



ASIA-PACIFIC
EDITION

MANAGEMENT

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Chapter 1

The changing world of management

Introduction to management

The field of management today is undergoing a revolution that asks managers to do more with less, to engage with employees, to see change rather than count on stability and to inspire vision and cultural values that allow people to create a collaborative and productive workplace.

Innovation is central to the solution of some of the problems facing managers. Australia has an interesting history of product innovation that includes the stump-jump plough, the bionic ear, the anti-influenza drug Relenza and Professor Ian Frazer's HPV vaccine against cervical cancer. To gain or keep a competitive edge, managers also need to recognise that innovation in management systems, production process, corporate values and other aspects of the organisation is a measure of their ability to keep pace with a fast-moving global economy, and it is this innovation that will keep companies growing, changing and sustainable.

Learning objectives

After studying this chapter, students should be able to:

- **understand the personal challenges involved in becoming a new manager in an organisation in today's world**

Making the shift from being just a worker to managing other people is personally challenging both for new and experienced managers. Leading others, building networks and leading innovation can be highly rewarding and enjoyable, but controlling and directing staff, managing time pressures and tackling a heavy administrative load can be less so.

The transformation from being a proficient 'doer' who works relatively independently to coordinating the 'right' things being done by motivated, well-trained others can be challenging. The new manager must build new networks and consider his or her role in the context of the broader organisation and industry. Working in this highly interdependent system means many new managers come to see themselves in a new light as their own personal resources are challenged by these tasks and responsibilities.

- **describe the four management functions and the type of management activity associated with each**

The four management functions are: planning, organising, leading and controlling.

- 1** Planning involves defining goals for future organisational performance and deciding on the tasks and use of resources needed to attain them. The management activity associated with planning is selecting goals and finding the ways to attain them.
- 2** Organising typically follows planning and reflects how the organisation will attempt to accomplish its plans. Organising is concerned with assigning tasks, grouping tasks into departments and allocating resources to departments. The management activity associated with organising is assigning responsibility for task accomplishment.
- 3** Leading involves the use of influence to motivate employees to achieve the organisation's goals. The management activity associated with leading is motivating employees.
- 4** Controlling means monitoring employees' activities, keeping the organisation on track towards its goals and making corrections as needed. The management activity associated with controlling is monitoring activities and making corrections.

- **explain the difference between efficiency and effectiveness and their importance for organisational performance, including in terms of innovation outcomes**

Organisational performance reflects the organisation's ability to attain its goals by using resources in an efficient and effective manner. Organisational efficiency refers to the amount of resources used to achieve organisational goals. It is about the organisation using minimal raw materials, money and people to produce its desired volume of output ('doing things right'). Organisational effectiveness is the degree to which the organisation achieves its stated goals/objectives. It means the organisation succeeds in accomplishing what it tries to do ('doing the right things').

However, 'doing the right thing' and 'doing it right' are no longer enough; organisations must ensure their own future by being innovative and by focusing on investing in the future in addition to controlling costs and processes.

- **describe conceptual, human and technical skills, and their relevance for managers and employees**
 - **Conceptual skill** is the mental ability to see the organisation as a whole and the relationship among its parts. Conceptual skill is the manager's thinking and planning ability. Conceptual skills are needed by all managers, but are especially important for top managers.
 - **Human skill** is the manager's ability to work with, and through, other people. Human skill is how a manager relates to other people and includes the abilities to motivate, facilitate, coordinate, lead, communicate and resolve conflict.

- **Technical skill** is the understanding of, and proficiency in, the performance of specific tasks such as engineering, manufacturing or finance. Technical skills are most important at lower organisational levels. The major difference between non-managers and managers is the shift from reliance on technical skills to focus on human and conceptual skills.
- **describe management types and the horizontal and vertical differences between them**

Managers' jobs can vary in terms of their level in the organisational hierarchy (vertical differences):

- Top managers are at the top of the organisational hierarchy and are responsible for setting organisational goals, defining strategies, monitoring and interpreting the external environment and making decisions that affect the entire organisation.
- Middle managers work at the middle levels of the organisation and are responsible for implementing strategies and policies defined by top management in business units and major departments.
- First-line managers are the first or second level of management and are directly responsible for the production of goods and services.

Managers' jobs can also vary in terms of the number of different functional areas for which they are responsible (horizontal differences):

- Functional managers are responsible for employees with a single functional task such as production, distribution or finance. All employees have similar training and skills.
- General managers are responsible for a self-contained division, such as a department store, and for all the functional departments within that division.

- **discuss the innovative management competencies needed to deal with today's turbulent environment, including issues such as diversity, globalisation and rapid change**

Globalisation, diversity and rapid change affect both the nature of managerial work and the paths to career advancement. Organisations are learning to value change rather than stability. Human skills are becoming increasingly important for all managers. Today's managers also need to recognise the importance of staying connected to customers and employees, rather than focusing single-mindedly on profits. Leadership needs to be dispersed throughout organisations, with managers sharing rather than hoarding power and knowledge. Team-building skills are also crucial. Managerial success today essentially depends on the strength and quality of relationships.

In the new way of thinking about management, the primary responsibility of management is to create learning capabilities throughout the organisation. Many companies are reinventing themselves towards the learning organisation. Everyone in the organisation participates in identifying and solving problems,

enabling the organisation to continuously experiment, improve and increase capability. The focus is on quality and customer satisfaction. To maximise performance, the learning organisation emphasises teams and systems rather than hierarchy.

- **explain the leadership skills needed for effective crisis management**

In the current business environment, unexpected events happen more frequently and often with greater and more painful consequences. Crisis management places additional demands on today's managers. Current research on crisis management points to the importance of the following five leadership skills:

- 1 stay calm
- 2 be visible
- 3 put people before business
- 4 tell the truth
- 5 know when to get back to business.

- **discuss the future challenges for Australian managers**

There are a multitude of future managerial challenges. They include:

- ICT, e-business and knowledge management
- sustainable development
- innovation and entrepreneurship
- management education
- diversity
- global influences and international business opportunities
- leading people in the 'war for talent'
- risk and volatility
- organisational forms and business structures.

- **discuss the meaning of sustainable development**

It's not enough now to maximise profits and be socially responsible; today's managers need to balance a profitable short-term with long-term opportunities of sustainability. This means that managers need to address the 'triple bottom line', which is the traditional financial bottom line, plus the environmental 'green' bottom line as well as the social/community bottom line.

Being productive, being competitive and being innovative all revolve around the people in the organisation. Managers must lead their staff in competing for the attention of potential customers and users of products and services in ways that maximise the organisation's triple bottom line.

Chapter outline

Why innovative management matters

'If it ain't broke, don't fix it' isn't a mantra for today's managers. Innovation is what keeps companies growing, changing and successful. Managers must use their conceptual, technical and human skills to innovate because without constant innovation, organisations cannot survive over the longer term.

Current challenges for managers

Today's organisations are struggling to remain competitive in the face of increasingly tough global competition, uncertain environments, cutbacks in personnel and resources, and massive worldwide economic, political and social changes. Strategies and decisions by governments, businesses and individuals are increasingly being made in the face of uncertainty.

Challenges for government

A vast range of challenging issues is faced by managers in the three levels of Australian government (federal, state and municipal). Challenges include providing competitive services and sound policy framework on issues such as health care, education, transport, economic management, local services, defence and protection, and telecommunications. Essentially, the managerial challenges facing government involve allocating limited resources between alternatives, with conflicting objectives and trade-offs between interest groups requiring consideration. Governments also have many challenges in regulating the way that business does business.

Challenges for business

The essential challenge for business managers is to continuously generate enough revenue to pay all the firm's costs for labour, rent, materials and advertising, while also producing a sufficient profit for the business owner. At the same time, managers must ensure that they and their companies comply with a myriad of laws related to taxes, labour standards, reporting requirements, pollution controls and consumer protection.

Challenges for the individual employee

The challenge for individual employees in getting and keeping a job is to demonstrate the skills, attitude and continuing performance of output that employers value and that justify the costs of employment. For many employees, the notion of 'job security' is a thing of the past. Thus, career planning is also a challenge for individuals.

Managers who make a difference

Managers need to be constantly aware of changes in the environment, sociocultural issues and economic issues that can affect the production of their products or the perception of the products they sell. They need to create vision within the organisation to enable all members to focus on what can be and to work towards the goals of the organisation.

Organisations are constantly restructuring in response to these demands and influences. A collaborative workforce can enable new ideas, problems, solutions and information to surface and help keep the organisation on track.

The definition of management

Management can be defined as the attainment of organisational goals in an effective and efficient manner through planning, organising, leading and controlling organisational resources.

Management is generally considered universal because it uses organisational resources to accomplish goals in all types of profit and not-for-profit organisations.

The four primary functions of management are:

- 1** planning: setting goals and deciding activities
- 2** organising: organising activities and people
- 3** leading: motivating, communicating with and developing people
- 4** controlling: establishing targets and measuring performance.

Some authors list additional management functions such as staffing, communicating or decision making. In this text, these additional functions are covered as subsets of the four primary functions listed above.

The four management functions

Planning

Planning identifies where the organisation wants to be in the future and how it can get there. Planning is an important part of doing business in today's ever-changing environment. A lack of planning or poor planning can hinder an organisation's performance.

Organising

Organising reflects how the organisation tries to accomplish its plans. Organising involves the assignment of tasks, the grouping of tasks into departments and the allocation of resources.

Leading

Leading is the use of influence to motivate employees to achieve organisational goals. Leading means creating a shared culture and values, communicating goals to employees throughout the organisation and stimulating employees to perform at a high level. The ability to shape culture, communicate goals and motivate employees is critical to business success.

Controlling

Controlling involves monitoring employees' activities, determining whether the organisation is on target towards its goals and making corrections as necessary. New trends towards employment and trust of employees have led many companies to place less emphasis on top-down control and more emphasis on training employees to monitor and correct themselves. Organisation failure can occur when managers are not serious about control or lack control information.

Organisational performance

Also reflected in the text's definition of management is the attainment of organisational goals in an efficient and effective manner.

- An **organisation** (whether profit-making or not-for-profit) is a social entity that is goal directed and deliberately structured.
- A **social entity** is made up of two or more people.
- **Goal directed** means being designed to achieve some outcome or objective, such as making a profit.
- **Deliberately structured** means tasks are divided and responsibility for their performance is assigned to organisation members.
- **Organisational performance** is the organisation's ability to attain its goals by using resources in an efficient and effective manner.
- **Efficiency** refers to the amount of resources used to produce a product or service. 'Are we doing things right?'
- **Effectiveness** is the degree to which the organisation achieves a stated objective. The organisation succeeds in accomplishing what it tries to do by providing a product or service that is valued by customers. 'Are we doing the right things?'

The ultimate responsibility of managers is to be both effective (do the right things) and efficient (do things right), on time, the first time.

Management skills

Management skills can be categorised as conceptual, human or technical (Katz, 1974). All managers need each skill, but the degree of each skill necessary differs according to the manager's level in the organisational hierarchy.

Conceptual skills

Conceptual skills include the manager's thinking, information processing and planning abilities. These skills also encompass the cognitive ability to see the organisation as a whole and the relationship among its parts. Conceptual skills are especially important for top managers.

Human skills

Human skills refer to the manager's ability to work with and through other people and to work effectively as a group member. They include the abilities to motivate, facilitate, coordinate, lead, communicate and resolve conflicts. Managers at all levels need human skills.

Technical skills

Technical skills refer to the manager's understanding of and proficiency in the performance of specific tasks, including mastery of the methods, techniques and equipment involved in specific functions such as engineering, manufacturing or finance. They also include specialised knowledge, analytical ability and the competent use of tools and techniques to solve problems in a specific discipline. Technical skills are most important at lower organisational levels and tend to become less important than human and conceptual skills as managers are promoted.

When skills fail

In recent years, numerous highly publicised examples have shown us what happens when managers fail to effectively and ethically apply their skills to meet the demands of an uncertain, rapidly changing world. Perhaps the biggest blunder is managers' failure to comprehend and adapt to the rapid pace of change in the world around them. Critical management missteps include:

- ineffective communication skills and practices
- poor work relationships and interpersonal skills
- person–job mismatch
- failure to clarify direction or performance expectations
- failure to adapt and break old habits
- breakdown of delegation and empowerment
- lack of personal integrity and trustworthiness
- inability to develop cooperation and teamwork
- inability to lead or motivate others
- poor planning practices and reactionary behaviour.

Management types

Managers use conceptual, human and technical skills to perform the management functions of planning, organising, leading and controlling in all organisations. However, not all managers' jobs are the same. There are vertical and horizontal differences in the jobs of managers.

Vertical differences

Vertical differences relate to a manager's location in the organisational hierarchy. A manager who is at the top of the organisational hierarchy is responsible for the entire organisation. Examples of top management positions are managing director, chairperson, executive director, CEO or general manager. Top managers are concerned with the long-term future and the success of the organisation as a whole. Their responsibilities include:

- setting organisational goals
- defining strategies for goal achievement
- monitoring and interpreting the external environment
- making decisions that affect the entire organisation
- communicating a shared vision for the organisation
- shaping corporate culture
- nurturing an entrepreneurial spirit.

Middle managers work at the middle levels of the organisation and are responsible for business units and major departments. Examples of middle management positions are department head, division head, manager of quality control and director of the research lab. Middle managers typically have two or more management levels beneath them. Middle managers are generally concerned with the near future. Their responsibilities include:

- implementing strategies and policies defined by top managers

- establishing good relationships with peers
- encouraging teamwork and resolving conflicts.

Recent trends in corporate restructuring and downsizing have reduced the number of middle managers. These cuts have enhanced efficiency and performance, improved responsiveness to customers, reduced the time for new product development and increased profits. There has been an increased use of project managers or team managers. A project manager is responsible for a temporary work project that involves the participation of people from various functions and levels of the organisation, and possibly also from outside the company. Project managers manage horizontally and give up their management responsibilities when the project is finished.

First-line managers work at the first or second management level and are directly responsible for the production of goods and services. Examples of first-line management positions are supervisor, line manager, section chief and office manager. The time horizon at this level is short, with the emphasis on accomplishing day-to-day objectives. First-line managers' responsibilities include:

- applying rules and procedures to achieve efficient production
- providing technical assistance
- motivating subordinates.

Managers at all levels perform all four management functions but in varying amounts. Top managers' primary concern is planning and organising, whereas first-line managers' primary concern is leading and motivating technical employees.

Horizontal differences

Horizontal differences in management jobs occur across the organisation in the different functional areas such as advertising, sales, finance, human resources, manufacturing and accounting.

- Functional managers are responsible for departments that perform a single functional task and have employees with similar training and skills.
- Line managers are responsible for employees who make or provide a product or service.
- Staff managers are in charge of departments, such as finance and human resources, that support line departments.
- General managers are responsible for self-contained divisions and thus are responsible for several departments performing different functions.
- Project managers coordinate people across several different departments to accomplish a specific project and thus have general management responsibility.

What is it like to be a manager?

We have described how managers at various levels perform four basic functions that help ensure organisational resources are used to attain high levels of performance. The functions are to plan, organise, lead and control. These tasks require conceptual, human and technical skills.

Making the leap: Becoming a new manager

Making the shift from individual contributor to manager is often tricky. A common mistake new managers make is believing they have to do all the work themselves rather than delegating it to others and developing others' abilities. To be a successful manager means thinking in terms of building teams and networks and becoming a motivator and organiser within a highly interdependent system of people and work.

Another key to success is to recognise that becoming a manager involves more than learning a new set of skills. Rather, becoming a manager means a profound transformation in the way people think of themselves, or their personal identity, which includes letting go of deeply held attitudes and habits and learning new ways of thinking (Hill, 2003). Exhibit 1.7 (see page 25) outlines the transformation from individual performer to manager.

Manager activities

Adventures in multitasking

Adventures in multitasking are characterised by variety, fragmentation, and brevity; they involve handling both significant problems and trivial events in no predictable sequence or pattern.

Life on speed dial

Life on speed dial means performing a great deal of work at an unrelenting pace. Managers' work is fast paced and requires great energy.

Where does a manager find the time?

Time is a manager's most valuable resource, and one characteristic of successful managers is that they know how to use time effectively to accomplish the important things first and the less important things later.

Manager roles

A role is a set of expectations for a manager's behaviour. A manager's job can be organised into 10 different roles and divided into three conceptual categories: informational, interpersonal and decisional (Mintzberg, 1973).

The **informational** category (managing by information) includes the monitor, disseminator and spokesperson roles and describes the activities used to maintain and develop an information network.

- 1** The **monitor** role involves seeking and receiving current information from a variety of sources, including periodicals, reports and personal contacts.
- 2** The **disseminator** role involves transmitting current information to other organisation members.
- 3** The **spokesperson** role pertains to making official statements (verbal and written) outside the organisation about company policies, activities and plans.

The interpersonal category (managing through people) includes the figurehead, leader and liaison roles, and pertains to relationships with others. It is related to the human skills described earlier.

- 4 The **figurehead** role involves handling ceremonial and symbolic activities for the department or organisation.
- 5 The **leader** role encompasses relationships with subordinates, including motivation, communication and direction.
- 6 The **liaison** role pertains to the development and maintenance of information sources both inside and outside the organisation.

The decisional category (managing through action) includes entrepreneur, disturbance handler, resource allocator and negotiator roles, and pertains to managers making choices and taking action.

- 7 The **entrepreneur** role involves initiation of change and occurs when managers become aware of problems and seek improvements.
- 8 The **disturbance handler** role involves resolving conflicts among subordinates or between the manager's department and other departments.
- 9 The **resource allocator** role pertains to decisions about how to allocate people, time, equipment, budget and other resources to attain desired outcomes.
- 10 The **negotiator** role involves negotiations and bargaining to attain outcomes for the manager's unit of responsibility.

Managing in small businesses and not-for-profit organisations

The importance of small businesses is growing. Many are operated by people who have been squeezed out of large organisations because of downsizing or who have voluntarily left the corporate world to seek improved work–life balance. Many are started by women or minorities who found limited opportunities for advancement in large organisations.

Managerial expertise is critical to success, as managing a small business is becoming increasingly complicated because of globalisation, government regulation and customer demands for better quality at lower prices. Small business managers tend to emphasise different roles than do managers in large organisations. Managers of small organisations tend to view the spokesperson role as most important because they must constantly sell the firm to the outside world. The entrepreneur role is also very important as managers must be creative and help their organisation develop new ideas to be competitive.

Managerial expertise is also a requirement for the success of not-for-profit organisations (NFPs), many of which are large, complex organisations. The Salvation Army, Girl Guides, universities, city governments, hospitals, public schools, orchestras and art museums all require excellent management. Managers in NFPs are likely to place more emphasis on the roles of figurehead (dealing with the public), leader (motivating employees with fewer financial incentives), and resource allocator (distributing government resources that often are assigned top down).

State-of-the-art management competencies

Turbulent environmental forces have caused a significant shift in the competencies required for effective managers. Traditional management competencies could include a command-and-control leadership style, a focus on individual tasks and standardising

procedures to maintain stability. New management competencies include the ability to be an enabler rather than a controller, using an empowering leadership style, encouraging collaboration, leading teams and mobilising for change and innovation. State-of-the-art management competencies for today's world can be seen in Exhibit 1.10 (see page 34).

Turbulent times: Managing crises and unexpected events

Today's managers face not only various levels of organisational crises, but also crises on a more global level. Managers have always needed to deal with the unexpected, but today's world is so fast, interconnected and complex that unexpected events occur more frequently and often with greater and more painful consequences. Crisis management has become a critical managerial skill. All the skills and competencies previously discussed are important to managers in such an environment. In addition, contemporary research on crisis management points to the importance of five particular leadership skills: staying calm, being visible, putting people before business, telling the truth and knowing when to get back to business.

Stay calm

While acknowledging the difficulties, leaders have to stay calm, focused and optimistic about the future, and they must be able to absorb people's fears and uncertainties.

Be visible

People need to feel that someone is in control, despite the ambiguity and uncertainty.

Put people before business

Companies that weather crises best are those in which managers make people and human feelings their top priority.

Tell the truth

Managers need to get as much information from as many diverse sources as possible, do the best to determine the facts, and then be open and straightforward about the situation.

Know when to get back to business

After first dealing with the physical and emotional needs of people, managers need to get back to business as soon as possible, rebuild and move forward.

Australia's managers: Improving from a low base

According to the World Economic Forum, Australia ranked 18th out of 41 countries on the 'management' criterion in 1994. It ranked behind countries such as Japan, Hong Kong, New Zealand, Malaysia, Chile, Norway, the UK, Germany, the Netherlands and the USA. That same year, the Australian government commissioned the Karpin task force to examine and recommend how to improve the leadership and management of Australian enterprises. The findings showed that the typical Australian manager had certain strengths and weaknesses.

Manager strengths

- Hardworking
- Egalitarian
- Open, genuine and direct
- Honest and ethical
- Innovative
- Independent thinker
- Flexible, adaptable and resourceful (products and processes)
- Technically sound

Manager weaknesses

- Takes a short-term view
- Lacks strategic perspective
- Lacks open-mindedness and shows rigidity towards learning
- Is complacent
- Is poor at teamwork and empowerment
- Is unable to cope with differences
- Has poor people skills
- Lacks self-confidence

The Karpin taskforce developed *Australia 2010*, a vision statement designed to encourage improved productivity and profitability through a concerted commitment to continual improvement. By 2010, the statement asserted that Australian enterprises and their managers should be focused on:

- knowledge
- the ability to learn, change and innovate in the new marketplace as the accepted manager selection criteria, rather than gender, ethnicity or even prior experience
- the learning organisation as a standard philosophy for many Australian enterprises and as a major way to cope with change and turbulence
- managers creating conditions conducive to learning for both individuals and the enterprise as a whole, both across individual business units and between enterprises and their external environments
- employees being more motivated and skilled
- quality acting as a guiding light within all organisations, with a customer-first mentality being all pervasive.

Sustainable development: Now a core issue for managers

The complex business world brings new challenges and opportunities for managers to practise sustainable development. Managers must look beyond a short-term need to be profitable and reach for longer-term opportunities for environmentally sound outcomes achieved with concern for communities and societies.

Sustainable development involves making balanced and equitable decisions so that financial, environmental and social outcomes are achieved in both the short and longer terms.

Teaching tips

- As an introduction to discussing the activities of managers, ask if there are any practising managers in the class. Invite them to share what it is that they do on a typical day and then compare their activities with what is outlined in the text.
- If there are no managers in the class, ask students for their perceptions of what managers (or different types of managers) do on a typical day. These perceptions can then be compared with the text.
- Ask students to share their dream job. What it is about this job that appeals and what skills would be needed in this job? Similarly, students can be asked to share the worst job they have ever had.

Discussion questions

(see page 43)

- 1 How do you feel about having a manager's responsibility in today's world, which is characterised by uncertainty, ambiguity and sudden changes or threats from the environment? Describe some skills and qualities that are important to managers under these conditions.**

The conceptual, human and technical categories of skills provide a relevant departure point for an in-depth discussion. While a successful manager would be expected to be competent in all of these skill categories, it could be argued that human skills are becoming increasingly important. Specifically, some of the skills and qualities students should mention include:

- conceptual skills such as being able to take a broad long-term view; to understand the inter-relationships between the organisation, the industry and the community; to perceive the significant elements in a situation and broad patterns; and to think 'outside the square'
- human skills such as being able to motivate, facilitate, coordinate, lead, communicate and resolve conflicts; to empower others via dispersed leadership; to inspire confidence and belief in the organisation and its leadership; to create an exciting and challenging work environment; to create cohesive and effective teams; and to build personal networks by making contacts with customers, suppliers and partners
- technical skills such as having the technical knowledge to make good judgements and decisions without getting mired down in technical details and being able to keep up with technological changes.

In summary, managers need a skill base that allows them to be flexible, adaptable and relationship orientated, and to know when to apply the appropriate skill set.

- 2 Assume you are a project manager at a biotechnology company, working with managers from research, production and marketing on a major product modification. You notice that every email you receive from the marketing manager has been copied to senior management. At every company function, she spends time talking to the big shots. You are also aware that sometimes when you and the other project members are slaving away over the project, she is playing golf with senior managers. What is your evaluation of her behaviour? As project manager, what do you do?**

This question is designed to get students thinking about the roles that managers play as well as how the real world functions. The marketing manager seems to want to move up the management hierarchy. There are two behaviours illustrating this desire. Sending copies of memos to senior management helps her maintain visibility in the company and lets senior management know of her management skills and accomplishments. Socialising with senior management at company functions or on the golf course also helps her maintain high visibility. These behaviours will help her to not be overlooked when senior management is making decisions about involvement in special projects or promotions. The appropriateness of her behaviour is another issue. If she is performing on the joint project as promised, then what she does otherwise is her business. If you, as the project manager, are also looking for advancement opportunities, you should try to increase your visibility as well.

- 3 Jeff Immelt of GE has said that the most valuable thing he learned in business school was that ‘there are 24 hours in a day, and you can use all of them’. Do you agree or disagree? What are some of the advantages to this approach to being a manager? What are some of the drawbacks?**

The advantage to this approach to being a manager is that you potentially develop a reputation as a knowledgeable, dedicated person who gets the job done. As an attitude, such an approach recognises that work, in the new workplace, is not confined to a nine-to-five routine but can be performed at any time of the day or night. Therefore, Immelt’s statement is an important reminder to managers that they need to be flexible, adaptable and able to respond quickly to customer and employee needs.

The drawback is that in trying to adopt such an approach, a manager can increase the likelihood of becoming overwhelmed, stressed and, ultimately, burnt out. It might also be worth discussing the impact such a 24/7 approach might have on the quality of the decisions and performance of the manager – is more better? Other potential drawbacks could be the extent to which the issues discussed in the Management in practice box (page 28), such as the impact on work–life balance and the example being set to new or young managers, are exacerbated.