a test that would give me a CDP (Certified Data Processor).

Several organizations were trying to establish this certification along the lines of the CPA. Initially, the developers wanted this to be a tough test; and, indeed, there were only a handful of people passing all five parts of the exam. I knew I was weak in the Practice and Theory of Management section. When I sought advice from experts, many of them directed me to Drucker's classic 1973 book, *Management: Tasks, Responsibilities, Practices.* I bought and read the book closely. I passed the CDP test on the first try, and contribute my success on the management section largely to the information I found in Drucker. I went on to manage for the next 15 years, during which time I received an MBA and many promotions. I feel I was successful as a manager and executive, and completed the MBA and ultimately my Ph.D. (at the age of 48 after a long career in the practice of management) in a large part because of what I learned from Drucker. This basic management book receives my highest recommendation.

When I reviewed Drucker's 811-page (nothing but words — no pictures or graphs) book for my leadership book's management chapter, I was amazed at how current it all seemed! From the discussions of how difficult it is to manage service institutions and their knowledge work and workers, to the need for social responsibility and ethics, to the need for innovation and even the challenges of the future, it seems Drucker had it figured out long ago. I fully understand that parts of the Drucker book could seem off-putting to some young students. An example is when Drucker says, "But does the man who spends $7,000 on a new Cadillac buy transportation, or does he buy primarily prestige (p. 83)?" Today's young people often miss the point, and think, *$7,000 would buy a new car? And a Cadillac is prestige? And women* don't *buy cars?* They often miss the timeless lessons of why we buy Infiniti vs. Nissan, Lexus vs. Toyota, Acura vs. Honda, and so on.

Appreciate Drucker when he demands that all interested in staying competitive constantly ask, "What is our business, and what should it be?" Embrace Drucker's continuous call for an organization to become and remain innovative by first becoming innovative yourself. Over the years I have written much about knowing why people do business with you and figuring out how to become and remain innovative. I got these concepts from Drucker originally and have confirmed them as keys to success in management over many years of application and study.

Read the following concluding remarks from this Drucker book (1973, pp. 807-808).

"In this century, society has become a society of organizations. Every major social task in this society is being performed in and through large, managed institutions. As a result, the great majority of people in developed countries work as employees. They work as members of managed institutions and within a managerial structure and organization.

In this century, society has become a knowledge society. More and more of the members of developed society make their living by putting knowledge to work. More and more acquire their qualifications through long years of formal education. More and more of them are managers themselves or work as knowledge professionals with direct responsibility for performance and results.

The two developments are interrelated. Because of the emergence of the society of organizations, one can now make a living thorough knowledge work. In addition, because of the availability of large numbers of people with substantial formal education, large institutions are possible and can be managed.

Management is both the carrier and the result of these two developments. It is the organ through which the institutions of the society of organizations can be made to function and to perform their mission. And management itself is such a "knowledge". It is a discipline with its own subject matters, its own skills, and its own expertise. Above all, the managers of these institutions in a society of organizations form the leadership groups of the society.

Unless this society of organizations destroys itself, managers as a leadership group and management as a discipline and challenge will remain with us. To repeat the *leitmotiv* of this book, we are moving from management boom to management performance. It is the task of *this* management generation to make the institutions of the society of organizations, beginning with the business enterprise, perform for society and economy; for the community; and for the individual alike.

This requires, first, that managers know their discipline. It requires that they know management.

We hear a great deal today about the manager of the future. But the important man is the manager of today. And the first requirement is that the manager know his craft, his tools, his task and responsibility. The first requirement is that he be able to function. . . . (To page 811 — what is shown next).

What is needed to break out of the straitjacket of old slogans and old issues is management performance. This first requires performance as a technocrat. It requires performance that makes the manager's

organization capable of supplying to society and economy the contribution for the sake of which it exists, such as economic goods and services and the capital fund for tomorrow. But it also requires performance beyond the immediate mission, beyond technocracy: performance in making work productive and the worker achieving and performance with respect to the quality of life. But above all, it has to be performance with respect to the role and function of the manager. If he is to remain — as he should — the manager of an autonomous institution, he must accept that he is a public man. He must accept the moral responsibility of organization, the responsibility of making individual strengths productive and achieving".

Drucker continues to get it right! The tools of the trade of management will be presented in simplified terms with the intention of avoiding the common "text" book versions of today's management world. Too much of what one hears today comes from over-hyped, media-driven, over-informed yet under-knowledgeable do-gooders who author trite and meaningless metaphors as a means of relating their management advice. As managers, we must come to grips with the necessity of improving the world through the organizations where we live and work: acting responsibly and accordingly.

1.1. Management — an important step required for those wishing to lead today's organizations. The path to organizational leadership goes through management. Leaders who cannot prove effective and efficient in managerial roles seldom get to handle leadership roles in business organizations. I suggest that non-business organizations, such as those in the realm of politics and sadly religion, produce worse leaders, because they do not have the management requirement that I am writing about and you can learn about. Yes, because management is not a requirement in some environments, again politics, religion, and education, we see subprime leadership more often than not (Bill George of the Harvard Business School argues this in Gergen, 2009). Thus, we often find leaders who don't know how to manage in the most important positions (Drucker, 2001; and Wren and Bedeian, 2009; among so many others).

1.2. The basics of management success. Unfortunately, most managers are not very good. Half are below average, and average is relatively poor. I tell students they will find that most managers are poor. When I mention that, experienced MBA students and higher level executives agree, and the normal undergrad does not. However, when those undergrads come back to my classes as guest lecturers years later, they always

seem to remember this part and say, "When Dr. Service tells you most managers are no good, he's right — they aren't!" It is fairly easy to excel at management: Not because management is easy, but because it's done so poorly! It starts with the simple desire to be better, and ends with the understanding that it is not about you; it is about others within the context where one must manage! Followers — or subordinates, as they are often called in management texts — are the keys to being successful as a manager. First, start treating and calling them partners, colleagues, cohorts, or some similar title. That helps you get away from the principle of "I'm the boss." If you really are the boss, you can always act like it when absolutely necessary. I like what my friend Uri (Director of the Kiev Business School's MBA program) said about almost everything I asked: "Not exactly." Keep this and my favorite answer — "It depends" — in mind, as I offer a simplistic primer to management. In fact, all you need to know is how to: 1) balance everything and everyone, 2) fit yourself, everyone else, and every situation, 3) do what is appropriate, 4) know that the correct answer is not exactly correct, and 5) understand what "things" depend on! Yes, once you know what it takes to balance, fit, be appropriate, be exact, and understand what it depends on, you have it made: Experience will tell you these 5 principles present a tall order that is not easy to do!

I like to recall what a very famous and accurate management professor and researcher, Henry Mintzberg said very directly when he came out with a book entitled *Managers Not MBAs: A Hard Look at the Soft Practice of Managing and Management Development* (2004). The title says what we need to know as does the following:

The practice of management is characterized by its ambiguity. . . . That leaves the managers mostly with the messy stuff — the intractable problems, the complicated connections. And that is what makes the practice of management so fundamentally 'soft' and why labels such as experience, intuition, judgment, and wisdom are so commonly used for it. . . . [on the work experience for MBAs] what is the use of a few years of experience, especially when it is not managerial (p. 13)? . . . To conclude, we need leaders with human skills, not professionals with academic credentials (p. 18). . . .

They never tested their own assumptions (p. 26). . . . The United States alone now produces upwards of a million people per decade who believe that they have the capacity to manage by virtue of having spent two years in an academic school of business. It is to this unexamined yet flourishing proportion that we now turn (p. 29). . . .

As businesses work valiantly to bust down the walls between their 'silos', business schools work valiantly to reinforce them. Business schools teach a great deal about managing change, notably that it has to get past existing categories. Yet because business schools themselves cannot, they remain more or less where the two foundation reports of 1959 put them (p. 32). . .

To conclude, the typical business school today is about specialization, not integration, concerned with the business functions, not the practice of managing (p. 36). . . . Synthesis is the very essence of management. Within their own contexts, managers have to put things together in the form of coherent visions, unified organizations, integrated systems, and so forth. That is what makes management so difficult, and so interesting. It's not that managers don't need analysis; rather, it's that they need it as an input to synthesis, and that is the hard part. Teaching analysis devoid of synthesis thus reduces management to a skeleton of itself. This is equivalent to considering the human body as a collection of bones: Nothing holds it together, no sinew or muscle, no flesh or blood, no spirit or soul. . . . [on MBAs — Roger Martin of the University of Toronto in the Financial Times, 9-11-2000]. They were clever and knowledgeable, but had no overarching framework to apply to problems that ran across the academic disciplines they had studied (p. 37).

Mintzberg says that managers (and I say leaders as well) need the following five mindsets: 1) reflection — managing self (knowing others is intelligence but knowing yourself is wisdom), 2) analysis — managing organizations, 3) worldliness — managing context (managers need to get into other people's worlds), 4) collaboration — managing relationships, and 5) action — managing change (p. 278). Effective managers function at an interface between reflective thinking and practical doing. "To manage is to bring out the positive energy that exists naturally within people. Managing thus means engaging based on judgment, rooted in context. . . . Leadership is a sacred trust earned from the respect of others (p. 275; all prior quotes from Mintzberg, 2004)." Sorry, MBAs, but it's essentially true!

I have a Ph.D. and understand the value of education and academic research, but more importantly, I understand the limitations of education: worthless if you cannot apply what you learn. People that have never led or managed, but only taught, researched, or consulted, simply cannot know what they do not know about management and leadership. During my entire MBA and Ph.D. I did not learn a 10th (more like a 50th — but few would buy that!) of what I learned during my 20-

year journey into and out of management. Yes, management lessons are most often clarified and solidified when one can observe themselves and their actions in a rear view mirror as one studies the efforts, theories and pronouncements of others. It takes a lifetime of commitment to be a successful and effective manager or leader with your own sharable pronouncements!

The fog of management is about persuasion and bringing people together to accomplish overriding purposes. Before you can become a top leader in the world of organizations, you must be an excellent manager who can clear the fog and make clear the path to accomplishment. A manager can keep people on track and move them to action. You must move without the clarity of hindsight, but with the knowledge of past actions and resulting performance. The following is an overview of the topics normally researched and taught in the management discipline.

2. Management from start to finish — an abbreviated "text" view of management

2.1. Understanding management history — *Good managers must pull in many resources and use knowledge from many areas and disciplines to foster the creativity required to keep an organization alive.*

It took management to build the pyramids, the cathedrals of Europe; to win battles for Greece and Rome; and to erect Stonehenge. However, management as a discipline is only about 100 years old. It has not been around long, because the modern organization is not old. Two-hundred years ago, organizational management was generally not needed in areas other than the government, military, or church, for we were a world of individual farmers and cottage industries (Drucker, all dates; and Wren and Bedeian, 2009).

The study of business as definable theories and disciplines began in the discipline of economic theory. The three basic assumptions that guide economics theory are: 1) markets are free; 2) people's actions are rational; 3) all market participants have perfect and equal information (Friedman, 2005; Gladwell, 2008; and Levitt and Dubner, 2005).

Everything we teach in our colleges of business is based on these simple precepts (Gwartney and Stroup, 1993). Our management discipline has its roots here also (Drucker, 2001). I would ask you to consider: Are these assumptions always true? I think you would agree that there are many exceptions to these basic rules of economics. Markets are not totally free anywhere in the world, humans never act absolutely rationally, and no one has complete and

perfect information (insiders occasionally get it, but that is illegal and unequally dispersed). Based on these facts, one must rationally conclude that the theories of economics and consequently management are wrong because they are based on invalid assumptions. So what should the management assumptions be?

The following three assumptions could be a fresh start: 1) Markets, even in the US, are highly regulated and are influenced by many factors related to the differing views of many constituents. 2) People often act emotionally from their hearts, rather than using intellectual rationality from their heads. When they act rationally, it is usually in just their areas of expertise. 3) Information is always limited in some way. Even when it is perfect and equally dispersed, we all understand, value or use it differently.

These assumptions are more nearly correct and point to the real management theories that are of value: 1) You are at the mercy of the markets, and they are driven by many influences. This means you must know all the environmental, physical, and psychological influences that can change the markets. 2) People often act out of emotion, not rational logic. Therefore, you must spend more time thinking about *their* emotions than *your* logic if you want to manage for change. 3) People interpret information as they want, given these filters. You must be informed and able to inform others if you wish to influence.

The contingency views discussed by many academicians are correct, but not exactly, for everything really depends on humanistic rationality and emotion more than logic!

2.2. Management definitions and overview. − *Ask of any management principle, Does it make sense and fit the distinctiveness of my situation* (Service and Cockerham, 2007)*?* All management frameworks must fit the environment, mission, people, core competencies, and technologies in which they are implemented. If it does not make sense, it is not right for managing people. And as we've heard before, "If it does not fit" — "you must acquit" yourself of the theory (Service and Arnott, 2006)!

"BASIC ASSUMPTIONS ABOUT REALITY are the PARADIGMS of social science, such as management. The scholars, writers, teachers, and practitioners in the field usually hold them subconsciously. Yet those assumptions largely determine what the discipline — scholars, writers, teachers, practitioners — assumes to be REALITY" (Drucker, 1999, p. 3). Management is about people integrated into common ventures for universal purposes in organizations that operate within complex environments. Thus, the effective manager must understand the purposes of those ventures, the people involved and environments in which she is operating.

2.3. Management decision-making: types and styles. − *Make decisions for fast incremental innovation and development of people.* Decisions are choices under varying degrees of uncertainty. To improve decisions we need to reduce our uncertainty. Start by using the real assumptions and the theories they imply when making a decision. Many decision-making frameworks can be arrayed across a continuum of two opposite types of decision-making, with the leader making all decisions on one end of the spectrum and the group making decisions on the other end: choose appropriately. Organizations are like humans where you must take a holistic approach to understand the whole and all of its parts (Brache, 2002).

"A decision is a judgment. It is a choice between alternatives. It is rarely a choice between right and wrong. It is at best a choice between 'almost right' and 'probably wrong' — but much more often a choice between two courses of action, neither of which is provably more right than the other" (Drucker, 1967, p. 143). Learn to satisfice and take the best decision given the resource, time, human and personal limitations (Cascio, 2010). Effective managers and leaders will always *make* a decision; because no decision *is* a decision, and most often it is the worst decision (Welch, all dates).

2.4. The environments of management. − *Learn to enact and manage your environments.*

Managers work in relatively complex organizations, and all organizations operate in competitive arenas under governmental and societal constraints. The media largely establish the environments we manage in, because hype is the method of choice for organizations to sell products and ideas. Quality and service are second to who *hypes* the products. If we could view our purchases externally, we would determine that we are a rather dim bunch of people for the simple reasoning we use when choosing the products and services we buy (Keller and Berry, 2003). Much of our persuasion in this area is gained by commercials we see on TV. The commercials we see in our printed press and on TV are windows on who we are as a people. The 90-second "in-depth" issue reports on the nightly news are also very telling. It takes more than 90 seconds to learn about a topic. The "current situation in Afghanistan" in 90 seconds: come on!!

2.5. Human Resources for personal growth and selection. *The key to promotion lies not in what you have done in the past, but in what you are capable of at the next level* (Service and Lockamy, 2008).

To increase your management effectiveness, become a bit of an expert on HR. A fact of organizational management is that you can and will be sued for anything. *The HR Answer Book,* by Smith and Mazin (2004), is a quick read that should be all you need for a few years — provided you keep your ear to the ground, for rulings come every day that can get you into hot water. Sexual harassment, ethics, values, leadership development; psychological disorders such as disabilities, illegal discharge, employment of illegals, and employee privacy are huge — watch developments in these areas. But, the most important of all is to hire the best (see and follow Smart, 2005: *Topgrading: How Leading Companies Win by Hiring, Coaching, and Keeping the Best People).*

2.6. Planning — *insures the possibility of survival for you and your organization.*

"By not daring to take the risk of making the new happen, management takes, by default, the greatest risk of being surprised by what will happen. This is a risk that even the largest and richest companies cannot afford to take. And it is a risk that not even the smallest need take" (Drucker 1998, p. 52). If you do not plan obsolescence of yourself and your product, you or your organization will have a very limited life! As has been said repeatedly, by failing to plan you plan to fail. Planning is relatively simple and should take a strategic slant. Practice strategic planning by starting today and committing to spending time at the end of each day planning the next. Never fail to re-plan and to throw out plans that have become impossible because they were bad in the first place or the environment made them untenable. It seems few managers can properly balance the persistence of a "Damn the torpedoes, full speed ahead" attitude with "analysis paralysis", but the expert managers can.

The key to success in planning is to have all within an organization practicing strategic management and thinking. Remember any important decision is a strategic decision. Looking at the horizon to see what is coming and have all decisions and actions an organizations takes directed toward fulfilling the organization's overriding vision. Strategy is simply the actions that allow you to move from point A to point B. Thus one must know where they currently are and where the need to be and then "mind the gap". Good strategies require thought, focus and attention: but mostly work and reality. The key factors revolve around preferring people over process; thinking or categorization; organizational learning; innovation; flexibility; experimentation; context and process over content: and lastly,

knowing the Key Success Factor (KSF) for one's industry and sub-industry. The key questions of strategy are: does strategy make a difference? Why do some organizations perform better than others? The two strategic organizational imperatives are: 1) Why use my organization? and 2) How to become and remain innovative (Service, 2006)?

2.7. Organizing — *Reorganizations are often a cover for not knowing how to improve the organization. Organization is important, but if you have the right people, it is a lot easier!*

Effective managers and leaders are able to work in a span of control from 1 to 400. You need to be sure everyone has a part and knows it. Responsibility and authority need to match. Balance spontaneity and organization. Reorganize self and others often. Stop what you are doing long enough to get organized. The effective manager/leader's job is to fit together the tasks and people in a way that accomplishes the organization's purpose. Insure a match between the formal structures and the informal structures. Do **not** worry as much about location in the structure as about influence of the person in the structure. Organize for ease of communications, innovation, controls, process, people, keeping people honest, taking advantage of opportunities, speed, steadiness, new directions, and so on: Use all capabilities to maximum potential benefit (Kilmann, Kilmann and Associates, 1991; and Ashkenas, Ulrich, Jick and Kerr, 1995: have different views that should be understood − i.e. *The Boundaryless Organization).*

2.8. Directing — *Normally it is the manager and how she gets people to become codependent that causes the need for continued directing.*

To be an effective manager/leader, start thinking about self-direction from knowledge and experience coupled with the correct motivation. We don't want too many people in today's organizations that just sit and wait to be told. If you want to use the hands and the head of every worker for innovativeness, then you need to refrain from directing others as a matter of course. Directing people keeps them organizational "children" when they need to be organizational partner-citizens. In any case, where you have to direct someone repeatedly as to how to do their job — it is either you or them that needs changing. Good managers get people to think and self-direct (Arbinger Institute, 2000 and; Harper and Harper, 1990).

2.9. Controlling — *Just enough controls to keep people honest.*

You can say basically the same thing for controlling as I said for directing. Your goal is to have self-controlled individuals and teams (Manz and Neck, 2004).

2.10. Staffing — *"Surround yourself with an inner core that complements your leadership" (Maxwell, 2002, p. 80).* Topgrading is a concept that needs to be promoted among more organizations: simply filling every position in your organization with *A* players. The most important thing companies do is to hire and develop superior talent. Smart (2005) said that recent interviews with 200 Presidents and CEOs showed that only 21% felt they got their money's worth when they hired externally. A survey of top HR executives in 25 global companies found that 89% of their external hires turned out to be disappointments. Promotions were reported disappointing 75% of the time. Yet only 5% of 600 HR executives interviewed actually measured their organizations success rate in hiring and promoting. Studies suggest that the best performers among knowledge workers show them being 100+% better than average workers; whereas in assembly line workers the gap is only 20% (Smart, 2005).

To be an effective manager/leader, you need to create an organization that people love to be associated with. To get and keep the best people: 1) Be an organization that people really want to work for. 2) Select the right person in the first place. 3) Get off to a great start — the way people are oriented into an organization is the biggest determinant of their contribution. 4) Coach and reward to maintain commitment. 5) Hire slow and fire fast (Service and Carson, 2008).

Good people leave because: 1) They see no link between pay and performance. 2) They do not perceive growth or advancement opportunities. 3) They do not see their work as important; or their contributions are not recognized. 4) They do not get to use their talents. 5) They have unclear or unrealistic expectations. 6) They will no longer tolerate abusive managers or toxic environments (Branham, 2001; and Service and Lockamy, 2008). To retain talented workers, arrange organizations so that these reasons become irrelevant in the organization. "When all is said and done, your ability as a leader will not be judged by what you achieved personally or even by what your team accomplished during your tenure. You will be judged by how well your people and your organization did after you were gone" (Maxwell, 2002, p. 108).

In selecting people for your organization, often you have to put up with a weakness to get a great strength (Drucker, 1967). "No executive has ever suffered because his subordinates were strong and effective" (Drucker, from Maxwell, 2002, p. 95). Hiring is a solemn responsibility and the ticket to management failure or success.

3. The real tough management functions

The intent of the following section is not to go into detail but to present overviews of some of the key realities of the toughest management functions. The objective of this section is to give the reader useful information from a view that many may not have considered in order to spur thinking anew about why many management principles simply do not work as promoted. After this abbreviated list of issues is presented, a few simple overriding principles that have proven effective for the best of managers and leaders will be explained.

3.1. Motivation — Good managers have no second-class subordinates. This attitude results in self-motivated employees (Martin, 2002). *The Bad Attitude Survival Guide* (Chambers, 1998), remains to this date an excellent source on what many have experienced in today's world of assumed privilege. Moreover, consider that organizations need employees that are properly motivated and "properly" can be perceived differently.

Researchers typically consider three indices of motivation: choice, effort and persistence; achievement is an outcome of these variables (p. 141). . . [On cultural differences in motivation the authors say] There is a fundamental difference between Western and certain ethnic motivational orientations. The former emphasizes an individualistic orientation, the latter a collectivistic orientation (McKeachie and Svinicki, 2006, p. 159).

Never assume what motivates you motivates others: ask.

3.2. Teams — The primary use of teams today in America is to hide poor performers and allow fearful managers to avoid doing the real job of management. Do not use a team for everything. Understand why you use a team and teach the team to be a team, not a mob, before you use a team (Service and Arnott, 2006).

3.3. Creativity-innovation — "The best way to get a good idea is to have a lot of ideas" (Pauling in Sandys and Littman, 2003, p. 160). Encourage others to think creatively and think that way yourself (Service and Boockholdt, 1998). Management's modeling of creativity and innovation is the best way to encourage innovativeness as an embedded cultural norm within an organization.

3.4. Communications — "One generalization that is supported both by research and experience is that effective two-way communication is essential to proper functioning of the leader-follower relationship. . . Leaders, to be effective, must pick up the signals coming to them from constituents. . . .

Wise leaders are continuously finding ways to say to their constituents, 'I hear you' " (Gardner, 2003, p. 147; and Service, 2005a). Communication is not telling it is mutual understanding (Charan, 2007).

3.5. Managing change — Learn how to manage change or it will manage you (Drucker's *Managing In A Time of Great Change* [1995] remains the standard: also see Fombrum, 1992 and Fullan, 2001).

There are many barriers to change. Barriers related to changing ourselves or others. The one's we all need to remember are related to the time it takes to change, falling in love with something we feel we own, the difficulty of thinking anew, the models and frames we all have, distractions, the pull of status quo — pulls and lifts of all types, preference for confirming evidence, and, finally, how to make any change into a new habit. Realize when you or someone else needs to change and address it quickly.

Manage change or it will manage you.

3.6. **Managing conflict** — "Almost all our faults are more pardonable than the methods we think up to hide them" (Maxwell, 2002, p. 28). Face conflict and become a conflict confident manager (Runde and Flanagan, 2007 and 2008). Know enough to not be "snowed" and choose managers wisely in areas where you are not the expert. Lead with questions not answers.

3.7. Managing time — We all have the same amount of time and it's simply our choice how to use it. Drucker (2001) is the first to introduce the idea of the intersection of the important and the urgent, and stop doing lists! You cannot manage time, you can only select what you do and do not do (Service, 2005 b and c).

3.8. Managing unique functional areas or areas that think they are unique — is easy! Don't fear managing unique functions or highly educated or intelligent people — love it (Service, Service, and Smith, 2009).

3.9. International management — *is more a matter of attitude than of experience.* The first step is to "know what you don't know"; then read, study, focus, ask, and accept, to learn and then use what you have learned non-judgmentally.

"Culture is that complex whole which includes knowledge, belief, art, law, morals, custom, and any other habits acquired by humans who are members of a society (p. 20). . . . All cultures are characterized by distinctive attributes. We reviewed seven: pervasiveness, learned behavior, shared behavior, adaptability, explicit/implicit behavior, change and ethnocentricity (p. 26)".

This comes from Klopf and McCroskey's 2007 *Intercultural Communication Encounters,* which is a must read for true understanding of distinctive attributes that one needs to understand crossing cultures.

3.10. Managing through empowerment and shared responsibilities — Based on in-depth interviews of 60 of Europe's top business leaders, Childress (2001) stresses distributing leadership all down the line because concentrated power means no freedom (de Geus, 1997). Empowerment has to be a two-way street: subordinates have to want, and manager or leader has to be willing to give.

3.11. Honesty and ethics — "Always do right. This will gratify some people and astonish the rest (Mark Twain, from Gardner and Gardner, 1975, p.114)". The goal should be to ensure a spirit of transparency in all we do, developing a culture of accountability and participation of all people that is above reproach, and reflected in a corporation's reporting system (DiPiazza and Eccles, 2002).

3.12. Social responsibility — We are a society of organizations, and as such, all organizational managers must respect the society within which they live and realize that if the society is not doing well, then neither will our organizations.

3.13. Staying ahead of the new realities — "Able business leaders are alert to the political climate and to world economic trends" (Gardner, 2003, p. 138). Simple answers have not emerged from management research because we face complex problems with complicated answers based on many conditions and exceptions. Yes, for every complex problem there exists a simple easy to understand answer that is wrong!

3.14. Not being a chicken! — *Management requires courage, and we have seen too many chicken managers.* You will work with the shortsighted, the unethical, the dumb, the unqualified, the boring, the unmotivated, the destructive, the scatterbrained, the know-it-alls, the rude and crude, and all other types of people. Don't be one of those "types", and never be a chicken manager. Face your fears and run toward them, not away from them (Service research reported here and in Service and Arnott, 2006).

3.15. Picking information and issues — *Address the important and urgent.* Read, learn, and struggle to make up for weaknesses in leading. Be a sponge for information, especially during a time of crisis, leading with questions designed to develop loyal partners.

3.16. Honesty over political correctness — America has the means to solve its most pressing issues, but we lack the will to openly discuss them. If we will not talk freely about the most pressing of issues, then we can in no way expect to ever solve them. Let's start a movement based on honesty and

openness. Remember better to discuss and not decide than to decide without discussing.

3.17. Effectiveness over efficiency — *Take effectiveness over efficiency every time.* Managing professionals who love autonomy requires a special understanding of effectiveness. Take on **effectiveness** issues **before** you worry about TQM, procedures, and **efficiency!**

3.18. People over process — Take people over process every time and fire those who do not — especially business school professors and deans, as well as QC-TQM experts! "Any business that concentrates on its internal mechanisms more than on the customer is, ultimately, a bad business" (Handy, 1998: p. 10).

3.19. The realities of diversity — Take diversity of thought over diversity of appearance every time (Service and Carson, 2010). Appearance is window dressing, just a paint job, or stereotyping; not diversity.

3.20. Managing systems, rewards, rules and SOP — *An excess of rules inescapably weakens all rules.*

3.21. Roles — *Your first role is the image of your organization that comes from your actions and words.*

Learn the management and leadership roles of: 1) figurehead, 2) spokesperson, 3) negotiator, 4) coach, 5) motivator, 6) team builder-leader-member-player, 7) problem definer, 8) problem solver, 9) entrepreneur, 10) intrepreneur, 11) champion, 12) strategic planner, 13) doer, 14) delegator, 15) mentor, and 16) thinker. Know when, where, why, and how to use these roles for effectiveness and efficiency.

3.22. Strategic development — *"Speed is a great asset in war and business (p. 253). . . . Try as you might, you can seldom carry out a strategy exactly as planned. You must do your best with the hand you've been dealt (p. 241). . . . Long-term strategies are often complex and need to constantly evolve (p. 242). . . . Formulating a strategy is an intellectual process. Keeping it going is about willpower"* (Sandys and Littman, 2003, p. 248).

3.23. Diversity of self — The NAACP and its expressed distaste for diversity recently struck me silent. It is sad indeed that a group that should represent diversity at its best chastises all diversity of thought among the race it was formed to help! With all due respect, race is a meaningless concept we all need to, well, just forget (Pinker, 2002 and Ridley, 2003).

3.24. Speaking in public — presentations — "Of all the talents bestowed upon men, none is so precious as the gift of oratory. . . . He who enjoys it wields a power more durable than a great king. He is an independent force in the world. Abandoned by his party, betrayed by his friends, stripped of his offices, whoever can command this power is still formidable" (Churchill, cited in Sandys and Littman, 2003, p. 43).

3.25. Fundamentals and learning — You must first exhibit the courage to speak and hear the truth before you can really learn anything: courage is built on candor, purpose, will, rigor, and risk. Make every experience interactive learning (Service and Service, 2009).

3.26. Managing yourself and moving on up — *"Your most important job is to be the marketer for the brand called You"* (per Tom Peters, in Dauten, 2003, p. 1G). Make the image of you one that invokes others to think of your name as dependability, motivation, passion, and a lifelong learner who creates a higher level of relationship with their associates (Dauten, 2003).

3.27. Religion's impact on management and leadership — *Who, what, when, how and why — I am painfully aware that the road to religious tolerance, individual freedoms, and the governments that guarantee those blessings has been crooked, crowded, rough, and bumpy; but the tough road unquestionably has led us to freedom of choice for the opportunity of success and fulfillment. We, we simply cannot get hung up on the errors made during a historical journey and thereby deny the correctness of where we have arrived. Errors are made in reaching most worthwhile destinations; but those errors, no matter how bad, do not make the destination bad. Sometimes, the means are bad, not the ends. If you think I'm saying the ends justify the means, you're in denial! R*eligion, more than any other factor in the world, has affected how we manage and lead others (Service and Carson, 2009; and Service and Ledlow, 2007). One must understand the context of management and leadership and indeed, religion is the mother of all context.

3.28. So much for religion — on to pronouncements about the future. Peter F. Drucker said that the average retirement age in the developed countries will have to go up to about 75 for healthy people (the majority at that age) before 2010? Economic growth will increasingly have to come from productivity in the developed countries. There will be no dominant single world economic power, though the world economy will be highly competitive and turbulent. Information needs of organizations will change rapidly. Knowledge will make resources mobile since knowledge workers carry their trade in their heads. The meaning of organization will change and there will continue to be more and varied ways to organize. The art and science of management will continue to evolve and

be used more outside of business organizations. Drucker ends by saying he will make no predictions!! (Drucker, 2001).

3.29. Self-managing and the management career — *Managing up to move up.* In *Career Warfare*, D'Alessandro (2004) gives 10 rules for building a personal brand and keeping it: 1) don't be too generic, 2) don't throw in the towel, 3) ask for opportunities and promotions, 4) make sure your assignments provide opportunity, 5) control the change you see coming, 6) gamble shrewdly, 7) develop your brain, 8) tinker with success, 9) don't lie or cheat, and 10) be conscious that every day you are building a reputation called "you". Act like you are expensive and worth it, use your bosses in building the "you" brand, learn about all management tools, act like it is always show time, pick enemies and battles carefully, and realize that the higher your position in an organization, the more of a target you become (Service, 2009c).

3.30. Words to remember for management excellence — *"Every time I encounter utterly first-class managers they turn out to have quite a lot of the leader in them" (Gardner, 2003, p. 116).* The following words simply say it all about what management is and should be.

Truthfulness; Openness; Passion and Compassion; Discipline — Give and Have; Love; Respect — Self and Others; Selflessness; Conviction; Courage; Persuasiveness; Listening; Speaking; Responsibility; Empowerment; Imagination; Innovative; Inventive; Resilient; Caring; Fun; Accomplishment; Productive; Learner and Learned; Speed; Balance; Fit; Appropriate; It Depends; Not Exactly; Dreaming; Acting; Measuring; Testing; Reinventing; Desire; Achievement; Preparation; Deciding; Going for It; Staying in It; Leadership; Observing; Listening; Discussing; Reading; Thinking and, yes, thinking about thinking and so on!

4. So what? In other words, what managers can do

Sadly most people are looking for the magic bullet, the key, the secrets, the pill, the lucky break (Lobb, Dizik and Porter, 2009). The bad news is that the secret is there is no secret. Effective management and leadership are based on dedication, hard work and focus, not luck (Becker, Huselid and Ulrich, 2001). Success is not a matter of mastering theory, but rather of understanding and embracing common sense variables with uncommon levels of discipline (Lencioni, 2002). When you are dealing with people, an ounce of fact greatly outweighs a pound of theory (Tobin, 2003).

For any aspiring manager or leader there could be no better words of advice than the following: "Try

not to become a man of success, but rather a man of value" (Albert Einstein, in Bruun and Getzen, 1996; p. 526). This should say to those aspiring for effectiveness in the movement of people that it is more important to do the things necessary to get there than it is just to aspire to get there. For as everyone knows champions are made outside the ring.

All management and leadership revolves around the life-blood of an organization, that is, open two way communications. Never confuse telling with communicating. For without the mutual understanding among those involved in exchanging ideas there is flatly no communication. The CRT (Communications, Respect, Trust) model of communication is the way to keep the life-blood of an organization flowing. This model has the foundation of effective communication or mutual understanding with the pillars of respect and trust keeping the lid on effective organizational communications.

Finally, everyone responsible for managing should adopt a "what, what, why" model administered as TIPS (Timely Individualized Performance Specific) comments for on-the-spot management coaching. That is, when a manager observes an action or inaction related to performance that is wrong or incomplete, they should immediately say, "This is what you did, this is what you should have done and here is why." When managers muster the gumption to practice these three principles and when employees see the honesty and openness within which the directions are given, a world of difference will occur in performance and ultimately in success as a manager or leader. The CRT-TIPS and "what, what, why" guides can direct organizational managers and leaders to greater accomplishments.

Summary and conclusion

Common sense would lead us to understand that any task where one is required to review, control, adjust, and so on (that is manage) the work of others would be a difficult task that should be guided by some principles and training. Thus the CRT-TIPS and "what, what, why" guides are proposed as being useful in training for and ultimately leading and managing. Moreover, if one gets hung up on the differences between managing and leading they are missing the essential points. Both are people directing activities. Yes, managing is more about keeping people in the known and doing the right things efficiently; and leaderships is more about moving people into the unknown and doing the right things effectively (Harari, 2002). But, both require essentially understanding self, others and situations in a balanced way that fits as appropriate: got it (Hammonds, 2010 and Service, 2009b)?

Ayn Rand's 1957 *Atlas Shrugged* though a work of fiction makes some humanist points that can be applied to the current situation of common sense and not performing difficult tasks in a quality manner. One of Rand's characters says:

You see, . . . , people don't want to think. And the deeper they get into trouble, the less they want to think. But by some sort of instinct, they feel that they ought to and it makes them feel guilty. So they'll bless and follow anyone who gives them a justification for not thinking (p. 346).

Clearly the lazy among us (most of us for that matter) want permission not to think but to blindly follow theories and pronouncements. The CRT, HRM model and "what, what, why" principles can be tools of great value in management and leadership effectiveness. As trite as it may sound, we should all strive to not stay wrong long (Dorner, 1996 — a great book on the logic behind failure).

Lastly, do not use the limitations of this study as an excuse not to! For too many of us confuse "cannot" with "will not".

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