CHAPTER EIGHTEEN

The Unified Practice of Management Model and Its Implications for Developing More Effective Organizations

INTRODUCTION

What This Chapter Is About

Chapter Two began with Figure 2.1, a model that shows the major functions of management organized into an overall managerial or integrative process. That model was a basic, introductory whole. It provided the skeleton or framework to which the flesh, the parts—additional concepts, models, processes, and practices contained in subsequent chapters—could be attached in order to complete the body. The major model in this chapter (the whole) is made up of two parts that demonstrate how many aspects of modern management all fit together and can be used together.

The first of this chapter's two major sections describes the first and major part of the Unified Practice of Management™ model, which interrelates major concepts, processes, and models within a single diagram. The section also discusses implications of the model for time management, change management, conflict management, knowledge management, management in general, and the development of organizations and their human resources. The section also discusses implications of the model for when and where to maximize managerial and organizational effectiveness.

The second major section of the chapter describes the second part of the unified model, which outlines the concepts of around seventy management gurus. While it must be acknowledged that management theories and concepts wax (become fads) and wane (Pascale, 1990), the fact remains that hosts of academicians, consultants, and practitioners have offered many ideas and perspectives worth pondering. The "Management Gurus" portion of the Unified Practice of Management model shows how a number of those concepts relate to the first portion of the model.

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

How can managers use what they know more synergistically to improve themselves, their subordinates, and their organization to the extent possible? And how can management and

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organizational improvement be sustained over time? These questions are the focus of this final chapter.

After studying this chapter, consultants, instructors, trainers, and facilitators should be able to help participants

- Analyze the relationships among the management issues covered in this book as they apply to a unique organizational culture
- Identify, plan, and implement ways that continual improvement in management and other processes can be sustained over time
- Summarize and integrate the thinking of many management theorists and apply it to the unique culture of an organization

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 understand relationships among the major management concepts, models, and practices covered in this book and effectively use them in conjunction with each other to improve management, management development, and organization development
- Better apply a common method for more effectively structuring planning, problem-solving, decision-making, learning, and communication situations in order to maximize, minimize, or compensate for various socio-technical influences on those processes
- More effectively guide or facilitate team-think and learning sessions with subordinates, colleagues, or superiors
- More effectively participate in team-think and learning sessions with subordinates, colleagues, or superiors
- Better improve or further develop subordinates' planning, problem-solving, decision-making, relating, communicating, and learning practices and skills
- More effectively contribute to organization-wide development and reinforcement of planning, problem-solving, decision-making, relating, communicating, and learning policies, practices, and procedures
- Better enable superiors, colleagues, and subordinates to effectively work together to bring about improvements in personal knowledge, attitudes, motivation, skills, interactions, and behaviors—and also in nonpersonal socio-technical variables—that affect individual, unit, and organizational performance and success

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

The accompanying CD-ROM contains the *Chapter Eighteen Study Guide*, which should be completed by students or seminar participants so that they are better prepared to contribute to class or seminar sessions and the superior-subordinates OD sessions at the end of the module.

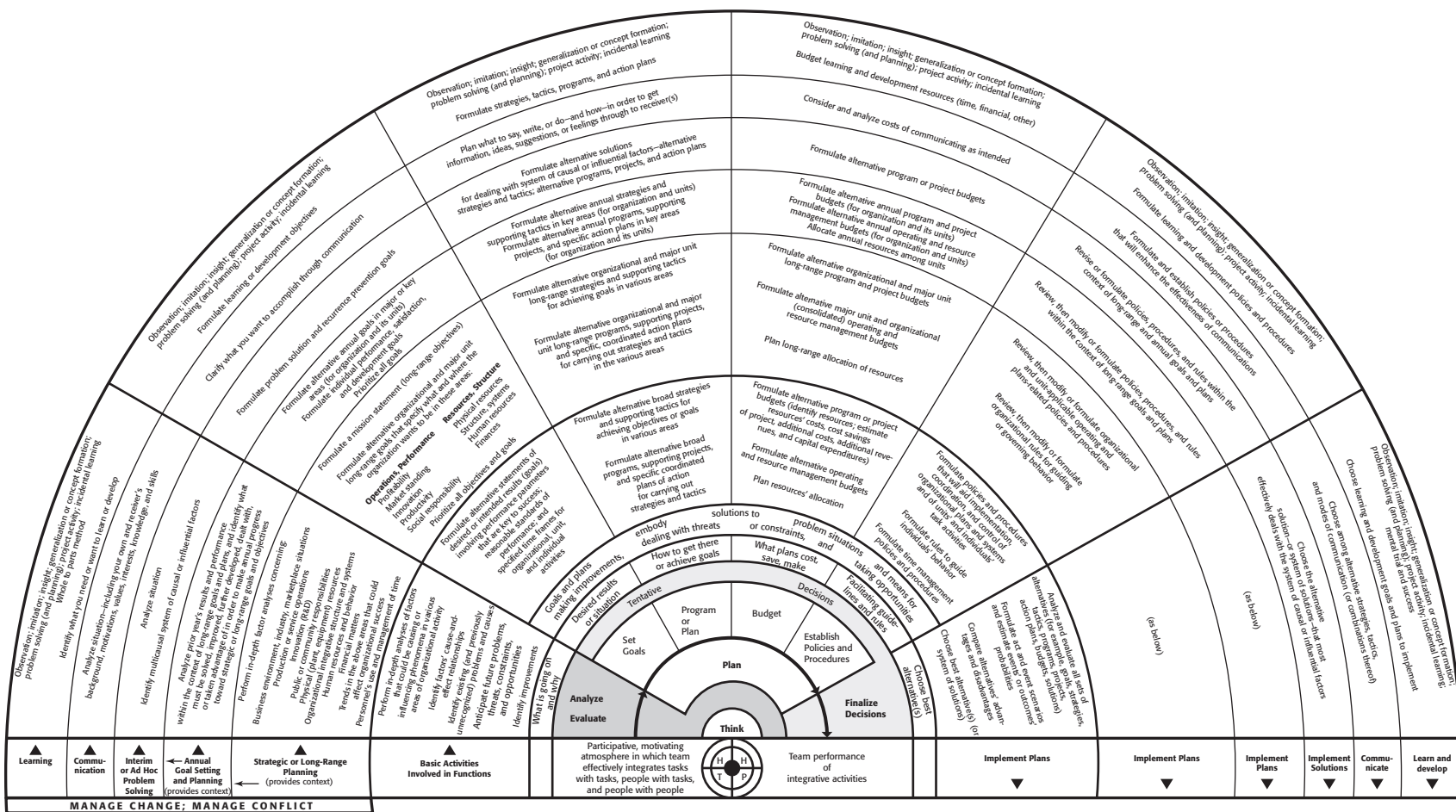# THE UNIFIED PRACTICE OF MANAGEMENT MODEL:
INTEGRATED PROCESSES AND MODELS

Figure 2.1 (page 36) has been used to discuss and interrelate the various aspects of management covered in Chapters Two through Seventeen. Now it is possible to put many of the details associated with those topics onto the original framework and present a more detailed and encompassing diagram.

Basic Description

Figure 18.1 is the most important part of the Unified Practice of Management model. (Figure 18.4, the other part, is discussed later in the chapter.) Note that its core is Figure 2.1, the managerial (integrative) process model. The top half shows the major integrative think-work functions of management: analyzing (Chapter Three); goal-setting, planning, and budgeting (Chapter Four); and decision making (Chapter Five). As pointed out earlier, those functions constitute the analytic approach to problem solving. The bottom half shows the implementation functions of management (Chapter Six), in which plans for organizing, staffing, guiding the coordination of activities, and guiding the performance of control functions are carried out.

Chapter Eight describes several distinctive managerial styles, defining them as the different ways that several types of managers interact with and behave toward subordinates in the process of carrying out managerial or integrative functions. Various sections of Chapters Eight through Twelve explain why we are convinced that the best style is the participative, team, or HT,HP (high task, high people) approach.

As you have probably already noticed, in Figure 18.1, the think-work functions in the top hemisphere are separated from the implementation functions in the bottom hemisphere by a band of space between them. Placed right in the middle of that band (and the diagram itself) is a small likeness of The Managerial Target®, with the bull's-eye or HT,HP combination of levels darkened to represent "high task, high people." It is there to remind readers that the team approach to management is more effective than other approaches in several important respects. First, it is the most effective at integrating tasks with tasks, people with their tasks, people with people, and people with their organization. Second, it emphasizes people for the sake of productivity as well as for the sake of people, and it emphasizes productivity for the sake of people as well as for the sake of productivity. This dual emphasis is the primary reason that the team approach fosters the most motivating and productive work environment. Third, it integrates constant use of the HT,HP approach with the individualized (situational) development of subordinates' knowledge and skills. Fourth, it enables managers to manage not only what they can see (tangible outputs and visible activities) but also what they cannot see (what is going on in subordinates' heads and hearts). Fifth, it emphasizes the Golden Rule—that is, treating subordinates the way any person would like to be treated by his or her organizational superior. (Or even better, it may emphasize the Platinum Rule—treating subordinates as *they* would like to be treated— so that superiors do not arbitrarily impose their own standards, likes, or dislikes on them.) In that same vein, it also emphasizes caring enough about subordinates to maximize their productivity and job satisfaction through the use of participative and developmental practices. Sixth, not only is it an approach, but it is also a standard of behavior. For example, would an HT,HP manager, who cares enough about his or her people to sublimate his or her own selfish motives for the sake of their participation in integrative activities, ask subordinates to lie to superiors,

This is a fan-shaped (semi-circular) management process diagram. Reading from the center outward and left to right.

Center hub:

Think

(Inner circle symbol: H / H T P)

Inner ring functions (around the hub):

- Analyze / Evaluate
- Plan
- Finalize Decisions

Second ring segments:

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

Third ring segments:

- Desired results or situation
- Tentative
- Decisions
- Facilitating guidelines and rules

Fourth ring phrases:

- What is going on and why
- Goals and plans making improvements, dealing with threats
- How to get there or achieve goals
- What plans cost, save, make
- embody
- solutions to
- problem situations or constraints, and
- taking opportunities
- and means for
- Desired results

Bottom bar labels (left to right):

Outer ring text (left to right, radial labels):

- Observation; imitation; insight; generalization or concept formation; problem solving (and planning); project activity; incidental learning. Whole to parts method

- Identify what you need or want to learn or develop

- Analyze situation—including your own and receiver's background, motivations, values, interests, knowledge, and skills

- Analyze situation

- Identify multicausal system of causal or influential factors

- Analyze prior year's results and performance within the context of long-range goals and plans that must be solved, improved, 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 operations; Production or service operations; Public or community responsibilities; Physical (plant, equipment) resources; Organizational integrative structure and systems; Human resources structure and behavior; Trends in the above areas that could affect organizational success; Financial matters; Personnel's use and management of time

- Perform in-depth analyses of factors 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

- Operations: Performance; Profitability; Market standing; Innovation; Productivity; Social responsibility. Prioritize all objectives and goals

- Resources; Structure; Physical resources; Structure, systems; Human resources; Finances

- 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

- Clarify what you want to accomplish through communication

- Formulate learning or development objectives

- Observation; imitation; insight; generalization or concept formation; problem solving (and planning); project activity; incidental learning

- Formulate problem solution and recurrence prevention goals

- 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 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 strategies, tactics, programs, and action plans

- Plan what to say, write, or do—and how—in order to get information, ideas, suggestions, or feelings through to receiver(s)

- Formulate alternative solutions for dealing with system of causal or influential factors—alternative strategies and tactics; alternative programs, projects, and action plans

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

- 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 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

- Observation; imitation; insight; generalization or concept formation; problem solving (and planning); project activity; incidental learning

- Budget learning and development resources (time, financial, other)

- Consider and analyze costs of communicating as intended

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

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

- Plan long-range allocation of resources

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

- Formulate alternative operating and resource management budgets

- Plan resources' allocation

- Formulate policies and procedures that will aid implementation, coordination, and control of organizational and system of units' and individuals' actions and activities

- Formulate rules to guide individual behavior

- Formulate time management policies and procedures

- Observation; imitation; insight; generalization or concept formation; problem solving (and planning); project activity; incidental learning

- Formulate learning and development policies and procedures

- Formulate and establish policies or procedures that will enhance the effectiveness of communications

- Revise or formulate policies, procedures, and rules within the context of long-range and annual goals and plans

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

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

- Observation; imitation; insight; generalization or concept formation; problem solving (and planning); project activity; incidental learning; mental trial and success

- Choose learning and development goals and plans to implement

- Choose among alternative strategies, tactics, programs, and modes of communication (or combinations thereof)

- Choose the alternative solution—a system of solutions—that most effectively deals with the system of causal or influential factors

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

- Formulate, act on, and evaluate events, scenarios and estimate probabilities of outcomes

- Compare alternatives' advantages and disadvantages

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

- (as below)

- (as below)

Additional bottom segment labels:

- Implement Plans
- Implement Plans
- Implement Plans
- Implement Solutions
- Communi-cate
- Learn and develop

Initiate planning process in or as interim or ad hoc problem-solving process

Initiate corrective action

Guide Control Functions

Implement

Organize

Guide Activity

Staff

Establish integrative structure

Evaluate performance

Write job descriptions

Measure and evaluate results

Fill positions and orient

Appraise individual performance, job satisfaction, and development

Measure and evaluate results

Coordination

Direction

Train and develop

these

areas

Vertical and horizontal integration

Establish formal structure: specialized jobs; departmentation; line and staff functions; integrative decision-making points; reporting relationships

Establish information and control systems

Include task responsibilities; required knowledge and skills; task procedures; delegation of decision-making authority (and guidelines); job interdependencies and interfaces; reporting relationships

Implement

Measure key or appropriate 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

plans

in

all

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

Enrich jobs to the extent possible

plans

goals and

Implement

long-range

Facilitate flows of materials, services, and information

Implement

Evaluate feedback

Observation; imitation; insight; generalization or concept formation; problem solving; project activity; trial and success; incidental learning
(Methods: overt behavior; overlearning)

plans through

a series

of annual

plans

goals and

goals

Observation; imitation; insight; generalization or concept formation; planning; problem solving; project activity; incidental learning
(Methods: overt behavior; overlearning)

solutions

within

Obtain feedback

Implement

annual

plans

current

year's

the

context

and

of

long-range

Communicate as planned

Observation; imitation; insight; generalization or concept formation; planning; problem solving; project activity; trial and success; incidental learning
(Methods: overt behavior; overlearning)

Observation; imitation; insight; generalization or concept formation; problem solving; project activity; trial and success; incidental learning
(Methods: overt behavior; overlearning)

Figure 18.1. Unified Practice of Management™ Model: Integrated Processes and Models

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manipulate subordinates, undermine colleagues, cheat customers, steal from suppliers, falsify records, or skirt the law? What do you think?

One might regard the core diagram as being the four aspects of the 4-H pledge: head, heart, hands, and health. The top hemisphere, which contains the think-work (rational) functions, is the *head*. Think-work determines the effectiveness of subsequent actions. The high task, high people style on The Managerial Target is the *heart*. The heart is the spirit and intent of Theory Y, which involves sensitivity to people, true concern for them, and balanced selfish and unselfish motives in relationships between self and subordinates (and others). The implementation functions in the bottom hemisphere are the *hands* for carrying out the plans (strategies and tactics; programs, projects, and action plans; and policies, procedures, and rules) that will enable the organization to meet goals, remain viable, and be successful over the long term. The first three aspects are difficult to achieve if an organization is not also *healthy*. In a healthy organization, people respect, value, care about, support, and cooperate with each other—for each other's sake and the sake of the organization (the team) over the long term.

The Management-Related Processes of the Model

In Figure 18.1, each ring outside the core represents a process. It is important to note that in order to be performed most effectively, *each process should involve the analytic approach to problem solving.* It is even more important to note that *the same basic process is conducted within all of the possible contexts that relate to managing*—for example, planning, problem solving, communicating, learning, managing change, and managing conflict.

The ring immediately outside the core briefly describes the objectives of each function.

The next and much wider ring describes the basic activities involved in each function.

The next two rings describe activities involved in a *strategic* or *long-range planning process* and then an *annual goal-setting and planning process.* We attribute primary importance to strategic or long-range planning because it establishes an overall, future-oriented context for performing all of the other processes most effectively.

The next ring describes activities involved in the *ad hoc or interim problem-solving (or decision-making) processes* that occur between planning processes. The phases and steps are described in detail in Table 13.1 (page 290). Remember that effective team think-work also requires effective communication and other interpersonal skills, as shown in Table 16.1 (page 382).

The next ring describes how the analytic approach should be used to maximize the effectiveness of *communication processes.* The phases and steps are shown in Tables 15.4 and 15.5 (pages 361 and 362).

The outermost ring describes two phases of effective *learning processes.* As shown in Table 17.4 (page 412), the first phase involves a planning process (analyzing the situation and identifying what needs to be learned or further developed, then planning how best to learn the knowledge and develop the skills, which is a learning process in itself). As Table 17.4 shows, the second phase occurs when one is actually in a particular learning situation. This phase involves using the analytic approach to analyze the situation and plan how best to acquire whatever needs to be learned or developed. While problem solving is the main mode of learning in some learning situations, other learning situations may involve the other modes of learning as well. Both situations are shown in Figure 17.1 (page 398).

Implications of the Model for What
Managers Should Do, When, and Where

Figure 18.1 has implications for all aspects of management.

Implications for Better Managing Time. It is during planning processes that *time management* is explicitly addressed. As shown in Figure 7.1 (page 144), time management is basically good management: analyzing what is going on and why; determining what organizational goals and their priorities should be; determining what programs and projects should be carried out; determining how they should be implemented; organizing and staffing properly; and so on. Also, as shown in Table 7.1 and in the analysis phase of the strategic planning process ring of Figure 18.1, it involves analyzing (a) how managers and their subordinates are using their time and (b) how their use of time could be improved through better analysis, planning, decision making, organizing, staffing, coordinating, and evaluating performance.

Implications for Better Managing Change. Now note the phrase "Manage change" beneath the titles of the other processes. Its position indicates that *effectively managing change encompasses all the other processes and the participative approach to management.* First and foremost, managing change involves strategic planning in order to establish the following: (a) a context for bringing about and responding to change over time; (b) a context or framework for annual planning and interim problem solving and decision making; (c) goals that specify what to change (what to correct or improve); and (d) plans that outline how to go about implementing improvements in an effective, efficient, coordinated, cost-effective, reasonable, just, fair, and nonthreatening manner. Managing change necessitates analyzing industry competitors, technologies, consumers, and a host of variables that could affect the industry and its marketplace over time. As shown in Figure 4.2 (page 74), it also involves the following: (a) a participative approach, wherein personnel take part in analyzing the situation, setting goals, and planning how to bring about solutions and improvements, and (b) effective communication among managers, bosses, colleagues, and subordinates during team (top-down, bottom-up, and horizontal) planning sessions. Managing change involves not only orienting personnel's behavior toward goals but also giving them the means to achieve the goals by training and developing them, so that they learn the knowledge and develop the skills necessary to analyze the situation, plan, and implement change successfully. In addition to involving learning, managing change also results in learning. It also involves ad hoc problem solving and decision making during the implementation of long-range and annual strategic plans. In fact, *some type and degree of change results from every process* shown in Figure 18.1.

Implications for Better Managing Conflict. The phrase "Manage conflict" also appears beneath the other processes. Managing conflict has two aspects: corrective and preventive. Chapter Fourteen describes conflict resolution as a corrective problem-solving situation that involves analyzing possible causes of interpersonal problems that have already occurred (or are simmering just beneath the surface) and then formulating solutions to deal with them. Some of the possible causes of interpersonal conflict are discussed on pages 345–348 of Chapter Fourteen. The term *conflict management* puts more emphasis on prevention than on correction. Conflict management involves correcting or improving potentially causal factors in order to minimize or head off interpersonal conflicts. Managing conflict involves all the processes associated with managing

change—that is, planning, problem solving, learning (especially learning interpersonal skills and functional interpersonal attitudes), and communicating. Only the context and objectives of conflict management differentiate it from the other management-related processes.

Implications for Better Managing and Using Knowledge. Most sophisticated organizations have well-developed databases that consist of numerical data. However, as mentioned in Chapter Three, almost half of organizational knowledge is still in people's heads. This tacit knowledge is expanded and used day by day, but most organizations do not harvest it into searchable tacit knowledge bases (which are called *qualitative information bases* toward the end of Chapter Three).

Chapter Three also mentions that organizational personnel are confronted with mountains of information that they simply cannot handle well. To help personnel deal with this phenomenon, organizations should begin developing diagrammatic knowledge bases of both qualitative and quantitative information in various organizational areas. These were described toward the end of Chapter Three as tools for analysis and were mentioned again on page 419 of Chapter Seventeen in the context of learning.

Given the importance of extracting knowledge and formatting it in useful ways, managers and think-work teams should do the following: First, especially during planning processes, they should use checklists of variables to harvest tacit information, then use and update those qualitative information bases during any subsequent think-work processes. Second, during a strategic or long-range planning process, teams should develop diagrammatic knowledge bases for various organizational areas, then utilize, add to, and modify them during subsequent think-work processes.

Major Implications for Managing in General. As pointed out in Chapter Two, and as shown throughout the book, effective management is not a matter of any one thing. For example, it is not simply a matter of managing by objectives, or managing by exception, or managing by results, or managing by responsibility, or managing change, managing conflict, managing risk, managing knowledge, or managing whatever. Neither is it simply a matter of using the analytic approach, or planning, or problem solving, or communicating, or learning, or using the participative or team approach. It is a matter of all of them, because they are all essentially the same thing or parts of the same thing—just performed in different contexts or at different points in the same process. For example, planning, solving problems, and making decisions as a team all involve *all* the processes shown in Figure 18.1. Communicating and learning as a team also involve all the other processes.

In other words, as Figure 18.1 also shows, *when managers (and their subordinates) are performing any one of the processes, they are probably performing most or all of the others at the same time.* They just never realized it before. For example, a problem-solving process is a learning process, because it results in learning. However, regardless of whether problem solving is the mode of learning, a learning process should be a problem-solving process—that is, it should involve analyzing the situation, setting learning goals, planning, and decision making before actually acquiring information. In team learning or team thinking situations, communication processes are involved; and when individuals are communicating, they should be structuring the process using analysis, goal-setting, planning, and decision-making steps. And if they are good senders and receivers and are listening to each other, they are also learning.

This means that during any one of these processes (or in any of these contexts), it behooves the team to be aware of the points just raised and *consciously apply the concepts and principles associated with the related processes in order to maximize the effectiveness with which they, too,*

are being performed. For example, (a) maximize learning during problem-solving situations by also applying learning principles; (b) maximize learning during communication processes by also applying learning principles; (c) maximize effectiveness during communication processes by applying think-work principles and steps; (d) maximize effectiveness in thinking situations by applying communication principles and learning from each other as a team. This awareness can also help groups realize where they are in any given type of process and what the implications might be for enhancing the other simultaneously involved processes.

Again, Figure 18.1 is the basic model. It outlines what managers and their organizations should do to maximize organizational effectiveness. Regardless of context, it interrelates, equates, and unifies all the processes: the management process; time management; planning processes; change management; conflict management; problem-solving and decision-making processes; communication processes; and learning processes. It unifies all those processes with team or participative management. It unifies a participative management approach with individualized (situational) development of subordinates (by having subordinates participate in the analysis and planning functions, during which they take part in determining how to become further developed in an individualized manner). And it puts MBO, MBE, and all the other "management by" approaches into an overall, integrated perspective.

Implications for Further Developing Managers, Leaders, Their Personnel, and Their Organizations. Figure 18.2 shows many of the inputs that developmental efforts are aimed at increasing, improving, modifying, or further developing, such as impressions in memory of well-formulated organizational, unit, and individual goals and plans; habitual use of the analytic approach; repertoire of knowledge and experience; thinking abilities; personal characteristics and behavior patterns; and implementation skills (for example, learning and communication skills). Note that Figure 18.2 is a summary of three earlier figures: Figure 13.1 (page 298); Figure 15.2 (page 364); and Figure 17.1 (page 398).

Figures 18.3a and 18.3b summarize and put into perspective Figure 18.2 and several other key illustrations in this book. The figures contain many of the same points, presented within slightly different contexts.

Management development program ("A" callouts). The "A" callouts on both pages indicate a general management, supervisory, leadership, or employee development program. As shown in Figure 18.3b, the project outlined in Figure 1.1 is essentially the same as the "formal integrative training" (aspect B) illustrated in Figure 11.1. Furthermore, as shown in Figure 18.3a, it is a large part of the "Managerial, Supervisory, and Employee Education and Training" activity at the bottom of the pyramid in Figure I.1. As Figure 18.3a shows, that project is also the "Comprehensive, Systematic Training" in the top right corner of Figure 12.1.

Note in Figure 1.1 in Figure 18.3b that the superior-subordinates discussion, OD application, and team-building sessions following the training portions of the seven modules play a major role in providing opportunities for "Experiential learning through participation" (aspect C) in Figure 11.1.

Knowledge and skills ("B" callouts). The education and development program indicated by "A" callouts is aimed at further developing the knowledge and skills indicated by the "B" callouts. These are shown in several places. They are the integrative and interpersonal attitudes and behavior patterns and task- and people-related motive/attitudinal traits and capabilities in the top left box of Figure 12.1 (in Figure 18.3a). As shown by the four arrows pointing both ways between Figure 12.1 and Figure 10.4 (in Figure 18.3a), the four groups of personal capabilities and motive/attitudinal traits on The Managerial Target in Figure 10.4 are the same as four of the

Advance and Ongoing Preparation	Phases and Steps of All Thinking Processes

Set goals and plan (in advance) ————→ Awareness (unconscious mind signals conscious mind)

Make a habit of using the analytic ————→ Analytic approach
approach

(Goal setting; ———— **Prepare**
motivation)   → Motivation   Maximize concentration
                       Environment   Estimate time and effort
                       Organization   Estimate resources
Increase repertoire of knowledge ————→ Preview analysis
and experience (learn)

Analyze Situation
  Use checklists and diagrams

Emphasize
multicausality

Further develop thinking ————→ **Formulate Alternatives** (solutions or
(information-processing and   plans)
logical) abilities   Goals; strategies and tactics;   Use diagrams
                                   programs, projects, and action plans;   to handle detail
                                   budgets; policies and procedures

Modify or compensate for other ————→ **Make Decisions** (test and select
personal characteristics (such as   alternatives)
values, attitudes, personality traits)
and behavior patterns

Further develop implementation skills ————→ **Implement Chosen Alternatives**
(such as communication and learning skills)   Do: implement plans, solutions, or decisions
                                               Communicate
                                               Learn (acquire and reinforce)

**Better
Managing
(and time management)
Problem Solving and
Decision Making
Communication
Learning**

Increased repertoire of
knowledge, experience, skills,
and responses for future use

Figure 18.2. Summary of Advance and Ongoing Activities for Continually Improving All Mental Processes

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personal inputs to managerial and leadership effectiveness in the top left box in Figure 12.1. They are also the basic developmental inputs that are shown in the left column of Figure 18.2 (in the top right corner of Figure 18.3a). In addition, personnel can develop by learning many management concepts and principles that they should consider when performing think-work functions. These are illustrated in Figure 18.4 and will be discussed later in this chapter.

Resulting improvements and benefits ("C" callouts). Programs for further developing the knowledge and abilities involved in thinking, learning, communicating, and relating more effectively are ultimately aimed at preparing participants to do two things: First, during the program itself, participants begin identifying and improving or dealing with (a) the socio-technical variables listed in the bottom left box of Figure 12.1 (in Figure 18.3a) and (b) the benefits represented at increasingly higher levels of the pyramid in Figure I.1 (in Figure 18.3a). Second, after completing the development program, participants perform an extraordinarily effective strategic planning process, during which they also formulate and implement plans for bringing about (a) further changes in the socio-technical variables shown in Figure 12.1, and (b) more organizational improvements such as those illustrated in Figure I.1.

Implications for *When* to Do What It Takes to Maximize Managerial and Organizational Effectiveness. When (in what situations or using what processes) can an organization do the most to maximize managerial and organizational effectiveness? As shown in the pyramid in Figure I.1 on page 4, it takes maximizing personnel's education and development (bottom level) to achieve the upward succession of improvements necessary to maximize the effectiveness of individuals, units, and an organization as a whole. So the *when* can actually involve two processes: first, an integrated MD/OD program and, second, a participative strategic (or annual) planning process, during which knowledge is greatly increased and think-work, planning, interpersonal, communication, and learning skills are used, reinforced, and even further developed.

First, if it has not already done so, an organization should begin by planning and conducting an MD/OD program (such as the one described in this book and illustrated in Figure 1.1) in order to further develop all the inputs shown in Figure 12.1 (page 266)—at least throughout the managerial and supervisory team, if not the entire organization. These inputs include (a) knowledge of management concepts and practices; (b) knowledge of and ability to use think-work methods and tools; (c) knowledge of behavioral concepts, terms, and phenomena; and (d) interpersonal or soft skills (such as interpersonal awareness and sensitivity, communication skills, conflict resolution skills, and group process skills). These and other inputs better prepare managers and their personnel to more effectively lead or participate in their organization's integrative processes. They also prepare managers and their personnel to more effectively participate in the next major process.

Second, with more developed capabilities and more functional attitudes, managers and their personnel are able to *maximize the effectiveness of think-work processes, which, in turn, results in optimized plans for vastly increasing or maximizing an organization's operational effectiveness.* When can this best be accomplished? Based on the discussions in previous chapters and our experience, we conclude that *a strategic or long-range planning process* offers the best opportunity to do the following: (a) scope out the organization's meta-system (the whole); (b) identify subsystems of variables (parts) and their interrelationships; (c) dig down into more finite factors (parts) and identify their relationships (using checklists of marketing, socio-technical, production, financial, or other variables); (d) collect associated facts or information (parts); (e) diagram the major aspects of the analysis; (f) analyze the entire qualitative and quantitative construct to identify what
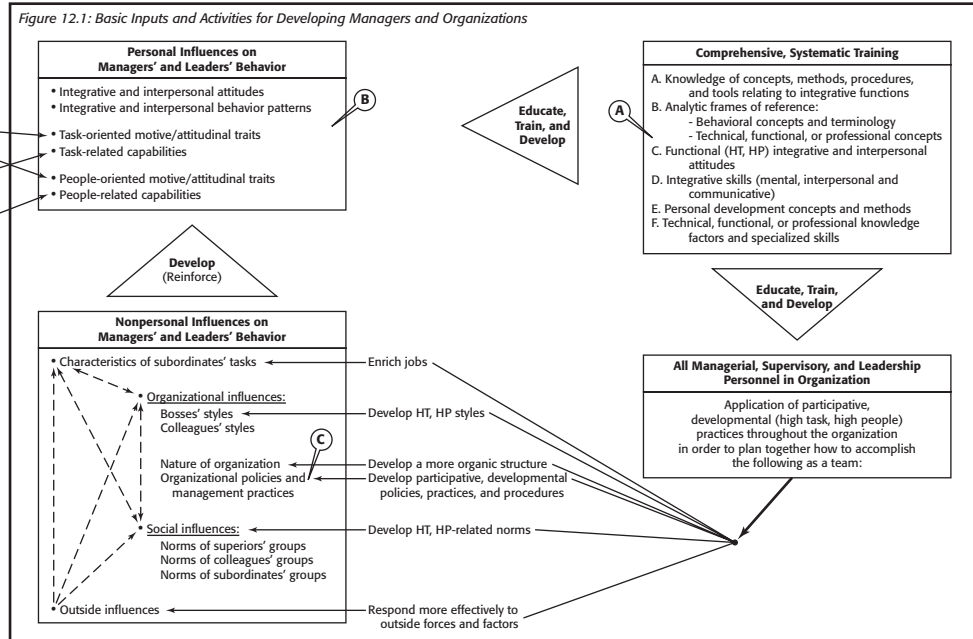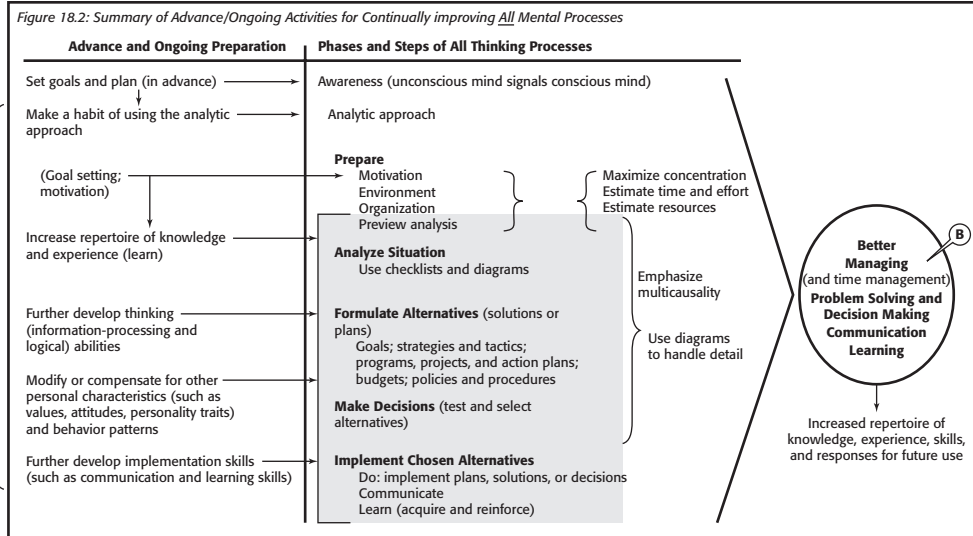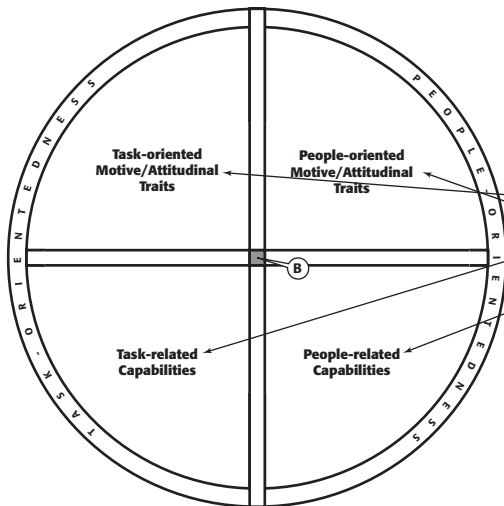
Figure 18.3a. Interrelationships Among Instructional Illustrations (Part A)

Figure 11.1: Synergistic Inputs and Phased Developmental Activities

G — Improvement of attitudes and mental faculties

F — Socio-emotional support

E — Operational information and advice

D — Procedural information and advice

C — Experiential learning through participation

B — Formal integrative training

A

Total (cumulative) development over time (maturity level)

Initial orientation to participative (Theory Y) style (and its implementation)

Initial development analysis and planning

Technical, functional, or professional training

| Phase 1 | Phase 2 (Aspects A–G) | Phase 3 |
| Step 1 | Step 2 | |

| Short term (approximately 9–12 months) | Intermediate term | Long term |

Figure I.1: A Next Generation, Integrated MD/OD Project

OD PROJECT (includes preparation phase, each module's training and OD application sessions, and MD/OD aspects of a planning process)

MD/OD PROGRAM

PREPARATION PHASE	MODULE 1 (Book's Part One) Management Functions and Processes	MODULE 2 (Book's Part Two) Managerial Behavior	MODULE 3 (Book's Part Three) Problem Solving and Decision Making	MODULE 4 (Book's Part Four) Interpersonal Relations and Skills	MODULE 5 (Book's Part Five) Team Think-Work	MODULE 6 (Book's Part Six) Learning and Other Skills	MODULE 7 (Book's Part Seven) Summary and Synthesis	PLANNING PROJECT
Orient employees to project	Training	Training	Training	Training	Training	Training	Training	Organizational Analysis and Planning Project
Research and analyze the organization	Study materials: Chapters 2–7	Study materials: Chapters 8–12	Study materials: Chapter 13	Study materials: Chapters 14–15	Study materials: Chapter 16	Study materials: Chapter 17	Study materials: Chapter 18	(including OD and MD aspects)
Conduct individual interviews	Seminar or class sessions discuss:	Seminar or class sessions discuss:	Seminar or class sessions discuss:	Seminar or class sessions discuss:	Seminar or class sessions discuss:	Seminar or class sessions discuss:	Seminar or class sessions cover:	
Conduct attitude survey	Managerial functions and process; Relationships with problem solving; Time management	Analytic frames of reference on individual and organizational behavior; Factors that influence managerial behavior	Individual problem solving and decision making	Interpersonal relations; Effective communication; Conflict resolution	Guiding and participating in group think-work processes	Personal development principles and methods; Learning in organizations	Summary and synthesis of program concepts, models, methods, and practices	
Do unit and individual development planning					(Analyze problems)			

| Number of training days: Cumulative days: | 3 days 3 days | 3 days 6 days | 1 day 7 days | 1.5 days 8.5 days | 1.5 days 10 days | 1 day 11 days | 0.5 day 11.5 days | |

After all participants have covered a particular module's training sessions, immediately conduct that module's top-down OD sessions

	Superior-Subordinates Discussion, OD Application, and Team-Building Sessions	Superior-Subordinates Discussion, OD Application, and Team-Building Sessions	Superior-Subordinates Discussion, OD Application, and Team-Building Sessions	Superior-Subordinates Discussion, OD Application, and Team-Building Sessions	Superior-Subordinates Discussion, OD Application, and Team-Building Sessions	Superior-Subordinates Discussion, OD Application, and Team-Building Sessions	Superior-Subordinates Discussion, OD Application, and Team-Building Sessions	
	Discuss and plan how to improve:	Discuss and plan how to:	Discuss and plan how to:	Discuss and plan how to deal with:	Discuss and plan how to:	Discuss and plan how to:	Discuss and plan how to:	
	Practices related to management functions; Goal-setting parameters	Establish participative practices; Enrich jobs; Improve managerial styles throughout organization	Solve unit or work group problems; Clarify or reformulate responsibilities and authority within units	Sources of interdepartmental conflicts; Dysfunctional social norms	Solve (specified) organizational problems	Reinforce subordinates', colleagues', and superiors' developmental efforts	Establish organizational policies, practices, and procedures that reinforce development	
Socio-technical factors (in Figure 12.1) addressed:	Management functions and practices (task, organizational)	Superiors' and colleagues' styles; Natures of tasks (organizational, task)	Unit relationships (task, organizational)	Interunit relationships; Social norms (organizational, social)	(any, including external)	Reinforcement of personal development; Organization development	All socio-technical factors as a system; Organization development	

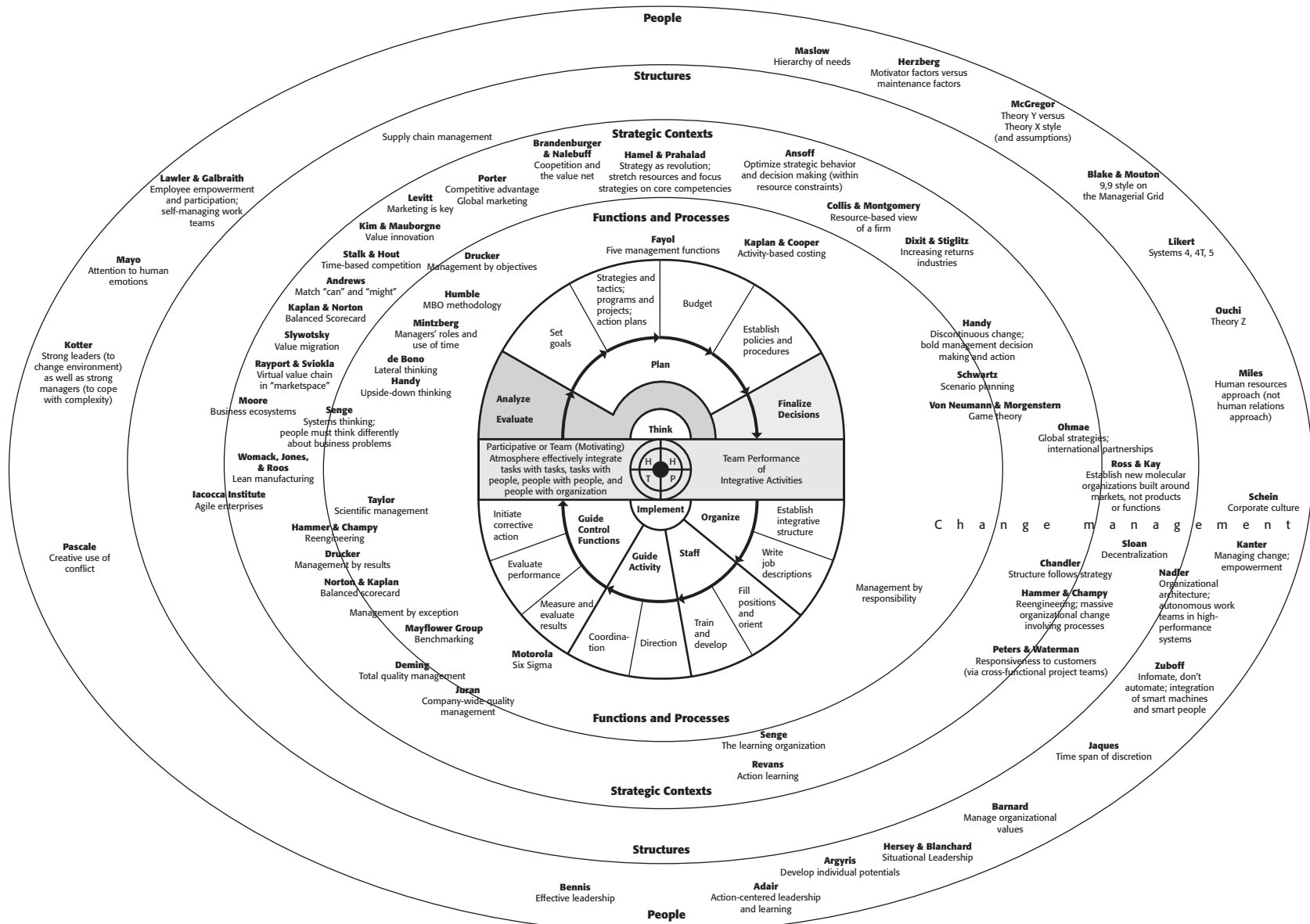**Figure 18.3b. Interrelationships Among Instructional Illustrations (Part B)**

Figure 18.4. Unified Practice of Management™ Model: Management Gurus

Source: Copyright © 1976, 1998, 2006 by R. D. Cecil and Company. (See back of book for an enlarged version of this figure.)

can be changed or improved (in order to, for example, maximize competitive advantages, manage change, or manage conflict); and (g) plan how best to proceed.

Granted, doing this the first time takes both time and effort. But once accomplished, the organization is over the hump, and the initial diagrams, information bases, forecasts, analyses, goals, and plans can be updated during subsequent planning, problem-solving, and decision-making situations. Furthermore, once they have been developed, qualitative information bases, diagrammatic knowledge bases, and other data sources can be accessed in real time to determine the status of any variable or phenomenon in the meta-system. That in itself is an extremely powerful managerial capability.

Because of all the operationally oriented information that can be collected, organized, and digested during a strategic or long-range planning process, and because of all the methodological knowledge and skills that can be further developed or reinforced at the same time, this planning situation can be called a *hyper–learning process.*

Implications for *Where* to Maximize Managerial and Organizational Effectiveness. Many organizations have training rooms for training and separate conference rooms for planning, problem solving, and decision making. Because both types of processes should involve team learning, thinking, and communication, and because they should also involve the application of all the related concepts, principles, and practices, we recommend integrating the capabilities of both types of facilities in order to simultaneously maximize thinking, learning, and communication effectiveness, especially during planning processes.

THE UNIFIED PRACTICE OF MANAGEMENT MODEL: MANAGEMENT GURUS

The previous section discussed *what* managers and their subordinates should do—think, learn, and communicate—and *when* and *where* to do so in order to maximize effectiveness. The model described next is the second portion of the Unified Practice of Management model. It indicates various operationally oriented concepts, ideas, principles, and issues that managers should learn and then think about as they perform the think-work aspects of planning and other management-related processes.

Figure 18.4 shows the theories or concepts of about seventy management and leadership gurus. According to Huczynski (1993), some management gurus are academic gurus, such as Michael Porter (Harvard Business School) and Peter Drucker (New York University Business School and Claremont Graduate School); some are consultant gurus, such as Tom Peters (*In Search of Excellence*) and John Naisbitt (*Megatrends*); and some are hero managers, such as Lee Iacocca (Chrysler) and Jack Welch (General Electric). The concepts of various gurus are described in considerable detail in books written by Clutterbuck and Crainer (1990), Kennedy (1991), Norton and Smith (1998), Gibson (1999), and Boyett and Boyett (2000). The concepts of gurus mentioned in Figure 18.4 are described briefly in the Appendix following this chapter.

Management gurus have been developing concepts to help improve managers and organizations for more than seventy-five years. However, according to Hoopes (2003) and others, some have influenced management thinking for the better, and some for the worse. For example, Jackson (2001) has been critical of the reengineering movement led by Hammer and Champy (1993, 2003), the

effectiveness movement championed by Covey (1989, 2004), and the learning organization movement initiated by Peter Senge (1990). However, neither this chapter nor the Appendix will explore the pros and cons of each concept. Neither will they advocate one over another. The concepts are mentioned here simply to edify managers concerning ideas and perspectives that they might consider when performing management functions and related processes.

Figure 18.4 shows how these gurus' concepts relate to each other within the context of the management process. Note that the figure's design is based on the core of Figure 18.1. If there were enough space, there would be a single model, with the rings of Figure 18.4 positioned outside the rings of Figure 18.1. The various process rings in Figure 18.1 have simply been replaced with four different rings around the core.

The inner ring indicates concepts that deal with management *functions and processes.* The second ring indicates concepts that relate to *strategic contexts* (such as marketing and strategic planning). The third ring indicates concepts that involve organizational *structures.* The outer ring indicates concepts about *people.*

The name of each guru and a word or phrase that describes his or her concept have been placed at a point where the following intersect: (a) the most appropriate ring and (b) the wedge that extends outward from the management function with which we most directly associate the concept. For example, Peter Drucker's management by objectives concept lies in the Functions and Processes ring within the Set Goals area. Hersey and Blanchard's Situational Leadership concept lies in the People ring within the Train and Develop area. However, most of the other concepts that deal with people do not necessarily relate to any one particular function or group of functions; therefore, they have been spaced fairly evenly within the right-hand side of the outer People ring.

A few gurus and their concepts were more difficult to place on the model. For example, Ohmae's concept of global strategies relates to Strategic Contexts, but his concept of international partnerships relates to Organize. Also note that Ohmae's concepts straddle the rings for Structures and Strategic Contexts, because they have a foot in each. The same applies to Ross and Kay, Peters and Waterman, and Chandler. It is also our view that Handy, Schwartz, and Von Neumann and Morgenstern straddle the rings for Functions and Processes and Strategic Contexts. Some concepts are listed twice because they apply to two functions that do not adjoin.

The two portions of the Unified Practice of Management model are meant to serve as frameworks to help managers and their personnel better understand and mentally organize (a) what they have already learned about management and (b) new management concepts, methods, practices, and points of view they may encounter in the future.

CONCLUDING REMARKS

The management forest has many trees—many concepts, processes, models, methods, tools, and practices. Figure 2.1 is a general illustration of the whole forest. Chapters Two through Eighteen describe many but not all of the trees in some detail and also describe important relationships among the trees. Chapter Eighteen shows where many of the trees are located within the forest and how they all constitute the forest. We earnestly hope that the concepts, models, insights, and perspectives presented in this book's description of the trees and the forest will contribute to organizations' design of more effective next generation MD/OD programs and will enable managers to use what they have learned about management in more synergistic and powerful ways.

RECOMMENDATIONS FOR CONDUCTING SUPERIOR-SUBORDINATES DISCUSSION, OD APPLICATION, AND TEAM-BUILDING SESSIONS FOLLOWING THE TRAINING PORTION OF MODULE 7

General Information

Given what participants have learned about management concepts, managerial functions and processes, managerial styles, personal traits, and problem-solving and learning approaches, they are prepared for the MD/OD program's last round of superior-subordinates sessions.

Objectives

These discussions (a) help participants crystallize (through further thought) what they have learned; (b) help them reinforce (through repetition and actual use) what they have learned; (c) enable participants to immediately and beneficially apply what they have learned (rather than waiting until the end of the program to experience benefits or results); (d) help improve superior-subordinate relationships; and (e) 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 7 box in Figure 1.1 (page 20), these sessions are aimed at improving and dealing with the influences of any socio-technical factors that affect managerial, supervisory, leadership, or workforce development and the further improvement of organizational structures, systems, practices, policies, and procedures.

Preparation

If participants have used the Chapter Eighteen Study Guide provided on the CD-ROM, 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 discussions during subsequently scheduled sessions.

Topics, Problems, Situations, and Issues for Exploration and Action

The sessions can deal with major areas such as these (in the following order):

1. A review of goals and plans dealing with the following:

   - Changing, modifying, or improving socio-technical variables affecting selected aspects of unit or organizational operations and performance
   - Further or continuing development of individuals' and units' job inputs (capabilities, attitudes, and other inputs) from this point into the long term

2. Formulation of enabling and reinforcing organization development policies, practices, and procedures. These are extremely important because they foster, institutionalize, and help reinforce the ongoing use of knowledge and skills so that (a) knowledge of concepts, methods, and tools really sinks in; (b) skills become more fully developed; (c) old, dysfunctional thinking, communication, and learning habits are replaced with more functional habits; and (d) old, dysfunctional integrative and interpersonal attitudes are replaced with more functional attitudes.

The following are two examples of practices and procedures that might be instituted organization-wide:

- Before beginning group think-work sessions, both the leader and the participants review the team think-work guidelines listed in Table 16.1.

- In learning, planning, problem-solving, or decision-making situations, draw wall diagrams that relate the variables under consideration, their relationships, and the facts or data associated with them.

The following are two examples of possible organization-wide policies:

- Decisions affecting more than one unit shall be made in a participative or collaborative manner by those directly (and possibly indirectly) affected.

- Subordinates shall anticipate the implications of direct interactions with personnel in other units or at other levels and shall keep their superiors informed of any interdepartmental communications and problem-solving or decision-making activities that could affect other functional areas and levels.

Commitments to Actions and Results

Superiors and their immediate subordinates should contract with each other on the following specifics of developmental goals and plans: (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 think-work principles, practices, and visual tools discussed in Chapters Two through Six. They should also take into consideration other anticipated changes and their priorities and costs.

Facilitation

Again, with concurrence of the OD consultant or facilitator, these discussions may be facilitated by the unit or group leader, supervisor, or manager. If a group's superior is not yet considered capable of conducting the discussions, they should be facilitated by the OD consultant, professional outside facilitator, or well-trained internal facilitator.

If he or she has not already done so, the superior or facilitator should hand out copies of Table 16.1 (also on the CD-ROM), which outlines leader and participant responsibilities involved in preparing for and conducting group think-work processes.

As before, 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 superior-subordinates session, the facilitator may ask participants to critique their process by filling out or discussing the items on the Group Process Evaluation Form (found with the Chapter Sixteen content on the CD-ROM).

After the sessions are over, monitor participants' planned activities and their adherence to the commitments they made during these sessions. With guidance from an OD consultant, a facilitator, or an appropriate high-level manager, participants (superiors and their subordinates) should evaluate results upon arrival at each planned milestone.

We recommend following the final module with a full-blown facilitated planning process (or project), during which goals and plans are formulated for (a) further developing managers, supervisors, and workers and (b) continuing to change, modify, or otherwise improve the task-related, social, and organizational socio-technical factors affecting personnel's motivation, attitudes, behavior, interactions, and performance. All such plans work to improve the performance of the organization as a whole.