

# Lesson 1

## Organizations and Managers

### Overview

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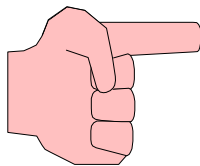
**Introduction** Action officers work in complex organizations and play several roles. They interact with managers and leaders at all levels. So they should know how organizations function and what managers and leaders do.

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**Purpose** This lesson explains how to apply basic organizational and management principles to your work.

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**Objectives** After completing this lesson you should be able to--



- Apply systems concepts to your work.
  - Explain five functions of the management process.
  - Describe manager skills and roles.
  - Integrate manager and leader roles.
  - Use delegation of authority to manage effectively.
  - Manage the relationship with your boss.
- 

**In this lesson** This lesson contains the following maps:

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# Systems Approach to Management

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**Introduction** Modern organizations are fast-paced, complex, and bewildering to a newcomer. One way to gain a foothold is to look at your organization as a system. Then you can see how it operates and how you fit in.

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**Definition** The systems approach is the application of General Systems Theory to explain how organizations operate. This approach views an organization as a group of interrelated parts brought together for a common purpose.<sup>1</sup>

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**Parts** These parts form a system:

- Environment.
- Input.
- Conversion.
- Output.
- Feedback.

This model depicts a system's parts:

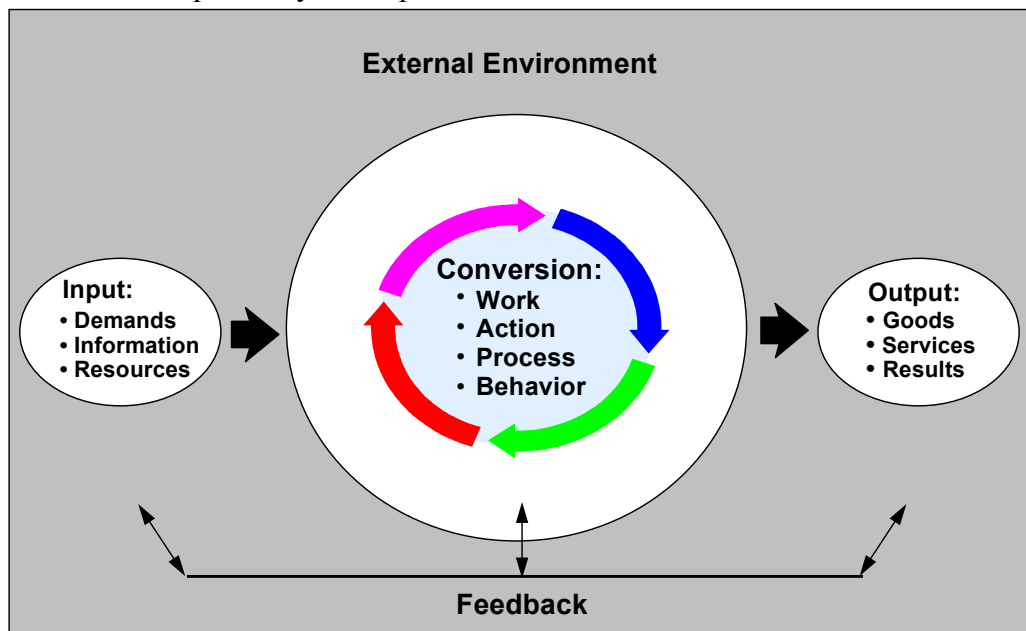


Figure 1-1. Systems model

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# Systems Approach to Management, Continued

**Description**

This table describes a system's parts:

Part	Description
<b>Environment</b>	<p>The setting in which a system exists; it--</p> <ul style="list-style-type: none"> <li>• Gives inputs to the system.</li> <li>• Uses its outputs.</li> <li>• Imposes constraints.</li> </ul> <p>The environment has two facets:</p> <p><u>External environment</u>: Outside influences such as higher headquarters, society, or economic system.</p> <p><u>Task environment</u>: A subset of the larger environment--the internal setting, such as working conditions.</p>
<b>Input</b>	<p>Energy that flows from the environment to the system:</p> <ul style="list-style-type: none"> <li>• Demands from customers or outsiders.</li> <li>• Information, including feedback.</li> <li>• Resources enabling the system to produce outputs.</li> </ul>
<b>Conversion</b>	Processes to transform inputs into outputs.
<b>Output</b>	Products resulting from inputs and conversion.
<b>Feedback</b>	<p>Timely information needed to--</p> <ul style="list-style-type: none"> <li>• Adjust to the environment's demands.</li> <li>• Adjust conversion processes.</li> <li>• Produce desired outputs.</li> </ul>

**Each part links**

Each part must link:

- Activities in one part affect all other parts.
- If one part is examined, it must be in the context of all the other parts.
- No one part can function in isolation, nor can it be treated separately.

**Sustainment**

A system exists to fill a need for its environment and continues to sustain itself and thrive as long as it has--

- A worthy purpose.
- Demand for its products.
- Access to resources.
- Efficient processes.
- Timely feedback.
- Acceptance of its products.

If it does these things well, a system thrives; if it doesn't, it becomes ineffective in spite of internal efficiency. A system must produce acceptable outputs, or it will stagnate and eventually die.

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# Systems Approach to Management, Continued

## Example



For decades American auto manufacturers made cars without fully considering pressures from their environment. They ignored foreign competition and impact of the energy crisis. They marketed cars without really knowing what customers wanted, nor did they attempt to find out. Customers reacted by turning to the better quality and designs of foreign-made cars.

Finally American auto makers woke up; they examined their environment, studied the competition, and listened to their customers. They started to make quality cars that withstood competition and lured customers back into their showrooms.






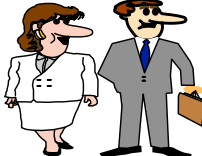


## Additional principles

Here are more principles from General Systems Theory and other schools of management thought that apply to system processes:

Principle	Description
<b>Synergy</b>	The whole is greater than the sum of its parts. <u>Example:</u> People working as a team achieve more than they do working separately.
<b>Flexibility</b>	Since there's usually more than one way to do something well, we need not waste effort seeking <i>the one best way</i> .
<b>Contingency</b>	The situation determines what works best. Something that works in one situation will fail in another because of time, place, or circumstance. <u>Note:</u> This principle has an exception. It doesn't apply to decisions having ethical implications. Were we to apply it to ethical decisions, it could threaten ethical values in the name of practicality.
<b>Efficiency</b>	<i>Doing things right--</i> <ul style="list-style-type: none"><li>• The first time.</li><li>• With minimum errors and waste.</li></ul>
<b>Effectiveness</b>	<i>Doing the right things--</i> focusing on key goals and priorities to accomplish the mission. <sup>2</sup> <u>Note.</u> Efficiency and effectiveness are interdependent, but effectiveness is more important. For it's useless to do things right if they're not the right things. Lesson 3 discusses this notion in more detail.

# Subsystems

**Introduction** This map describes the six subsystems in an organization.

Subsystem	Description
<p><b>Mission</b></p> 	<p>A mission gives an organization a basis for defining--</p> <ul style="list-style-type: none"> <li>• Goals.</li> <li>• Objectives.</li> <li>• Tasks.</li> <li>• Standards.</li> <li>• Structure.</li> </ul>
<p><b>People</b></p> 	<p>People make things work by playing roles as--</p> <ul style="list-style-type: none"> <li>• Leaders.</li> <li>• Followers.</li> <li>• Team members.</li> <li>• Stake holders.</li> <li>• Customers.</li> </ul>
<p><b>Structure</b></p>  	<p>Organizations have both formal and informal structures.</p> <p><u>Formal structure</u>: An organization's deliberate and official formation--what you see on an organizational chart. It formally defines division of labor and authority relationships.</p> <p><u>Informal structure</u>: An organization's unofficial formation, which you can't see on an organizational chart:</p> <ul style="list-style-type: none"> <li>• Personal relationships regardless of official position.</li> <li>• Personal values.</li> </ul>
<p><b>Technology</b></p> 	<p>Physical assets enabling an organization to function:</p> <ul style="list-style-type: none"> <li>• Equipment.</li> <li>• Skills.</li> <li>• Facilities.</li> <li>• Tools.</li> <li>• Information.</li> </ul>
<p><b>Leadership</b></p> 	<p>Leaders are the glue binding all subsystems together. They sustain the system with--</p> <ul style="list-style-type: none"> <li>• Clear vision.</li> <li>• Challenging goals.</li> <li>• Shared values.</li> <li>• High standards.</li> <li>• Ethical behavior.</li> <li>• Inspirational leadership.</li> </ul>
<p><b>Task environment</b></p>  	<p>The immediate setting directly affecting an organization:</p> <ul style="list-style-type: none"> <li>• Working conditions.</li> <li>• Policies and rules.</li> <li>• Ethical climate.</li> <li>• Management preferences.</li> <li>• Quality of the work force.</li> <li>• Pressures from community.</li> </ul> <p>The task environment also links to larger influences of the external environment:</p> <ul style="list-style-type: none"> <li>• Private industry.</li> <li>• American culture.</li> <li>• History and tradition.</li> <li>• Natural resources.</li> <li>• Foreign policy.</li> <li>• Global economy.</li> </ul>

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## Subsystems, Continued

**Illustration** This graphic illustrates the six subsystems just described. The six subsystems shown within the circle form a subset of an organizational system:

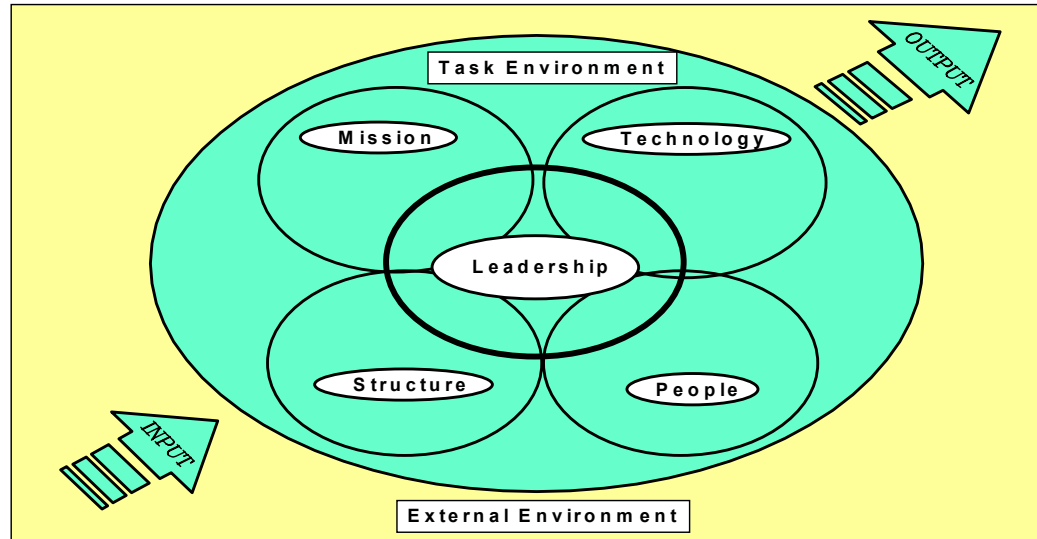


Figure 1-2. Organizational subsystems

**Advantages of using a systems approach**

- A systems approach helps you--
- Distinguish between symptoms and causes of problems.
  - Trace problems to their sources.
  - Know which parts of the system your task involves.
  - Coordinate with the right people.
  - Apply your efforts where they count most.
  - Realize the impact of your actions on the organization.
  - Make best use of time and other resources.
  - Keep focused on customers' demands and quality of outputs.

# The Five Functions of Management

**Introduction** This map defines management and its five functions.

**Definition: management** Management is the process of performing and integrating these five functions:



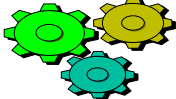


- Planning.
- Organizing.
- Coordinating.
- Directing.
- Controlling.

Henri Fayol, a pioneer in management theory, defined management in these terms in 1914. This definition still forms the basis of modern management thought.<sup>3</sup>

**Why functions exist** Whenever we bring people, resources, and events together for a common purpose, management plays a part. We use its functions to create organizations and achieve goals in an orderly way.

A scout leader, church deacon, and the CEO of General Motors are all managers. Each performs management functions like planning, making decisions, or following-up. Action officers are also managers.

**Definitions of functions** We define the five management functions with these questions:

Function	Question	
<b>Planning</b> 	<ul style="list-style-type: none"> <li>• What is to be done?</li> <li>• Why?</li> <li>• Who will do it?</li> </ul>	<ul style="list-style-type: none"> <li>• Where?</li> <li>• When?</li> <li>• How?</li> </ul> <p><u>Note.</u> To encourage initiative and flexibility, planners often leave the <i>how</i> to those carrying out the plan.</p>
<b>Organizing</b> 	<b>Who--</b> <ul style="list-style-type: none"> <li>• Is involved and how?</li> <li>• Needs what resources and when?</li> </ul> <b>What--</b> <ul style="list-style-type: none"> <li>• Are the relationships among people, places, things?</li> </ul>	
<b>Coordinating</b> 	<b>Who--</b> <ul style="list-style-type: none"> <li>• Informs whom about what?</li> <li>• Integrates details and events?</li> <li>• Provides or receives support?</li> <li>• Ensures coherent action?</li> </ul>	
<b>Directing</b> 	<b>Who--</b> <ul style="list-style-type: none"> <li>• Decides?</li> <li>• Takes charge?</li> <li>• Leads?</li> <li>• Inspires?</li> </ul>	
<b>Controlling</b> 	<b>Who--</b> <ul style="list-style-type: none"> <li>• Monitors events?</li> <li>• Follows up?</li> <li>• Fixes things when they go wrong?</li> <li>• Judges results?</li> </ul>	

# Integration of Management Functions

**Introduction** This map explains why the five functions of management must work together, if they're to work at all.

**Characteristics of functions** This table describes the characteristics of the five management functions in terms of what they are and what they are not:

<b>Management functions are <u>not</u></b>	<b>Management functions are</b>
Separate and distinct.	Interdependent and overlapping.
Always applied in sequence.	Applied in no fixed order.
Meant to operate in isolation.	Meant to operate in concert.

**Integrated network**

This graphic depicts management functions working in concert:

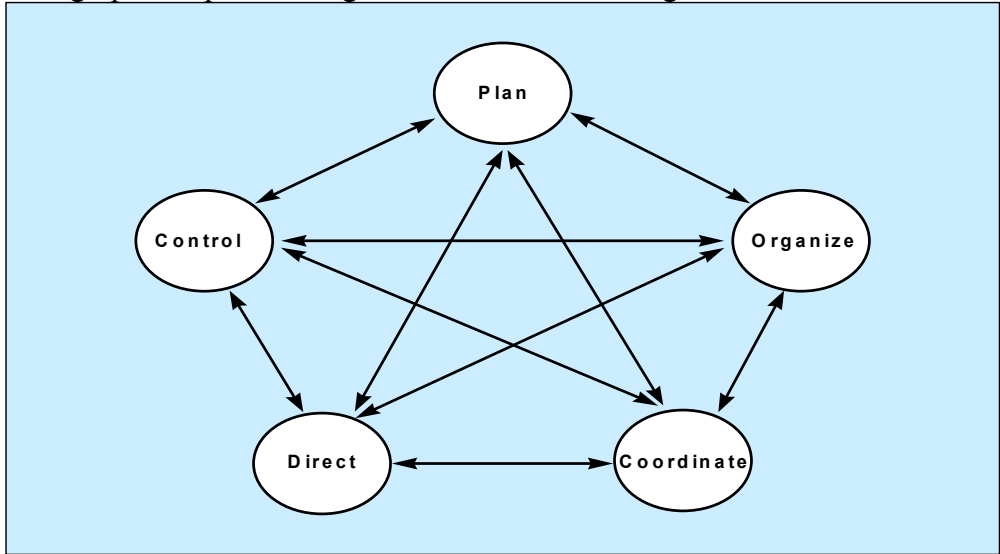


Figure 1-3. Integrated network of management functions

**Why integration is necessary**

For the management process to work, all functions must work together in an integrated network. If they don't, desired results won't be forthcoming:

- Unless vigorously carried out, a well-written plan will fail.
- Without structure and relationships, coordination is impossible.
- If there's no follow-up, clear directions don't count.

# Types of Managers

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**Introduction** This map defines various types of managers found in organizations. These managers fall into several categories, as explained below.

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**Manager** A manager is one who manages work or supervises people. Although they carry different titles, the positions described below are all *managerial* positions.

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**Supervisor** A supervisor is a leader of a group of followers.<sup>4</sup> A manager who directs subordinates and is responsible for their performance is also a supervisor.

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**First-level supervisor** A first-level supervisor is a manager who occupies the lowest rung in the management chain. This supervisor leads a group of followers who are pure followers. They have no subordinates reporting to them.

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**Manager** Strictly speaking, a manager is one who holds a position above the first level of supervision--mid, upper, and executive levels of management. This manager mainly supervises other managers and first-level supervisors.

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**Senior executive** A senior executive is a civilian manager who is a member of the senior executive service (SES). Referred to as an *SES*, this top-level manager holds a position comparable to that of a flag officer (general or admiral).

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**Individual contributor** An individual contributor is an informal term referring to a manager who has no subordinates (perhaps a secretary or assistant). Using expertise, he makes major contributions without extensive resources or many people at his call.<sup>5</sup>

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**Team leader** A team leader is one who is delegated authority to lead a group effort. While not enjoying formal supervisory authority, he may be delegated enough to--

- Task others.
- Judge results.
- Provide input for performance appraisals.

Action officers typically play roles of individual contributors or team leaders.

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# Management Skills

**Introduction** This map outlines types and degrees of skills that managers need at various levels of management.

**Skills** Managers at all levels use three types of skills:

Skill	Description
<b>Technical</b>	Use techniques, knowledge, or expertise.
<b>Interpersonal</b>	Get people to cooperate singly or in groups.
<b>Conceptual</b>	Grasp ambiguous problems and provide purpose.

**Skill mix** Managers at all levels apply technical, conceptual, and interpersonal skills but in varying degrees.<sup>6</sup> As the graphic illustrates, degrees of technical and conceptual skills vary among levels of management, but the need for interpersonal skills remains constant at all levels:

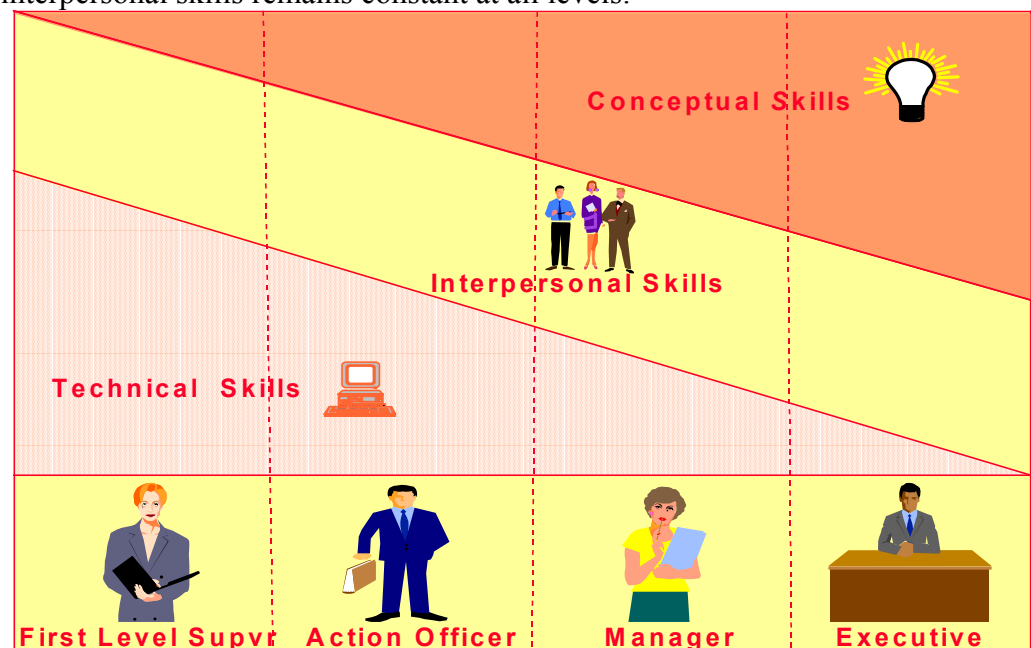


Figure 1-4. Management levels and skills required

**Action officer skills** Action officers use all three skills to tackle ambiguous problems, form recommendations, and communicate effectively. They realize that technical and interpersonal skills are important and soon learn staff work requires highly developed conceptual skills.

# Action Officer Roles

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**Introduction** People play many roles and shift in-and-out of them daily. This map describes six key roles that action officers play:

- Leader.
- Manager.
- Follower.
- Team player.
- Peer.
- Subject-Matter Expert (SME).

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**Leader** While action officers aren't usually formal leaders, they still lead in an informal sense by upholding high standards and setting the example. Leadership experience for action officers is invaluable. For it's from their ranks where our Army draws its leaders.

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**Practicing leadership** Action officers use leadership skills when--

- Acting as team leaders.
- Facilitating meetings.
- Coaching inexperienced action officers.

Action officers practice leadership every day, often in challenging circumstances. For example, it's not unusual for an AO to lead a team yet be its junior member.

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**Manager** As managers, action officers play roles as individual contributors and team leaders. Lacking resources of most managers, AOs still make major contributions.

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**Follower** Our Army stresses leadership, as well it should. But let's not forget the importance of following. Before being chosen to lead, one must be willing to follow. This means more than simply doing as told.

Good followers--

- Think independently.
  - Control their own work.
  - Assert their views.
  - Take risks.
  - Are self-starters.
  - Work without close supervision.
  - Step in when others drop the ball.<sup>7</sup>
- 

**Team player** Action officers do many things by themselves, but rarely can they work an action without involving others. Whatever they have, others are looking for; whatever they need, others probably have. Working in a team setting--

- Creates synergy.
- Saves time.
- Consolidates expertise.
- Clarifies objectives.
- Shortens communication lines.
- Exposes biases and oversights.
- Builds commitment.

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## Action Officer Roles, Continued

**Peer** Action officers belong to a fraternity of folks who work together and form strong personal and professional bonds. This enhances teamwork and mutual trust.

Peers are good judges of character. An unethical person may be able to fool bosses--for a while, but peers readily spot a phony. No matter how smart or hard-working, one who has lost trust among peers will eventually fail.

Peers will overlook other shortcomings and jump to help an action officer who needs help--as long as trust abides. Trust is the fabric of the action officer's craft.

**Subject-Matter Expert (SME)** Action officers form a corps of SMEs who--

- Have challenging visible jobs.
- Are impact players.
- Are the power behind the throne.
- Help leaders make good decisions.
- Do great things for America's Army.

Bottom line: Nothing gets done until an action officer starts *running with the action*. In fact--action officers run our Army!

### Recap

Recap of action-officer roles:

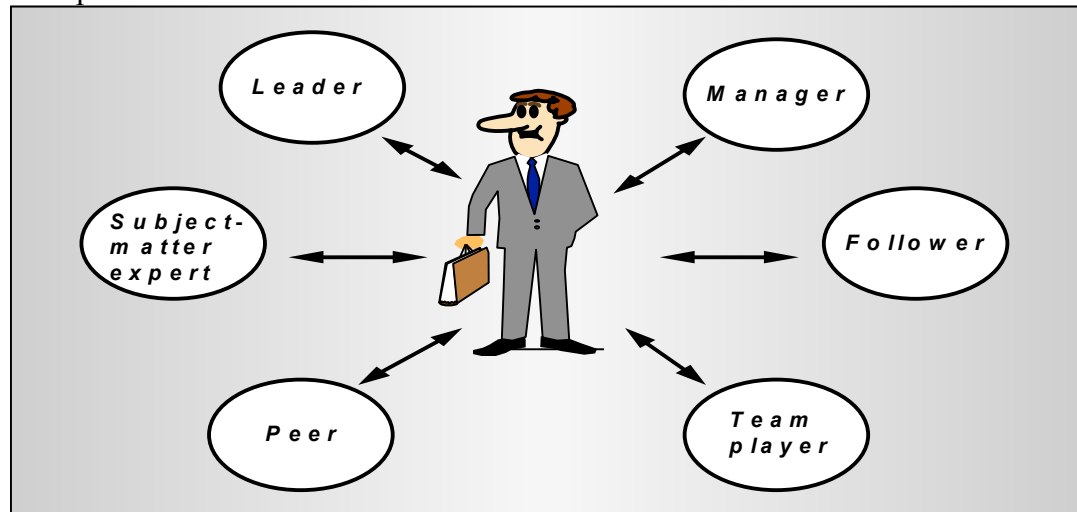


Figure 1-5. Proud to be an action officer

### Attributes

Since action officers change roles frequently, they need these attributes:

Attribute	Description
<b>Perception</b>	Knowing which role to play and when.
<b>Flexibility</b>	Capable of rapidly switching roles.
<b>Empathy</b>	Appreciating roles other people play.

# Managing and Leading

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**Introduction** Action officers are both managers and leaders and often play both roles at the same time. This map explains relationships between leading and managing and the need to integrate both roles.

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**Definitions** For simplicity, we define *managing* and *leading* in these terms:  
Managing is getting things done through people.  
Leading is inspiring people to want to get things done.

---

**Distinctions** Although intentionally exaggerated, this table shows the distinctions between managing and leading:

<b>Managers</b>	<b>Leaders</b>
Handle things.	Inspire people.
Maintain stability.	Force change.
Define procedures.	Create vision.
Solve today's problems.	Seek tomorrow's opportunities.
Use their heads.	Listen to their hearts.
Do things right.	Do the right things.
Get people to do things.	Get people <i>to want</i> to do things.
Count beans.	Win wars. <sup>8</sup>

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**Art and science** Another way to distinguish between leading and managing is to look at leadership as an art that transcends the limitations of science:

**... leadership is the art of accomplishing more than the science of management says is possible.**

**--General Colin Powell, *My American Journey***

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**Integration** While managing and leading are distinct, they're not mutually exclusive:

<b>Managers use leadership to</b>	<b>Leaders use management to</b>
Add a human dimension to managing.	Discipline their enthusiasm.
Win enthusiastic support for decisions.	Use resources prudently.

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## Managing and Leading, Continued

### Examples

These are examples of integrating management and leadership processes:

Activity	Managing	Leading
Run a meeting.	Follow agenda.	Build consensus.
Sell a proposal.	Persuade with logic.	Build enthusiasm.
Devise a plan.	Issue instructions.	Give people ownership.

### Doing both

One must be able to manage and lead at the same time:

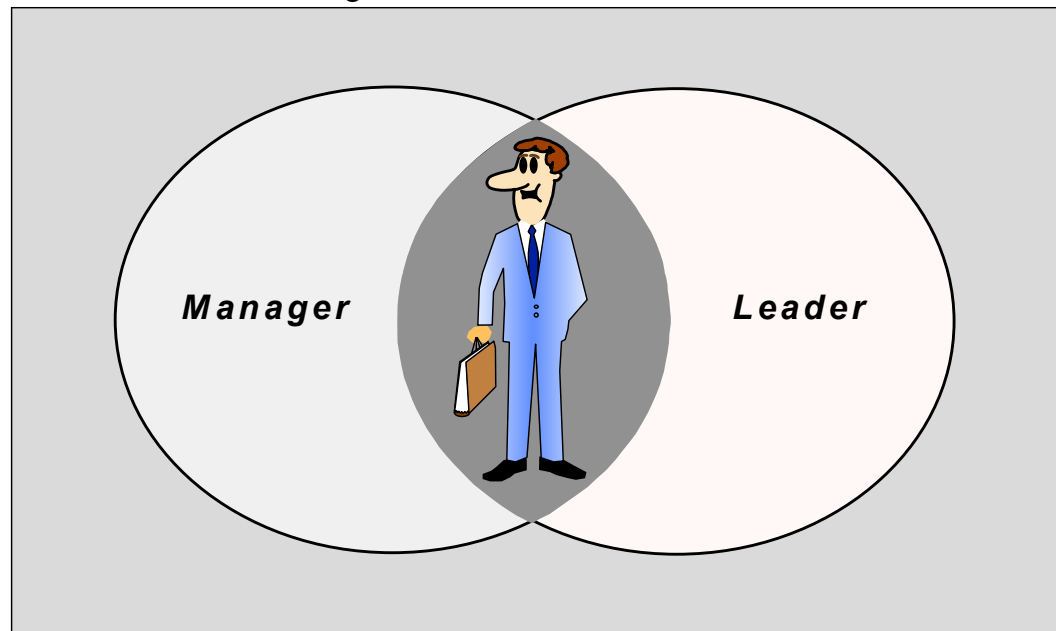


Figure 1-6. Manager and leader: integrated roles

### Debate

Debate continues over the primacy of these roles in a military environment:

- Some people feel that bureaucrats won't let leaders lead.
- Others feel that unless controlled, reckless leaders will squander resources.

Both roles are equally important, but in Army culture leadership has the edge. Still, good leaders realize they need management skills to meet goals.

**I think the Army would make a serious mistake if we made a distinction and said, 'You are a manager, and you are a leader'. . . . to think we could be one and not the other.<sup>9</sup>**  
**--General John A. Wickham, Jr.**

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## Managing and Leading, Continued

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**Confusion of roles** If confusion arises over these roles it's because people--

- Adopt the wrong role for the situation.
- Emphasize one role and ignore the other.
- Lack either leadership or management skills.
- Fail to integrate the processes of both roles.

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**Examples** Examples of failure to integrate manager and leader roles:

- Committing to a course of action but ignoring resource constraints.
- Exhorting people to *do more with less*, when it's impossible.
- Treating people as just another resource to manage.
- Focusing only on what's quantifiable--statistics, reports, and data.

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**Self-development** However, few people excel as both managers and leaders. Most tend toward one or the other. Achieving basic competence in both roles is possible--and desirable. But achieving excellence in both would require tremendous energy and probably produce poor results.

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**Play to your strengths** Peter Drucker suggests another approach for achieving excellence:

- Play to your strengths.
- Shore up weaknesses--just enough so they don't erode strengths.
- Don't waste energy trying to build excellence out of weakness.
- Instead, invest energy to build on existing talents.<sup>10</sup>

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**Example** Example of playing to one's strengths: If not a gifted speaker but a talented writer, play to your strength. Work to improve writing ability even further. If speaking doesn't come easily, at least work to make it acceptable.

However don't waste time fruitlessly trying to become an outstanding speaker--you'll erode your strength as a writer.

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# Managing Things and Leading People

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**Introduction** Though a little one-sided, this statement reminds us that we manage *things* but *lead* people.

<b>Let's Get Rid of Management</b>	<b>People don't want to be managed. They want to be led. Whoever heard of a world manager? World leader, yes. Educational leader. Political leader. Religious leader. Scout leader. Community leader. Labor leader. Business leader. They lead. They don't manage. The carrot always wins over the stick. Ask your horse. You can <i>lead</i> your horse to water, but you can't <i>manage</i> him to drink. If you want to manage somebody, manage yourself. Do that well and you'll be ready to stop managing and start leading.</b>
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Figure 1-7. Managing versus leading

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# Delegation of Authority

**Introduction** Managers use a powerful tool to get things done: *delegation of authority*. They can't do everything themselves. Instead, they delegate their authority so others can accomplish tasks for them.

Action officers are not mere hired hands. They must be delegated enough authority to exercise judgment and make decisions about their work. Moreover, they interact with senior officials and need latitude to deal with them.

**Definitions of terms**

This table defines delegation of authority and its constituent parts:

Term	Definition
<b>Delegation of authority</b>	The transfer of authority to enable a subordinate to discharge responsibility and answer for results.
<b>Authority</b>	Power to discharge responsibility and maintain accountability.
<b>Responsibility</b>	The obligation to-- <ul style="list-style-type: none"> <li>• Perform duties of one's position.</li> <li>• Meet objectives within standards.</li> </ul>
<b>Accountability</b>	The obligation to answer for <u>how well</u> one has-- <ul style="list-style-type: none"> <li>• Discharged responsibility.</li> <li>• Managed the authority delegated.</li> </ul>

**Clarification** A supervisor can delegate authority but not responsibility or accountability. Though he can hold subordinates responsible and accountable within their areas, he's still ultimately responsible for their performance.

Any supervisor who shifts personal responsibility or accountability onto subordinates is guilty of abdication.

**Balance**

A properly delegated task contains a balanced blend of authority, responsibility, and accountability:

Description	Example
Enough <u>authority</u> to-- <ul style="list-style-type: none"> <li>• Discharge responsibility.</li> <li>• Produce desired results.</li> </ul>	Power to-- <ul style="list-style-type: none"> <li>• Make decisions.</li> <li>• Assign tasks.</li> </ul>
Enough <u>responsibility</u> to-- <ul style="list-style-type: none"> <li>• Use one's talents.</li> <li>• Make job challenging.</li> </ul>	Manageable workload: <ul style="list-style-type: none"> <li>• Can do job without getting exhausted.</li> <li>• Not set up to fail.</li> </ul>
Enough <u>accountability</u> to-- <ul style="list-style-type: none"> <li>• Be held answerable.</li> <li>• Meet standards.</li> </ul>	Realistic, worthy, and attainable standards: <ul style="list-style-type: none"> <li>• Poor performance not tolerated.</li> <li>• Excellent performance rewarded.</li> </ul>

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## Delegation of Authority, Continued

**Illustration** Graphic illustrates the balanced blend of authority, responsibility, and accountability in a properly delegated task.

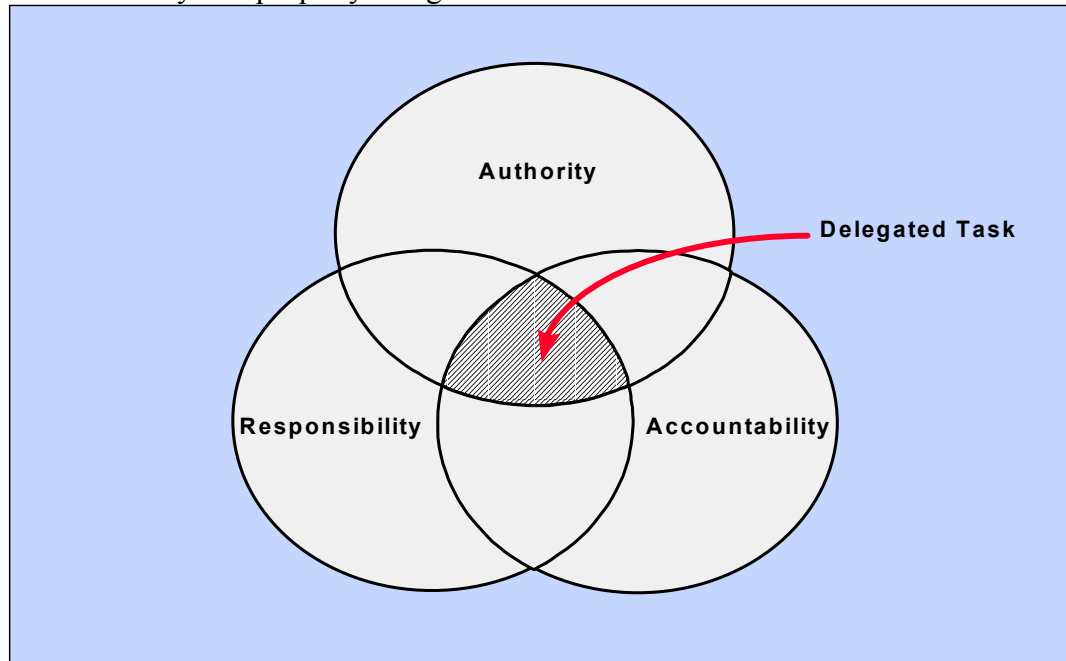


Figure 1-8. Delegation and its constituent parts

**Examples of proper delegation**

- Freedom to act within boundaries without interference.
- Access to resources.
- Work assignments appropriate for grade and skill of the position.
- Reasonable workload.
- Zero tolerance for poor performance.
- Recognition of outstanding performance.

**Examples of improper delegation**

- Over supervision--hovering or meddling.
- Under supervision--no accountability; person becomes a *loose cannon*.
- Overloaded and exhausted--can't get everything done.
- Little or nothing to do.
- Unreasonable deadlines.
- Poor performance condoned or rewarded.
- Outstanding performance unrecognized.

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## Delegation of Authority, Continued

### Micro-managing

Delegation isn't possible when working for a micro-manager:

A micro-manager	A manager who delegates
Issues detailed directions.	Provides broad guidance.
Allows no deviation.	Encourages innovation.
Keeps a tight grip on resources.	Generously shares resources.
Corrects your mistakes.	Lets you correct your mistakes.
Focuses on work process.	Focuses on results.
Takes over if things go wrong.	Is there to assist if asked.
Quarterbacks.	Coaches.
Stays fully involved.	Observes from a distance.

### Abdication

Delegation is also impossible when working for one who abdicates:

- Assigns tasks but furnishes no guidance or resources.
- Delegates then disappears.
- Dumps responsibilities onto subordinates.
- Passes blame to subordinates.
- Takes credit for subordinates' work.
- Loses control and then panics in trying to regain it.

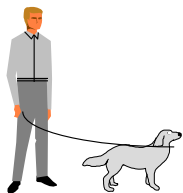
### Delegating a task

To delegate a task properly, your supervisor--

- Ensures you're the right person for the job.
- Defines the requirement and confirms you understand it.
- Asks for ideas.
- Provides required resources.
- Establishes standards (including recognition for a job well done).

If these points aren't covered, you may fail to accomplish the task or accomplish it only with exhaustive effort.

### Tips for gaining more authority



If held on a short leash, follow these tips to gain more freedom to act:

- Learn your job so it's not necessary to run to the boss for instructions.
- Solve your own problems--refer very few upward.
- If referring problems upward, also provide alternatives and recommendation.
- Anticipate future tasks and prepare for them.
- Show your boss how you'll perform better, if given more authority.
- Involve your boss in good solutions you thought of.
- Take risks and do things without being told.
- Take the initiative in managing the relationship with your boss.

# Managing Your Boss

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- Introduction** Do you--
- Get along with everyone except your boss?
  - Feel you lack influence?
  - Believe your boss is a poor communicator?
- 

**Managing the relationship** Perhaps it's a personality conflict, though not very likely. More likely, problems arise because either you or your boss has failed to manage the relationship.

You have less power than your boss and more to lose if the relationship fails. Because it's in your best interest, take the lead to make the relationship work. Begin by getting rid of bad assumptions.

---

- Bad assumptions about yourself** Don't delude yourself by assuming you--
- Don't need the boss.
  - *Really* know the boss's priorities.
  - Give the boss more than enough information.
  - Can always take the boss's word at face value.
- 

- Bad assumptions about your boss** Don't get into the doghouse by assuming the boss--
- Doesn't need you.
  - Will give you resources without being asked.
  - Must be satisfied with your work if nothing's said about it.
  - Is more concerned about your results than your style.
  - Has a stake in your career development.
  - Is solely responsible for the relationship's success.
- 

- Guidelines for managing your boss** To build a better working relationship with your boss, follow these guidelines:
- If your boss is vague, fill voids with questions or assumptions.
    - .. If possible, get answers from your boss.
    - .. If not, get them from those close to the boss.
  - Find out how your boss prefers to receive information. (See page 2-15.)
  - Interact with your boss at social events but don't just talk about work.
  - Constantly clarify your boss's priorities, for they're ever changing.
  - Walk a mile in your boss's shoes.
  - Read your boss's *tea leaves* (what lies in store that could affect you both).
  - Keep your boss informed--both good news and bad.<sup>11</sup>  
(See pages 6-22 and 6-23.)
-

# Lesson Summary

**Key points** This table summarizes key points of lesson maps or information blocks:

Topic	Summary	Page
<b>Objectives</b>	<u>Lesson objectives:</u> <ul style="list-style-type: none"> <li>• Apply systems concepts to work.</li> <li>• Explain five functions of the management process.</li> <li>• Describe manager skills and roles.</li> <li>• Integrate manager and leader roles.</li> <li>• Use delegation of authority to manage effectively.</li> <li>• Manage the relationship with your boss.</li> </ul>	
<b>Systems approach to management</b>	A system is a group of interrelated parts with a purpose: <ul style="list-style-type: none"> <li>• Environment.</li> <li>• Input.</li> <li>• Conversion.</li> <li>• Output.</li> <li>• Feedback.</li> </ul> Actions in one part affect all others.	1-2 and 1-3
<b>Sustainment</b>	System will sustain itself if it has-- <ul style="list-style-type: none"> <li>• A worthy purpose.</li> <li>• Demand for its products.</li> <li>• Access to resources.</li> <li>• Efficient processes.</li> <li>• Timely feedback.</li> <li>• Acceptance of its products.</li> </ul>	1-3
<b>Additional principles</b>	Additional management principles: <ul style="list-style-type: none"> <li>• Synergy--whole is greater than sum of its parts.</li> <li>• Flexibility--more than one way to do something well, so don't waste time seeking <i>one best way</i>.</li> <li>• Contingency--situation determines what works best.</li> <li>• Efficiency--doing things right.</li> <li>• Effectiveness--doing the right things.</li> </ul>	1-4
<b>Subsystems</b>	An organization has six subsystems: <ul style="list-style-type: none"> <li>• Mission.</li> <li>• People.</li> <li>• Structures.</li> <li>• Technology.</li> <li>• Leadership.</li> <li>• Task environment.</li> </ul>	1-5 and 1-6

*Continued on next page*

## Lesson Summary, Continued

Key points (continued)		
Topic	Summary	Page
<b>The five functions of management</b>	<ul style="list-style-type: none"> <li>• Planning.</li> <li>• Organizing.</li> <li>• Coordinating.</li> <li>• Directing.</li> <li>• Controlling.</li> </ul> <p>Must consider all five functions when managing work.</p>	1-7
<b>Integration of management functions</b>	For the management process to work, all functions must work together in an integrated network. If they don't, desired results won't be forthcoming.	1-8
<b>Types of managers</b>	<ul style="list-style-type: none"> <li>• Supervisor.</li> <li>• First-level supervisor.</li> <li>• Manager.</li> <li>• Senior executive.</li> <li>• Individual contributor.</li> </ul>	1-9
<b>Management skills</b>	Managers use three sets of skills: technical, interpersonal, and conceptual. They use them in varying proportions, according to their position and level of responsibility.	1-10
<b>Action officer roles</b>	<ul style="list-style-type: none"> <li>• Leader.</li> <li>• Manager.</li> <li>• Follower.</li> <li>• Team player.</li> <li>• Peer.</li> <li>• Subject-Matter Expert (SME).</li> </ul>	1-11 and 1-12
<b>Managing and leading</b>	<p><u>Managing</u> is getting things done through people.</p> <p><u>Leading</u> is inspiring people to want to get things done.</p> <p>AOs both manage and lead and must know when to do each.</p>	1-13 thru 1-15
<b>Managing things and leading people</b>	<p>People don't want to be managed--they want to be led!</p> <p>Always remember--we manage <i>things</i>, but we lead <i>people</i>.</p>	1-16
<b>Delegation of authority</b>	<p>A properly delegated assignment contains a balanced blend of authority, responsibility, and accountability. When assigned a task, ensure you've been delegated sufficient authority to--</p> <ul style="list-style-type: none"> <li>• Act without interference--be the boss of your own job.</li> <li>• Obtain resources.</li> <li>• Assign tasks.</li> <li>• Get the job done without getting exhausted.</li> </ul>	1-17 thru 1-19
<b>Managing your boss</b>	You have more to lose if the relationship with your boss fails, so take the lead to make it work. Get rid of bad assumptions.	1-20

## References

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**Explanation of entries** Endnotes and additional references are listed below. Highly recommended works appear in **bold print**.

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**Endnotes** To write this lesson, we drew on these sources:

<sup>1</sup>*Army Command and Management: Theory and Practice*, 19th ed. (Carlisle Barracks, PA: US Army War College, June 1994) Chapters 2 and 3.

<sup>2</sup>Peter F. Drucker, *Management: Tasks, Responsibilities, Practices* (New York: Harper & Row, 1974) 45-46.

<sup>3</sup>Henri Fayol, *General and Industrial Management*, trans. Constance Storrs, (New York: Pitman, 1949) 5-6, 43-110.

<sup>4</sup>George S. Odiorne, *The Human Side of Management: Management by Integration and Self-Control* (Lexington MA: Heath, 1984) 14.

<sup>5</sup>**Peter F. Drucker, *The Effective Executive* (New York: Harper & Row, 1967) 7-9.**

<sup>6</sup>Robert L. Katz, "Skills of an Effective Administrator," *Harvard Business Review* 52 (1974): 90-102.

<sup>7</sup>Robert C. Kelly, "In Praise of Followers," *Harvard Business Review* 66 (1988): 142-188.

<sup>8</sup>James M. Kouzes and Barry Z. Posner, *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations* (San Francisco: Jossey-Bass, 1987) 32-33.

<sup>9</sup>Field Manual 22-103, *Leadership and Command at Senior Levels*, June 1987, 43.

<sup>10</sup>Drucker, *The Effective Executive*, 71-99.

<sup>11</sup>**John J. Gabarro and John P. Kotter, "Managing your Boss," *Harvard Business Review* 58 (1980): 92-100.**

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*Continued on next page*

## References, Continued

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### **Additional references**

These sources provide additional information on lesson topics:

Associates, Department of Behavioral Sciences and Leadership, United States Military Academy. *Leadership in Organizations*. Garden City Park, NY: Avery, 1988.

Bennis, Warren, *Leaders*. New York: Harper and Row, 1985.

Boettinger, Henry M. "Is Management Really an Art?" *Harvard Business Review* 53 (1975): 54-64.

*Supervisor Development Course (ST 5000)*. Ft Eustis, VA: Army Institute for Professional Development, 1994 (Army correspondence course).

Stoner, James A. F. and R. Edward Freeman. *Management*. 4th ed. Englewood Cliffs, NJ: Prentice-Hall, 1989.

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### **Learning more about America's Army**

If having just come on board and unfamiliar with how America's Army is organized, we recommend--

DA Pamphlet 10-1, *Organization of the United States Army*, 14 June 1994.

This pocket-sized, visually appealing pamphlet provides all sorts of useful information on our Army's mission, functions, and organizations.

Also suggest viewing the video, *The Total Army Team* (AV PIN 3710295). To get a copy, visit your civilian personnel office or audio-visual support center.

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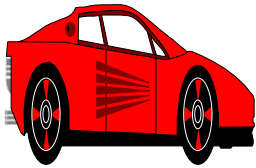
## Lesson 1--End-of-Lesson Exercises

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**Instructions**    Select best answer or answers.

---

1. List three types of input the environment provides to the system.
    - a. Results.
    - b. Demands.
    - c. Information.
    - d. Resources.
- 



Please read the scenario and answer question 2 below.

**For decades American auto manufacturers made cars without fully considering pressures from their environment. They ignored foreign competition and impact of the energy crisis. They marketed cars without really knowing what customers wanted, nor did they attempt to find out. Customers reacted by turning to better quality and designs of foreign-made cars. Finally American auto makers woke up; they examined their environment, studied the competition, and listened to their customers. They started to make quality cars that withstood competition and lured customers back into their showrooms.**

2. Which three parts of the system did American auto makers fail to consider?
    - a. Environment.
    - b. Input.
    - c. Conversion.
    - d. Output.
    - e. Feedback.
- 
3. Your boss asked you to recommend a solution to a problem. You arrived at three equally feasible alternatives. Which management principle should you follow?
    - a. Synergy.
    - b. Efficiency.
    - c. Flexibility.
    - d. Effectiveness.
- 
4. Viewing an organization as a system helps you--
    - a. Focus on customer demands and quality outputs.
    - b. Trace problems to their sources.
    - c. Apply efforts where they count least.
- 

*Continued on next page*

## Lesson 1--End-of-Lesson Exercises, Continued

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5. You wrote a good plan with clear directions and firm controls. Yet you couldn't implement it because those affected knew nothing about it and strenuously objected. Which management function did you overlook?
- Planning.
  - Organizing.
  - Coordinating.
  - Controlling.
- 

6. Of the five categories of managers, which two typically include action officers?
- Individual contributor.
  - Senior executive.
  - First-level supervisor.
  - Team leader.
- 

7. Why is leadership experience invaluable for action officers?
- Action officers are formal leaders.
  - Action officers are usually supervisors.
  - Action officers tell people what to do.
  - It's from the ranks of action officers where our Army draws its leaders.
- 

8. Read each phrase in column below and decide if each is a managing activity or leading activity:

<b>Activity</b>	<b>Managing</b>	<b>Leading</b>
a. Devising a plan.		
b. Getting people enthused about the plan.		
c. Following the agenda in a meeting.		
d. Building consensus in a meeting.		
e. Persuading with logic.		
f. Building inspiration.		
g. Getting people to do things.		
h. Getting people to want to do things.		

---

9. Which would be two pieces of advice from Peter Drucker?
- Build excellence out of weakness.
  - Seek excellence in all areas--both strengths and weaknesses.
  - Play to your strengths.
  - Build on existing talents.
- 

*Continued on next page*

## Lesson 1--End-of-Lesson Exercises, Continued

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10. A supervisor can only delegate--
- a. Responsibility.
  - b. Accountability.
  - c. Authority.
  - d. Tasks.
- 

11. A supervisor who delegates--
- a. Stays fully involved in the task.
  - b. Allows no deviation.
  - c. Observes from a distance.
  - d. Issues detailed instructions.
- 

12. Select three ways to build a better working relationship with your boss.
- a. Avoid social interactions.
  - b. Keep your boss informed, both good and bad news.
  - c. Constantly clarify your boss's priorities.
  - d. Find out how your boss prefers to receive information.
-

# Lesson 1--Answer Key and Feedback

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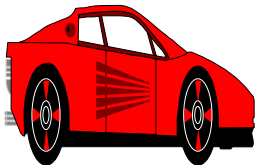
**Instructions**    Correct choices are highlighted.

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1. List three types of input the environment provides to the system.
  - a. Results.
  - b. Demands.**
  - c. Information.**
  - d. Resources.**

(Pages 1-2 and 1-3) *Demands, information, and resources are inputs from the environment. Choice a is incorrect because results are a form of output.*

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Please read the scenario and answer question 2 below.

**For decades American auto manufacturers made cars without fully considering pressures from their environment. They ignored foreign competition and impact of the energy crisis. They marketed cars without really knowing what customers wanted, nor did they attempt to find out. Customers reacted by turning to better quality and designs of foreign-made cars. Finally American auto makers woke up; they examined their environment, studied the competition, and listened to their customers. They started to make quality cars that withstood competition and lured customers back into their showrooms.**

2. Which three parts of the system did American auto makers fail to consider?
  - a. Environment--foreign competition and energy crisis.**
  - b. Input--demands of customers.**
  - c. Conversion.
  - d. Output.
  - e. Feedback--failure to listen to customers.**

(Page 1-4)

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3. Your boss asked you to recommend a solution to a problem. You arrived at three equally feasible alternatives. Which management principle should you follow?
  - a. Synergy.
  - b. Efficiency.
  - c. Flexibility.**
  - d. Effectiveness.

(Page 1-4) *If all alternatives are equally feasible, don't waste time striving to find the one best way. Pick an alternative and recommend it to your boss.*

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*Continued on next page*

## Lesson 1--Answer Key and Feedback, Continued

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4. Viewing an organization as a system helps you--
- Focus on customer demands and quality outputs.**
  - Trace problems to their sources.**
  - Apply efforts where they count least.

(Page 1-6) *A systems approach helps you apply efforts where they count most.*

---

5. You wrote a good plan with clear directions and firm controls. Yet you couldn't implement it because those affected knew nothing about it and strenuously objected. Which management function did you overlook?
- Planning.
  - Organizing.
  - Coordinating.**
  - Controlling.

(Page 1-7) *You failed to coordinate. If you don't touch base with people affected by your plan, they're sure to oppose it.*

---

6. Of the five categories of managers, which two typically include action officers?
- Individual contributor.**
  - Senior executive.
  - First-level supervisor.
  - Team leader.**

(Page 1-9) *Action officers typically play roles of individual contributors or team leaders.*

---

7. Why is leadership experience invaluable for action officers?
- Action officers are formal leaders.
  - Action officers are usually supervisors.
  - Action officers tell people what to do.
  - It's from the ranks of action officers where our Army draws its leaders.**

(Page 1-11)

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*Continued on next page*

## Lesson 1--Answer Key and Feedback, Continued

8. Read each phrase in column below and decide if each is a managing activity or leading activity:

Activity	Managing	Leading
a. Devising a plan.	✓	
b. Getting people enthused about the plan.		✓
c. Following the agenda in a meeting.	✓	
d. Building consensus in a meeting.		✓
e. Persuading with logic.	✓	
f. Building inspiration.		✓
g. Getting people to do things.	✓	
h. Getting people to want to do things.		✓

(Page 1-13)

9. Which would be two pieces of advice from Peter Drucker?

- a. Build excellence out of weakness.
- b. Seek excellence in all areas--both strengths and weaknesses.
- c. Play to your strengths.**
- d. Build on existing talents.**

(Page 1-15) *Build on strength, not weakness.*

10. A supervisor can only delegate--

- a. Responsibility.
- b. Accountability.
- c. Authority.**
- d. Tasks.

(Page 1-17) *A supervisor who delegates responsibility or accountability is guilty of abdication.*

11. A supervisor who delegates--

- a. Stays fully involved in the task.
- b. Allows no deviation.
- c. Observes from a distance.**
- d. Issues detailed instructions. (Page 1-19)

12. Select three ways to build a better working relationship with your boss.

- a. Avoid social interactions.
- b. Keep your boss informed, both good and bad news.**
- c. Constantly clarify your boss's priorities.**
- d. Find out how your boss prefers to receive information.** (Page 1-20)