Managers and the Management Process

Everyone Becomes a Manager Someday

Management Live
Gaming Skills Can Be Résumé Builders

Do managing large guilds and leading raids while playing World of Warcraft belong in your résumé and online recruiting profiles? Heather Newman thinks so. In a “Leisure/Volunteer Activities” section she highlighted how gaming enhanced her skills at organizing teams of volunteers and communicating. That said, she landed a job as director of marketing and communications for a university. One hiring manager says putting gaming experience on a résumé can be a “conversation starter,” but another dismisses it as “all make-believe.”

Your Thoughts?
Can Newman’s strategy pay off for you? What “hidden” experiences—not just gaming—might you describe as skill builders on your résumé?

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YOUR CHAPTER 1 TAKEAWAYS

1. Understand what it means to be a manager.
2. Know what managers do and what skills they use.
3. Recognize timely and important career issues.
CHAPTER 1
Managers and the Management Process

Takeaway 1.1 | What Does It Mean To Be a Manager?

Answers to Come

• Organizations have different types and levels of managers.
• Accountability is a foundation of managerial performance.
• Effective managers help others achieve high performance and satisfaction.
• Managers are coaches, coordinators, and supporters.

In a book called The Shift: The Future of Work is Already Here, scholar Lynda Gratton describes the very dynamic and interesting times in which we live and work. “Technology shrinks the world but consumes all of our time,” she says, whereas “globalization means we can work anywhere, but must compete with people from everywhere; there are more of us, and we’re living longer; traditional communities are being yanked apart as people cluster in cities; and there is rising energy demand and fewer traditional resources.”

What does all this mean in terms of planning for career entry and advancement? At a minimum, there are few guarantees of long-term employment. Jobs are increasingly earned and re-earned every day through one’s performance accomplishments. Careers are being redefined along the lines of “flexibility,” “free agency,” “skill portfolios,” and “entrepreneurship.” The fact is: Career success today requires lots of initiative and self-awareness, as well as continuous learning. The question is: Are you ready?

Organizations Have Different Types and Levels of Managers.

You find them everywhere, in small and large businesses, voluntary associations, government agencies, schools, hospitals, and wherever people work together for a common cause. Even though the job titles vary from team leader to department head, project leader, president, administrator, and more, the people in these jobs all share a common responsibility—helping others to do their best work. We call them managers—people who directly supervise, support, and activate work efforts to achieve the performance goals of individuals, teams, and organizations. In this sense, I believe you’ll agree with the chapter subtitle: Everyone becomes a manager someday.

First-Line Managers and Team Leaders Take a look at Figure 1.1. It describes an organization as a series of layers, each of which represents different levels of work and managerial responsibilities.

A manager is a person who supports and is responsible for the work of others.

Hot Topic

The $50,000 Retail Worker

Looking for a job in retail? Want to avoid minimum wage employers? Head for The Container Store. Its front-line, full-time workers are paid about $50,000 per year for starters, with the potential to earn more if they receive positive annual performance reviews. Chairman and CEO Kip Tindell says it’s central to his business strategy—hire great people, extensively train them, and empower them by paying 50–100% more than what other retailers might pay them. He calls it the “One Equals Three” Foundation Principle. “One great person can easily do the business productivity of three good people,” he says. And he believes other retailers should follow The Container Store’s lead. “Better pay,” he argues, “leads to higher profitability.”

How About It?

Why would CEO Kip Tindell place so much emphasis on hiring and retaining retail workers for his stores? Is the Container Store’s wage policy sustainable in the ups and downs of competitive business? If better pay leads to higher productivity, why do so many employers—think fast-food industry—stick with the minimum wage?
A first job in management typically involves serving as a team leader or supervisor in charge of a small work group. Typical job titles for these first-line managers include department head, team leader, and unit manager. For example, the leader of an auditing team is a first-line manager, as is the head of an academic department at a university.

Even though most people enter the workforce as technical specialists such as auditors, market researchers, or systems analysts, eventually they advance to positions of initial managerial responsibility. And they serve as essential building blocks for organizational performance. Consider the words of Justin Fritz as he describes leading a 12-member team to launch a new product at a medical products company: “I’ve just never worked on anything that so visibly, so dramatically changes the quality of someone’s life.”

Middle Managers Look again at Figure 1.1. This time, consider how Justin may advance in his career. At the next level above team leader, we find middle managers—persons in charge of relatively large departments or divisions consisting of several smaller work units or teams.

Middle managers usually supervise several first-line managers. Examples include clinic directors in hospitals; deans in universities; and division managers, plant managers, and regional sales managers in businesses. Because of their position “in the middle,” these managers must be able to work well with people from all parts of the organization—higher, lower, and side-to-side. As Justin moves up the career ladder to middle management, there will be more pressure and new challenges, but also rewards and satisfaction.

Top Managers Some middle managers advance still higher in the organization, earning job titles such as chief executive officer (CEO), chief operating officer (COO), chief financial officer (CFO), chief information officer (CIO), president, and vice president. These top managers, or C-suite executives, are part of a senior management team that is responsible for the performance of an organization as a whole or for one of its larger parts. They must be alert to trends and developments in the external environment, recognize potential problems and opportunities, set strategy, craft the internal culture, build a talent pool, and lead the organization to success. The best top managers are future-oriented thinkers who make good decisions in the face of uncertainty, risk, and tough competition.

Boards of Directors It would be great if all top managers were responsible and successful—always making the right decisions and doing things in their organizations’ best interests. But some don’t live up to expectations. They perform poorly and may even take personal advantage of their positions, perhaps to the point of ethics failures and illegal acts. Who or what keeps CEOs and other senior managers ethical and high performing?

Figure 1.1 shows that even the CEO or president of an organization reports to a higher-level boss. In business corporations, this is a board of directors, whose members are elected by stockholders to represent their ownership interests. In nonprofit organizations, members of a board of directors are elected by stockholders to represent their ownership interests.
such as a hospital or university, top managers report to a board of trustees. These board members may be elected by local citizens, appointed by government bodies, or invited to serve by existing members.

In both business and the public sector, board members are supposed to oversee the affairs of the organization and the performance of its top management. In other words, they are supposed to make sure that the organization is being run right. This is called governance, the oversight of top management by an organization’s board of directors or board of trustees.

**Accountability Is a Foundation of Managerial Performance.**

The term accountability describes the requirement of one person to answer to a higher authority for performance achieved in his or her area of work responsibility. This is an important aspect of managerial performance. In the traditional organizational pyramid, accountability flows upward. Team members are accountable to a team leader, the team leader is accountable to a middle manager, the middle manager is accountable to a top manager, and the top manager is accountable to a board of directors.

Let’s not forget that accountability in managerial performance is always accompanied by dependency. At the same time that any manager is held accountable by a higher level the manager is dependent on others to do the required work. In fact, a large part of the study of management is about learning how to best manage the dynamics of accountability and dependency.

**Effective Managers Help Others Achieve High Performance and Satisfaction.**

This discussion of performance accountability and related challenges may make you wonder: What exactly is an effective manager? Most people, perhaps you, would reply that an effective manager is someone who helps people and organizations perform. That’s a fine starting point, but we should go a step further. Why not define an effective manager as someone who helps others to achieve both high performance and satisfaction in their work?

Placing importance not just on work performance, but also on job satisfaction calls attention to quality of work life (QWL) issues—the overall quality of human experiences in the workplace. Have you experienced a “high QWL” environment? Most people would describe it as a place where they are respected and valued by their employer. They would talk about fair pay, safe work conditions, opportunities to learn and use new skills, room to grow and progress in a career, and protection of individual rights. They would say everyone takes pride in their work and the organization.

Are you willing to work anywhere other than in a high-QWL setting? Would you, as a manager, be pleased with anything less than helping others to achieve not only high performance, but also job satisfaction? Sadly, the real world doesn’t always live up to these expectations. Talk to parents, relatives, and friends who go to work every day. You might be surprised. Too many people still labor in difficult, sometimes even hostile and unhealthy, conditions—ones we would consider low QWL.

**Managers Are Coaches, Coordinators, and Supporters.**

We live and work in a time when the best managers are known more for “helping” and “supporting” than for “directing” and “order giving.” The terms “coordinator,” “coach,” and “team leader” are heard as often as “supervisor” or “boss.” The fact is that most organizations need more than managers who simply sit back and tell others what to do.

**Figure 1.2** uses the notion of an upside-down pyramid to describe a new mind-set for managers, one guided by the key words “serve” and “support.” All managers—from first-level team leaders to top-level executives—should find that this mind-set offers a real expression of what it means to act as a coach rather than an order giver.

Sitting prominent at the top of the upside-down pyramid are nonmanagerial workers. Performing individually and in teams, they interact directly with customers and clients or produce
products and services for them. The key word driving their work is “serve.” Located just below them are team leaders and managers. Their attention is focused on helping others to serve the organization’s customers. The key word driving their work is “support.”

Top managers and executives are at the bottom of the upside-down pyramid. Their focus is on clarifying the mission and crafting strategies that help team leaders and managers to take care of their teams and workers. Once again, the key word driving their work is “support.” Picture top managers going to work, looking up, and seeing an entire organization balanced on their outstretched hands and depending on them for vital support. Wouldn’t you agree this is

### FIGURE 1.2 How Do Mind-Sets Change When the Organization Is Viewed as an Upside-Down Pyramid?

If we turn the traditional organizational pyramid upside down, we get a valuable look at how managerial work is viewed today. Managers are at the bottom of the upside-down pyramid, and they are expected to support the operating workers above them. Their goal is to help these workers to best serve the organization’s customers at the top. The appropriate mind-set of this supportive manager is more “coaching” and “helping” than “directing” and “order giving.”

### Choices

**Want Vacation? Take as Much as You Need.**

How about a job with “unlimited” vacation? Sounds unreal, doesn’t it? But don’t be too fast to dismiss the idea. Some fashion-forward employers are already doing it. Netflix is one.

Netflix prizes what CEO Reed Hastings calls its “freedom and responsibility culture.” One of the things that brings this culture to life is how vacation time is handled. Hastings says this about the Netflix culture and vacation policy: “We want responsible people who are self-motivating and self-disciplined, and we reward them with freedom. The best example is our vacation policy. It’s simple and understandable: We don’t have one. We focus on what people get done, not on how many days they worked.”

Netflix used to follow what Hastings calls a “standard vacation model,” but finally realized it was just “an industrial era habit.” He wonders why employers should track vacation days when people don’t keep track of the number of hours they work? And he sets the example. “I make sure to take lots of vacation . . .,” says Hastings, “and I do some of my creative thinking on vacation.”

The Society for Human Resource Management reports that only about 1% of employers offer unlimited vacation time. Many of them are smaller organizations. Red Frog Events is an entertainment organizer with 80 full-time employees who get to take vacation when they want. The firm’s HR director hasn’t found any major abuses. Dov Seidman, CEO of the 300-employee firm LRN, also gives unlimited vacation time. He says: “People are a lot more honest and responsible when they are trusted.”

### What’s Your Take?

Is this approach to vacation time something that more employers should be planning? Is it the next hot thing sought by new college graduates? What are the risks and limits for employers, if any? How about the “motivation” issues? Would this be a turn-on for you, something that would keep you productive and loyal? If unlimited vacation time is such a good idea, why aren’t more employers doing it?
quite a change of mind-set from that of traditional managers who view themselves standing comfortably on top of the pyramid while those below take care of them?

The upside-down pyramid view leaves no doubt that the organization exists to serve its customers. And it leaves no doubt that team leaders, managers, and executives are there to help and support the people whose work makes that possible. As the Container Store’s CEO Kip Tindell says: “If employees aren’t happy, customers aren’t happy and then shareholders won’t be happy.”

Look again at Figure 1.2 and consider the power of the words “serve” and “support.” Isn’t this a pretty strong endorsement for team leaders and managers at all levels to try flipping the organizational pyramid upside-down?

**Study Guide**

**Takeaway 1.1 What Does It Mean To Be a Manager?**

**Terms to Define**

<table>
<thead>
<tr>
<th>Accountability</th>
<th>Governance</th>
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<tbody>
<tr>
<td>Board of directors</td>
<td>Manager</td>
</tr>
<tr>
<td>Effective manager</td>
<td>Middle managers</td>
</tr>
<tr>
<td>First-line managers</td>
<td>Quality of work life</td>
</tr>
<tr>
<td>Top managers</td>
<td>Upside-down pyramid</td>
</tr>
</tbody>
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**Rapid Review**

- Managers support and facilitate the work efforts of other people in organizations.
- Top managers scan the environment and pursue long-term goals; middle managers coordinate activities among large departments or divisions; and first-line managers, such as team leaders, supervise and support nonmanagerial workers.
- Everyone in an organization is accountable to a higher-level manager for his or her performance accomplishments; at the highest level, top managers are held accountable by boards of directors or boards of trustees.
- Effective managers help others to achieve both high performance and high levels of job satisfaction.
- New directions in managerial work emphasize “coaching” and “supporting,” rather than “directing” and “order giving.”
- In the upside-down pyramid view of organizations, the role of managers is to support nonmanagerial workers who serve the needs of customers at the top.

**Questions for Discussion**

1. Other than at work, in what situations do you expect to be a manager during your lifetime?
2. Why should a manager be concerned about the quality of work life in an organization?
3. In what ways does the upside-down pyramid view of organizations offer advantages over the traditional view of the top-down pyramid?

**Be Sure You Can**

- **explain** how managers contribute to organizations
- **describe** the activities of managers at different levels
- **explain** how accountability operates in organizations
- **describe** an effective manager
- **list** several ways the work of managers is changing from the past
- **explain** the role of managers in the upside-down pyramid

**Career Situation: What Would You Do?**

When people are promoted to managerial positions, they often end up supervising friends and colleagues. Put yourself in this situation. As a new manager of a team full of friends, what can and should you do to quickly earn the respect of others and build a smoothly functioning work team?
Takeaway 1.2 | What Do Managers Do, and What Skills Do They Use?

**Answers to Come**

- Managers plan, organize, lead, and control.
- Managers perform informational, interpersonal, and decisional roles.
- Managers use networking and social capital to pursue action agendas.
- Managers use technical, human, and conceptual skills.
- Managers should learn from experience.

The managers we have been discussing are indispensable to organizations. Their efforts bring together resources, technology, and human talents to get things done. Some are fairly routine tasks that are repeated day after day. Other tasks are challenging and novel, often appearing as unexpected problems and opportunities. A manager’s workday can be intense, hectic, and fast paced, with lots of emphasis on communication and interpersonal relationships.

Today, we add the constant demands of smartphones, e-mail and voice mail, instant messages, and social media alerts to the list of managerial preoccupations.

Managers Plan, Organize, Lead, and Control.

If you are ready to perform as a manager or to get better as one, a good starting point is Figure 1.3. It shows the four functions in the management process—planning, organizing, leading, and controlling. The belief is that all managers, regardless of title, level, and organizational setting, are responsible for doing each of these functions well.

**Planning**  In management, planning is the process of setting performance objectives and determining what actions should be taken to accomplish them. When managers plan, they set goals and objectives and select ways to achieve them.

There was a time, for example, when Ernst & Young’s top management grew concerned about the firm’s retention rates for women. Why? Turnover rates at the time were much higher among women than among men, totaling some 22% per year and costing the firm about 150% of each person’s annual salary to hire and train a replacement. At the time, the current Chairman and Chief Executive Officer Philip A. Laskawy responded to the situation by setting a planning objective to reduce turnover rates for women.

**FIGURE 1.3** What Four Functions Make Up the Management Process? The management process consists of four functions: planning, organizing, leading, and controlling. Planning sets the direction as performance objectives. Organizing arranges people and tasks to do the work. Leading inspires others to work hard. Controlling measures performance to make sure that plans and objectives are accomplished.
Tech Industry No Role Model for Employment Diversity

Fortune magazine put it this way: “White and Asian men dominate. Everyone else—women, blacks and Hispanics—is severely lacking.” Lack of diversity in the technology industry is under fire. One early Facebook employee, Kate Mosse, describes the phenomenon this way: “‘Culture fit’ comes to mean, subconsciously, ‘people like me’, where ‘me’ is usually a young male founder.” This is how the diversity data can become so skewed towards white technical men without the companies realizing it.” Google is tackling the problem with training in “unconscious bias.” Megan Smith, Google X vice president, says: “As a manager you need to be conscious that a whole bunch of people are going to be running at you who might not be as qualified as the person who is not raising their hand.” Here are a few recent facts:

- % female in workforce—Apple 30%, Facebook 31%, LinkedIn 39%, Pandora 49%.
- % nonwhite in workforce—Apple 36%, Facebook 26%, LinkedIn 35%, Pandora 15%.
- African Americans hold fewer than 5% of jobs in large technology firms.
- Female engineering graduates in computer and information science are paid 77% of what their male counterparts get.

Your Thoughts?
What do these tech industry findings mean for you more generally? Is unconscious bias something that you might be facing now or expect to face in the future? What issues and contradictions in employer commitment to diversity have you experienced or heard about? What are the implications for job seekers, job holders, and managers alike?

Organizing is the process of assigning tasks, allocating resources, and coordinating work activities.

Leading is the process of arousing people’s enthusiasm and inspiring their efforts to achieve goals.

Controlling is the process of measuring performance and taking action to ensure desired results.

Leading The management function of leading is the process of arousing people’s enthusiasm to work hard and inspiring their efforts to fulfill plans and accomplish objectives. When managers lead, they build commitments to plans and influence others to do their best work in implementing them. This is one of the most talked about managerial responsibilities, and it deserves a lot of personal thought. Not every manager is a good leader, but every great manager is one for sure.

Holmes actively pursued her leadership responsibilities at Ernst & Young. She noticed that, in addition to the intense work at the firm, women often faced more stress because their spouses also worked. She became a champion of improved work–life balance and pursued it relentlessly. She started “call-free holidays,” where professionals did not check voice mail or e-mail on weekends and holidays. She also started a “travel sanity” program that limited staffers’ travel to four days a week so they could get home for weekends. And she started a Woman’s Access Program to provide mentoring and career development.

Controlling Controlling is the process of measuring work performance, comparing results to objectives, and taking corrective action as needed. As you have surely experienced, things don’t always go as planned. When managers control, they stay in contact with people as they work, gather and interpret information on performance results, and use this information to make adjustments.
At Ernst & Young, Laskawy and Holmes regularly measured retention rates for women at the firm and compared them to the rate that existed when their new programs were started. By comparing results with plans and objectives, they were able to track changes in work–life balance and retention rates and pinpoint where they needed to make further adjustments in their programs. Turnover rates for women were, and continue to be, reduced at all levels in the firm.\textsuperscript{13}

**Managers Perform Informational, Interpersonal, and Decisional Roles.**

When you consider the four management functions, don’t be unrealistic. The functions aren’t always performed one at a time or step by step. The manager’s workday is often intense, fast paced and stressful. The reality is that managers must plan, organize, lead, and control continuously while dealing with numerous events, situations, and problems.

To describe how managers actually get things done, scholar and consultant Henry Mintzberg identified three sets of roles that he believed all good managers enact successfully.\textsuperscript{14} As shown in the small figure, a manager’s informational roles focus on the giving, receiving, and analyzing of information. The interpersonal roles reflect interactions with people inside and outside the work unit. The decisional roles involve using information to make decisions to solve problems or address opportunities.\textsuperscript{15} It is through performing these roles that managers fulfill their planning, organizing, leading, and controlling responsibilities.

**Managers Use Networking and Social Capital to Pursue Action Agendas.**

**SITUATION:** An executive is heading to a staff meeting. She encounters a manager from a different department in the hallway. After an exchange of “hellos,” she initiates a quick two-minute conversation. She (a) asks two questions and receives helpful information, (b) compliments the other manager for success on a recent project, and (c) gets the manager’s commitment to help on another project.

Can you see the pattern here? In just two short minutes, this general manager accomplished a lot. In fact, she demonstrates excellence with two activities that management consultant and scholar John Kotter considers critical to succeeding with the management process—agenda setting and networking.\textsuperscript{16}

**Agenda Setting** Agendas are important in management, and it is through agenda setting that managers identify clear action priorities. These agendas may be incomplete and loosely connected in the beginning. But over time, as the manager uses information continually gleaned from many different sources, the agendas become more specific. Kotter says the best managers always keep their agendas in mind so they can quickly recognize and take advantage of opportunities to advance them. What might have happened in the prior example if the manager had simply nodded “hello” to the staff member and continued on to her meeting?

**Networking and Social Capital** Much of what managers need to get done is beyond their individual capabilities alone. The support and contributions of other people...
Networking involves building and maintaining positive relationships with other people.

Social capital is the capacity to attract support and help from others to get things done.

Managers and the Management Process

Managers often make the difference between success and failure. Managers engage in networking to build and maintain positive relationships with other people, ideally those whose help might be useful someday in fulfilling their agendas.

Successful managers work hard to network with peers, members of their work teams, higher-level executives, and people elsewhere in the organization. Many are expected to network even more broadly, such as with customers, suppliers, and community representatives.

Think of networking as a pathway to social capital—the capacity to attract support and get things done through the help of people you know and with whom you relate well. The executive in the preceding situation needed help from someone who did not report directly to her. She couldn’t order the staff person to help her out, but this wasn’t a problem. Because of social capital in their relationship, the person was happy to help when asked.

Managers Use Technical, Human, and Conceptual Skills.

The discussion of roles, agendas, and networking is only a starting point for thinking seriously about your personal portfolio of management skills. Another step forward is found in the work of Harvard scholar Robert L. Katz. He classified the essential skills of managers into three categories—technical, human, and conceptual. As shown in Figure 1.4, the relative importance of each skill varies by level of managerial responsibility.

Technical Skill

A technical skill is the ability to use expertise to perform tasks with proficiency.

Technical Skill is the ability to use a special proficiency or expertise to perform particular tasks. Accountants, engineers, market researchers, financial planners, and systems analysts, for example, have obvious technical skills. Other baseline technical skills for any college graduate today include written and oral communication, computer literacy, and math and numeracy.

In Katz’s model, technical skills are very important at career entry levels. So how do you get them? Formal education is an initial source for these skills, but continued training and job experiences are important to develop them. Why not take a moment to inventory your technical skills, the ones you have and the ones you still need to learn? Katz tells us that the technical skills are especially important at job entry and early career points. You want to be ready the next time a job interviewer asks the bottom-line question: “What can you really do for us?”

Human Skill

The ability to work well with others is a human skill, and a foundation for managerial success. How can we excel at networking, for example, without an ability and

Human skill is the ability to work well in cooperation with other people.

Social capital is the capacity to attract support and help from others to get things done.

Technical skill is the ability to use expertise to perform tasks with proficiency.

A technical skill is the ability to use expertise to perform tasks with proficiency.

Human skill is the ability to work well in cooperation with other people.

Social capital is the capacity to attract support and help from others to get things done.

FIGURE 1.4 What Are Three Essential Managerial Skills, and How Does Their Importance Vary Across Levels? All managers need essential technical, human, and conceptual skills. At lower levels of management, the technical skills are more important than conceptual skills, but at higher levels of management, the conceptual skills become more important than technical skills. Because managerial work is so heavily interpersonal, human skills are equally important across all management levels.
willingness to relate well with other people? How can we develop social capital without it? A manager with good human skills will have a high degree of self-awareness and a capacity to understand or empathize with others. You would most likely observe this person working with others in a spirit of trust, enthusiasm, and genuine involvement.

A manager with good human skills is also likely high in emotional intelligence (EI). Considered an important leadership attribute, EI is defined by scholar and consultant Daniel Goleman as the “ability to manage ourselves and our relationships effectively.” He believes that emotional intelligence is built on the five foundations shown in the nearby box.

**Five Foundations of Emotional Intelligence**

1. **Self-awareness**—understanding moods and emotions
2. **Self-regulation**—thinking before acting, controlling disruptive impulses
3. **Motivation**—working hard and persevering
4. **Empathy**—understanding the emotions of others
5. **Social skills**—gaining rapport and building good relationships

**Conceptual Skill** The ability to think critically and analytically is a conceptual skill. It is the capacity to break down problems into smaller parts, see the relations between the parts, and recognize the implications of any one problem for others. Recruiters have described it as “forming your own opinion from a variety of different sources” and “the ability to work with data, to accumulate it, analyze it [and] synthesize it, in order to make balanced assessments and smart decisions.”

Conceptual skills are important for all managers but gain in relative importance as we move from lower to higher levels of responsibility. This is because the problems faced at higher levels are often ambiguous and unstructured, accompanied by many complications and interconnections, and full of longer-term consequences for people and organizations.

This conceptual skill set may sound a bit daunting, but it’s something you must work hard to develop and that you’ll need to show for success in job interviews. When asked a question like—“Talk about how you handled working with a difficult person”—the job interviewer is trying to judge your capacities for critical thinking. In respect to personal development, the question to ask is: “Am I developing the strong critical-thinking and problem-solving capabilities I will need for sustained career success?” The Steps for Further Learning selections at the end of each chapter are good ways to test your conceptual skills in a management context.

**Quick Case**

**Team Leader Faces Disruptive Team Member**

For the third time in a month, Charles walks into your cubicle and begins to rant about not getting enough support from you as the team leader. Before you can say anything, he accuses you of playing favorites when assigning projects and failing to show respect for his seniority and expertise. After giving you an angry look, he turns around and stomps off. You’ve ignored his temper tantrums in the past. Charles is a top software engineer and brings a lot of technical expertise to the team. And the last time he soon returned to apologize and offer a fist-bump of reconciliation. But other team members are now complaining to you about his disruptive influence on the work culture. They’ve been on the receiving end of similar outbursts that make the workday unpleasant. For sure, Charles is a valuable talent, but his disruptive behavior is a call to action.

**What Do You Do?**

How do you handle Charles? How do you handle the team dynamics? What do you do to make sure that everyone, Charles included, achieves high performance and experiences high QWL? Which management functions are being tested here? What essential managerial skills will you need to succeed in this and similar situations?
Managers Should Learn from Experience.

Functions, roles, agendas, networks, skills! How can anyone develop and be consistently good at all these things? How can the capacity to do them all well be developed and maintained for long-term career success?

The challenge is to be good at lifelong learning—the process of continuously learning from our daily experiences and opportunities. Is this a challenge you are confident in meeting? Do you have what the world’s largest executive recruiting firm, Korn/Ferry International, calls learning agility? Claiming that Korn/Ferry research shows this the top predictor of executive success, CEO Gary Burnison defines it as “willingness to grow, to learn, to have insatiable curiosity.”

Why not use Table 1.1, Six “Must Have” Managerial Skills, as a checklist for assessing your managerial learning and career readiness? How do you stack up? Don’t forget the importance of realistic self-assessment and willingness to improve over time. Everyone has strengths and weaknesses, and we shouldn’t be afraid to recognize ours. But the challenges of career and life success also require us to be proactive in making positive changes and adapting to new situations.

While we are talking about self-reflection, another question is worth asking. Given all the hard work and challenges that it involves, why would anyone want to be a manager or team leader? Beyond the often higher salaries, there is one very compelling answer—pride of accomplishment! As pointed out in the following quote from management scholar Henry Mintzberg, being a manager is an important and socially responsible job.

No job is more vital to our society than that of the manager. It is the manager who determines whether our social institutions serve us well or whether they squander our talents and resources. It is time to strip away the folklore about managerial work, and time to study it realistically so that we can begin the difficult task of making significant improvement in its performance.

**TABLE 1.1** Six “Must Have” Managerial Skills

| Teamwork:   | Able to work effectively as team member and leader; strong on team contributions, leadership, conflict management, negotiation, and consensus building |
| Self-Management: | Able to evaluate self, modify behavior, and meet obligations; strong on ethical reasoning, personal flexibility, tolerance for ambiguity, and performance responsibility |
| Leadership: | Able to influence and support others to perform complex and ambiguous tasks; strong on diversity awareness, project management, and strategic action |
| Critical Thinking: | Able to gather and analyze information for problem solving; strong on information analysis and interpretation, creativity and innovation, judgment, and decision making |
| Professionalism: | Able to sustain a positive impression and instill confidence in others; strong on personal presence, initiative, and career management |
| Communication: | Able to express self well in communication with others; strong on writing, oral presentation, giving and receiving feedback, and technology utilization |

**Lifelong learning** is continuous learning from daily experiences.

**Learning agility** is the willingness to grow, to learn, to have insatiable curiosity.
Takeaway 1.2  What Do Managers Do, and What Skills Do They Use?

Terms to Define

<table>
<thead>
<tr>
<th>Agenda setting</th>
<th>Leading</th>
<th>Organizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual skill</td>
<td>Learning agility</td>
<td>Planning</td>
</tr>
<tr>
<td>Controlling</td>
<td>Lifelong learning</td>
<td>Social capital</td>
</tr>
<tr>
<td>Emotional intelligence</td>
<td>Management process</td>
<td>Technical skill</td>
</tr>
<tr>
<td>Human skill</td>
<td>Networking</td>
<td></td>
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</tbody>
</table>

Rapid Review

- The daily work of managers is often intense and stressful, involving long hours and continuous performance pressures.
- In the management process, planning sets the direction, organizing assembles the human and material resources, leading provides the enthusiasm and direction, and controlling ensures results.
- Managers perform interpersonal, informational, and decision-making roles while pursuing high-priority agendas and engaging in successful networking.
- Managers rely on a combination of technical skills (ability to use special expertise), human skills (ability to work well with others), and conceptual skills (ability to analyze and solve complex problems).
- Everyday experience is an important source of continuous lifelong learning for managers.

Questions for Discussion

1. Is Mintzberg’s view of the intense and demanding nature of managerial work realistic, and if so, why would you want to do it?
2. If Katz’s model of how different levels of management use essential skills is accurate, what are its career implications for you?
3. Why is emotional intelligence an important component of one’s human skills?

Be Sure You Can

- describe the intensity and pace of a typical workday for a manager
- give examples of each of the four management functions
- list the three managerial roles identified by Mintzberg
- explain how managers use agendas and networks in their work
- give examples of a manager’s technical, human, and conceptual skills
- explain how these skills vary in importance across management levels
- explain the importance of experience as a source of managerial learning

Career Situation: What Would You Do?

It’s time now to undergo a first interview for your “dream” job. The interviewer is sitting across the table from you. She smiles, looks you in the eye, and says: “You have a very nice academic record, and we’re impressed with your extracurricular activities. Now tell me exactly, what can you do for us that will add value to our organization right from day one?” How do you respond in a way that clearly shows you are “job ready” with strong technical, human, and conceptual skills?
Takeaway 1.3  |  What Are Some Important Career Issues?

Answers to Come

- Globalization and job migration have changed the world of work.
- Failures of ethics and corporate governance are troublesome.
- Respecting diversity and eliminating discrimination are top social priorities.
- Talent is a “must have” in a free-agent and on-demand economy.
- Self-management skills are essential for career success.
- Personal career readiness must be developed and maintained.

You might already have noticed that this text is different from others you’ve read. We’re going to ask you a lot of questions and expose you to different viewpoints and possibilities. This process of active inquiry begins with the recognition that we live and work in a time of great change. These changes are not only socially troublesome and personally challenging, but also likely to increase, not decrease, in number, intensity, and complexity in the future.

Are you ready for the challenges ahead? Are you informed about the issues and concerns that complicate the new workplace? Are you willing to admit that this is no time for complacency?

Globalization and Job Migration Have Changed the World of Work.

We buy foreign cars such as Toyota, Nissan, and Mercedes-Benz that are assembled in America. We buy appliances from the Chinese firm Haier and Eight O’Clock Coffee from India’s Tata Group. Top managers at Starbucks, IBM, Sony, Ford, and other global corporations have little need for the words “overseas” or “international” in everyday business vocabulary. They operate as global businesses that serve customers and suppliers wherever in the world they may be located, and that hire talent from around the world wherever it may be available at the lowest costs. Hewlett-Packard operates in 170 countries, and most of its more than 330,000 employees work outside the United States.

Although it is headquartered in Palo Alto, California, is HP truly an American company?

There are many faces of globalization, the worldwide interdependence of resource flows, product markets, and business competition that characterize our economy. Government leaders now worry about the competitiveness of nations, just as corporate leaders worry about business competitiveness. At a time when more Americans find that their customer service call is answered in Ghana, their CT scan read by a radiologist in India, and their tax return prepared by an accountant in the Philippines, the fact is that globalization offers both opportunities and challenges.

Businesses engage the global economy to sell goods and services to customers around the world. They save money by manufacturing and getting jobs done in countries with lower costs of labor. They also buy the things they need wherever they can be found at the lowest price. This is global sourcing—hiring workers and contracting for supplies in other countries.

One controversial side effect to global sourcing is job migration, the shifting of jobs from one country to another. The U.S. economy has been a net loser to job migration. Countries such as China, India, and the Philippines have been net gainers. And such countries aren’t just sources of unskilled labor. They are now able to offer highly trained workers—engineers, scientists, accountants, and health professionals—for a fraction of the cost of an equivalent U.S. worker.

Politicians and policy makers regularly debate how to deal with the high costs of job migration as local workers lose their jobs and their communities lose economic vitality. One side looks for new government policies to stop job migration by protecting the jobs of U.S. workers. The other side calls for patience, believing that the global economy will readjust in the long run and create new jobs for U.S. workers. Recent data suggest, in fact, that this is starting to happen.
as rising global labor and transportation costs make manufacturing at home more attractive. Ford and General Electric are among the firms that have started a practice called **reshoring**. It moves foreign production and jobs back to the United States. Which side are you on—more regulation to save domestic jobs or letting markets take care of themselves?

### Failures of Ethics and Corporate Governance are Troublesome.

When Bernard Madoff was sentenced to 150 years in jail for crimes committed with a multibillion-dollar fraudulent Ponzi scheme, the message was crystal clear. There is no excuse for senior executives to act illegally. We don’t have to tolerate management systems that enrich the few while damaging the many. But not everyone gets the message. We still read and hear about cases where greed overwhelms morality, with negative effects on people, institutions, and society. How would you recover if an employer bankruptcy or major business fraud affected you?

At the end of the day, we depend on individual people, working at all levels of organizations, to act ethically. **Ethics** is a code of moral principles that sets standards of conduct for what is “good” and “right” as opposed to “bad” or “wrong.”

And we shouldn’t let all the scandals make us cynical about ethical behavior in organizations. Even though ethics failures get most of the publicity, there is still a lot of good happening in the world of work. Look around. You’ll find stronger **corporate governance**, described previously as the active oversight of management decisions, corporate strategy, and financial reporting by a company’s board of directors. You’ll also find that many people and organizations exemplify an ethical reawakening, one that places high value on personal integrity and moral leadership.

In a book entitled *The Transparent Leader*, Herb Baum argues that integrity is a major key to ethics in leadership. As CEO of Dial Corporation, he walked the talk—no reserved parking place, open door, honest communication, careful listening, and hiring good people. Believing that most CEOs are overpaid, he once gave his annual bonus to the firm’s lowest-paid workers.

Why not make ethics a personal priority? Your management course and this book are good opportunities to build confidence dealing with ethics challenges. Take time to read and consider the situations presented in the Ethics Check featured in each chapter.

### Ethics Check

#### Social Media Cues May Cause Discrimination in Hiring

Research suggests that a job candidate’s social media postings can contribute to discrimination in hiring. Professor Alessandro Acquisti and colleagues at Carnegie Mellon University distributed 4,000 résumés to job posting sites and associated them with Facebook profiles giving subtle cues—such as background photos and quotes—about the candidates’ religion (Muslim or Christian) and sexuality (gay or straight). Religious cues were significant, with Muslims less likely to be called for follow-up interviews than Christians. Sexuality cues made no difference in call-back rates.

Discrimination based on social media investigations can be unconscious rather than intentional, with the employer showing the bias without realizing it. Is it ethical for employers to use social media to “peek” at the personal lives of prospective candidates? Should there be laws preventing them from doing so? What about individual responsibility? The public visibility of social media postings is well publicized. Isn’t it the job seeker’s responsibility to avoid and screen out potentially discriminatory information?
Respecting Diversity and Eliminating Discrimination Are Top Social Priorities.

The term **workforce diversity** describes the composition of a workforce in terms of differences in gender, age, race, ethnicity, religion, sexual orientation, and physical ability. The diversity trends of changing demographics are well recognized. The U.S. Census Bureau predicts that by 2060 no one racial or ethnic group will be in the majority. Whites will be less than half the population, outnumbered by African Americans, Hispanics, Native Americans, and Asians. Hispanics, the fastest-growing community, will constitute almost one-third of the population by 2060. The U.S. population is also aging. By 2030, more than 20% of the population will be 65 or older. The proportion of the population that is working age will decline to 56.9% by 2060.

Even with the range of racial and ethnic groups in our society, diversity issues in employment are open challenges. When researchers sent out résumés with white-sounding first names such as Brett, they received 50% more responses from potential employers than when identical résumés were sent with black-sounding first names such as Kareem. How can this result be explained? U.S. laws prohibit the use of demographic characteristics when employers make decisions on hiring, promotion, and firing. But laws are one thing; actions are another. Some may experience a subtle form of discrimination known as the **glass ceiling effect**. It occurs when an invisible barrier, or “ceiling,” prevents members of diverse populations from advancing to high levels of responsibility.

Do you ever wonder why women and minorities hold few top jobs in large companies? There is little doubt that they still face special work and career challenges. Although progress is being made—for example, more corporate board seats going to women—diversity bias still exists in many work settings. This bias begins with prejudice, the holding of negative, irrational attitudes regarding people who are different from us.

Prejudice becomes active discrimination when people treat minority members unfairly and deny them full membership benefits. Discrimination was evident in the résumés study described previously. And prejudice also becomes discrimination when a male or female manager refuses to promote a working mother in the belief that “she has too many parenting responsibilities to do a good job at this level.”

One of the most troublesome issues about the discrimination that occurs in the workplace and in everyday life rests with implicit bias, an embedded prejudice that is largely unconscious and that results in the discriminatory treatment of others. Think of implicit bias as prejudice that you aren’t aware you have and that affects your decisions and behaviors in ways that you don’t realize. The Kirwan Institute for the Study of Race and Ethnicity puts it this way: “These biases . . . are activated involuntarily and without an individual's awareness or intentional control. . . . The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages.” Importantly, the prejudices of implicit bias can be distinctly different from the beliefs that we espouse in our self-concepts and declare in public discourse.

Talent Is a “Must Have” in a Free-Agent and On-Demand Economy.

No matter how you look at it, the future poses a complex setting for career success. And current trends indicate job hunters face a challenging **free-agent and on-demand economy**. Similar to professional athletes, many of us are changing jobs more often, whereas others are working on flexible contracts that connect them temporarily with a shifting mix of employers over time. British scholar and consultant Charles Handy uses the analogy of the shamrock organization, shown in the small figure, to describe the implications as more workers shift to contract and on-demand work rather than full-time employment.

The first leaf in Handy’s shamrock organization is a core group of **permanent, full-time employees** with critical skills who follow standard career paths. The second leaf consists of
workers hired as freelancers and independent contractors. They provide organizations with specialized skills and talents for specific projects and then change employers when projects are completed. An increasing number of jobs in the on-demand economy—think Uber—fall into this category. Some call this a time of “giganomics,” where even well-trained professionals make their livings moving from one “gig” to the next, instead of holding a traditional full-time job. The third leaf is a group of temporary part-timers. Their hours of work increase or decrease as the needs of the business rise or fall. They often work without benefits and are the first to lose their jobs when an employer runs into economic difficulties.

As you might guess, today’s college graduates must be prepared to succeed in the second and third leaves of Handy’s shamrock organization, not just the first. And to achieve success, they need talent in the form of a portfolio of skills that is always up-to-date and attractive to potential employers. And when it comes to talent—yours—it’s important to think seriously about intellectual capital—what you can offer an employer in terms of brainpower, skills, and capabilities.

A good guide for personal talent development is this intellectual capital equation: Intellectual Capital = Competency × Commitment. Competency in this equation represents your talents or job-relevant capabilities; commitment represents your willingness to work hard in applying them to important tasks. Obviously, both are essential. One without the other is not enough to meet anyone’s career needs or any organization’s performance requirements.

Self-Management Skills are Essential for Career Success.

When it comes to talent and human potential, we are well into an information age dominated by knowledge workers. These are persons whose minds, not just physical capabilities, are critical assets. And things are not standing still. Futurist Daniel Pink says that we are quickly moving into a conceptual age in which the most valued intellectual capital will be found in people who are both “high concept,” creative and good with ideas, and “high touch,” joyful and good with relationships.

There is no doubt that the free-agent economy places a premium on your capacity for self-management, being able to realistically assess and actively manage your personal development. It means showing emotional intelligence, exercising initiative, accepting responsibility for accomplishments and failures, and continually seeking new learning opportunities and experiences. As a career skill, this ability to self-manage helps us to build on strengths, minimize weaknesses, and avoid viewing ourselves both more favorably or more negatively than is justified.

The fact is that what happens from this point forward in your career is largely up to you. There is no better time than the present to start taking charge of your personal brand. This is your reputation seen through in the eyes of others. It is based on how they view your talents and the package of skills you can offer a potential employer. Management consultant Tom Peters advises that your brand should be “remarkable, measurable, distinguished, and distinctive” relative to the competition—others who want the same career opportunities that you do. It is also helpful to think of your personal brand as “what I want to be known for.”

Have you thought about what employers want? Are you clear and confident about the brand called “You”? Does your intellectual capital portfolio include critical new workplace skills?

Personal Career Readiness Must Be Developed and Maintained.

Today, more than ever, it is critical that when you think about the management ideas we cover in this book, you evaluate your own career readiness. Virtually everything we discuss in respect to managing people in organizations can be applied to managing yourself in daily living and in
Personal career readiness is the combination of skills, competencies, aspirations, and goals that can move you forward with a successful career, even in a rapidly changing environment.

SWOT analysis identifies individual strengths and weaknesses, as well as environmental opportunities and threats.

We will soon talk about the strategic management of teams and organizations, so now is a good time to start thinking about the strategic management of your career. The process begins with the concept of personal career readiness—the combination of skills, competencies, aspirations, and goals that can move you forward with a successful career, even in a rapidly changing environment.

Take a good look at Figure 1.5. It adapts a strategic management tool called SWOT analysis to help establish and maintain personal career readiness. A good SWOT analysis identifies individual Strengths and Weaknesses, as well as environmental Opportunities and Threats. As a student of management striving to make the most of your college career, completing a SWOT analysis, and then updating it over time, is a very powerful way to self-assess and self-regulate to achieve your goals for the best possible job after graduation and a successful long-term career. Simply put, it is a great self-management tool.

Spend some time with Figure 1.5, and think seriously about your own personal strengths. Are you good at reading people? Are you good at figuring out solutions to complex equations? Are you a good programmer? Do you have a well-developed personal network of professional connections? Are you good at public speaking? Are you good at solving problems “on the fly”? These are the kinds of “strengths” that you should list in the nearby exercise grid to start off your personal SWOT analysis. These kinds of attributes can help to guide you in your job search and career goals.

Although it can be difficult to think about our own personal weaknesses, all great leaders have a well-developed sense of their personal weak points. You should, too. This insight will help you to avoid accepting a position or adopting a role that relies heavily on these areas of expertise or competence right off the bat. It also provides you with a starting point for taking on the responsibility of developing these areas, for example, by taking a class, applying for an internship, or talking with a trusted mentor who can guide you on how to improve in an area where you could use some development.

Moving away from “who you are” to “where” you’ll be competing, it is also critical to understand aspects of the competitive environment such as opportunities and threats. This is where the external part of the SWOT analysis comes into play. Opportunities might include, for example, internships that coincide with experiences that you’ve had, a job opening that focuses on the emphasis of your academic studies, an offer of a scholarship for graduate school, or a personal connection that links you to a business opportunity. Threats might include, for example, another student with the same qualifications applying for the same internship.

The critical takeaway here is to take charge of your personal career readiness. It’s important to spend time thinking in a systematic way about yourself within a specific setting and to understand how your internal strengths and weaknesses and the external opportunities and threats you’ll face relate to one another.

**FIGURE 1.5 Using a Personal SWOT Analysis for Strategic Career Planning**

SWOT analysis examines individual or organizational Strengths and Weaknesses, as well as environmental Opportunities and Threats. When SWOT is used for personal career planning, self-awareness is enhanced, and constructive actions can be planned to build on personal strengths and take advantage of career opportunities, while correcting personal weaknesses and overcoming career threats.

- **Strengths**
  - Brainstorm—your strengths
  - Plan—action strategies to make best use of them

- **Weaknesses**
  - Brainstorm—your weaknesses
  - Plan—action strategies to eliminate or overcome them

- **Opportunities**
  - Brainstorm—your career opportunities
  - Plan—action strategies to make best use of them

- **Threats**
  - Brainstorm—your career threats
  - Plan—action strategies to avoid or overcome them
Study Guide

Takeaway 1.3 What Are Some Important Career Issues?

Terms to Define

- Corporate governance
- Discrimination
- Ethics
- Free-agent and on-demand economy
- Glass ceiling effect
- Global sourcing
- Globalization
- Implicit bias
- Intellectual capital
- Intellectual capital equation
- Job migration
- Knowledge workers
- Personal brand
- Personal career readiness
- Prejudice
- Reshoring
- Self-management
- Shamrock organization
- SWOT analysis
- Workforce diversity

Rapid Review

• Globalization has brought increased use of global outsourcing by businesses and concern for the adverse effects of job migration.
• Society increasingly expects organizations and their members to perform with high ethical standards and in socially responsible ways.
• Organizations operate with diverse workforces, and each member should be respected for her or his talents and capabilities.
• Work in the new economy is increasingly knowledge based, relying on people with valuable intellectual capital to drive high performance.
• Careers in the new economy are becoming more flexible, requiring personal initiative to build and maintain skill portfolios that are always up-to-date and valued by employers.

Questions for Discussion

1. How are current concerns about ethics in business, globalization, and changing careers addressed in your courses and curriculum?
2. Is it possible for members of minority groups to avoid being hurt by prejudice, discrimination, and the glass ceiling effect in their careers?
3. In what ways can the capacity for self-management help you to prosper in a free-agent economy?

Be Sure You Can

• describe how corporate governance influences ethics in organizations
• explain how globalization and job migration are changing the economy
• differentiate prejudice, discrimination, and the glass ceiling effect
• state the intellectual capital equation
• discuss career opportunities in the shamrock organization
• explain the importance of self-management to career success

Career Situation: What Would You Do?

One result of globalization is that many people now work domestically for foreign employers that have set up businesses in their local communities. How about you? Does it make any difference if you receive a job offer in your home state from a foreign employer or a domestic employer? What are the “pluses and minuses” of working at home for a foreign employer? Could the pluses outweigh the minuses for you?
Test Prep 1

Answers to Test Prep 1 questions can be found at the back of the book.

Multiple-Choice Questions

1. If a sales department supervisor is held accountable by a middle manager for the department’s performance, on whom is the department supervisor dependent in making this performance possible?
   - a. Board of directors
   - b. Top management
   - c. Customers or clients
   - d. Department salespersons

2. The management function of _____ is being activated when a bookstore manager measures daily sales in the magazine section and compares them with daily sales targets.
   - a. planning
   - b. agenda setting
   - c. controlling
   - d. delegating

3. The process of building and maintaining good working relationships with others who may someday help a manager to implement his or her work agendas is called ________.
   - a. governance
   - b. networking
   - c. emotional intelligence
   - d. entrepreneurship

4. According to Robert Katz, ________ skills are more likely to be emphasized by top managers than by first-line managers.
   - a. human
   - b. conceptual
   - c. informational
   - d. technical

5. An effective manager is someone who helps others to achieve high levels of both ________ and ________.
   - a. pay; satisfaction
   - b. performance; pay
   - c. performance; pay
   - d. pay; quality of work life

6. ________ is the active oversight by boards of directors of top management decisions in such areas as corporate strategy and financial reporting.
   - a. Value chain analysis
   - b. Outsourcing
   - c. Productivity
   - d. Corporate governance

7. When a manager denies promotion to a qualified worker simply because of personally disliking her because she is Hispanic, this is an example of ________.
   - a. discrimination
   - b. accountability
   - c. self-management
   - d. a free-agent economy

8. A company buys cloth in one country, has designs made in another country, has the garments sewn in another country, and sells the finished product in yet other countries. This firm is actively engaging in the practice of ________.
   - a. job migration
   - b. performance effectiveness
   - c. value creation
   - d. global sourcing

9. The intellectual capital equation states: Intellectual Capital \( \times \) ________ = Commitment.
   - a. Diversity
   - b. Confidence
   - c. Competency
   - d. Communication

10. If the direction in managerial work today is away from command and control, what is it toward?
    - a. Coaching and facilitating
    - b. Telling and selling
    - c. Pushing and pulling
    - d. Carrot and stick

11. The manager’s role in the “upside-down pyramid” view of organizations is best described as providing ________ so that operating workers can directly serve ________.
    - a. direction; top management
    - b. leadership; organizational goals
    - c. support; customers
    - d. agendas; networking

12. When a team leader clarifies desired work targets and deadlines for a work team, he or she is fulfilling the management function of ________.
    - a. planning
    - b. delegating
    - c. controlling
    - d. supervising

13. The research of Mintzberg and others concludes that most managers ________.
    - a. work at a leisurely pace.
    - b. have blocks of private time for planning.
    - c. always live with the pressures of performance responsibility.
    - d. have the advantages of short work weeks.

14. Emotional intelligence helps us to manage ourselves and our relationships effectively. Someone who is high in emotional intelligence will have the capacity to ________, an ability to think before acting and to control potentially disruptive emotions and actions.
    - a. set agendas
    - b. show motivation
    - c. self-regulate
    - d. act as a leader

15. Which of the following is a responsibility that is most associated with the work of a CEO, or chief executive officer, of a large company?
    - a. Aligning the company with changes in the external environment
    - b. Reviewing annual pay raises for all employees
    - c. Monitoring short-term performance of lower-level task forces and committees
    - d. Conducting hiring interviews for new college graduates

Short-Response Questions

16. What is the difference between prejudice and workplace discrimination?

17. How is the emergence of a free-agent economy changing career and work opportunities?

18. In what ways will the job of a top manager typically differ from that of a first-line manager?

19. How does planning differ from controlling in the management process?

Integration and Application Question

20. Suppose you have been hired as the new supervisor of an audit team for a national accounting firm. With four years of auditing experience, you feel technically well prepared. However, it is your first formal appointment as a manager. The team has 12 members of diverse demographic and cultural backgrounds and varying work experience. The workload is intense, and there is a lot of performance pressure.

Questions: To be considered effective as a manager, what goals will you set for yourself in the new job? What skills will be important to you, and why, as you seek success as the audit team supervisor?
Steps for Career Learning

BUILD MARKETABLE SKILLS | DO A CASE ANALYSIS | GET AND STAY INFORMED

Skill-Building Portfolio

Self-Assessment 1: Career Readiness “Big 20”. Rate your personal characteristics . . . start making a solid career development plan.

Class Exercise 1: My Best Manager. Compare viewpoints on great managers . . . think about how you can become one.

Team Project 1: The Multigenerational Workforce. Get inside the millennial generation . . . learn to appreciate individual differences at work.

Practice Critical Thinking—Complete the Chapter 1 Case

Trader Joe's—Managing Less To Gain More

Trader Joe's stands for unique quality items, happy employees, and loyal customers. How did “TJ’s” grow from startup to billions in sales and attract an obsessive and diverse cult following of foodies? Much has to do with its unique organizational culture, which affects everything from how the company meticulously plans its store locations, to how it manages its employees, to purchasing and branding strategies. A walk down any aisle shows how management fundamentals helped make Trader Joe's more than just the "average Joe" of food retailers.

Insight

Learn About Yourself

Self-Awareness and the Johari Window

When it comes to doing well as a student and in a career, a lot rests on how well you know yourself and what you do with this knowledge. Self-awareness helps us to build on strengths, overcome weaknesses, and avoid viewing ourselves more favorably than is justified.

Although it's an important career skill, self-awareness can be easy to talk about but difficult to master. How often do you take a critical look at your attitudes, behaviors, skills, personal characteristics, and accomplishments? When was the last time you thought about them from a career perspective—both as you see them and as others do?

Exploring your Johari Window is one way to gain more self-awareness. It's a way of comparing what we know about ourselves with what others know about us. The “open” areas known to ourselves and others are often small. The “blind spot,” “the unknown,” and the “hidden” areas can be quite large. They challenge our capacities for self-discovery.

Self-awareness is a pathway to adaptability, something we need to keep learning and growing in changing times. But remember the insights of the Johari Window. True self-awareness means not just knowing your idealized self—the person you want or hope to be. It also means knowing who you really are in the eyes of others and as defined by your actions.

Get To Know Yourself Better Use the figure to map your Johari Window and start to build better self-awareness. Make notes on your “Open Area” and “Hidden Self.” Speculate about your “Unknown.” Ask friends, family, and coworkers for their thoughts on your “Blind Spot.” Write a summary of what you learn about possible career strengths and weaknesses.

Follow Up Get to know yourself better by taking the Career Readiness “Big 20” self-assessment and completing other activities in the Exploring Management Skill-Building Portfolio.