BACKGROUND PAPERS

MANAGERIAL SKILLS

FOR

TECHNICAL PERSONNEL

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CONTENTS

WHAT CAN THE INDIVIDUAL DO ABOUT STRESS?

There seem to be four main groups of techniques that can make long-lasting beneficial changes to your ability to manage stress.

Exercise. Walk until you sweat slightly. Try swimming. Find something you can enjoy doing that makes your heart and lungs work a little harder than usual. Try to do it three times a week. *Warning:* if you have spent twenty-five years getting out of condition, do not try to fix it all in half an hour on the squash court. You could damage yourself seriously. Build gradually into physical exercise; do not slam into it.

Biofeedback. Biofeedback teaches you how to control consciously some of the physical stress reactions that are normally automatic. By linking yourself to heart rate or skin resistance monitors, you can quickly see variations in the readings. Heart rate will rise and skin resistance will fall as you become more stressed. You can learn what you have to do to lower your heart rate or to increase your skin resistance, getting feedback on your success from the monitors. After a number of training sessions you will no longer need the monitors, but will be able to control a number of stress symptoms directly and consciously.

Cognitive techniques. Much of what we call stress we do to ourselves. You can be helped to recognize when a particular stress reaction started – usually an event when you were quite young. You can then review your actions at that time, and acknowledge that there was probably not much else you could have done about it at the time. You can then be guided to question whether the coping technique which was appropriate or necessary at, say, six years old is still appropriate or necessary now that you are, say, thirty-six. Probably not. What else would you like to do if you were in that situation again, but as you are *now?* Gradually you are enabled to recall past events, recognize and evaluate realistically your reactions to them then, assess their suitability to present events, and think through new and more appropriate actions to replace the old reactions. This process has a strong appeal to the highly rational individual, but can be effective with a wide range of people.

Relaxation techniques. Breathing exercises and some forms of meditation have been shown to produce enduring physiological and psychological benefits for individuals. However, this is one set of techniques which needs careful introduction to Type As. If the purpose is clear, and the expectation is set that the Type A will emerge from the process more vigorous and alert, and better equipped to tackle whatever problems come their way, then they will accept relaxation techniques readily and obtain great benefit from them. If Type As gain the impression that these techniques are designed to slow them down and make them somehow dreamy and detached, then they will resist and may respond with increased stress levels.

In addition to the above four main groups of activities, you might want to see if any of the following techniques interests you enough to try them. They have all worked for someone.

Physiological and physical action

Control eating. Surplus is surplus You do not need to consume it. You do not need to carry it around. It is a waste of time and energy.

Control alcohol intake. There is some medical evidence to suggest that a little wine may be positively beneficial, but treat alcohol with care. If you drink a bottle of brandy in one go it will probably kill you. Alcohol is high in calories and will allow your other food intake to go into store as fat.

Abolish smoking. Smoking kills about 100 000 people a year in the UK.

Control posture. Sit up so that your lungs can breathe properly and your digestive system has room to function. Walk as if your pelvis were a bowl full of water which you must not spill. Keep the spine stretched and head erect. Make sure you get up and move about during the day.

Control breathing. Sit somewhere comfortable. Take a normal breath. Hold it for a slow count of three. Let it out with a slight huff. You may find it helpful to have your eyes shut while you are doing this. Do this twice a day for three weeks. See how you feel.

By controlling your breathing in this way you are breaking into the alarm reaction that you read about earlier. When your system picks up that your breathing rate has dropped. it will assume that the threat has gone or at least lessened, and will automatically run down the rest of the alarm system. Do not try to interfere with this process. You have a perfectly effective automatic system for doing all this, which you can trigger with the pause breath. Over a period of three weeks you are likely to find that you have become generally calmer and more alert, as well as being better able to cope with stress when it occurs.

Aim for contrast. Whatever you do during the day, try to find something different to do in the evening or at weekends. Try to find ways of varying what you do during the day. Vary the pace. Vary the intensity. Vary the importance. Do some things alone and some with other people. We thrive on variety, provided we feel that it is of our choosing and under our control to some degree.

Action against stress at work

Recognize that you can be a victim of stress. You are not invulnerable. If a problem does occur for you, you can waste a lot of time denying that it exists when you should be getting on and fixing it.

Analyse the probable causes. Keep this simple. They are not usually hard to find. They may be harder to admit.

Can you leave the situation? This is not a cop-out, but simply a quick check to establish whether you really do have to put up with the interview, training course, car journey, meeting, conversation or social gathering in which you find yourself. What is the price of leaving? What is the price of staying? Do your arithmetic. Then act.

Decide when to cut your losses. Make a date with yourself. By then, the situation will have changed, you will have resolved the situation, or you will take more emphatic action (leave, go over your boss's head, fire your subordinate, dump the customer etc). Once you have made this kind of deal with yourself, stick to it. If you break your word to yourself, you will never quite trust yourself again to do what you set out to do. This can be very destructive, so think over your bargain carefully before you commit yourself.

Control the pace. Good tennis players do not spend all their time up at the net. Sometimes they need to get to the back of the court so they can see what is going on in time to plan what to do next. Someone may be firing questions at you very fast and hard. You do not have to let them control the speed of your response. Play it your way. They have no control over your choice in this matter. If things seem to be slipping away from you, make sure that, whatever your answer, your final sentence is a question. This puts you in control of the conversation. You can even induce stress in others by delaying your replies just a fraction longer than they are comfortable with.

Discharge. Make sure you have something explosive to do to wash out any unresolved anger or frustration at the end of the day. If you play a high activity sport, that will help. If not, try digging a hole in the garden, thumping something inanimate, or just shouting loudly, once. Be careful who is around when you are doing any of these! Again, you are fooling your physiology into believing that the violent physical activity for which it has been preparing itself (fight or flight, again) has actually happened, and it can now relax.

Set your own objectives and life goals. Decide what you want to do, then go for it. This goes broader than merely work, and extends beyond retirement.

Medical aid. If you are in trouble, ask for help. This is not weak, but sensible self-management. Drugs will not solve your problem, but they can sometimes help you temporarily to a frame of mind in which you *can* solve your problem. Tell your doctor the moment you are not happy with what you feel the treatment is doing to you. There may be another way of dealing with the problem.

Review before relaxing after you have coped with the problem. Celebrate when you know *why* what you did worked. That way you know what to do if the problem ever occurs again.

Action against stress at home

Recognize that it can happen to you and yours. No household is immune.

Analyse the probable causes.

Discuss the problems openly and early, before they become too difficult to talk about.

Recognition mechanisms exist for most people. Offer the signs that you are getting upset to your partner. Accept their signs in return. This way you can both spot when trouble is looming before it gets too developed.

Share some planned time and activities together. Do not spend all your home time in retreat.

Communicate with your partner and family. They need information from you and you need information from them so that difficulties can be dealt with early and opportunities for pleasure and reward can be developed.

Financial information needs to be shared. Many wives have been blamed by their husbands for spending the family into debt, when their husbands had never let them know what was happening and how much money was on hand. There are large cultural differences within the UK on this point, so check your family's expectations before acting on financial matters.

Consult on domestic arrangements. It is not a good idea to bring three colleagues home from work unannounced on a Friday night for a meal. Similarly, it is not helpful to announce as your partner comes in the door that Uncle Joe and Auntie Ethel have moved into the spare bedroom and are here for a week, especially if you have known for some time that they were coming.

Territory. Everyone needs somewhere that is their own. It need not be large. A desk; a dressing table; a small patch in the vegetable plot will often be enough. But that territory should be unique to the individual 'owning' it, and other people should only enter by invitation.

Solitude. Even in the most affectionate families, people sometimes need to be alone. This should be respected. It is not rejection. It may even be a statement of confidence that the relationships are so good that it never occurs to the person concerned that it would be seen as rejection. It can be difficult to find a moment of quiet in a busy family, but it is important to have the freedom to try.

COPING AT THE TOP

Figure 7.3 represents a very simple picture of the essential differences between healthy and unhealthy coping.

The healthy Type A is active and satisfied. Adrenalin levels are raised, cortisol levels are lowered. High demand has combined with autonomy and influence, requiring the mobilization of considerable effort. But Type As enjoy working in this kind of situation. This is 'happy stress'. The unhealthy Type A is active and distressed. High demands are coupled with lack of control and influence, leading to both effort and discomfort. This state is associated with sharply increased adrenalin levels, combined with increased cortisol levels. Taken to extremes, the Type A will take refuge in learned helplessness, in which nothing is done but the frustration and anger levels soar.

The healthy Type B is passive and satisfied. Adrenalin and cortisol levels are both lowered. A pleasant and undemanding environment offers the Type B relaxation of both body and mind, with no feelings of either effort or distress. This does not mean that they do nothing, however. The healthy Type B can be creative and imaginative, or at least will do what needs to be done at a steady pace and without fuss and bother. An unhealthy Type B is passive and distressed. Adrenalin levels are slightly raised and cortisol levels are considerably raised. The unhealthy Type B exhibits distress without effort, appearing unwilling or unable to do anything about the situation.

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ACTIVITY

Active–Distressed
Unhealthy Type A

Adrenalin

Cortisol

Active–Satisfied
Healthy Type A

Adrenalin

Cortisol

DISTRESS ← → SATISFACTION

Adrenalin

Cortisol

Passive–Distressed
Unhealthy Type B

Adrenalin

Cortisol

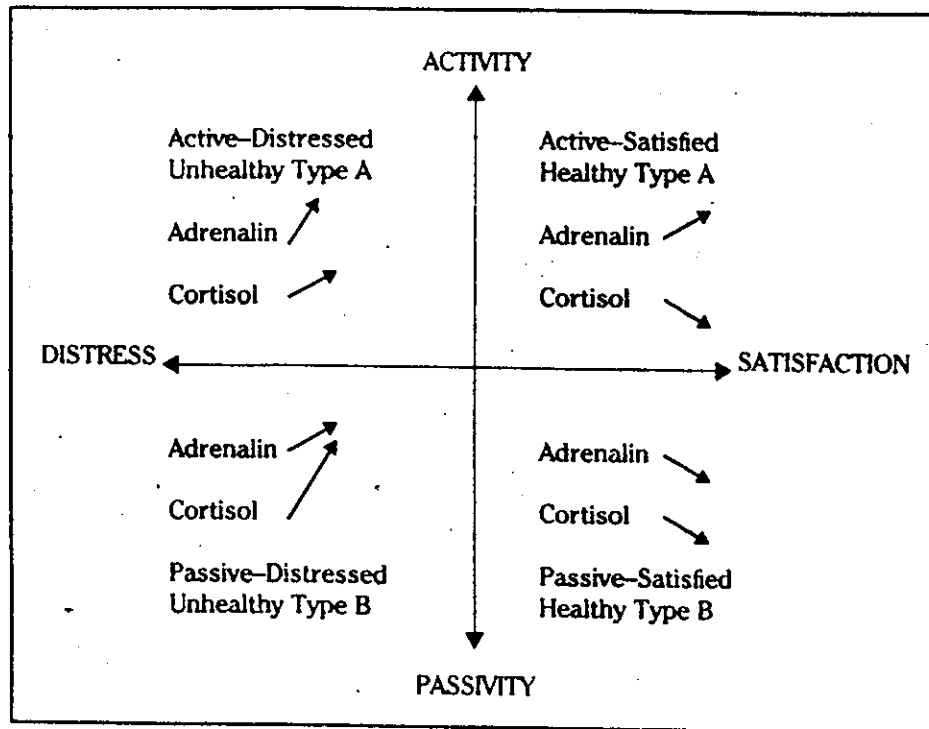Passive–Satisfied
Healthy Type B

PASSIVITY

Figure 7.3 Healthy and unhealthy coping

Type A with this passivity in a damaged Type B, but the Type B is unlikely to be angry about it.

A survey of a large number of Type A chief executives, from a wide range of industries and professions, yielded the following stress management techniques held in common. Note that they are all preventive, the very area into which individuals and organizations seem least willing to put effort.

- Be intellectually curious. Intellectual curiosity and education (formal or informal) expand a person's understanding of the world, providing perspective as well as knowledge for problem solving.
- Be physically active. People who are physically active dissipate stress induced energy while at the same time developing a stronger and more efficient cardio-vascular system.
- Balance work with non-work. People who balance work with non-work activities place their work in a larger, broader context which gives perspective and reduces psychological dependence on work.
- Seek social support. Supportive relationships satisfy a variety of informational, evaluative and emotional needs essential to healthy functioning.
- Create systemic change. The people at the top need to be able to create a work environment that is challenging, productive, creative, and at the same time emotionally healthy.

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MANAGING TIME

DAILY PLAN	date

	MUST do
— 8 ———————	
— 9 ———————	
— 10 ———————	Should do
— 11 ———————	
— 12 ———————	
— 1 ———————	
— 2 ———————	Could do
— 3 ———————	
— 4 ———————	
— 5 ———————	

Figure 2.4   Typical planning forms for managing your time

		Wk no: period
Objectives of the week	1. 2. 3. 4.	

MON				
TUES				
WED				
THURS				
FRI				

Figure 2.4   (continued)

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			month	
Objectives of the month	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
	7.			

1			17		
2			18		
3			19		
4			20		
5			21		
6			22		
7			23		
8			24		
9			25		
10			26		
11			27		
12			28		
13			29		
14			30		
15			31		
16					

Figure 2.4   (concluded)

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Improvement areas	Objectives	Stages toward objectives	Possit 't prob' s	Achievement date

Figure 2.13 · Action plan for managing your time

(The figure leads into developing an action plan that you can use to monitor your improvement in managing your time.)

FURTHER READING

Bliss. E. C., *Doing it Now*, Macdonald, 1983. The author claims that successful people never procrastinate – they always do things now. The book is in a very readable question-and-answer format, with good advice from the author's anti-procrastination seminars. A top 40 most commonly used reasons for putting things off are listed.

Garratt, S., *Manage Your Time*, Fontana/Collins, 1985. An excellent book from a series published in conjunction with the Association of Management Education and Development. It contains practical, realistic examples likely to prove popular with younger and more recent managers, and also supervisors and secretaries.

Lakein, A., *How to Get Control of Your Time and Your Life*, Gower, 1984. This classic book spawned several excellent training films and describes the author's system of time management, which includes simple but powerful techniques that succeed in life, work and in leisure. Unreservedly recommended.

Mackenzie, R. A., *The Time Trap*, McGraw-Hill, 1975. From studying people's work habits, the author presents practical, easy-to-apply tips and techniques for good time management. Particularly useful is a list of time wasters with their possible causes and solutions.

Oncken, W. Jr. *Managing Management Time – Who's Got the Monkey?*, Prentice-Hall, 1984. A book that deals in a unique way with using your time to achieve more visible, far-reaching results. Using 'organizational leverage' to concentrate efforts appropriately at the right time, capitalizing upon intrusions and extending your influence are some of the more complex time management topics to think about and practise that are included.

COMMUNICATING FACE TO FACE

TECHNIQUE	PURPOSE	QUESTION STYLE
Paraphrasing	This involves rephrasing what the person is saying in order to interpret and clarify factual information for both parties	As I understand it So what you're saying is ...
Reflecting feelings	This requires careful listening to detect feelings, accurate interpretation to put them into words and suitable responses. It is very useful for exploring attitudes and opinions in detail. Empathy is important for this technique to be used effectively	You feel that ...? It seems to you that ...?
Confrontation	This enables the person to identify inconsistencies, logical sequences etc.	What would happen if ...?
Silence	This indicates to the person that more is expected and it should be accompanied by various non-verbal signals	e.g. Hmm? Ah? Oh? Uhh?
Supportive statements	Used to encourage the person to continue talking. Non-directive in form	I see ... That's interesting
Mirror questions	An effective technique if used carefully. Simple rephrasing of the question tells the person that you would like to know more	'I don't like the job' 'You don't like the job?' 'No, it is too boring' 'It's boring?'
Identification questions	These can be used effectively to isolate specific facts and information	When did you first notice the pains?
Extension questions	If further clarification or explanation of a subject is needed then a fuller answer should be encouraged	How do you mean? How can you be sure? How do you know?

Figure 15.2 Examples of positive measures during a face to face interaction

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TECHNIQUE	PURPOSE OR OUTCOME	QUESTION STYLE
Multiple questions	This tends to lead to a confused response from the person. He is still trying to take in the questions, order the answers and recall the next question asked	Does your wife work? Can't you budget? Do you drive? Is it true that you're on holiday soon?
Trick questions	These may be used on the wrongful assumption that they may reveal some underlying aspects which have not yet emerged	Do you drink? When did you last see your doctor?
Leading questions	This type of question is suggestive in that it puts forward the right answer that the questioner expects from the person. Leading questions can take many forms.	You don't believe that ...? Isn't it true that ...?
Ambiguous questions	These tend to leave the person confused and the answer therefore of little value plus they interrupt the flow of interaction and make the person suspicious	What are you like with people? What about working with men?
'Why' questions	These should be avoided as far as possible since they may be perceived as threatening. They may also invoke justifications which prevent the actual causes being obtained	Why did you do that? Why have you asked to see me?

Figure 15.3   Examples of negative measures during a face to face interaction

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COMMUNICATION

Distance   Rigid tone of voice

Proximity   Distance

Smiling   Fixed 'staring' eyes

'Crinkled' eyes

WARMTH shows through

HOSTILITY shows through

Aggressive posture

Sympathetic gestures

NON-VERBAL COMMUNI-CATION

'Set' mouth

Interrupting

CONTROL/ DOMINATION shows through

SUBMISSIVE-NESS shows through

Passive posture

Forceful gestures e.g. stabbing fingers

Allowing interruptions

Ignoring replies

Saying little

Using a loud 'controlling' voice

Speaking softly with a meek tone
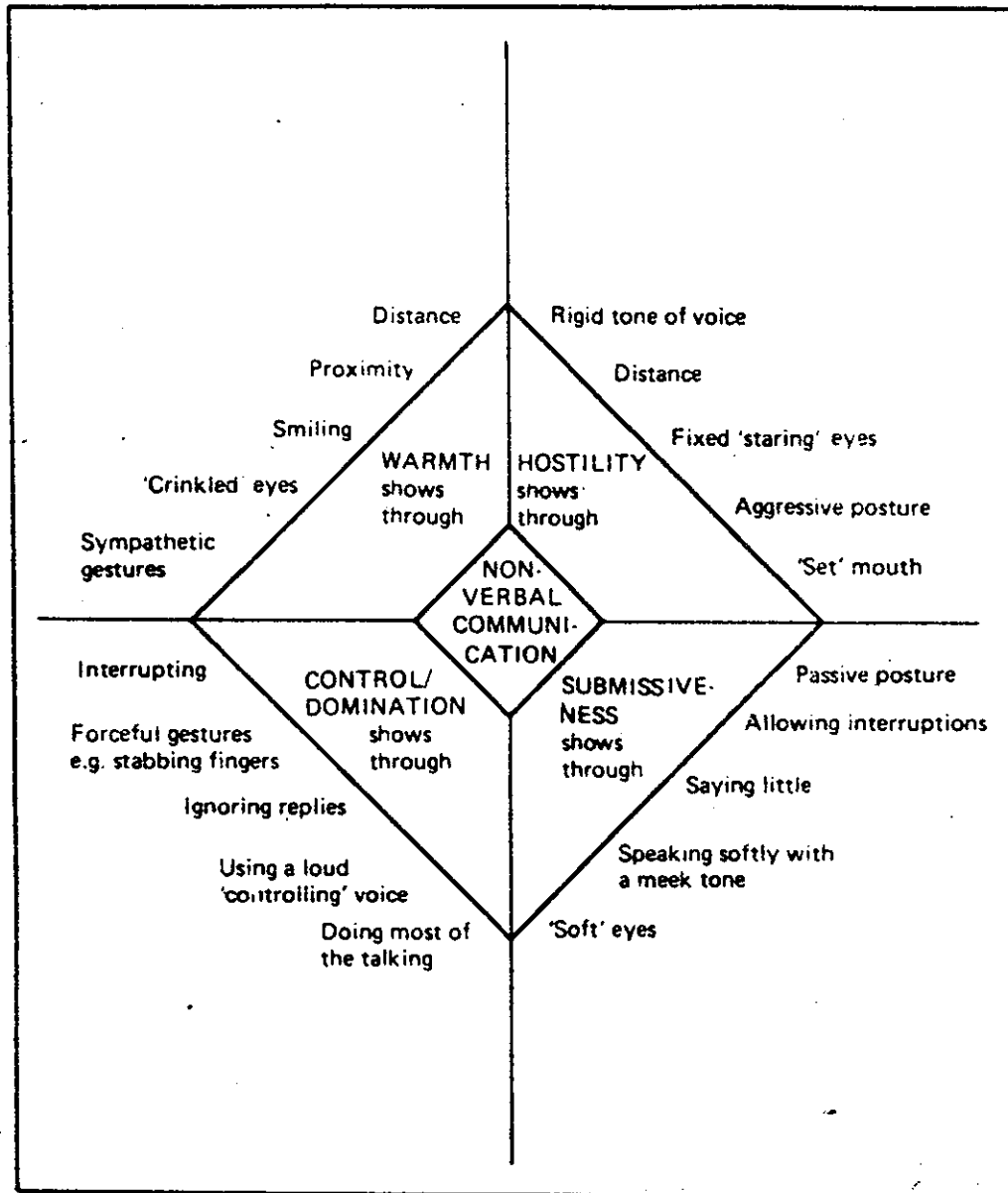
Doing most of the talking

'Soft' eyes

Figure 15.4   Non-verbal communication

(Non-verbal communication can, during the course of face to face interaction, provide valuable or detrimental projections which will be perceived by the employee: adapted from Mackay, I, *A guide to asking questions.*)

COMMUNICATING NONVERBALLY

Here are some combinations of visual behaviours. Practise doing less of the left hand ones and more of the right hand ones.

People will tend to see you as **defensive** if you:	If you want to come across as **friendly and cooperative** adopt the following combinations:
Face and head Don't look at the other person. Avoid eye contact or immediately look away when it happens.	*Face and head* Look at the other person's face. Smile. Nod your head as the other person is talking.
Hands and arms Clench your hands. Cross your arms. Constantly rub an eye, nose or ear.	*Hands and arms* Have open hands. Hand to face occasionally. Uncross arms.
Body Lean away from the other person. Cross your legs. Swivel your feet towards the door.	*Body* Uncross legs. Lean forward slightly. Move closer to the other person.
People will tend to see you as **anxious** if you:	If you want to appear **confident** adopt the following combinations:
Face and head Blink your eyes frequently. Lick your lips. Keep clearing your throat.	*Face and head* Look into the other person's eyes. Don't blink your eyes. Thrust your chin forward.
Hands and arms. Open and close your hands frequently. Put your hand over your mouth while speaking. Tug at an ear.	*Hands and arms* Keep hands away from your face. 'Steeple' your finger tips together. If standing, have hands together behind you in an 'at ease' position.
Body Fidget in your chair. Jig your feet up and down.	*Body* If seated, lean back with legs out in front of you. If standing, keep straight. Stay still, no sudden movements, no wriggling.

Talking . . . establishing rapport

Managerial 'walkabouts', stopping to talk to staff, getting to know them as people and not simply as role fulfillers, discovering their strengths and what they can offer, how they think and what they value: these are all ingredients that go towards creating a 'communicating culture' in an organization. They are often more powerful than the 'communication initiatives' such as suggestion schemes and house magazines, that normally form part of a formal corporate communication strategy.

Body language . . . and tone of voice

Body language is our give-away. Most of us are not aware of our gestures, postures and quirks that tell the person we're interacting with whether we really are listening – while thinking we're giving that impression; whether we do feel confident and relaxed – in contrast to our brave verbal claims; whether we've heard what's actually being asked of us, and do intend to keep our promises.

Eye contact, a nod of the head, and the supportive 'aha' grunts as someone is speaking, not shuffling papers as someone is speaking, or looking at your watch . . . these are just some of the ways in which you can improve your own communication. By doing so, you signal to others that you mean what you say when you claim to want better communication and contact with them.

Similarly, tone of voice. More can be communicated this way than by the words that accompany it. A brusque 'That's interesting' communicates the listener's true state of mind.

Language . . . and words

When communicating, we tend to concentrate on the words. But they lay endless traps for us. Are we sure we are saying the 'right' thing? As one manager, anxious to assure his employees that the computers about to be installed in his office were nothing to be afraid of, reassured them 'There is no need to worry, since the computers can only do what you do'.

Language traps us in other ways. We use abbreviations, shorthand and jargon; or we indulge in long, abstract and increasingly imprecise words – on the principle that 'the weightier the word, the weightier the argument, and the more knowledgeable we appear.' This is a particular vice for writers, though speakers have been known to indulge in it. (See chapter 4, on Effective writing) Worst of all, though, we frequently fail to check that what we have said, or written, has been both heard and understood, i.e. we fail to get 'feedback'.

The words of Confucius uttered hundreds of years ago still make sense:

> If language is not correct, then what is said is not what is meant. If what is said is not what is meant, then what ought to be done remains undone.

THE IMPORTANCE OF FEEDBACK

We began this chapter by pointing out that interaction was an indispensable part of communication. This means giving and getting feedback: the person or persons you are communicating with must have the opportunity, and be encouraged, to

respond. You must also listen to their responses, and be seen to be acting on them.

So, whenever you are communicating, consider which medium to use, for it is important and beneficial – for everyone – that there should be an opportunity for 'feedback' – whether in the form of agreement, disagreement, questions, other points of view, or clarification.

We frequently shun feedback because we are afraid of what we will hear. Yet from each such feedback we can learn something new, to apply in the future. As another old adage has it: 'there is no such thing as failure, only feedback.'

CHECKLIST OF KEYPOINTS

1 Remember: you can't NOT communicate.
2 Communicating is sharing.
3 Work through the Six Ws: who – why – where – when – what – (w) how.
4 Check your 'listener' has heard and understood.
5 Make sure there is a genuine opportunity for feedback.
6 Be aware that you communicate with language, behaviour and other symbols.
7 Listen yourself, ask questions, . . . and then talk.

NOTES

1 Rosemary Stewart has carried out extensive research into managers' jobs, and how they spend their time. In her highly readable book, *Managers and Their Jobs* (2nd edition, 1988), she states that:

> It is by talking and listening that managers get most of their work done. The amount of time that managers spend with others depends upon the job and its context, and the individual's inclination. The 160 managers in this study spent two-thirds of their time in conversation. Other studies have found an even higher proportion. . .

2 J. H. Horne and T. Lupton, 'The work activities of middle managers, *Journal of Management Studies*, Feb. 1965

> Managers talk most of the time, and mostly face to face. They seem not to be overwhelmed by paper or formal meetings. They swop information and advice and instructions, mostly through informal, face-to-face contact in their own offices . . . [this] calls for the ability to shape and utilise the person-to-person channels of communication, to influence, to persuade, to facilitate.

3 In his book, *The Nature of Managerial Work* (1973). Henry Mintzberg has listed ten roles that the average manager performs.

- six are active 'communication' roles:
  - three interpersonal roles: as a figure-head, representing his/her department; as a liaison with other departments; and as a leader of his own staff, and
  - three information roles: as a monitor, scanning for and receiving information; as a disseminator, passing on information; and as a spokesman for his department.

NEGOTIATING SKILLS

CHECKLIST OF NEGOTIATING SKILLS

We suggest that readers make two or three copies of this checklist. Fill in one copy, drawing a profile of your own skills – what you're good at, what you're not at all good at, and what lies in between. With a different coloured pen, put in another profile, on the same copy: a realistic ambition of the skill level to which you might develop.

Get a couple of knowledgeable colleagues to use the other copies, and then discuss with you their views of your actual and potential skills.

On this basis, decide what skills you need to develop. For each skill desired, set down on a separate sheet the specific steps you could take to improve your performance. Make a diary note for three months ahead, to check your new effectiveness against the targets you set yourself.

CHECKLIST

1 *Decide what to work on first.*

- List all the issues you face on a sheet of paper.
- Prioritize list on the basis of seriousness and urgency of each issue.
- Work first on most important issue.

2 *Determine if problem solving, decision making, or contingency planning, is required:*

- If something has gone wrong, use problem solving as necessary to understand root causes.
- If you need to take action to resolve a current problem or capture a current opportunity, and root cause is already known, use decision making.
- If you are concerned that something may go wrong in future, use contingency planning to protect your plans.

3 *If problem solving is required:*

- Specify the problem as a deviation between actual and expected performance.
- Collect 'in boundary' and 'out boundary' data about the problem.
- Test possible causes against the data and through experiment.
- Confirm root cause.

4   *If decision making is required:*

- Specify the overall purpose with a one line decision statement.
- List objectives, separate 'essential' and 'desirable' objectives, and give a weighting to those that are desirable.
- Evaluate possible alternatives against the objectives.
- Check best alternatives for associated risks.
- Make the best overall choice.

5   *If contingency planning is required:*

- Imagine the plan in action.
- List all the possible problems which could occur.
- Develop preventative and protective actions to prevent problems occurring and to reduce the impact if they do still occur.
- Establish measurements and monitor plan for problem occurrence.

FURTHER READING

Adair, John, *Management Decision Making*, Gower, 1985

Buzan, Tony, *Use Your Head*, BBC Publications, 1974

Kepner, Charles H. and Tregoe, Benjamin B., *The Rational Manager*, McGraw-Hill, 1965

Prince, George M., *The Practice of Creativity*, Macmillan, 1972

Simon, H. A., *The New Science of Decision Making*, Harper & Row, 1960

Yetton, P. W. and Vroom, V. H., *Leadership and Decision Making*, University of Pittsburgh Press, 1973

COMMUNICATING IN WRITING

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------------------------------------------------------------------
| Good news - routine information                                 |
|                                                                 |
| *  Be direct - main idea/central idea first                     |
| *  Be complete - check you have put in all relevant details     |
|                                                                 |
| Disappointing or bad news                                       |
|                                                                 |
| *  Buffer first - neutral or positive information               |
| *  Present reasoning - use logic and clarity: avoid jargon      |
| *  Optimistic close - offer lesser altrnative if appropriate    |
|                                                                 |
| Persuasive requests                                             |
|                                                                 |
| *  Get the reader's attention immediately                       |
| *  Lead with your strongest motivator                           |
| *  Explain your proposal in terms of the reader - what's in it for |
|    them                                                         |
| *  Get their action - specify what action you want and when     |
| *  Offer an incentive if possible                               |
------------------------------------------------------------------
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EFFECTIVE WRITING

1. What is your purpose:

    *   provide information?
    *   write a aproposal?
    *   solve a problem?

2. About your recipient:

    *   who is your recipient?
    *   what do you know about your recipient in relation to:

    expertise - how much do your recipients know about
                 the topic?
               - will they understand the technical jargon you
                 might use?
    interests - is there a preferred format you must use?
               - do they like tables, charts, pictures, statis-
                 tics?
               - how much detail do your recipients want?

    opinions   - will your recipients be for or against your
                 recommendations?
               - do they think the topic is important?
               - what do they think of you, e.g. expert
                 authority scribe, junior?

CHECKLIST

Key questions to be considered before you start writing are:

1. What is my PURPOSE? Why am I writing? What result do I want to achieve?
2. Who is my RECIPIENT? Who will receive and read this? Can I picture them in my mind?
3. What is my MESSAGE? What am I actually trying to say?
4. What is my ROLE? Am I friend or foe, subordinate or superior, expert or student, in relation to my recipient in this communication?
5. What are my RECIPIENT'S MOTIVATORS? How is this matter relevant to him, her? What do they need to know to be able to respond appropriately? Are there any benefits for them in doing so?

FURTHER READING

Howard, Godfrey, *Getting Through! How to make words work for you*, David & Charles, 1980

Sussams, John E. *How to Write Effective Reports*, Gower, 2nd edition 1991.

Dictionaries

The Concise Oxford Dictionary, Clarendon Press

The Oxford Dictionary for Writers and Editors, Clarendon Press (Try to get the most up-to-date edition of the dictionary of your choice.)

Moseley, D. and Nicol, C., *The ACE Spelling Dictionary*, Learning Development Aids, 1986. This is *the* dictionary for the hopeless speller. The ACE stands for Aurally Coded English and offers a simple and effective method to find the words you can't spell (by the sound of the words) and see how to spell them correctly. Highly recommended.

Grammar and usage

Roberts, P. D., *Plain English: A user's guide*, Penguin, 1987.

MANAGING MEETING

For the chairman

1. Know your committee (terms, rules, members)
2. Prepare (compile agenda, plan meeting)
3. Consult before the meeting (i.e. prepare the ground)
4. Be firm but fair
5. Convey sense of urgency/importance
6. Listen
7. Seek consensus/agree the action

For the member

1. Prepare/know your facts:consult subordinates before the meeting
2. Don't be late
3. Accept the chair
4. Be constructive
5. Don't lose your cool
6. Question if in doubt
7. Fight your corner - but don't waste time

WHAT TEAMS DO

Teams *do* just what any work group does but they do it differently and more productively. They:

- plan;
- have agreed goals;
- make decisions;
- solve problems;
- succeed and fail;
- agree, or agree to differ and get on with the job;
- resolve conflict;
- consult inside the team and out;
- collect, sift and distribute information;
- use known, understood and effective communication channels;
- lose and gain members;
- meet the outside world;
- manage change.

Successful teams have seen themselves operating in the following ways:

- More planning, relating individual activities to the total objective.
- Less defensiveness in meetings or group discussions.
- Greater involvement in projects of individuals who had previously been consulted at too late a stage.
- Paying more attention to looking at short- and long-term objectives in meetings.
- Allowing greater reliance upon each other, sharing a common view of objectives.
- Achieving more in productivity, and in the confidence of outsiders.
- Adaptability to changing circumstances and pressures.

A winning team:

- Knows where it is going.
- Sets realistic targets.
- Uses all its resources in energetic and imaginative ways.
- Has a wide range of alternatives for action.
- Instigates coping strategies as needed.
- Monitors progress.
- Trusts its members to pursue their part of the common task.
- Has a confident yet realistic self-image.
- Handles its relationships with the outside world sensitively and assertively.

Does yours?

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MANAGING LEADERSHIP

PRACTICAL LEADERSHIP CHECKLIST

The following checklist is a practical one. which you should apply to a situation you have recently experienced. It is derived from the Sandhurst List of Assessment Definitions. When you have completed it. count up your good, adequate and weak scores. If you have more than three adequate or weak ticks, you should take seriously the idea of getting some further leadership training.

GROUP INFLUENCE
The ability which enables an individual to bring about a willing effort on the part of the group towards achieving a desired objective/goal

Good	*Adequate*	*Weak*
as a leader, you were impressive throughout, obtaining a high degree of commitment from the group by an excellent personal example	you managed to convince the group to work to the achievement of the objective with adequate personal example	had little influence on the group to the extent that they ignored you

COMMAND
The ability to make up one's mind as quickly as the situation demands and carry through a course of action with firmness and strength of purpose

Good	*Adequate*	*Weak*
came to a decision quickly and effectively and was positive in implementing it	eventually came to a decision but displayed a certain lack of firmness in implementing it	unable to make up mind, got confused with conflicting information and hesitant in carrying through action

---

COOLNESS

The extent to which the leader remains cool and unperturbed under testing or trying conditions

Good	*Adequate*	*Weak*
calm, unruffled and in control of self; justifiably self confident	a reasonable and balanced confidence; comfortable in front of a group	under/over-confidence seriously impaired effectiveness and credibility as a leader

JUDGEMENT

Ability to arrange available resources and information in a systematic and commonsense way so as to produce effective results

Good	*Adequate*	*Weak*
shrewd and discerning, the leader saw his way through all complexities and was effective	showed commonsense and judged the task appropriately producing a satisfactory result	lack of commonsense and poor judgement gave rise to difficulties; lost credibility as a result

APPLICATION/RESPONSIBILITY

The demonstration of sustained effort combined with the degree of dependability in order to complete a task or achieve an objective

Good	*Adequate*	*Weak*
applied self thoroughly and energetically to the task showing determination and persistence	satisfactory industry and general determination to succeed	did not accept responsibility and was overwhelmed by the difficulties faced; showed little or no determination

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MANAGING MOTIVATION

HYGIENE FACTORS	DEFINITION/EXAMPLE
Company policy and administration	Availability of clearly defined policies; degree of 'red tape', adequacy of communication; efficiency of organisation
Supervision	Accessibility, competence and personality of the boss
Interpersonal relations	The relations with supervisors, subordinates and colleagues; the quality of social life at work
Salary	The total rewards package, such as salary, pension, company car and other 'perks'
Status	A person's position or rank in relation to others, symbolised by title, parking space, car, size of office, furnishings etc.
Job security	Freedom from insecurity, such as loss of position or loss of employment altogether
Personal life	The effect of a person's work on family life e.g. stress, unsocial hours or moving house
Working conditions	The physical environment in which work is done; the degree of discomfort it causes

MOTIVATORS	DEFINITION
Achievement	Sense of bringing something to a successful conclusion, completing a job, solving a problem, making a successful sale. The sense of achievement is in proportion to the size of the challenge
Recognition	Acknowledgement of a person's contribution; appreciation of work by company or colleagues; rewards for merit
Job interest	Intrinsic appeal of job; variety rather than repetition; holds interest and is not monotonous or boring
Responsibility	Being allowed to use discretion at work, shown trust by company, having authority to make decisions; accountable for the work of others
Advancement	Promotion in status or job, or the prospect of it

Figure 9.9   Herzberg's two-factor theory

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	Yes	No
Have you agreed with each of your suborainates his main targets and continuing responsibilities, together with standards of performance, so that you can both recognise achievement?	☐	☐
Do you recognise the contribution of each member of the group and encourage other team members to do the same?	☐	☐
In the event of success, do you acknowledge it and build on it? In the event of setbacks, do you identify what went well and give constructive guidance for improving future performance?	☐	☐
Can you delegate more? Can you give more discretion over decisions and more accountability to a sub group or individual?	☐	☐
Do you show to those that work with you that you trust them, or do you hedge them around with unnecessary controls?	☐	☐
Are there adequate opportunities for training and (where necessary) retraining?	☐	☐
Do you encourage each individual to develop his capacities to the full?	☐	☐
Is the overall performance of each individual regularly reviewed in face to face discussion?	☐	☐
Does financial reward match contribution?	☐	☐
Do you make sufficient time to talk and listen, so that you understand the unique (and changing) profile of needs and wants in each person, so that you can work with the grain of nature rather than against it?	☐	☐
Do you encourage able people with the prospect of promotion within the organisation, or — if that is impossible — counsel them to look elsewhere for the next position fitting their merit?	☐	☐
Can you think of a manager by name who (a) delegates more effectively (b) less effectively than you do? What are the results in each case?

(a)

(b) | | |

Figure 9.10 Checklist – motivating

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MANAGING YOUR BEHAVIOUR

MANAGING YOURSELF . . . YOUR BEHAVIOUR

Our behaviour gives us away all the time: 'actions speak louder than words'. Old adages have a great deal of truth in them!

It follows that part of managing your communications is about managing yourself.

- 'An ear is as good as – or better than – any other communication channel.'
- 'A wise man encourages you to find out what you know for yourself.'
- 'Silence is golden.'
- 'If all else fails, try talking.'

These four quotes are not mutually exclusive, but are indispensable elements in how you communicate.

Listening . . . is communicating

Listening is a skill which is sorely neglected. Yet by listening to others we inform them that we think they are important. We are showing them that what they have to say is worth hearing, and that they are valuable. Listening can also take a lot of the effort – or drudgery – out of your own thinking. By listening you discover that others are already doing it for you!

Questioning . . . is communicating

Asking the right questions – not interrogative and accusing 'why' questions, but ones which open up a discussion, enable the other person(s) to reflect and analyse, and take initiative and responsibility – also send positive messages. Questions such as 'what would you do. . .' or 'how would you go about . . .' hands back to individuals their 'power' which is taken away from them when they are issued with instructions and orders.

. . . So is silence

Silence is another skill worth developing. Not the silence associated with 'not telling', but that associated with giving others the time and space – in any conversation and interaction – to reflect and decide what to do or say next. It is part and parcel of interacting with them creatively and positively. People who are given space and the encouragement to think will normally discover energy and commitment to work, and obviate the need for managerial interference.

MANAGING OTHER PEOPLE

People will tend to see you as **overbearing** and **aggressive** if you:	If you want to appear **thoughtful** try the following combinations:
Face and head Stare at the other person. Have a wry 'I've heard it all before' type smile. Raise your eyebrows in exaggerated amazement or disbelief. Look over the top of spectacles. *Hands and arms* Point your finger at the other person. Thump your fist on the table. Rub the back of your neck. *Body* Stand while the other person remains seated. Stride around. If seated, lean right back with both hands behind your head and legs splayed.	*Face and head* When listening, look at the other person for about three quarters of the time. Tilt your head to one side slightly. *Hands and arms* Hand to cheek. Slowly stroke your chin or pinch the bridge of your nose. If you wear spectacles, take them off and put an earframe in your mouth. *Body* Lean forward to speak. Lean back to listen. Keep your legs still (no jiggling).

How to control your behaviour

MANAGING BEHAVIOUR

HINDERING BEHAVIOURS	HELPING BEHAVIOURS
Lean away with hands clenched, arms crossed and legs crossed	lean forward with hands open, uncrossed and legs uncrossed
Look at the other person for less than 50% of the time	Look at the other person for approximately 60% of the time
Listen silently with no continuity noises and/or interrupt before the other person has has had their say	When listening nod and make 'I'm listening noises such as 'um' 'yes' 'really'
Have a blank expression	Smile
Sit opposite the other person	Sit beside the other person or if this isn't possible, at a 90° angle to them
Don't use the other person's name or use it artificially so that it jars	Use the other person's name early on in the transaction
Don't ask questions or ask closed questions	Ask the other person open questions
Offer no summaries and don't check your understanding	Summarise back to the other person what you think they have said
Don't acknowledge the other person's expressed feelings or point of view	Show empathy by saying you understand how the other person feels and can see things from their point of view
Acquiesce or never explicity agree with the other person	When in agreement with the other person, openly say so and say why
Pick holes in the other person's ideas	Build on the other person's ideas
Criticise the other person	Be non-judgemental towards the other person
Disagree first then say why	If you have to disagree with the other person, give the reason first then say you disagree
Be defensive and never admit to any inadequacy	Admit it when you don't know the answer or have made a mistake
Be secretive and withhold information from the other person even though it affects them	Openly explain what you are doing, or intending to do, for the other person
Have visual and verbal behaviours out of step with each other	Be genuine, with visual and verbal behaviours telling the same story
Remain aloof and don't touch the other person	Whenever possible, touch the other person
Don't give the other person anything	Give the other person something even if it is only a name card, or piece of paper with notes on it

MANAGING YOUR SUPPORT/OFFICE STAFF

KEYS TO SUCCESS

This brings us to the three essential ingredients in a successful working relation-ship with your secretary/support staff: integrity, courtesy and respect. By proving your own integrity and showing courtesy to all staff you will earn their respect. And that respect makes all the difference between success and failure in running your department.

Integrity

Prove your integrity by doing as you would be done by. As we have already discussed giving credit where it is due, and not passing the buck will go a long way towards this. Also *never* criticize superiors or the company in front of junior staff.

Courtesy

It is just as easy to be pleasant and treat staff as humans than not. 'Please', 'thank you' and 'well done' do not take up much time but the time saved with willing cooperation is immeasurable.

I had a friend who once worked for the President of a large American company in New York. He was extremely rude to the point of clicking fingers, pointing and saying 'You, do this.' My friend did not like him or the job and one day, during a meeting with approximately thirty Vice-Presidents the following scene ensued:

President (to my friend): 'You, tea!'

My friend went out and prepared the tea (silver service, best china on tray) and walked back into the boardroom, luxuriously appointed with white shagpile carpet.

My friend announced 'Tea is served', and in a grand gesture threw the tray down onto the carpet. Result: thirty extremely amused (but trying not to show it) Vice-Presidents who themselves had previously suffered much; one very red-faced President who had lost all face; and one very satisfied friend, who by the time the President had regained sufficient breath to sack her, had long gone!

Nobody wants to work for a rude arrogant bully. How much easier it would have been simply to have said, 'Do you mind bringing us some tea?'

SUMMARY

Start with an open mind about your staff. Don't be prejudiced by the opinions of others (especially your predecessor, whose problems if any may have been of his own making).

Get them on your side, but don't try to be 'one of the boys/girls'.

Try to maintain an 'open door' policy. It's surprising how many good ideas your staff may come up with if they feel they can talk to you. You'll soon spot the time-wasters.

The rapport you build with your PA/secretary will help to keep you informed (but not in a spying way) of any staff problems affecting work. Remember this is information to enable you to help that person. Never gossip about your staff's personal problems.

Basically, 'do unto others as you would be done by'. Be courteous always. Show your integrity and win their respect.

And lastly, on that first day, remember: they are looking for someone they can get on with and they want a happy working relationship with the boss. You both want the same thing – so, no problem!

CHECKLIST OF KEY POINTS

- Get your secretary on your side from day one.
- Ask her advice.
- Delegate and give credit for ideas.
- Treat staff as people, and with as much care as valuable tools.
- Remember they may have useful ideas and different type of knowledge from you which may well be useful.
- Be prepared to listen to them.
- Always back them up when they are carrying out your instructions.

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MANAGING APPRAISAL

If you do the following things in the order listed you can be fairly sure that nothing major will have been overlooked.

1. Agree a time, date and place for the appraisal well in advance.

2. Make sure the place is private and free from interruptions.

3. Set aside ample time — at least two hours.

4. Bring all relevant results and information about the appraisee's performance.

5. Ask the appraisee to review his/her performance point by point.

6. Ask the appraisee about any problems which might affect performance.

7. Ask the appraisee about the implications of any problems or events, and their effect on the individual, the team and the work.

8. Ask the appraisee what needs to be done by either of you to help improve performance.

9. The appraisee should ask about anything which she/he feels is affecting her/his performance.

10. Agree the key result areas.

11. The appraisee should suggest and agree standards of performance for the next review period.

12. You should suggest and agree standards of performance for the next review period.

13. Agree future action.

14. Make sure the record is complete and agreed or signed off.

15. Close with a firm date for the next interim review.

Figure 14.1   Checklist — performance appraisal sequence
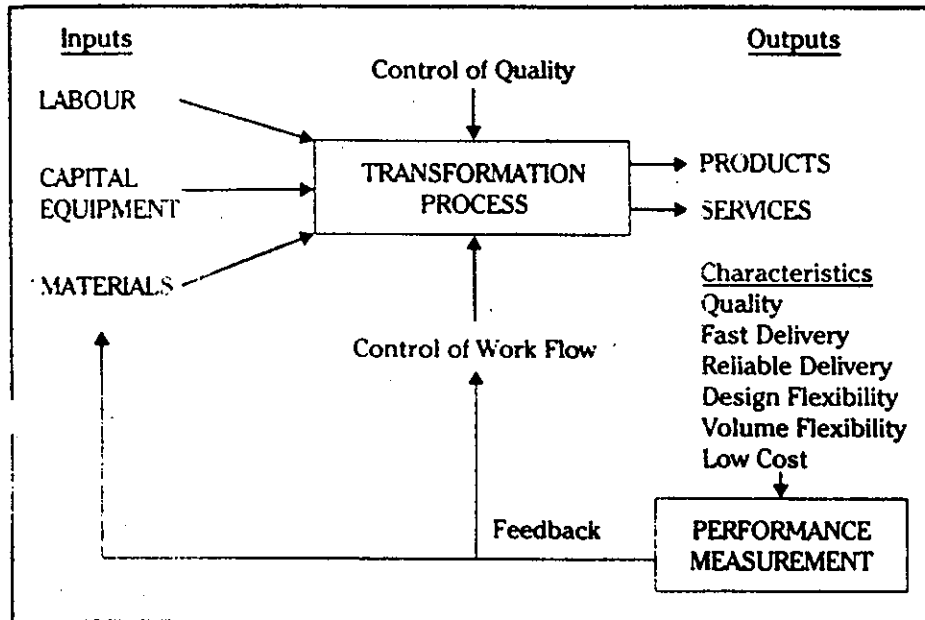
Figure 21.1   The operations management process

Use of the checklist

The checklist that follows is designed as an *aide memoire* for the busy manager and should be used in conjunction with Figures 30.1 and 30.2 to ensure the rounded consideration of a project. Most large organizations will have their own systems, procedures and project peculiarities; and it may be useful to develop an internal checklist of factors for your own organization's environment.

PROJECT MANAGEMENT CHECKLIST

Environmental pressures

1 Does the organization have sensing mechanisms and communication channels in order to:

- spot market changes;
- recognize new business/service opportunities;
- adopt new technology and systems;
- reduce costs and be more competitive;
- incorporate employee suggestions;
- resolve customer problems;
- respond to social change.

2 Who is responsible for project initiation?
3 How are potential projects formulated for project definition?

Project definition

1 Can the project be adequately categorized (i.e. R and D, cost saving, replacement, expansion etc)?
2 Which person/group department/committee is responsible for defining the terms of reference/objectives/constraints of the project?
3 Is the potential project consistent with the current policies of the organization?
4 Is it likely that top management will support the project?
5 Are the technical expertise/skills requirements within the scope of the organization or should consultants be employed?

Developing a project statement

1 Has the project been approved in principle by senior management?
2 Have the rationales/objectives/constraints/importance of the project been adequately defined for costing and estimating purposes?
3 Can the income/sources of revenue for the project be adequately defined/guesstimated/forecast?
4 Have all of the following items of expenditure been properly considered?

- land, new buildings and site facilities (roads etc);
- machines, office equipment and computers (hardware and software);
- training costs for completion of the project and implementation of the new system;
- employee recruitment and termination;
- relocation of employees and facilities;
- research and development costs;
- marketing and sales.

5 What changes in annual operating costs will occur after the project is completed?

- materials and staffing;
- transportation, distribution and energy costs;
- rates, building and equipment maintenance;
- computing and telecommunications costs;
- staff travel and expenses;
- marketing and sales.

6 Will any specialist scarce human resources be required to complete the project successfully?

7 Does the estimated time scale for the project conflict with the required completion date? If so, how can the two be reconciled?

8 Will a special organization structure be needed to complete the project?

9 Will a new organization structure be required after the completion of the project?

10 Can the project be financed internally? If not, where will the external financing come from?

11 Can appropriate measures of profitability be calculated from the information available?

Project appraisal – quantitative

1 Does the project meet the organization's criteria for profitability in terms of payback and/or return on investment?

2 Will the project/investment enhance the long term profitability and security of the organization?

3 Will the cash flow projections for the project affect other projects and/or the normal operational requirements of the organization? If yes, how can this problem be coped with?

4 Will the project involve cost savings and stronger market position?

5 Can any limits of accuracy be placed upon the market size, market share and product life?

6 Will inflation have a significant impact on the larger items of expenditure?

7 Can the relative risks be assessed in quantitative terms through 'sensitivity analysis'?

Project approval

1 At what level in the organization can the project be approved (department manager/area manager/managing director/board)?

2 Are you satisfied that the project statement represents the 'best' solution to the problem?

3 If the project cannot be approved in present form what areas need changing to make the project viable?

4 Are the contingencies for cost overruns sufficient on large items of expenditure?

5 Can resources be allocated in step with the current time scale for the project?

6 Is the project too large risky for the present organization? If so, should a partner/venture capital be found to form the project as a separate venture?

Project Implementation.

1. Has an appropriate balance been defined between resources–time scale–projected expenditure?
2. Have responsibilities/organization structures been defined to ensure successful completion of the project?
3. Has senior management provided appropriate policies for the conduct of the project?
4. What progress reporting will be required in terms of frequency/detail/format/expenditure?
5. What financial controls should be implemented to ensure successful completion of the project?
6. What mechanisms exist for coping with cost overruns and expenditures not originally forecast?
7. Have the main task activities been clearly defined and responsibilities allocated?
8. Are the milestone dates and activity completion times clear to the whole team?
9. Is the scheduling/rescheduling of resources and activities complex enough to justify computerization?
10. Do the current plans maximize the productivity of project resources?
11. Who is responsible for controlling/monitoring the quality of the work completed?
12. What processes are planned into the organization structure for developing the project team and/or the team to operate the new system?
13. What incentives exist to encourage the team/contractor to complete the project on time?
14. What training will be required for the project team members and/or the people operating the new system?
15. Have appropriate task specifications been prepared for individual members of the project team?

Project audit

1. Is the project sufficiently important to warrant an audit? If so, how long should elapse before an audit is meaningful?
2. To what extent has the project achieved its objectives?
3. Did the project attain its financial performance objectives in terms of return/project budget?
4. Was management of the project effective and were resources used efficiently?
5. What can be learned to improve future projects?

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BEING AN INTRAPRENEUR

Entrepreneurship and intrapreneurship

Entrepreneurship is an activity which involves creative thinking, innovation, organization and planning skills. It is reflected in psychological characteristics and behavioural activities of individuals. The practice of entrepreneurship usually refers to owner managers starting or developing their own small businesses. Increasingly though it is recognized that entrepreneurship has an important role to play in the continued growth and development of well established professionally managed enterprises. The increasingly popular term for the practice of entrepreneurship within an enterprise is 'intrapreneurship'.

The intrapreneur

The intrapreneur then is one:

- who demonstrates an ability to think creatively, and to innovate, to organize and plan actions through to implementation;
- who prefers to work within the relative security of a large organization but who thrives in circumstances of persistent, sometimes radical, change;
- who, if given the opportunity, will be the very initiator of the process for change.

In the current highly competitive business environment both the management and employees of the enterprise need to be intrapreneurial.

This is an issue which is developed further below where we discuss factors which determine why one business enterprise is more innovative than another.

What is an innovative idea?

If a company fails to plot the market appeal of its existing product lines and to prepare for the timely launch of new additional products before those existing lines go into decline, it will seriously compromise its market position, its profitability, its potential for growth and perhaps therefore its very existence. So the first definition that comes to mind for an innovative idea must be the identification and development of new product ideas.

However the generation of innovative ideas is equally critical where:

- . a new method of production is needed to improve efficiency or a new source of raw material is required to increase competitiveness; or
- new sources of capital need to be identified; or

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- a new structure is required to be introduced into the organization to give improved opportunity to talented people or to enhance the systems of communications in existence throughout the organization; or
- new types of skilled labour need to be identified and introduced into the organization alongside the introduction of new, perhaps more complex, technology.

Indeed the generation of innovative ideas is critical in all areas of activity in the enterprise where problems exist and innovative solutions are required to resolve them.

The intrapreneurial act

The intrapreneurial act involves the introduction of a new idea into some situation or circumstance leading to change. The resultant change may be radical and rapid, with a course of development which may be difficult to predict accurately.

The introduction of any new idea then brings with it varying levels of uncertainty and risk. It raises the possibility of resistance to the introduction of new ideas from less intrapreneurial employees within the enterprise and even from some interests outside it.

The practice of intrapreneurship therefore is not likely to be a constant activity conducted every minute of every day. It will rather be a carefully calculated response to opportunities and challenges as they arise.

In the meantime, at a purely operational level the enterprise needs to be organized and run for optimum efficiency and at minimum costs.

The need for tight control for efficiency and a more relaxed environment for intrapreneurial activity however gives rise to potential conflict. It requires a particularly intrapreneurial management flair to balance the two; a point addressed below.

The process of innovation and intrapreneurship

This is a creative activity then where the emphasis is more on the implementation of a creative thought or idea. It is an apparently never-ending process which starts with the identification of an opportunity or a need to be met or problem to be solved.

The process tends towards a conclusion when a decision is made to implement a particular idea from the many that might have been identified and considered, and action is taken to do so.

Figure 33.1 represents very simply the main action areas in the process to identify and implement the best idea, opportunity or solution to a problem.

FACTORS WHICH WILL DETERMINE INNOVATIVENESS

An enterprise's degree of success as a creative and innovative operation depends on a number of factors, for example:

- The quality of the people employed by the enterprise and their aptitude for such activity both at management and employee level.

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Problem or opportunity is identified

Search is on for ideas to resolve issue

Identification of many ideas

Gathering of information on each idea from within and externally to the organization

R&ted ideas (save for another time)

Re-evaluation and redefinition perhaps of original problem or opportunity

Identification of feasible ideas

Comparative analysis of profit contribution of each idea

Comparative analysis of risk level of each idea

Ranking by overall comparative assessment

Re ted runner-up ideas (save for another time)

Selection of best idea

Development and implementation of best idea

Evaluation of performance of best idea

Fine-tune if required

Figure 33.1 The process of innovation and intrapreneurship

MANAGING A SPECIALIST DEPARTMENT

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┌─────────────────────────────────────────────────────────────┐
│ 19...... PLAN & 19....../19...... FOR PRODUCT......           │
│                                                               │
│ 19...... Actual    19...... Update          19...... Plan    19......  │
│                                                               │
│                 DESCRIPTION                                   │
│                 NET SALES                                     │
│                 COST OF GOODS SOLD                            │
│                 GROSS MANUFACTURING MARGIN                    │
│                                                               │
│                 OTHER CHARGES:                                │
│                 DISTRIBUTION MARGIN                           │
│                                                               │
│                 DIRECT EXPENSES:                              │
│                 —INCREMENTAL:                                 │
│                   MARKETING ADMINISTRATION                    │
│                   ADVERTISING                                 │
│                   DIRECT SELLING                              │
│                                                               │
│                   CONTRIBUTION                                │
│                                                               │
│                 —ALLOCATED:                                   │
│                   MARKETING ADMINISTRATION                    │
│                   ADVERTISING                                 │
│                   DIRECT SELLING                              │
│                   R&D                                         │
│                                                               │
│                 MARGIN AFTER DIRECT EXPENSES                  │
│                                                               │
│                 GENERAL & ADMINISTRATION                      │
│                                                               │
│                 OPERATING INCOME                              │
│                 NON-OPERATING INCOME/(EXP.)                   │
│                 TOTAL OPERATING INCOME                        │
└─────────────────────────────────────────────────────────────┘
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Figure 24.3   Plan for product profit-and-loss statement

	10	9	8	7	6	5	4	3	2	1
Preparation										
Climate formation										
Planning & control of agenda										
Exploration										
Presentation of views										
Listening skills										
Using creative tactics										
Personal impact										
Choosing bids										
Presenting bids										
Assessing others' needs										
Helping others get satisfaction										
Sustaining goodwill										
Bargaining to advantage										
Using fighting tactics										
Employing countermeasures										
Controlling the negotiating process										

FURTHER READING

Karrass, C. L., *Give and Take*, World Publishing Co., 1974. A good treatment of the tactics used by American negotiators

March, P. D. V., *Contract Negotiation Handbook*, Gower, 2nd edition, 1984. Excellent treatment of negotiating strategy of general interest. Preceded by a mathematical/economic analysis of bidding – also excellent, but demanding a reader with mathematical talents