

chapter 1

Managing and Performing

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LEARNING OBJECTIVES

- 1 Summarize the major challenges of managing in the new competitive landscape.
- 2 Describe the sources of competitive advantage for a company.
- 3 Explain how the functions of management are evolving in today's business environment.
- 4 Compare how the nature of management varies at different organizational levels.
- 5 Define the skills you need to be an effective manager.
- 6 Understand the principles that will help you manage your career.

CHAPTER OUTLINE

Managing in a Competitive World

- Globalization
- Technological Change
- Knowledge Management
- Collaboration across Boundaries

Managing for Competitive Advantage

- Innovation
- Quality
- Service
- Speed
- Cost Competitiveness
- Sustainability
- Delivering All Types of Performance

The Functions of Management

- Planning: Delivering Strategic Value
- Organizing: Building a Dynamic Organization
- Leading: Mobilizing People
- Controlling: Learning and Changing Performing
- All Four Management Functions

Management Levels and Skills

- Top-Level Managers
- Middle-Level Managers
- Frontline Managers
- Working Leaders with Broad Responsibilities

Must-Have Management Skills

- Technical Conceptual and Decision
- Interpersonal and Communication

You and Your Career

- Be Both a Specialist and a Generalist
- Be Self-Reliant
- Connect with People
- Actively Manage Your Relationship with Your Organization
- Survive and Thrive

CHAPTER RESOURCES

Experiential Exercises 1.1 Your Personal Network 1.2 Are You an Effective Manager? 1.3 Career Skills Development	Cases A New Manager at USA Hospital Supply	Social Enterprise Ashoka’s Bill Drayton, Pioneer of Social Entrepreneurship	Lecturettes 1.1: An Analysis of United States vs. Japanese Management 1.2: An Examination of Managerial Roles
Connect Video Case: Managing Big Ideas at IDEO	Connect Video Case: Home Run Inn Pizza	Connect Click and Drag: The Four Functions of Management at Trader Joe’s	Connect Self-Assessment: Assessing Your Empathy Skills (Perspective Taking)
Connect Self-Assessment: What Is Your Level of Emotional Intelligence?	Connect Application Exercise: Would You Call Isabel McDonald “Likely to Succeed?”		

KEY STUDENT QUESTIONS

Students who enroll in an introductory management course typically have two primary questions:

1. *“What makes a “good” manager?”*
2. *“How can I apply the material we learn in this class to my daily life?”*

How you answer these questions depends on your teaching style and the tone you want to set for the class.

- To increase class involvement, ask two or three students to describe the best managers they have ever known. Capture what the students say, and then ask the class to tell you what similarities and differences they hear in the stories.
- Link the similarities to the skills needed for planning, organizing, leading and controlling, and then discuss the differences regarding leadership style and the flexibility leaders need to react differently to different situations. It is important to let students know that there is not a single set of skills or guidelines to become a “good” manager. The best managers are the ones who have a wide range of skills which they

apply in different situations. Then ask students to describe situations they have encountered recently where they needed to use planning, organizing, leading and/or controlling.

- Based on the discussion, help students to see that the best way for them to apply the material is to think about how to use each concept in their own lives. One useful analogy here is to compare technical, interpersonal, and conceptual skills to different types of tools. Not every tool is right for every person, and not every tool is right for every task, but the more tools you have in a toolbox, the more likely it is that you will be able to get the job done effectively.
- To help engage your class in discussion, start the class by saying, “This is your first day as a manager.” Explain that whenever anyone creates a “to do” list, he or she are planning, whenever anyone tries to persuade someone else to do something they are leading, whenever anyone plans their day in the morning they are organizing, and whenever anyone balances a checkbook, he or she are controlling. Go on to explain that just as people have different styles of writing “to do” lists and keeping track of their schedules, managers use different styles of management. However, certain key skills have emerged and that the purpose of the class is to help students learn these skills.

Teaching Tip:

The first day of class sets the tone for the rest of the quarter. If at all possible, I try to do three things on the first day of class:

- 1) go over the class syllabus (which helps the students understand my expectations for the class);
 - 2) find out about your students—what are their majors, hobbies, future goals?
 - 3) cover introductory material from Chapter 1 of the text (usually managerial skills, levels of management, etc.) By starting to lecture and discuss material on the first day of class, you convey your excitement about the subject matter, and you help your students become more excited about it, too.
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CLASS ROADMAP

The Class Roadmap, gives Learning Objectives at appropriate places and lists PowerPoints. The boxes Management in Action and Multiple Generations at Work are addressed. Teaching Tips and Examples are presented and. Connect activities are also given to enhance class instruction.

POWERPOINTS

Slide 1 Managing and Performing Chapter One

Slide 2 Chapter Opening Quote

Slide 3 Learning Objectives

MANAGEMENT IN ACTION

Introducing the Best: Facebook's Mark Zuckerberg

What does a manager do? Dream up a bold new mission for the company? Build a corporate structure that ensures success? Lead and inspire others? Keep the company on track toward its goals? Few managers have been more successful the Mark Zuckerberg, founder, and CEO of Facebook, in fulfilling these functions.

Zuckerberg has seen his company grow into a unique worldwide phenomenon with almost 2 billion active users and \$8.8 billion in revenue in 2016. Zuckerberg and Facebook faced several significant challenges along the way. There were funding challenges, a significant stock price drop following its initial public offering, a lag positioning the company to generate revenue from smartphone users, and recently charges of promoting fake news and censorship of posts. Business success invites competitors to enter the market, and Facebook has had to continually add features to maintain its position.

Zuckerberg is ready to lead his company to even greater heights. His next goal is to bring all of humanity together in a safe and informed “global community.”

POWERPOINTS

Slide 4 Managing in the New Competitive Environment

Slide 5 Globalization

Slide 6 Technological Change: The Internet

Slide 7 Knowledge Management

Slide 8 Collaboration Across Boundaries

LO 1: Summarize the major challenges of managing in the new competitive landscape.

I. Introduction

A. Globalization

1. Business leaders recognize that the change from a local to a global marketplace is gaining momentum and it is irreversible.
2. Today the most admired companies come from countries around the world such as Spain, South Korea, and Norway in addition to the United States.
3. Many companies are seeing exponential growth in markets outside the United States and are drawing their talent from many countries.
4. Ideally, transnational companies have managers who specialize not only in particular businesses and functions but also particular countries.
5. Today, business schools must encourage students to explore the global market, not just their own region or community.

Example 1.1 Technological Change

In today's world, communications rarely take place via letters or faxes, e-mail and text messaging are the order of the day. But with more efficient delivery systems also come problems. The U.S. government has implemented Federal Rules of Civil Procedure that require companies to save all electronic communications for up to seven years. Of even more concern, at least to some banks, is being sure that as much care is being given to data destruction as it is to data retention. For example, UBS, a large investment bank, was fined \$29 million after losing a lawsuit that centered on deleted, then recovered, e-mails.¹

B. Technological Change

1. The Internet has changed the way management thinks and acts.
2. Technology creates new opportunities and also brings new complications.
3. The percentage of trade that takes place on the Internet is growing at an amazing rate, as is the number of Internet users worldwide.

Example 1.2 Innovation

The most innovative companies are those that re-envision more than just the product itself. For example, Zipcar has been recognized for its innovation across six different areas: 1) a profit model that lets customers rent by the hour, 2) a simple process that allows customers access via a swipe card, 3) the use of mobile apps to aid in locating and renting cars, 4) branding catering to environmentally conscious drivers, 5) strategies to increase customer engagement such as naming cars, and 6) improving product performance by bundling charges.²

C. Knowledge Management

1. **Knowledge management** is the set of practices aimed at discovering and harnessing an organization's intellectual resources.

¹ Sausner, Rebecca. "Bank's New Quandry: Retain or Destroy?" *U.S. Banker*. New York: Oct. 2006, Vol. 116, Iss. 10, pg. 18.

² Keeley, Larry; Quinn, Brian; Pikkell, Ryan; and Walters, Helen. "The Science of Innovation" *Businessweek*. 5/7/2013. Retrieved from www.businessweek.com

D. Collaboration across “Boundaries”

1. Effective collaboration requires productive communications between different departments, divisions, or other subunits of the organization.
2. Companies today also must motivate and capitalize on the ideas of people outside the traditional company boundaries.
 - a. Getting customers more involved in company decisions.
 - b. Keeping customers engaged via creative thinking and talking with one another online to come up with new product and service ideas.
3. Knowledge management is about finding, unlocking, sharing, and altogether capitalizing on the most precious resources of an organization.
 - a. Workers’ Expertise
 - b. Job Skills
 - c. Wisdom
 - d. Relationships

CONNECT

Video Case: Managing Big Ideas at IDEO

SUMMARY

IDEO (pronounced “eye-dee-oh”) is an award-winning global design firm that takes a human-centered, design-based approach to helping organizations in the public and private sectors innovate and grow. IDEO’s unique approach gives it tangible competitive advantages, which are critical to a firm’s success in the modern business environment. Key factors in IDEO’s success are its creativity, innovation, speed and use of collaboration and knowledge management. Successful companies today know that these and other elements must be utilized to constantly adapt to new circumstances and realities.

In the eight-minute video, IDEO works with the creator of the Dilbert comic strip to design a new “dream cube” for the modern office. The project became an “exercise in innovation.”

ACTIVITY

After viewing the video, students are directed to answer a series of multiple-choice questions.

CLASS DISCUSSION IDEAS

To explore how creativity can foster innovation, ask the students what methods can an organization apply (beyond having a famous cartoonist visit)?

MULTIPLE GENERATIONS AT WORK

The workforce is changing rapidly. A large number of Baby Boomers (born from 1946–64) will be exiting the workforce over the next 15 years. An important consideration is that before Gen Xers and Millennials can assume higher level positions in businesses, schools, government agencies, and nonprofits, organizational knowledge must be transferred from senior management to the less-experienced Gen Xers and Millennial employees.

Teaching Tip:

Ask students to identify a time that they shared feedback with a company about its products, whether through online product ratings or reviews, in person, via e-mail, etc. Then ask students to report whether they thought their feedback was actually used to improve the company's products or services.

II. MANAGING FOR COMPETITIVE ADVANTAGE

POWERPOINTS

Slide 9 Staying Ahead of the Competition

Slide 10 Managing for Competitive Advantage Innovation

Slide 11 Managing for Competitive Advantage Quality

Slide 12 Managing for Competitive Advantage Service and Speed

Slide 13 Managing for Competitive Advantage Cost and Sustainability

Slide 14 Social Enterprise

LO 2: Describe the sources of competitive advantage for a company.

Transformational industries, such as industries centered around the Internet today and the car 100 years ago, show us that the key to having a competitive advantage is being able to sustain that advantage over time.

1. To survive in business, you must gain an advantage over your competitors and earn a profit.
2. You gain and sustain a competitive advantage by providing greater value than the competition.
3. Winners deliver performance.

LO 3: Explain how the functions of management are evolving in today's business environment.

A. Innovation

1. **Innovation** is the introduction of new goods and services.
 2. Your company must innovate or die.
 3. The need for innovation is driven by globalization.
 4. Innovation comes from people.
 5. Innovation must be a strategic goal.
 6. Innovation must be managed properly.
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Example 1.3 Leading

Are “Generation Y” employees really that much different in their motivational needs than Baby Boomers or Generation X employees? Andrea S. Hershatter, the director of the undergraduate business program at Emory University, thinks so. She believes that Gen Y employees need more direction from their employers because they dislike ambiguity and risk. At the same time, she says “. . . they feel entitled to have others support them in their efforts to accomplish and achieve.”³

B. Quality

1. **Quality** is the excellence of a product, including its attractiveness, lack of defects, reliability, and long-term dependability.
2. Quality can be measured in terms of performance, various service dimensions, reliability (failure or breakdowns), conformance to standards, durability, serviceability, and aesthetics.
3. Total quality includes *preventing* defects before they occur, *achieving zero defects* in production, and *designing* products for quality.
4. Quality is provided by customizing goods and services to the wishes of the individual customer.

C. Service

1. **Service** means giving customers what they want or need when they want it—Get more customers.
2. Service is focused on continually meeting the needs of customers to establish mutually beneficial long-term relationships—Keep your customers.
3. An important dimension of service quality is making it easy and enjoyable for customers to experience a service or to buy and use products.

D. Speed

1. **Speed** involves rapid execution, response, and delivery of results. It often separates the winners from the losers.
2. Speed is not everything – you cannot get sloppy in your drive to be first.
3. All things being equal, fast-moving companies are more likely to be winners. For some companies, speed has become a strategic imperative.

³ Gerdes, Lindsey, “What’s Different About the Ys”. *Business Week*, 9/24/2007, Iss. 4051, pg 56.

E. Cost Competitiveness

1. **Cost competitiveness** means keeping costs low enough so that the company can realize profits and price its products at levels that are attractive to consumers.
2. Costs that need to be managed carefully:
 - a. Raw material
 - b. Equipment
 - c. Capital
 - d. Manufacturing
 - e. Marketing
 - f. Delivery
 - g. Labor
3. Managing costs and keeping them low requires efficiency – accomplishing goals by using resources wisely and minimizing waste.
4. Customers’ use of the Internet for easy cost comparisons highlights the need for companies also to be mindful of pricing.

F. Sustainability

1. **Sustainability** is the effort to minimize the use of resources, especially those that are polluting and nonrenewable.
2. The next decade is likely to focus more on resource productivity, the emergence of clean-tech industries, and increased regulation.
3. Sustainability is focused on protecting our options to live and work in ways that can be managed over generations without depleting or harming our resources.

G. Delivering All Types of Performance

1. The best managers and companies don’t pay attention to just one competitive advantage - they deliver all six of them.

CONNECT

Video Case: Home Run Inn Pizza

SUMMARY

Home Run Inn Pizza is a family-owned business that got its start from the original Home Run Inn. In the video, CEO, Joe Perrino, explains how he makes strategic decisions that allow the company to grow without sacrificing quality. Homerun Pizza emphasizes producing the highest possible quality regardless of the price. From transitioning from a traditional restaurant, to frozen-food manufacturing, to introducing innovative technology, and direct delivery the company has come to dominate the frozen pizza industry.

ACTIVITY

After viewing the nine-minute video, students are directed to answer a series of multiple-choice questions.

CLASS DISCUSSION IDEAS

To summarize the case, ask the students to discuss how the organization applies the four functions of management.

III. THE FUNCTIONS OF MANAGEMENT

POWERPOINTS

Slide 15 Management Defined

Slide 16 The Functions of Management

Slide 17 Performing All Four Management Functions

Management is the process of working with people and resources to accomplish organizational goals.

1. *Effectiveness* is about achieving organizational goals.
2. *Efficiency* is achieving goals with minimal waste of resources.

The fundamentals of management include the four traditional functions of management:

- 1) Planning,
- 2) Organizing
- 3) Leading
- 4) Controlling

CONNECT

Click and Drag: The Four Functions of Management at Trader Joe's

SUMMARY

In the business world today, the great executives not only adapt to changing conditions but also apply—fanatically, rigorously, consistently, and with discipline—the fundamental management principles. These principles remain as relevant as ever, but their form has evolved.

ACTIVITY

In this click and drag exercise, students learn about Trader Joe's, an upscale specialty supermarket chain. As they read the mini-case, they are directed to keep an eye out for evidence of each of the four functions of management: planning, organizing, leading, and controlling.

CLASS DISCUSSION IDEAS

The instructor may wish to ask if the functions would apply in the same way to a company such as Walmart. How might the four functions apply to a college?

A. Planning: Delivering Strategic Value

1. **Planning** is specifying the goals to be achieved and deciding in advance the appropriate actions taken to achieve those goals.
2. Planning activities include analyzing current situations, anticipating the future, determining objectives, deciding in what types of activities the company will engage, choosing corporate and business strategies, and determining the resources needed to achieve the organization's goals.
3. Delivering strategic value is a process in which people throughout the organization use their brains and the brains of customers, suppliers, and other stakeholders to identify opportunities to create, seize, strengthen, and sustain competitive advantage.

B. Organizing: Building a Dynamic Organization

1. **Organizing** is assembling and coordinating the human, financial, physical, informational, and other resources needed to achieve goals.
2. Organizing activities include attracting people to the organization, specifying job responsibilities, grouping jobs into work units, marshaling and allocating resources, and creating conditions so that people and things work together to achieve maximum success.

C. Leading: Mobilizing People

1. **Leading** is stimulating people to be high performers.
2. Leading includes motivating and communicating with employees, individually and in groups.
3. Leading involves close day-to-day contact with people to guide and inspire them to achieve organizational goals.

D. Controlling: Learning and Changing

1. **Controlling** monitors progress and implements necessary changes.
2. Makes sure that organizational goals are met, and resources are used as planned.
3. The four management functions of planning, organizing, leading and controlling apply to managers on a personal level as well.

E. Performing All Four Management Functions

1. Most managers have to perform all four management functions more or less simultaneously.

MANAGEMENT IN ACTION

Progress Report

Control Systems at Facebook

Controlling performance at Facebook takes many forms. One is Mark Zuckerberg's creation of new partnerships with third-party companies to ensure that his company reports accurate data about users' response to advertising. Another means of control is Facebook's new partnerships with outside fact checkers, who are empowered to flag questionable stories as "disputed" to alert readers to possible hoaxes and false reports. Zuckerberg is also betting on artificial intelligence (AI) to help Facebook filter content users don't want to see

Mark Zuckerberg's original vision of Facebook was an interactive message board to help his Harvard classmates keep in touch with each other. Do you think he had to consider many control mechanisms at that time? Why does the site need them now?

What other aspects of Facebook's performance probably have control mechanisms in place?

IV. MANAGEMENT LEVELS AND SKILLS

POWERPOINTS

Slide 18 Management Levels

Slide 19 Management Roles: What Managers Do

Slide 20 Roles of Management

Slide 21 Management Skills

LO 4: Compare how the nature of management varies at different organizational levels.

A. Top-level managers

1. **Top-level managers** are senior executives of an organization and are responsible for its overall management.
2. Referred to as **strategic managers**, they focus on long-term issues.
3. The chief executive officer (CEO) is one type of top-level manager.
4. Some other top-level managers include the:
 - COO: chief operating officer
 - CIO: chief information officer
 - CFO: chief financial officer
5. These are the true organizational leaders.

Example 1.4 Top-level managers

It used to be that top-level management was the purview of white males. However, times are changing, and even though minorities and women still face glass ceilings, they are also breaking through to the executive suite. In 2012, Marissa Mayer assumed the role of CEO of Yahoo and, at age 37, also became the youngest CEO of a Fortune 500 company. One of her first actions was a controversial decision to ban telecommuting at Yahoo. Defending her decision, Mayer stated, “To become the absolute best place to work, communication and collaboration will be important, so we need to be working side-by-side.”⁴

B. Middle-level managers

1. **Middle-level managers** are located in the organization’s hierarchy below top-level management and above frontline managers.
2. Called **tactical managers**, they are responsible for translating the general goals and plans developed by strategic managers into more specific objectives and activities.
3. Middle-level managers take corporate objectives and break them down into business unit targets, put together plans, and serve as linchpins of internal communication.

C. Frontline managers

1. **Frontline managers** are **operational managers** are lower-level managers who supervise the operations of the organization. Titles may include *supervisor* or *team leader*.
2. They are charged with implementing the plans developed by the middle managers.
3. This is often a person’s first management position.
4. They are crucial to creating and sustaining quality operations in support of company strategy.

⁴ Goudreau, Jenna, “Back to the Stone Age? New Yahoo CEO Marissa Mayer Bans Working from Home.” *Forbes*, 2/25/2013
Retrieved from www.forbes.com

5. They are drivers of financial performance.

D. Working leaders with broad responsibilities

1. Complete businesspeople.
2. Knowledge of all business functions.
3. Accountable for results.
4. Focus on serving customers both inside and outside their firms.
5. The best managers focus on two key areas:
 - Relationships with people.
 - Achieving results.

LO 5: Define the skills you need to be an effective manager.

E. Must-Have Management Skills—*Managers need a variety of skills to do things well.*

1. ***Technical skill*** is the ability to perform a specialized task that involves a certain method or process.
 - a. Specific abilities that result from knowledge, information, practice, and aptitude.
2. ***Conceptual and decision skills*** involve the manager's ability to identify and resolve problems for the benefit of the organization and everyone concerned.
3. ***Interpersonal and communication skills*** influence the manager's ability to work well with people. These are often called *people skills*.

Example 1.5 Interpersonal and communication skills

PricewaterhouseCoopers releases an annual report on “Annual and Long-Term Incentives.” The report covers how top companies reward their employees. Interestingly enough, the 2007 report shows that companies are moving away from incentives based only on financial measures, and are now rewarding top executives on things like people management skills as well. This shows the importance of interpersonal and communication skills for the practicing manager.⁵

V. YOU AND YOUR CAREER

POWERPOINTS

Slide 21 You and Your Career

Slide 22 Exhibit 1.4 Two Relationships: Which Will You Choose?

Slide 23 Exhibit 1.5 Managerial Action Is Your Opportunity to Contribute

Slide 24 Common Practices of Successful Executives

Slide 25 Management in Action

Slide 26 In Review

LO 6: Define the principles that will help you manage your career.

Managers are responsible for the work of an entire group of people. One way of looking at it is that managers are much like conductors who coordinate the efforts of an entire orchestra.

⁵ Phillips, Lucy. “It Starts to Add Up.” *People Management*. 9/6/2007, Vol. 13, Issue 18, pg. 17.

- A key *human skill* is **emotional intelligence** – the skill of understanding yourself, managing your behavior and attitudes, making good decisions, using self-control, and dealing effectively with others.
- **Empathy** is one of the most important EQ skills for good managers.

CONNECT

Self-Assessment: Assessing Your Empathy Skills (Perspective-Taking)

SUMMARY

If students read Harper Lee’s novel, *To Kill a Mockingbird*, they may remember the character of Atticus Finch. He is a prominent attorney in Alabama. A widower, Atticus devotes himself to his children and stands as one of literature’s strongest and most positive father figures.

One of the most famous lines from this classic work—and one that gives the reader great insight into explaining why Atticus lives his life the way he does—is taken from a scene where Atticus is having a heart-to-heart talk with his daughter, Scout, when he tells her:

“If you can learn a simple trick, Scout, you’ll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view—until you climb into his skin and walk around in it.”

ACTIVITY

In this exercise, students are to indicate the extent to which seven statements describe them. After responding to the questions, a description of their perspective, as well as some action ideas, are provided.

CLASS DISCUSSION IDEAS

Revisiting the Atticus quote from the case, ask the class whether they agree with Atticus. How can you “climb into someone’s skin”?

CONNECT

Self-Assessment: What Is Your Level of Emotional Intelligence?

SUMMARY

This self-assessment is a brief survey based on D. Goleman’s *Emotional Intelligence: Why It Can Matter More Than IQ*.

ACTIVITY

Students, when taking this survey, should be aware that there are no right or wrong answers.

CLASS DISCUSSION IDEAS

Highlight the importance of emotional intelligence by asking students if they would rather work for someone with high emotional intelligence or with a high IQ.

B. Be Both a Specialist and Generalist

1. To become a specialist: you must be an expert in something—Have specific skills that provide value to your firm and customers.

2. To be a generalist: know enough about a variety of business or technical disciplines—Think strategically and work with different perspectives.

C. Be Self-Reliant

1. Take full responsibility for yourself, your actions, and your career.
2. Find new ways to improve your overall performance.
3. Be an innovator.
4. Pursue continuous improvement and lifelong learning.

Teaching Tip.

This is a good point in the lecture to tell your students about your university's career development center if you have one. Most students are unaware that they can get free testing for career aptitude and interests, and that the university offers job postings and a variety of classes designed to help students get jobs in a central location.

D. Connect with People

1. Have many good working relationships and be a team player with strong interpersonal skills.
2. **Social capital** is the goodwill stemming from your social relationships. It can be used to aid career success, compensation, teamwork, and relationships with suppliers and others.
3. Today social capital is often tapped online via social networking sites.

E. Actively Manage Your Relationships with Your Organization

1. Managerial action is your opportunity to contribute.
 - a. Utilize human skills
 - b. Deliver strategic value
 - c. Build a dynamic organization
 - d. Mobilize people
 - e. Learn and change

F. Survive and Thrive

1. Successful executives share some common practices.
 - a. They ask, “what needs to be done?”
 - b. They write an action plan.
 - c. They take responsibility for decisions.
 - d. They focus on opportunities rather than problems.

Example 1.6 Survive and Thrive

In his book *The One Thing You Need to Know about Great Managing, Great Leading, and Sustained Individual Success*, Marcus Buckingham discusses what leaders of companies such as Walgreens and Best Buy have to say about the art of leadership. He outlines six core concepts that help people become great leaders: 1) Leaders rally people toward a better future; 2) Leaders use their clarity about the future to turn anxiety into confidence; 3) Leaders know whom they serve; 4) Leaders know why they are going to win; 5) Leaders identify one key measure to use as a “core score”; and 6) Leaders act—they do things that are both symbolic and systemic. For example, one of Rudy Giuliani’s first actions as the mayor of New York was to rid the streets of “squeegee men” who demanded money for cleaning windshields. His actions were symbolic—intended to tell New Yorkers that Giuliani was serious when he talked about a better quality of life for them.⁶

MANAGEMENT IN ACTION

Onward

Working for Facebook’s Mark Zuckerberg

Said to be forward-looking, disciplined, inquisitive, consistent, and good at communicating, Mark Zuckerberg recently earned a 99.3 approval rating from Facebook employees. Zuckerberg believes “[employees] need the ability to fully exercise all their creativity and all their capacity, or else they’re not going to be having the biggest impact that they can have in the world, and they’re going to want to go do something else.” He’s also famous for saying, “I will only hire someone to work directly for me if I would work for that person.”

Zuckerberg has delegated the commercial side of Facebook’s operations to chief operating officer Sheryl Sandberg. This leaves him free to stay focused on the technical aspects that led him to start the social media giant as a simple site he once ran from his Harvard dorm room. As an early career employee at Facebook, what steps could you take to get noticed and position yourself for eventual promotion to frontline manager?

Most of Facebook’s core top employees have been with the company for much of its 13-year life. What do you think accounts for their commitment?

CONNECT

[Application Exercise: Would You Call Isabel McDonald “Likely to Succeed?”](#)

SUMMARY

Successful executives share some common practices. They ask, “What needs to be done?” rather than “What do I want to do?” They write action plans—they don’t just think, they do, based on a sound, ethical plan. They take responsibility for decisions, checking up, revisiting, and changing if necessary. Finally, they focus on opportunities rather than problems. In this exercise, students will consider those common practices of executives to help Isabel McDonald’s organization decide whether she should be identified as

⁶ Breen, B., “The Clear Leader”, *Fast Company*, March 2005, pp. 65-67.

likely to be successful in a newly created executive position. Isabel is a young manager in a large software firm. Her employees say that she's like a whirlwind—that she approaches each task with a passion for identifying the core underlying problem and crafting solutions for those problems.

ACTIVITY

Students are directed to read the mini-case and answer the multiple-choice questions that follow.

CLASS DISCUSSION IDEAS

To summarize the assignment, instructors may ask students how they would coach Isabel to make her more promotable.

BOTTOM LINE

Which of these advantages do you think it would be hard to deliver at the same time?

This opinion question aims to get students thinking about the challenges of being a real-world manager today. Combinations of objectives have traditionally forced managers to make trade-offs are quality vs. speed and cost vs. innovation, quality, service, or sustainability. Students may see other trade-offs as well. Future chapters will show how innovative companies are using creative thinking to make these goals work together, rather than compete. For example, many sustainability efforts can reduce costs, and improve the quality of work processes can get innovative products to the market faster.

Imagine you're in your first management job, supervising a team of six. Would you focus only on one performance measure—say, costs—or on all six?

Today's managers are expected to deliver on all six performance measures. To be successful even in one's first management job requires consideration of innovation, quality, service, speed, cost competitiveness, and sustainability.

If you want people who see your LinkedIn profile to think of you as a future manager, what kinds of information should not be on the profile?

Any information or posts that conflict with the kind of person who would be an effective manager would not belong on the profile of a would-be manager. To function effectively in today's world, students must develop their ability to distinguish between content that is social and fun and content that is awkward and inappropriate. They also must be aware that the boundaries between what is private and what is public online are not always as clear and firm as they might seem at first impression.

SOCIAL ENTERPRISE

Ashoka's Bill Drayton, Pioneer of Social Entrepreneurship

Can a company do well and do good at the same time? The idea that business success and positive social change can and indeed should happen together is the driving force behind the social enterprise or social entrepreneurship. Think of social entrepreneurs as change agents, managers who commit themselves and their organizations to creating not only private value in

the form of profit, but also social value in various forms including innovation, sustainability, and accountability.

A leading force behind the growing strength of social enterprise is Ashoka, founded by Bill Drayton in 1980 as a group of Fellows, or social entrepreneurs, then mostly in developing countries. Since its founding, the group has grown to include more than 3,000 social entrepreneurs around the world. Ashoka works worldwide to enable everyone to be a “changemaker” by identifying and supporting Fellows, creating communities for them and helping build business, social, and financial systems to encourage even more social innovation

In Drayton’s view, anyone can be a social entrepreneur. All it takes, he says, is the ability to see a problem, put others’ skepticism aside, and allow yourself the time to inch your way first toward a vision and then to a solution that works.

Do you think every manager should have the responsibility to do good and do well? Why or why not?

Student discussion will vary and may focus on how to do “good,” and the extent of such activities are appropriate. Students may debate between profit and social responsibility type actions.

What other means to create social innovation besides efforts like Ashoka’s do you think can be effective?

Student answers will vary; however, government, non-profit and church activities may be mentioned. Students may also discuss social media-based activities.

LECTURETTES

LECTURETTE 1.1: An Analysis of United States vs. Japanese Management

Research conducted in comparing American style management vs. the Japanese style of management shows that they are clearly separate and distinct styles.

As an example, the co-founder of Honda Motor Company, T. Fujisawa, observed that “Japanese and American managers are 95 percent the same and differ in all important aspects.” On the one hand, managers must cope with the same challenges and opportunities-irrespective of whether they are operating in Tokyo or Los Angeles. However, in five critical areas, the business environment is very different.

NATIONAL CULTURE

The American worker usually perceives the job (even a good job) as primarily a means to an end: a source of funds through which one enjoys life off the job. The American individualistic values run contrary to the corporate workgroup. The “Go west, young man” worker mobility work ethic in America limits company loyalty and long-term employment commitments on the part of the employee.

However, the Japanese culture places extraordinary pressures on one's obligations-especially those from above. Obligations are inherited at birth and enlarged through education and career. They result in fierce loyalty to one's employer and one's country. As a nation, the Japanese enjoy an amazing sense of purpose and are highly disciplined to fulfill these obligations. In Japan, it is said that the job is society, and society is the job. Every Japanese person who joins a company shares equally in it. It is likely that his or her friends work for the same company.

THE WORKFORCE

Japanese workers cooperate for the good of the organization, avoiding individual recognition in favor of the group, corporate, and national accomplishments. The American worker is viewed as an individual who looks out for number one.

Japanese workers perceive an overall duty to work long hours, shun vacations, and commit themselves completely to their work, giving Japan its long history of being called the most goal-oriented country in the world. Apathy on the part of American workers is an increasingly challenging problem. The lack of worker loyalty and work orientation is evidenced by the fact that the average tenure of any United States job is only 4.2 years, whereas the Japanese see the commitment lasting a lifetime. This may also reflect a lack of attention to teambuilding on the part of the company and its managers.

Competition among employees is a long-standing American tradition and is seen as one way to keep workers sharp and hard working. As more American companies recognize the fact that this emphasis on competition can undermine worker cooperation and employee morale, they are moving toward departmental competition in which each department sets goals and strives to achieve them by working together. The Japanese see competition as a negative work factor, and research has shown that Japanese worker performance deteriorates under competitive environments.

MANAGEMENT STYLE

The American management style tends to impose control through explicit and formal rules and regulations that are documented in corporate standard operating manuals. Japanese management control is more subtle, implicit, and informal. Japanese control is a major part of their life and culture. It stems from a set of corporate values that are expressed by management until a corporate culture becomes clearly understood by all employees so that it directs their every behavior. In most American companies, management has focused on an "inspect to quality" philosophy that focuses on the evaluation of a task after it is complete. Japanese management nurtures a "work to quality" culture that creates quality in the work process, as it is being done. More American companies are taking notice of the advances in Japanese organizations and are implementing "total quality management," "Six Sigma," and "Lean Operations" strategies.

The American executive places fundamental priority on organizational efficiency, while the Japanese executive is dedicated to “Wa” or the achievement of peace and harmony, without which the firm will fail.

The CEO of a Japanese firm is a true representative of that organization and its values. Japanese CEOs receive only a fraction of the compensation given to American CEOs, although the Japanese traditionally work longer hours. Stock options, a popular form of extra compensation for American executives, are not available to Japanese executives. When a firm does poorly, the CEO typically resigns in disgrace. In contrast, CEOs in failing American firms have given themselves huge salary increases.

SUPERIOR-SUBORDINATE RELATIONSHIPS

There is a clear superior-subordinate relationship in American companies, and this relationship is often shallow and short-term. The Japanese have a very different philosophy reflected in the saying that “It’s the superior’s job to help the subordinate learn the job.” In Japan, there is a mentor-protégé relationship that is almost Godfather-like: a relationship that is both functional and emotional. The Japanese superior assumes the corporate lifetime commitment and accepts the responsibility in a holistic manner (i.e., a responsibility for all aspects of the subordinate’s life for a lifetime).

The acceptance of women in the managerial ranks of American companies is well accepted. However, in Japan, management is not viewed as a legitimate position for women. In fact, working beyond the marrying age is not an acceptable activity for women. Japanese management has yet to accept the rights of the working-woman.

DECISION MAKING

In an individualistic society such as the United States, it is not surprising that there is a tradition that an American manager is skilled at making decisions alone. Seeking advice is often viewed as leaning on others and a definite sign of weakness. Japanese companies, however, often use a participative group process by which everybody has a right and an obligation to contribute. Once a decision is reached, all proceed to implement it—even managers who did not agree with it.

Americans admire decisions that are fast and specific. The Japanese dislike decisions in general and will delay them as long as possible. They accept ambiguity as a way of life and work with it until a decision becomes absolutely necessary. They prefer to agree to proceed in a general direction, gathering more information as they go, changing that general direction as necessary, and making a decision at the last moment. ⁷

LECTURETTE 1.2: An Examination of Managerial Roles

⁷ Adapted from Gene Burton, “Japan vs. United States: A Comparison of Corporate Environments and Characteristics,” *Human Systems Management* 8, No. 2, 1989, 167-173; Graef Crystal, “The Great CEO Pay Sweepstakes,” *Fortune*, June 18, 1990, 94-102; Boyle DeMente, *The Japanese Way of Doing Things* (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1981); Robert Doctor, “Asian and American CEOs: A Comparative Study,” *Organizational Dynamics*, Winter 1990, 45-46; Frank Gibney, *Japan: The Fragile Super Power* (New York: W.W. Norton and Co., Inc., 1979); Andrew Tanzer and Ruth Simon, “Why Japan Loves Robots and We Don’t” *Forbes*, April 1990, 148-153.

An increasing awareness of the management application has resulted in a significant change in the day-to-day work activities that are inherently a part of this dynamic process.

THE TASKS OF A PRACTICING MANAGER

Extensive studies in the duties and managerial activities have been done by Henry Mintzberg, Morgan McCall, Ann Morrison, Robert Hannan and others. A summary of their findings is presented below.

1. The managerial workday is long. Managers work long, long hours. The higher one goes up the managerial hierarchy, the longer the working hours.
2. Managers are busy and work at a hectic, unrelenting pace. They begin to work the very moment they walk into the workplace and continue working, without relief, until they leave many hours later. Managers cannot afford the luxury of leisurely coffee breaks—they drink their coffee during endless meetings. They do not enjoy a relaxed lunch — lunch is skipped unless it is used to entertain a client or to orchestrate a group decision. In either case, the meal is secondary to the work that is accomplished during the meal.
3. The manager's day is fragmented. A manager has so many work demands that there is little time to spend on any one activity. Therefore, the workday is fragmented with hundreds of brief episodes, few of which are brought to closure. Interruptions and discontinuity are commonplace. American executives tend to spend less than nine minutes on any one issue or activity. This pressure often extends throughout an organization. For example, a study found that U.S. foremen engage in an average of 583 separate activities over an eight-hour work shift—an average of one every 48 seconds.
4. The manager's work is varied. Managers are involved in a wide variety of activities. They must deal with telephone calls, meetings (both scheduled and unscheduled), tours, visits, appearances, speech-making, negotiations, grievance hearings, performance reviews, scheduling, controlling, and interacting with all kinds of people, and dealing with all kinds of paperwork. All these activities deal with all the functional areas within the firm.
5. Mid-level managers stay close to home. Managers can be called “homebodies” because they spend the great bulk of their time engaged in activities within their own organization. However, as managers progress upward in the company hierarchy, increasingly more time is spent outside their own work area and outside the firm itself.
6. Verbal activities dominate the manager's time. In two British studies, managers were found to spend 66 and 80 percent of their time in verbal communications. Another study found that U.S. CEOs spend 78 percent of their time in verbal communication activities. In fact, most managers prefer verbal communications to paperwork.

7. Managers use many contacts and tend to network. Because of their high-level involvement in verbal communication, managers tend to have contacts with many people. The incessant parade of telephone calls, interpersonal sessions, and meetings result in an almost continuous exchange of information with a growing number of people. This need to exchange voluminous information has led many managers to develop a set of cooperative relationships with certain people whose assistance is often needed.
8. A manager tends to develop an individual “art of management.” Management is rapidly developing the qualities that may someday qualify it as a science. However, in the meantime, managers must develop personal procedures, techniques, and styles that can help them plan, schedule, organize, control, and otherwise deal with the many fragmented tasks with which managers must cope every workday. Managers are forced to use intuition and judgment as the core of most decisions. As such, management becomes an art as developed and conducted by the individual manager.
9. Managers are proactive planners. Typically, managers find too little time for adequate planning. This is a proverbial “Catch 22” situation as many of the fragmented activities that disrupt the manager’s day result from an inherent lack of planning. Consequently, the manager becomes a reflective planner, constantly reacting to the work environment.
10. Information is the core of management. Since managers spend most of their workday collecting, assimilating, analyzing, and disseminating information, information is at the heart of the managerial process. Information management may then become the major key to managerial success.
11. Managers do not practice time management. Managers are seldom aware of the way they spend their time. They typically overestimate the amount of time they spend on reading, writing, production work, and just thinking. They tend to underestimate the time they spend in informal interactions and meetings — especially unscheduled meetings. Thus, it is clear that most managers are not expert at managing their time.
12. Managers lose their rights. As a manager, you may lose your right to:
 - Lose your temper.
 - Be one of the gang.
 - Bring your personal problems to work.
 - Vent your frustrations and express all your opinions at work.
 - Resist change.
 - Pass the buck.
 - Get even.
 - Play favorites.
 - Put your own interests first.
 - Ask others to do what you wouldn’t do.

- Expect to be immediately recognized and rewarded for doing a good job.

THE ROLES A MANAGER MUST PERFORM

Mintzberg and others have identified ten major roles that managers must fulfill:

1. Interpersonal roles

- Figurehead – Entails symbolic duties associated with the formal organization.
- Leader – Creates and nurtures relationships with subordinates.
- Liaison – Builds informational networks of contacts outside the workplace.

2. Informational roles

- Monitor – Seeks appropriate information from both internal and external sources.
- Disseminator – Transmits information within the organization.
- Spokesperson – Addresses the transmission of information to outsiders.

3. Decisional roles

- Entrepreneur – initiates and encourages change, creativity, and innovation.
- Disturbance Handler – Initiates the corrective action needed to deal with important, unexpected difficulties.
- Resource Allocator – Distributes organizational resources (funds, equipment, time, human resources, and etcetera).
- Negotiator – Serves as the organization’s chief negotiator in the manager’s areas of responsibility.⁸

DISCUSSION QUESTIONS

1. Identify and describe a great manager. What makes him or her stand out from the crowd?

Students—especially those with very limited work experience—may find this a difficult question to answer especially since the word “great” is highly subjective. However, it can be answered from three perspectives.

Those students who have worked with one or more organizations will be able to identify an individual who seemed to be a better manager than others will. They will probably mention his or her ability to communicate clearly, willingness to support and aid subordinates, and skill in providing motivation and leadership, etc.

⁸ Adapted from Earnest Archer, “Things You Lose the Right To Do When You Become a Manager,” *Supervisory Management*, July 1990, 8-9; K. Bartol and D. Martin, *Management* (New York: McGraw-Hill, 1991), 10-14; Robert Guest, “Of Time and the Foreman,” *Personnel*, May 1956, 478; R. Kreitner, *Management*, 5th ed. (Boston: Houghton-Mifflin, 1992), 18-20; M. McCall, A. Morrison, and R. Hannan, *Studies of Managerial Work: Results and Methods* (Greensboro, NC: Center for Creative Leadership, 1978), 6-18; Henry Mintzberg, “The Manager’s Job: Folklore and Fact,” *Harvard Business Review*, March/April 1990, 57-69; Henry Mintzberg, *The Nature of Managerial Work* (New York: Harper and Row, 1980).

The question can also be answered in terms of business executives who are featured in magazines or appear on television. These managers stand out from the crowd because of their visions for the organization or their successes in either building up or turning around a business. These are (or have potential to be) successful managers.

Also, this question can be addressed from the family perspective. A student's parents, for example, may be great managers as they balance a number of different time-consuming activities despite ongoing problems and pressures.

There are a number of issues that can be raised in connection with this question. Examples:

- Are successful business executives always great managers?
- Are all great managers successful?
- What makes a manager the type of individual for whom a student would want to work?

2. Have you ever seen or worked for an ineffective manager? Describe the causes and the consequences of the ineffectiveness.

Different students will have different levels of experience. However, most will have worked on a committee or as a member of a group and will thus have had some experience in an ineffective situation.

Inefficiency results from a wide range of factors including lack of clarity and vision, failure to communicate effectively, poor organization, lack of leadership and motivation, lack of feedback, etc. In reality, ineffectiveness results from weaknesses in one or more of the four functional areas of management—planning, organizing, leading and controlling.

3. Describe, in as much detail as possible, how the Internet and globalization affect your daily life.

The use of the Internet has become a part of everyone's daily life. Increased information is now made available to benefit everyone that would use the Internet. The Internet allows a person to attend classes online, obtain their college degree, buy a car, send flowers or a card, and buy groceries and medications without leaving the privacy of their home.

One can benefit from utilizing the Internet globally because it is possible to buy goods and services from around the globe in today's market-driven economy. Interaction among individuals can transcend around the globe via Internet technology. In the age of information systems, an individual can access data that was previously not available.

4. Identify some examples of how different organizations collaborate “across boundaries.”

Different organizations manage their resources across boundaries to build upon customer needs. P&G is getting customers to think creatively and talk with one another online to come up with new product and service ideas. WingspanBank.com, an offshoot of Bank One Corp., invites customers to help improve its services.

5. Name a great organization. How do you think management contributes to making it great?

Students may name organizations they have worked for or are familiar with by reputation. A great organization is one that gains competitive advantage by employing management practices that satisfy both internal and external stakeholders. Great organizations focus on cost competitiveness, quality, speed, and innovation.

Cost competitiveness means pricing goods or services so that they are attractive to customers, and ensuring that they add more value than the competitors. Quality refers to the excellence of the product or service and is more important than ever as customers' expectations for high quality and value increase. Speed can be a critical factor in separating a great company from a good company.

An organization that can deliver its goods or services quickly can increase customer loyalty and beat competitors to market with new products. Great organizations are leaders in innovation whether it is in the creation of new products and services or in continually improving internal processes that reduce costs, improve quality or increase speed. Great organizations also focus on continuous improvement and beating themselves rather than their competitors. Truly great companies are always asking the question, "How can we improve ourselves?"

6. Name an ineffective organization. What can management do to improve it?

Students may name organizations they have worked for in the past or troubled organizations in the news media. An ineffective organization is one that has no clear sense of direction and is not structured appropriately. The leadership is weak, and the control processes are poor. As a result, the organization does not effectively utilize its resources, and often the decisions and actions facing the organization are allowed to slide.

Management can improve their effectiveness by establishing an annual plan and communicating organizational goals will all employees. Good planning utilizes a bottom-up approach where teams "own" their part of the organization's goals. Increased communication to formulate a vision will help every employee to be a part of a participatory approach.

7. Give examples you have seen of firms that are outstanding and weak on each of the four pillars of competitive advantage. Why do you choose the firms you do?

The four pillars of competitive advantage are **cost, quality, speed, and innovation**. Students should be able to identify firms that are strong and weak in each of the areas. It is important that students recognize that firms often succeed by offering a combination of these pillars of competitive advantage.

For example, a man can buy a suit off the peg at a local store at a very reasonable price. Its quality, however, may not be outstanding. By contrast, there are tailors in each of the major cities that offer top quality products but at a very high price, and it may take them weeks to

complete a single suit. In Hong Kong, by contrast, you can have a suit made overnight. The quality can be quite good, and the cost can be relatively inexpensive. To a large degree, however, they are competing on the basis of speed.

Students typically identify firms based on their exposure, experience, or insights they may have in the firm's operation. Student's culture and value systems will differentiate thus highlighting different frames of reference.

8. Describe your use of the four management functions in the management of your daily life.

Most students are aware of the importance of planning in managing their daily lives, particularly if students are attending school, working full-or part-time and involved in home and community activities. **Planning** allows students to analyze their different roles (such as student, co-worker, parent, etc.) and set goals and prioritize their daily activities. Students will also often find themselves **organizing** the activities of others both at home and at school, such as fellow students, co-workers, service personnel and family members. Many students will also play a role in leading and motivating others. They may have taken the **lead** on a group project, volunteered to coach soccer or have been selected to chair a committee. In terms of **controlling**, students are required to review plans and schedules for various projects and assignments and balance recreational activities with their studies. Also, many students review their long-term goals, such as earning a degree or learning to speak another language.

9. Discuss the importance of technical, conceptual, and interpersonal skills at school, and in jobs, you have held.

At school, students have to be able to handle the technical aspects of each course - a break-even analysis in marketing, a cash flow problem in finance, a linear programming problem in operations research, etc. However, they do not go through the program in a vacuum. Conceptual skills are vitally important to top management because they must make decisions that will impact the whole organization. They also need strong interpersonal and communicational skills that will allow them to work with other members of a team or group. Being able to communicate effectively with the instructor is another key skill for students.

These same skills are needed when working in a business or organization. Working at the local McDonalds's requires that students be able to handle the day-to-day tasks. Furthermore, they must be able to interact and communicate with not only their peers and the manager but also the customers. The reputation of the franchise is, in large part, dependent on the image that employees project to customers.

10. What are your strengths and weaknesses as you contemplate your career? How do they correlate to the skills and behaviors identified in the chapter?

Students should be able to list at least three or four major strengths and weaknesses vis-à-vis their future careers. The instructor might ask them to evaluate these strengths and weaknesses specifically against the four managerial functions: planning, organizing, leading, and control.

11. Devise a plan for developing yourself and making yourself attractive to potential employers. How would you go about improving your managerial skills?

The instructor can help the student through this exercise by providing a personal example: showing how he or she has used interpersonal, informational/technical, and decision-making skills to better position his or her career and other interests. The instructor may want to emphasize ways they improved managerial skills through education, training, and personal experiences.

Recognizing the skills is important to seek to retrain and recognizing the skills required to be an effective manager. Technical or problem-solving skills include developing the product knowledge and the ability to listen, observe, and diagnose problem/opportunities. Conceptual and decision skills pertain to the ability to identify and resolve problems for the benefit of the organization and its members. Interpersonal and communication skills are people skills; the ability to lead, motivate oneself and others, and communicate effectively.

12. Consider the managers and companies discussed in the chapter. Have they been in the news lately, and what is the latest? If their image, performance, or fortunes have gone up or down, what has changed to affect how they fared?

Many of the organizations listed in the chapter will have suffered setbacks or improved their status by the time the students read this text. Setbacks are typically caused by changes in market conditions, mismanagement, or unwise use of resources (for example, overexpansion.) Improvements can be tied to the four drivers of competitive advantage - **innovation, speed, quality, and cost**, as well as customer service and effective management.

13. Who are Business Week's most recent "Best and Worst Managers" and why were they selected?

This information can be found on the Business Week website if needed.

EXPERIENTIAL EXERCISES

EXERCISE 1.1 YOUR PERSONAL NETWORK

Suggested Responses to Discussion Questions

1. What were some of the best primary sources identified by your group?

Best primary sources will likely include teachers, parents, family, peers (colleagues), and current employers.

2. What were some of the best sources for secondary contacts identified by your group?

The best sources for secondary contacts will differ from student to student, but most often include family, peers, and friends — people who have a personal interest in you.

3. What are some suggestions for approaching primary contacts?

Primary contacts are people with whom you interact on a regular basis. Most of these people will be happy to help if asked directly for advice. You may also want to think about how to “reward” them for the information they give you — for example, taking someone to dinner or lunch to discuss your career. If someone is difficult to catch up with, students might contact them via email.

4. What were some suggestions for approaching secondary contacts?

The most effective approach for a secondary contact is to ask for an informational interview. When approaching a secondary contact, you must be aware of their time — don’t ask for a lot of time. Also, preparation is important. Draw up a list of the most important questions you want to ask, and stick to that list.

5. What did you learn about yourself and others from this exercise?

Hopefully, students now know that they have a wider circle of contacts that they may have thought previously. Also, they will have gained some tips for approaching secondary contacts, and perhaps gained some primary contacts as well!

Teaching Tip

Time: 30-40 min.

Resources/Set-up: Participants will need a blank sheet of paper and the figure “Primary and secondary connections” (in the chapter) as a guide.

Activity Instructions: This step can be assigned as a homework assignment and discussed at this time during the lecture. Follow the instructions in the text. You may want to give them an example of your network or a hypothetical network. You may want to assign a team member as timekeeper or call time for the class.

Discussion/Debrief: See questions in the text; facilitate discussions using answers above, plus: Ask students to discuss in small groups what was easy, hard about doing this exercise. Ask small groups to report their suggestions for #3 and #4 to the entire group using suggestions discussed as well as personal experiences.

EXERCISE 1.2 Are You an Effective Manager?

OBJECTIVES

1. To recognize what behaviors contribute to being a successful manager.
2. To develop a ranking of critical behaviors that you personally believe are important for becoming an effective manager.

INSTRUCTIONS

1. Following is a partial list of behaviors in which managers may engage. Rank these items in terms of their importance for effective performance as a manager. Put a 1 next to the item that you think is most important, 2 for the next most important, down to 10 for the least important.
2. Bring your rankings to class. Be prepared to justify your results and rationale. If you can add any behaviors to this list that might lead to success or greater management effectiveness, write them in.

MANAGERIAL BEHAVIORS WORKSHEET

- _____ Collaborates with people from different parts of the organization.
- _____ Looks for ways to incorporate technology into the operation.
- _____ Ensures that services/products are of a high quality and delivered on time.
- _____ Keeps costs down and looks for ways to be more efficient.
- _____ Makes decisions to help achieve the goals of the organization.
- _____ Is organized and effectively allocates resources.
- _____ Motivates others to perform at a high level.
- _____ Makes sure goals are met and implements changes when necessary.
- _____ Exhibits good interpersonal and communication skills.
- _____ Is skilled at identifying and resolving problems.

Source: Adapted from Lawrence R. Jauch, Arthur G. Bedeian, Sally A. Coltrin, and William F. Glueck, *The Managerial Experience: Cases, Exercises, and Readings*, 5th ed. © 1989 South-Western, a part of Cengage Learning, Inc.

EXERCISE 1.3 Career Skills Development

OBJECTIVES

1. To develop an understanding of your career-related strengths.
2. To identify career-related skills and behaviors requiring development.
3. To increase confidence in your marketability.

INSTRUCTIONS

Read the instructions for each activity, think about them, and then provide your response.

Career Development Worksheet

Think about a part- or full-time job, or a volunteer role that you've held.

- 1) Describe activities and skills at which you excelled and which helped you succeed:
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____
- 2) Identify activities and skills that you wanted to master but were unable to do so due to lack of training or time:
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____
- 3) Referring to your list in #2, what steps could you take now to develop these important activities and skills:
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____

Suggested Responses to Discussion Questions

1. **What were some of the best primary skills that you identified as helpful in your jobs?**

Skills may include relational, technical, and conceptual; Students may also discuss basic job skills such as arriving on time, being willing to do more and fitting into the organizational culture.

2. What were some of the skills you wished you had?

Answers will vary; however, relationship and technical skills are frequently expressed.

3. What are some suggestions on acquiring the needed skills for career success?

Student answer will vary; however, internships, mentors, and appropriate coursework are popular responses.

5. What did you learn about yourself and others from this exercise?

Hopefully, students now know that they have a wider set of skills that they may have thought previously. In addition, they will have gained some tips for approaching skill acquisition.

CONCLUDING CASE

A New Manager at USA Hospital Supply

Case Summary:

This case provides students with insights into the thoughts and feelings that a new manager faces, especially if he or she is promoted within their existing company.

Chapter Topics Related to the Case:

- Discuss the concepts of being both a specialist and a generalist.
- Identify the managerial and other skills that students need to bring to a job.
- Show students that they can be in charge of their own careers (being self-reliant) rather than just doing what someone else tells them to do.
- Show students that they must actively manage their relationship with their organization.
- Focus students on the four pillars of management as a foundation for launching a new career as a manager: planning, organizing, leading and controlling.

Case Discussion Questions:

1. How will Charlie's approach to quality and service affect his company's performance?

Students should put themselves in the position of Charlie's teammates and think about how they will be impacted by Charlie's decision to "teach" them how to sell better. They should consider how Charlie might do things differently if he focused on the four pillars of management rather than simply on sales training.

2. Which of the basic functions of management has Charlie considered? How well is he preparing to carry out these functions?

Charlie briefly considered planning when he made out a list of salespeople. Additional discussion might pursue ways that Charlie could implement each of these four foundational elements as a new manager.

- 3. Which management skills does Charlie have? In what areas do you think he has the greatest need to develop skills? How can he actively manage his development as a manager?**

From what we read in the case, it appears that Charlie possesses a good set of interpersonal skills as well as strong technical skills in sales. However, he may need to develop his conceptual skills, his organizational skills, and his decision-making skills in order to be successful as a manager. To manage his development as a manager, he might consider asking a senior manager to mentor him as well as enrolling in a management training program. Continuous learning is the key to ongoing growth and development, and Charlie now must learn to develop a new set of tools to advance his career as a manager.