

Chapter 1

The Exceptional Manager What You Do, How You Do It

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TEACHING RESOURCE MANUAL: A GUIDE TO IMPLEMENTATION

The purpose of the Teaching Resource Manual (TRM) is to support you in the delivery of your chosen curriculum in either a face-to-face or online classroom formats. It also was created to help you address some of the **following challenges in higher education**:

- Addressing the inability to measure student comprehension prior to major assignments such as a midterm or project.
- Overcoming the inability to tailor your lecture to the topics that students find difficult.
- Increasing student engagement by providing opportunities for them to apply the knowledge gained in the classroom to real-world scenarios.
- Providing students with opportunities for self-reflection outside of classroom activities.
- Increasing students' critical-thinking and problem-solving skills.

You will learn that we created many different teaching resources you can use either before, during, or after class. Because of the quantity of options, the goal of this implementation guide is to provide an overview of how you might select the many teaching resources at your disposal.

So What Assets Can I Choose From?

Generally, a typical class session for any course comprises three “touch points:” before, during, and after class. For a face-to-face course, your class session would normally be the day you lecture to students. For an online course, the class session would be when you recorded the lecture or when the live lecture is streamed on the Web.

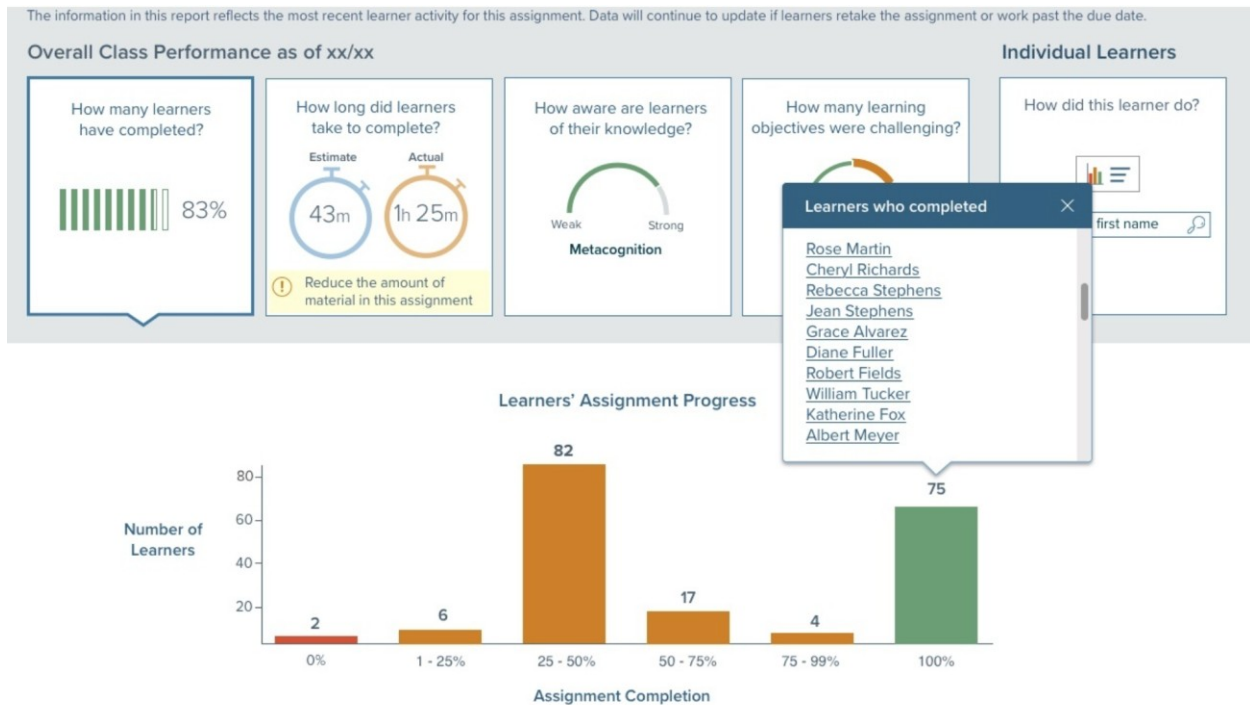
Our teaching resources fall into 16 categories: SmartBook 2.0, Click and Drag Exercises, iSeeIt Animated Videos, Self-Assessments, Case Analyses, Video Cases, Example and Practical Action boxes, Group Exercises, TRM discussion starters, TRM follow-up exercises, Uber Continuing Case, quizzes and tests, Management in Action Cases, Manager's Hot Seat Videos, and Application-Based Activities (mini-sims). After describing the use of SmartBook 2.0 and Connect® exercises, we discuss how you might use these teaching resources before, during, or after class.

Assigning SmartBook 2.0 and Connect® Exercises

SmartBook 2.0, (In Connect®, click on Performance / Reports / Assignment Results. Here you can choose SmartBook and choose the assignment you wish to view reports for.) The following reports are available through SmartBook 2.0:

Instructor Dashboard. Click on one of the tiles from Assignment Completion, Time on Task, Metacognition, Most Challenging Learning Objectives, and Individual Learners.

Assignment Completion. Shows the total percentage of all learners in the class that have completed the assignments at this point in time.



Time on Task. Provides the user with a class-level view of the estimated time in comparison to the actual average time to completion across the entire class.

Metacognition. Shows how aware the learners are of their knowledge, on average across the entire class.

Most Challenging Learning Objectives. Shows the number of challenging Learning Objectives across the class, in comparison to the total number of Learning Objectives in the assignment.

Individual Learner Report. System provides all the assignment data available for that specific student at that point in time, showing a breakdown of all questions answered in each of the following categories:

- Correct with high confidence
- Incorrect with high confidence
- Correct with low confidence
- Incorrect with low confidence
- Correct with medium confidence
- Incorrect with medium confidence

With Connect®, you can build your own course, make changes to the course throughout the semester, and use auto-grading. Connect® integrates with other Learning Management Systems, include Blackboard®, Canvas, and D2L. Students can study anytime with the free ReadAnywhere app, create personalized study plans, and the Connect® Calendar and Report tools will help keep them on track.

Connect® gives you a wide array of flexibility in making assignments and creating grading policies. You may choose to:

- assign as many assignments as appropriate.
- determine point values for each question/application exercise individually.
- make available multiple attempts per assignment with options of accepting the highest score or averaging all the scores together.
- deduct points for late submissions of assignments (percentage deduction per hour/day/week/so forth) or create hard deadlines.
- show feedback on exercises/questions immediately or at your preference.
- provide for study-attempts to allow for completion of the assignment after the due date without assigning a point value.

Some recommendations include:

- Before selecting the option for one attempt only, select unlimited or multiple attempts on the first few assignments to allow students a chance to learn and navigate the system.
- Provide a low point value for each question because multiple questions are usually assigned for each chapter. A good rule of thumb would be to make “Quiz Questions” worth 1 point each and “Connect® Exercises” worth 5 to 10 points each because these require more time and thought.
- Select feedback to be displayed after the assignment due date in order to limit students from giving the correct answers to other students while the application exercise is still available.

So When Do I Assign Each Type of Teaching Resource?

Wouldn't it be wonderful if you could transition from simply assigning readings, lecturing, and testing to actually adapting your teaching to student needs? By utilizing the teaching resources outlined below during the three touch points, you can significantly impact students' learning and create a learning environment that is more engaging, involving, and rewarding. In other words, you can now tailor your classrooms to pinpoint and address critical challenges, thereby creating the greatest impact and assisting students develop higher-order thinking skills.

The following recommendations pertain to these mentioned touch points, with an additional [matrix](#) that follows.

Before Class

The learning goals we have for students determines our assignments before, during and after class. For example, you may want to focus on mastering content, applying content, or using content to solve problems. Alternatively, you may want to achieve all three goals.

Connect® offers a host of additional pre-class assignments to choose from if your goal is mastery of content. They include SmartBook 2.0, Click and Drag Exercises, iSeeIt! Animated Videos, Self-Assessments, Case Analyses, Video Cases, Example and Practical Action boxes, Management in Action Cases, Legal/Ethical Challenge Cases, Uber Continuing Case, and Manager’s Hot Seat Videos. Case Analyses, Click and Drag Exercises, and Video Cases are optimal exercises to be utilized prior to class, as they provide students the opportunity to practice and apply key course concepts.

A reading assignment—typically a chapter from the product in use—is a student’s initial exposure to course content. Requiring students to complete a SmartBook 2.0 module either prior to class or an online lecture allows you to gauge their comprehension of the material. Having a better sense *before* class of which concepts your students are “getting” and which ones they are not, allows you to more effectively and efficiently plan your time with them *during* class. To ascertain student competency, use the reporting function of SmartBook 2.0, where you can view general results of their performance.

Additionally, Connect® exercises, such as Click and Drag Exercises, Video Cases, and Case Analyses offer students a second exposure to important sections of the chapter after their completion of a SmartBook 2.0 assignment.

Finally, you can use iSeeIt Animated Videos to emphasize content we have found difficult for students to understand. These animated videos were developed to further unpack in brief, yet effective, fashion the course topics that most commonly challenge students. Each animated video is accompanied by auto-graded multiple-choice questions that can be assigned to confirm student comprehension.

If your learning objectives include fostering application and integrating the concepts discussed with real world practice, then Management in Action or legal/ethical challenge cases contained in the textbook can be assigned so students can think critically and practice applying what they learned in the readings to actual cases. The Management in Action cases are now all “problem-focused.” In other words, the cases contain problems that students can practice solving. These cases also contain multiple-choice questions that can be assigned in Connect® to gauge student comprehension.

During Class

The TRM offers a host of additional materials and experiential activities you can use to bring chapter content to life.

If your goal is content mastery and you are utilizing SmartBook 2.0, you can plan class activities and lecture based on results from the general results report and the metacognitive skills report. This allows for a more tailored class period that enhances student engagement and more

opportunities to resolve gaps in knowledge. We also provide links to online readings that you can use to supplement the content covered in the textbook. They are useful if you desire to provide additional material beyond that covered in the text.

If your goal is to create an engaging learning environment filled with student discussion and interactions, we provide multiple resources. First, each major heading in a chapter contains suggested discussion starter questions. These open-ended questions are likely to foster student discussion and engagement. We also provide additional activities (i.e., experiential exercises) for every Example and Practical Action box.

If your goal is to provide for additional application of material, the TRM breaks down the textbook Management in Action cases and Legal/Ethical Challenges by providing questions and ideal responses. Connect® also has multiple-choice questions that can be assigned for the Management in Action Cases. Finally, the TRM has a selection of group exercises that allows instructors to focus on team learning methods.

If your goal is to jointly engage your students while applying content from the text, you can select a Self-Assessment follow-up activity (all follow-up activities are found in the TRM). These assets are especially useful if you are “flipping” your classroom, wherein the class session is used for application and analysis of key concepts rather than lecture. The [Suggested Resources across Teaching Touch Points Matrix](#) provides a quick reference for activities that can be utilized during class.

After Class

After the face-to-face class session, or online lecture, you can assign Connect® exercises as homework to further reinforce the material covered in the textbook and lecture. You may also want to assign an iSeeIt! Animated Video if you notice that students are struggling with a particular topic, even after class. Students can also be assigned the continuing case for each chapter, which includes assignable multiple-choice and essay-based questions. To further gauge student comprehension, you can also assign a quiz or exam. The quiz banks in Connect® focus more on defining and explaining material, and the test banks include application and analysis. Moreover, the test banks now include more higher-level Bloom’s questions.

Finally, if you are looking to have students think critically to solve real-world problems, then you may want to utilize an Application-Based Activity after class. Application-Based Activities are mini-simulations that allow students to make decisions and see their impact immediately. There are both theory-based questions that have right and wrong answers, and there are also branching questions that allow students to make ideal, sub-ideal, and incorrect decisions based on the theory they’ve learned. A student’s particular path in the activity will depend on the decisions made on the branching questions. Application-Based Activities should be utilized after a student has had at least one pass at the chapter content as they do not introduce new material. Rather, they encourage students to apply, analyze, and evaluate material they already understand.

A Special Focus on Career Readiness

The ninth edition has a new strategic focus on career readiness. The authors' goal is to provide you the information and teaching resources needed to develop students' career readiness competencies desired by employers. The authors provide you the following information and resources:

- Chapter 1, Section 1.7, introduces the concept of career readiness and identifies the competencies desired by employers.
- *Career Corner* sections in each chapter link chapter content to career readiness competencies.
- Connect® Click and Drag Exercises that directly relate to career competencies.
- Self-Assessments directly related to career competencies. These assessments have follow-up activities in the TRM.
- *Career Corner* group exercises in the TRM focusing on building career competencies. Many of these exercises can also be utilized in large in-person and online classes.

Material in the TRM related to career readiness will have the following icon:



CAREER READINESS-BASED PERSONAL DEVELOPMENT PLAN

CAREER
READINESS

This ninth edition of *Management: A Practical Introduction* includes a new strategic theme around the concept of **career readiness** in order to address the employers' complaints of graduating students not possessing the needed skills to perform effectively. We deeply care about this issue and hope that this new feature will assist instructors develop their students' career readiness.


































Asking students to create a career readiness development plan is one straightforward way to guide your students toward higher career readiness. Angelo Kinicki has been doing this for years with his students and wants to provide you the guidance to do the same.

Creating a personal development plan around career readiness starts with utilizing career readiness-based self-assessments. This enables students to obtain a baseline evaluation of their interpersonal strengths and weaknesses along a host of relevant competencies. The text contains links to 40 Self-Assessments that relate to various career readiness competencies. We recommend that students focus on the competencies that were most frequently discussed in the Career Corner sections of the textbook. They include the following: Understanding the Business, Critical Thinking/Problem Solving, Emotional Intelligence, Positive Approach, and Self-Awareness. The second phase entails the creation of a development plan to build on strengths and reduce weaknesses. The third phase then involves marshalling the resources and support needed to accomplish the plan. Students should determine if they need any tangible resources (e.g., money, time, input from others) in order to work the plan. The final phase focuses on working the plan.

We believe that creation of the plan is the desired end result for this course. Working the plan is expected to happen after your class is over.

It is strongly recommended that you grade students' plans. This enables you to assess whether students are on the right track and provides the incentive students need to thoroughly complete their plans. Angelo has found that students do not put much effort into the plan if there are no rewards. He has allocated anywhere from 5 to 10 percent of his overall grade to this assignment. It is recommended that you only grade the logic, thoroughness, and feasibility of the plan rather than the follow-through because execution occurs at a later point in time.

The instructor's and students' instructions for drafting a personal development plan are located here: [Personal Development Plan](#).

SUGGESTED RESOURCES ACROSS TEACHING TOUCH POINTS MATRIX			
Type of Asset	Before-Class/Lecture	During-Class/Lecture	After-Class/Lecture
SmartBook 2.0			
Click and Drag Exercises			
iSeeIt! Animated Videos			
Self-Assessments			
Case Analyses			
Video Cases			
Example and Practical Action Boxes ^M			
Group Exercises/Career Group Exercises ^M			
TRM Discussion Starters ^M			
TRM Follow-up activities for Case Analyses, Video Cases, Self-Assessments, and Example/Practical Action Boxes ^M			
Quizzes/Tests			
Uber Continuing Case			
Management in Action Case ^M			
Legal/Ethical Challenge Case ^M			
Manager's Hot Seat Videos			
Application-Based Activities			

CAREER READINESS

CAREER READINESS

CAREER READINESS

Note: The above-mentioned assets are generally assignable and auto-gradable, except for those listed with an ^M as those require manual grading. Please note that some resources will require a paid subscription.

A Week at a Glance

When creating a syllabus and schedule for students, you can utilize the above-mentioned matrix as a guide. Let's use the following example: You teach a **face-to-face** Principles of Management course, and the course meets once-a-week on Wednesday afternoons. If this is the first week of the semester and you are covering Chapter 1 on being an exceptional manager, the following format can be utilized:

Before Class (before Wednesday)

- *Assign Chapter 1 in SmartBook 2.0, making it due Tuesday evening so that reporting can be reviewed prior to the lecture on Wednesday. The lecture can be customized based on what concepts in the chapter students are struggling with the most.*
- *A Click and Drag Exercise, such as one on “KSAOs Needed for Career Readiness,” can be assigned. This can also be due on Wednesday so that students are able to practice prior to class, and you can also review results prior to lecturing. What is great about this click and drag is that it focuses on career readiness competencies.*
- *A Connect® Case Analysis, such as “The ‘Fall’ of Former Yahoo! CEO Marissa Mayer,” can also be included so that students can learn about applying the concepts from the reading to a real-life scenario; therefore, further engaging them prior to the class session. If desired, you can then introduce a follow-up activity, found in the Teaching Resource Manual, during class on Wednesday.*
- *A Self-Assessment can be assigned, such as “How Strong Is My Motivation to Lead?” in order to follow up on content covered in the reading and to link back to career readiness. This can set up a class activity to follow on Wednesday. Follow-up activities can be found in the Teaching Resource Manual.*

CAREER
READINESS

CAREER
READINESS

During Class (on Wednesday)

- *You can deliver a short, yet effective, lecture and focus on areas that students are really struggling with. This can be done by reviewing the reporting from SmartBook 2.0 and any assigned Connect® exercises, such as the recommended Click and Drag and Case Analysis. If students are struggling with a particular learning objective, you can then tailor the lecture and/or class activities to address those challenging concepts.*
- *If you are flipping the class and utilizing the in-person session for activities, you can utilize the follow-up activities from previously assigned Connect® exercises in the TRM.*
- *You can assign a career skill-based Self-Assessment earlier in the week, for example on “Do I Take Ownership and Responsibility for My Actions?” and have students complete a follow-up activity during the class session based on the Self-Assessment results. Remember, follow-up activities for each Self-Assessment can be found in the TRM.*
- *If time allows, and you would like to dive into real situations, you can discuss an Example Box from the text titled, “Efficiency versus Effectiveness: How Did Delta Airlines Deal with the Emergency at Atlanta’s Hartsfield-Jackson Airport?”*

CAREER
READINESS

After Class (after Wednesday)

- *You can assign a Connect® exercise, such as the continuing case on Uber, to reinforce student comprehension of material and also to test application of concepts.*
- *You can also assign an online quiz or test on the material.*

If you are teaching a **completely online course asynchronously**, then the in-person class above can be substituted for a recorded online lecture that is customized based on SmartBook 2.0 reporting. Students can be instructed to complete pre-class activities prior to watching the lecture, and post-class activities after the online lecture. A gap can be included between pre-class activities and the recording of the lecture so that reporting can be reviewed.






This example is simply a week out of many that will provide for rigorous learning and student impact! You can utilize this format when creating a syllabus and extrapolate the rest of the weeks.

LEARNING OBJECTIVES

- 1.1 Identify the rewards of being an exceptional manager.
- 1.2 List the four principal functions of a manager.
- 1.3 Describe the levels and areas of management.
- 1.4 Identify the roles an effective manager must play.
- 1.5 Discuss the skills of an outstanding manager.
- 1.6 Identify the seven challenges faced by most managers.
- 1.7 Define the knowledge, soft skills, attitudes, and other characteristics needed for career readiness and discuss how they can be developed.
- 1.8 Describe the process for managing your career readiness.

TEACHING RESOURCES

Section	Title	Resource Type
1.1: Management: What It Is, What Its Benefits Are		
	Tyson Foods New CEO Talks About Leadership with Supplemental Activity	ONLINE VIDEO (1 minute)
	Apple Slows Its Older Phones Facebook and Cambridge Analytica British Petroleum Oil Spills Samsung's Exploding Phones Controversies at UBER VW Emissions Scandal with Supplemental Activity	ONLINE ARTICLES
1.2: What Managers Do: The Four Principal Functions		
	United Airlines CEO Wants to "De-stress the Travel Lifestyle" with Supplemental Activity	ONLINE VIDEO (1 minute)
1.3: Pyramid Power: Levels and Areas of Management		
	Leadership and Management: Levels and Types of Management with Supplemental Activity	ONLINE VIDEO (4 minutes)
	The Levels of Management	Connect® Click and Drag
	How Well Do Managers Manage Their Time?	Group Exercise CAN BE USED ONLINE
1.4: Roles Managers Must Play Successfully		
	With New CEO and Executives	ONLINE ARTICLE

	Coming, Pfizer Announces 2% Jobs Cuts Worldwide	
	with Supplemental Activity	
	Managerial Roles	Connect® Click and Drag
1.5: The Skills Exceptional Managers Need		
	Leadership and Management: Skills Required for Different Levels of Management (Part 2)	 (4 minutes)
	with Supplemental Activity	
	Managerial Skills	Connect Click and Drag
1.6: Seven Challenges to Being an Exceptional Manager		
	This Is How Hormel Foods Is Trying to Keep Up with the Times	 (3 minutes)
	with Supplemental Activity	
	Listing Your Apartment on Airbnb Could Soon Be a Crime in This State	 (1 minute)
	with Supplemental Activity	
	Foreign Students Seen Cheating More Than Domestic Ones	
	with Supplemental Activity	
	Seven Challenges to Being an Exceptional Manager	Connect Click and Drag
	How Strong Is My Motivation to Lead?	Self-Assessment 
	with Self-Assessment Activity	
	The “Fall” of Former Yahoo! CEO Marissa Mayer	Connect® Case Analysis
	Fair Oaks Farms	Connect® Video Case

1.7: Building Your Career Readiness		
	Our Approach to Career Readiness with Self-Assessment Activity	ONLINE VIDEO (3 minutes) CAREER READINESS
	KSAOs Needed for Career Readiness	Connect® Click and Drag CAREER READINESS
	To What Extent Do You Accept Responsibility for Your Actions? with Self-Assessment Activity	Self-Assessment
1.8: Career Corner: Managing Your Career Readiness		CAREER READINESS
	Strong Job Skills Make Veterans Hot Hires with Self-Assessment Activity	ONLINE ARTICLE
	Process for Managing Career Readiness	Connect® Click and Drag CAREER READINESS
	KSAOs in Business Occupations	Career Corner Group Exercise CAREER READINESS
Comprehensive Materials		
	Did Major League Baseball Value Money Over Bob Bowman’s Behavior?	Textbook Management in Action Case
	To Delay or Not to Delay?	Textbook Legal/Ethical Challenge Case
	Uber Case: The Exceptional Manager	Uber Continuing Case

Please note *Harvard Business Review* articles are subscription-based or accessible via hbsp.harvard.edu as examination copy. Also note that resources like *The Wall Street Journal* will require a paid subscription.

OVERVIEW OF THE CHAPTER

1.1 Management: What It Is, What Its Benefits Are

Management is defined as the pursuit of organizational goals efficiently and effectively. **Organizations**, or people who work together to achieve a specific purpose, value managers because of the **multiplier effect**: Good managers have an influence on the organization far beyond the results that can be achieved by one person acting alone. Managers are well paid, with the chief executive officers (CEOs) and presidents of even small and midsize businesses earning good salaries and many benefits.

1.2 What Managers Do: The Four Principal Functions

Management has four functions: **planning, organizing, leading, and controlling**.

1.3 Pyramid Power: Levels and Areas of Management

Within an organization, there are four levels of managers: **top, middle, and first-line managers**. Managers may also be **general managers**, or they may be **functional managers**, responsible for just one organizational activity, such as Research & Development, Marketing, Finance, Production, or Human Resources. Managers may work for for-profit, nonprofit, or mutual-benefit organizations.

1.4 Roles Managers Must Play Successfully

Managers tend to work long hours at an intense pace; their work is characterized by fragmentation, brevity, and variety; and they rely more on verbal than on written communication. According to management scholar Henry Mintzberg, managers play three roles—**interpersonal, informational, and decisional**. Interpersonal roles include figurehead, leader, and liaison activities. Informational roles are monitor, disseminator, and spokesperson. Decisional roles are entrepreneur, disturbance handler, resource allocator, and negotiator.

1.5 The Skills Exceptional Managers Need

Good managers need to work on developing three principal skills. The first is **technical**, the ability to perform a specific job. The second is **conceptual**, the ability to think analytically. The third is **human**, the ability to interact well with people.

1.6 Seven Challenges to Being an Exceptional Manager

Seven challenges face any manager: You need to manage for **competitive advantage**—to stay ahead of rivals. You need to manage for the effects of globalization and of information technology. You need to manage for diversity in race, ethnicity, gender, and so on, because the future won't resemble the past. You always need to manage to maintain ethical standards. You need to manage for sustainability—to practice sound

environmental policies. Finally, you need to manage for the achievement of your own happiness and life goals.

1.7 Building Your Career Readiness

Companies want to hire **career-ready** college graduates. In this section we describe a model of career readiness and offer tips for building your readiness.

1.8 Career Corner: Managing Your Career Readiness

There are three keys to success in managing one's career readiness. First, it's your responsibility to manage your career. Don't count on others. Second, personal reflection, motivation, commitment, and experimentation are essential. Third, success is achieved by following a process. A **process** is defined as a series of actions or steps followed to bring about a desired result. The first step of the process entails examining the list of knowledge, skills, attitudes, and other characteristics (KSAOs). The second step requires you to consider how you can use the material covered in a chapter to develop your targeted competencies. The third step involves experimenting with small steps aimed at developing your targeted KSAOs. The final step is to evaluate what happened during your small-step experiments.

CLASSROOM OUTLINE

Manage U: Using Management Skills for College Success

In this chapter, students will read about the four functions of management. These skills can be used to work more successfully on team projects now, and for student success in their future careers. The functions of management aren't just for workplace application; they can also be used for personal goals. For example, if a student wanted to lose 10 pounds, he or she would create a plan. The plan would include setting dates in one's calendar, measuring resources (e.g. time, clothes, etc.), having a motivational buddy, and holding oneself accountable with weekly weigh-ins.

Possible Topics for Discussion:

- Why would employers seek to hire people with good management skills?
You can tie in higher revenues, stock prices, etc. You can also ask students if they want to work with (or for) someone with good management skills, or not.
- How can you strive to improve your managerial skills while working on class projects?
The functions of management can be attributed to class projects. Using the Manage U box, you can provide students with the example from Princeton University and walk through it utilizing the different functions of management.

1.1 Management: What It Is, What Its Benefits Are

POWERPOINT SLIDES:

- #1 The Art of Management Defined
- #2 The Art of Management
- #4 Rewards of Studying Management
- #5 Rewards of Practicing Management

Section 1.1 defines management and organizations. Good managers have an influence on the organization far beyond the results that can be achieved by one person acting alone.

One way that you could begin your coverage of these topics is to have the students watch the *Fortune* interview of Tyson Foods' CEO Tom Hayes: "[Tyson Foods New CEO Talks About Leadership](#)." In this approximately 4-minute video, CEO Hayes discusses how company management prepares employees for constant change. For a supplemental activity, have students discuss the managerial challenges that Tom Hayes is going to face in making future acquisitions, focusing on sustainability, and offering customers good quality meat at affordable prices.

ONLINE
VIDEO

Topics and Tips for Discussion:

1. Describe the biggest challenges that you think that managers at your employer (or a previous one) face.

Open this question up to the class as a whole and create bullet points on the board. You can then circle back to this when covering parts of this chapter.

2. Describe how management likely differs for start-up companies versus long-established firms.

Facilitate discussion on how the manager's responsibilities change as the firm grows.

3. Discuss the rewards you should experience as a result of studying management in this course.

Good grades, career-readiness, and an ability to be competitive in the job market (just to name a few).

Section 1.1 Key Concepts:

Management

- **Management** may be defined as “the art of getting things done through people.”
- Managers operate within an **organization**, a group of people who work together to achieve some specific purpose.
- More formally, **management** is defined as (1) the pursuit of organizational goals *efficiently* and *effectively* by (2) integrating the work of people through (3) planning, organizing, leading, and controlling the organization's resources.
 - To be **efficient** means to use resources—people, money, raw materials, and the like—wisely and cost-effectively.
 - To be **effective** means to achieve results, to make the right decisions and successfully carry them out so that they achieve the organization's goals.

Interactive Classroom Material:

EXAMPLE: Efficiency versus Effectiveness: How Did Delta Airlines Deal with the Emergency at Atlanta's Hartsfield-Jackson Airport?

In December 2017, an underground fire caused an 11-hour power outage at Atlanta's Hartsfield-Jackson Airport, Delta Airlines' main hub through which thousands of passengers travel to over 200 cities. This example describes the effects of the power outage and the efficiency and effectiveness Delta's employees demonstrated.

[Click for follow-up activity.](#)

The Value of Managers

- Good managers create value through the **multiplier effect**: their influence on the organization is multiplied far beyond the results that can be achieved by just one person acting alone.
- Exceptional managers are in high demand, and many do fairly well with respect to financial compensation compared with most workers.

The Rewards of Studying Management

- You will understand how to deal with organizations from the outside.
- You will understand how to relate to your supervisors.
- You will understand how to interact with coworkers.
- You will understand how to manage yourself in the workplace.

The Rewards of Practicing Management

- You and your employees can experience a sense of accomplishment.
- You can stretch your abilities and magnify your range.
- You can build a catalog of successful products or services.
- You can become a mentor and help others. A **mentor** is an experienced person who provides guidance to someone new to the work world.

1.2 What Managers Do: The Four Principal Functions

POWERPOINT SLIDES:

#8 The Management Process (Figure 1.1)

Section 1.2 defines the four functions of management: planning, organizing, leading, and controlling. All these functions affect one another, are ongoing, and are performed simultaneously.

One way that you could begin your coverage of these topics is to have the students watch the *CNBC* interview of United Airlines CEO Oscar Munoz: “[United Airlines CEO Wants to “De-stress the Travel Lifestyle.”](#)” In this short 1-minute video, CEO Munoz discusses how the airline plans on overcoming challenges it’s faced the past couple of years that crippled its stock. For a supplemental activity, have the students discuss the managerial challenges that Oscar Munoz is likely to face in regaining customer confidence and employee trust.

ONLINE
VIDEO

Topics and Tips for Discussion:

1. Have the students arrange a time to interview their manager or someone who works in a managerial role. Have them ask the manager to describe how he or she spends a typical work week. Based on their interviews, have the students provide examples of how the person performs the four functions of management.

These can either be shared online or in class.

2. Your professor could be considered the manager of your class. Discuss the ways that your professor performs the four management functions for your course.

The class should match planning, organizing, leading, and controlling with different ways you manage the class. For example, the class syllabus is a planning and organizing document.

3. Thinking of your current or most recent boss, provide specific examples of how he or she has demonstrated the four management functions.

It may increase student engagement if students share these examples with the entire class.

Section 1.2 Key Concepts:

Management Process

- Managers perform the **management process**, also known as the **four management functions**: *planning, organizing, leading, and controlling*.
- All these functions are described in Figure 1.1 and affect each other, are ongoing, and are performed simultaneously.
 - **Planning** is defined as setting goals and deciding how to achieve them.
 - **Organizing** is defined as arranging tasks, people, and other resources to accomplish the work.
 - **Leading** is defined as motivating, directing, and otherwise influencing people to work hard to achieve the organization's goals.
 - **Controlling** is defined as monitoring performance, comparing it with goals, and taking corrective action as needed.

1.3 Pyramid Power: Levels & Areas of Management

POWERPOINT SLIDES:

#10 Levels and Areas of Management

#11 Four Levels of Management

#13 Functional Versus General Managers

#14 Managers for Three Types of Organizations

Section 1.3 defines the four levels of managers: top, middle, first line, and team leaders. There are two areas of management as well: general and functional managers. Managers may work for for-profit, nonprofit, or mutual-benefit organizations.

One way that you could begin your coverage of these topics is to have the students watch the HumberEDU video “[Leadership and Management: Levels and Types of Management](#).” In this 4-minute video, the presenter describes the levels of a traditional management pyramid. For a supplemental activity, you could have the students discuss examples of the most important duties for the top managers, middle managers, and front-line managers for their current or most recent employer.

Topics and Tips for Discussion:

1. Discuss how the seven challenges to being an exceptional manager described in Section 1.3 might be different for managers of for-profit, nonprofit, and mutual-benefit organizations.

There may be different challenges for every type of organization. For example, is motivation at a non-profit achieved in a different way?

2. Discuss the advantages and disadvantages of working in a functional manager role compared to a general manager. Which type of role would you prefer? Explain why.

Student responses will vary here.

Section 1.3 Key Concepts:

Levels of Management

- **Top Managers: Determining Overall Direction**
 - Figure 1.2 indicates the levels and areas of a traditional management pyramid.
 - **Top managers** make long-term decisions about the overall direction of the organization and establish the objectives, policies, and strategies for it.
 - Top managers have titles like “chief executive officer (CEO),” “chief operating officer (COO),” and “president.”
 - These executives must be future oriented, dealing with uncertain, highly competitive conditions.
 - These managers are at the summit of the management pyramid.
- **Middle Managers: Implementing Policies and Plans**
 - **Middle managers** implement the policies and plans of the top managers above them and supervise and coordinate the activities of the first-line managers below them.
 - Titles may be “plant manager,” “district manager,” and “regional manager,” among others.
 - These managers often have **high touch jobs**, jobs which deal with people rather than computer screens or voice-response systems, that can directly affect employees, customers, and suppliers.

- **First-Line Managers: Directing Daily Tasks**
 - *First-line managers* make short-term operating decisions, directing the daily tasks of nonmanagerial personnel.
 - Examples of job titles for these managers include “departmental head,” “foreman,” “team leader,” or “supervisor.”
 - *Supervisor* is the name often given to first-line managers as a whole.
- **Team Leaders: Facilitating Team Activities**
 - Teams are small groups of people with complementary skills who are committed to a common purpose.
 - A *team leader* is a manager who is responsible for facilitating team activities toward achieving key results.
 - Team leaders are expected to provide guidance, instruction, and direction to the other team members; to coordinate team efforts; to resolve conflicts; to represent the team to the first-level manager; and to make decisions in the absence of consensus.

Connect® Exercise:

CLICK & DRAG: The Levels of Management

Summary of Activity:

Managers are important members of the organization. Within an organization, there are managers at four levels: top, middle, first-line, and team leaders. Each of these levels has different managerial challenges and decisions to make to achieve organizational effectiveness. In this click and drag activity, students will match managers with their correct level of management based on the descriptions provided.

Group Exercise: How Well Do Managers Manage Their Time?

There is a group exercise available at the end of this manual that allows students to apply top management level time management.

Exercise Objectives:

1. To see how time is allocated in a top management position.
2. To start to think about how you might spend your time in a top management position.
3. To see what you think about this kind of job and what functions are performed.

[Click for follow-up activity.](#)

Areas of Management: Functional Managers versus General Managers

- A *functional manager* is responsible for just one organizational activity.

- Titles of functional managers may be “Vice President of Production,” “Director of Finance,” or “Administrator for Human Resources.”
- A *general manager* is responsible for several organizational activities.
- An Executive Vice President over several departments is a general manager.

Managers for Three Types of Organizations: For-Profit, Nonprofit, Mutual-Benefit

- Organizations are classified according to the purposes for which they are formed.
 - For-profit (or business), organizations are formed to make money, or profits, by offering products or services.
 - The purpose of nonprofit organizations is to offer services to clients, not to make a profit.
 - Mutual-benefit organizations are voluntary collections of members whose purpose is to advance members’ interests.
- Managers generally do the same types of things regardless of the type of organization, but the measure of success for the organization can be different (e.g., profit or clients served).

1.4 Roles Managers Must Play Successfully

POWERPOINT SLIDES:

#15 Three Types of Managerial Roles

#17 Roles Managers Must Play Successfully

Section 1.4 discusses the three roles manager play: interpersonal, informational, and decisional. Interpersonal roles include figurehead, leader, and liaison activities. Informational roles are monitor, disseminator, and spokesperson. Decisional roles are entrepreneur, disturbance handler, resource allocator, and negotiator.

One way that you could begin your coverage of these topics is to have the students read the *BioSpace* article “[With New CEO and Executives Coming, Pfizer Announces 2% Jobs Cuts Worldwide.](#)” This article discusses Pfizer’s transition to a senior leadership team while announcing layoffs. For a supplemental activity, you could have the students provide examples of the managerial roles and management skills profiled in the video (or skills that may be necessary in the future).

ONLINE
ARTICLE

Topics and Tips for Discussion:

1. Describe ways that technology and social media have changed the roles of managers since Mintzberg’s classic study in the 1960s.

Social media policies, email, etc. have all changed the roles of managers.

2. Discuss how increasing diversity and globalization are likely to impact the roles that managers must play.

Managers now have to integrate a workforce that is more diverse and globalized than ever.

3. Given the textbook's description of the roles that managers must play successfully, does a managerial career sound interesting to you? Explain your position.

Student responses will vary, but it is important to keep the mood in the class positive here!

Section 1.4 Key Concepts:

The Manager's Roles: Mintzberg's Useful Findings

- A manager relies more on verbal than on written communication.
 - At the time of Mintzberg's study in the 1960s, most managers tended to get information through phone conversations and meetings.
 - E-mail makes it possible to communicate almost as rapidly in writing as with the spoken word.
- A manager works long hours at an intense pace.
 - Long hours at work, typically 50 hours per week, are typical.
 - Other studies found even longer work weeks.
 - However, more companies are allowing managers to reduce their working hours and spend more time with their families.
- A manager's work is characterized by fragmentation, brevity, and variety.
 - Only about 1/10th of managerial activity took more than an hour.
 - The executive's work time has been characterized as "the interrupt-driven day."
 - Mintzberg found that time and task management are major challenges for every manager.

PRACTICAL ACTION: Mindfulness: How Good Are You At Focusing Your Thoughts, Controlling Your Impulses, and Avoiding Distractions?

Do you want to improve your performance at work—or at school? Research has shown that practicing mindfulness can help you do so. Mindfulness is the opposite of multitasking. It involves focusing on one task or conversation at a time rather than splintering your attention as happens when you multitask. Managers at many large organizations, such as LinkedIn, Apple, and Nike report making better decisions and becoming better listeners through practicing

mindfulness. This practical action explains the benefits of mindfulness and explains its relationship to meditation.

[Click for follow-up activity.](#)

Three Types of Managerial Roles: Interpersonal, Informational, & Decisional

- In their *interpersonal roles*, managers interact with people inside and outside of their work units.
 - Interpersonal roles include figurehead, leader, and liaison activities.
- In their *informational* roles, managers receive and communicate information with other people inside and outside of the organization.
 - Informational roles include monitor, disseminator, and spokesperson.
- In their *decisional roles*, managers use information to make decisions to solve problems or take advantage of opportunities.
 - The four decision-making roles are entrepreneur, disturbance handler, resource allocator, and negotiator.
- Table 1.1 describes these various managerial roles.

Connect® Exercise:

CLICK & DRAG: Managerial Roles

Summary of Activity:

Managers are required to wear many hats and fulfill many roles. It is important to understand just what roles students may fulfill as a manager, and what the expectations for those roles are in order to successfully perform them. In this click and drag activity, students will match provided managerial roles with their correct grouping.

1.5 The Skills Exceptional Managers Need To be a terrific manager, what skills should I cultivate?

POWERPOINT SLIDES:

#18 The Skills Exceptional Managers Need

Section 1.5 highlights three principal skills good managers need. The first is technical, the ability to perform a specific job. The second is conceptual, the ability to think analytically. The third is human, the ability to interact well with people.

One way that you could begin your coverage of these topics is to have the students watch the HumberEDU video “[Leadership and Management: Skills Required for Different Levels of Management](#).” This segment is part 2 of the 4-part video series recommended for use in Section 1.5. In this 4-minute video, the presenter discusses how the skills needed for success in each level of the managerial hierarchy vary. For a supplemental activity, you could have the students discuss how the managerial roles discussed in Section 1.4 could impact the types of skills needed for each level of management.

Topics and Tips for Discussion:

1. Provide examples of how you have been able to enhance the skills needed to be an exceptional manager through your coursework.

Some example should include staying organized, being responsible, etc.

2. Thinking of your current or most recent manager, provide examples of how he or she demonstrated the most valued traits in managers.

Student responses will vary based on experiences. If a student has never worked, he or she may want to reference a previous professor or teacher.

Section 1.5 Key Concepts:

Principal Managerial Skills

- **Technical skills** consist of the job-specific knowledge needed to perform well in a specialized field.
 - Having technical skills seems to be most important at the lower levels of management.
- **Conceptual skills** consist of the ability to think analytically, to visualize an organization as a whole, and understand how the parts work together.
 - Conceptual skills are particularly important for top managers.
- **Human skills** consist of the ability to work well in cooperation with other people in order to get things done.
 - Human skills are often thought of as **soft skills**, the ability to motivate, to inspire trust, to communicate with others.
 - Human skills are necessary for managers of all levels, and developing them may be an ongoing, lifelong effort.

Connect® Exercise:

CLICK & DRAG: Managerial Skills

Summary of Activity:

Managers need to possess a variety of skills, and how much they use those skills depends on what level of management they belong to. In this click and drag activity, students will match managers to appropriate skills based on the descriptions provided.

The Most Valued Traits in Managers

- The ability to motivate and engage others.
- The ability to communicate.
- Work experience outside the United States.
- High energy levels to meet the demands of global travel and a 24/7 world.

PRACTICAL ACTION: Developing Your Soft Skills

Students generally focus on their hard skills, but companies are focusing on necessary soft skills at least as much when recruiting. Unfortunately, they find college graduates to be lacking in essential soft skills such as written and oral communication, giving feedback, handling conflict, and persistence. Companies have earned 250 percent return on their financial investment when they train employees in these skills. They would like to hire new employees who already demonstrate proficiency in soft skills. This Practical Action encourages you to improve on your soft skills to increase your attractiveness for recruiters.

[Click for follow-up activity.](#)

1.6 Seven Challenges to Being an Exceptional Manager

POWERPOINT SLIDES:

- #19 Challenges to Being an Exceptional Manager
- #21 Managing for Competitive Advantage
- #22 Managing for Information Technology
- #23 Managing for Diversity
- #24 Managing for Globalization
- #25 Managing for Ethical Standards
- #26 Managing for Sustainability
- #27 Managing for Happiness and Meaningfulness

Section 1.6 highlights the seven challenges facing any manager. Managers need to manage for competitive advantage—to stay ahead of rivals. Managers must deal with information technology and address the “new normal” of data. They need to manage for diversity in race, ethnicity, gender, and so on, because the future won’t resemble the past. Managers also need to manage for the effects of globalization, as well as always needing to manage to maintain ethical standards. Moreover, they need to manage for sustainability—to practice sound environmental

policies. Finally, managers need to manage for the achievement of their own happiness and life goals.

One way that you could begin your coverage of these topics is to have the students watch the *Fortune* video “[This Is How Hormel Foods Is Trying to Keep Up with the Times.](#)” This 3-minute video profiles the actions taken by Hormel to keep its products relevant for the Millennial generation. For a supplemental activity, have the students discuss specific examples of the managerial challenges facing Hormel Foods.

ONLINE
VIDEO

Topics and Tips for Discussion:

1. Thinking of the industry in which you want to work after graduation, discuss how social media and big data are likely to impact this industry over the next decade.

Student responses will vary, but it is important to point out that social media and big data will change each and every industry,

2. Discuss ways that you plan to achieve happiness and meaningfulness in your chosen career.

Students may want to discuss work-life balance and other types of issues facing employees in a digitized world where people are always accessible.

Section 1.6 Key Concepts:

Challenge #1: Managing for Competitive Advantage—Staying Ahead of Rivals

- **Competitive advantage** is the ability of an organization to produce goods or services more effectively than its competitors do, thereby outperforming them in four areas:
 - Being responsive to customers: The first law of business is, *take care of the customer.*
 - Innovation: Finding ways to deliver new or better goods or services is called *innovation.*
 - Quality: Making improvements in quality has become an important management idea.
 - Efficiency: Companies try to produce goods or services using as few employees (and raw materials) as possible.

Interactive Classroom Material:

EXAMPLE: The Struggle for Competitive Advantage: Airbnb Shakes Up the Hotel Business

This example describes challenges managers in the accommodation industry are facing. Airbnb is an example of a disruptive innovation that is threatening the hotels’ competitive advantage in the lodging industry.

[Click for follow-up activity.](#)

Challenge #2: Managing for Information Technology—Dealing with the “New Normal”

- The *Internet* is the global network of independently operating but interconnected computers, linking hundreds of thousands of smaller networks around the world.
- *E-commerce*, or *electronic commerce*, is the buying and selling of services over computer networks, and it has reshaped industries.
- Information technology has made possible *e-business*, using the Internet to facilitate every aspect of running a business.
- Implications of information technology include:
 - Managers will need to deal with e-communication (e.g., e-mail, texting, social media) all the time.
 - There will be challenges in decision making as a result of more and more data.
 - The rise of artificial intelligence will create more automation in the workforce.
 - Organizational changes will result in shifts in structure, jobs, goals, and management, including telecommuting and the use of videoconferencing.
 - There will be an increased emphasis on knowledge management: systems and practices to increase the sharing of knowledge and information throughout an organizational and collaborative computing, using state-of-the-art computer software and hardware to help people work better together.

Challenge #3: Managing for Diversity—The Future Won’t Resemble the Past

- Over the coming years, the mix of American racial or ethnic groups will change considerably, becoming more diverse.
- The challenge to a manager is to maximize the contributions of these diverse employees.

Challenge #4: Managing for Globalization—The Expanding Management Universe

- Verbal expressions and gestures don’t have the same meaning to everyone throughout the world.
- Not understanding cultural differences can affect how well organizations manage globally.
- Globalization has leveled (i.e., made “flat”) the competitive playing fields between industrial and emerging-market countries.

Challenge #5: Managing for Ethical Standards

- With the pressure to meet sales, production, and other targets, managers can face ethical dilemmas.
- Ethical behavior is a very important part of doing business.

PRACTICAL ACTION: Preparing Yourself to Behave Right When You're Tempted to Cheat

This Practical Action shows that there are all kinds of reasons why people cheat. How we think we may act when put in the position to cheat, and how we actually act, may be very different. There now is research attempting to understand the underlying reasons people act the way they do when it comes to unethical behavior, and how to nudge them toward the right behavior.

[Click for follow-up activity.](#)

Challenge #6: Managing for Sustainability—The Business of Green

- The crises of destabilizing climate change and rising competition for energy have brought the issue of “being green” to increased prominence.
- **Sustainability** is defined as economic development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Challenge #7: Managing for Happiness & Meaningfulness

- Happiness is getting what you want, or having your desires fulfilled.
- Meaningfulness is achieving a valued sense of one's self and one's purpose within the larger context of life and community.
- Many people find being a manager doesn't make them happy, but being a manager can be one of the greatest avenues to a meaningful life.

Connect® Exercise:

CLICK & DRAG: Seven Challenges to Being an Exceptional Manager

Summary of Activity:

Being a great manager takes not only a good educational background and understanding of the organization, but also requires facing several challenges and overcoming them. The textbook outlines seven such challenges to being an exceptional manager. In this Click and Drag exercise, students will match managers with descriptions of accurate challenges.

SELF-ASSESSMENT 1.1 CAREER READINESS

How Strong Is My Motivation to Lead?

This 10-question Self-Assessment will help to determine students' interest in being leaders, especially when working in groups. Additional questions on feelings of duty, values, and taking charge are presented.

[Click for follow-up activity.](#)

CAREER
READINESS

Connect® Exercise:

CASE ANALYSIS: The “Fall” of Former Yahoo! CEO Marissa Mayer

Summary of Activity:

Marissa Mayer was hired in 2012 to help turn around Yahoo! Instead, a series of missteps led to the organization being acquired by Verizon. Nevertheless, Mayer was able to leave Yahoo! with nearly \$260 million.

Follow-Up Activity:

Some follow-up questions to stimulate discussion include:

1. Did Mayer really deserve her \$260 million “golden parachute” based on her performance as Yahoo! CEO?
2. How would you have turned around Yahoo! if you were hired as CEO in 2012?

Connect® Exercise:

VIDEO CASE: Fair Oaks Farms

Summary of Activity:

Fair Oaks Farms, which is located in Fair Oaks, Indiana, is Mike and Sue McCloskey’s flagship farm. It includes a dairy-based company, Fairlife, which produces ultra-filtered, nutrient-dense, lactose-free cow milk with reduced sugars and high levels of natural protein and calcium, and a host of other products, including Core Power protein shakes, Fairlife Smart Shakes, and Fairlife YUP!.

Follow-Up Activity:

Students can be put into groups of 3 to 4 and asked to describe how Fair Oaks Farms overcomes a number of the challenges to being an effective manager. Each group can then share one or two of their thoughts with the class as a whole and instructor can facilitate.

1.7 Building Your Career Readiness

POWERPOINT SLIDES:

#28 Career Readiness

Section 1.7 describes a model of career readiness and offers tips for building students’ career readiness.

One way that you could begin your coverage of these topics is to have the students watch an animated video by the U.S. Chamber of Commerce, “[Our Approach to Career Readiness](#).” This 3-minute video describes the struggle to find qualified talent in the workplace and what the U.S. Chamber of Commerce is doing about it at an early stage in students’ academic careers (even as early as high school). For a supplemental activity, you can have the students discuss if they believe this approach will be successful or not.

ONLINE
VIDEO

Topics and Tips for Discussion:

1. Describe someone you believe is successful in his or her career. What makes this person successful?

Student responses will vary. This can be someone famous like Bill Gates or a family member.

2. How can you become better prepared for your chosen careers? Why is this important?

See if students can reference anything they have learned in the previous sections.

Section 1.7 Key Concepts:

- **Career readiness** represents the extent to which you possess the knowledge, skills, and attributes desired by employers.
- Figure 1.3 describes how employers and college graduates disagree about levels of career readiness (known as the skills gap).
- The three largest gaps were in critical/analytical thinking, written communication, and locating, organizing, and evaluating information, skills that are very important to employers.

A Model of Career Readiness

- **Knowledge** consists of skills in the knowledge category, generally referred to as “hard skills,” encompass the basic knowledge employers expect you to possess.
 - Types of knowledge desired by employers include information technology application, cross-cultural awareness, computational thinking, understanding the business, and new media literacy.
- **Soft skills** are defined as interpersonal or “people” skills needed for success at work.
 - Soft skills include critical thinking/problem solving, oral/written communication, teamwork/collaboration, leadership, and decision making.
- **Attitudes** are defined as a learned predisposition toward a given object.
 - Attitudes include ownership/accepting responsibility, self-motivation, proactive learning orientation, showing commitment, positive approach, and career management.

SELF-ASSESSMENT 1.2 CAREER READINESS

To What Extent Do You Accept Responsibility for Your Actions?

This Self-Assessment was designed to assess students' acceptance of responsibility for their actions.

[Click for follow-up activity.](#)

CAREER
READINESS

- **Other characteristics** contain a host of personal characteristics that prompt positive impressions among others and help you effectively adapt to personal and work-related changes.
 - Other characteristics include professionalism/work ethic, resilience, personal adaptability, self-awareness, service/others orientation, openness to change, and generalized self-efficacy.
 - **Resilience** is the ability to bounce back from adversity and to sustain yourself when faced with a challenge.

Developing Career Readiness

There are six categories to development of career readiness:

1. Build self-awareness
2. Learn from educational activities
3. Model others possessing the targeted competencies
4. Learn from on-the-job activities
5. Seek Experience from Student groups and organizations
6. Experiment

Connect® Exercise:

CLICK & DRAG: KSAOs Needed for Career Readiness

Summary of Activity:

In this Click and Drag students will match career readiness development categories with the correct description.

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1.8 Career Corner: Managing Your Career Readiness

POWERPOINT SLIDES:

#29 Model of Career Readiness (Figure 1.3)

#30 Model of Career Readiness (Figure 1.4)

#31-34 Model of Career Readiness (Table 1.2)

#35 Building Your Career Readiness

#36 Managing Your Career Readiness (Figure 1.5)

Section 1.8 describes a process for managing one's career readiness.

One way that you could begin your coverage is to have the students read a *U.S. News & World Report* article on veterans and job skills: "[Strong Job Skills Make Veterans Hot Hires](#)." The article mentions that by tapping into education resources and learning how to sell their skills, former service members can take advantage of the keen interest civilian hiring managers have in recruiting them as workers. For a supplemental activity, you can have the students discuss the KSAOs service members may have acquired while in the military.

ONLINE
ARTICLE

Topics and Tips for Discussion:

1. What mindset do you need to in order to effectively manage your career readiness?

One term should stand out—positivity. Nevertheless, student responses may vary with other things they think are necessary to effectively manage career readiness.

2. Is there a particular KSAO that you believe is instrumental to career success, above all others? Explain.

Student responses will vary.

Section 1.8 Key Concepts:

- There are three keys to success
 - It's your responsibility to manage your career. Don't count on others.
 - Personal reflection, motivation, commitment, and experimentation are essential.
 - Success is achieved by following a process. A **process** is defined as a series of actions or steps followed to bring about a desired result
- Figure 1.5 illustrates a process guide for managing career readiness.
 1. Examine the list of knowledge, skills, attitudes, and other characteristics (KSAOs) in Table 1.2 and pick two or three that impact your current performance at school, work, or extracurricular activities. You then need to assess your skill level for these competencies.
 2. Consider how you can use the material covered in a chapter to develop your targeted competencies.
 3. Experiment with small steps aimed at developing your targeted KSAOs.
 4. Evaluate what happened during your small-step experiments.

- **Willingness** is at the center of developing career readiness.

Connect® Exercise:

CLICK & DRAG: Process for Managing Career Readiness

Summary of Activity:

In this Click and Drag students will match the steps in the process for managing career readiness with the correct description.

CAREER
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Career Corner Group Exercise #1: KSAOs in Business Occupations

Learning Objective

Students will have an enhanced ability to identify the knowledge, skills, attitudes, and other characteristics required for various occupations in Business.

[Click for follow-up activity.](#)

CAREER
READINESS

MANAGEMENT IN ACTION

DID MAJOR LEAGUE BASEBALL VALUE MONEY OVER BOB BOWMAN'S BEHAVIOR?

Problem-Solving Perspective

1. What is the underlying problem in this case from Commissioner Rob Manfred's perspective?

The former head of the MLBAM utilized poor management behavior that was ignored by the previous MLB commissioner due to the money that was being raised by MLBAM leadership. This caused a different type of culture at MLBAM than at MLB; one that was quite poor, discriminatory, and hostile at times.

2. Why do you think Bowman's behavior was ignored for over 10 years?

Former MLB commissioner Bud Selig ignored Bowman's behavior because MLBAM was prospering under his leadership: The New York Times reported that MLBAM "became the crown jewel of Major League Baseball, the envy of every sports league and one of the most important companies as the broadcast world transitioned to digital streaming. It generates hundreds of millions of dollars in revenue annually..."

3. What would you have done if you were Commissioner Manfred?

Student answers will vary. Some students may want to go further than Commissioner Manfred did and do more to not only promote a culture that is free of discrimination and harassment, but to also promote a culture that does not value money over poor workplace behavior.

Application of Chapter Content

1. Did Commissioner Bud Selig operate more from a principle of efficiency or effectiveness? Explain your rationale.

Selig operated more from a principle of effectiveness. He was more interested in the ends (i.e. the money generated by the MLBAM), which is why he turned a blind eye to Bowman's improper behavior.

2. Which of the seven challenges to being an exceptional manager did Commissioner Manfred face in dealing with Bowman? How did he handle them?

One challenge was managing for diversity. Bowman's behavior with his women subordinates was improper and Manfred forced him to resign and apologize for it.

Another challenge was managing for ethical standards. Bowman's behavior on the job was unethical, whether or not he was making a lot of revenue for MLB. Manfred did not want to tolerate an unethical manager, even if he was making money for the company.

Another challenge was managing for happiness and meaningfulness. Though MLBAM was prospering financially, the workforce, especially women, were probably not feeling the best in that type of workplace. Manfred wants to merge the MLB and MLBAM so that the culture at MLBAM better reflects the culture at MLB, not what Bowman inspired.

3. Which of the three skills exceptional managers need did Bowman most lack? Which ones does Commissioner Manfred most need? Explain your answers.

Student answers will vary. It seems Bowman most lacked human skills. He was hostile and inappropriate toward his employees and had poor interpersonal skills. Manfred needed someone with human skills, but also could use someone with conceptual skills. This is because he needed someone running MLBAM that visualized MLB as a whole and understood how all the parts (e.g. MLBAM) worked together.

4. Which of the KSAOs needed for career readiness did Bowman lack? Which ones did he display?

Student responses will vary, but all should come from Table 1.2. Some of the KSAOs that Bowman lacked include: oral communication (he was disrespectful toward others and treated his employees poorly), teamwork/collaboration (he talked down to his team), emotional intelligence (he could not behave professionally in many instances), professionalism (he lacked a professional demeanor, even hiring prostitutes to entertain people at baseball games).

He displayed critical thinking/problem solving by being able to break past competitors and turn MLBAM into the crown jewel of MLB and the sports world. He also had generalized self-efficacy (which most likely contributed to him talking down to others).

5. Given the facts of this case, do you believe Bud Selig should have been inducted into the Baseball Hall of Fame in 2016? Why or why not?

Student answers will vary but should be supported by textbook content on what makes an effective and ineffective manager. If Selig was inducted into the Baseball Hall of Fame based on his management of the league, then he should be judged on business, not baseball, principles.

LEGAL/ETHICAL CHALLENGE

TO DELAY OR NOT TO DELAY?

Solving the Challenge

1. Deliver the presentation as planned.

A key decision here is how to balance loyalty and integrity. You were hired to prepare a warts-and-all report to discover the true state of employee attitudes. Your report presents these facts accurately. As a result of your presentation, the company will better know how to motivate its employees. Presenting it, unvarnished, is the most honest thing you could do. However, you trust and respect the vice president who hired you, and she could be damaged as a result of your report. If you choose this option, you must consider its consequences—to the vice president and to yourself. If you present the true report, your own employment may be jeopardized.

2. Give the presentation but skip over the negative results.

Delivering a sanitized report may spare your vice president from negative consequences. MAY spare. It is possible that her fate has already been sealed. If your report doesn't supply the ammunition, the boss's boss will find something else that does. Also consider the consequences to your reputation of presenting an edited presentation. You were hired to evaluate the overall state of employees' attitudes. If your report is less than honest, the vice president, and any other managers who know your assignment, will know you fudged the results for political reasons.

3. Go back to the meeting room and announce that your spouse has had an accident at home and you must leave immediately. You tell the group that you just received this message and that you will contact the vice president to schedule a new meeting.

This option represents a lie. It would show loyalty to the vice president, but it would clearly jeopardize your integrity if the truth came out.

4. Invent other options. Discuss.

Some students may see significant shades of grey instead of black-and-white "positive" or "negative" choices. If you go ahead with the presentation, giving honest evaluations, can you describe "problem areas" in softer terms? Or can you present employee responses by limiting your interpretation to quantitative results, minimizing subjective judgment? You could stretch out the presentation over two sessions—basic data at one, interpretation in the next? The boss's boss may not be able to stick around for an extended report. Perhaps let the vice president herself present the strengths and weaknesses, enabling her to appear as the agent of change. People are very creative—you'll probably get lots of other student suggestions. If there are older nontraditional students in your class (who have experience

in real world business), it would be interesting to see how their choices differ from younger students' choices.

TEXTBOOK EXAMPLES

EXAMPLE: Efficiency versus Effectiveness: How Did Delta Airlines Deal with the Emergency at Atlanta's Hartsfield-Jackson Airport?

In December 2017, an underground fire caused an 11-hour power outage at Atlanta's Hartsfield-Jackson Airport, Delta Airlines' main hub through which thousands of passengers travel to over 200 cities. This example describes the effects of the power outage and the efficiency and effectiveness Delta's employees demonstrated.

YOUR CALL

1. Did Delta handle the emergency efficiently?

Students should begin by identifying the resources Delta had available:

Human resources: managers, regular and emergency staff, booking agents.

Physical resources: Food, water, blankets, wheelchairs.

Technological resources: Power in the Operations and Customer Center, computing ability in the center.

Next students should discuss the ways in which these resources appear to have been deployed and answer questions such as:

1. Were the human resources distributed to maximize their availability to stranded passengers? If it seems there were not enough staff available, should Delta have activated more? Borrowed them from other airlines or airports in the area? How should they balance costs of additional staff against the need for them?

2. Would it have been more efficient to have a central distribution point for physical resources, several linked distribution centers, or should Delta staff have moved about individually seeking out stranded passengers with needs?

3. Should Delta have used the energy and computing power available in the Operations and Customer Center solely for rebooking flights? Could the computing power and energy have been used more efficiently to help the stranded passengers? What should Delta have considered in terms of power usage or sharing?

4. Could the airline have been more effective from a passenger's point of view? How?

The students could start by identifying Delta's goals and their apparent priority. For example:

Consider conditions in the terminal.

Restore power.

Keep toilet facilities working.

Provide food.

Provide water.

Provide blankets.

Ensure any children traveling alone are cared for.

Ensure passengers with disabilities are cared for.

Consider conditions on the runways:

Make sure passengers stranded in planes are okay.

Get passengers off the planes and into the terminals.

Consider future-oriented activities.

Assign personnel to find hotel rooms and provide transportation for as many passengers as possible, clearing the terminal.

Get crews to airports where they will be needed to bring planes to Atlanta as needed.

Rebook passengers on other airlines as well as on Delta and at other airports as well as Hartsfield Atlanta.

After listing goals Delta may have/should have had, students can judge whether Delta acted effectively to achieve them. They can also link the level of achievement of these goals to their discussion of effectiveness.

ADDITIONAL ACTIVITY

Companies judge the handling of both crises and everyday management on the two criteria of effectiveness and efficiency. Using this exercise, students can begin to appreciate the interconnectedness of effectiveness and efficiency and the outcomes for companies when they are present in varying combinations.

Use the pictures below as slides or handouts to stimulate discussion.

Divide students into groups of 3 to 5. You can use already existing groups, ad hoc groups, or allow students to self-select into groups based on interest or knowledge of different companies or industries.

Handout articles (see suggestions below) about companies' crisis or day-to-day management or allow students to choose a situation at their own companies or in industries of their choice.

Each group should review their chosen situation, and using the first slide, make a list of effective and efficient elements.

Next, each group should decide how to classify the company on the second slide.

Have each group discuss the ramifications for their company of the company's effectiveness and efficiency. What would they suggest the company do to improve or sustain its outlook?

Have each group present the results of their discussion to the class.

Lead a discussion comparing the various companies, their activities, and their expected futures.

SUGGESTED ARTICLES ABOUT COMPANY CRISES OR MISSTEPS

[Apple Slows its Older Phones](#)

Facebook and Cambridge Analytica:

[New York Times](#)

[CNBC](#)

[British Petroleum Oil Spills](#)

[Samsung's Exploding Phones](#)

Controversies at UBER <https://www.businessinsider.com/uber-company-scandals-and-controversies-2017-11>

VW Emissions Scandal <http://fortune.com/2018/02/06/volkswagen-vw-emissions-scandal-penalties/>

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EFFICIENCY: *The Means*

EFFECTIVENESS: *The Ends*

Outcomes of Effectiveness and Efficiency

	EFFECTIVE	INEFFECTIVE
EFFICIENT	The company demonstrates high performance, positive growth, has committed and satisfied workers.	The company is a low cost producer. It operates with almost no waste. It is not a leader in its industry because no one wants what it makes.
INEFFICIENT	The company produces goods and/or services that are in high demand. However the company can barely turn a profit due to high costs and turnover.	The company is on the verge of bankruptcy and is expected to go out of business soon due to low sales, loss of personnel, and cost overruns.

EXAMPLE: The Struggle for Competitive Advantage: Airbnb Shakes Up the Hotel Business

This Example describes challenges managers in the accommodation industry are facing, including managing for competitive advantage.

YOUR CALL

Which sector, Airbnb or hotels, do you think will prevail in the lodging industry?

Students can share their experiences with accommodation-sharing firms, such as Airbnb and Vacation Rentals by Owner, and provide the pros and cons for such a service. Accommodation-sharing firms are to date more flexible and less regulated, allowing them a competitive advantage. However, traditional hotels are using legal action to try to regain a competitive advantage by forcing hosts on accommodation-sharing firms to follow the same laws and policies that traditional hotels must follow. Just as Uber has pulled out of certain markets such as Austin, Texas, some accommodation hosts may be forced to not offer their homes on accommodation-sharing sites. Moreover, many people prefer traditional forms of accommodations, and thus traditional hotels will still exist 10 years from now.

ADDITIONAL ACTIVITIES

One way to build on this Example is to have the students watch the *Fortune* video [“Listing Your Apartment on Airbnb Could Soon Be a Crime in This State.”](#) This 1-minute video summarizes the arguments for and against allowing people to rent out their homes and profiles a recent move in New York to further prevent home sharing. Consider using the following discussion questions:

1. Discuss the advantages and disadvantages of the proposed legislation in New York which will limit home-sharing opportunities there.
2. Besides using legislation to block competition, provide other recommendations for how traditional hotels can create a competitive advantage.
3. Assume that you wanted to list your residence on Airbnb for an upcoming special event in your town such as graduation that will make it hard for travelers to find hotel rooms in the area. Describe the actions you should take to create a competitive advantage over other home-sharing listings to ensure you are able to rent your space.

Another way to build on the Example is to have the students read the article [“Airbnb and the Unintended consequences of ‘Disruption.’”](#)

This article challenges the common perception that Airbnb is going to destroy the hotel business the way Netflix destroyed Blockbuster.

Ask students if they or family members have used Airbnb. Did they like it? Did they use it in a downtown area or away from the downtown? If they used Airbnb, why did they choose it over a traditional hotel? If they used a hotel, why didn't they use Airbnb?

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TEXTBOOK PRACTICAL ACTIONS

PRACTICAL ACTION: Developing Your Soft Skills

Students generally focus on their hard skills, but companies are focusing on necessary soft skills at least as much when recruiting. Unfortunately, they find college graduates to be lacking in essential soft skills such as written and oral communication, giving feedback, handling conflict, and persistence. Companies have earned 250 percent return on their financial investment when they train employees in these skills. They would like to hire new employees who already demonstrate proficiency in soft skills. This Practical Action encourages you to improve on your soft skills to increase your attractiveness for recruiters.

YOUR CALL

Review the first paragraph in the Practical Action box. Which of the soft skills listed there would you like to improve by the time you graduate, in order to make yourself a more attractive candidate to prospective employers?

Have students meet in groups to discuss which skills they think they are great at and which they feel need definite work!

Have the students within their groups compare their answers and see if there is any overlap among the group members.

Ask the class as a whole how they feel their school and instruction could help.

ADDITIONAL ACTIVITY

Assign this article on giving feedback:

https://www.mindtools.com/pages/article/newTMM_98.htm

After students have read the article, lead a class discussion about feedback they have received. Ask questions such as:

1. Have you ever had a boss or an instructor who was exceptionally good (or bad) at providing feedback? What did they do differently than others? How did their behavior make you feel? How could they improve?
2. Why is it important to develop skill in providing feedback? What are the consequences for a manager and a company if that manager gives good feedback? Or rotten feedback?

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PRACTICAL ACTION: Mindfulness: How Good Are You at Focusing Your Thoughts, Controlling Your Impulses, and Avoiding Distractions?

Do you want to improve your performance at work—or at school? Research has shown that practicing mindfulness can help you do so. Mindfulness is the opposite of multi-tasking. It involves focusing on one task or conversation at a time rather than splintering your attention as happens when you multitask. Managers at many large organizations, such as LinkedIn, Apple, and Nike report making better decisions and becoming better listeners through practicing mindfulness. This practical action explains the benefits of mindfulness and explains its relationship to meditation.

YOUR CALL

Meditation is a skill that improves with practice. Try this simple technique. It takes only 5 minutes a day, and over time will help you improve your meditative skill.

ADDITIONAL ACTIVITIES

This activity can be assigned in a variety of ways:

1. Assign all parts.
2. Assign the reading only.
3. Assign the exercises only.
4. Assign the reading to be followed by the exercises.
5. Assign the exercises along with the student log.

This is an individual, not a group activity. There are three parts:

Have the students read *The Muddied Meaning of “Mindfulness”*

<https://www.nytimes.com/2015/04/19/magazine/the-muddied-meaning-of-mindfulness.html>

Assign this article as homework, to be read along with Chapter 1.

Incorporate this article into the discussion of mindfulness in section 1.4

Ask the students:

1. What insights did the article provide beyond what you learned in the text?
2. Do you feel mindfulness can help managers reduce stress and increase performance?

Hand out these Mindfulness exercises. Ask the students to practice them for a few days, a couple of weeks, or for the semester, and to keep a journal of their thoughts, feelings, and reactions.

When your timeframe is completed, try one or more of the following:

Have the students turn in their journal or write a summary of what they learned and achieved.

Have students compare what they have learned with group members and have the group submit a short paper on the similarities or differences in what they learned.

Lead a class discussion about how the students feel after practicing the exercises over the assigned time.

Do they feel the exercises were valuable? How?

What is the largest impact doing the exercises has had on their lives as students?

MINDFULNESS EXERCISES

(Source: Free from Positive Psychology Program. <https://positivepsychologyprogram.com/wp-content/uploads/2017/02/five-senses.pdf>)

MINDFULNESS MEDITATION

Find a place where you can sit quietly and undisturbed for a few moments. To begin, you might want to set a timer for about 10 minutes, but after some experience, you should not be too concerned about the length of time you spend meditating. Begin by bringing your attention to the present moment by noticing your breathing. Pay attention to your breath as it enters and then leaves your body. Before long, your mind will begin to wander, pulling you out of the present moment. That's ok. Notice your thoughts and feelings as if you are an outside observer watching what's happening in your brain. Take note and allow yourself to return to your breathing. Sometimes you might feel frustrated or bored. That's fine—these are just a few more feelings to notice. Your mind might start to plan an upcoming weekend, or worry about a responsibility. Notice where your thoughts are going and accept what's happening. Whenever you are able to, return your concentration to your breathing. Continue this process until your timer rings, or until you are ready to be done.

BODY SCAN

During the body scan exercise, you will pay close attention to physical sensations throughout your body. The goal is not to change or relax your body, but instead to notice and become more aware of it. Do not worry too much about how long you practice but do move slowly. Begin by paying attention to the sensations in your feet. Notice any sensations such as warmth, coolness, pressure, pain, or a breeze moving over your shins. Slowly move up your body—to your calves, thighs, pelvis, stomach, chest, back, shoulders, arms, hands, fingers, neck, and finally your head. Spend some time on each of these body parts, just noticing the sensations. After you travel up your body, begin to move back down, through each body part, until you reach your feet again. Remember, move slowly, and just pay attention.

MINDFUL EATING

Choose a food you would like to practice with (preferably something you can hold in your hand without getting messy.) something as simple as a single raisin will work well. Move slowly through these steps, taking a moment to focus on each one. Before you pick up your food, notice how it looks on the table in front of you. Notice its color, how the light reflects from its surface, and its size. Now, pick up your food, notice the weight, and how the food feels against your skin. Roll the object between your fingers, or roll it in your hand, and notice its texture. Notice if it's smooth rough, slick, soft, firm, or if it has any other properties. Hold the food to your nose and pay attention to its smell. Next, place the food in your mouth, on your tongue, but do not eat it. Notice how it feels in your mouth. Does the texture feel the same as on your hand? What do you

taste? Roll the food around in your mouth and pay attention to the feeling. Finally, begin to slowly chew your food. Notice how your teeth sink into it, and how the texture is different inside. Pay close attention to the flavor, and how it spreads across your tongue. Notice how your body changes—does your mouth fill with saliva? Does your tongue feel hot or cold? Continue to chew your food, paying close attention to the many sensations as you finish.

FIVE SENSES

Use this exercise to quickly ground yourself in the present when you only have a moment. The goal is to notice something that you are currently experiencing through each of your senses.

What are 5 things you can see? Look around you and notice 5 things you hadn't noticed before. Maybe a pattern on a wall, light reflecting from a surface, or a knick-knack in the corner of a room.

What are 4 things you can feel? Maybe you can feel the pressure of your feet on the floor, your shirt resting on your shoulders, or the temperature on your skin. Pick up an object and notice its texture.

What are 3 things you can hear? Notice all the background sounds you had been filtering out, such as an air-conditioning unit, birds chirping, or cars on the street.

What are 2 things you can smell? Maybe you can smell flower, coffee, or freshly cut grass. It doesn't have to be a nice smell either: maybe there's an overflowing trash can or sewer.

What is 1 thing you can taste? Pop a piece of gum in your mouth, sip a drink, eat a snack if you have one, or simply notice how your mouth tastes. "Taste" the air to see how it feels on your tongue.

The numbers for each sense are only a guideline. Feel free to do more or less of each. Also, try this exercise while doing an activity like washing dishes, listening to music, or going for a walk.

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PRACTICAL ACTION: Preparing Yourself to Behave Right When You're Tempted to Cheat

This Practical Action shows that there are all kinds of reasons why people cheat. How we think we may act when put in the position to cheat, and how we actually act, may be very different. There is now research attempting to understand the underlying reasons people act the way they do when it comes to unethical behavior, and how to nudge them toward the right behavior.

YOUR CALL

What will you tell yourself the next time you're tempted to cheat or see someone else cheating

When it comes to seeing others cheating, it begins with knowing when you probably will not speak up. Once you figure this out, you need to be courageous and take action, as you have already anticipated the situation and have come up with a plan. When it comes to your own temptation to cheat, there is a need to learn "how to be ethical" in the workplace and in life.

Students should discuss the ways they can nudge themselves into the right behavior. Fear of punishment, the desire to do good, etc. are good ways to start on this.

ADDITIONAL ACTIVITIES

One way that you could build on this Practical Action is to have the students read *The Wall Street Journal* article “[Foreign Students Seen Cheating More Than Domestic Ones](#)” This article discusses the various factors that contribute to cheating on college campuses. Consider using the following discussion questions:

According to the article, 60 percent of all students on U.S. campuses admit they cheated at least once in the last year. From what you have observed, how and why do students cheat?

Discuss how school administrators and/or professors can work to reduce cheating.

One possible reason for the cheating in college classes is that it is high reward, low-risk behavior, given the lack of action taken against some cheaters. Discuss what schools could do to change this perception.

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ONLINE
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SELF-ASSESSMENTS

SELF-ASSESSMENT 1.1

CAREER
READINESS

How Strong Is My Motivation to Lead?

This Self-Assessment is intended to help students reflect on whether they have a strong internal motivation to lead other people.

STUDENT QUESTIONS

1. Do results match your desire to assume leadership roles at school, work, and home? Explain.

Student responses here will differ; however, all students should have a better understanding of the components of management.

2. Which of the three dimensions do you think is most likely to affect your future success as a leader?

Student responses will differ here. Some will respond with information technology if they think that is the direction we are going in today's world. Others may be more ethics or diversity related. Overall, the strongest response may be managing for a competitive advantage as it can include all the above. There really would not be a least predictor of managerial success, but students can have their own opinions here.

3. You can increase your motivation to lead by increasing the scores on the three lowest-rated items in the survey. Identify these items and develop a plan for how you can change your behavior in leadership situations at school and work. Work the plan and get feedback about your effectiveness.

Student responses will differ.

SUPPLEMENTARY ACTIVITIES

Students should be assigned to groups based on their Self-Assessment scores. Students with high motivation to lead should be grouped together and students with a low motivation to lead should also be grouped together.

Students who scored highly should discuss what they do at work to exhibit their motivation to lead. Students who scored low should discuss what they can do at work to increase their motivation to lead. Both groups should present to the class as a whole.

Instructor can lead discussion and point out how students can increase their motivation to lead.

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SELF-ASSESSMENT 1.2

Do I Take Ownership and Responsibility for My Actions?

People are more likely to diligently work toward accomplishing their goals and accept performance feedback when they accept responsibility for their actions. They also are less likely to blame others for their mistakes or poor performance. This self-assessment allows students to determine their status regarding this important attitude.

STUDENT QUESTIONS

1. Do you have a strong attitude about accepting responsibility for your actions? Do you agree with these results? Explain your thinking.

Student responses will vary based on their assessment results.

2. What can you do to increase the strength of this attitude?

Student responses will be based on their assessment results, but they should be using language from Table 1.2 when showing how they plan on increasing the strength of the ownership and responsibility for actions attitude. Students can also point to the process described in Figure 1.5.

3. How might you demonstrate that you have this attitude during a job interview?

Students should point out during an interview that they take responsibility for their actions, are open to constructive feedback on how they can improve, and are focused on accomplishing their goals.

SUPPLEMENTARY ACTIVITIES

Students should be assigned to groups based on their Self-Assessment scores. Students with high and low scores should be mixed together.

Groups should discuss how having a workforce that takes ownership and responsibility for its actions (from the CEO down) will assist organizations in keeping their customers satisfied.

Each group should role-play a manager and an employee having a feedback session after the employee has made a mistake that cost the company some revenue. The employee should be able to take responsibility for the mistake and take ownership of it. The two students who role playing in the group can then switch roles and the employee can portray an inability to take responsibility (i.e. blame others).

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GROUP EXERCISE

HOW WELL DO MANAGERS MANAGE THEIR TIME?

Objectives

- To see how time is allocated in a top management position.
- To start to think about how you might spend your time in a top management position.
- To see what you think about this kind of job and what functions are performed.

Introduction

Managers must allocate their time appropriately. If as a manager you continuously misallocate your time in terms of work coordination, your company will not reach its goals, or at the very least, you will not achieve your own goals and may become a liability to the organization. So, you must understand how to allocate your time wisely.

Instructions

The following is from Charles Handy's *Understanding Organizations*:

A senior manager's diary: One senior division manager sat down to review what he regarded as the major responsibilities of his job. He listed six key areas for himself:

1. Relations with head office: communicating with the top managers.
2. Long-term and strategic planning: the plans that position the company over time.
3. Operational responsibilities for particular ongoing activities: the day-to-day activities of the company.
4. Co-coordinating function: working with other parts of the company to complete a task or tasks.
5. Standard setting, performance, morale priorities: setting up quality standards and other types of standards, operationalizing performance appraisals, and developing a climate where employees want to work.
6. External relations: working with customers, watching what competitors are doing, dealing with pressure groups, and working with suppliers.

As a group, estimate in percentages how you think this senior manager allocated his time to these six key areas. (The senior manager's percentages are included at the end of this exercise.)

- | | |
|----------------|----------------|
| 1. ___ percent | 4. ___ percent |
| 2. ___ percent | 5. ___ percent |
| 3. ___ percent | 6. ___ percent |

What areas would you add to his list? Why?

Questions for Discussion

1. How do your percentages compare to the senior division manager's time allocation?
2. Why do you think that 1, 3, and 4 take so much of his time?
3. In this changing world do you think that more time should be spent on 2, 5, and 6?
4. How do managers "know" how to allocate their time? In his position, would you allocate your time differently? Why or why not?

Answers

After outlining the six key areas of responsibility in his job, the division manager then analyzed his diary for the previous 3 months and came up with the following approximate percentages of time spent on each of the key areas:

- | | |
|---------------|---------------|
| 1. 20 percent | 4. 25 percent |
| 2. 10 percent | 5. 5 percent |
| 3. 35 percent | 6. 5 percent |

Adapted and modified by Anne Cowden, PhD, from Charles Handy's *Understanding Organizations* (New York: Penguin, 1993), p. 338.

Tip for online classes:

Online classes: Post this activity as an online discussion board. Groups should submit their percentages in a shared group space. They can then respond to the questions as a group and instructor can share highlights of group answers as an email blast to the class.

ONLINE
CLASS

CAREER CORNER GROUP EXERCISES

CAREER
READINESS

KSAOs IN BUSINESS OCCUPATIONS

Learning Objective

- Students will have an enhanced ability to identify the knowledge, skills, attitudes, and other characteristics required for various occupations in Business.

Introduction

We have been discussing knowledge, skills, attitudes and other characteristics (KSAOs) that pertain to career readiness. At the same time, there are other more task-specific KSAOs needed for all jobs. The purpose of this exercise is to extend students' understanding of KSAOs by asking them to investigate KSAOs for various careers in business (e.g. accounting, marketing/sales, human resources, etc.). Students will use the Internet to access the Bureau of Labor Statistics Occupational Outlook, as well as job search websites.

Instructions

The primary purpose of this exercise is for your students to gain a better understanding of the career readiness-based KSAOs needed in different jobs.

1. Put students in groups of 3 to 4 and have each group select a specific job title or profession they might pursue after graduation. Jobs in business fields such as accounting, sales, marketing, human resources, supply chain, data analytics, computer analyst, etc. should be used. You may want to form the groups based on their academic majors. This would put like-minded people in the same groups, creating more interest to complete the task. Alternatively, you can select the occupation for each group. We suggest varying the occupations pursued across groups to make the final presentations more interesting.
2. Have students review Table 1.2 (Description of KSAO Skills Needed for Career Readiness) in the book so they can recall career readiness-based KSAOs.
3. Ask each group to research the career readiness-based KSAOs needed to advance in the profession. Suggested resources for garnering this information are the following sources:
 - The Bureau of Labor Statistics Occupational Outlook Handbook (<https://www.bls.gov/ooh/>) provides occupational profiles that include what professionals do, their type of work environment, how to enter the occupation, pay, and other characteristics of workers within the given occupation.
 - Job search sites like Monster.com or Glassdoor.com provide current job descriptions.
4. Ensure that students are researching Business-related jobs as that may be more related to what they will pursue in the future. Moreover, students should review occupational

profiles and job descriptions of more than one listed position to get a more comprehensive idea of the KSAOs required in the occupation.

5. Have each group prepare a 5-minute presentation summarizing the career readiness-based KSAOs needed for a job in the profession. Students can use PowerPoint if it helps make their point.
6. Groups should present to the class. Facilitate a class discussion using the following questions:
 - What unique KSAOs are required to be successful in the occupation?
 - Based on your findings, what specific steps will you take to improve your career readiness? Increase your knowledge? Improve your skills?

Tips for online and large in-person classes:

Online classes: Post this activity as an online discussion board for each group. Groups should prepare a PowerPoint presentation and upload to their shared group space. Instructor can then provide feedback and also post all the presentations to a file that all students in the class can view.

Large classes with larger groups: Groups may have to be increased to 5-6 and there may be duplication of the jobs; so only one group with the same job type should be chosen. Step 6 (facilitation) is instrumental to keep the class engaged. The audience will be less engaged if students just present back-to-back with limited interaction with observing students.

ONLINE
CLASS

UBER CONTINUING CASE

Chapter 1: The Exceptional Manager

This part of the Uber cumulative case focuses on Chapter 1 and provides an introduction to the challenges the organization is facing. This cumulative case's real-world application of management knowledge and skills is designed to help you develop critical-thinking ability and realize the practical power of sound managerial skills for solving problems in your job and career.

The case includes five multiple-choice questions and two essays-based questions. The essay-based questions can also be used in class to spur discussion:

1. In future parts of the cumulative case you will learn that Uber ousted its founder, Travis Kalanick, as CEO and replaced him with a new leader. What impact does this have on the company based on the Seven Challenges to Being an Exceptional Leader?

Student answers may vary here, but students need to choose some of the challenges and describe how they will be different under a new leader. For example, will Uber's new CEO have a different view on ethics? If so, how will that impact challenges such as challenge 5 and 7? Moreover, will the new leader have a different view of how to achieve a competitive advantage? Could it be through a different global strategy, for example? This would impact challenges 1 and 4.

2. Khosrowshahi is determined to dominate the industry by developing self-driving cars. Draft a SMART goal that will represent his wishes and make sure to explain each element of the goal.

Student answers may vary here, but they need to choose either planning, organizing, leading, or controlling and view some of the challenges from that perspective. For example, if the company is losing value, is it because it is not meeting its goals? If so, the controlling function may be utilized to devise corrective action. Another example would be challenge 5 on managing for ethical standards. The leading function of management dictates that managers can motivate, direct, and otherwise influence people in the organization. Should managers use this function to steer clear of future ethical dilemmas?

MANAGER'S HOT SEAT VIDEO

WORK-LIFE BALANCE

Students may complete the “*Work-Life Balance*” Manager’s Hot Seat exercises in Connect® for this chapter.

Introduction

Many organizations recognize the need for work-life balance. This scenario explores this very issue, as well as prompts discussion about corporate culture. In addition, the case shows one approach for delivering negative news to disgruntled employees.

Learning Objectives

1. To recognize the need and importance for employees to balance work and family/life.
2. To analyze the influences of corporate culture.
3. To identify effective approaches for delivering negative news.

Scenario Description

Overview

Samantha Peters, technical director at Quantum Gaming, a video-game company, is conducting a scheduling meeting where she must ask employees to put in a serious amount of extra time to meet a valued customer’s request. In addition to various challenges of her leadership, a discussion of the Quantum Gaming's overall responsibilities to its workers, corporate culture, and work-life balance issues sidetrack the meeting. The employees pressure Samantha to make a decision right then and there; however, she cannot confirm their requests before talking to upper management.

Profile

- Samantha Peters—Technical Director, Quantum Gaming—has been a technical director at Quantum Gaming for 12 years, managing a creative force of 40 people.
- Graham Hulbert—Programmer, Quantum Gaming—has been in the company’s design department for 21 years and is a little resentful of Peters for holding the position of technical director, although he hasn’t shown any ambition for the position himself.

- Miranda Cortez—Animator, Quantum Gaming—started working in the team two years ago after returning from unpaid maternity leave. Before that, she had been working for the marketing department’s design team, but found her position too stressful and creatively limited.
- Tom Anderson—Modeler/Designer, Quantum Gaming—has been at the company since he graduated from university last fall. He’s still a little shell-shocked about being in the working world.

Discussion Questions

Learning Objective #1 To recognize the need and importance for workers to balance work and family/life.

Why is it important for Quantum Gaming workers to ask for a balance between work demands and their life? Why is it a smart move on the part of Quantum Gaming to help workers strike this balance?

Student discussion will vary based on students’ own lives and experiences. Those who have been in the workforce for some time may have different responses than students who are just entering the workforce or have only been in school. In general, however, workers should have a balance between work and family/life.

In order to reduce turnover and increase employee satisfaction, Quantum Gaming should strive to help employees strike a balance. The cost of constantly hiring new employees and training them far outweighs the small cost of offering current employees flexible work time, telecommuting options, or extended career breaks.

Learning Objective #2 To analyze the influences of corporate culture.

What is the corporate culture of Quantum Gaming based on the meeting? Is this a place where you would like to work? Why or why not?

Corporate culture is a set of values, attitudes, and philosophies, and it varies from one organization to the next.

For Quantum Gaming, the organization clearly values their bottom line more than the mental well-being of their employees. If it didn’t, Quantum would have resolved personnel issues after losing two employees to a competitor and contributing to one employee’s breakdown. The culture of valuing money also comes through in the way projects have been scheduled. Quantum Gaming has taken on more and more projects

before current ones are finished in an effort to bring in more business and increase revenues. Finally, Quantum values the bottom line by pandering wholeheartedly to Arcadian's last-minute request to change their game's central character.

The answer to the second question will vary by students' personalities. While most probably wouldn't enjoy the working conditions at Quantum Gaming, some will thrive in it.

Learning Objective #3 To identify effective approaches for delivering negative news.

How effective was Samantha's approach in delivering the negative news?

One effective approach for delivering negative news is to describe the situation, present a possible alternative or compromise (if available), and then ask for input or action from the audience. Samantha might consider the context of delivering the negative news by asking questions such as whether she has a good relationship with the team or whether the organization treats them well overall.

Samantha's approach wasn't initially successful. She immediately jumps in with the bad news—that the team will have to put everything aside and work extra-long hours for the next two weeks. In the follow-up interview, even she recognizes that she might have approached the delivery of the bad news in a different way by first asking hypothetically about the extra work and how the team might cope if they were asked to change the project. Samantha also uses negative words (i.e., “unfortunately”) that signal to the team a negative is coming before she even announces it.

APPLICATION-BASED ACTIVITY

There are no application-based activities for this chapter.

CREATING A PERSONAL DEVELOPMENT PLAN

CAREER
READINESS

Prepared by Angelo Kinicki©

Background on Personal Development

Personal development is an active, circular process that one pursues in order to improve a small set of targeted skills or competencies. In the current context, we are interested in developing competencies associated with career readiness. Chapter 1 discussed the 27 competencies associated with career readiness: These competencies were categorized into the knowledge, soft skills, attitudes, and other characteristics (KSAOs) needed to become career ready. The overall goal of this assignment is to assist you in creating a development plan targeted at improving your career readiness.

The development process is generally segmented into four interrelated phases or steps: (1) assessing competencies to identify strengths and weaknesses, (2) identifying developmental activities to build on strengths and reduce deficiencies, (3) providing support and coaching to individuals while they are trying to develop, and (4) executing the plan and reassessing development at a later point in time. Let us consider these four phases in more detail.

The assessment phase generally entails the use of self-assessment surveys. Your text contains links to 40 Self-Assessments that relate to various career readiness competencies. The purpose of these assessments is to obtain a baseline evaluation of your interpersonal strengths and weaknesses along a host of relevant competencies. The key decision in this phase is to select the set of competencies you want to develop. We recommend one of two approaches. The first is to focus on two of the following competencies based on the frequency with which these competencies were discussed in the Career Corner sections within your textbook: Understanding the Business, Critical Thinking/Problem Solving, Emotional Intelligence, Positive Approach, and Self-Awareness. The second approach is to go to O*Net Online at www.onetonline.org. This career management site allows you to search hundreds of job titles to determine the knowledge, skills, and abilities needed to perform these jobs. It also discusses the tasks and work activities associated with these jobs. You can search the job titles for the occupation you desire after graduation and locate the relevant information about KSAOs needed to do the job. Once here, you can pick one or two career readiness competencies needed to perform the job.

The second phase entails the creation of a development plan to build on strengths and reduce weaknesses. This plan should specifically identify what you intend to do in order to develop yourself. There are six generic categories of developmental activities you should consider using when creating your plan. They are:

1. Learning from on-the-job or school-related activities. Examples include:
 - Seek new assignments that require one of your targeted competencies.
 - Improve an existing process or system.

- Represent your team at a meeting or formal presentation.
 - Serve as a coach to another student/employee.
 - Ask to lead a project.
 - Make presentations and facilitate meetings.
 - Volunteer for special projects or committees.
 - Volunteer to complete tasks that stretch your skills.
 - Transfer to another job in order to obtain new skills and experience.
2. Learn from off-the-job activities. Examples include:
 - Join community groups.
 - Volunteer in an organization that would allow you to try your targeted skills.
 - Make presentations to professional or civic organizations.
 - Volunteer in religious and/or charitable organizations.
 3. Model others who possess the targeted competencies. This may involve:
 - Identifying people in the class/organization who possess the desired competency and then interview them. Try to learn how they execute the competency.
 - Follow people around who possess the targeted competency to observe their behavior.
 - Try out new behaviors and then discuss results with your fellow students, teacher, and/or a coach.
 4. Educational activities.
 - Take formal courses or attend training seminars.
 - Watch training videos and documentaries.
 - Read books, magazines, and journal articles in search of developmental ideas. Your textbook is a good source. You can consult the references in this book to find more detailed information on a variety of topics.
 - Searching the Internet or Amazon can also help to identify relevant source materials.
 5. Experiment. Try out new behaviors and ways of working and see what happens. Discuss results with others.
 6. Consult the detailed feedback that comes with the Self-Assessment being used. This feedback provides specific recommendations for how you might improve the KSAO being measured.

The third phase involves marshalling the resources and support needed to accomplish the plan. You will need to determine if you need any tangible resources (e.g., money, time, input from others) in order to work the plan. A fellow student, work colleague, your teacher, and or a coach can be very helpful during this step. You also need to consider the barriers that may impede your ability to execute the plan. We have created an action plan form to use when finalizing your development plan.

The final phase focuses on working the plan. It is very important to commit to your own personal development in order to foster the motivation needed to complete the plan. After a designated period of time, say one to two months, you should reassess your progress in developing the targeted competencies. It is recommended that you get feedback about your progress from

someone other than yourself (e.g., your team members, friends, family members, professors, or people from the company in which you intern).

This assignment requires you to work on all these four phases. Let us now consider a process for helping you identify which of the career readiness competencies to focus your developmental activities.

Getting Started

Once you have taken the relevant Self-Assessments, it is important to categorize your scores into strengths and weaknesses. The feedback report for each assessment will assist in making this determination. As you look over the feedback from each assessment, concentrate on what you want to capture from your data—what stands out as most useful and valuable in terms of improving your career readiness. Select both Strengths and Liabilities. Strengths are things you do well and enjoy. Liabilities are things you may avoid and don't come to you naturally; liabilities can also represent natural strengths that are over used.

Choose Development Areas

People typically think about development as “fixing”—improving problem areas or overcoming “weaknesses.” Development is not only about working on weaknesses, it also is about building strengths—capitalizing on what you do well and getting even better at it so that you can become a star contributor to an organization. If we have a company of people working on weaknesses and nobody is working on strengths, we could end up with a company full of mediocre people! To be competitive, organizations need people who are also working on strengths, becoming even better in areas that make an important contribution to organizational goals.

As you think about development areas, be sure to consider your strengths. Because of your specific career goals, there may be a higher payoff to working on a specific strength. The issue is: Where can you and your future/current organization get the biggest payoff from your efforts?

Here are the steps to follow:

1. Set aside time to read and think about the questions listed below. Your objective is to consider all of the feedback you received from the assessments and then decide on two competencies that are priority areas for building your career readiness over the next four months.
2. Take out a separate sheet of paper for notes and record your answers to the questions listed below. You do not have to answer every question; these are helpful questions to guide your thinking about priority areas to develop.
3. Consider this general question when selecting priority development areas.
“Would working on these areas support my current and future career goals, my performance goals at school or work, and/or my effectiveness at personally influencing others? Could working on these areas improve my ability to obtain a job after graduation, working with others on school/work projects, or meeting personal/family needs?”
 - A. **Strengths:** Which competencies were evaluated as strengths? Is this an important competency you need to model for others? Is it an area you want to improve in

order to gain recognition and support? If you were to focus on this strength and improve it, would it enhance your current or future success and influence?

- B. **Liabilities or weaknesses:** What competencies were rated lowest? Are there problem areas where improvement is needed? Would working on these problem areas improve your current or future job performance? What is the biggest roadblock to your career success based on your assessments? What can happen if you don't act on your weaknesses? What are the areas you need to focus on to improve your ability to manage change, work with others, and influence others? Do you really want to improve? Do you really believe that you need to improve these areas? Are you motivated to change?
4. You are now ready to select two KSAOs for development. Do not select until you reconsider the general question that was posed earlier: *“Would working on these areas support my current and future career goals, my performance goals at school, work, and/or my effectiveness at personally influencing others? Could working on these areas improve my success in my future internship, working with others, or meet personal/family needs?”*
5. Write the label or description of the competency/style/behavior in the space below.

Development Areas:

Competency 1: _____

Competency 2: _____

Preparing a Personal Development Plan

There are three subtasks associated with this step.

1. Begin by writing your Leadership Style Summary Paragraph (this needs to be submitted with your detailed development plan).

Write a paragraph self-description about strengths and talents, leadership style, and potential areas for improvement or modification. Write it as though someone else were describing you.

Example: Tyler's strengths are that he is structured, efficient, and direct. He enjoys working with others to organize details and operations to get the job done. His leadership style emphasizes taking charge quickly and adapting past experiences to solve problems. Some other strengths as a leader are that he is loyal to the organization's mission and its people, is thorough and well-organized, and runs the organization on solid facts. Some liabilities are that he may not realize when he's too focused on rules and regulations that have outlived their original intent and when he should look at overall goals and results, rather than over focusing on operating costs. He may also resist change, and he may be too selective in expressing appreciation. Overall, he displays a well-developed level of emotional intelligence. However, there are notable highs and lows. His strengths are in the areas of stress tolerance and problem solving. Possible areas for improvement are in empathy and flexibility.

2. Determine the developmental actions you will employ.

Consider the six generic types of developmental activities discussed earlier and determine which ones are best suited for your targeted competencies. It is recommended that you obtain input/feedback about your plan before submitting it for final evaluation. You are encouraged to meet with one or more of your team members, work colleagues, friends, family, or your professor to share your assessment results and discuss developmental opportunities. It is key that your developmental actions are specific. For example, don't say "read a book on communication." Instead, you are expected to select a particular book and then outline what you might do with what you learn. We provide a sample development plan as a model.

3. Complete the personal development plan posted on Blackboard.

The key is to be thoughtful, detailed, and realistic.

Personal Development Plan

Date: Jan 3, 2019

Development Areas (List the competencies/ styles/behaviors targeted for improvement)	List the Action Steps Required (What will you do to improve in this area?)	Success Criteria (How will success be measured?)	Target Dates		Resources Required/ Potential Barriers to Resolve
			Start	Completion	
1. Assertiveness (Weakness)	1. Read the book. <i>The assertiveness workbook: How to express your ideas and stand up for yourself at work and in relationships</i> / Randy J. Paterson” 2. Join Toastmasters and complete Project 9 (Persuade with Power) and Project 10 (Inspire Your Audience)	1. Complete the exercises in the book. Choose 5 action items from the book and put them into practice. After one week, ask for feedback from the team on those particular items and verify if they agree to the changes in behavior. 2. At the end of the speech, get ratings from Toastmaster’s audience. Rating should be 4 or above from 70% of audience. 3. Getting elected to student government position.	Jan 2019	Mar 2019	The book. <i>The assertiveness workbook: How to express your ideas and stand up for yourself at work and in relationships</i> / Randy J. Paterson Introversion. Often thinking too much and not speaking up. Compromising. Prone to appeasement / conciliation. People-pleasing. Prone to avoid potential conflict situation.
			Jan 2019	May 2019	

	<p>3. Apply for student government position and put into practice assertiveness to convince the interviewer.</p> <p>4. Convince class to support me. If elected, use the student government position to push ideas.</p> <p>5. Express my opinion when I disagree with someone on an issue.</p> <p>6. Learn to say NO. If something inconvenient is asked DO say "NO."</p>	<p>4. Getting ideas pushed through the student government body 60% of the time.</p> <p>5. 50% of time, people should accept my suggestions.</p> <p>6. 100 % of times, I should be able to say NO if something inconvenient is asked of me.</p>	<p>Jan 2019</p> <p>Jan 2019</p> <p>Jan 2019</p>	<p>Feb 2019</p> <p>Jun 2019</p> <p>July 2019</p>	<p>Self-esteem. Lack of self-esteem and self-confidence.</p> <p>Aggressiveness. In trying to be assertive, need to make sure that conduct is not turning aggressive. Need to listen and respect others' opinions.</p>
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			Jan 2019	Jul 2019	
2. Problem Solving / Analytical Skill (Strength)	<p>1. Complete one Sudoku a week.</p> <p>2. Join Toastmasters and take up the role of speech evaluator. Critically evaluate each speech and put forth evaluation in front of the audience.</p> <p>3. Choose two <i>New York Times</i> opinion columns a month, preferably showing numbers, charts etc. Form opinions in support or against the views of the columnist. Then write a paragraph stating the arguments for that opinion.</p> <p>4. Volunteer to come up with the problem statement for each case in the Management class.</p>	<p>1. Target 50% improvement on Sudoku solving time.</p> <p>2. Take feedback from the audience and other evaluators and also figure out if there was something that I might have missed out on any issues. The misses should be less than 10%.</p> <p>3. Watch the comments section. Should be able to match the analysis expressed on the comments 70% of the time.</p> <p>4. Analysis should match with team and the class 70% of the time.</p>	<p>Jan 2019</p> <p>Jan 2019</p> <p>Jan 2019</p>	<p>Jun 2019</p> <p>Oct 2019</p> <p>Aug 2019</p>	<p>Time Management. Few of these activities will depend on my effective time management. With increasing workload, I may tend to deviate from the plan.</p> <p>Role Availability. Due to space constraint, Evaluator role may not be available in Toastmasters.</p> <p>Feedback. It may not be possible to ask for separate feedbacks from members of Toastmasters club.</p>

			Jan 2019	Oct 2019	
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Personal Development Plan

Date: _____

Development Areas (List the competencies/ styles/behaviors targeted for improvement)	List the Action Steps Required (What will you do to improve in this area?)	Success Criteria (How will success be measured?)	Target Dates		Resources Required/ Potential Barriers to Resolve
			Start	Completion	
1.					

2.					

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