

The Management Process

Contents

Objectives	2
Introduction	2
3.1 Management and Organizations.....	2
3.2 Views on Management	3
3.3 Development of thinking on The Management Process	6
3.3.1 Planning.....	7
3.3.2 Organizing	8
3.3.3 Directing	9
3.3.4 Controlling	9
Summary.....	10
Reference	11

Objectives

- To develop awareness on what management is
- To understand the key features of the management processes
- To know that the management processes are liable to evolve through time and the different environments

Introduction

The course on 'Teacher Educator as Manager/Leader' suggests to you that your role as manager and leader is emphasized. An attempt was made in the first lesson to define leadership, discuss the theories, styles of leaders. A brief examination was also made of the relationship of management with that of leadership, while at the same time one noticed the difficulty of separating the two. As pointed out earlier some authors express the view that the two are related closely, while others say that leading is a function of management. Yet others are of the opinion that there is an overlap between the two. In the first lesson too you were acquainted with some of the main differences between leading and managing. There, one may have arrived at the conclusion that leading is the major influencing task in an organization. At times this may leave a student of 'Management' in a confused state of thought. At college, graduate or post-graduate level the courses are named as 'Management'. This conveys the idea that management carries more weight than leadership. Another pertinent question that may draw your attention is the fact, whether organizational success depends on good management or good leadership? Can a manager do well without the skills and qualities of leadership? Or vice versa. Does the same person possess the knowledge, skills and positive attitudes for being a manager while he/she leads his organization? What do all these questions mean to us? As situations and environment change concepts also develop into complex ones.

3.1 Management and Organizations

The term 'management' generally is applied to the process of utilizing the human, physical and financial resources of an organization to ensure that its objectives and day-to-day operations are achieved as efficiently and effectively as possible. Primary activities associated with management include planning, organizing, implementing and controlling. All managers carry out these functions to a greater or lesser degree. At this

point it is worthwhile to remember that writers have emphasized these functions in different ways over time. Some have expanded them while others have combined the functions under one banner.

At this point the terms efficiency and effectiveness need clarification. *Efficiency* relates to the relationship between available resources and outputs. When outputs are maximized within the constraint of available resources, then an organization is said to be operating efficiently. Efficiency is very often referred to as 'doing things the right way' (Bennis, 1999). Management is also concerned with achieving objectives and fulfilling expectations. When the goals of an organization are being achieved and when it is meeting the expectations of relevant people both inside and outside the organization, then it is said to be *effective*. This has been referred to as 'doing the right thing' (Bennis, 1999). The success of any organization depends, in part, on how it is managed, and efficiency and effectiveness significantly contribute to that success.

Organizations may be classified according to their efficiency and effectiveness according to the diagram below. See if you can identify at least one organization with which you are familiar for each of the categories or "cells" on the diagram.

	Low Efficiency	High Efficiency
Low Effectiveness	Low efficiency and low effectiveness	High efficiency but low effectiveness
High Effectiveness	Low efficiency but high effectiveness	High efficiency and high effectiveness

Diagram 3.1. Organizational Efficiency and Effectiveness

After consideration of the diagram, do you agree that 'good management' might be defined as 'doing the right thing the right way'? Does high effectiveness and high efficiency necessarily define a 'good' organization? If not, what other factors might need to be considered?

3.2 Views on Management

Towards the mid part of the last century a French industrialist- Henri Fayol after his observations on what managers do, suggested that all managers perform five management functions- planning, organizing, commanding, coordinating and controlling. Later writers have tended to describe the functions, organizing and commanding as

staffing and directing, or even leading. While leadership and management are aligned concepts, they nevertheless are discrete processes, as is discussed on several occasions elsewhere in your readings. Consequently, the term 'directing' – rather than leading – will be used in this discussion of management. Later they were identified as planning, organizing, staffing, directing and controlling. They were again condensed as planning, organizing, leading and controlling. The management functions have been developed and elaborated over time from the nineteenth century through the twentieth century. Next let us see what these are in detail.

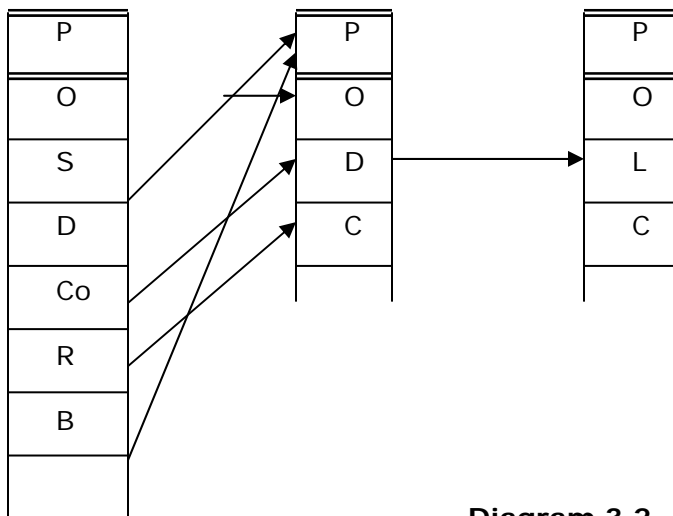


Diagram 3.2

As you observe in the above diagram, the left hand corner one depicts seven steps. The basic function of planning remains as the preliminary step in all situations. The function of organizing takes the second place. The arrows from one to the others indicate how functions are combined. In the 1930s Luther Gulick placed emphasis on POSDCORB namely, planning, organizing, staffing, directing, coordinating reporting and budgeting(see Diagram3.2). Dale, on the other hand had stated them as planning, organizing, staffing, directing, controlling, innovation and representation. The functions of management are very complex in the current situations where environmental factors keep on changing fast than earlier.

As a student of 'Management' it is useful to know that studies have been done on management that have lead to the development of different approaches to management. Let us next examine the main approaches. From the mid nineteenth

century up to recent times many researchers and experts have developed several theories of management.

One of the earliest is known as the **Classical approach** expounded by Henry Fayol. He studied managers at work and came to the conclusion that all managers do several functions as planning, organizing, commanding, coordinating, and controlling. He showed us fourteen principles of management. Frederic Winslow Taylor known as the Father of **Scientific Management** tried to find the 'One Best Way' of working. He wanted to develop standardized procedures and such tools for implementing work and a science for each operation. It was also necessary to gauge the time and the methods required for each step. The need to select and train workers was also emphasized.

Henry Gantt, a contemporary of Taylor is today well remembered for the Gantt Chart developed by him which is used as a planning tool. Frank and Lilian Gilbreth are others who have contributed toward the scientific thinking of management.

The third approach is known as the **Human Relations** approach. Managers get things done by people. Thus some writers focus on the human aspect in organizations. Much of what currently make up personnel management and motivation, leadership, teamwork have resulted mostly from the findings of the human resource school of thinking. Mary Parker Follet was one of the earliest to bring out this theory. Her concepts had implications for management. Her humanistic ideas influenced the way one looks at motivation, leadership, power and authority. The human relations approach developed as a reaction against some of the thinking of the scientific school of thought. Research studies conducted demonstrated that good human relations and social factors influenced the motivation of workers. In this school of thought Elton Mayo stands foremost. He conducted the famous Hawthorne studies. The human relations school believed in employee satisfaction. Abraham Maslow and Douglas McGregor are also remembered for their contributions toward the development of this theory.

The **System Approach** is the other important line of thinking where all organizations are looked upon as systems. There are inputs to the organizations and they are put through processes, which produce an output. There is a feed back loop, which enables corrective action to be taken at the process level or the input level.

Contingency Approach is been used to replace simple principles of management and to integrate much of management theory. It is perceived as an extension of the systems

thinking. It is, in another way a situational approach as well. This approach shows that managers should look into the different variables affecting organizations such as the size of the organization, routines of tasks and technology, the environment and the individuals' differences. Size of organizations differ from large, medium to small. The managerial functions become more difficult and complex in large ones.

3.3 Development of thinking on The Management Process

A process is a systematic way of doing things. Management is identified as a process because all managers engage in several activities in order to achieve their desired goals. In talking of management, Koontz (1978) classifies management theory into several schools of thought where one is the management process school. Management is a process and can be dissected by analyzing the functions of management. Management is the art of getting things done through and with people in formally organized groups. It is also the art of creating an environment in such an organized group where people perform as individuals and yet cooperate toward attainment of group goals. It is also the art of removing blocks to such performance and the art of optimizing efficiency in effectively reaching the goals.

Management involves the efficient and effective utilization of resources towards the attainment of pre-determined objectives. Most theorists define management as a cyclical process as follows:

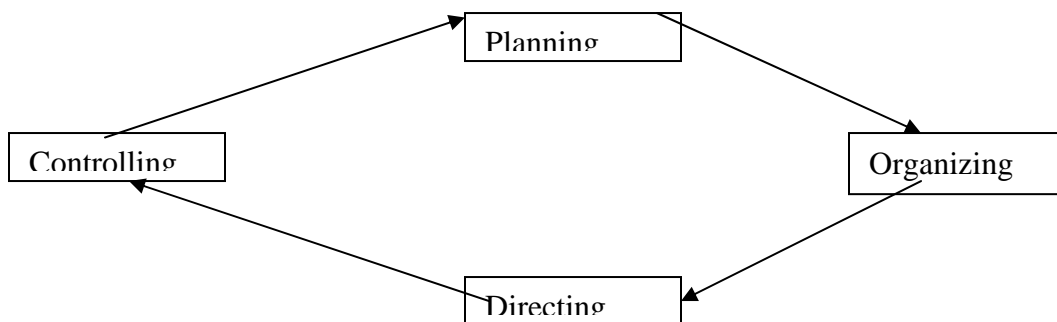


Diagram 3.3

Assume that you are assigned with the responsibility of managing some task in your organization. How will you begin work? If you are new to the task or even as an expert you may want to study the situation. This may help you to assess the needs and

problems associated with the work you have been entrusted to carry out. You probably will want to address at least some of those needs and problems. As experts have pointed out, prior to planning you may want to study the strengths and weaknesses of your organization. The situation will show you where you should move from the current one. Stated in other words they become your aims and objectives for the organization. Next is to draw your attention to the management task of planning. As pointed out earlier planning will require you to make a number of decisions including what is to be done, how to do them, when are they to be done, and whom to get involved? Documenting these decisions will provide you with a plan to proceed with the work to fulfill the responsibility you are assigned with.

As stated in the previous paragraph if you are assigned with the responsibility of managing a task with which you are not very familiar, you probably may want to know more about it. If, for example, your task is to deal with the preparation and implementation of a continuing education course for teachers in your education district /division, you might first think of the prevailing situation in order to identify the elements that constitute the tasks of knowing the training needs, selecting or designing a proper curriculum, identifying the number of teachers who need that kind of training, and what their support needs are, certification and so on. After attending to such details we may now want to identify the trainers, what content areas they can undertake for training, the kind of resources needed, the length of training. This leads you to the step of organizing the training programme. These stages may still be on paper documented for implementation. Once the actual activities are started there will be someone to lead or direct the whole process and check the progress and finally to evaluate outcome. With this simple illustration of the management process let us discuss them step by step as a series of functions as depicted in the diagram 3.3.

3.3.1 Planning

Planning involves defining an organisation's aims and objectives, and establishing an overall strategy for achieving these aims and objectives, including ways of integrating and coordinating activities. Next let us know more about planning. Why should managers plan? Planning gives a direction in which to move, and can reduce the impact of change, minimize waste, and set standards for quality. Planning can also reduce uncertainty by clarifying what we are trying to achieve and determining ways to determine whether or not we have achieved our goals.

Planning involves asking questions such as: Where are we? Where should we go? How do we get to that destination? How do we know when destination is reached? What resources do we need to get there? These questions are referred to as stating the aims, objectives, activities, and acquiring the necessary resources, monitoring the progress and finally evaluating the outcome.

Aims are broad statements of desired outcomes that are achievable in the long-run. One may have to wait for a long time to see that they are achieved. *Objectives* are comparatively narrower statements of desired outcomes that are achievable within a shorter time. Aims and objectives tell us where we are heading, and help us decide how to get there. *Activities* are the tasks that must be performed in order to achieve the aims and objectives.

In order to undertake the activities necessary to achieve the aims and objectives, the manager must identify and allocate the necessary human, physical, and financial resources and the time. These are often called the *inputs* to the management process. In discussing the system approach to management the term input was brought out at an earlier stage of the lesson. You may now understand the importance of planning as a basic function of management.

3.3.2 Organizing

Organizing includes the functions of determining the tasks for accomplishing the above goals, identifying and allocating the people who should attend to the tasks, deciding how the tasks are to be grouped, and establishing who reports to whom and at what levels decisions are to be made.

Organizing refers to the procurement of resources as well, the writing of job descriptions to people who will work on the programme, and the delegation of work. Organizing ensures that the tasks and responsibilities associated with individual jobs are allocated to the most suitable people. It can coordinate diverse tasks to maximize organizational efficiency and effectiveness. Organizing also helps to improve relationships among individuals and groups within the organization.

3.3.3 Directing

Directing includes selection of the appropriate channels of communication, motivating subordinates to achieve outcomes, resolving conflicts and directing the activities of others

The directing function of a manager is very important, as not all employees are equally motivated to work and give out their best to the organization in a fitting manner. As pointed out earlier maintaining good human relationships, showing concern for employees, rewarding them by word and deed can act as motivating factors. Directing also involves making decisions, solving problems that may crop up in the process of implementation, resolving conflicts, communicating ideas and messages, motivating staff and encouraging team spirit. Often in common terms, it is said that, management is not working with paper but with people. This shows that a fair positive relationship is needed to become a successful manager. This function directly overlaps with the concept of effective leadership. The more effective one is as a leader, the more staff will be committed to working efficiently and effectively, and the less the manager will need to continually 'direct' the organization. The concept of effective leadership is addressed elsewhere in your readings.

3.3.4 Controlling

Controlling is defined as the process of monitoring organizational activities to ensure that they are being accomplished as planned and of correcting any significant deviations identified. *Bureaucratic control* emphasizes organizational authority and places heavy reliance on administrative rules, regulations procedures and policies. This type of control depends upon standardization of activities, well-defined job descriptions, and other administrative mechanisms. Actual performance is measured against defined standards, and strong managerial action is also taken to correct any deviations. *Democratic control* emphasises trust in the professionalism of staff and their capacity to work effectively and efficiently as part of a team. Democratic control emphasises values rather than rules, and flexibility rather than standardisation of organizational processes.

Two important aspects of controlling are monitoring and evaluating. *Monitoring* involves tracking that organizational processes are occurring as planned. *Evaluation* involves identifying and measuring the extent to which the pre-determined objectives of a plan have been achieved in the most efficient and effective ways. Its focus is usually on

future improvement of processes and outcomes. Traditionally, there has been a tendency to postpone evaluation to the end of a programme (called *summative evaluation*). This limits the capacity to take corrective action during the programme in order to maximize outcomes. Increasingly, managers undertake evaluations at a number of times during a programme in order to ensure that problems are addressed quickly and so do not have a significant negative effect on outcomes. This is called *formative evaluation*.

Both evaluation and monitoring data commonly are collected through questionnaires and interviews and through staff meetings. Evaluation data, however, can also be collected through observations, performance appraisals, documentary analysis and testing. Personal observations, statistical reports, and oral and written reports can also be used as sources of information.

Summary

In this lesson we tried to understand the relationship between management and leadership further. Two success factors of organizations were also discussed. Next the attempt was to bring out the approaches to management. The processes of planning, organizing, directing and controlling were explained using a simple example.

References

- Bennis, W. (1999) The Leadership Advantage *Leader to Leader*. Number 12, pages18-23.
- Dale, Ernest. (1981) Management Theory and practice 4th Edition. McGraw-Hill International Book Company Tokiyo.
- Donnelly Jr. James H. Gibson James L. Ivancevich John M. (1978) Editors. Fundamentals of Management. Selected readings 3rd Edition. Business Publications. Inc. Texas.
- Eyre E. C. (1984) Mastering Basic Management Macmillan Education Ltd. London.
- Koontz Harold and Cyril O'Donnell. Management. A Systems and Contingency Analysis of Managerial Functions 6th Edition McGraw –Hill Book Company New York.
- Martin K.Starr (1971) Management –A Modern Approach. Harcourt Brace Jovanovich, Inc. New York
- Stoner, James A.F. and Freeman, R. Edward.(1992) Management 5th Edition Prentice – Hall Inc. Englewood Cliffs, N.J, U.S.A.