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The department of management

in manufacturing sphere

The course of lectures on discipline

**ORGANIZATION OF MANAGER’S WORK**

for the 3rd year students

of the specialty 6.030601«Management»



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**INTRODUCTION**

Managers get the work done through people. They allocate the resources, direct the activities of others, and take decisions to attain organizational goals. Organization is a coordinated social unit, composed of two or more people, which functions to achieve a common goal. Managers are responsible for the functioning of the organization, so they must able to develop an understanding of what motivates employees to learn, train and perform optimally as individuals through the use of organization of manager’s work concepts. Managers realize there are many dynamics behind working within a group and the importance of group behaviors and communicating is a key link to empowering and controlling conflicts a group. Overall, in order for managers to be successful and effective they must utilize and develop the use of this concept that will enhance not only their own abilities but also there employees.

The purpose of the course “Organization of manager’s work” is to provide students with fundamental theoretical and practical knowledge in various concepts of organization manager’s work which are necessary for the professional activity of managers in market conditions, the elements of which are legal, technological, organizational, technical and educational components for improving an organization's effectiveness.

*Main tasks:*

- to know organization of manager’s work on different levels of government and the formation of its components;

- to understand the application of modern principles and directions of scientific work;

- to be able to organization process of documenting the management, the requirements for the preparation and execution of documents;

- to gain knowledge about the latest technologies in management of labor;

- to understand the current state and trends of the newest technology in management;

- to equip students with both a conceptual understanding and the knowledge about planning for personal work, organization workplace manager and managing the flow of visitors;

- to discuss the conceptual foundations of manager's relationship and its implications for further knowledge development in the field of business.

*As a result student must be able:*

- to explain the theoretical basis of administrative activity, peculiarities of managerial work and scientific basis of work;

-to explain how to do distribution and cooperative administrative work;

- to demonstrate an understanding the fundamentals of self-management.;

- to know the planning personal work manager, the standardization of administrative work, accounting and analysis of working time;

- to understand basis of documentation in management, preparation and paperwork and company equipment;

- to demonstrate an understanding of processing of text materials, organizing and conducting meetings and gatherings, business contacts, negotiations, phone calls.

**LECTURE 1. FUNDAMENTALS OF MANAGEMENT WORK**

*1. Manager: definition and role.*

*2. Levels of management.*

*3. Management skills.*

*4. Types of managers.*

***1. Manager: definition and role***

A ***manager*** is a person who manages or is in charge of something. Managers can control departments in companies, or guide the people who work for them. Managers must often make decisions about things.

A manager needs to be a good leader. While a manager organizes and plans, s/he must also inspire employees with a vision for the organization.

A manager needs to be an effective negotiator. When organizations are developing or undergoing change, the manager is often required to negotiate with competitors, contractors, suppliers, and employees.

A manager must be a good figurehead who reinforces the mission and vision of an organization to employees, customers, and other stakeholders.

A manager needs to be an effective communicator and liaison between employees, customers, and other managers of the organization.

Managers play an integral part in an organization's growth and evolution. Organizational growth is a complex process, particularly in larger organizations with more inertia. Organizations are essentially a compilation of moving parts: motivating each individual, with her/his unique talents and motivation, to change direction simultaneously (and in the same direction) is extremely challenging, and requires highly effective managers with highly developed communication skills.

Managers must do more than accept change: they must facilitate the evolutionary process. In these situations, organizations need a manager who can fulfill several roles, including leader, negotiator, figurehead, and communicator. In each of these roles, the manager's goal is to help employees through the change with the least possible number of conflicts and issues.

***2. Levels of management***

The term “Levels of Management’ refers to a line of demarcation between various managerial positions in an organization. The number of levels in management increases when the size of the business and work force increases and vice versa. The level of management determines a chain of command, the amount of authority & status enjoyed by any managerial position. The levels of management can be classified in three broad categories:

***1. Top level / Administrative level***

***2. Middle level / Executory***

***3. Low level / Supervisory / Operative / First-line managers***

Managers at all these levels perform different functions. The role of managers at all the three levels is discussed below:

*1. Top Level of Management*

It consists of board of directors, chief executive or managing director. The top management is the ultimate source of authority and it manages goals and policies for an enterprise. It devotes more time on planning and coordinating functions.

The role of the top management can be summarized as follows -

a. Top management lays down the objectives and broad policies of the enterprise.

b. It issues necessary instructions for preparation of department budgets, procedures, schedules etc.

c. It prepares strategic plans & policies for the enterprise.

d. It appoints the executive for middle level i.e. departmental managers.

e. It controls & coordinates the activities of all the departments.

f. It is also responsible for maintaining a contact with the outside world.

g. It provides guidance and direction.

h. The top management is also responsible towards the shareholders for the performance of the enterprise.

*2. Middle Level of Management*

The branch managers and departmental managers constitute middle level. They are responsible to the top management for the functioning of their department. They devote more time to organizational and directional functions. In small organization, there is only one layer of middle level of management but in big enterprises, there may be senior and junior middle level management. Their role can be emphasized as -

a. They execute the plans of the organization in accordance with the policies and directives of the top management.

b. They make plans for the sub-units of the organization.

c. They participate in employment & training of lower level management.

d. They interpret and explain policies from top level management to lower level.

e. They are responsible for coordinating the activities within the division or department.

f. It also sends important reports and other important data to top level management.

g. They evaluate performance of junior managers.

h. They are also responsible for inspiring lower level managers towards better performance.

*3. Lower Level of Management*

Lower level is also known as supervisory / operative level of management. It consists of supervisors, foreman, section officers, superintendent etc. According to R.C. Davis, “Supervisory management refers to those executives whose work has to be largely with personal oversight and direction of operative employees”. In other words, they are concerned with direction and controlling function of management. Their activities include

a. Assigning of jobs and tasks to various workers.

b. They guide and instruct workers for day to day activities.

c. They are responsible for the quality as well as quantity of production.

d. They are also entrusted with the responsibility of maintaining good relation in the organization.

e. They communicate workers problems, suggestions, and recommendatory appeals etc to the higher level and higher level goals and objectives to the workers.

f. They help to solve the grievances of the workers.

g. They supervise & guide the sub-ordinates.

h. They are responsible for providing training to the workers.

i. They arrange necessary materials, machines, tools etc for getting the things done.

j. They prepare periodical reports about the performance of the workers.

k. They ensure discipline in the enterprise.

l. They motivate workers.

m. They are the image builders of the enterprise because they are in direct contact with the workers.

Line managers oversee revenue generating departments within an organization. The exact duties of a line manager often depend on the size of an organization. In small companies, line managers might oversee the production of employees as well as perform executive duties. They play a direct role in engaging with employees. Line managers who develop positive working relationships with subordinates can create an environment that fosters a cohesive workplace.

***Effectively Manage Change***

The way line managers deal with change in an organization determines how employees react to their supervisors and peers. Effective line managers know how to inspire employees to commit to changes. One way to get employees to embrace change is for line managers to raise employees’ comprehension of why changes are needed. When employees commit on a wide scale, it allows the organization to work together as a unit.

Incorporate a participative management style

The participative management style incorporates the ideas and thoughts of employees in the decision-making process. Line managers who use the participative style can benefit from high productivity and creativity as employees and managers work together to reach goals. A participative management style allows employees to play an important part of an organization, which encourages them to produce their best work. Under this style, employees gain a better understanding of the organization as a whole.

Develop teams

Many organizations depend on the contributions of teams to achieve success. Line managers must assess whether teams act as a unit. Line managers who witness teams not working as a cohesive group should work with employees individually and the entire department. Many organizations implement team-building exercises that develop trust within an organization. Employees and managers who trust each other are more likely to offer needed assistance to co-workers and work together to achieve the company’s goals.

Solve conflict

Conflict in the workplace can negatively affect a company if it is not dealt with quickly and in a proper manner. Environments that shelter conflict hinder creativity and cause productivity to decline. Line managers work with employees directly so they witness conflicts firsthand and must develop solutions to effectively handle them. In some cases, line managers must act as mediators among employees. This allows employees to state their concerns in a productive manner, which helps the line manager offer solutions that appeal to everyone.

***3. Management skills***

A manager’s job is complex and multidimensional and, as we shall see throughout this book, requires a range of skills. Although some management theorists propose a long list of skills, the necessary skills for managing a department or an organization can be summarized in three categories: conceptual, human, and technical. The application of these skills changes as managers move up in the organization. Although the degree of each skill necessary at different levels of an organization may vary, all managers must possess skills in each of these important areas to perform effectively.

***Conceptual Skills***

Conceptual skill is the cognitive ability to see the organization as a whole system and the relationships among its parts. Conceptual skill involves the manager’s thinking, information processing, and planning abilities. It involves knowing where one’s department fits into the total organization and how the organization fits into the industry, the community, and the broader business and social environment. It means the ability to think strategically—to take the broad, long-term view—and to identify, evaluate, and solve complex problems.

Conceptual skills are needed by all managers but are especially important for managers at the top. Many of the responsibilities of top managers, such as decision making, resource allocation, and innovation, require a broad view.

***Human Skills***

Human skill is the manager’s ability to work with and through other people and to

work effectively as a group member. Human skill is demonstrated in the way a manager relates to other people, including the ability to motivate, facilitate, coordinate, lead, communicate, and resolve conflicts. A manager with human skills allows subordinates to express themselves without fear of ridicule, encourages participation, and shows appreciation for employees’ efforts.

Human skills are essential for managers who work with employees directly on a daily basis. Organizations frequently lose good people because of front-line bosses who fail to show respect and concern for employees. However, human skills are becoming increasingly important for managers at all levels. In the past, many CEOs could get by without good people skills, but no longer. Today’s employees, boards, customers, and communities are demanding that top executives demonstrate an ability to inspire respect, loyalty, and even affection rather than fear. “People are expecting more from the companies they’re working for, more from the companies they’re doing business with, and more from the companies they’re buying from,” says Raj Sisodia, a professor of marketing at Bentley College.

***Technical Skills***

Technical skill is the understanding of and proficiency in the performance of specific tasks. Technical skill includes mastery of the methods, techniques, and equipment involved in specific functions such as engineering, manufacturing, ordnance. Technical skill also includes specialized knowledge, analytical ability, and the competent use of tools and techniques to solve problems in that spec c discipline. Technical skills are particularly important at lower organizational levels. Many managers get promoted to their first management jobs by having excellent technical skills. However, technical skills become less important than human and conceptual skills as managers move up the hierarchy. For example, in his seven years as a manufacturing engineer at Boeing, Bruce Moravec developed superb technical skills in his area of operation. But when he was asked to lead the team designing a new fuselage for the Boeing 757, Moravec found that he needed to rely heavily on human skills in order to gain the respect and confidence of people who worked in areas he knew little about.

What do managers do? One good answer to this question comes from the late Peter Drucker, whose name that stands out above all others in the century-long history of management studies.

A native of Vienna, Austria, Mr. Drucker was an intellectual who worked as a journalist and studied economics. At some point in his studies he had an epiphany: economists, he realized, “were interested in the behavior of commodities, while I was interested in the behavior of people.” That led him to, in effect, create the modern study of management.

Mr. Drucker divided the job of the manager into five basic tasks. The manager, he wrote:

1) Sets objectives. The manager sets goals for the group, and decides what work needs to be done to meet those goals.

2) Organizes. The manager divides the work into manageable activities, and selects people to accomplish the tasks that need to be done.

3) Motivates and communicates. The manager creates a team out of his people, through decisions on pay, placement, promotion, and through his communications with the team. Drucker also referred to this as the “integrating” function of the manager.

4) Measures. The manager establishes appropriate targets and yardsticks, and analyzes, appraises and interprets performance.

5) Develops people. With the rise of the knowledge worker, this task has taken on added importance. In a knowledge economy, people are the company’s most important asset, and it is up to the manager to develop that asset.

While other management experts may use different words and focus on different aspects of these responsibilities, Mr. Drucker’s basic description of the manager’s job still holds.

The manager’s functions are many and varied, including:

• Hiring and staffing.

• Training new employees.

• Coaching and developing existing employees.

• Dealing with performance problems and terminations.

• Supporting problem resolution and decision-making.

• Conducting timely performance evaluations.

• Translating corporate goals into functional and individual goals.

• Monitoring performance and initiating action to strengthen results.

• Monitoring and controlling expenses and budgets.

• Tracking and reporting scorecard results to senior management.

• Planning and goal-setting for future periods.

The daily work of the manager is filled with one-on-one or group interactions focused on operations. Many managers use early mornings or later evenings to complete their reports, catch-up on e-mail and update their task lists. There is never a dull moment much less time for quiet contemplation in the lives of most managers.

***4. Types of managers***

Managers are most often responsible for a particular function or department within the organization. From accounting to marketing, to sales, customer support, engineering, quality and all other groups, a manager either leads a team directly or leads a group of supervisors who lead the teams.

In addition to the traditional role of departmental or functional manager, there are also product and project managers who are responsible for a set of activities or initiatives, often without any people reporting to them. These informal managers work across functions and recruit team members from the various groups for temporary and unique initiatives.

*Span of Control:*

The phrase “span of control” relates to the number of individuals who report directly to any particular manager. One of the trends of recent years has been to reduce the number of managers in an organization and increase the number of direct reports working for remaining managers. A manager optimally has no more than six to eight direct reports, although many have ten or even twenty individuals they are responsible for on a daily basis. A smaller span of control enables increased support for training, coaching, and development. The larger span reduces the manager’s effectiveness for supporting her direct reports.

*Authority of the Manager:*

A manager may have the power to hire or fire employees or to promote them. In larger companies, a manager may only recommend such action to the next level of management. The manager has the authority to change the work assignments of team members.

Managers need to develop and hone the following skills:

Leadership — You’ve got to be able to set priorities and motivate your team members. This involves self-awareness, self-management, social awareness and relationship management. Be a source of energy, empathy, and trust. And remember that effective leaders work daily to develop team members through positive feedback, constructive feedback, and coaching.

Communication — Become a student of effective communication in all its applications, including one-on-one, small group, large group, email and social media. Realize that the most important aspect of communicating is listening.

Collaboration — Serve as a role model for working together. Support cross-functional efforts and model collaborative behaviors to set the example for your team members.

Critical Thinking — Strive to understand where and how your projects fit into the bigger picture to enhance your effectiveness. Review priorities in light of larger goals. Translate this understanding into meaningful goals and objectives for your team members.

Finance — Learn the language of numbers. Managers must strive to understand how company funds are invested and to ensure that these investments earn a good return for the firm. While you do not need to be an accountant to be a manager, it is imperative that you learn and apply the basics.

*Project Management* — Everything that we do that is new in an organization is created in the form of projects. Today’s managers understand and leverage formal project management practices to ensure timely completion and proper control of initiatives.

The Bottom Line — A Career in Management:

The work of management is divided into the activities around planning, leading, organizing and controlling, and the work of a manager encompasses all of these areas. Anyone aspiring to move into management as a career should develop and display strong technical and functional skills—become an expert in your discipline, and have a strong liking of interacting with, supporting and guiding others.

The best managers understand their role is about their team and their team’s performance and not about themselves. They work hard to develop the skills identified above and they take great satisfaction in the successes of their team members. Do this effectively at a lower level and others will recognize your value and abilities and strive to increase your responsibilities over time. Management as a career is simultaneously challenging and exciting.

Types of Managerial Personnel in a Company

Typically, based upon organizational functions, you will find the following manager types in a standard commercial organization.

Purchase Manager who is responsible for procuring raw materials in a manufacturing company.

Production Manager who is responsible for managing the manufacturing process.

IT Manager who is responsible for supervising all computing and IT communication related issues.

Marketing Manager who is responsible for supervising the promotion and advertising of the company's products/services.

Sales Manager who looks after the sales department and sets targets for sales personnel and appraises their performance on the basis of the extent of target achievement.

Finance Manager who is responsible for the financial management of the organization.

Human Resources Manager who is responsible for the HR department and oversees all human resource management functions like recruitment, payroll, attendance, employee exit, etc. besides displaying all basic management skills.

Product Development Manager who is authorized with the management of the technical division of new product design and product innovation.

Other than these, a standard company may have a general manager and an operational manager, depending upon the type and scale of its operations. Software development and testing companies also have two types of project managers - functional project managers who are deeply involved with every technical aspect of the project and activity or resource managers who manage the operational and people part of the project, leaving the technical aspects to his subordinate IT professionals. In most companies these days, we can see another school of managers called case managers. These case managers are chiefly vested with the responsibility of attending to employees' medical well-being There are, broadly, two types of case managers - medical case managers who are responsible for getting medical aid for emergency medical contingencies of he employees and liaison case managers who act as the mediator between the medical professionals and the employer organization.

*Types of Managers Based Upon Management Styles*

There can be the following sorts of managers based upon the four most prominent types of management styles. Each subheading underlines different aspects of management styles and techniques.

The Authoritarian Manager is one who is the sole decision maker for his management unit and prefers his subordinates to perform their tasks exactly as outlined by him. In a way, this type of manager makes work easier for the employee as the latter knows exactly what is expected of him/her and the way in which the task is to be performed. The thinking part is left to the boss while the doing part lies with the subordinate. This type of manager displays management skills of strong leadership and direction but may lack the knack for delegation.

The Democratic Manager is that person who believes in majority consensus and takes any decision only after consulting his/her subordinates. This type of manager displays participative management style by allowing his subordinates' participation in the decision-making process, giving them a sense of belonging and deeper involvement in the organizational fabric.

The Paternalistic manager is the one who acts like a parent figure to his subordinates and makes sure to regularly bond with his subordinates to listen to their professional issues and lend a helping hand to ease their operational difficulties. A paternalistic manager encourages his subordinates to work as a family and be supportive of the collective effort for the bigger organizational well-being.

The Laissez Faire Manager communicates the tasks to be performed by his subordinates and sets targets and deadlines for the completion of such tasks. Thereafter he leaves the method to the subordinates. As long as the employees complete the task in line with the organizational standards and within the specific deadline, it doesn't matter what methods are employed by them to do so.

**LECTURE 2. THE ROLE AND FUNCTIONS OF THE MANAGER IN AN EVOLVING ORGANIZATION**

*1. The role of manager in organization.*

*2. Functions of managers.*

*3. Duties of managers.*

1. ***The role of manager in organization***

Managers play an integral part in an organization's growth and evolution. Organizational growth is a complex process, particularly in larger organizations with more inertia. Organizations are essentially a compilation of moving parts: motivating each individual, with her/his unique talents and motivation, to change direction simultaneously (and in the same direction) is extremely challenging, and requires highly effective managers with highly developed communication skills.

Managers must do more than accept change: they must facilitate the evolutionary process. In these situations, organizations need a manager who can fulfill several roles, including leader, negotiator, figurehead, and communicator. In each of these roles, the manager's goal is to help employees through the change with the least possible number of conflicts and issues.

Roles performed by managers

*Leader*

To effectively implement change, a manager needs to be a good leader. The manager must organize and plan the change and use leadership skills to inspire employees to embrace it. This is a complex and intangible skill, one which incorporates each of the roles listed below as well. Leadership is a broad term that incorporates communicating and inspiring those around you to embrace a perspective.

*Negotiator*

A negotiator is similar to a leader. When organizations are developing or undergoing change, the manager is often required to negotiate clearly and steadfastly with competitors, contractors, suppliers, and employees. A manager needs to be able to negotiate with all of these parties in a way that effectively serves the best interests of the organization.

*Figurehead*

A manager also needs to act as a figurehead of the organization. Upper management in particular is responsible for creating and reinforcing delivery of the mission and vision of an organization to employees, customers, and other stakeholders. Employees in particular must understand where the organization is headed and what its ultimate goals are. A manager-figurehead can come to symbolize the organization as a whole for customers. The manager who builds a positive rapport with both customers and employees creates a positive association of her/himself with the organization at large.

*Liaison and Communicator*

When managers effectively communicate their vision for the organization, employees are more likely to engage with their work and exert themselves to further the organizational mission. Communication is at the core of managing change effectively. Transparency and empathy are integral to making employees aware of and comfortable with the changes taking place. Managers in an evolving organization must stay in constant contact with their direct reports to ensure that everything is running smoothly and that all stakeholders are educated and on board.

Manager is a job title that is used in organizations to denote an employee who has certain responsibilities to lead functions or departments and/or employees. The manager is assigned to a particular level on an organizational chart. Employees who have the job title of manager have diverse responsibilities for people and functions.

The job description of a manager varies from organization to organization.

The manager's role and job description are at a pay grade or job classification level of the organization that integrates functions and departments for implementation success. The manager who is responsible for a department normally has directly reporting employees for whom he or she has leadership responsibility.

Larger organizations may also have senior managers or managers of managers who report to either the director level or the vice president level, depending, usually, on the size of the organization.

The best description that I've seen recently for what a manager does or should do, from the Harvard Business Review, is: "Management is the responsibility for the performance of a group of people."

My traditional definition echoes a similar role: A manager is responsible for overseeing and leading the work of a group of people. But, what else does manager mean and what does a manager do?

Leading people is the usual description of what a manager does.

But, he or she is also responsible for leadership over a segment of work, a sub-section of the organization's results, or a functional area with or without reporting staff.

***Executives Lead Groups of Managers***

Additionally, some organizations have senior or executive managers whose job is to lead a group of managers, each with their own functional area of responsibility and directly reporting staff.

*Examples include:*

Bill is the marketing manager and he has six reporting staff members. In this instance, Bill is responsible for a sub-section of the organization's results, the functional area marketing, and for the six direct reports.

Mary is the manager of Human Resources, a functional area and sub-section of the organization's results. She currently has no reporting staff members, but as the company grows, she plans to add reporting staff.

Bethany is the manager of trade show and event marketing. She manages the functional area of trade shows and event marketing. She has no staff currently and none are planned for the future. She draws upon the people resources of the department for which she is coordinating the event.

Additionally, different marketing department members help her publicize and staff the event; for example, the public relations manager, the marketing communications writer, and the graphics designer, none of whom report to her, might help her plan, market, and stage an event.

Elizabeth is the senior manager of customer engagement. In this role, she is responsible for the work and results of the four departments that comprise the department of customer engagement. In this role, the four department managers report to her for their overall leadership and direction.

These four managers, in turn, head up their own functional areas: the customer service representatives, the technical support specialists, the administrative services staff, and the external training and development staff.

Employees who have the job title of manager, as you can see, have diverse responsibilities for people and functions. In general, because every manager's job is different, but all have these responsibilities.

Because the role of the manager bears significant responsibility, accountability, and authority within an organization, the manager has these responsibilities.

A manager wears many hats. Not only is a manager a team leader, but he or she is also a planner, organizer, cheerleader, coach, problem solver, and decision maker — all rolled into one. And these are just a few of a manager's roles.

In addition, managers' schedules are usually jam‐packed. Whether they're busy with employee meetings, unexpected problems, or strategy sessions, managers often find little spare time on their calendars.

***Responsibilities in the Job Description of a Manager***

Traditionally, the manager's job description and responsibilities include:

***Plan:*** planning the operation and function of the area over which the manager is assigned responsibility in a way that accomplishes the goals for which he or she is responsible.

***Organize and Implement:*** organizing the production of the work, and the workforce, training, and resources necessary, in a way that accomplishes the desired and required outcomes to meet the goals.

***Direct:*** providing the employees and their resources with enough guidance, direction, leadership, and support necessary to ensure that they are able to accomplish their goals.

***Monitor:*** following up to ensure that the plan to achieve the goals is being carried out in such a way that its accomplishment is assured.

***Evaluate:*** reviewing and assessing the success of the goal, the plan, and the allocation of the employees and their resources.

***Performing other responsibilities*** as assigned by the president, vice president, or director to whom the manager reports.

These are the traditional roles of a manager. You can find more information about each of these roles in The Basics of Management on the management site.

In his classic book, *The Nature of Managerial Work,* Henry Mintzberg describes a set of ten roles that a manager fills. These roles fall into three categories:

* **Interpersonal:** This role involves human interaction.
* **Informational:** This role involves the sharing and analyzing of information.
* **Decisional:** This role involves decision making.

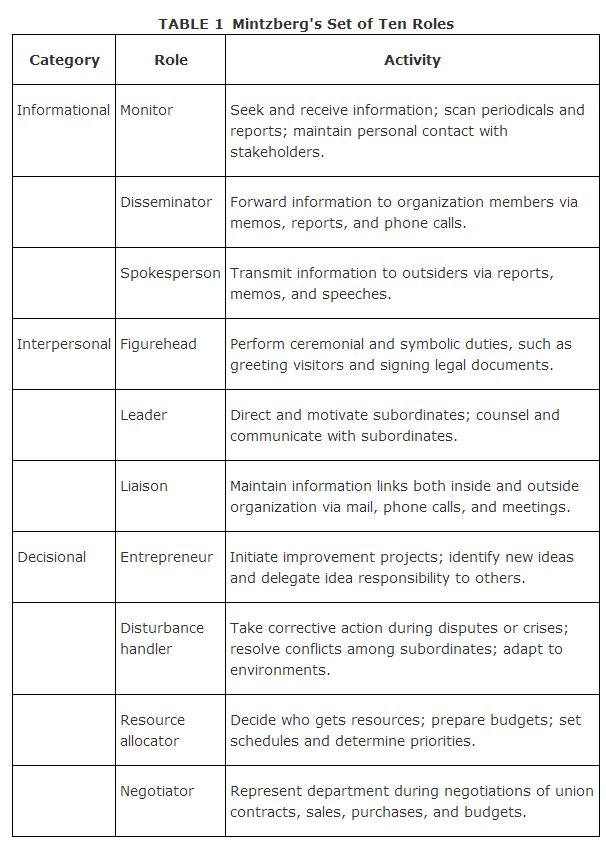
Table 1 contains a more in‐depth look at each category of roles that help managers carry out all five functions.

Not everyone can be a manager. Certain skills, or abilities to translate knowledge into action that results in desired performance, are required to help other employees become more productive. These skills fall under the following categories:

• Technical: This skill requires the ability to use a special proficiency or expertise to perform particular tasks. Accountants, engineers, market researchers, and computer scientists, as examples, possess technical skills. Managers acquire these skills initially through formal education and then further develop them through training and job experience. Technical skills are most important at lower levels of management.

• Human: This skill demonstrates the ability to work well in cooperation with others. Human skills emerge in the workplace as a spirit of trust, enthusiasm, and genuine involvement in interpersonal relationships. A manager with good human skills has a high degree of self‐awareness and a capacity to understand or empathize with the feelings of others. Some managers are naturally born with great human skills, while others improve their skills through classes or experience. No matter how human skills are acquired, they're critical for all managers because of the highly interpersonal nature of managerial work.

• Conceptual: This skill calls for the ability to think analytically. Analytical skills enable managers to break down problems into smaller parts, to see the relations among the parts, and to recognize the implications of any one problem for others. As managers assume ever‐higher responsibilities in organizations, they must deal with more ambiguous problems that have long‐term consequences. Again, managers may acquire these skills initially through formal education and then further develop them by training and job experience. The higher the management level, the more important conceptual skills become.



Although all three categories contain skills essential for managers, their relative importance tends to vary by level of managerial responsibility.

Business and management educators are increasingly interested in helping people acquire technical, human, and conceptual skills, and develop specific competencies, or specialized skills, that contribute to high performance in a management job. Following are some of the skills and personal characteristics that the American Assembly of Collegiate Schools of Business (AACSB) is urging business schools to help their students develop.

* **Leadership** — ability to influence others to perform tasks
* **Self‐objectivity** — ability to evaluate yourself realistically
* **Analytic thinking** — ability to interpret and explain patterns in information
* **Behavioral flexibility** — ability to modify personal behavior to react objectively rather than subjectively to accomplish organizational goals
* **Oral communication** — ability to express ideas clearly in words
* **Written communication** — ability to express ideas clearly in writing
* **Personal impact** — ability to create a good impression and instill confidence
* **Resistance to stress** — ability to perform under stressful conditions
* **Tolerance for uncertainty** — ability to perform in ambiguous situations

A manager's role can be chameleon-like, depending on the size of the organization. Managers have two primary job functions that require different skill sets: managing department operations and managing employees. Managers use their functional knowledge and expertise to manage department operations and their leadership and communication skills for managing employees. Aside from using an appropriate set of skills for their functions, the manner in which managers perform their duties is based on the company's size.

1. ***Functions of managers***

Managers just don't go out and haphazardly perform their responsibilities. Good managers discover how to master five basic functions: planning, organizing, staffing, leading, and controlling.

* **Planning:** This step involves mapping out exactly how to achieve a particular goal. Say, for example, that the organization's goal is to improve company sales. The manager first needs to decide which steps are necessary to accomplish that goal. These steps may include increasing advertising, inventory, and sales staff. These necessary steps are developed into a plan. When the plan is in place, the manager can follow it to accomplish the goal of improving company sales.
* **Organizing:** After a plan is in place, a manager needs to organize her team and materials according to her plan. Assigning work and granting authority are two important elements of organizing.
* **Staffing:** After a manager discerns his area's needs, he may decide to beef up his staffing by recruiting, selecting, training, and developing employees. A manager in a large organization often works with the company's human resources department to accomplish this goal.
* **Leading:** A manager needs to do more than just plan, organize, and staff her team to achieve a goal. She must also lead. Leading involves motivating, communicating, guiding, and encouraging. It requires the manager to coach, assist, and problem solve with employees.
* **Controlling:** After the other elements are in place, a manager's job is not finished. He needs to continuously check results against goals and take any corrective actions necessary to make sure that his area's plans remain on track.

All managers at all levels of every organization perform these functions, but the amount of time a manager spends on each one depends on both the level of management and the specific organization.

1. ***Duties of managers***

A manager's role can be chameleon-like, depending on the size of the organization. Managers have two primary job functions that require different skill sets: managing department operations and managing employees. *Managers use their functional knowledge and expertise to manage department operations and their leadership and communication skills for managing employees.* Aside from using an appropriate set of skills for their functions, the manner in which managers perform their duties is based on the company's size.

***Strategy***

Managers who work for startup companies that begin as small businesses often have an entrepreneurial perspective. Startup concepts such as risk and vision aren't foreign to managers within small organizations. In the beginning phase of a small organization, successful managers are adaptable and accustomed to change. They also have a talent for developing strategy and establishing the links to functional activities that carry out strategic plans. In other words, managers for small businesses can conceptualize a business idea, create a strategic plan and formulate the steps necessary for putting the strategy into action. In large organizations, chief executive officers and board members typically are responsible for strategic development, and the implementation becomes a director's responsibility.

***Protocol***

The hierarchy of large organizations lends itself to formal working relationships between managers and their employees. Although large companies may implement open-door policies to facilitate communication between managers and staff, the distance between positions and employees often is more evident in companies that have multiple-tier organizational charts. Managers for small companies may cultivate informal, friendly relationships with coworkers at all levels, including employees they supervise.

***Performance***

Evaluation of job performance differs for managers employed by small companies versus those who work for large organizations. Within small companies, managers with a hands-on approach to their management responsibilities usually are evaluated more favorably than those who simply oversee their employees' work. A "working manager" has the capability to delegate tasks as well as the willingness to perform the kinds of tasks he delegates. Managers who work for large organizations, on the other hand, generally are evaluated on how well they manage the tasks and duties of their subordinates.

***Expertise***

In many instances, managers for small companies need to have a wider range of talent and expertise than a manager who works for a large, multi-layer organization. Small businesses that have limited staff, budget or both, depend on their managers to fulfill many more roles or higher-level responsibilities than managers for organizations that can afford the expense of hiring a large management team. Even in mid-size corporations, where the division of labor is greater than a small business, managers may be expected to function in complementary areas of expertise. For example, it's not uncommon to find that legal counsel also is in charge of human resources for small and mid-size companies.

**LECTURE 3. MANAGEMENT STYLES**

* 1. *Basic types of management styles*

*2. Laissez-faire style of working.*

*3. Hay-McBer’s management styles.*

* 1. ***Basic types of management styles***

Managers have to perform many roles in an organization and how they handle various situations will depend on their style of management. A management style is an overall method of leadership used by a manager.

Management style is so hard to put your finger on, but I think in general a good manager gives clear directions and actually stays pretty hands-off, but is ready and available to jump in to offer guidance, expertise, and help when needed. I try my best to make that my management style.

The method of leadership that an administrator usually employs when running a business. Depending on business circumstances, a manager might need to employ more than one management style in a more or less formal way to achieve the highest degree of effectiveness in their role.

There are three traditiolally main categories of leadership styles: ***autocratic, paternalistic and democratic.***

***Autocratic (or authoritarian) managers*** like to make all the important decisions and closely supervise and control workers. Managers do not trust workers and simply give orders (one-way communication) that they expect to be obeyed. This approach derives from the views of Taylor as to how to motivate workers and relates to McGregor's theory X view of workers. This approach has limitations (as highlighted by other motivational theorists such as Mayo and Herzberg) but it can be effective in certain situations. For example:

When quick decisions are needed in a company (e.g. in a time of crises)

When controlling large numbers of low skilled workers.

*So, Autocratic Style of Working:*

In such a style of working, the superiors do not take into consideration the ideas and suggestions of the subordinates.

The managers, leaders and superiors have the sole responsibility of taking decisions without bothering much about the subordinates.

The employees are totally dependent on their bosses and do not have the liberty to take decisions on their own.

The subordinates in such a style of working simply adhere to the guidelines and policies formulated by their bosses. They do not have a say in management’s decisions.

Whatever the superiors feel is right for the organization eventually becomes the company’s policies.

Employees lack motivation in autocratic style of working.

***Paternalistic managers*** give more attention to the social needs and views of their workers. Managers are interested in how happy workers feel and in many ways they act as a father figure (pater means father in Latin). They consult employees over issues and listen to their feedback or opinions. The manager will however make the actual decisions (in the best interests of the workers) as they believe the staff still need direction and in this way it is still somewhat of an autocratic approach. The style is closely linked with Mayo's Human Relation view of motivation and also the social needs of Maslow.

*Paternalistic Style of Working:*

In paternalistic style of working, the leaders decide what is best for the employees as well as the organization.

Policies are devised to benefit the employees and the organization.

The suggestions and feedback of the subordinates are taken into consideration before deciding something.

In such a style of working, employees feel attached and loyal towards their organization.

Employees stay motivated and enjoy their work rather than treating it as a burden.

***A democratic style of management*** will put trust in employees and encourage them to make decisions. They will delegate to them the authority to do this (empowerment) and listen to their advice. This requires good two-way communication and often involves democratic discussion groups, which can offer useful suggestions and ideas. Managers must be willing to encourage leadership skills in subordinates.

The ultimate democratic system occurs when decisions are made based on the majority view of all workers. However, this is not feasible for the majority of decisions taken by a business- indeed one of the criticisms of this style is that it can take longer to reach a decision. This style has close links with Herzberg's motivators and Maslow's higher order skills and also applies to McGregor's theory Y view of workers.

*Democratic Style of Working:*

In such a style of working, superiors welcome the feedback of the subordinates.

Employees are invited on an open forum to discuss the pros and cons of plans and ideas.

Democratic style of working ensures effective and healthy communication between the management and the employees.

The superiors listen to what the employees have to say before finalizing on something.

* 1. ***Laissez-faire style of working***

Some researchers have distinguished two additional management style: Laissez-Faire Style of Working and Management by Walking Around Style of Working.

*Laissez-Faire Style of Working*

In such a style of working, managers are employed just for the sake of it and do not contribute much to the organization.

The employees take decisions and manage work on their own.

Individuals who have the dream of making it big in the organization and desire to do something innovative every time outshine others who attend office for fun.

Employees are not dependent on the managers and know what is right or wrong for them.

*Management by Walking Around Style of Working*

In the above style of working, managers treat themselves as an essential part of the team and are efficient listeners.

The superiors interact with the employees more often to find out their concerns and suggestions.

In such a style of working, the leader is more of a mentor to its employees and guides them whenever needed.

The managers don’t lock themselves in cabins; instead walk around to find out what is happening around them.

* 1. ***Hay-McBer’s management styles***

According to Hay-McBer there are six key leadership or management styles.

DIRECTIVE

The DIRECTIVE (Coercive) style has the primary objective of immediate compliance from employees:

* The “do it the way I tell you” manager
* Closely controls employees
* Motivates by threats and discipline

Effective when:

* There is a crisis
* When deviations are risky

Not effective when:

* Employees are underdeveloped – little learning happens with this style
* Employees are highly skilled – they become frustrated and resentful at the micromanaging.

AUTHORITATIVE

The AUTHORITATIVE (Visionary) style has the primary objective of providing long-term direction and vision for employees:

* The “firm but fair” manager
* Gives employees clear direction
* Motivates by persuasion and feedback on task performance

Effective when:

* Clear directions and standards needed
* The leader is credible

Ineffective when:

* Employees are underdeveloped – they need guidance on what to do
* The leader is not credible – people won’t follow your vision if they don’t believe in it

AFFILIATIVE

The AFFILIATIVE style has the primary objective of creating harmony among employees and between manager and employees:

* The “people first, task second” manager
* Avoids conflict and emphasizes good personal relationships among employees
* Motivates by trying to keep people happy

Effective when:

* Used with other styles
* Tasks routine, performance adequate
* Counselling, helping
* [Managing conflict](http://leadersinheels.com/career/lets-get-emotional-dealing-confrontation/)

Least effective when:

* Performance is inadequate – affiliation does not emphasise performance
* There are crisis situations needing direction

PARTICIPATIVE

The PARTICIPATIVE (Democratic) style has the primary objective of building commitment and consensus among employees:

* The “everyone has input” manager
* Encourages employee input in decision making
* [Motivates by rewarding team effort](http://leadersinheels.com/business/3-ways-of-getting-your-team-to-perform-their-best/)

Effective when:

* Employees working together
* Staff have experience and credibility
* Steady working environment

Least effective when:

* Employees must be coordinated
* There is a crisis – no time for meetings
* There is a lack of competency – close supervision required

PACESETTING

The PACESETTING style has the primary objective of accomplishing tasks to a high standard of excellence:

* The “do it myself” manager
* Performs many tasks personally and expects employees to follow his/her example
* Motivates by setting high standards and expects self-direction from employees

Effective when:

* People are highly motivated, competent
* Little direction/coordination required
* When managing experts

Least effective when:

* When workload requires assistance from others
* When development, coaching & coordination required

COACHING

The COACHING style has the primary objective of long-term professional development of employees:

* The “developmental” manager
* Helps and encourages employees to develop their strengths and improve their performance
* Motivates by providing opportunities for professional development

Effective when:

* Skill needs to be developed
* Employees are motivated and wanting development

Ineffective when:

* The leader lacks expertise
* When performance discrepancy is too great – coaching managers may persist rather than exit a poor performer
* [In a crisis](http://leadersinheels.com/business/tips-on-crisis-management/)

*The key to being an effective leader is to have a broad repertoire of styles and to use them appropriately.*

When I run a program on the six styles, I like to use an activity to demonstrate the styles in action. The group is divided into 6 teams and a volunteer leader comes in to lead each team using just one of the styles. I set them a task that takes 30-40 minutes and then we debrief how it felt and what outcomes were achieved. The task is easy, so people are skilled. This is what happens:

The DIRECTIVE leader orders the team around, sets high standards and disciplines those who don’t meet the standard. I brief the leader beforehand to change his / her mind several times during the activity and also to take a phone call and leave the room. When the leader is out of the room, the team usually stops work – concerned about the consequences of continuing without the micromanagement. After the activity the team reports that they are [frustrated, angry and disengaged](http://leadersinheels.com/career/lets-get-emotional-dealing-confrontation/). It is interesting how quickly the team loses enthusiasm and initiative under the directive leader. The leader reports that the style is “high maintenance – I felt like I had to be everywhere, watching everyone, it was exhausting”!

The AUTHORITATIVE (Visionary) leader [sets the vision for the team](http://leadersinheels.com/career/your-daughter-is-not-bossy-shes-a-leader-in-mary-janes/), clearly and compellingly, then steps back and allows the team to work. The leader steps in from time to time to reiterate the vision if required, but that is all he / she does. The leader reports that the style was “easy – I didn’t have to do much and I could see how the style would free me up to operate strategically”. The team report enjoying the activity, and feel enormously proud of the work they have done, often getting out their smart phones to take pictures posing with their creation.

The AFFILIATIVE leader takes time helping the team to bond. They often sit down for a cup of tea and a round table sharing of stories. Often the activity is not even commenced as the team gets caught up in getting to know each other. More task focused team members often look around and get anxious when they can see other teams working. Sometimes one of those people will leap in and take control, effectively “sacking” the leader. The team reports that they enjoyed the sharing and relaxed atmosphere, but that they started to wonder when they would start work. The leader often reports that it was “challenging keeping the focus on team bonding – they started to get sick of me after a while”

The PARTICIPATIVE (Democratic) leader starts by asking all the team members what they would like to do, then voting on the options. They start in the car park, and I have on occasion seen the team vote to get a coffee and disappear. They are then startled to find when they return that there was an activity to do that they missed! Even when the team votes to come inside and do the activity the progress is slow as everything has to be agreed before action happens. Team members report that they [enjoyed being consulted](http://leadersinheels.com/career/agreeable-7-strategies-push-back-without-pushy/) and having a voice in the decision making, but got anxious when they could see lack of progress compared with other teams. The leader reports that “it was easy – I didn’t have to make any decisions”.

The PACESETTING leader sets a cracking pace from the beginning. The team operates with high energy, engagement and motivation. The leader sets members tasks, but then takes the task off them if they are “not performing” and gives it to someone else. Despite this, the team members remain engaged, seeing this as a consequence of the high standards set by the leader. At the end of the task the team reports that they enjoyed the experience, are proud of what they achieved, but are exhausted. The leader is often exhausted too, saying “it was fantastic, but really challenging to maintain the pace and focus. I am glad we only had to do it for 40 minutes”!

The COACHING leader focusses on the learning experience. When a team member proves to be particularly good at an aspect of the task, the leader has them demonstrate and teach the others. The team gets absorbed in the learning and people are often surprised to hear that the time is up. They are [engaged with and proud of their achievements](http://leadersinheels.com/career/lead-within-7-acts-courage-women-leaders/), even though they often don’t fully complete the task. The leader often reports that they “really enjoyed working with the team and I’d love to have had more time so we could finish because we were doing a great job”.

It is a fascinating exercise that demonstrates clearly that there is no best style. The most appropriate style will depend on the people (their experience, values, motives) and the situation (stable/changing, new/seasonal team, short/long term focus). The key to being an effective leader is to have a broad repertoire of styles and to use them appropriately.

**LECTURE 4. MANAGER AND LEADER**

* 1. *Differences between manager and leader.*

*2. Characteristics and importance of leadership.*

*3. Qualities of a successful leader.*

1. ***Differences between manager and leader***

A Manager is the person responsible for planning and directing the work of a group of individuals, monitoring their work, and taking corrective action when necessary. For many people, this is their first step into a management career.

Managers may direct workers directly or they may direct several supervisors who direct the workers. The manager must be familiar with the work of all the groups he/she supervises, but does not need to be the best in any or all of the areas. It is more important for the manager to know how to manage the workers than to know how to do their work well.

A manager may have the power to hire or fire employees or to promote them. In larger companies, a manager may only recommend such action to the next level of management. The manager has the authority to change the work assignments of team members.

***Leader***

A leader is someone who has the capacity to create a compelling vision that takes people to a new place, andf to translate that vision into action. Leaders draw other people to them by enrolling them in their vision. What a leader does is inspire people and empower them. Thus a leader is a person who has a vision, a drive and a commitment to achieve that vision, and the skills to make it happen.

*Differences between Manager and Leader*

When you are promoted into a role where you are managing people, you don’t automatically become a leader. There are important distinctions between managing and leading people. Here are nine of the most important differences that set leaders apart:

1. ***Leaders create a vision, managers create goals***.

Leaders paint a picture of what they see as possible and inspire and engage their people in turning that vision into reality. They think beyond what individuals do. They activate people to be part of something bigger. They know that high-functioning teams can accomplish a lot more working together than individuals working autonomously. Managers focus on setting, measuring and achieving goals. They control situations to reach or exceed their objectives.

***2. Leaders are change agents, managers maintain the status quo.***

Leaders are proud disrupters. Innovation is their mantra. They embrace change and know that even if things are working, there could be a better way forward. And they understand and accept the fact that changes to the system often create waves. Managers stick with what works, refining systems, structures and processes to make them better.

***3. Leaders are unique, managers copy.***

Leaders are willing to be themselves. They are self-aware and work actively to build their unique and differentiated personal brand. They are comfortable in their own shoes and willing to stand out. They’re authentic and transparent. Managers mimic the competencies and behaviors they learn from others and adopt their leadership style rather than defining it.

***4. Leaders take risks, managers control risk.***

Leaders are willing to try new things even if they may fail miserably. They know that failure is often a step on the path to success. Managers work to minimize risk. They seek to avoid or control problems rather than embracing them.

***5. Leaders are in it for the long haul, managers think short-term.***

Leaders have intentionality. They do what they say they are going to do and stay motivated toward a big, often very distant goal. They remain motivated without receiving regular rewards. Managers work on shorter-term goals, seeking more regular acknowledgment or accolades.

***6. Leaders grow personally, managers rely on existing, proven skills.***

Leaders know if they aren’t learning something new every day, they aren’t standing still, they’re falling behind. They remain curious and seek to remain relevant in an ever-changing world of work. They seek out people and information that will expand their thinking. Managers often double down on what made them successful, perfecting existing skills and adopting proven behaviors.

***7. Leaders build relationships, managers build systems and processes***.

Leaders focus on people – all the stakeholders they need to influence in order to realize their vision. They know who their stakeholders are and spend most of their time with them. They build loyalty and trust by consistently delivering on their promise. Managers focus on the structures necessary to set and achieve goals. They focus on the analytical and ensure systems are in place to attain desired outcomes. They work with individuals and their goals and objectives

***8. Leaders coach, managers direct.***

Leaders know that people who work for them have the answers or are able to find them. They see their people as competent and are optimistic about their potential. They resist the temptation to tell their people what to do and how to do it. Managers assign tasks and provide guidance on how to accomplish them.

|  |  |  |
| --- | --- | --- |
| Basis | Manager | Leader |
| Origin | A person becomes a manager by virtue of his position. | A person becomes a leader on basis of his personal qualities. |
| Formal Rights | Manager has got formal rights in an organization because of his status. | Rights are not available to a leader. |
| Followers | The subordinates are the followers of managers. | The group of employees whom the  leaders lead is his followers. |
| Functions | A manager performs all five functions of management. | Leader influences people to work  willingly for group objectives. |
| Necessity | A manager is very essential to a concern. | A leader is required to create cordial  relation between person working in  and for organization. |
| Stability | It is more stable | Leadership is temporary. |
| Mutual  Relationship | All managers are leaders. | All leaders are not managers. |
| Accountability | Manager is accountable for self and subordinates behaviour and performance. | Leaders have no well defined accountability. |
| Concern | A manager‘s concern is organizational goals. | A leader‘s concern is group goals and  member‘s satisfaction. |
| Followers | People follow manager by virtue of job description. | People follow them on voluntary basis. |
| Role  continuation | A manager can continue in office  till he performs his duties satisfactorily in consistent with organizational goals. | A leader can maintain his position only through day to day wishes of  followers. |
| Sanctions | Manager has command over allocation and distribution of sanctions. | A leader has command over different  sanctions and related task records.  These sanctions are essentially of  informal nature. |

***9. Leaders create fans, managers have employees***.

Leaders have people who go beyond following them; their followers become their raving fans and fervent promoters – helping them build their brand and achieve their goals. Their fans help them increase their visibility and credibility. Managers have staff who follow directions and seek to please the boss.

Leadership and management must go hand in hand. They are not the same thing. But they are necessarily linked, and complementary. Any effort to separate the two is likely to cause more problems than it solves. The important differences between manager and leader can be discussed on the following basis.

1. ***Characteristics and importance of leadership***

Leadership is an activity on the part of the managers to get something done by others, willingly and not by compulsion. Leadership is a process of influence on a group. Leadership is the ability of a manager to induce subordinates to work with confidence.

In the words of Koontz and O‘ Donnel, ―leadership is the ability of a manager to induce subordinates to work with confidence and zeal.‖

According to Chester I Bernard, ―leadership refers to the quality of the behavior of individual whereby they guide people on their activities in organized efforts‖

According to Luis A Allen, ―a leader is one who guides and directs other people. He gives the efforts to his followers a direction and purpose by influencing their behavior‖

Thus leadership is a psychological process of influencing followers and providing guidance, directing and leading the people in an organization towards attainment of the objectives of the enterprise.

***Nature or Characteristics of Leadership***

1. A leader should have followers

2. leadership is basically a personal quality

3. leadership involves a community of interest between the leader and his followers

4. leadership is a process of influence

5. leadership is the function of stimulation

6. A leader ensures absolute justice

7. Leadership is a continuous, dynamic and ever evolving process.

***Importance of Leadership***

Without a good leader, organization cannot function efficiently and effectively. The leader guides the action of others in accomplishing the organizational goals. A good leader motivates his subordinates, creates confidence and increases the morale of workers. The importance of leadership can be discussed as follows:

1. Leadership is the process of influencing the activities of an individual or a group towards the achievement of a goal.

2. An effective leader motivates the subordinates for higher level performance.

3. Leadership promotes team spirit and team work which is quite essential for the success of any organization

4. Leadership is an aid to authority as it helps in the effective use of formal authority.

5. Leadership creates confidence in the subordinates by giving them proper guidance and advice.

***Functions of a Leader***

The functions of a leader can be detailed as follows

1. Taking the initiative – A leader initiates all the measures which are necessary for the purpose of ensuring the health and progress of the undertaking in a competitive economy.

2. He identifies group goals

3. He represents the organization

4. He acts as an arbitrator

5. To assign reasons for his actions

6. To interpret the objectives of organization

7. To guide and direct the organization

8. To encourage team work

9. He manages the organization

***Leadership Styles***

The term leadership styles can be defined as a leader‘s behavior towards group members. It refer to the pattern of behavior which a leader adopts in influencing the behavior of his subordinates in the organizational context. Different leadership styles can be categorized as follows:

1. *Autocratic Leadership*

Autocratic leadership is also known as authoritarian, directive, leader centered or monothetic style. Under this style, leader concentrates all authority in himself, instructs a subordinate as to what to do, how to do it, when to do it etc. He also exercises close supervision and control over his subordinates. There are three categories of autocratic leaders

a. Strict Autocrat – A strict autocrat relies on negative influence and gives orders which the subordinates must accept. He may also use his powers to disperse rewards to his group.

b. Benevolent Autocrat – The benevolent is effected in getting high productivity in many situations and he can develop effective human relationship. His motivational style is usually positive.

c. Manipulative Autocrat – A manipulative autocrat leader is one who makes the subordinates feel that they are participating in decision making process even though he has already taken the decisions.

*2. Participative Leadership*

This style is also called as democratic, consultative, group centered or ideographic style. A participative leader is one who consults and invites his subordinates to participate in decision making process. Under this style, subordinates are freely allowed to communicate with the leader and also with their fellow subordinates and take their own initiative.

*Laissez Faire or Free-rein Leadership*

Under this style of leadership, the leader largely depends upon the group and its members to establish their own goals and make their own decisions. The leader is passive and assumes the role of just another member in the group. Only very little control is exercised over group members. This style is also known permissive style of leadership. This style is suitable to certain situations where the manager can leave a choice to his groups.

1. ***Qualities of a successful leader***

***Qualities of a successful leader***

The following are the major innate qualities in a successful leader.

1. Physical features like height, weight, health and appearance

2. Intelligence

3. Emotional stability

4. Human relations

5. Empathy

6. Objectivity

7. Motivating skills

8. Technical skills

9. Communicative skills

10. Social skills.

***5 things you need to know about being a good leader***

If you've never been in a leadership role before, you may be a bit intimidated by the prospect of having a group of people look to you for answers. Many first-time managers learn through trial and error what works and what doesn't, but there are still a few things you can do to make the transition easier.

***1. Use existing strengths to meet new expectations***

When you move up to a leadership position, your day-to-day activities and overall role in the company are obviously going to change. The challenge that many new managers face is understanding how the skills and strengths they gained in their previous position can help them adjust to their new one.

"Changing roles is like making a pivot in a basketball game," said Ashley Goodall, chief learning officer at business consulting firm Deloitte. "You are anchored by your areas of strength, and they don't change as you move. But the expectations of you shift as you go in a new direction. As you move into a management position, you will be orchestrating the work instead of doing it. The trick will be to pay attention to the expectations of your new role and to figure out how to put your strengths to work in different ways."

***2. Transparency is key***

As a nonmanagerial employee, you probably didn't have access to a lot of the company information your boss did. Now that you're a leader, you'll be a more involved in planning and strategy work, and it's important to keep your team informed about what's going on in the organization as a whole.

"First-time managers often underestimate the importance of transparency," said David Niu, founder and CEO of employee engagement tool TINYpulse. "They often hold information that their team members don't have access to. They can avoid being seen as uncommunicative by being willing to share information such as budget, customer feedback and strategic plans. Transparency can also help staff better understand their role as part of a bigger picture and thus, feel more connected to the company and team."

***3. Establish a strong relationship with your team***

One of the biggest mistakes new managers make is failing to develop good working relationships with their team members, said Gretchen Spreitzer, professor of management and organizations at the University of Michigan's Ross School of Business. First-time leaders often default to "performance" mode, and are overly concerned about how productive the group is and how they look to their own boss. This doesn't work if the leader hasn't taken the time to develop good working relationships with his or her team.

"Instead of trusting and empowering people, they're micromanaging," Spreitzer told Business News Daily. "Anyone in a new [managerial] position should get to know their people before they start establishing changes."

Getting to know your team members and finding out how they're doing, not only in their careers but in their personal lives, is a great way to create the necessary rapport to work well as a group, Sprietzer said. Holding regular one-on-one meetings to check in with your employees can also help you establish good relationships with them.

***4. Recognize your employees when they do a good job***

To truly build a great culture and dynamic among your team, it's important to give your employees credit when it's due.

"Take time to build recognition into the team culture," Niu said. "Frequent recognition fosters a positive team environment and creates a culture of gratitude. Don't just wait until the big wins to recognize team members. For example, thank employees who took the initiative to clean up after an office party."

***5. Accept feedback, but find your own unique way to lead***

Everyone's going to have their own opinions and advice on how you should lead. While it's good to listen to what your mentors have to say, you ultimately must develop your own unique leadership style.

"My greatest challenge was to understand that I needed to figure out for myself the best way to lead and have an impact on my organization and teams, instead of worrying about other people's approaches," Goodall said. "New managers who are leading for the first time should ask themselves, 'Why would anyone follow me?' It's an easy question to overlook but one that I think is at the heart of what it means to be a leader. Everyone answers the question differently, and it's important to start thinking now about how you will lead in your own unique way. Leaders attract followers because of what they stand for and how they help their team grow."

Sprietzer noted that modeling your management style after a boss you really looked up to and admired is a good place to start, but being yourself is what matters most.

"Leverage and play to your own strengths," Sprietzer said. "Don't be who you're not”.

**LECTURE 5. THE NOTION OF CAREER AND SUCCESS**

*1. Meaning, types and factors of career and success.*

*2. Career planning.*

*3. Stages of career and periods of life.*

*4. Career choice.*

*Success should be measured by hurdles that person overcome to reaching success.*

*George Washington*

*I can not give you the formula for success, but is ready to offer the formula for failure: try to please everyone.*

*T. Svoun*

***1. Meaning, types and factors of career and success***

In business it is important to be successful today and also thinking about the jump into the future.

The great secret of success in the life for a man is to be ready when the opportunity comes.

**The notion of success**

        continuous movement

        ability to look ahead a little further than your competitors

        constant expansion of its business, plunging it into new  areas of activity

        correct realization of strategic ideas

        Skill  exactly set goals

        ability to overcome the difficulties and reasonably "doing Pause"

**Important instruments to succeed**

        Achieving personal leadership, particularly in defining and implementing the strategy of the company

        Creation of an effective team of associates and motivation of subordinates

        Investing in their own development and staff development

**System-based concept of man:**

**Man –** is a living system that is different from all non-biological systems featured of life and their behavior. This is - constantly and continuously operating system, it is impossible to stop. It arises, develops, aging and collapses by special laws.

**Man -** is a self-regulating system. Inherent is adaptive mechanisms of self-regulation that can modify  behavior of man in case of any changes in the environment

**Man -** is a socially integrated living system. This characteristic developed under increasing influenced by social factors in during the evolution. Labor, consciousness, language, thinking, and other human attributes significantly influences all elements and levels of the system that gave a person socially integrated character.

**Man -** this is an open system, which can not exist separately from the surrounding natural and social environment, with continuous exchange with them  energy and information.

Man and environment represent a new system, between the elements of which occurred dynamic equilibrium during evolution.

**Algorithm for building a successful career:**

        assess their own capabilities by defining your personality type;

        select of the possible professions and jobs that meet your personality type the most;

        periodically refine your personality type by adjusting choice of location and type of work

**10 Top Tips For Building a Successful Career**

Building your career is exciting because it provides an opportunity to shape your life in the way you want. It can also be scary when you do not know what it is that you want to do and when you are not sure how you can make a living. The more you are in charge of your process, the better you will feel. So here are top 10 tips to help move you forward as you create your career.

1. Know your values

The place to start building career success is with yourself. First, zero in on your values. Values are the core principles that run your life. The more your career aligns with and honors your values, the deeper the sense of satisfaction you will derive from what you do.

2. Play to your strengths

Second, find your strengths. It is easier and a lot more fun to play to your strengths than to compensate for weaknesses. A great resource for identifying your strengths is Strengths Finder 2.0 by Tom Rath where you buy the book and then take an on-line assessment which generates a report of your top 5 strengths. Then see how you can start playing to YOUR strengths!

3. Live your passions

Some people are able to live their passions every day. For others, tapping into passions is more challenging. Passions are often buried by belief systems and judgments that convince you that what you love is not worthy of or capable of sustaining you in a career. If that is your situation, think back to those childhood passions and see what it would take to introduce more of those things into your life right now.

4. Use your favorite skill sets

What are you good at doing? Think of the times that you have been successful and then zero in on the specific steps that you took to get there. These will tell you your best skills. Now pick your favorite skills and see how you can apply them in your career.

5. Figure out how much money you need to make

For anyone entering the job market or thinking about a career switch, take a long hard look at your finances. Do a budget. Decide on what kind of lifestyle is really important to you. Then think about how much money you need to make to support yourself in that lifestyle.

6. Have a plan

Once you have answered all of the foregoing questions, do some research into different career scenarios that combine your values, strengths, passions and favorite skills sets AND provide you with the money that you need to make. Imagine yourself in those careers. What will you be doing all day? Whom will you be working with? What do you want to accomplish? Then go out and find out more about these areas. Make a long-range plan for your career search and set quarterly, monthly and weekly SMART goals.

7. Stay flexible

There are probably a number of different areas that you could see yourself working in. Experiment and see what you like best!

Do you need additional skills? Take a course or go for another degree.

Do you need another job or two before you are ready for your ideal job? That's okay since you are moving in the right direction!

8. Network

Here's the real secret of career building: the best jobs come up because someone who knows you thinks that you would be the right person for the job. So networking is a critical piece of career success. Yet many people are afraid to network, thinking that it is somehow impolite to ask others for help. Even worse, they way wonder why would anyone want to spend time with someone new to the field.

And here's another insight: networking does not have to be scary. Think of networking as connecting with another person so that the two of you are in sync and are relevant to each other. Yes, you have something to contribute! People are always looking for talent and those big executives/stars were once beginners just like you.

9. Get support

Seek out people who understand your situation or are a positive influence. Join a support group or create your own with like-minded friends. Hire a coach. Form your own personal board of directors. This is not the time to be with naysayers!

10. Be good to yourself

Building a career can be tricky so be good to yourself. Create a nourishment menu of fun, free things to do that make you feel great. Keep a success journal documenting all the things that you do well. If negative self-talk is holding you back, come up with a mantra or affirmation that can remind you of yourself at your best. Make these practices a habit throughout your life!

* 1. ***Career planning***

**Career planning** - this agreement aspirations of a man who makes a career with opportunities an organization that closely associated with the trajectory of career  (sequence of of works through which there passes person that can lead to achieving personal career goals) , which is caused by these opportunities.

Possibilities of successful promotion should be given to employees for a complete self-feedback from them and for enterprise success.

Personnel management must carry out on planning and development of career, assist employees to find realizable goals and achieve it.

Personnel management, monitoring and teaching play a large role in the process of career development. Planning of personnel, for example, can be used not only for external vacancies prognostication but also for showing of potential internal candidates and for studies what enterprise need extremely.

The periodic appraisals of the employees are used not only for a decision-making on wages (labour compensation) but also for determination of necessities at development of personalities and their satisfaction. It is advantageous for enterprise (the implementation improvement of the employees duties), and for employees (possibility to make a career).

The first step in career planning is determination of interests, inclinations, possibilities and skills of personality. The career of each personality passes over the certain stages and manager importance is to understand character and nature of every stage. This is important because employee’s knowledge (skills) and advantages in choice of work is under influence of the stage in what employees are.

Edgard Sheyn emphasizes that career planning is a slowdevelopment process of professional self-conception and self-determination in the terms of own capabilities, talents, reasons and necessities. He asserts that as employee knows itself better than someone else, he forms the points of his own career.

It is difficult to foresee the key moments of career because they are evolutional and is the result of discovery process. Some people can not define the key moments of the career, while will not run into a necessity to make a main choice.

Past work experience, human’s interests, family care, capabilities and orientations influence on determination of key moments of career.

Some consider that career is a way to success and achievements of visible position in society. It is the successful promotion in work activity.

Careerism is career pursuit, personal aspiring to prosperity and promotion of personal interests.

Other considers that career is a result of conscious position and human behaviour in labour activity related to professional growth.

Enterprises growth by expansion, combination and buy out others enterprise will cause to creation of new workplaces, authority change, that’s why employees must be ready to new more difficult work.

Employee’s possibilities (prospects) determine a quality of performance and enterprises development.

|  |  |
| --- | --- |
| Career is | * More money * More authority * Higher status * Higher prestige * Plenary powers |

Career is individual changes of position and behaviour, which relate to work experience, and all labour activity.

The great component of career conception is promotion also growth, achievement, transition, etc. From this, career is a process which determined as passing over sequence work change of human. So, here career not as stability figure, but as process of event change. The type of career process gives the conception of its origin, orientation and internal organization, external link and cooperation with other processes.

**The basic types of career process listed below**

|  |  |
| --- | --- |
| **Types of career process** | **Description** |
| Progressive | It is promotion on more height position of hierarchy. Each position differs from previous by higher level of capabilities and possibilities. The changes of promotion process are irreversible and directed on the future. |
| Regressive | It is downward of career process by disparity of capabilities and activity to the requirements of employee status, structural reorganizations of management, health or age. |
| Linear | Career process develops by continual (along the line). It is a process of professional growth. |
| Nonlinear | Career processes going bounced or breached after the long period of quantitative growth. It going by stages up or down. Status of worker always changes. |
| Spiral | Career process going by sequence assimilates of positions at promotion by hierarchical gradation. |
| Stagnation | There are no promotion of career process |

**Factors what influence on career development andvital terms**

|  |  |
| --- | --- |
| **External** | **Internal** |
|          Government, laws           Economics terms           Competition           Labour resources           Enterprise location |       Enterprise purpose        Organizational style        Professional character of work        Technological terms        Collective, workgroup        Experience and style of      guidance |

Main in the way choice of career development is understanding of that not only factors and personality influence on career development itself, but methods of their cooperation.

**Cooperation of career development factors**

|  |  |  |
| --- | --- | --- |
| *Activity types of*  *personnel service* | *Employees* | *Criteria  of efficiency* |
| 1.        Equal possibilities of employment  2.        Analysis of work  3.        Selection  4.        Take-off  5.        Performance estimate  6.        Teaching and development of career  7.        Rewards  8.        Discipline  9.        Labour relations  10.     Safety and health  11.     Quality of life  Estimating | 1. Possibilities 2. Positions and approaches 3. Interests 4. Features of personality | 1. Performance 2. Legal responsibility 3. Satisfaction 4. Shirking 5. Fluidity 6. Amount of conflicts 7. Amount of complaints   Amount of incidents |
| *End-point*  *Competitive products and services* | | |

  A manager must be able to find the necessities of employee and employee must have conception of his present and potential possibilities and apply them in the future. Therefore a career and promotion must be built on the basis of common participation of both.

A career does not show success or unsuccess only it contains internal position and behaviour, changing of experience, capabilities and professional possibilities.

Consider some factors of career slow: any process performs is under acts of slowing, which slows development till its stop or change the direction etc. On the separate points of career motion may begin a career crisis in consequence of influence on the future of personality and organizations.

Factors of characters of influence:

1) Retention

2) Resistance.

The factors of retention show insufficiency of internal resources and methods of their mobilization:

* Low level of necessities;
* Weakness of reasons;
* Lack of knowledge and experience;
* Illness;
* Violation of volitional sphere;
* Stagnation in general development.

**Resistance operates from an outsourcing** — environment of activity. They can be as an answer for career activity, result of career competition, hard order of promotion, free limitations, disbalance in the system of employee interests and organization.

By nature position slowing factors can be: physical; psychological; social and ideal.

Physical factors include state of organism behave, they are defects of sense, language, exterior organs, low capacity cause by illnesses.

Psychological factor include state of indecision, timidity fear and problem of intellect.

Social factor caused by disorganizations on the different levels of the social order, they are:

1.  Political (advantages of political orientation);

2.  State (low prestige of profession);

3.  Organizationally administrative (clear rules absence of position nominate);

4.  Legal (legal unprotect of position and employee);

5.  Economical (absence of wage incentives);

6.  Informal-group (tension is in relations).

Ideal factor include culture, moral, ideology, etc.

By time action slowing (resistance) factors can be:

•   Short-term;

•   Stable

•   Long-term.

Short-term factor include fatigue, disease.

Stable factors include economical overfalls, violations of traditions etc.

Long-term factors include age changes.

Mixed factors, what are rise and fall of activity may concern to slowing factors. A result of slowing factors is a career crisis, career stagnation, career fall.

**The 9 most important career planning tips:**

*1. Never Stop Learning*

Life-long learning is your keyword.

The world is constantly changing, and everybody is looking for new ways of doing business.

If you have decided that your current skills are good enough, you have also decided that your current job is good enough.

But if you want a career in the future, you should add regular updates to your skills and knowledge.

*2. Ask, Listen And Learn*

A good listener can learn a lot.

Listen to your co-workers, your boss, and your superiors. You can learn a lot from their experience.

Ask about issues that interest you, and listen to what they say. Let them tell you about how things work, and what you could have done better.

Most people will love to be your free tutor.

*3. Fulfill Your Current Job*

Your current job might be best place to start your career.

It is often very little that separates successful people from the average. But nothing comes free.

If you do your job well and fulfill your responsibilities, this is often the best way to start a new career.

Talk to your supervisor about things you can do. Suggest improvements. Offer your help when help is needed. In return ask for help to build a better career. It is often possible - right inside your own organization - especially if you have proved to be a valued employee.

*4. Build Your Network*

Your next career step might arise from your contact network.

Did you know that more than 50% of all jobs are obtained from contact networks?

If you have a good contact network, it is also a good place to discover future careers, to explore new trends, and to learn about new opportunities.

Spend some time building new contacts, and don't forget to maintain the ones you already have.

One of the best ways to get serious information from your network is to regularly ask your contacts how they are, what they do, and what is new about their careers.

*5. Identify Your Current Job*

Your current job should be identified, not assumed.

Make sure you don't work with tasks you assume are important. This is waste of time and talent.

When you start in a new job, talk to your superior about your priorities. If you're not sure about what is most important, then ask him. And ask him again. Often you will be surprised about the differences between what you assume, and what is really important.

*6. Identify Your Next Job*

Your dream job must be identified.

Before you start planning your future career, be sure you have identified your dream job.

In your dream job, you will be doing all the things you enjoy, and none of the things you don't enjoy. What kind of job would that be?

Do you like or dislike having responsibility for other employees. Do you like to work with technology or with people? Do you want to run your own business? Do you want to be an artist, a designer or a skilled engineer? A manager?

Before building your future career your goal must be identified.

*7. Prepare Yourself*

Your dream might show up tomorrow. Be prepared.

Don't wait a second. Update your summary now, and continue to update it regularly.

Tomorrow your dream job may show up right before your nose. Prepare for it with a professional summary and be ready to describe yourself as a valuable object to anyone that will try to recruit you.

*8. Pick The Right Tools*

Pick the tools you can handle.

You can build your future career using a lot of different tools.

You can add a lot to your career by studying books. Doing short time courses with certification tests might add valuable weight to your CV. And don't forget: Your current job is often the most valuable source of building new skills.

Don't pick a tool that is too heavy for you to handle!

*9. Realize Your Dreams*

Put your dreams into action.

Don't let a busy job kill your dreams. If you have higher goals, put them into action now.

If you have plans about taking more education, getting a better job, starting your own company or something else, you should not use your daily job as a "waiting station". .

If you have this energy, you should use it now, to realize your dreams.

***3. Stages of career and periods of life***

During the career people pass over different stages what are related to each other.

|  |  |  |  |
| --- | --- | --- | --- |
| 1 stage | Before work  the previous stage | Under 25 | •   Study at elementary and secondary school  •   Study at higher school and higher educational institution(professional studies)  •   Practical studies at production  •   Dependence in work |
| 2 stage | Establishment, confirmation | Under 30 | •   Independent work  •   A generator of ideas in the chosen industry  •   Independence in work  •   Assuredness in itself  •   The state of independence can cause to some problems, appearance of "fail" in work |
| 3 stage | Promotion | Under 45 | •   Aspiring to increase the circles of own interests in organization  •   Aspiring to cooperating with other organizations  •   Training and cooperating with other professionals  •   Professionals carry the responsibility for the work of others employees especially those who are in the 1 stage.  •   Those, who can not survive in these requirements, can back to 2 stage, but who stand and fill satisfaction from large tension, will get more difficult and better work and those can remain in 3 stage up to a pension. |
| 4 stage | Preservation | Under 60 | •   Forming of corporate strategy, long-term planning  •   Generating of ideas  •   Determination and assistance of followers career  •   Cooperation with important figures of organizations  •   Ability of wield influence  •   Selection of personnel |

The listed above stages are fundamental for understanding and for career development management. Workers pass over the stages of career as at the periods of life.

Relation between the stages of career and necessities

|  |  |  |  |
| --- | --- | --- | --- |
| Stages of career | | Age | Important necessities |
| 1 | Before work | Under 25 | Physiology, health |
| 2 | Establishment, confirmation | Under 30 | Safety, preservation |
| 3 | Promotion | Under 40 | Achievement, respect, autonomy |
| 4 | Preservation | Under 60 | Respect, self-expression |
| 5 | Pension | Under 60 | Self-expression |

*Periods of life*

Psychology pay heed more to the problems of babyhood period, than to adult periods of life.

Every period of life describe requirements in work activity over certain development tasks.

Periods of life motion is similar to the necessities hierarchy.

|  |  |  |  |
| --- | --- | --- | --- |
| 1 stage | Childhood | Under 15 | In relation to a career childhood is not examined |
| Youth | 15-25 years old | •   Achievement of personality unity  •   Young people are concentrated on the career choice or job  •   Young people are frightened by considerable divergences between what they see and what they must do for success achievement.  •   Primitive employ, and if personality unity is not yet achieved, then young people can feel difficulties during this period |
| 2 stage | Early adult | 25-35 years old | •   Development of friendship and appetence to other  •   Bringing to relationships with others people, groups, organizations  •   Establishment of career, first stages of promotion  •   Can be some conflicts between requirements of the life period and stage of career in relation to a conduct which is incompatible with good relationships with others people |
| 3 stage | Adult | 35-60 years old | •   Creative work, achievement of purpose  •   Emphasize productivities, creative use of talent and possibilities  •   Building of organizations, new ideas and products, teaching of young people etc.  •   Success depends from purpose achievement |
| 4 stage | Maturity | Last period of life | •   People don’t fall into despair from life and choice  •   Work is productive, creative, gives satisfaction for oneself and others  •   Pension period |

 Often successful career is the result of achievement of the definite stage of career to definite age.

People, whose promotion are not on the same level than their periods of life, have low productivity of work and tension relationship with collective.

***4. Career choice***

 The most important decision in human life is a career choice. Making this decision we ask oneself: what I want to be? What my strengths and weaknesses?

A researcher John L. Golan offered and explored the career choice theory. He considers that this choice is expression of personality, not an accident; that personality’s career achievement depends on accordance between individual and circumstances of work.

In according with L. Golan one type of personality always dominates, but when a person adapts to the circumstances – uses two or more types.

***Career choice***

*Realistic*

*People who have technical or mechanical capabilities; like to work with objects, machines*

*Convention*

*People who like to work with information and have capacities for calculations by instruction*

*Research*

*People who like to observe, study, explore, analyze and decide*

*Enterprise*

*People who like to influence on others and manage for goal achievement*

*Artistic*

*People who like to work in the unformalized situations using their rich capabilities of intuition, creation*

*Social*

*People who like to work together, helping other*

Every person belongs to one of six types of personality:

|  |  |
| --- | --- |
| Types of personality | |
| 1. Realistic | These have technical or mechanical capabilities; like to work with objects, machines It is a machinist |
| 2. Research | These give advantage to be an analyst, curious, methodical and exact. It is a researcher |
| 3. Artistic | These are expressive, original, concentrated. It is a decorator |
| 4. Social | These like to work together, helping others, purposefully avoid systematic activity. It is a school consultant |
| 5. Enterprise | These like activity, what gives influence on others for goal achievement. It is a defender |
| 6. Convention | These like systematic manipulation of information, records, and materials. It is an accountant |

To find people skills important is to detect their capabilities during career choice. The methods of detection are: personal monitoring, questionnaires, testing, conversation, interviewing, examination and discussion.

So, such estimations can be given to you:

1. Unorganized, unprepared.
2. Slipshod.
3. Self-respect.
4. Unrealistic aims or self-confidence.
5. Inability communicates normally and effectively.
6. There is no interest to enterprise.
7. Careless.
8. Bad marks of testing.
9. Interested only in money.

10.     Gives contradictory answers for questions.

*Key moments of career*

Researches of Massachusetts Technological Institution specialists show five career moments of people inclination.

|  |  |
| --- | --- |
| **Moments of career** | **Inclination of people** |
| 1. Technically functional | People inclined to technically functional work, avoid decision making in general management |
| 2. Administrative | People demonstrate strong motivation to become a manager. Their goal is position of manager with high responsibility. |
| 3. Creative and initiative | People achieve success in enterprise. They need to build or create something that can show their merit |
| 4. Independent | Main problem of such people is to be independent, free of connections what are in large organizations. They make decision to become a consultant, working alone or in small firm. It is business professors, journalists, authors of books |
| 5. Safe | People ready to do that what they need in the moment for saving job, profit, stable future. They are ready to allow their managers to decide their career |

***Work choice and position hold during career choice.***

Very important during career choice is to find people skills.

People must have certain skills or be able to develop that, what is required by profession.

The USA researchers offer people seven advices what choose work or try to get promotion during career choice.

***Advices for work choice and position hold***

 Make a self-appraisal: fix what place (region, firm) and what work interestsyou.

Learn position instructions, describe all possible works and find out, which of them suit to your interests and possibilities.

Most important are about:

               Needed education for these work;

               Requirements for professional knowledge;

               Vacant places in every sphere of activity;

               Payment.

Formulate the aims of the search. A list of works and positions must be wide enough and flexible. Broaden the achievement ways of aims.

Learn the labour market and estimate your own possibilities.

Learning the labour market is needed for what vacancies it is possible to expect.

Attentively learn information about industries, what interest you.

Estimate your promotion chances and payments.

Make a contact with a firm. Write him a letter about your intentions.

Prepare resume and support letter about itself. A resume must give the picture of your possibilities, education, experience, special qualities. It must be short and not more then one page. Purpose of resume is to obtain a positive review from employers.

A support letter must be convincing, professionally self-possessed, interesting. In an ideal he must put you higher than all others applicants and separate you from them.

Every support letter must be original.

It is needed to send the printed copy of message to every organization. Support letter must contain description of position what you want to hold, give the picture of your qualification, also contact information and specify the last name and title of public servant who you speak to.

After some time, when letter was sent, you’ll need to call to the firm for finding out the decision about you. Talk with that person, who is engaged in this.

Before appointment, think about possible questions and answers; come earlier, and dress conservatively on appointment.

***A talk conduct on appointment***

Greeting with a public servant introduce yourself. Try to cause favorable impression. Be self-control, optimistic and naturally. Necessarily look an interlocutor in eyes. Speak expressly and clearly. Don’t squeeze hands; don’t pull hairs, decorations and chair. Sit comfortable. Don’t smoke, even when offered.

Learned about yourself very expressly. Answer to a question without deviating. Avoid laconic answers, but don’t be verbose.

Don’t intercept initiative of a public servant, but also don’t be passive.

At the end of conversation expose your essential experience. Don’t afraid to take the lead at end of conversation.

**LECTURE 6. PLANNING OF MANAGER’S WORK**

*1. Role and meaning of planning of managers work.*

*2. Scheduling work time.*

*3. Methods to manage time effectively.*

1. ***Role and meaning of planning of managers work***

It's the end of another busy working day and, even though you came into the office early and left late, you don't feel as if you've accomplished anything significant.

It's all too easy for this to happen. Faced with endless meetings, frequent interruptions, and urgent last-minute tasks, you can easily be busy all day without making any progress on high-priority projects and goals.

That's why it's so important to know how to schedule your time properly. In this article, we'll look at the steps you can take to do this, thereby making time for the work that really matters, while still leaving time for personal development, family and friends.

The Importance of Scheduling

Scheduling is the art of planning your activities so that you can achieve your goals and priorities in the time you have available. When it's done effectively, it helps you:

• Understand what you can realistically achieve with your time.

• Make sure you have enough time for essential tasks.

• Add contingency time for "the unexpected."

• Avoid taking on more than you can handle.

• Work steadily toward your personal and career goals.

• Have enough time for family and friends, exercise and hobbies.

• Achieve a good work-life balance.

Time is the one resource that we can't buy, but we often waste it or use it ineffectively. Scheduling helps you think about what you want to achieve in a day, week or month, and it keeps you on track to accomplish your goals.

How to Schedule Your Time

Set a regular time to do your scheduling – at the start of every week or month, for example.

There are a number of different tools to choose from. A simple and easy way to keep a schedule is to use a pen and paper, organizing your time using a weekly planner. (Click here for a free downloadable planner template to get started.)

You can also use apps and software such as Google Calendar®, MS Outlook® and Business Calendar. Choose a scheduling tool that suits your situation, the current structure of your job, your personal taste, and your budget.

The most important thing when choosing your planner is that it lets you enter data easily, and allows you to view an appropriate span of time (day/week/month) in the level of detail that you need.

Once you have decided which tool you want to use, prepare your schedule in the following way:

*Step 1: Identify Available Time*

Start by establishing the time you want to make available for your work.

How much time you spend at work should reflect the design of your job and your personal goals in life.

For example, if you're pushing for promotion, it might be prudent to work beyond normal hours each day to show your dedication. If, on the other hand, you want to have plenty of time for out-of-work activities, you might decide to do your allocated hours and no more.

*Step 2: Schedule Essential Actions*

Next, block in the actions you absolutely must take to do a good job. These will often be the things you are assessed against.

For example, if you manage people, make sure that you have enough time available to deal with team members' personal issues, coaching, and supervision needs. Also, allow time to communicate with your boss and key people around you.

*Step 3: Schedule High-Priority Activities*

Review your To-Do List , and schedule in high-priority and urgent activities, as well as essential maintenance tasks that cannot be delegated or avoided.

Try to arrange these for the times of day when you are most productive – for example, some people are at their most energized and efficient in the morning, while others focus more effectively in the afternoon or evening. (Our article "Is This a Morning Task?" can help you identify your best times of day.)

*Step 4: Schedule Contingency Time*

Next, schedule some extra time to cope with contingencies and emergencies. Experience will tell you how much to allow – in general, the more unpredictable your job, the more contingency time you'll need. (If you don't schedule this time in, emergencies will still happen and you'll end up working late.)

Frequent interruptions can eat into your time. Learning how to manage them can reduce the amount of contingency time you need to set aside. Some interruptions will be hard to predict, but leaving some open space in your schedule gives you the flexibility you need to rearrange tasks and respond to important issues as they arise.

*Step 5: Schedule Discretionary Time*

The space you have left in your planner is "discretionary time": time that is available to deliver your priorities and achieve your goals. Review your prioritized To-Do List and personal goals, evaluate the time you need to achieve them, and schedule them in.

Step 6: Analyze Your Activities

If, by the time you reach step five, you find that you have little or no discretionary time available, you need to go back through steps two, three and four, and question whether all of the tasks you've entered are absolutely necessary. It may be that some things can be delegated or tackled in a more time-efficient way.

One of the most important ways that you can build success is by maximizing the leverage you can achieve with your time. Increase the amount of work you can complete by delegating to other people, outsourcing key tasks, or using technology to automate as much of your work as possible. This will free you up to achieve your goals.

If you find that your discretionary time is still limited, then you may need to renegotiate your workload or ask for help. Use your newly prepared schedule as evidence of your heavy commitments. This demonstrates to your boss how well-organized you are, and might make him or her more receptive to your request!

Key Points

Scheduling is the process by which you plan how you'll use your time. Doing it well can maximize your effectiveness and reduce your stress levels.

Follow this six-step process to prepare your schedule:

1. Identify the time you have available.

2. Block in the essential tasks you must carry out to succeed in your job.

3. Schedule high-priority urgent tasks and vital "housekeeping" activities.

4. Block in appropriate contingency time to handle unpredictable events and interruptions.

5. Schedule the activities that address your priorities and personal goals in the time that remains.

6. Analyze your activities to identify tasks that can be delegated, outsourced or cut altogether.

It's important that your schedule makes time for your professional and personal goals. If you have little or no discretionary time left when you reach step five, revisit your tasks to see if you can do them differently – otherwise, your work-life balance will suffer.

1. ***Scheduling work time***

It's important that you develop effective strategies for managing your time to balance the conflicting demands of time for study, leisure, earning money and jobhunting. Time management skills are valuable in jobhunting, but also in many other aspects of life: from revising for examinations to working in a vacation job.

Sometimes it may seem that there isn't enough time to do everything that you need to. This can lead to a build up of stress. When revising for examinations, or during your final year when you have to combine the pressures of intensive study with finding time to apply for jobs good management of your time can be particularly important. Once we have identified ways in which we can improve the management of our time, we can begin to adjust our routines and patterns of behaviour to reduce any time-related stress in our lives.

Practice the following techniques to become the master of your own time:

1. Carry a schedule and record all your thoughts, conversations and activities for a week. This will help you understand how much you can get done during the course of a day and where your precious moments are going. You'll see how much time is actually spent producing results and how much time is wasted on unproductive thoughts, conversations and actions.

2. Any activity or conversation that's important to your success should have a time assigned to it. To-do lists get longer and longer to the point where they're unworkable. Appointment books work. Schedule appointments with yourself and create time blocks for high-priority thoughts, conversations, and actions. Schedule when they will begin and end. Have the discipline to keep these appointments.

3. Plan to spend at least 50 percent of your time engaged in the thoughts, activities and conversations that produce most of your results.

4. Schedule time for interruptions. Plan time to be pulled away from what you're doing. Take, for instance, the concept of having "office hours." Isn't "office hours" another way of saying "planned interruptions?"

5. Take the first 30 minutes of every day to plan your day. Don't start your day until you complete your time plan. The most important time of your day is the time you schedule to schedule time.

6. Take five minutes before every call and task to decide what result you want to attain. This will help you know what success looks like before you start. And it will also slow time down. Take five minutes after each call and activity to determine whether your desired result was achieved. If not, what was missing? How do you put what's missing in your next call or activity?

7. Put up a "Do not disturb" sign when you absolutely have to get work done.

8. Practice not answering the phone just because it's ringing and e-mails just because they show up. Disconnect instant messaging. Don't instantly give people your attention unless it's absolutely crucial in your business to offer an immediate human response. Instead, schedule a time to answer email and return phone calls.

9. Block out other distractions like Facebook and other forms of social media unless you use these tools to generate business.

10. Remember that it's impossible to get everything done. Also remember that odds are good that 20 percent of your thoughts, conversations and activities produce 80 percent of your results.

1. ***Methods to manage time effectively***

The following time management techniques will help you to deal with work overload, allows you to improve your productivity, and most important: it will help you to save time in a smart way.

**Organization**

Organization is the alpha and omega of time management as it helps you to get an overview about your plans for the current day and what tasks need to be accomplished. Being organized helps you to avoid procrastination and postponement of all kinds.

***#1 To-do-list***

You can organize your workday by taking yourself up to 10 minutes in the morning, where you specify the tasks that need to be accomplished, the projects that need your attention, the problems that need to be solved and the goals that you would like to achieve in this day. You can do so by creating a task list (to-do-list) where you write down the main tasks that need to be done, mention the necessary steps that lead to the completion of projects and where you split your main goals into subgoals and work towards their achievement. Sometimes it can be also very helpful to write some ideas down on how you plan to accomplish some of the more difficult tasks and problems.

Make sure to keep your to-do-list in mind and cross-check it every once in a while, whether you are ahead of your planning or not. When you have solved a problem, accomplished a tasks or achieved a goal that was part of your task list you can cross it off until you have accomplished everything that was written on the list. Furthermore it is important to set priorities when you create a task list, e.g. by high-lighting some of the most important tasks with a marker, but more on that in the following, where it says: Prioritization.

***#2 General task lists***

Besides a daily updated to-do-list you can also create a general task list that includes all of your main goals, split into subgoals. This task list can include instructions or ideas on how you plan to reach these goals, delegate tasks or possible obstacles and how to overcome these. I would also recommend you to include a particular section into your general task list where you list some of your regular tasks that you have to accomplish on a daily basis.

**Prioritization**

Prioritization is essential as it helps you to focus mainly on your tasks and duties with the highest priority before you turn to tasks with lower priority that are not related to your main goals or not contributing towards your intended output. Prioritization is an effective time management method as it enables you to be more productive in stressful times when you are facing work overload as you can cast aside time intensive, but unimportant tasks.

There are numerous techniques that help you to set priorities from the simpler “ABC” prioritization and the “1-10” prioritization scale, to more in-depth and precise techniques like the “Pareto Analysis” (20% of your tasks contribute to 80% of your outcome, but will also take 80% of your available time), the method to prioritize tasks from “important and urgent” to “not important and not urgent” and the POSEC method that prioritizes by Organizing, Streamlining, Economizing and Contributing. I personally prefer a combination of scaling my tasks from 1 - important to the least important task arranged accordingly to their urgency and due date. However, I recommend you to have a look at all the different prioritization techniques that are being explained in the following and then to choose whatever techniques fits your needs most.

***#1 ABC analysis***

The ABC analysis allows you to prioritize your tasks into three different categories:

A - Tasks that are important and urgent

B - Tasks that are important but not urgent

C - Tasks that are not important and not urgent

What are the advantages of the ABC analysis?

By prioritizing your tasks into three categories you will get an excellent overview of all your tasks, their importance and urgency.

What are the disadvantages of the ABC analysis?

The ABC analysis is not an in-depth analysis and not as precise as other prioritizing methods. It should therefore be combined with the Pareto analysis or be extended by adding two more characters to imply the urgency and importance of specific tasks (e.g. “A-1” or “AAA” for the utmost important and urgent tasks and “B-1” or “BAA” for very important tasks that are just slightly urgent to “B-2” or “BBA” for important tasks that are not urgent, etc.).

***#2 Scaling from “1-10”***

Prioritizing tasks via a scale from 1 - very important to 10 - unimportant can help you to create a simple to-do-list with the most important tasks at the top of it. The advantage is that such a scaled list can be created in short amounts of time, but it also lacks precision.

***#3 Pareto analysis***

The idea behind the Pareto analysis is that we can accomplish 80% of our tasks and duties within 20% of our available time, which also implies that the remaining 20% of tasks will take up to 80% of our remaining time. The 80-20 rule also implies that only 20% of our tasks contribute to 80% of our outcome. The Pareto analysis is an easy, but time intensive method to manage time and improve your productivity.

How to apply the Pareto analysis?

You can apply the Pareto analysis by writing down a list of tasks that need to be accomplished (to-do-list) that is ranked in order of their importance, with the slight difference that importance in regards to the Pareto analysis means the contribution of this task to the overall outcome of your goal/project. Put simple: you rank your tasks accordingly to their outcome. If a task does not contribute towards the aimed outcome it is regarded as unimportant. Once you have finished the list with all tasks ranked accordingly of their outcome you can spot the top 20% of all your activities that result in an outcome of 80%.

What are the advantages of the Pareto analysis?

The Pareto analysis allows you to focus on the accomplishment of the top 20% of your tasks that contribute towards the maximum of your outcome, which allows you to set aside 80% of your tasks until the most important ones are accomplished.

What are the disadvantages of the Pareto analysis?

The Pareto analysis does not consider the urgency and overall importance of a task, such as tasks that need to be performed in order to maintain customer friendliness (which does not result in the top 80% of the outcome and would have been put aside), but could have negative impacts if not performed.

***#4 POSEC method***

POSEC is an acronym that stands for Prioritizing by Organizing, Streamlining, Economizing and Contributing, which shall help you to focus our attention on your daily responsibilities. The POSEC method can be summarized as a method to break the main goals into smaller subgoals and tasks, which makes it easier to address one subgoal after another until the main goal is finally accomplished. The POSEC method leads to an upward movement on Maslow’s Hierarchy of Needs.

The POSEC method is comprised by the following stages:

Prioritize responsibilities accordingly to your goals and the available time

Organize what needs to be achieved regularly to maintain success (financial security)

Streamline tasks you are not fond of, but have to be done (work)

Economize tasks you would like to perform that are not urgent/important (pastime)

Contribute to to others. (“Giving something back”, social obligations)

What are advantages and disadvantages of the POSEC method?

The advantages of the POSEC method are that it does not only focus on prioritizing tasks at the workplace but also helps you to prioritize pastime activities and social obligations. In contrast to this is it a disadvantage for people that want to prioritize their tasks and duties at work in a very precise way.

**Elimination**

The motivation behind time management techniques is to get more things done within shorter amounts of time and revolves around the basic question, “How to get more out of my time?” However, the third essential part of time management (besides organizing and prioritizing) is the elimination of various tasks, responsibilities and distractions that are very time consumptive. The prioritization of your tasks helps you to spot unproductive and time intensive tasks and allows you to eliminate these or delegate less important projects and responsibilities amongst your employees/subordinates. In the following you can find what exactly needs to be canceled/avoided:

***#1 Fight procrastination:***

Procrastination is a destructive habit that will distract you from your actual task, which after all leads to hastiness and stress whenever you cannot met deadlines. Being able to discover, fight and finally avoid procrastination is an important time management skill and absolutely necessary when it comes to using your time in an efficient way. The best way to overcome procrastination is by

Recognizing that you are procrastinating

Evaluating the reasons you are procrastinating

Taking counter-measures against procrastination

One of the most common reasons why we procrastinate is when we have to accomplish unpleasant or disliked tasks and when we would rather like to do various other activities than performing our duties. You can beat procrastination by rewarding yourself after you accomplished an unpleasant task, clarifying the negative consequences of not performing a task and by simply starting to address the task step by step.

***#2 Eliminate distractions***

Distractions of all kinds will decrease your concentration and interrupt you from performing your tasks. In order to manage your time efficient you need to eliminate distractions that prohibit you from performing your tasks or delay the completion of projects. Distractions vary from the internet, emails or the telephone up to multiple tasks that are performed simultaneously (multi-tasking).

***#3 Delegate tasks***

Try to delegate tasks that are mundane, unimportant but need to be done and those tasks you are not good at or lack knowledge that one of your co-workers or employees possesses. This helps you to concentrate on the important tasks and leaves you more time to accomplish these.

***#4 Eliminate tasks***

Every once in a while you might notice that you are performing tasks that have absolutely no outcome and are not even important. Sometimes you might have even “created” your very own tasks that no one else is performing and that don’t need to be performed to accomplish your goals. You should try to eliminate as many of these tasks as possible, as these are simply a waste of time.

**Monitoring**

Monitoring helps you to find out how much time you spend for different tasks and - which is more important - it lets you realize how much time you spend with ineffective activities. You can monitor yourself by creating an activity report where you note down your activities, the time that it took and the importance of these activities. As soon as you have monitored your own behavior for a few days you can start analyzing it and if necessary reduce or eliminate unimportant activities.

Goal Setting

One elemental part of every to-do-list and general task list is goal setting and the goals we write down into these lists. However, goal setting would go beyond the scope of this article and isn’t necessarily a time management technique, which is why you can find further information here: Goal Setting Strategies.

*Time Management Tools*

Modern software applications that allow us to manage time have become very popular with the technological development. These time management tools vary from simple reminders and calendars that can be used with PDAs, mobile phones and smart phones up to software products that were developed for the computer. However, the more complicated and precise such an application becomes, the more time intensive and the less useful they will probably be.

**LECTURE 7. PERSONAL DEVELOPMENT PLANNING**

*1. Role and meaning of personal development planning.*

*2. The personal development planning cycle.*

*3. Ethics and culture of manager.*

***1. Role and meaning of personal development planning***

Employers are increasingly aware of the importance of investing in their staff and often have structures and processes in place to provide opportunities for the training and development of their employees.

Nonetheless, managers also need to take personal responsibility for renewing and updating their skills and knowledge throughout their working lives. Personal development is a continuous lifelong process of nurturing, shaping and improving skills and knowledge to ensure maximum effectiveness and ongoing employability.

A personal development plan helps you to structure your thinking. We constantly plan and think in our head, but very often we miss important details and we don’t create a realistic strategy to realize that plan. That’s why many “plans” stay just in our dreams.

A personal development plan is a process that consists of defining what is important to you, what you want to achieve, what strengths you already have that help to achieve your goals, and what you need to improve and develop with time.

When you are developing or designing something new, that’s usually not finished overnight. That’s why you need to be prepared that every important plan will take time before it’s realized.

To make things easier, it’s a good idea to have a personal development plan template.

Personal development does not necessarily imply upward movement; rather, it is about enabling individuals to improve their performance and reach their full potential at each stage of their career.

Adopting a constructive approach to personal development planning (PDP) will help individuals to:

 consider where they are now, where they want to go and how they can get there

 revitalise technical skills that date very quickly

 build up transferable skills (such as self-awareness, ability to learn, adaptability to change, empathy and good time management)

 monitor and evaluate achievements.

The process of PDP provides a schedule to work to and can lay the basis for:

 continuous learning

 a sense of achievement

 ensuring employability and survival in an age where very few jobs can be guaranteed to stay the same

 making the most of opportunities which may arise.

*Personal development planning is the process of:*

 establishing aims and objectives (or goals) - what you want to achieve or where you want to go, in the short, medium or long-term in your career

 assessing current realities

 identifying needs for skills, knowledge or competence

 selecting appropriate development activities to meet those perceived needs.

Scheduling and timing are important but should not be too regimented.

***Personal Development Planning*** (PDP) is a continuous development process that enables people to make the best use of their skills and helps advance both the individual’s plans and the strategic goals of the organisation. It also provides the framework to focus on development needs which may result from change in work roles, or from organizational or legislative change, or from challenges involved in managing people or working in teams.

PDP is a working strategy which helps identify development needs. The impetus of PDP lies with you the individual taking responsibility for your own development and not sitting back waiting on someone else to do it for you. The focus is on development versus task, which signifies that the process is continuous by its very nature. The individual is developing, not just learning, a new task. PDP is a planned approach to setting development objectives. It ensures that people are equipped and skilled to deal with existing or future job roles – they are not merely reacting to a situation when it happens.

The great advantage of personal development planning is that it can beused in several different contexts. It can be used

• to develop a whole life plan which covers your personal life goals as well as career goals

• to focus on your career generally

• to focus on how to get to the next level within your organisation

• to determine what you need to become more effective in your present role/job.

Irrespective of the context, personal development planning benefits everyone in the organization PDP benefits both you and your organisation.

From your own perspective:

YOU

• provide support to organisation goals

• become accountable for your objectives

• work within a clear framework

YOU GET

• a development plan that meets your needs

• included in training and development resource allocation

• training and development support

• work/life balance.

Who else benefits?

The benefits of personal development planning extend to others, in particular to your line manager, colleagues/peers and any staff you have line management responsibility for, and the organisation itself.

**The Individual (You)**

• actively works with his/her line manager in preparing the individual plan

• works from a development plan that meets his/her needs

• is included in training and development resource allocation

• gets higher job satisfaction as performance is improved

• develops greater interest in his/her work

• becomes accountable for development objectives

• works within a clear framework.

**The Line Manager**

• works with staff in drafting their development plans

• provides feedback about development needs

• initiates the coaching process with staff

• provides a structure and focus for improved line manager and staff communications

• aligns training and development allocation and links employees’ plans to unit/department objectives

• achieves a more successful and productive team/department

• acquires a reputation as a developer of people.

**The Organisation**

• becomes an employer of choice, provides development opportunities

• generates a return on investment from training and development

• improves the quality of working life

• achieves increased employee retention

• delivers improved organisational performance

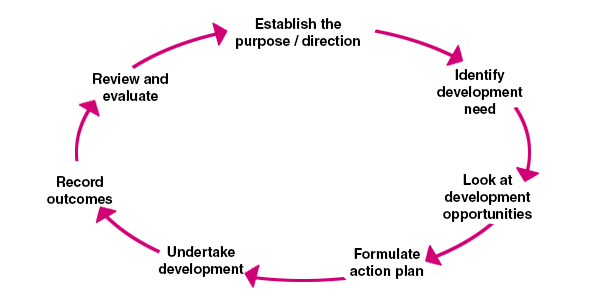
• enhances general performance and ensures ongoing provision of quality services

• gains a reputation as a learning organisation.

***2. The personal development planning cycle***

PDP is usually understood as a cyclical process, where improvement comes from moving around the loop.

The following chart outlines the process:



1. Establish your purpose or direction

The purpose of any development activity needs to be identified. You may do this, either, by yourself or with the help of your manager, mentor, career coach, colleagues, or friends. This involves:

• gaining an awareness of your current standing and future potential within your chosen field or sector

• gaining a measure of what you are good at and interested in (because these things will motivate you)

• taking account of the organisational (and sectoral) realities you encounter

• linking your plans to organisational (and sectoral) needs as much as possible.

Think about:

 your own value system, involving private life and family, work and money, constraints and obstacles to mobility, now and in the future

 the characteristics of the kind of work that fits with your value system.

2. *Identify development needs*

The identification of development needs may emerge from intended or actual new tasks or responsibilities, from discussions with your manager or others, or from dissatisfaction with current routines. Some people know what they are good at, others may be less sure. Various instruments such as self-assessment tests, benchmarking exercises and personal diagnostics are available to help you assess your skills in a structured way.

Your development needs will depend largely upon your career goals. If you intend to remain in similar employment, you may need development to re-motivate or re-orient yourself, or to improve your current performance and effectiveness. Alternatively, development may be required to prepare you for promotion, your next job, a new career or self-employment.

*3. Identify learning opportunities*

As a result of one, or several, of the assessment processes above, draw up a list of the skills or knowledge you need to acquire, update or improve. Compare this list with your current skills and knowledge base and identify the gaps.

Consider:

 your learning style - some learn best by trying out new things, whilst others prefer to sit back and observe; some prefer to experiment, others to carry out research. The Learning Styles Questionnaire, devised by Peter Honey and Alan Mumford will help identify preferred learning styles (See Additional Resources below.)

 your development: in addition to your own organisation, consider government and private advisory agencies, literature and open learning, multi-media or online packages, professional institutes, your peer groups, networks and colleagues and family and friends

 the range of learning options available - these can be broadly differentiated into three categories:

Education takes place over a sustained but finite period of time, usually leads to a qualification and may open up the way into a new career direction.

Training is carried out at a specific time and place and is usually vocationally relevant and limited to specific measurable aims and objectives.

Development encompasses a wide range of activities with learning potential that are either work-based (such as work shadowing, job rotation, secondment, attachment, mentoring, delegation, counselling or coaching) or personal (such as private reading, authorship, presenting papers, peer group contacts, networking, or community involvement).

There will be occasions when unplanned development opportunities arise, such as, a last minute vacancy on a course or a place at an event, which will require you to take account of your priorities when considering whether to follow up on that opportunity.

*4. Formulate an action plan*

For each of the skills and knowledge gaps you identify, set yourself development objectives. These need to be SMART: Specific, Measurable, Achievable, Realistic and Timely. There must be an element of challenge in them so that they stretch you as an individual and carry you on to new ground. But they must also be attainable and viable *within a realistic time-frame, otherwise time will overtake you.*

*5. Undertake the development*

Put your plan into action- what you do and how you do it should be your choice. In addition to training courses, options include work shadowing, secondment, job rotation, project work, networking and community involvement.

*6. Record the outcomes*

Keeping records serves to remind you - and others, such as potential employers - what you have done. Most importantly your records will help you to focus on what you have got out of your development activity. Record the date, the development need identified, the chosen method of development, the date(s) when development was undertaken, the outcomes, and any further action needed.

*7. Evaluate and review*

Evaluation is the key stage in the self-development cycle. There are two issues you should reflect upon: whether the development activity you have undertaken was appropriate and worthwhile; and whether and how your skills or working behaviour have improved as a result. Evaluating development activities also involves asking the following questions:

a) What am I able to do better as a result?

b) Has this experience thrown up further development needs?

c) How well did this development method work?

d) Could I have gained more from this activity?

e) Would I follow this approach again?

Evaluation will also provide a key lead for the next stage of the continuing cycle. Goals change, tasks vary and new needs will emerge. It is important to revise your own plan accordingly.

***Managers should avoid:***

 repeatedly putting off planning your personal development

 trying to tackle everything at once – select one area to work on and then move on to the next

 being too ambitious – development normally takes place in incremental steps

 being afraid to ask for help from your line manager, colleagues or HR department

 forgetting to reflect on and evaluate your learning experiences.

***3. Ethics and culture of manager***

Culture is often seen as abstract and tough to measure. It's more than all those carefully drafted corporate values statements and ethics codes—it's the way things really work. Workplace culture includes how employees dress, how they work with customers and how they interact with their bosses. HR professionals' initial challenge is defining an ethical workplace culture for business leaders who may doubt its effectiveness.

When employers respect the law and treat employees in a fair and consistent manner, employees begin to trust managers and internalize the company's values as their own. Once that happens, ethics become embedded in the workplace culture, he says.

Managers play a major role in determining whether employees embrace a company's values. If managers and top leaders don't model ethical behavior or enforce rules in a fair manner, employees lose trust. Studies also show that people are more likely to override their own ethical concerns if their manager doesn't share those concerns.

So, recent survey results that show managers are responsible for 60 percent of workplace misconduct are especially troubling, says Ethics Resource Center President Patricia J. Harned. Senior managers are more likely than lower-level managers to break the rules, the National Business Ethics Survey found.

When managers are involved in misconduct, it really has an impact on people's perceptions of the culture altogether.

Ethical know-how is an essential new skill in today’s workplace.

You only have to have watched the news in recent years to realise the importance of being ethical in business. Corporate wrongdoing and scandals can wipe millions off the value of the business as well as wreck reputations that have taken decades to build.

Lots of organisations have rules, regulations and values statements governing their employees’ behaviour. But rules and values statements are clearly not enough.

There are many elements that contribute to an ethical culture but by far the most important is ethical leadership. Leaders have to demonstrate their commitment to ethics in actions not just words. So many managers send mixed messages to their people. For example they talk about the importance of ethics but let their best salesman get away with being less than ethical because he is the biggest revenue earner in the company.

Top management’s responsibility is clear – they are ultimately accountable and so need to ensure that the company does the right thing. However, in practice, everyone needs to take responsibility for ethical standards to ensure that they and others do not get their organisation into trouble.

In a nutshell, there are two good reasons for you, as a manager, to build your ethical know-how:

1. To protect yourself from making a decision that could get you or your company into trouble.

2. To make yourself more marketable. A good grasp of the subject is likely to become more and more in demand as organizations become increasingly interested in ethics.

***Six steps to becoming an ethical manager***

The question is, what exactly do you need to do? If you manage other people, consultants or suppliers there are six essentials to being an ethical leader (and I use the term ‘leader’ in a very broad sense as many people are leaders even though they do not have the job title or status):

1. Take responsibility. Ethical leaders take personal responsibility for making sure that their part of the organization is ethical. This includes making it clear to people what standards are required and that no transgressions will be overlooked.

2. Be honest (with yourself and others). Can dour is the quality of being truthful, straightforward and honest. It is not just about telling the truth it is about telling the whole truth. Some people are adept at telling the truth whilst omitting information knowing they are giving an impression of something while meaning something else. This is selective truth telling, it is not can dour.

If the boss is honest it does not necessarily mean that the employees will be honest but there is a far greater likelihood than if the boss is less than honest.

3. Be transparent. The usual definition of the word ‘transparency’ in the business context is to do with full disclosure of financial information to investors. However, it is about much more than compliance and regulation. It is about open communication and not hiding information. True transparency can only occur in a high-trust culture. Bosses need to trust employees with data that they wouldn’t want to get into the hands of competitors for example.

A manager who trusts his or her people and is transparent and who gives the real reasons for decisions (rather than withholding information or relying on ‘spin’) will breed a culture where transparency and openness is not valued.

4. Challenge wrong-doing. This sounds so obvious but doesn’t always happen because people are too busy and let something go that they should actually challenge. Quite often they don’t challenge because doing so means having an uncomfortable conversation and few people relish that. However being prepared to do so is at the heart of challenging potentially unethical behaviour.

5. Increase your knowledge of ethics at work. Being ethical is not just a matter of understanding and being clear about your own moral values. That is certainly part of it. But it is also a question of acquiring certain skills and capabilities including being able to identify an ethical issue in the first place, the ability to have a tough conversation and the knowledge of the right questions to ask in order to tackle an ethical issue and arrive at the best decision.

6. Become a role model. Being a good role model is about actions as well as words. Doing the five things above will lead to you becoming a role model and thus creating a culture and context where people are more likely than not to care about doing the right thing.

**LECTURE 8. TECHNOLOGICAL ASPECTS OF ORGANIZATION OF MANAGER’S WORK**

*1. Preparation and execution of documents.*

*2. Basic requirements for preparation of paper documents.*

*3. Processing of text materials.*

1. ***Preparation and execution of documents***

Contracts can be made orally or in writing. Typically contracts will be made in writing, on the basis that this provides a written record of the terms of the contract agreed between the parties. An oral contract can leave substantial room for debate as to its terms.

There are two forms of written agreement under English law: simple contracts (written "under hand") and deeds.

What is the difference between a simple contract and a deed?

Documents are most commonly executed as simple contracts. A contract is made binding on the date that both parties intend that it is to come into effect, which is typically evidenced by both parties signing the agreement. There is no requirement for the signature to be witnessed.

Simple contracts have a statutory "limitation period" of six years. This means that a party to the contract must bring any claim for breach of that contract within 6 years of the breach taking place. Any later and the claim will be time-barred.

Deeds are required by law in certain circumstances. For example, transfers of real estate and powers of attorney must be made by deed.

Deeds can also be advantageous even when they are not strictly required by law. For example, if only one party under a contract is receiving a real benefit from an agreement, it would be advisable under English law to execute the contract as a deed so that it is not void for lack of consideration. Another potential advantage of deeds is that they have a longer statutory limitation period than contracts: twelve years.

However, a deed requires some additional execution formality beyond a simple signature. Deeds must be in writing and will typically be executed in the presence of a witness, although in the case of a company a deed may be executed effectively by two directors or a director and the company secretary. Specific wording should also be included above the signature blocks.

Counterparts

Simple contracts and deeds are often executed in counterparts. This means that each party to the contract will sign separate but identical copies of the same document. The signed copies will together form a single binding agreement.

Simple contracts and deeds typically contain a clause expressly allowing the document to be executed in counterparts.

Virtual signings – getting it right

There are often difficulties, especially for larger international contracts, in getting all signatories to a contract together in one room to sign the contract. Furthermore, physically posting the contract between the parties may be prohibitively slow.

To avoid these difficulties, it is possible to sign a contract "virtually". That is, the signature pages are prepared and executed in advance and the signatures are "released" upon mutual agreement, often given by email.

However, there has been some controversial English case law suggesting that, in some circumstances, contracts and deeds executed virtually may not be enforceable. In order to clarify the legal position, guidance has been issued by the Law Society Company Law Committee and the City of London Law Society Company Law and Financial Law Committee. This guidance should be borne in mind when making arrangements for closings or signings, especially where some parties are looking to sign documents virtually because they are unable to attend the meeting in person.

In short, the safest course for both simple contracts and deeds is for the parties to exchange by email pdf copies of executed signature pages together with – in the same email - a Word or pdf version of the whole agreement that has been executed.

*Difference Between Document and Records Management*

***Document managemen***t involves the day-to-day capture, storage, modification and sharing of physical and/or digital files within an organization.

Generally speaking, document management focuses on:

Reducing lost and misfiled documents.

Providing faster search and retrieval of documents.

Helping to better organize existing documents.

Improving general work processes and organizational efficiency.

Reducing the amount of physical space used to store documents, such as file cabinets, boxes and shelving.

Records management establishes policies and standards for maintaining diverse types of records. Some, but not all, documents within an organization become records.

***Records management includes*** the functions of document management described above, plus:

Identifying what records exist by records inventory.

Applying required retention periods to stored items.

Identifying the owner of each records series.

Determining that a chain of custody and a proper audit trail both exist.

Assisting in e-discovery issues and applying legal holds to records when needed.

Managing disposition (disposal of documents).

Developing and administering defined records policy and procedures, regardless of if the records are electronic or paper.

Preserving records throughout their life cycle.

*These terms differ in three main ways:*

**Goal:** the purpose of each practice.

**Information**: the content involved in each practice.

**Methodology**: the way each practice is performed.

Let’s break these distinctions down further:

**1. Goal**

The goal of document management is efficiency. Approving documents faster, reducing manual data entry and automating recurring tasks are some of the many functions of document management that work toward this goal.

On the other hand, the goal of records management is compliance. A well-oiled records management system helps organizations avoid penalties when regulators, auditors and other governing bodies come calling.

Document management and records management do share a goal of business continuity. Shortcomings in either practice can contribute to the downfall of the entire organization. However, when both document and records management work toward their goals (efficiency and compliance), the longevity of the organization becomes more secure.

**2. Information**

The information of document management is comprised of transient content. Invoices are signed and then sent off to the next approver; older drafts are discarded for revised ones; forms pass from submitter to reviewer and so on.

**3. Methodology**

The methodology of document management is content-driven. As mentioned above, content is the catalyst for all document-related activity. Therefore, document repositories are usually organized with the needs of general users in mind: finding documents by keyword or title, keeping all documents together by employee or project, etc.

In contrast, the methodology of records management is context-driven. Records managers care more about document types (insurance records, employment applications etc.) than the words written on the actual documents. As a result, retention schedules are the catalyst for records-related activity, as different types of records must be kept for different lengths of time, and under different conditions.

1. ***Basic requirements for preparation of paper documents***

Key criteria for success in writing business documents include:

*Easy to read*

*Well structured*

*Clear meaning*

*Concise*

*Reliable information, capable of being substantiated*

*Does not plagiarise other people’s work*

*Conforms with expected standards of presentation*

***Easy to read***

The readability of your document will improve if you:

Use short, well-constructed sentences. Sentences over 15 words probably should be split into two or more sentences. In general, the longer a sentence that harder it is for the reader to understand it.

Use sub-headings to assist the reader to see at a glance what the document is about

Add a table of contents if the report is lengthy. This is very helpful to the report writer as it helps to develop the report’s structure. It is also very helpful to the reader as it enables them to find information in the report more easily.

Strive for economy of words as more and more words can mean less and less meaning.

***Document structure***

Reports should be well organised in the way they present information. You should break the document into major sections that each have a specific purpose. Each section should have a heading and sub-headings can be used to further break up the text.

Example sections of a report include:

Cover page

Contents page

Terms of reference

Introduction

Findings (The information you have researched)

Analysis and Comment (Your analysis of the information you have researched.

Conclusion

References

***How to present information***

Take a look at business reports and you will see that information is presented in a variety of ways including tables, charts, diagrams and pictures as well as text. It really helps the reader's understanding if textual information is augmented with graphical information.

When you are adding graphical elements the should all be labelled e.g. Figure 1, Table 1, etc. Then you can refer to these graphical elements in the text more easily by adding "see Figure 1 on page 4" for example.

All the time you should critically review your report and judge whether what you have written makes good sense. This is especially important when you are discussing difficult concepts. A good practise is to get another person to read your report and comment on areas where there is:

Poor explanation

Poor grammar or spelling

Confusing terms

One aspect of report writing that some people find easy while others seem to have little idea is creating a balance between white space and report contents. A page should not be tightly crammed and nor should there be acres of white space. Modern word processing software allows pictures and other graphical elements to be inserted into a page and text to "wrap around". Some tips for optimal space usage on a page include:

Set paragraph spacing so that there is one line (or 12 points) between paragraphs

Set font size to between 10-12 points

Set text wrapping to "square" for pictures and other graphical elements to enable text to flow around the element.

Avoid wasting paper by starting each major heading on a new page.

***Reliability of information***

If you are providing your own opinions in your report, try to balance them by also adding in alternative points of view (other people’s opinions).

Avoid statements that begin with "People say..." or "Experts believe...". This lowers the credibility and value of your report, and conveys the possibility that you have conducted appropriate research. Your report should state which people or which experts (see plagiarism below)!

You should take care to avoid making simple errors in presenting figures e.g. saying 73% of people were not satisfied when you meant to say 37%.

***Avoid plagiarism***

You must, as a rule, properly acknowledge the sources of all your information. To use other people’s work without acknowledgment is called plagiarism.

The method by which you should acknowledge your sources is called referencing – learn the Harvard Referencing system.

You will need to reference your sources briefly in the main body of the report and then more fully in a section called the Bibliography. This is mandatory! It is something you will need to learn.

It is also recommended that you take ownership of every page by adding your name as author in the footer of every page.

***Document presentation***

The standard of presentation of your document is a key criterion for success. The standard of presentation is improved when:

There is an absence of errors in spelling, punctuation and grammar

The font style is easy to read and the font size is set to between 10 and 12 points

The title of the report is added to the header

Page numbers are added to the footer

Your document has a well formatted cover page (but ensure you never use clip art!)

Use colour sparingly, particularly if the report is to be photocopied in black. You can use colour in headings. For example, headings can be in a dark blue and this makes for a more attractive document. If you have the exertise, charts and tables can add some colour also.

Use the spell checker but do not always accept the computer’s suggested spelling. Sometimes the computer will suggest a completely wrong word in a spelling check.

1. ***Processing of text materials***

*5 Steps to Perfect Business Documents*

Writing excellent business documents is imperative for any working professional, especially a businessman or businesswoman. A poorly written business document will immediately convey a negative impression about the person who wrote it or the company for which it is written. So how does one write business documents effectively? Check out these five easy steps, and try WhiteSmoke's writing software for business writing.

***1. Identify Your Audience***

Know your audience and direct your writing towards them. Consider whether your document’s tone is appropriate for your audience. An adequate knowledge of business writing will be useful for this purpose. It will also be an advantage if you have some background information about your audience.

***2. Identify the Document’s Purpose and Keep it Focused***

Make sure that your business document clearly expresses its objective to the reader, and that your reader sees it at the beginning of the document. After your audience has read the document, what response would you like from them?

***3. Organize Your Writing***

Put yourself in the reader’s shoes and ask yourself these questions: What is this document about? Why do I want to read it? What should I do after I read it? You should also check whether your business document is written in a cohesive manner and whether the flow is interesting, clear, and informative. If you are not confident of your writing skills, you may use business writing software to come up with an excellently written business document.

***4. Re-Read Your Business Document Before Sending***

This step will help you pick out grammatical or typographical errors. It will also help you to see parts of the document that may need to be expanded or even curtailed. The practice of re-reading will help you to improve your business writing skills.

***5. Make Sure Your Business Document Appears Professional***

No matter how good the content of your document may be, this will be easily overlooked if it is not professional looking. Remember that before your audience reads your document, they will first see how it is laid out on paper. First impressions are indeed important.

As a manager, you may create only a few Word documents. But you may often edit documents that someone else has prepared.

There are few things more frustrating for a team member than to have the boss "just do a quick edit" on a document. Too often, that document comes back in a mess, and your team member will have to spend time cleaning it up. That means your team is spending its time mucking around with Word, and not spending time getting on with the job at hand.

Here are 6 tips on how to be kind to your staff—and improve your team's productivity—when editing someone else's document.

The basic unit of construction in Word is not a line or a page. Word barely knows what a page is, and isn't too sure about a line.

The basic unit of construction in Word is a paragraph. You create a new paragraph when you press Enter.

The Enter key is the create-a-new-paragraph key. It is not the 'I want some more space here' key.

If you press Enter twice you'll get an empty paragraph.

A document should not be littered with empty paragraphs.

Formatting text

What style has been applied to this text?

In Word 2007 or Word 2010, you can add a Styles box to your Quick Access Toolbar. As you move around the document, it will tell you what style has been applied to the selected text.

Be nice to your staff: If you have to edit a document that someone else has laboured over don't muck up the styles.

• NEVER click on the font or font-size drop down lists in the toolbar or ribbon.

• NEVER apply bold or italics to a whole paragraph to make it look like (eg) a heading.

• If you can't use the Styles drop down box, or click the appropriate style name in the ribbon in Word 2007 or Word 2010, then maybe use Track Changes to mark every change you make. This will reduce the re-work when the document goes back to your team member.

You can reliably number paragraphs in Word if you have a bit of calm, a modicum of skill and want systematic numbering

Numbering paragraphs in Word is not always easy. OK, you knew that.

With a bit of calm, controlling bullets and numbering is possible.

But Word expects to number paragraphs in an entirely systematic way: no missing numbers; no repeated numbers; no mixing of numbering 'levels'.

If your staff need help, suggest they read Controlling bullets: An introductionand Controlling numbered headings: An introduction

Be nice to your staff: Don't expect your people to be able to come up with un-systematic numbering. Don't expect people to be able to skip numbers or repeat numbers. Don't ask for blue heading numbers in chapter 1 and green numbers in chapter 2. This is not the time for creative whims of fancy. Stick to simple, sequential and systematic numbering.

Be nice to your staff: If you're editing a document with bulleted or numbered paragraphs, use the appropriate styles to get Word to do the bullets and numbering automatically. Don't type the paragraph numbers using the keyboard: your staff will just have to undo your contribution when the document gets back to them.

Some images in Word float; some are in line. This determines whether they wander around the page like lost souls.

It sometimes seems like it's hard to control how images appear in a Word document. That's because some images float and some are inline. Read Is your image slipping? How to get your images to stand still

Be nice to your staff: If you're editing a document that someone else created, do not, ever, press Enter Enter Enter Enter to get 'past' a picture. The problem is that the picture is floating. Make it an in line picture.

Don't use page breaks

A Word document is like a scroll of text. When Word thinks it's had enough of one page, it pops your text over on to the next page. It actually does this very cleverly. Let it do its thing as much as possible.

Ninety-nine times out of a hundred when someone thinks "I want a page break here" what they really want is either:

• "I want this paragraph always to be at the top of a page". For example, a chapter heading might always need to be at the top of a page.

• "I always want this paragraph on the same page as the next paragraph". For example, you'd never want a paragraph like "Our audit concluded that the following six items require attention:" on the bottom of one page, with a dot point hanging around like a lost soul at the top of the next page.

In these circumstances don't use a page break, because it's not what you need. Instead, decide what you really want and tell Word "I want this paragraph always to be at the top of a page" or "I want this paragraph on the same page as the next paragraph." Word has simple, yet smart commands to control pagination.

For the confused or irritated manager just trying to get things done: Most things work in Word most of the time

Word has lots of bugs. I could name hundreds if I didn't have real work to do. But you can reasonably assume that most features of Word do work properly most of the time.

*10 basic rules for formatting Word documents:*

Rule 1: Use Styles

Rule 2: Don't confuse Headers and Headings

Rule 3: Don't just format a piece of text

Rule 4: Use the minimum of Styles

Rule 5: Add descriptions to images

Rule 6: Do you really need that Table?

Rule 7: Do you really need that Text Box?

Rule 8: Don't use tabs and spaces to position text

Rule 9: Don't use the Enter key twice between paragraphs

Rule 10: Don't use the Enter key to force a new page.

**LECTURE 9. ORGANIZATION OF MANAGER’S OFFICE**

*1. Effective meeting planning and organization guidelines.*

*2. Organizational skills for meetings.*

*3. How to organize and run effective meetings.*

1. ***Effective meeting planning and organization guidelines***

Good meeting planning is a necessary prerequisite for any effective business meeting. Here are the key considerations and practical tips to guide you through the meeting organization process.

The first and foremost question to ask before you start planning any meeting is “What are the desired outcomes from that meeting?” Clarify the answers and write them down. Addressing this question first is absolutely critical for anything else you do in connection to that meeting.

The second critical question is “What is the best tool to reach that outcome?” Remember that a meeting is just one of the tools of interpersonal communication. Like any tool, it serves well for certain situations, but may be inadequate or inefficient for others. In particular, could any of the objectives of the expected meeting be better achieved some other way? For example, by sending an email, writing a memo, having a one-on-one conversation, or just making a decision on your own. Or maybe the purpose is already obsolete, and your meetings are held just by tradition?

It does not make much difference how well planned is the meeting if that meeting does not need to be conducted in the first place.

The next important question of meeting planning and organization is “Who are the right people to be at the meeting?” Are there any people who are not expected to get any noticeable benefits or to give any relevant help in this particular meeting? No need to waste their time. On the other hand, could you invite an additional person who could provide some helpful expertise, insights, or first hand facts relevant for the meeting purposes?

Decide on the appropriate meeting format. Given the meeting purpose and participants, would it work better as formal or informal? Public or private? More like a conference with a number of presentations? Does it have to serve certain corporate regulations?

Who will chair the meeting? The chair person, whether it is you or somebody else, needs enough authority and ability to keep meeting running smoothly. At the same time, the chair person should be able to remain neutral and not dominating in conducting the meeting. His or her focus is on keeping the meeting productive, rather than on just using his role to promote his or her own contribution or standing. An effective chairperson keeps the meeting on track, maintains constructive and positive atmosphere, ensures that nobody hijacks or sabotages the meeting, and helps all participants contribute most effectively.

The next meeting planning step is to decide on time and place. Of course, you want to schedule time when all the participants, or at least the majority, are available. Yet, pay attention to other factors as well. Are there any events or engagements near the meeting time that will compete for the attendees attention. What would be the likely energy and mind state of the participants? In particular, you may want to avoid Monday mornings or Friday afternoons for a corporate meeting that focuses on mission critical business issues.

As for meeting location, use the following considerations.

Minimizing interruptions and distractions.

Ease of access to any special sources of information, if relevant for that meeting.

Maintaining energetic business atmosphere. You may want to avoid too relaxing or too recreational environments, or too much food.

Keeping the costs reasonable, adequate for the meeting purposes and context.

At this point of meeting organization you are finally ready to prepare and distribute an agenda, based on the desired outcomes of the meeting.

The agenda is one of the most important documents of meeting planning. It should communicate clearly and briefly the purpose of the meeting, the schedule of the presentations by the participants, and the key points for discussion, all with specific time frames. Put the more important presentations and points first.

Having a clear agenda that is properly communicated to everyone before the meeting serves a number of purposes, both before and during the meeting. Before the meeting, the agenda allows everyone to prepare. Even when no practical action steps are required or done, the agenda prepares everyone’s conscious and subconscious minds for more effective work during the meeting. During the meeting, the agenda sets priorities and time frames. It is a necessary tool for keeping the meeting focused and productive.

So, Meetings are an important organisational tool as they can be used to:

*Pool and develop ideas;*

*Plan;*

*Solve problems;*

*Make decisions;*

*Create and develop understanding;*

*Encourage enthusiasm and initiative;*

*Provide a sense of direction;*

*Create a common purpose.*

***Types of Meetings***

There are many different types of meetings; here we focus on those used to:

*Inform;*

*Consult;*

*Solve problems;*

*Make decisions;*

***Informing Meetings***

These are the most straightforward meetings where one member, usually the chairperson, has factual information or a decision which affects all those present, which he/she wishes to communicate. Such meetings tend to be formal as their aims are to give the members a real understanding and to discuss any implications or how to put such information to best use.

***Consulting Meetings***

These are meetings used to discuss a specific policy or innovation and can be used to get participants' views of such a policy or idea. An example could be:

Review a current policy;

State its deficiencies;

Suggest change;

Stress the advantages of such change;

Admit any weaknesses;

Invite comments.

***Problem Solving Meetings***

These meetings are dependent upon the chairperson describing the problem as clearly as possible. Members should be selected according to their experience, expertise or interest and then given as much information as possible to enable them to generate ideas, offer advice and reach conclusions. (See also:Problem Solving)

***Decision Making Meetings***

These types of meetings tend to follow an established method of procedure:

Description of the problem;

Analysis of the problem;

Draw out ideas;

Decide which is best;

Reach conclusions.

Of prime importance for the success of any meeting is the attitude and leadership of the chairperson. In a meeting, the chairperson is the leader and, as such, has to perform the same function as the leader of any working group.

*For a meeting to be effective, the chairperson has to:*

Plan, organise and control the discussion of subjects on the agenda.

Maintain the group by encouraging and developing harmonious relationships.

Motivate the individuals by encouraging all to contribute, rewarding their efforts and supporting them in any difficulties.

Before any meeting, the chairperson should ask and resolve the following questions:

What is the purpose of the meeting?

Is a meeting appropriate?

How should the meeting be planned?

Who should attend the meeting?

What preparation is required for the meeting?

What is the Purpose of the Meeting?

All meetings must have a purpose or aim and the chairperson must ask questions, questions as:

What is to be achieved by this meeting?

Is advice required on a particular issue?

Has a problem arisen that needs prompt discussion?

Is this a regular meeting to keep members 'in touch'?

*Is a Meeting Appropriate?*

The chairperson should always consider whether a meeting is necessary or if some other means of communication is more appropriate,for example memos or emails targeted to individuals inviting comment. Unnecessary meetings may waste time, lead to frustration and negativity and may lower motivation to participate in future meetings.

*How Should the Meeting be Planned?*

This will very much depend on the type of meeting to be held. There should be some rationale behind every meeting, no matter how low-level or informal, and this will largely dictate the content and indicate how planning should proceed.

*Who Will Attend the Meeting?*

This is often decided by the nature of the meeting itself. In a small organisation, a meeting could well include all members of staff, whereas a working party or committee meeting will already have its members pre-determined. In a large organisation or department, staff attending might well be representing others. It is important that the full implications of such representation are realised by the individuals concerned as they are not merely speaking for themselves. Meetings outside the workplace may include members of the board of directors or other interested parties.

*What Preparations are Needed for the Meeting?*

If maximum contribution is to be forthcoming from all participants, the purpose of the meeting should be recognised by all. The most tangible expression of this is the agenda which should be circulated beforehand to all those invited to the meeting. The agenda should:

Give the time and place of the meeting.

List the topics to be covered, indicating who will introduce them.

Have any relevant papers attached.

Give the time the meeting will close.

The Agenda: This is the outline plan for the meeting. In most formal meetings it is drawn up by the secretary in consultation with the chairperson. The secretary must circulate the agenda well in advance of the meeting, including any accompanying papers. The secretary also requests items for inclusion in the agenda.

Regular meetings often start with the minutes from the last meeting followed by 'matters arising' which forms a link with what has happened in the previous meeting. Most meetings conclude with 'any other business' (AOB) which gives everyone the opportunity for any genuine last minute items to be raised; though more formal meetings may have AOB items listed on the agenda.

1. ***Organizational skills for meetings***

A workplace meeting can bring about change and address difficulty in businesses of all sizes. Meetings can generate ideas, provide status updates and ensure everyone remains on the same page going forward. Hosting an efficient and productive meeting requires some basic organizational skills.

***Planning Skills***

Many of the necessary organizational skills for meetings are put to use in the planning stages. Proper planning includes setting objectives, identifying the necessary participants and deciding on a sequence for the topics that need to be covered. The ability to set objectives keeps meetings on task and helps the facilitators and participants plan appropriately and contribute useful information to the discussion. In addition, laying out a sequence of topics for the meeting allows facilitators to pace the meeting and devote the appropriate amount of time for each topic.

***Meeting Facilitation***

The ability to facilitate is among the top organizational skills one must have to run a successful meeting. Facilitators help guide the meeting along and keep the participants focused on the objectives and desired outcomes. Decision-making skills come into play when fulfilling the role of the facilitator. Understanding how to structure the meeting, such as hosting the meeting over the course of one day or several sessions, and how to encourage participation are just a few of the tasks undertaken by a facilitator.

***Team-Based Skills***

Communication represents a prime skill for organizing a meeting. Part of the communication process involves encouraging feedback from participants before the meeting starts. This can help identify key objectives or agenda items that may have been overlooked in the planning process. In addition, encouraging feedback from the start in turn encourages active participation in the entire process, which leads to better outcomes. The ability to work with different types of people is necessary as well. Controlling dominant individuals and encouraging the participation of passive individuals is an essential part of generating new ideas.

***Other Helpful Skills***

Understanding what motivates the team can also be helpful. This skill helps the meeting leader identify possible rewards to encourage participation. Other helpful skills include being able to keep to a schedule, identify when breaks are needed and setting expectations. Setting expectations can include making sure participants arrive and depart on time, participate when asked and follow up on necessary objectives after the meeting.

People are used to one-on-one communication and often fall back on those habits while in a group setting such as a meeting, particularly when addressing an issue posed by a member of the meeting. Make eye contact with each person in the group and speak to each member of the meeting. Not only will this keep everyone in the room engaged in what you’re saying, it also makes everyone in the meeting feel valued and a part of the group, rather than just a spectator.

*Be Concise*

To use your meeting time wisely and present your points most directly, be as succinct as possible when you speak. Shorter amounts of information are easier for other members of the meetings to process than long, rambling speeches, and many speakers waste time--and squander their audience’s interest--by prefacing ideas with long introductions or rhetorical questions. Avoid clichés and business-world jargon, as they usually don’t communicate any ideas and merely waste time. Keep an eye on the amount of time you spend while you talk, and try to limit it as much as possible.

*Actively Listen*

Communication is a two-way street, so it’s important to uphold your portion of responsibilities when you’re not speaking. Actively listening to others’ comments in meetings helps you understand their points much more quickly--saving the possibility of additional discussion later--while it helps you hone your own presentation to fit the audience and tone of the meeting.

*Use Your Space Wisely*

If you find that you’re in a position in the room where you can’t hear or see a presenter, or that your position in the room cuts you out of most of the meeting’s conversations, don’t be afraid to move to a better spot. Meetings are about communicating, and if your location in the room prevents or hinders that communication, it’s a counter-productive place for you to sit.

*Be Positive*

It’s easy to be negative or point out flaws in another person’s ideas in a meeting, but doing so may ultimately thwart the meeting’s success. Rather than address the downside of any issue raised, try to locate the positive, valuable side in each comment a person makes. Not only will this keep the meeting from being derailed by petty personal attacks, it also keeps the focus on developing solutions or creating progress.

1. ***How to organize and run effective meetings***

Meetings are necessary to coordinate individual efforts, collaborate on joint projects, garner support for ideas, sell ideas, solve problems collectively, and make consensus-based decisions. Essentially, meetings are a gathering of two or more persons to collectively accomplish what one person cannot. However, not all meetings are really necessary.

FIRST DECIDE IF YOU NEED TO HAVE A MEETING

Many meetings don't need to be held, and often those that are held are attended by more people than necessary.

Often times there are more efficient ways to "meet" your objectives without holding a meeting. Some of these alternatives include: phone calls, conference calls, memos/letters, postal mail, e-mails, teleconferencing, and listserves.

First, one needs to decide if a meeting is necessary. Before scheduling or attending your next meeting, clearly define the objectives for yourself or the group if you are the person responsible for the meeting. To help you think through your objectives, ask yourself the following four questions:

• Why am I scheduling or attending this meeting?

• What do I want to accomplish or gain?

• What information will be exchanged or decisions made?

• Who will be attending that I need to meet or gain their support? Once you have clarified your objectives, you still need to determine if a meeting is the best way to reach them. To make sure a meeting will be the best use of time and energy for all concerned, determine if it will be used for at least one of the following reasons:

• To convey information to a group

• To solicit information from a group

• To answers questions

• To participate in group decision making

• To brainstorm ideas

• To solve problems

• To network

• To sell an idea, product, or service

• To show or provide support for others

If you have determined a meeting is the best avenue to carry out your team's objective, then you should begin to organize for an effective meeting.

HOW TO ORGANIZE FOR A MEETING

Good meetings aren't accidents - they are the result of good planning. The time you spend before will result in major benefits later by efficiently using the meeting time, accomplishing objectives, and avoiding the need for follow-up meetings. When deciding to hold a meeting, you should also decide who should attend and what is the purpose of the meeting. To help in planning meetings, below is a checklist of major elements essential for meeting effectiveness.

***Purpose:***

Plan meetings with purpose. Define the purpose or objective of the meeting (e.g., to reach consensus on how volunteer leaders should allocate their time).

***Participant:***

Who needs to attend this meeting to accomplish the purpose?

**Structure:**

How should the meeting be organized to best accomplish the purpose? Some techniques may include: guest speakers, videos, brainstorming sessions, panel sessions, discussion groups, demonstrations, etc.

Whatever technique is selected, it should have the greatest impact on the participants to attain the meeting objective.

***Location and Time***

Select a meeting place that best matches the participant's needs, the objective, and the meeting structure.

When planning where to meet, give consideration to size, comfort, accessibility, adequate parking, room acoustics, equipment needs, etc. Choosing a meeting time depends on the availability of participants and meeting facilities. The anticipated length of the meeting should also be a factor in deciding when to schedule the meeting.

***Agenda***

A meeting agenda should be prepared and distributed to participants at least three days prior to the meeting day. An agenda is crucial to meeting success in three ways: 1) it clarifies the objectives so people understand the meeting purpose and tasks; 2) distributing the agenda prior to the meeting helps participants plan and prepare to make an effective contribution; and 3) during the meeting, the agenda provides direction and focus for the discussion. There are a variety of agenda styles but essentially they should contain at least the following elements: title (e.g., evaluation review meeting), time (e.g. 8:00-10:00 a.m.) date, location, discussion items, and names of persons responsible for covering each item. Some people prefer to include time allotments for each agenda item to improve meeting effectiveness (e.g. review minutes 1:05-1:10).

*Responsibilities:*

There should be a mutual understanding of not only the meeting purpose, but also individual assignments and how they fit into the total program. Those meetings that are more focused on brainstorming or creativity may require little or no individual assignments. In task-oriented or policy deciding meetings, it is best to prepare a written summary of assigned duties so individuals know what their responsibility is for the meeting.

*Confirmation:*

If it is a first meeting or if the meeting is on a new day or time, individually contact all participants a week to three days before the meeting day. Contact can be as simple as sending everyone a friendly reminder through office e-mail, phone calls, or a post card reminder through the mail. For regularly scheduled meetings, choose a location and meeting time and try not to change it.

Planning does take a certain amount of time, however the burden of planning does not have to fall fully on the leader's shoulders. The leader is responsible for seeing that the planning gets done, not necessarily for doing it.

Every step can be delegated. If you are responsible for conducting the meeting and you chose to delegate the tasks of organizing the meeting, make sure you are familiar with the agenda, objectives, and any relevant background information before the meeting begins.

HOW TO RUN EFFECTIVE MEETINGS

The meeting leader or facilitator is responsible for setting the meeting tone, keeping the discussion on track, and making sure everyone has a fair chance of being heard. The leader or facilitator should also summarize relevant points and tie things together when the discussion jumps around between interrelated topics.

Filling the role of leader or facilitator is no easy task, especially when personal agendas clash or misunderstandings occur. Although a well-planned meeting will significantly reduce surprises and meeting confusion, there is no guarantee everything will run smoothly, even with the best planning. Here are some suggested guidelines on how to run effective meetings:

• Begin on time and end on time - If you begin a meeting five to seven minutes after it was scheduled, you are starting late. Starting a meeting late sends the message that it's okay to be late and it shows a lack of respect and appreciation for those who make the effort to arrive on time. Some people may have back-to-back meetings. Ending on time shows respect for participants valuable time. However, no one ever complains if you are fortunate enough to end early. • Use the Agenda - Review the agenda with participants at the beginning of the meeting and ask them if any changes need to be made on time allocations or discussion content. Continually refer back to the agenda throughout the meeting to keep discussion centered on the stated purpose and specified agenda items. Post the agenda on an easel pad and tape it to the wall, this way everyone can refer to the agenda when discussion seems to be getting off track.

• Use an Ideas Bin - A "bin" consists of blank sheets (one or two) torn from an easel pad and taped to the wall. Any idea that is unrelated to the current topic is written on the easel pad paper (i.e., placed in the bin). The bin serves two valuable purposes: 1) it stores valuable ideas for consideration at an appropriate and convenient time, and 2) it allows discussion to stay focused on the agenda topic. Using the bin is an effective way to keep discussion focused and it helps people hold onto their thoughts and ideas without being disruptive to the meeting. Explain the use of the bin at the beginning of the meeting. During the meeting the team leader or the facilitator should record bin items as they come up, or participants should record their own bin items when they feel discussion is getting off track.

• Establish and Use Ground Rules - Ground rules are explicit rules that the group agrees to follow to help them facilitate productive discussions. Whether the group formulates the ground rules or the meeting leader/facilitator presents them, all group members should reach consensus on following the ground rules. The ground rules should be written down on easel pad paper and taped to the wall for everyone to see. Ground rules lay out the expectations of "the way things should be done at meetings."

Ground rules are used to facilitate group interaction, not to restrict it. The group can change the ground rules or add new ones based on group needs.

Examples of some typically used ground rules include: arrive and start on time; stick to the agenda; everyone participates; be realistic when accepting follow-up tasks; focus on interests, not positions; separate people from the problem; respect different viewpoints; share responsibility for following the ground rules.

Control dominating individuals - Make sure each individual has a fair chance of expressing ideas and opinions. Do not let one person dominate the discussion. Of equal importance is to ensure that quiet participants are expressing their ideas and opinions. This may require the leader or facilitator to directly call on the quiet member and ask them for their opinion or for any ideas they would like to share.

• Bring Food - Food energizes and motivates people more effectively than any other meeting tactic. Although many people still prefer the standard coffee and donuts, alternatives such as fruit, juice, and bran muffins can be provided. For afternoon meetings, cookies, hard candy, fruit, and cheese are several suggestions.

• Summarize - Conclude the meeting by summarizing the discussion, decisions made, tasks delegated, deadlines, and any action required by participants. Depending on the time available, either address bin items or place them on the agenda for the next meeting. Include in the summary any review plans for follow-up or the need to schedule any succeeding meetings. It is far easier to schedule the next meeting while everyone is at the table then it is to wait and contact each participant individually.

The responsibility for the success and effectiveness of the meeting ultimately rests equally with everyone in the group. A well-planned agenda, posted ground rules, and using a bin are the three most important keys to running effective meetings. Meetings can be fun and productive. It's easy to get caught up in the pressure of the meeting and lose sight of perspectives. Stress diminishes creativity and spontaneity and generally lowers the quality of results achieved by the group. So relax and remember that the best results come from groups who are able to laugh together, discuss their mistakes, and take pride in their efforts.

**LECTURE 10. ORGANIZATION OF ADMINISTRATIVE MANAGER’S WORK**

*1. Organization and planning of the workplace.*

*2. Working conditions. Equipment of work place.*

*3. Use of technology in the manager’s work.*

*4. Business contacts, negotiations, phone calls.*

1. ***Organization and planning of the workplace***

Easy access to tools and supplies enhances efficiency in the workplace.

An organized workplace is efficient and simple to navigate, making it easier for employees to be focused and productive on the job. Organization can also help reduce stress that may come with tasks like searching for paperwork right before a meeting or attempting to figure out a colleague’s filing system when you’re covering her for the day.

Implement standardization to organize the workplace by ensuring that everyone follows the same processes. For example, in a company intranet, where individual departments share access to various computer folders and files, if everyone uses the same format for naming documents, the system is easier to navigate.

***Electronic Scheduling***

Use a computer program or scheduling tool on a personal electronic device to keep track of appointments. Many applications schedule meetings, issue deadline reminders and even sync with desktop computers to ensure that all calendars are up-to-date. Use an alarm function to buzz you if you need audible schedule reminders.

Project Planning

Standardization in project planning can help you organize workplace activity from start to finish. Integrated workflow charts can highlight various aspects of project plans and note individual and departmental responsibilities, timelines and budgets. This type of organization ensures that everybody involved with a project has access to the same information and updates at the same time.

***Office Layout***

The way an office is designed can help improve overall organization. Ergonomically designed workstations that provide easy access to file cabinets, printers and workspace, combined with centralized supplies and shared office equipment, can foster an efficient flow of traffic.

***Limited Distractions***

Eliminating distractions can help you stay focused and better organized at work. Don't let yourself get drawn into long social conversations with colleagues when you're short on time. Set aside a certain period of the day to check messages and return calls and emails. If something comes up that's not on your agenda and it's not a priority or emergency, don't let it distract you from the tasks at hand.

***Time Management Tools***

Individual time management systems can help employees stay focused and on task throughout the day. Creating to-do lists and strategically prioritizing work can help you make the best use of your time and increase overall productivity. It can also help you meet individual and departmental goals and objectives.

***Organizational Skills in the Workplace***

Along with communication and computer skills, organizational skills is one of the most important transferable job skills a worker can possess. Companies need workers who can stay organized and focus on the projects at hand. However, company managers must also organize the work of their employees. Organizational skills in the workplace can include general organizing, planning, time management, scheduling, coordinating resources and meeting deadlines.

*General Organizing Skills*

Employees in the workplace must have general organizational skills, which allow them to determine the supplies they need, how to arrange their files and whom to contact for specific information. Managers who work with employees will often organize the work of employees to keep them busy, especially those that require a lot of direction, like file clerks or contract workers.

*Planning*

Planning is a needed workplace skill, and it is particularly important as person advances into more supervisory or managerial roles. Most work is centered around certain projects that must be completed within a specific time period. Projects are usually divided into many different tasks, and workers must plan their tasks ahead of time to bring the project to fruition. A person can also plan ahead in case certain problems come up that could potentially delay the project.

*Scheduling*

Scheduling involves allocating a time period for specific tasks or workload, and then assigning tasks to certain employees. For example, small restaurant and retail businesses must be able to schedule the appropriate amount of workers on different days depending on busy times. It is important to account for peak periods when scheduling, according to the article "Seven Best Practises For Employee Scheduling" at HR Directory, an online human resources reference. Managers must also schedule dates for specific project tasks to be completed. Many small company managers use organizers to stay on track with their assignments.

*Coordinating Resources*

Coordinating resources is another important organizational skill in the workplace. Managers must know how to coordinate both internal and external resources. For example, a marketing manager often hires a marketing research agency to conduct surveys, tabulate the results and deliver the data tables. Subsequently, the marketing manager analyzes the data, writes the report and prints or emails it to upper management to complete the project. Managers must also know how to use internal resources. For example, a manager that has an invoice about an overdue bill from a vendor will need to see accounts payable to resolve the issue.

*Meeting Deadlines and Time Management*

One of the most important organizational skills is the ability to meet deadlines and use time wisely. It usually takes a little experience before a manager can properly assign tasks, allocate resources and complete a project on time. Meeting deadlines requires time management skills, which is an important organizational skill itself. Managers that meet deadlines consistently have the ability to prioritize tasks, delegate and be productive, according to Reference for Business.

1. ***Working conditions. Equipment of work place***

Your working conditions are affected by factors including health and safety, security and working hours. Poor working conditions can damage your health and put your safety at risk.

Your employer is legally responsible for ensuring good working conditions, but you also have a responsibility to work safely .

***Health and safety***

The Workplace Health, Safety and Welfare Regulations – which became law in 1993 – lay down minimum standards for workplaces and work in or near buildings.

These regulations apply to most types of workplace except transport, construction sites and domestic premises. Workplaces must be suitable for all who work in them, including workers with any kind of disability.

You have the right to a safe and healthy workplace which is suitable for all who work in or visit them. This means that your employer must look at issues such as space, cleanliness, lighting and ventilation and adequate toilet, washing and changing facilities.

Workplace dangers are not always obvious but paying attention to these issues and those related to areas such as emergency lighting, suitable floors, safe traffic routes, windows and doors will help to achieve this.

Working practices and conditions that seem harmless can eventually lead to serious illness.

Employers’ duties and those of controllers of premises

Employers and controllers of non domestic premises have a general duty to make sure that the workplace meets certain conditions.

Maintenance: make sure the workplace, equipment, devices and systems are maintained, in working order and in good repair.

Ventilation: make sure enclosed workplaces are ventilated and have enough fresh and purified air.

Temperature: maintain a reasonable temperature inside building during working hours. Enough thermometers must be provided.

Lighting: must be suitable and efficient and natural so far is reasonably practical. Emergency lighting must be provided where lighting failure would cause danger.

Cleanliness: keep workplaces and furnishings clean. Waste materials must not accumulate, except in suitable containers.

Space: make sure workrooms have enough floor area, height and unoccupied space.

Workstations: must be suitable for the worker and work. A suitable seat must be provided where necessary.

Floors: must be suitable and not uneven or slippery, presenting a safety risk. They must be kept free from obstructions likely to cause a slip, trip or fall. Handrails must be provided on staircases, except where they would obstruct traffic.

Falls: take suitable and sufficient measures to prevent people falling or being struck by falling objects. Tanks must be securely covered and fenced where there is a risk of a person falling into a dangerous substance.

Windows: make sure that windows, and transparent and translucent surfaces, consist of safe material, are clearly marked, and safe when open.

Traffic: organise workplaces to allow safe traffic circulation by pedestrians and vehicles.

Doors: make sure doors and gates are suitably constructed and comply with certain specifications.

Escalators: make sure escalators function safely, are equipped with necessary safety devices and are fitted with easily identifiable and readily accessible emergency stop controls.

Toilets: provide suitable and sufficient sanitary conveniences at readily accessible places.

Washing: provide suitable and sufficient washing facilities at readily accessible places

Water: provide an adequate supply of wholesome drinking water and cups, readily accessible and conspicuously marked.

Clothing: provide suitable and sufficient accommodation for clothing, as well as changing facilities where special clothing is worn.

Restrooms: provide suitable and sufficient rest facilities at readily accessible places. Rest rooms and areas must include suitable arrangements to protect non-smokers from discomfort. Suitable facilities must be provided for pregnant or nursing workers to rest and for workers to eat meals.

Under the law, employers must:

decide what could harm you in your job and take precautions to stop it;

explain how risks will be controlled and tell you who is responsible for this;

give you the training and information you need to do your job safely;

provide you with any equipment and protective clothing you need and ensure it is maintained;

provide toilets, washing facilities and drinking water;

provide first aid facilities;

record injuries, diseases and dangerous incidents at work and report these to the Health and Safety Executive where relevant;

have insurance that covers you in case you get hurt at work or ill through work;

work with anyone sharing the workplace or anyone who is providing employees (such as agency workers), so that everyone’s health and safety is protected.

Your health and safety responsibilities are to:

follow any training you have received when using equipment or materials your employer has given you;

take reasonable care of your own and other people’s health and safety;

co-operate with your employer on health and safety;

tell someone if you think the work or inadequate precautions are putting anyone’s health and safety at risk.

***Key facts!!!***

A healthy and safe work place includes:

a proper work place and safe equipment;

the prevention from physical and psychological stress;

prevention from contact with dangerous substances, radiation and contagion.

Working conditions covers areas such as space, temperature, lighting, ventilation, humidity and welfare facilities, including access to drinking water.

Working conditions covers areas such as welfare facilities, ventilation, cleanliness, space, lighting and temperature.

Your employer must ensure that your workplace comply with the Workplace Health, Safety and Welfare Regulations.

1. ***Use of technology in the manager’s work***

Use technology to manage information: Since managers have to use information during the process of planning and organizing organizational activities, they have to use technology to manage this information and access it at any time. Using technological systems like (MIS) management information systems, managers will be in position to execute important decisions and actions required in business growth and development. By definition, a management information system (MIS) is a system that provides periodic, predetermined, and ad-hoc reporting capabilities. Reports generated by MIS systems summarize information to support decision making tasks. MIS’s can provide reports to a manager in various ways. These reports can be periodic, summarized, exceptions, comparative and ad-hoc. MIS, generate these reports from a database of transaction processing systems (TPS) and customer integration system (CIS) , the information delivered is always summarized for easy interpretation and this helps managers in creating business plans basing on verified data.

Use technology to manage business contacts: Managers or business owners can use contact management systems to organize and manage business contacts. These contacts can be for customers, suppliers, or business partners. As a business grows and expands, also the number of contacts for customers and suppliers will increase, this will demand for a technological system, to help you keep these contacts and retrieve them at any time. You can start by organizing your contacts; separate your customers from your suppliers or partners. You should always update the contact list of your customers, because some stay, while others go. With an organized customer database, business owners can contact their customers at once and suggest deals or discounts which in return improve customer service yet it also saves the business owner or manager time. Bulk email senders can import contacts from your database, and they also have email templates which you can edit and contact all your customers in just one minute.

Use technology for human resource management: After the planning process, the business owner will have to execute their goals. During this process, they will need human resource which will help in accomplishing specific tasks. Some of this labor can be skilled labor or semi-skilled labor. The manager or business owner can use technological tools like the internet to post jobs on online job portals. After this process, they can use technological tools to illustrate tasks for each employee and also use technology to monitor the performance of each employee.

1. ***Business contacts, negotiations, phone calls***

For most types of businesses the telephone plays a major part in daily operations. This is because businesses need them in order to call out and contact vendors, business associates, and clients or customers. They are also valuable in that they open a door of communication with customers by allowing them to contact the business at any time during its hours of operation. As important as the phone is, it is just as important that businesses know the difference between what is good and what is bad phone etiquette.

They must understand that how they interact with clients and business associates over the phone will either portray them in a positive light or a negative one. In the hands of a poorly trained employee, manager, or business owner, telephone use can have an extreme negative effect on the business. For this reason, it is important that companies properly train their employees on good and bad phone practices.

The method that you choose to communicate should be appropriate to the audience, situation and nature of the message that needs to be communicated. Often a call is the best way to communicate. Other times your task will be best accomplished with an instant message or SMS. And, even email sometimes is the way to go (though it is too often abused).

Check out our guide to office communications. It will help you pick the best method to communicate what you have to say. And for when you do decide to use the telephone to communicate, make sure you follow the following set of do’s and don’ts.

*Telephone Do’s*

When answering a business phone it is important that it is not allowed to ring more than three times. Advise employees that the second or third ring is the ideal time to pick up the telephone.

The phone should be answered with a positive greeting such as “Hello,” “Good Morning,” or “Good Afternoon,” etc. Following the greeting the person who answers the phone should give his or her name and the name of the business or organization that is being contacted.

Put on a smile before placing or answering a phone call. When a person smiles it affects the sound of his or her voice, giving it a more pleasant and friendly tone.

For clarity, the telephone should be held a distance of two fingers from the mouth.

Speak in a clear tone using a voice that is neither too loud nor too low. Words should be enunciated and said slow enough that people are able to understand what is being said to them.

If someone must be put on hold, ask for permission first and give him or her the option to leave a voicemail message. When taking them off of hold thank the caller to show that their time is respected.

When a caller is speaking, listen to what he or she has to say without interruptions.

When placing a call a person should always state his or her name before asking for the person that the call is for.

Always return phone calls if a return call has been promised. If a time frame was given the caller must make every attempt to return the phone call as quickly as possible within that frame.

If it is necessary to transfer a call, inform the person on the other end before doing so. It is also important to explain the need for the transfer.

Before transferring a call, confirm that the person to whom the call is being transferred is available. This person’s name should be given to the party who is being transferred.

*Telephone Don’ts*

If a person is answering the telephone, he or she should never answer on the first ring. Callers do not expect this and will be taken off guard.

Don’t answer the phone when eating, chewing, or drinking. If a person has anything in his or her mouth it should be swallowed or removed before picking up the phone to either answer it or place a call.

If you must leave the phone, never leave the line open. Instead place the person on hold and check back with him or her frequently – preferably every 45 seconds.

Never say the words, “I don’t know” when talking with someone on the phone. The ideal response to a question where there is not a definite answer is to say “I’ll check on that for you.”

When talking to a client or a customer never say anything that can be taken as rudeness. The person who answers the phone should always talk to the caller in the way that he or she would like someone to speak to them.

A person should never use slang when speaking to a caller. Swear words should also never be used, and may be illegal under certain circumstances, according to Federal law.

It is never acceptable to argue with a caller.

Do not transfer a call without informing the person on the phone and asking permission to do so.

When ending a phone call, do not hang up the phone without a positive closure such as “Thank you for calling,” or “Have a Good Day.”

Top 7 client communication methods:

1. ***Email.*** Email allows you to “communicate in a way that respects the client’s time and attention, as both are scarce resources,” says Anne Janzer, an author and marketing consultant. “That means sending short email messages, with the most important content in the first sentence and a clear subject line [as] some people never read past the first line of any email.”

2. ***Newsletters.*** “It seems rather counterintuitive but we actually send a paper copy of a newsletter to our clients,” says Nick Espinosa, CIO, BSSi2, an IT services company. “I thought this was a bad move when we first tried it, but I was amazed at how many responded asking questions about articles. And I have actually spotted our newsletter on the desks of our clients!”

3. ***Phone.*** “When one needs to work with a client in detail and manage the nuances of the conversation, a phone call is still the best communication channel,” says John Kinskey, founder and president, AccessDirect, which provides virtual PBX phone systems. “At times a staff member will forward to me an email chain from a client and ask me how to respond. I say ‘pick up the phone!’”

Indeed, while good for certain types of communication, “email responses at certain points can become counterproductive,” he says, and can lead to misunderstandings. “With a phone call (using a VoIP desk phone) we have a chance to show that we care about solving a client issue quickly, along with apologizing for any misunderstanding,” he explains.

“We use email to keep a recorded history of client requests, but all of our client follow-up and engagement is done by phone,” says Espinosa.

4. ***Skype*** (or Google Hangouts). “For regular communications, we try to maintain a weekly or bi-weekly Skype call with clients, with or without video (based on need and bandwidth),” says Weissman. “These weekly ‘calls’ can typically last 30 to 45 minutes and offer a great way to connect multiple people in different locations.”

“Skype is great for conference calls and international clients, as it's free,” says Michelle Garrett, owner, Garrett Public Relations. “It's [particularly] useful when you have people in multiple countries coming together for a meeting.”

5. ***Snail mail.*** “Don't dismiss ‘snail mail,’” cautions Deborah Dumaine, CEO, Better Communications Writing Workshops. “Today almost all of our communication is delivered through our phones or computers. To stand out to new prospects [and even existing clients], a mailed letter can make a far bigger impression than yet another email in an overflowing inbox,” she says. “Letters are so rare that people can be intrigued and will open them. Try it.”

6. ***Social media*** (LinkedIn, Facebook & Twitter messaging). “One of the most significant upsides of staying in touch with clients over social media is that you’re meeting consumers where they’re already spending their time,” says Bruce Milne, executive vice president, Socialware, which helps clients manage social media across the enterprise. “Use social media networks to regularly share content, updates and your own tips with clients, thus establishing yourself as a credible expert in your field and a top-of-mind choice when your type of services are required.

7. ***Texting.*** “I always give my clients my cell number and let them know it's OK to text me about urgent matters,” says Tomaro. “This not only helps me stay on top of things that need my immediate attention, but shows my clients I truly care about their business.”

“Some of my service providers (doctors, salons) have moved to text messaging, which is really effective as a way to remind clients of their appointments and of special deals they may have going on,” notes Garrett. “It gets my attention much more so than an email that just sits in the inbox with dozens of other messages.”

The best way for businesses to stay in contact with clients is to discuss with them the best means of communication.

Whichever method of communication you use, make sure you are delivering value in your communications and ensure the method and frequency of communications is welcome. Contact or notify customers with useless information or a few too many promotional emails and you may lose them as customers.