

## Theme 2 – Managing

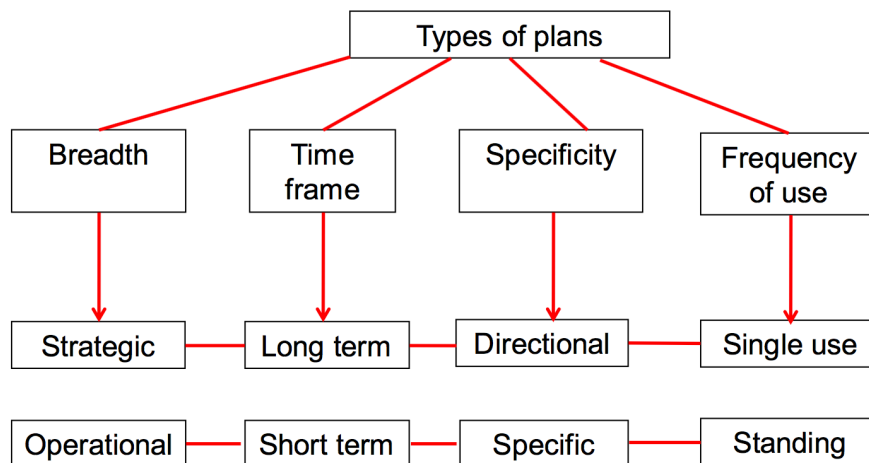
### W5: Planning, Organising, Leading and Controlling (POLC)

- Planning
  - What is planning
    - **Defining** the organisation’s objectives and goals
    - **Establishing** an overall strategy for achieving those goals
    - **Developing** plans to integrate and coordinate activities
    - Concerned with what is to be done (**ends**) and how it is to be done (**means**)
  - Why plan
    - Direction
    - Reduce impact of change
    - Control (by setting standards → facilitate control)
    - Minimise waste and redundancy
    - Changes (in environment)
  - Advantages and disadvantages of planning

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>✓ Intensifying effort</li> <li>✓ Increasing persistence</li> <li>✓ Providing direction</li> <li>✓ Creation of task strategies</li> </ul>	<ul style="list-style-type: none"> <li>✓ Impeding change</li> <li>✓ Creating a false sense of certainty</li> <li>✓ Detachment of planners</li> </ul>

- Goals (setting goals) – ends
  - a desired outcome or target for individuals, groups and entire organisations
  - Provide direction and performance evaluation criteria
  - Multiple (e.g. financial, environmental, social)
  - Stated vs. real
  - SMART goals
    - Specific
    - Measurable
    - Attainable
    - Realistic
    - Timely
- Plans (action plans) – strategies

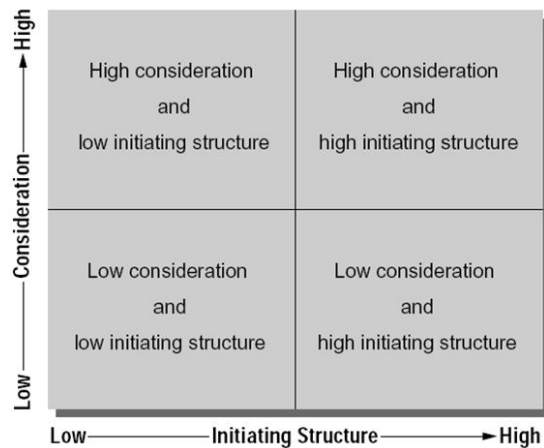
- Documents how goals are to be accomplished and how resources are to be allocated
- Provides a map to arrive at a given destination with provision for detours
- Making specific plans
  - How are we going to achieve the goal?
  - Who do we need (identify human resources)?
  - What other resources do we need?
  - When (time period) will the goal be deemed accomplished



- Leading
  - Leader
    - someone who can influence others who may or may not possess managerial authority
  - Leadership
    - the process of influencing a group to achieve goals
  - Because leading is one of the four management functions, ideally all managers should be leaders
  - Motivate employees to achieve objectives
  - Leadership theories
    - Trait theory
      - Leaders are **born** and cannot be **trained**
      - Innate 'traits' differentiate leaders from non-leaders: drive, desire to lead, honesty and integrity, self-confidence, intelligence etc.
    - Behavioural theories
      - Leadership is more than possessing a few generic traits
      - Leaders are **not born, but trained**
      - **Models: Iowa, Ohio State, Michigan, Managerial Grid**

- Iowa
    - Autocratic
      - Leader makes decisions, tells employees what to do
        - Closely supervises them
    - Democratic
      - Leader encourages participation in decisions, works with employees to determine what to do
        - Does not closely supervise them
  - Employees are more satisfied with a democratic leader than an autocratic one
- Ohio State

### Four-Quadrant Model for Categorizing Leadership Styles

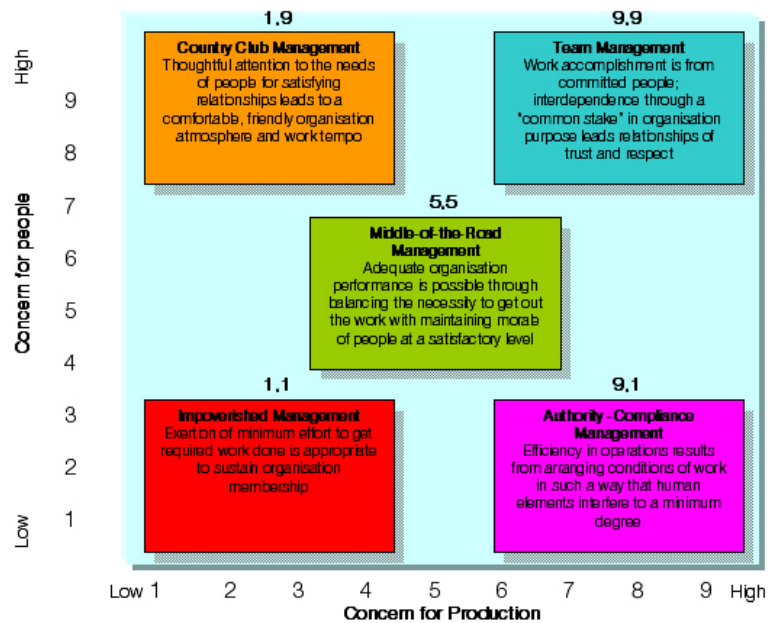


- Michigan

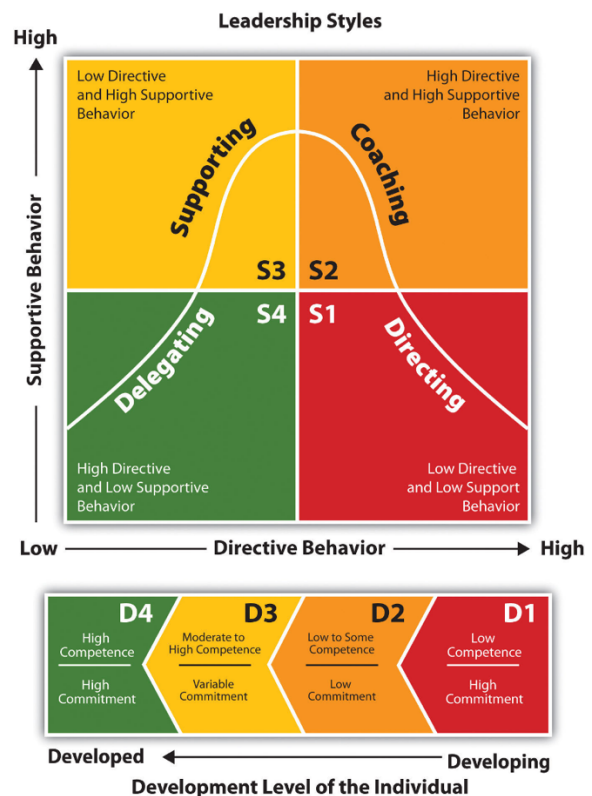


○ Managerial Grid

The Leadership Grid



- **Duality of leadership: focus on task vs. focus on people**
- Contingency theories
  - Effective leadership requires more than an understanding of traits and behaviours
  - Ability to 'read' and 'adapt' to situational circumstances as important
  - Situational leadership model (employee readiness)



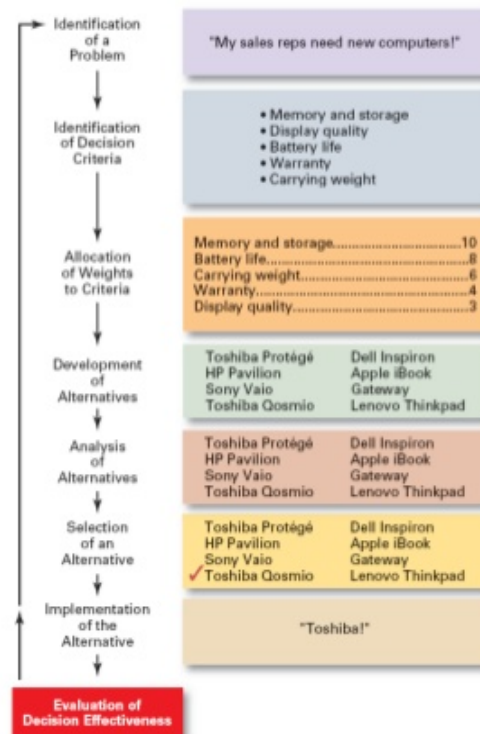
- Fiedler's contingency model (leader-member relations, task, power)
  - least preferred co-worker (LPC)
  - Relationship oriented and task oriented
  - Leadership styles are ties to that persons underlying needs.
  - How leaders treat other is how they've always treated others

## Fiedler's Contingency Theory



Leader member relations	High	High	High	High	Low	Low	Low	Low
Task structure	High	High	Low	Low	High	High	Low	Low
Position Power	High	Low	High	Low	High	Low	High	Low

## Exhibit 6–1 The Decision-Making Process



- Steps in the Decision-Making Process

1. Identification of a problem

- Identify a discrepancy between an existing and desired state of affairs that a manager is aware of or under pressure to act upon.

2. Identification of decision criteria

- Criteria relevant in making a decision.

3. Allocation of weights to criteria

- When the criteria identified in Step 2 does not hold equal importance, prioritise the criteria.

4. Development of alternatives

- List creative alternatives.

5. Analysis of alternatives

- Appraise against the criteria established in Step 2 and identify strengths and weaknesses. The assessment can be both objective and subjective. However, should establish a score for each alternative against established criteria and weighting.
6. Selection of alternatives
    - Select the alternative that generated the highest score.
  7. Implementation of alternatives
    - Putting it into action and re-assess the environment.
  8. Evaluation of decision effectiveness
    - Is the desired result achieved?

#### *W8: Emotional intelligence*

- One area of emotions research with interesting insights into personality is emotional intelligence (EI)
- Emotional Intelligence (EI)
  - the ability to notice and to manage emotional cues and information
- It's composed of five dimensions
  - Self-awareness
    - The ability to be aware of what you're feeling.
  - Self-management
    - The ability to manage one's own emotions and impulses.
  - Self-motivation
    - The ability to persist in the face of setbacks and failures.
  - Empathy
    - The ability to sense how others are feeling.
  - Social skills
    - The ability to handle the emotions of others.
- What makes a leader **[Reading]**
  - Coleman found that while the qualities traditionally associated with leadership are insufficient
  - Truly effective leaders are also distinguished by a high degree of emotional intelligence, which includes self-awareness, self-regulation, motivation, empathy, and social skill
  - These qualities may sound "soft" and unbusinesslike, but Coleman found direct ties between emotional intelligence and measurable business results

- Hallmarks of five dimensions of EI
  - Self-awareness
    - Self-confidence
    - Realistic self-assessment
    - Self-deprecating sense of humor
  - Self-management
    - Trustworthiness and integrity
    - Comfort with ambiguity
    - Openness to change
  - Self-motivation
    - Strong drive to achieve
    - Optimism, even in the face of failure
    - Organisational commitment
  - Empathy
    - Expertise in building and retaining talent
    - Cross-cultural sensitivity
    - Service to clients and customers
  - Social skills
    - effectiveness in leading change
    - persuasiveness
    - expertise in building and leading teams
- Can emotional intelligence be learned?
  - Emotional intelligence increases with age
    - Yet even with maturity
      - some people still need training to enhance their emotional intelligence.
    - Limitations
      - far too many training programs that intend to build leadership skills
        - including emotional intelligence-are a waste of time and money.
    - The problem is simple
      - They focus on the wrong part of the brain.
  - Research indicates that the limbic system teams best through motivation, extended practice, and feedback.
    - Compare this with the kind of learning that goes on in the neocortex
      - which governs analytical and technical ability.
    - The neocortex grasps concepts and logic
      - It is the part of the brain that figures out how to use a computer or make a sales call by reading a book.



- Not surprisingly-but mistakenly-it is also **the** part of the brain targeted by most training programs aimed at enhancing emotional intelligence.
- To enhance emotional intelligence
  - organizations must refocus their training to include the limbic system
    - break old behavioural habits and establish new ones.
    - That not only takes much more time than conventional training programs
      - requires an individualized approach

Theme 3 – Being Managed
-------------------------

*W10: The changing concept of career*

- Employer-employee compact
  - Traditional
    - Stable
    - Life-time employment and loyalty
    - Predictable career trajectories
    - Low employee turnover
  - Contemporary
    - Rapid unpredictable change – volatile
    - Employees encouraged to think as ‘free agents’ in charge of their own destiny and therefore, employability
    - Winner take all mentality
    - Lack of job security and performance-driven culture results in more adaptable and entrepreneurial employees
    - However, the most adaptable and entrepreneurial talent constantly seek greener pastures elsewhere, making employee retention extremely difficult
- Need for new compact
  - Need to acknowledge that life-time employment nor loyalty are realistic in the 21st century
  - From an employee point of view, the focus should be on improving adaptability and entrepreneurial thinking
  - From an employer point of view, the focus should be on how to develop a win-win relationship (i.e. an alliance) with employees, even if it means that they will inevitably leave for opportunities elsewhere

- Both employers and employees should seek to be ‘allies’ – An employee invests in the employer’s adaptability, the employer invest in the employee’s employability
- Triple-strength leadership **[Reading]**
  - Coca-Cola hired an external leader
    - Develop sustainable water strategy
  - Jeff Seabright
    - Extensive political and diplomatic experience
      - Foreign service, U.S. Senate, President Clinton Task Force, USAID
    - Business case for water conservation
      - commissioned a geographic information system (GIS) map
        - a tool familiar to environmental agencies
          - It showed that 39% of Coca-Cola’s plants were located in the world’s most water-stressed areas
            - precisely the places where the company expected the bulk of future growth
    - Asked natural resources company Rio Tinto to adapt a water risk analysis process for Coca-Cola’s 20 business units
      - Unit managers were presented with six months’ worth of data at a two-day meeting
      - “This is what your plant operators are telling you about their water challenges”
      - Using the data, he developed water risk models for each unit, which he aggregated into a companywide global risk model, complete with water-shed management, community engagement, and other risk mitigation recommendations.
    - Today the company uses only two litres of water to produce a litre of Coke
      - It is 52% of the way to meeting its 2020 target for water neutrality
        - Regarded among NGOs and international governments as an industry leader in this area
  - How to develop more Tri-sector leaders
    - Practical pathways to move from sector to sector
      - United States already has quite a few such programs, and more are starting up every year
        - Government
          - White House Fellows
          - Presidential Innovation Fellows

- non-profits
  - Fuse Corps
  - Code for America
  - Coro Fellows
- private initiatives
  - IBM's Corporate Service Corps
    - in which 500 IBMers each year are sent out in cross-functional teams to work in cities, government agencies, and non-profits.
- As programs like these proliferate, grow larger, and are complemented by midcareer executive education and professional development programs
  - can expect to see more tri-sector leaders emerge.

### Idea in Brief

#### THE PROBLEM

Many of the world's most intractable problems—operating in a resource-constrained world, training tomorrow's workforce, controlling health care costs—require that government, business, and nonprofits cooperate.

#### THE ARGUMENT

“Tri-sector leaders”—people who can bridge the chasms of culture, incentives, and purpose that separate the three sectors—are best suited to solve problems of this scale.

#### THE SOLUTION

To develop these leaders we need a life-cycle approach: incorporate tri-sector issues in formal academic and executive training; set up exchange programs so that midcareer leaders can build intersector networks; and make tri-sector experience a talent development priority for business unit leaders and CEOs.