Managing Time

INTRODUCTION

What This Chapter Is About

Effective time management is directly related to the managerial (integrative) process. In fact, *time management is mostly a matter of effective management.* It involves doing the right things and doing them well: thinking (analyzing, setting goals, and planning) *before* taking action (organizing, staffing, and guiding activities). Managers cause time-consuming problems by (a) not performing all the management functions properly and (b) not thinking about people as well as the mechanical aspects of operations.

According to several surveys, however, managers in general do not use enough of their time to do the right things. An American Management Association (AMA) survey report, written by Philip Marvin (1980), showed that most executives spend only 47 percent of their time performing managerial functions. The rest of their time is spent doing hands-on work. A survey conducted by the consulting firm Booz, Allen & Hamilton (1980) generally confirmed the AMA survey. It showed that 25 percent of managers' time is spent on "less productive work" such as clerical tasks, finding information, traveling, and work scheduling and organizing. The survey also showed other ways in which managers spend their time: 46 percent on attending meetings; 13 percent on composing, dictating, editing, and drawing or designing documents; 8 percent on reading and analyzing documents; and only 29 percent on doing what they are supposedly being paid the big bucks to do—managerial think-work. According to time management expert Henry Mintzberg (1975), managers in general (a) spend nine minutes or less thinking about 50 percent of the problems or decisions confronting them and (b) spend up to an hour thinking about only 10 percent of the problems or decisions confronting them. Another expert, Louis Allen (1958, 1982), has reported similar findings: while top managers should be spending about 75 percent of their time doing think-work, they actually spend about 50 percent; and while supervisors should be spending about 50 percent of their time doing think-work, they actually spend about 25 percent.

More recent research has shown that four out of five managers work longer hours but waste an average of 20 percent of their time on activities such as unplanned interruptions, poor information exchange, and computer or technology problems ("Managers say 20%," 1993). Additional time wasters include an inability to say "no" (Braham, 1993); allowing "upward delegation" of responsibilities by subordinates (Oncken and Wass, 1999); ineffective delegation (Ales, 1995; Farrant, 2005); multiple priorities (Gleeson, 2000; Wetmore, 2000); conflicting performance measures, interests, and requirements (Saunders, Van Slyke, and Vogel, 2004); chronic procrastination (Berglas, 2004); too many e-mail messages ("Is e-mail a time-saver?" 2005); and unnecessary meetings (Farrant, 2005). Many of these phenomena can be attributed to the fact that most managers spend too much time doing (performing action-oriented operational activities) and not enough time thinking (performing and guiding thought-oriented managerial functions). Fortunately, according to Green and Skinner (2005), managers and others who receive training in time management find that it helps them save time and streamline their activities.

The basics section of this chapter describes symptoms of wasted time and the cycle-perpetuating results. It then discusses ways that many people waste time.

Going beyond the basics, the chapter discusses major reasons why people waste time and the most important underlying causes. It also relates the managerial (integrative) process to a time management process by outlining the phases and steps of an analytic approach to solving time management problems.

What Consultants, Trainers, and Facilitators
Can Get Out of This Chapter

Time has emerged as an important strategic resource of any manager and of any organization. After studying this chapter, consultants, trainers, and facilitators should be able to help participants

- Analyze their own time use and that of the people reporting to them
- Identify ways to leverage their time, to multitask, and to achieve more than one goal by one action
- Lead subordinates' efforts to improve and to increase the impact of their use of time

What Practicing Managers, Participants, or
Students Can Get Out of This Chapter

After studying and discussing this chapter, the student or seminar participant should be able to

- Better manage his or her use of time by performing several key management functions
- Save time by applying basic, proven time management principles and practices
- Minimize the amount of time spent on dealing with or reacting to time-wasting situations
- Establish more effective policies and procedures for using and saving time

How Instructors and Participants Can Use
the CD-ROM's Supplementary Materials

The accompanying CD-ROM contains the following materials for Chapter Seven:

- *Chapter Seven Study Guide.* This class or seminar session preparation guide should be completed by students and seminar participants for the reasons mentioned in earlier chapters.
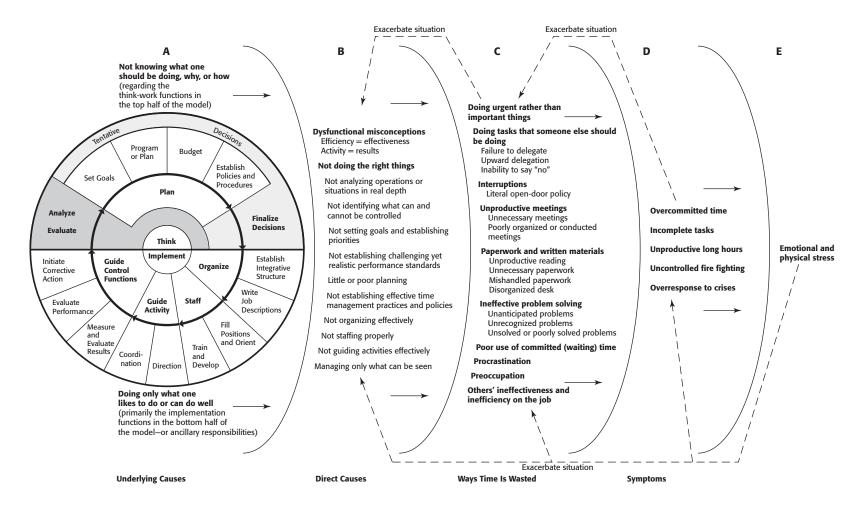
A

Not knowing what one should be doing, why, or how (regarding the think-work functions in the top half of the model)

B

C

Exacerbate situation

Exacerbate situation

D

E

Doing urgent rather than important things

Dysfunctional misconceptions
Efficiency = effectiveness
Activity = results

Not doing the right things

Not analyzing operations or situations in real depth

Not identifying what can and cannot be controlled

Not setting goals and establishing priorities

Not establishing challenging yet realistic performance standards

Little or poor planning

Not establishing effective time management practices and policies

Not organizing effectively

Not staffing properly

Not guiding activities effectively

Managing only what can be seen

Doing tasks that someone else should be doing
Failure to delegate
Upward delegation
Inability to say "no"

Interruptions
Literal open-door policy

Unproductive meetings
Unnecessary meetings
Poorly organized or conducted meetings

Paperwork and written materials
Unproductive reading
Unnecessary paperwork
Mishandled paperwork
Disorganized desk

Ineffective problem solving
Unanticipated problems
Unrecognized problems
Unsolved or poorly solved problems

Poor use of committed (waiting) time

Procrastination

Preoccupation

Others' ineffectiveness and inefficiency on the job

Overcommitted time

Incomplete tasks

Unproductive long hours

Uncontrolled fire fighting

Overresponse to crises

Emotional and physical stress

Doing only what one likes to do or can do well (primarily the implementation functions in the bottom half of the model—or ancillary responsibilities)

Exacerbate situation

Underlying Causes

Direct Causes

Ways Time Is Wasted

Symptoms

Wheel diagram labels:
Tentative — Decisions
Program or Plan — Budget
Set Goals — Establish Policies and Procedures
Plan
Analyze — Finalize Decisions
Evaluate
Think
Implement
Guide Control Functions — Organize
Initiate Corrective Action — Establish Integrative Structure
Evaluate Performance — Guide Activity — Staff — Write Job Descriptions
Measure and Evaluate Results — Fill Positions and Orient
Coordination — Direction — Train and Develop

Figure 7.1. Wasting Time: Causes, Ways, and Symptoms

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- *Time Management Steps and Suggestions.* This document outlines steps for analyzing how participants are using (and possibly wasting) their own and possibly others' time. It helps sort out what they are doing right, what they are doing wrong, and how to make more effective use of personal and unit time. This tool is not in the book itself. It can be used during the superior-subordinates discussion, OD application, and team-building sessions that follow the completion of the training portion of Module 1 (which corresponds to Part One of this book) by all program participants.

THE BASICS ON WASTED TIME

Figure 7.1 indicates symptoms, ways, and causes of wasting time. Symptoms of wasted time are shown in rings D and E. The ways that managers waste time are listed in ring C. Major causes of wasted time are shown in ring B. The most basic, underlying causes of wasted (mismanaged) time are shown in ring A. That ring illustrates the relationships between time management and good management. The following discussion underscores the need to perform management functions—especially the think-work functions—effectively.

Symptoms of Wasting Time (Ring D)

Although the following symptoms may seem somewhat extreme, they are very common in organizations. They amount to being in a rut *and* a rat race. Managers need to recognize that they are wasting time if they are experiencing many of the following phenomena:

Overcommitted time. Managers get into a rut when they become busy simply being busy—that is, fighting little fires and not doing the really important things. Instead of managing situations, situations are managing them. This is what happens when managers are "running things" rather than managing.

Uncompleted tasks. Managers who are busy being busy often jump from one task to another without completing any.

Unproductive long hours. The longer that managers work to keep up with the rat race, the more fatigued, inefficient, and ineffective they become.

Uncontrolled fire fighting. To help seminar participants imagine what uncontrolled fire fighting might look like, we ask them to picture brush fires breaking out in a dry field on a windy day. Several big fires (big problems) are raging as they are whipped by the wind (external factors such as competitors' sales tactics or governmental regulatory controls). The rural fire department (the manager and his or her immediate subordinates) are fighting these fires with antiquated equipment (old-style management and problem-solving practices). They have put out some fires (solved some problems), but several fires that they think they have put out are still smoldering (some causes of certain problems have not really been remedied). The sparks from the smoldering ashes are being picked up by the wind and are starting little fires nearby. And while the firefighters are trying to quench the big fires, sparks from these fires are igniting new fires (stoking problems that were already close to surfacing). Because of all the smoke (confusion in the office), the firefighters cannot distinguish which are big fires (high-priority problems) and which are little fires (low-priority problems). More fires are starting or restarting than are being put out. The scene is chaotic, almost futile.

Uncontrolled fire fighting is symptomatic of an unsystematic approach to management. It eventually occurs when managers fail to (a) analyze their operations in real depth, looking for key elements of operations and major task, individual, social, organizational, or external factors that need to be improved or corrected; (b) recognize and take advantage of opportunities; (c) establish goals and priorities; (d) plan well and stick to their plans; (e) assign responsibilities and delegate authority appropriately; (f) complete important tasks; (g) anticipate, recognize, or effectively deal with the problems created by failure to perform items a–f; and (h) think things out fully before taking action (often because of the urgency of the situation). The result is that managers contribute to more problems, greater confusion, further deterioration of performance and morale, and increasing waste of time.

Overresponse to crises. Managers overreact because of (a) the urgency of a crisis, (b) the highly emotional state that a crisis can create, and (c) the human tendency to take action in crisis situations without thinking things out fully. Overreaction can make crises worse and often creates even more time-consuming problems to solve.

Cycle-Perpetuating Results: Emotional and Physical Stress (Ring E)

All the phenomena listed in the previous section put pressure on people. In turn, pressure produces both emotional and physical stress (confusion, worry, anxiety, tension, and fatigue). When personnel begin to arrive at that mental or physical state of stress, it contributes to and aggravates most of the causes and effects shown in Figure 7.1. As the entire cycle perpetuates itself, the situation deteriorates, stress increases, personnel waste even more time, and eventually some burn out.

Ways That Many People Waste Time (Ring C)

Doing Urgent Rather Than Important Things. Not all urgent things are important things. They may have become urgent because, when they first became important, they were not recognized and dealt with effectively. Nevertheless, many of the unimportant things that people do are actually urgent things that only seem important because of their urgency. Doing urgent rather than really important things is mostly due to not establishing goals and priorities.

Italian economist Vilfredo Pareto (1890s) once made an observation that Joseph Juran (1951) later dubbed the *Pareto principle.* Also known as the *80/20 rule,* it has been stated in many ways to fit many sets of circumstances—for example, "80 percent of results stem from 20 percent of the causes," or "80 percent of sales come from 20 percent of customers." The core idea is that the majority of results (or problems, ideas, events, and so forth) stem from a smaller number of causes. In the present context, it might be put this way: "Important things are responsible for 80 percent of desirable results, while urgent things may only be responsible for 20 percent."

Doing Tasks That Someone Else Should Be Doing. Managers end up doing other people's work when they (a) do not properly assign responsibilities and delegate authority, (b) let subordinates "upward delegate" tasks (push responsibilities up to the boss), or (c) are unable to say "no" to people.

Allowing Interruptions. Many interruptions are due to unscreened phone calls and unscheduled visits of callers, subordinates, colleagues, or superiors. Many can be traced to the erroneous belief that an open-door policy means having a physically open door (which actually invites interruptions).

Attending or Conducting Unproductive Meetings. Many meetings are unnecessary, poorly organized, or poorly conducted.

Mishandling Paperwork and Written Materials. Paper-related time wasters include (a) doing unproductive (non-goal-oriented) reading, (b) handling unnecessary paperwork, (c) mishandling paperwork (not taking care of it the first time), and (d) having a disorganized, cluttered desk.

Ineffectively Dealing with Problems. By failing to anticipate important problems, failing to recognize them when they first occur, and solving them ineffectively when they eventually become crises and can no longer go unrecognized, managers tend to create even more and larger problems that consume more and more time.

Unanticipated problem situations. When managers do not occasionally (at least annually) analyze their operations in real depth and look for significant trends, they fail to anticipate many potential problems. When these problems eventually occur, they may be too large or complex to be solved effectively and at least cost. Also, as these problems develop, they can begin causing other problems before they themselves are actually recognized. The result is often a multiplicity of time-consuming and costly problems. However, by remembering that an ounce of prevention is worth a pound of cure—that is, by anticipating problems, by formulating preventive solutions, and by implementing task- and people-related improvements—managers can not only improve operations but also save considerable problem solving time later. As shown in Figure 3.1 on page 48, when an unanticipated problem arises, there are actually two problems to solve: (a) how to *correct* the symptoms or effects and (b) how to *prevent* the situation from occurring again.

Unrecognized problems. When managers "run" rather than manage their operations and do not occasionally analyze them in real depth, they often fail to recognize subtle but important problems. Unrecognized problems have a way of simmering beneath the surface, growing, becoming more complicated, generating even more problems, and eventually becoming crises (urgent as well as important). More numerous and complicated problems require more time and effort to solve. Much less time would be wasted if subtle but important problems were identified in a timely manner and nipped in the bud.

Poorly (unsystematically) solved problems. In Western cultures, we are inclined to say, "The problem is _____," identifying only one cause (one causal factor). But there are very few if any problem situations having only one cause, especially in organizations. There are generally several obvious, superficial causative factors, and there are also underlying, not-so-obvious causative factors. Most organizational problems are caused by an interacting *system* of task-related, individual, social, organizational, or external variables. Therefore, solving organizational problems effectively requires formulating and implementing a *system of solutions* in which there is a solution or plan for either correcting or improving each of the causal or influential factors involved. When individuals or groups in organizations do not take the time to analyze an important problem situation in real depth, to identify underlying as well as obvious causes, and to formulate a system of solutions or improvements, they often leave important causal factors uncorrected or unimproved. As a result, those factors continue to operate as they did before, eventually causing the same or very similar problems—and more fire fighting.

Making Poor Use of Committed (Waiting) Time. When commuting or waiting for an appointment, for example, managers can put their time to much better use than worrying, daydreaming,

or engaging in idle conversation. These activities only waste time. Time would be much better spent on goal-oriented reading, thinking about important problems, or planning.

Procrastinating. The word *procrastinating* means "needlessly and irrationally postponing doing something that one must do." While it may be a good idea to put off doing low-priority tasks in order to complete high-priority tasks, putting off solving important problems or making important decisions can create problems and waste considerable time later. People put off doing things for a number of reasons. They may (a) be lazy; (b) prefer to do only those things that they like to do or can do well; (c) dislike having to think things out fully (or to think at all); (d) not know what to do next because they have no goals, priorities, or plans; (e) prefer to avoid risk; (f) not be able to make up their minds about what to do; (g) believe that they work better under pressure; (h) put off analyzing, setting goals, prioritizing, and planning because they are constantly embroiled in fighting fires; (i) be afraid of failing to meet their own high standards (and wait so that they can say they didn't have enough time); (j) fear doing well (so they do not try); (k) not like being controlled or adhering to someone else's timetable; (l) be making problems for someone else in order to get back at them for something; (m) keep doing things they find more pleasant, satisfying, or important; or (n) have low self-esteem and get their kicks from being caught with an uncompleted task and then being yelled at or abused.

Getting Too Preoccupied. Managers may allow themselves to become too absorbed in everyday matters or concentrate continually on just one activity or facet of operations. As a result, they often fail to (1) look beyond everyday or urgent matters, (2) get a perspective on what is actually going on and why, (3) determine what should be going on, and (4) determine how to bring it about.

Being Affected by Others' Ineffectiveness and Inefficiency on the Job. When jobs (and units) are interdependent, the performance of one individual or group depends on the materials, services, or informational inputs provided by others. Thus, when others are inefficient and ineffective on the job, the performance of those who depend on their outputs are adversely affected. Think for a moment about the organizational implications of this common fact: when one manager is not doing the right things, his or her superiors and colleagues (whose jobs are interdependent) are probably not doing the right things, either. The mind-boggling amount of ineffectiveness and inefficiency that results is one of the best cases that can be made for top-down, organization-wide use of participative or team management practices.

BEYOND THE BASICS

Major Causes of Wasted Time (Ring B)

Dysfunctional Misconceptions. The following are a couple of dysfunctional misconceptions about time management that may lead to time-wasting activities:

Efficiency is more important than effectiveness. Not so. Largely because of their organization's expectations and inadequate training programs, many managers tend to confuse efficiency (doing things right) with effectiveness (doing the right things), and thus may tend to be more concerned about efficiency than effectiveness. Such managers may do some things right; but they may also

be doing some wrong things that prevent them from being fully effective as managers. In fact, they may be creating as many problems as they are solving.

Activity is more important than results. Not so. Largely for the same reasons as in the preceding paragraph, many managers are also inclined to confuse activity with results (accomplishments). These managers are inclined to lose sight of performance objectives and to concentrate more and more on staying (or looking) busy. Eventually, their inner objective may become "to stay busy." If this happens, they can easily become workaholics.

Not Doing the Right Things. As we have just discussed, wasted time can be caused by not doing the right things. The following are some examples:

Not analyzing operations, past performance, and problem situations in depth. We believe that analyzing operations in real depth is the most important key to effective management—and, therefore, to effective time management. Many managers, however, do not take the time to analyze their situation fully and determine the following: (a) key elements of operations (parameters around which effective goals can be written); (b) all the task-related, individual, social, organizational, and external factors that should be improved in order to solve and prevent time-consuming problems; (c) challenging but realistic standards of performance; (d) key decision-making points; (e) whom to assign which responsibilities; (f) to whom to delegate how much authority; and (g) other matters that will affect the efficiency and effectiveness of operations and the future demands on a manager's time.

Not identifying which factors, elements, and activities can and cannot be controlled. Too much time gets wasted when managers try to control things that they cannot really control—or even influence.

Not setting goals and establishing priorities. When managers fail to formulate goals, several time-consuming phenomena tend to occur. First, when activities are not channeled toward predetermined ends, the resulting inefficiency wastes time. Second, without prioritized goals, personnel are inclined to (a) do less important rather than more important things and (b) do urgent rather than important things. In either case, the really important things go undone, causing time-consuming problems and crises later.

Not establishing challenging (yet realistic) performance standards. When managers fail to incorporate challenging but realistic performance standards into performance goals (for themselves and for their subordinates), chances are that neither they nor their subordinates will work to their full potential. This will result in wasted time, diminished morale and motivation, decreased productivity, and higher costs—all of which will eventually require time-consuming corrective problem solving.

Not planning well (doing little or poor planning). When they do not formulate plans that chart an orderly, effective, efficient, coordinated sequence of steps for reaching a goal, people waste time, energy, and other resources. However, by planning well, managers can actually give themselves more usable time. It is well known that an hour of effective planning can save three to four hours in implementation. Effective planning can also help achieve better results, with fewer problems.

Not establishing effective management and time management practices and policies. Most of the time wasters in ring C are also caused by not establishing appropriate practices and policies throughout an organization. These practices and policies can deal with such matters as goal setting and planning, assigning responsibilities, delegating authority, holding meetings, and

handling telephone calls and appointments. Without effective practices and policies that deal with both general management and time management, people tend to waste each other's time as well as their own.

Not organizing effectively. Managers cannot establish the most effective framework for integrating personnel's activities and interactions unless they perform these organizing tasks well: group tasks into meaningful jobs; group jobs into appropriate units; structure vertical and horizontal working relationships among jobs, groups, and people; and develop job descriptions that effectively outline personnel's responsibilities and decision-making authority. The results of not doing so are confusion, uncoordinated activity, less than fully successful implementation of operational plans, territorial disputes, power struggles, interpersonal conflicts, and uncooperativeness. All of these problems waste everyone's time.

Not staffing properly. How effectively and efficiently personnel do their work largely depends on whether they possess the qualifications outlined in their job description. Especially when jobs and units are highly interdependent, poor performance on the part of any individual or group can waste time by undermining the effectiveness and efficiency of many other personnel or by causing problems for them. Managers must ensure that personnel will perform their jobs well by taking the hiring, selection, orientation, and development steps outlined in Chapter Six.

Not guiding activities effectively. Once the thought-oriented integrative functions have been performed and units have been appropriately organized and staffed, personnel can begin to carry out their assigned responsibilities and implement operational plans. However, regardless of the effectiveness of plans and regardless of personnel's skills and motivation, personnel may still need guidance (advice and information) to help them perform up to their potential. Unfortunately, many managers fail to monitor progress, give occasional advice, provide additional information, or help their subordinates evaluate results and solve problems. The resulting waste of time and effort can reduce the effectiveness, efficiency, and overall productivity of many individuals.

Managing only what can be seen. Many managers—especially those who are more action-oriented than thought-oriented—are inclined to manage only those things they can see: physical activities, machines, and tangible outputs or results. What they cannot see and, therefore, fail to manage is (a) what is going on in personnel's minds and hearts (and influencing their motivation, attitudes, activities, interactions, and performance) and (b) the many socio-technical forces that are influencing what personnel think and feel. *Managing what cannot be seen* requires analyzing an organization as a system of interacting, interdependent variables—that is, analyzing the task-related, individual, organizational, social, and external forces and factors listed in Table 3.1 on page 52.

When people manage only what they can see, they tend only to integrate tasks with tasks. They fail to integrate people with their tasks and people with people. This causes time-consuming motivation, morale, and performance problems—people problems. In addition, when managers are running only what they can see, they are essentially operating in the implementation phase of the management process (scheduling, directing, and controlling personnel). When they are managing what they can *and* cannot see, they are also operating in the think-work phase of management (analyzing, identifying problems, establishing goals and priorities, and planning).

The preceding discussion of ring B can be summarized as follows: *Time management is mostly a matter of effective management.* It involves doing the right things and doing them well:

thinking (analyzing, setting goals, and planning) before taking action (organizing, staffing, and guiding activity). Managers cause time-consuming problems by not performing all the management functions properly and not thinking about all aspects of operations (tasks, people, organizational phenomena, social relationships, and the external environment).

The Real, Underlying Causes of Wasted Time (Ring A)

The factors shown in ring B largely reflect (a) being busy trying to be busy (or trying to look busy); (b) doing instead of managing (performing the all-important think-work); and (c) putting emphasis on trying to do things right rather than on doing the right things. Again, the right things to do are the basic management functions: analyzing operations or situations in depth; goal setting; planning; making major decisions; and carrying out plans in areas such as organizing, staffing, guiding activity, guiding evaluation of results, and identifying and solving important problems.

Ring A in Figure 7.1 shows the two major underlying causes of wasted time. The first is not knowing what one should be doing (the think-work functions in the top half of the model), why, and how. The second is doing only what one likes to do or can do well, which usually amounts to performing mostly the implementation functions in the lower half of the model (and ancillary job responsibilities). These two phenomena are the underlying causes of the two major problem areas in ring B—dysfunctional misconceptions and not doing the right things—which in turn lead to the different ways in which time is wasted (ring C).

Not Knowing What One Should Be Doing, Why, or How to Do It Well. Many managers have not learned all they should know about basic management functions, why they are important, and how to perform them effectively. Thus, they do not always do the right things for the right reasons and do not always do them well. An organization's failure to provide adequate managerial and supervisory training is often a major cause of this knowledge gap. Another major cause can be an organization's failure to encourage the use of what has been learned and to reinforce training through the use of team-oriented superior-subordinate relationships and improved organizational systems, policies, and procedures.

Doing Only What One Likes to Do or Can Do Well. For many reasons that have already been discussed, giving in-depth analytic thought to goals, plans, decisions, problems, policies, and procedures can be the most difficult, tedious, and frustrating work that managers and their subordinates do. Thus, many managers are much more comfortable doing the action-oriented, day-to-day operational tasks that they are more familiar with, are more interested in, can do more easily, and can do better. Many of these tasks revolve around implementation functions such as directing, coordinating, and evaluating results. Many are more ancillary activities such as expediting, wheeling and dealing, and moving and shaking. All of these tasks can be more enjoyable and more satisfying to a manager's ego than planning functions, for two reasons: First, since managers can generally do them better, they get better and more satisfying results. Second, because these tasks usually get immediate results, managers also get immediate satisfaction from what they do. (The results of thought-oriented tasks may not be known for weeks, months, or even years.)

So remember, the really important keys to better time management are not using better in-basket procedures, closing the office door, or having a secretary screen calls. The real keys are

Table 7.1. Relationships Between Time Management, Phases of the Analytic Approach to Problem Solving, and Phases of the Managerial Process

	P-S PROCESS	MANAGERIAL PROCESS	TIME MANAGEMENT	
			In depth at a point in time ———▶	At the beginning of each month, week, or day
What has happened or is going on—and why?	**Analysis of Situation**	**Analysis of Situation** (including evaluation of past results or performance)	A. Analyze one's use of time. 　1. Log how time is used: determine what is done, when it is started, where, for whom, and for what purposes. 　2. Analyze use of time: determine how much time is spent doing what and why; for whom and why; what activities waste time and why; and what activities should be done and why. 　3. Identify what can be done to improve one's own (and others') use of time. B. Analyze marketplace, business environment, and operations (in depth). 　1. Analyze systems of factors. 　2. Identify and prioritize key elements or aspects of operations. 　3. Identify and prioritize problem areas and opportunities. 　4. Identify key elements to correct or improve.	A. Review monthly, weekly, and daily goals and plans. 　1. Determine results and progress to date. 　2. Identify what remains or needs to be done and what do about it.
What needs to be done or what might be done—and how?	**Formulation of Alternative Solutions** (and action plans for their implementation)	**Planning** Formulate or update goals or objectives Formulate or update: 　Strategies and tactics 　Programs and projects 　Action plans 　Policies, procedures, rules 　Budgets	C. For the long term: 　1. Formulate or update, then prioritize goals (organizational, unit, individual). 　2. Formulate or update strategies and tactics; programs and projects; action plans; policies, procedures, and rules; and budgets associated with various types of goals. D. For the short term: do the same as in C.	B. Prioritize goals for the month, week, or day. C. Formulate plans and schedules for the month, week, or day. 　1. Take account of contingencies. 　2. Break down large, complex, high-priority projects into more manageable pieces. 　3. Prioritize planned or scheduled tasks or activities.
What course of action should be taken?	**Decision Making** Analytically test, compare, and select from among the alternatives	**Decision Making** Analytically test, compare, and select among alternative sets of goals, plans, budgets, policies, and procedures	E. Make final decision on: 　• Time management improvement plans 　• Operational goals and associated plans	D. Finalize schedule (and write in appointment book or planner)
Take action; do something	**Implementation of Chosen Solutions**	**Implementation** Organize Staff Guide and coordinate activity Guide control processes	F. Implement: 　• Organizational plans: restructure organization; write (or rewrite) job descriptions; delegate authority. 　• Staffing plans: select, promote, hire, orient, educate, and develop employees. 　• Problem solutions 　• Other operating plans	E. Carry out the schedule for the month, week, or day. 　1. Brief assistant (and subordinates). 　2. Make and take calls at certain times. 　3. Adhere to other time management do's and don'ts.

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doing the right things (analyzing, goal setting, planning, budgeting, solving problems, and making decisions) and doing them well. These are also the keys to more professional management in the twenty-first century.

The Analytic Approach to Managing Time

The steps shown in Table 7.1 should seem familiar. They are the phases and steps of a problem-solving process and, at the same time, the managerial or integrative process. They are *the* most important means for making the best use of time. Again, good time management is nothing more than effectively performing the basic management functions.

Note the *two stages of time management* that are shown in the fourth and fifth columns of Table 7.1: First, at some point in time (during a planning process, for example), managers should perform the management functions in the fourth column with superiors, colleagues, and subordinates. (Also see the organizational process steps in Figure 4.2 on page 74). Note the importance of these steps: (1) analyzing how people are using time, (2) determining why (identifying causes that need correction or improvement), and then (3) planning how to improve their management of their use of time. Especially when jobs and units are interdependent, it behooves everyone to work together to integrate activities more effectively and efficiently and *save each other's time.* Second, at the beginning of each day, week, and month, managers and their subordinates should take the recommended steps in the fifth column.

CONCLUDING REMARKS

This concludes Part One, which covers the most important functions of managers and many leaders: the think-work and implementation functions that integrate tasks with tasks, people with people, people with their tasks, and people with their organization.

Figure 7.2 summarizes and puts into perspective several illustrations from Part One. The center rings of the figure show the basic think-work activities involved in the management functions. The next ring out, the Strategic or Long-Range Planning ring, shows the planning phases and what to analyze or think about during each phase. The figure summarizes (a) activities illustrated in Figures 4.1a and 4.1b (pages 70–71) and (b) major steps and things to analyze in Figure 4.3 (pages 78–80). In the outermost ring, Figure 7.2 reviews annual planning functions, all of which also involve reviewing or thinking about most of the same things that are covered during a strategic planning process. In relating these processes, the following should be remembered: The methodological phases of the strategic planning and annual planning processes are the same as the phases of the analytic approach to problem solving. The differences between the processes lie in the contexts, time frames, and people involved. Strategic planning deals with the longer term, largely focuses on external influences and competitive scenarios, establishes contexts and inputs for annual planning, and is generally performed at higher organizational levels (with inputs from lower levels). Annual planning generally focuses on developing operationally oriented goals and plans for guiding activities during the next accounting period, is performed using the contexts and inputs provided by strategic goals and plans, and involves the direct participation of more organizational levels. Interim and ad hoc problem-solving processes deal with the day in, day out problem situations that arise while strategic and annual plans are being implemented, but should be guided or influenced by strategic and annual goals and plans.

Central core

Analyze Evaluate · **Plan** · **Think** · **Finalize Decisions**

Set Goals · Program or Plan · Budget · Establish Policies and Procedures

Tentative · Decisions

What is going on and why

Desired results or situation

Goals and plans making improvements,

How to get there or achieve goals

embody solutions to dealing with threats

problem situations, or constraints, and

What plans cost, save, make

taking opportunities, and means for Facilitating guide-lines and rules

Ring — Basic Activities Involved in Functions

Analyze prior year's results and performance within the context of long-range goals and plans, and identify what must be solved, improved, further developed, dealt with, or taken advantage of in order to make annual progress toward strategic or long-range goals and objectives

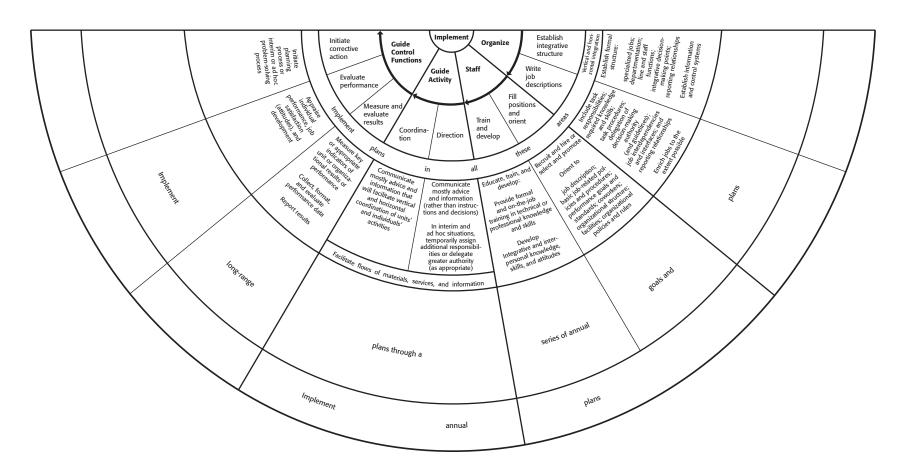Perform in-depth factor analyses concerning:
Business environment, industry, marketplace situations
Innovation or service operations
Production or service operations
Public or community responsibilities
Physical (plant, equipment) resources
Organizational/integrative structure and systems
Human resources
Financial and behavior
Trends in the above areas that could affect organizational success
Personnel's use and management of time

Perform in-depth analyses of factors that could be causing or influencing phenomena in various areas of organizational activity

Identify factors' cause-and-effect relationships

Identify existing (and previously unrecognized) problems and causes

Anticipate future problems, threats, constraints, and opportunities

Identify improvements

Formulate alternative statements of desired or intended results (goals) involving performance parameters that are key to success; reasonable standards of performance; and specified time frames for organizational, unit, and individual activities

Prioritize all objectives and goals

Operations Performance
Profitability
Market standing
Innovation
Productivity
Social responsibility

Resources, Structure
Physical resources
Structure, systems
Human resources
Finances

Formulate a mission statement (long-range objectives)

Formulate alternative organizational and major unit long-range goals that specify what and where the organization wants to be in these areas:

Formulate alternative annual goals in major or key areas (for organization and its units)
Formulate individual performance, satisfaction, and development goals
Prioritize all goals

Formulate alternative broad strategies and supporting tactics for achieving objectives or goals in various areas

Formulate alternative broad programs, supporting projects, and specific coordinated plans of action for carrying out strategies and tactics

Formulate alternative organizational and major unit long-range strategies and supporting tactics for achieving goals in various areas

Formulate alternative organizational and major unit long-range programs, supporting projects, and specific, coordinated action plans for carrying out strategies and tactics in the various areas

Formulate alternative annual strategies and supporting tactics in key areas (for organization and units)
Formulate alternative annual programs, supporting projects, and specific action plans in key areas (for organization and its units)

Formulate alternative program or project budgets (identify resources; estimate resources' costs, cost savings of project, additional costs, additional revenues, and capital expenditures)

Formulate alternative operating and resource management budgets

Plan resources' allocation

Formulate alternative major unit and organizational (consolidated) operating and resource management budgets

Plan long-range allocation of resources

Formulate alternative organizational and major unit long-range program and project budgets

Formulate alternative annual program and project budgets (for organization and its units)
Formulate alternative annual operating and resource management budgets (for organization and units)
Allocate annual resources among units

Formulate policies and procedures that will aid implementation, coordination and control of organizational plans and systems and of units, and individuals' task activities

Formulate rules to guide individuals' behavior

Formulate time management policies and procedures

Review, then modify or formulate organizational rules for guiding or governing behavior

Review, then modify or formulate organizational and unit-applicable operating and plans-related policies and procedures

Review, then modify or formulate policies, procedures, and rules within the context of long-range goals and plans

Analyze and evaluate all sets of alternatives (for example, goals, strategies, tactics, programs, projects, solutions; action plans; budgets; systems)

Formulate act and event scenarios and estimate events' or outcomes' probabilities

Compare alternatives' advantages and disadvantages

Choose best alternative(s) (or system of solutions)

(as below)

(as below)

Bottom labels

▲ **Annual Goal Setting and Planning** (provides context) ←

▲ **Strategic or Long-Range Planning** (provides context)

▲ **Basic Activities Involved in Functions**

Implement Plans ▼

Implement Plans ▼

Implement Plans ▼

Center hub: **Implement** / **Organize** / **Guide Control Functions** / **Guide Activity** / **Staff**

Inner ring labels:
- Initiate corrective action
- Evaluate performance
- Measure and evaluate results
- Coordina-tion
- Direction
- Train and develop
- Fill positions and orient
- Write job descriptions
- Establish integrative structure

Outer radial labels (clockwise from left):
- Initiate planning process or interim or ad hoc problem-solving process
- Appraise individual performance, job satisfaction, (attitudes), and development
- Measure key or appropriate indicators of unit or organizational results or performance
- Collect, format, and evaluate performance data
- Report results
- Communicate mostly advice and information that will facilitate vertical and horizontal coordination of units' and individuals' activities
- Communicate mostly advice and information (rather than instructions and decisions)
- In interim and ad hoc situations, temporarily assign additional responsibilities or delegate greater authority (as appropriate)
- Educate, train, and develop:
- Provide formal and on-the-job training in technical or professional knowledge and skills
- Develop integrative and interpersonal knowledge, skills, and attitudes
- Recruit and hire or select and promote
- Orient to job description; basic job-related policies and procedures; performance goals and standards; coworkers; organizational structure; facilities; organizational policies and rules
- Include task responsibilities; required knowledge and skills; task procedures; delegation of decision-making authority (and guidelines); job interdependencies and interfaces; and reporting relationships
- Establish formal structure: specialized jobs; departmentation; line and staff functions; integrative decision-making points; reporting relationships
- Vertical and horizontal integration
- Enrich jobs to the extent possible
- Establish information and control systems

Middle/outer arc text:
- Implement
- Implement plans
- in all these areas
- Implement long-range plans through a series of annual plans
- Implement annual plans
- goals and plans

Figure 7.2. The Management or Planning Process

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As mentioned in the introduction to Part One, the training portion of Part One (Module 1) is followed by discussion and OD application sessions attended by superiors and their immediate subordinates. These sessions begin at the top management level and work down through the organization in the linking pin manner shown in Figure 4.2.

Once these sessions have been conducted, readers and seminar participants are ready to go on to Part Two (the training program's Module 2), which covers individual, organizational, and managerial or leadership behavior.

The next several pages contain recommendations for conducting the superior-subordinates sessions that follow the training portion of Module 1.

RECOMMENDATIONS FOR CONDUCTING THE SUPERIOR-SUBORDINATES DISCUSSION, OD APPLICATION, AND TEAM-BUILDING SESSIONS FOLLOWING THE TRAINING PORTION OF MODULE 1

General Information

As shown in the lower Module 1 box in Figure 1.1 on page 20, once all participants involved in the program have completed the education and skill development sessions in the training program's Module 1 (this book's Part One, Chapters One through Seven), the top manager or leader should meet with his or her immediate subordinates to discuss what has been learned and how to use it. Following the initial top-level meeting, the second-level managers meet with their own immediate subordinates to discuss both top management's ideas and their own ideas and determine what each of the major units should do. This occurs in linking pin fashion down the organization to the lowest level involved in the program.

Objectives

These discussions (a) reinforce—through actual use—what has been learned; (b) enable people to immediately apply what they have learned (rather than waiting until the end of the program to do so); (c) help improve superior-subordinate relationships; and (d) enable managers' subordinates to participate in deciding what needs doing, how it should be done, by whom, and when.

As shown at the very bottom of the lower Module 1 box in Figure 1.1, the discussion sessions at the end of Module 1 are largely aimed at identifying and planning how to correct or improve task-related and organizational socio-technical factors (discussed in Chapters Two through Seven) that influence the unit's or organization's performance of management functions and processes.

Preparation

If participants have used the session preparation and study guides provided on the CD-ROM for each chapter in Part One, they will have already thought about the following issues and will be better prepared to discuss them.

Sessions should be scheduled for at least four hours, including breaks. Participants may choose to continue their discussions during subsequently scheduled sessions.

Socio-Technical Areas for Factor Analysis

During class or seminar discussions, participants generally identify and suggest problem areas that could be discussed during these sessions. Discussing the problems on people's minds is a common approach. However, if managers and their subordinates rely solely on this approach, they may (a) fail to identify the real, underlying causes of problems; (b) fail to notice unidentified problems; and (c) miss opportunities to improve many aspects of operations that could be fine-tuned or otherwise improved. If participants and consultants choose to take an approach that emphasizes solving the immediate problems at hand, they should consider also dealing with the issues listed in the next section, "Topics for Problem-Solving Discussions."

Instead of an ad hoc choice of problems, we recommend a more organized and orderly (yet positive) factor analysis approach. Because this module has discussed organizational inputs and factors such as key elements of success, objectives and strategies, and the various management

functions, processes, and practices listed in Table 3.1, participants are prepared to perform more sophisticated analyses.

1. In preparation for the superior-subordinates sessions, assign different sets of factors or variables to different individuals or groups for preliminary analysis. This will save time during discussion sessions.

2. During the sessions, use participants' prepared inputs to help analyze what is going on and why. Look at each category of factors or each finite factor in its turn, and do the following:

    a. After writing the factor (function, process, practice, or other organizational variable) on a surface (paper-covered wall or series of whiteboards) large enough to illustrate at least fifty to one hundred variables and their relationships, answer the question "What is our situation with regard to this factor or category of variables?" Write down next to it the facts or other information associated with that factor. For example, note the specific elements of success or specific practices associated with the organization's goal-setting efforts.

    As factors and associated facts are added to the analytic diagram, use lines and arrows to indicate cause–effect or sequential relationships among factors (for example, practices, behaviors, units, groups, or organizational levels). Several such diagrams have shown the ways in which hundreds of organizational and other socio-technical variables are influencing a management team's performance of management principles, functions, processes, and practices.

    b. Through discussion, ascertain whether each distinct factor-related situation (as described by the facts or other information) is *functional* or *dysfunctional* for the performance of management functions. What should managers be doing that they are not already doing, and what are they presently doing that they should stop doing? If the situation is considered functional and cannot really be improved, then go on to the next factor.

    c. If the situation is considered dysfunctional or improvable, formulate either (a) solutions (and implementation plans) for dealing with it or (b) plans for improving the factors involved.

This process generally gets participants thinking about all the of the topics mentioned in the next section.

Topics for Problem-Solving Discussions

If the factor analysis, improvement-oriented approach just described is not taken, consider using the following topics to help identify and solve problems.

Improvements. Identify processes, methods, or practices relating to integrative functions that are presently not being used (but should be), and plan how to go about adopting or establishing them. Particularly deal with those involving analyzing, goal setting, planning, budgeting, and decision making. (We suggest postponing discussions of organizational structures, systems, and relationships until Part Three (Module 3) has been covered.)

Corrections. Take inventory of dysfunctional organizational practices in light of the material in Module 1, and plan what to do about them.

Problem solving. Determine how unit or organizational problems are being caused by faulty performance of management functions, and plan what to do to about them.

Faulty or poor performance of think-work processes: (a) analyzing situations; (b) formulating alternative solutions; (c) setting goals and objectives; (d) formulating strategies and tactics, programs and projects, budgets, and policies, rules, and procedures; and (e) making decisions

Faulty or poor performance of implementation functions: (a) organizing and delegating; (b) staffing; and (c) evaluating unit and individual performance

Performance parameters or standards. Begin to identify better parameters or standards to use when formulating goals at various levels and within functional or departmental units. If it is suspected that the organization may need restructuring, it would be advisable to postpone this type of discussion until after such changes have been made. New structures often require establishing new or more appropriate performance parameters and standards for various units.

If the superior and his or her immediate subordinates run out of time, they can schedule one or more additional sessions to cover all the topics they wish to discuss.

Regardless of which approach is used to identify problems, for each of the preceding areas discussed, identify (a) what to do now or in the short term and (b) what might be analyzed better or done better once subsequent topics have been covered. For example, until topics such as interpersonal relations, communication, and problem solving have been covered more fully, it would probably be best to postpone discussions on the following topics: conflicts within and between units; poor communication between individuals, units, and organizational levels; and faulty flows of materials, services, or information between units. The activities in all of the end-of-module sessions should contribute to any in-depth planning and problem-solving processes that are conducted during the OD aspects of the MD/OD project.

Commitments to Actions and Results

When formulating goals and plans, superiors and their immediate subordinates should contract with each other on the following specifics: (a) who is going to be held responsible for which final outcomes; (b) milestones on the way to end results; and (c) who will do what, when, with whom, and over what period of time. Participants should apply the principles, practices, and visual tools discussed in Chapters Two through Five. They should also take into consideration other anticipated changes and their priorities and costs.

Facilitation

These discussions should be facilitated by an OD consultant, a professional outside facilitator, or a well-trained internal facilitator—at least until the end of Module 5, by which point managers may have developed adequate team think-work facilitation skills.

To guide these sessions, the facilitator or consultant can use Table 16.1 (also on the CD-ROM), which outlines leader and participant responsibilities when preparing for and conducting group think-work processes. However, because a number of topics in that table have not yet been covered, at this point, we suggest handing out copies of Table 13.1 (also on the CD-ROM) and briefly walking participants through its problem-solving steps.

In addition to guiding the mechanics of a group process, the facilitator should use his or her knowledge and experience to lead participants toward identification of (a) real, underlying causes

of problems; (b) other influential (or possibly causal) factors, whose impacts are not always obvious; and (c) solutions or plans that have been or would tend to be most successful.

Evaluation and Follow-Up

At the end of each set of end-of-module sessions, the facilitator may ask participants to critique the process by filling out or at least discussing the items on the Group Process Evaluation Form on the CD-ROM. (This document can be found with the materials for Chapter Sixteen.)

After all Module 1 superior-subordinates sessions have been conducted, monitor planned activities and personnel's adherence to the commitments they made during the sessions. Managers and their subordinates, perhaps guided by the OD project consultant or an appointed high-level manager, should evaluate results upon arrival at each planned milestone.