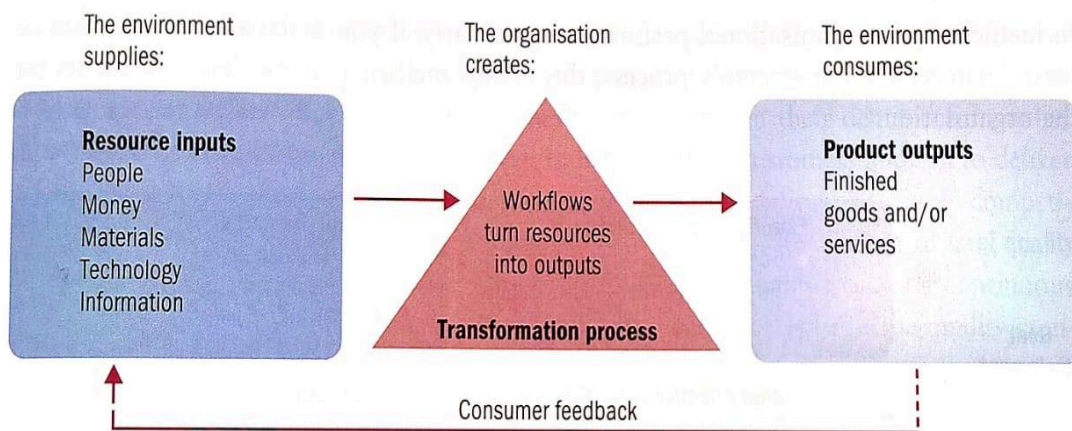


## THE CONTEMPORARY WORKPLACE

Globalization  
 Technology  
 Diversity - workforce diversity  
 Prejudice  
 Discrimination  
 Glass ceiling effect  
 Ethics  
 Careers ( core worker,contract worker and part-time worker)  
 Organization - organization as system - open system



**FIGURE 1.1** Organisations as open systems

Organizational performance - productivity  
 Performance effectiveness & performance efficiency

**FIGURE 1.2** Productivity and the dimensions of organisational performance



Cathay Pacific Airways' approach to managing organisational performance during tough financial times is considered in the next counterpoint.

TQM- Total Quality Management

## Managers

### Levels of Managers

Top Managers

Middle Managers - Project Managers

Team Leaders or Supervisors

### Types of Managers

Line Managers

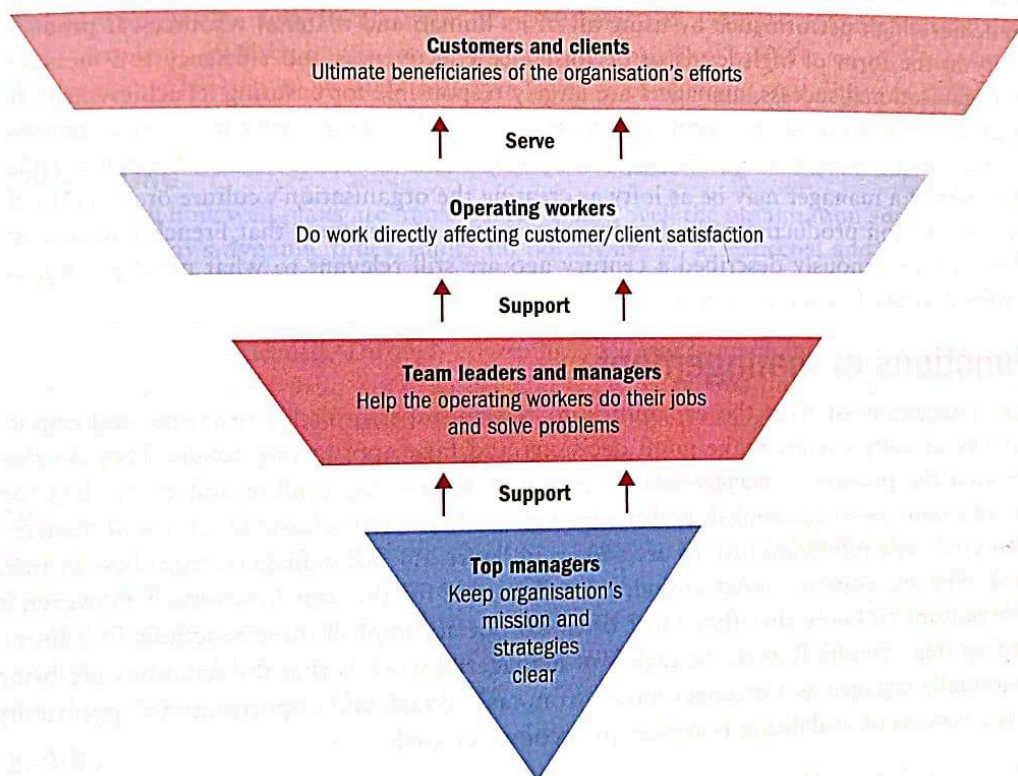
Staff Managers

Functional Managers

General Managers

Administrators

organisation is devoted to serving the customer, and this is made possible with the support of managers.

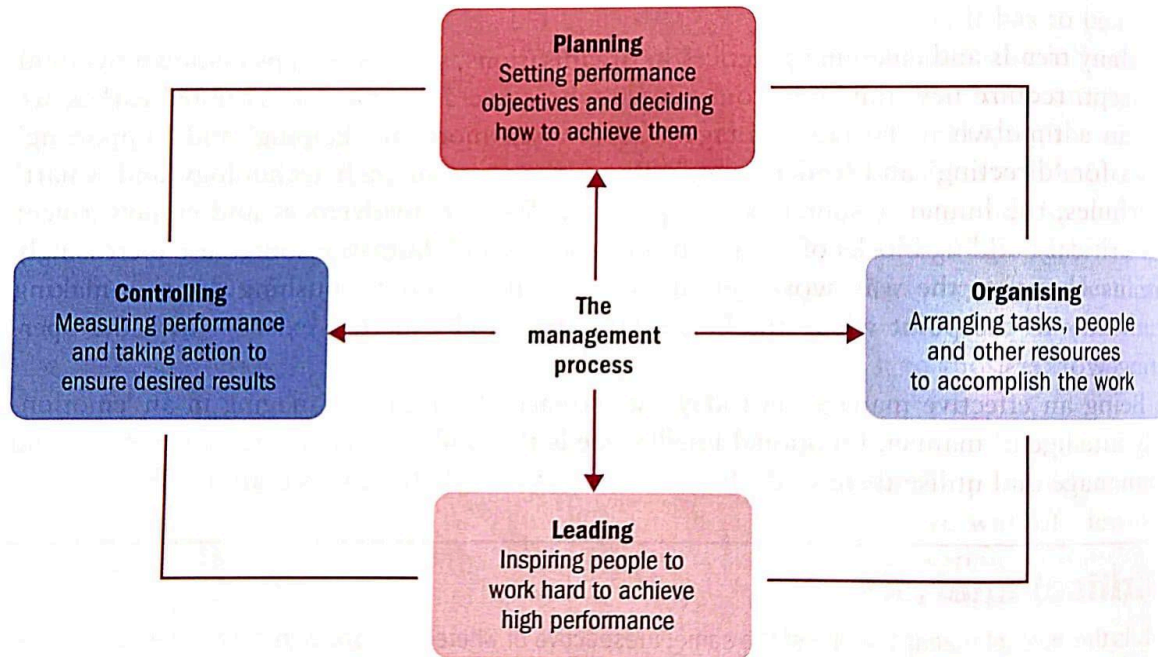


**FIGURE 1.3** The organisation as an 'upside-down pyramid'

## The Management Process

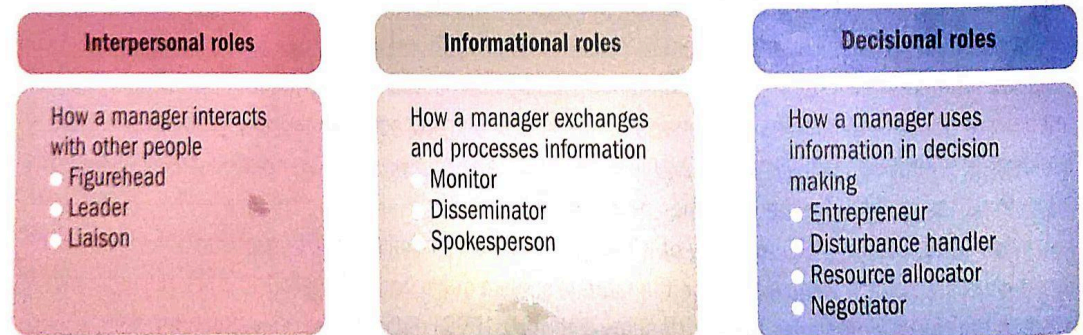
### Functions of Management

Management



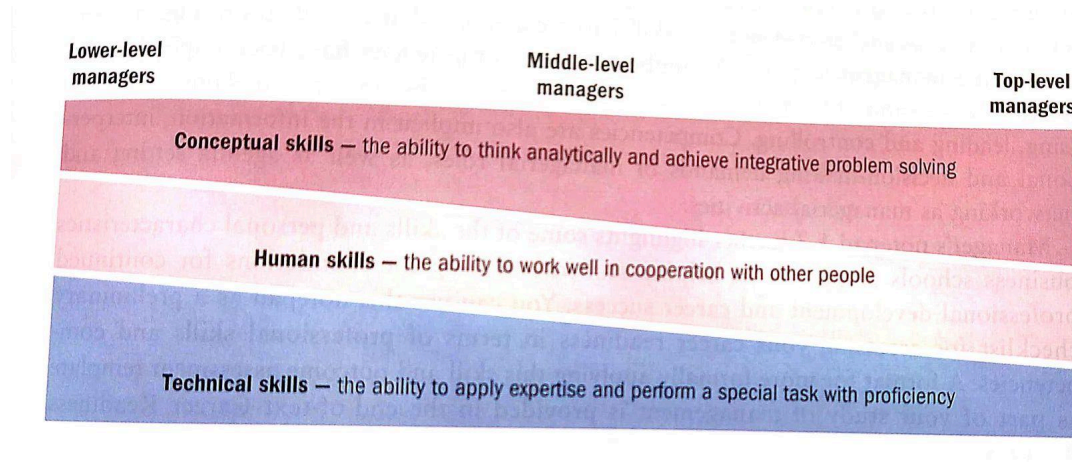
## Managerial Activities and Roles

**FIGURE 1.5** Mintzberg's ten managerial roles



## Managerial Learning - Lifelong Learning

### Essential Managerial Skills



**FIGURE 1.6** Essential managerial skills



# SUMMARY

## What are the challenges in the contemporary workplace?

- The global financial crisis has focused attention on what has been coming for some time – a turbulent environment that challenges everyone to understand and embrace continuous change and developments in a new information-driven and global economy.
- Work in the new economy is increasingly knowledge-based and people, with their capacity to bring valuable intellectual capital to the workplace, are the ultimate foundation of organisational performance.
- The forces of globalisation are bringing increased interdependencies among nations and economies as customer markets and resource flows create intense business competition.
- Ever present developments in information technology and the continued expansion of the internet are reshaping organisations, changing the nature of work, and increasing the value of people capable of performing as knowledge workers.
- Organisations must value the talents and capabilities of a workforce whose members are increasingly diverse with respect to gender, age, race and ethnicity, able-bodiedness and lifestyles.
- Society has high expectations for organisations and their members to perform with commitment to high ethical standards and in socially responsible ways, including protection of the natural environment and human rights.
- Careers in the new economy require great personal initiative to build and maintain skill 'portfolios' that are always up to date and valuable to employers challenged by intense competition and the opportunities of the information age.

## What are the challenges in the contemporary workplace?

- Organisations are collections of people working together to achieve a common purpose.
- As open systems, organisations interact with their environments in the process of transforming resource inputs into product outputs.
- Productivity is a measure of the quantity and quality of work performance, with resource use taken into account.
- High-performing organisations are both effective, in terms of goal accomplishment, and efficient, in terms of resource use.
- Organisations today continue to emphasise total quality management in a context of technology use, more empowerment and teamwork, and concern for work-life balance, among other trends.

## Who are managers and what do they do?

- Managers directly support and facilitate the work efforts of other people in organisations.
- Top managers scan the environment, create vision and emphasise long-term performance goals; middle managers coordinate activities in large departments or divisions; team leaders and supervisors support performance at the team or work-unit level.
- Functional managers work in specific areas such as finance or marketing; general managers are responsible for larger multifunctional units; administrators are managers in public or not-for-profit organisations.
- A key aspect of managerial work is accountability to higher levels for performance results that the manager depends on other people to accomplish.
- The upside-down pyramid view of organisations shows operating workers at the top responsible for meeting customer needs while being supported from below by various levels of management.
- A key aspect in the changing nature of managerial work is emphasis on being good at coaching and supporting others, rather than simply directing and giving orders.

### What is the management process?

- The management process consists of planning, organising, leading and controlling. Planning sets the direction; organising assembles the human and material resources; leading provides the enthusiasm and direction; controlling ensures results.
- Managers implement the four functions in daily work that is intense and stressful, involving long hours and continuous performance pressures.
- Managerial success in this demanding context requires the ability to perform well in interpersonal, informational and decision-making roles.
- Managerial success in this demanding context also requires the ability to use interpersonal networks to accomplish well-selected task agendas.

### How do you learn essential managerial skills and competencies?

- Career success in the new economy requires continual attention to the process of lifelong learning from all aspects of daily experience and job opportunities.
- Skills considered essential to managerial success are broadly described as technical (ability to use knowledge and technology), human (ability to work well with other people) and conceptual (ability to analyse and solve complex problems).



## *Manager's notepad 1.2*

### **Nine responsibilities of team leaders**

1. Plan meetings and work schedules.
2. Clarify goals and tasks, and gather ideas for improvement.
3. Appraise performance and counsel team members.
4. Recommend pay increases and new assignments.
5. Recruit, train and develop team to meet performance goals.
6. Encourage high performance and teamwork.
7. Inform team members about organisational goals and expectations.
8. Inform higher levels of team needs and accomplishments.
9. Coordinate with other teams and support the rest of the organisation.



### Manager's notepad 1.3

#### **Managerial skill and outcome assessment template**

- *Communication* – demonstrates ability to share ideas and findings clearly in written and oral expression. This includes competencies in writing, oral presentation, giving/receiving feedback and technology use.
- *Teamwork* – demonstrates ability to work effectively as a team member and team leader. This includes competencies in team contribution, team leadership, conflict management, negotiation and consensus building.
- *Self-management* – demonstrates ability to self-evaluate, modify behaviour and meet performance obligations. This includes competencies in ethical understanding/behaviour, personal flexibility, tolerance for ambiguity, and performance responsibility.
- *Leadership* – demonstrates ability to influence and support others to perform complex and sometimes ambiguous tasks. This includes competencies in diversity awareness, global awareness, project management and strategic action.
- *Critical thinking* – demonstrates ability to gather and analyse information for creative problem-solving. This includes competencies in problem-solving, judgement and decision-making, information gathering and interpretation, and creativity/innovation.
- *Professionalism* – demonstrates ability to sustain a positive impression, instil confidence and maintain career advancement. This includes competencies in personal presence, personal initiative and career management.

#### **Critical analysis**

1. In what proportions do you think management is about knowledge, skills and abilities? Justify your answer.