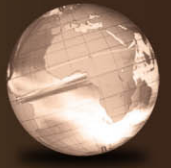


GLOBAL
EDITION



Developing Management Skills

NINTH EDITION

David A. Whetten • Kim S. Cameron

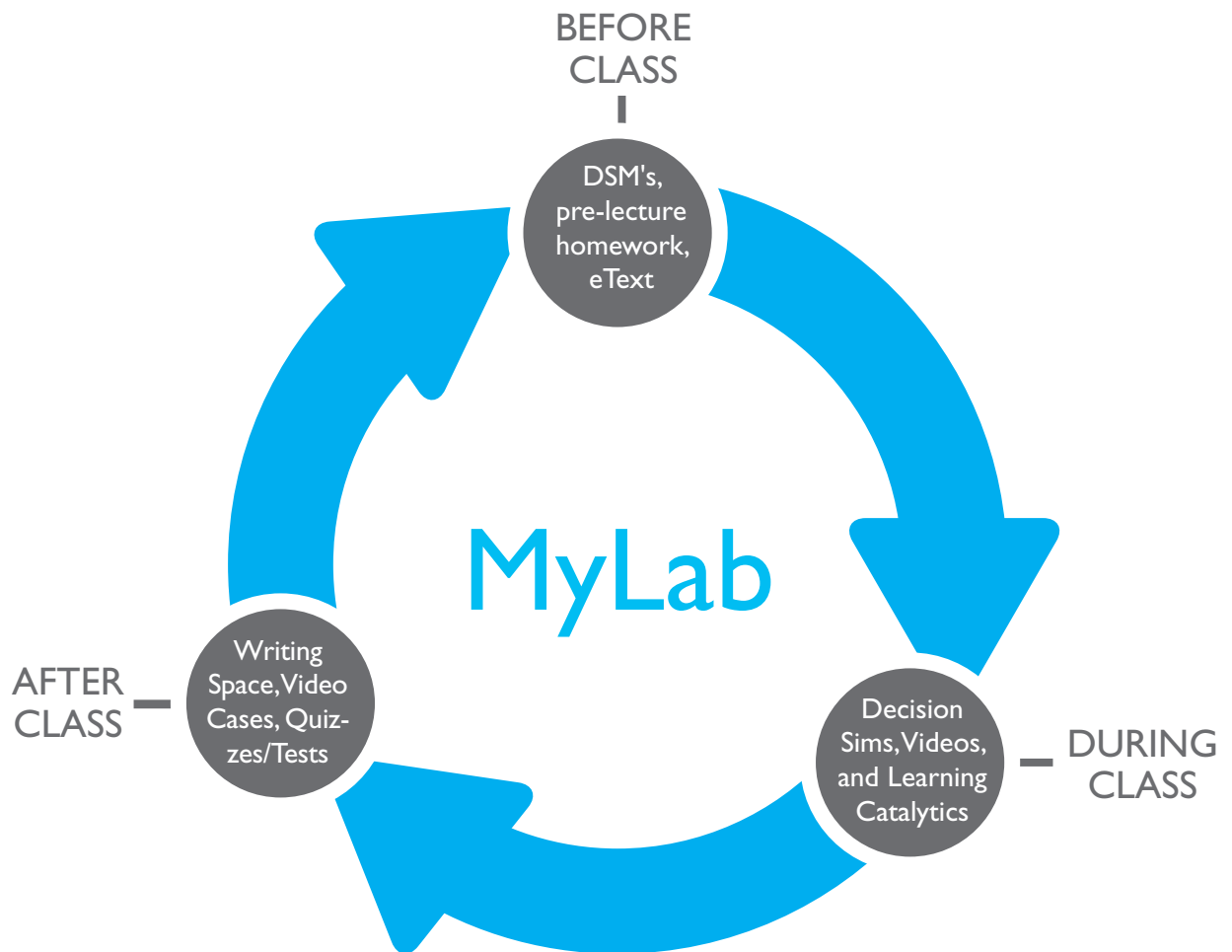


ALWAYS LEARNING

PEARSON

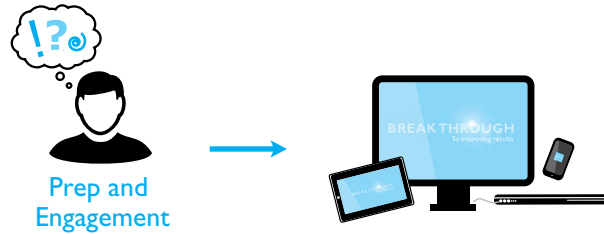
Full-Circle Learning

MyLab™: Learning Full Circle for Marketing,
Management, Business Communication,
Intro to Business, and MIS



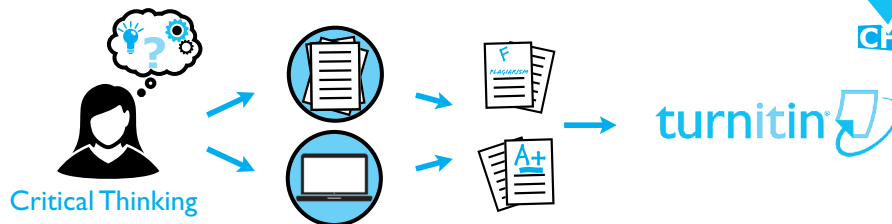
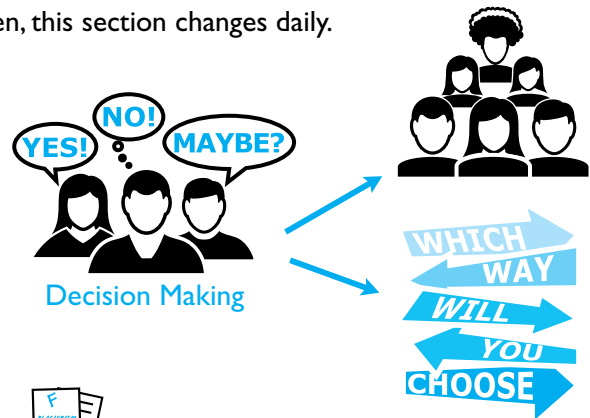
This page intentionally left blank

MyManagementLab®: Improves Student Engagement Before, During, and After Class



- **Video exercises** – engaging videos that bring business concepts to life and explore business topics related to the theory students are learning in class. Quizzes then assess students' comprehension of the concepts covered in each video.
- **Learning Catalytics** – a “bring your own device” student engagement, assessment, and classroom intelligence system helps instructors analyze students' critical-thinking skills during lecture.
- **Dynamic Study Modules (DSMs)** – through adaptive learning, students get personalized guidance where and when they need it most, creating greater engagement, improving knowledge retention, and supporting subject-matter mastery. Also available on mobile devices.
- **Business Today** – bring current events alive in your classroom with videos, discussion questions, and author blogs. Be sure to check back often, this section changes daily.

- **Decision-making simulations** – place your students in the role of a key decision-maker. The simulation will change and branch based on the decisions students make, providing a variation of scenario paths. Upon completion of each simulation, students receive a grade, as well as a detailed report of the choices they made during the simulation and the associated consequences of those decisions.



- **Writing Space** – better writers make great learners—who perform better in their courses. Providing a single location to develop and assess concept mastery and critical thinking, the Writing Space offers assisted-graded and create-your-own writing assignments, allowing you to exchange personalized feedback with students quickly and easily.

Writing Space can also check students' work for improper citation or plagiarism by comparing it against the world's most accurate text comparison database available from **Turnitin**.

- **Additional Features** – included with the MyLab are a powerful homework and test manager, robust gradebook tracking, comprehensive online course content, and easily scalable and shareable content.

<http://www.pearsonmylabandmastering.com>

PEARSON

This page intentionally left blank

DEVELOPING MANAGEMENT SKILLS

NINTH EDITION

GLOBAL EDITION

David A. Whetten
BRIGHAM YOUNG UNIVERSITY

Kim S. Cameron
UNIVERSITY OF MICHIGAN

PEARSON

Boston Columbus Indianapolis New York San Francisco Amsterdam
Cape Town Dubai London Madrid Milan Munich Paris Montréal Toronto
Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

Vice President, Business Publishing: Donna Battista
Editor-in-Chief: Stephanie Wall
Acquisitions Editor: Kris Ellis-Levy
Acquisitions Editor, Global Editions: Vrinda Malik
Associate Project Editor, Global Editions: Paromita Banerjee
Program Manager Team Lead: Ashley Santora
Program Manager: Sarah Holle
Editorial Assistant: Bernard Ollila
Vice President, Product Marketing: Maggie Moylan
Director of Marketing, Digital Services and Products:
Jeanette Koskinas
Executive Product Marketing Manager: Anne Fahlgren
Field Marketing Manager: Lenny Ann Raper
Senior Strategic Marketing Manager: Erin Gardner
Project Manager Team Lead: Judy Leale
Project Manager: Becca Groves
Operations Specialist: Diane Peirano
Senior Manufacturing Controller, Global Editions:
Trudy Kimber

Creative Director: Blair Brown
Senior Manufacturing Controller, Global Editions:
Trudy Kimber
Senior Art Director: Janet Slowik
Interior and Cover Designer: Integra Software Services
Pvt. Ltd.
Cover Image: © ILYA AKINSHIN/Shutterstock
Vice President, Director of Digital Strategy & Assessment:
Paul Gentile
Manager of Learning Applications: Paul Deluca
Digital Editor: Brian Surette
Digital Studio Manager: Diane Lombardo
Digital Studio Project Manager: Robin Lazrus
Digital Studio Project Manager: Alana Coles
Digital Studio Project Manager: Monique Lawrence
Digital Studio Project Manager: Regina DaSilva
Media Production Manager, Global Editions: Vikram Kumar
Full-Service Project Management and Composition:
Integra Software Services Pvt. Ltd.

Pearson Education Limited
Edinburgh Gate
Harlow
Essex CM20 2JE
England

and Associated Companies throughout the world

Visit us on the World Wide Web at: www.pearsonglobaleditions.com

© Pearson Education Limited 2016

The rights of David A. Whetten and Kim S. Cameron to be identified as the authors of this work have been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

Authorized adaptation from the United States edition, entitled Developing Management Skills, 9th Edition, ISBN 978-0-133-12747-8 by David A. Whetten and Kim S. Cameron, published by Pearson Education © 2016.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without either the prior written permission of the publisher or a license permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency Ltd, Saffron House, 6–10 Kirby Street, London EC1N 8TS.

All trademarks used herein are the property of their respective owners. The use of any trademark in this text does not vest in the author or publisher any trademark ownership rights in such trademarks, nor does the use of such trademarks imply any affiliation with or endorsement of this book by such owners.

ISBN 10: 1-29-209748-5
ISBN 13: 978-1-292-09748-0

British Library Cataloguing-in-Publication Data

A catalogue record for this book is available from the British Library

10 9 8 7 6 5 4 3 2 1

Typeset in 10/12 Weidemann-Book by Integra Software Services
Printed and bound by Vivar in Malaysia

BRIEF TABLE OF CONTENTS

Preface 19

Introduction 25

PART I PERSONAL SKILLS 59

- 1** Developing Self-Awareness 61
- 2** Managing Stress and Well-Being 109
- 3** Solving Problems Analytically and Creatively 157

PART II INTERPERSONAL SKILLS 211

- 4** Building Relationships by Communicating Supportively 213
- 5** Gaining Power and Influence 251
- 6** Motivating Others 287
- 7** Managing Conflict 329

PART III GROUP SKILLS 387

- 8** Empowering and Engaging Others 389
- 9** Building Effective Teams and Teamwork 425
- 10** Leading Positive Change 467

PART IV SPECIFIC COMMUNICATION SKILLS 511

- Module A** Making Oral and Written Presentations 513
- Module B** Conducting Interviews 541
- Module C** Conducting Meetings 575
- Appendix I Glossary 595
- Appendix II References 605
- Index 633

This page intentionally left blank

CONTENTS

Preface 19

INTRODUCTION 25

THE CRITICAL ROLE OF MANAGEMENT SKILLS 27

The Importance of Competent Managers 28
The Skills of Effective Managers 29
What Are Management Skills? 30
Improving Management Skills 31
An Approach to Skill Development 31
Leadership and Management 33
Contents of the Book 35
Organization of the Book 36
Diversity and Individual Differences 37
Summary 38

SUPPLEMENTARY MATERIAL 39

Diagnostic Survey and Exercises 39
Personal Assessment of Management Skills (PAMS) 39
What Does It Take to Be an Effective Manager? 43
SSS Software In-Basket Exercise 45

SCORING KEY AND COMPARISON DATA 56

Personal Assessment of Management Skills 56
Scoring Key 56
Comparison Data 57
What Does It Take to Be an Effective Manager? 57
SSS Software In-Basket Exercise 57

PART I PERSONAL SKILLS 59

1 DEVELOPING SELF-AWARENESS 61

SKILL ASSESSMENT 62

Diagnostic Surveys for Developing Self-Awareness 62
Developing Self-Awareness 62
The Defining Issues Test 62

<i>Cognitive Style Indicator</i>	66
<i>Tolerance of Ambiguity Scale</i>	66
<i>Core Self-Evaluation Scale (CSES)</i>	67

SKILL LEARNING 68

Key Dimensions of Self-Awareness	68
The Enigma of Self-Awareness	69
<i>The Sensitive Line</i>	69
Understanding and Appreciating Individual Differences	71
Important Areas of Self-Awareness	71
<i>Emotional Intelligence</i>	73
<i>Values</i>	75
<i>Ethical Decision Making</i>	81
<i>Cognitive Style</i>	83
<i>Attitudes Toward Change</i>	85
<i>Core Self-Evaluation</i>	87

SUMMARY 89

SKILL ANALYSIS 91

Cases Involving Self-Awareness	91
<i>Communist Prison Camp</i>	91
<i>Computerized Exam</i>	93
<i>Decision Dilemmas</i>	94

SKILL PRACTICE 96

Exercises for Improving Self-Awareness Through Self-Disclosure	96
<i>Through the Looking Glass</i>	96
<i>Diagnosing Managerial Characteristics</i>	97
<i>An Exercise for Identifying Aspects of Personal Culture: A Learning Plan and Autobiography</i>	99

SKILL APPLICATION 101

Activities for Developing Self-Awareness	101
<i>Suggested Assignments</i>	101
<i>Application Plan and Evaluation</i>	102

SCORING KEYS AND COMPARISON DATA 103

The Defining Issues Test	103
<i>Escaped Prisoner</i>	103
<i>The Doctor's Dilemma</i>	103
<i>The Newspaper</i>	104
Cognitive Style Indicator	104
<i>Scoring Key</i>	104
<i>Comparison Data</i>	105
Tolerance of Ambiguity Scale	105
<i>Scoring Key</i>	105
<i>Comparison Data</i>	106
Core Self-Evaluation Scale	106
<i>Scoring Key</i>	106
<i>Comparison Data</i>	107

SKILL ASSESSMENT 110

Diagnostic Surveys for Managing Stress and Well-Being 110

Managing Stress and Well-Being 110

*Social Readjustment Rating Scale 110**Social Readjustment Rating Scale 112**Sources of Personal Stress 113**Flourishing Scale 114***SKILL LEARNING 114**

Managing Stress and Fostering Well-Being 114

Major Elements of Stress 115

Coping with Stress 116

Managing Stressors 118

Eliminating Stressors 119

*Eliminating Time Stressors Through Time Management 119**Eliminating Encounter Stressors Through Community, Contribution, and Emotional Intelligence 124**Eliminating Situational Stressors Through Work Redesign 127**Eliminating Anticipatory Stressors Through Prioritizing, Goal Setting, and Small Wins 128*

Developing Resiliency and Well-Being 130

*Life Balance 130**Psychological Resiliency 131*

Temporary Stress-Reduction Techniques 136

SUMMARY 137**SKILL ANALYSIS 138**

Cases Involving Stress Management 138

*The Turn of the Tide 138**The Case of the Missing Time 141***SKILL PRACTICE 145**

Exercises for Long-Term and Short-Run Stress Management and Well-Being 145

*The Small-Wins Strategy 145**Life-Balance Analysis 147**Deep Relaxation 149**Monitoring and Managing Time 150**Generalized Reciprocity 151***SKILL APPLICATION 152**

Activities for Managing Stress 152

*Suggested Assignments 152**Application Plan and Evaluation 153***SCORING KEYS AND COMPARISON DATA 154**

Social Readjustment Rating Scale 154

Comparison Data 154

Sources of Personal Stress 155

Flourishing Scale 155

Comparison Data 155

SKILL ASSESSMENT 158

- Diagnostic Surveys for Creative Problem Solving 158
 - Problem Solving, Creativity, and Innovation* 158
- Solving Problems Analytically and Creatively 158
 - How Creative Are You?®* 158
 - Innovative Attitude Scale* 160
 - Creative Style Assessment* 161

SKILL LEARNING 163

- Problem Solving, Creativity, and Innovation 163
- Steps in Analytical Problem Solving 163
 - Defining the Problem* 164
 - Generating Alternatives* 165
 - Evaluating Alternatives* 165
 - Implementing the Solution* 166
- Limitations of the Analytical Problem-Solving Model 166
- Impediments to Creative Problem Solving 167
- Multiple Approaches to Creativity 167
- Conceptual Blocks 172
 - Percy Spencer's Magnetron* 172
 - Spence Silver's Glue* 173
 - The Four Types of Conceptual Blocks* 173
- Review of Conceptual Blocks 181
- Conceptual Blockbusting 181
 - Stages in Creative Thought* 181
 - Methods for Improving Problem Definition* 182
 - Ways to Generate More Alternatives* 186
- International Caveats 189
- Hints for Applying Problem-Solving Techniques 190
- Fostering Creativity in Others 190
 - Management Principles* 190

SUMMARY 194**SKILL ANALYSIS 196**

- Cases Involving Problem Solving 196
 - Coke versus Pepsi* 196
 - Creativity at Apple* 197

SKILL PRACTICE 199

- Exercises for Applying Conceptual Blockbusting 199
 - Individual Assignment—Analytical Problem Solving (10 minutes)* 199
 - Team Assignment—Creative Problem Solving (20 minutes)* 200
 - Moving Up in the Rankings* 201
 - Keith Dunn and McGuffey's Restaurant* 202
 - Creative Problem-Solving Practice* 206

SKILL APPLICATION 206

- Activities for Solving Problems Creatively 206
 - Suggested Assignments* 206
 - Application Plan and Evaluation* 207

SCORING KEYS AND COMPARISON DATA 208

How Creative Are You?® 208

Scoring Key 208

Comparison Data 209

Innovative Attitude Scale 209

Comparison Data 209

Creative Style Assessment 210

Scoring Key 210

Comparison Data 210

PART II INTERPERSONAL SKILLS 211

4 BUILDING RELATIONSHIPS BY COMMUNICATING SUPPORTIVELY 213

SKILL ASSESSMENT 214

Diagnostic Surveys for Supportive Communication 214

SKILL LEARNING 214

Building Positive Interpersonal Relationships 214

The Importance of Effective Communication 215

The Focus on Accuracy 216

What is Supportive Communication? 217

Coaching and Counseling 219

Coaching and Counseling Issues 219

Defensiveness and Disconfirmation 221

Principles of Supportive Communication 221

Supportive Communication Is Based on Congruence, Not Incongruence 221

Supportive Communication Is Descriptive, Not Evaluative 222

Supportive Communication Is Problem-Oriented, Not Person-Oriented 225

Supportive Communication Validates Rather Than Invalidates Individuals 226

Supportive Communication Is Specific (Useful), Not Global (Nonuseful) 228

Supportive Communication Is Conjunctive, Not Disjunctive 229

Supportive Communication Is Owned, Not Disowned 229

Supportive Communication Requires Supportive Listening, Not One-Way

Message Delivery 230

The Personal Management Interview 235

International Caveats 238

SUMMARY 238

SKILL ANALYSIS 240

Cases Involving Building Positive Relationships 240

Find Somebody Else 240

Rejected Plans 241

SKILL PRACTICE 243

Exercises for Diagnosing Communication Problems and Fostering Understanding 243

United Chemical Company 243

Byron vs. Thomas 245

Active Listening Exercise 247

SKILL APPLICATION 248

Activities For Communicating Supportively 248

Suggested Assignments 248

Application Plan and Evaluation 249

SCORING KEYS AND COMPARISON DATA 250

5 GAINING POWER AND INFLUENCE 251

SKILL ASSESSMENT 252

SKILL LEARNING 252

Building a Strong Power Base and Using Influence Wisely 252

Is Power A Four-Letter Word? 253

Abuse of Power 254

Strategies for Gaining Organizational Power 256

Sources of Personal Power 256

Sources of Positional Power 261

Transforming Power into Influence 265

Influence Strategies: The Three Rs 265

The Pros and Cons of Each Strategy 268

Acting Assertively: Neutralizing Influence Attempts 271

SKILL ANALYSIS 277

Case Involving Power and Influence 277

Dynica Software Solutions 277

SKILL PRACTICE 278

Exercise for Gaining Power 278

Repairing Power Failures in Management Circuits 278

Exercise for Using Influence Effectively 279

Ann Lyman's Proposal 280

Exercises for Neutralizing Unwanted Influence Attempts 280

Cindy's Fast Foods 281

9:00 to 7:30 282

SKILL APPLICATION 283

Activities for Gaining Power and Influence 283

Suggested Assignments 283

Application Plan and Evaluation 284

SCORING KEYS AND COMPARISON DATA 285

6 MOTIVATING OTHERS 287

SKILL ASSESSMENT 288

SKILL LEARNING 288

Increasing Motivation and Performance 288

Diagnosing Work Performance Problems 289

Enhancing Individuals' Abilities 290

Fostering a Motivating Work Environment 292

Elements of an Effective Motivation Program	293
<i>Establish Clear Performance Expectations</i>	294
<i>Remove Obstacles to Performance</i>	296
<i>Reinforce Performance-Enhancing Behavior</i>	297
<i>Provide Salient Rewards</i>	305
<i>Be Fair and Equitable</i>	308
<i>Provide Timely Rewards and Accurate Feedback</i>	308

SUMMARY 310

SKILL ANALYSIS 313

Case Involving Motivation Problems	313
<i>Electro Logic</i>	313

SKILL PRACTICE 319

Exercises for Diagnosing Work Performance Problems	319
<i>Joe Chaney</i>	322
<i>Work Performance Assessment</i>	322
Exercise for Reshaping Unacceptable Behaviors	323
<i>Shaheen Matombo</i>	323
<i>Andre Tate, Manager</i>	323
<i>Shaheen Matombo, Staff Member</i>	324

SKILL APPLICATION 325

Activities for Motivating Others	325
<i>Suggested Assignments</i>	325
<i>Application Plan and Evaluation</i>	326
SKILL PRACTICE Exercise for Reshaping Unacceptable Behaviors	327

SCORING KEYS AND COMPARISON DATA 328

7 MANAGING CONFLICT 329

SKILL ASSESSMENT 330

SKILL LEARNING 330

Interpersonal Conflict Management	330
<i>Mixed Feelings about Conflict</i>	331
Diagnosing the Type of Interpersonal Conflict	332
<i>Conflict Focus</i>	333
<i>Conflict Source</i>	334
Selecting the Appropriate Conflict Management Approach	336
<i>Choosing Among the Five Strategies</i>	339
<i>Personal Preferences</i>	340
<i>Situational Factors</i>	341
Resolving Interpersonal Confrontations Using the Collaborative Approach	343
<i>A General Framework for Collaborative Problem Solving</i>	343
<i>The Four Phases of Collaborative Problem Solving</i>	344

SUMMARY 353

SKILL ANALYSIS 356

Case Involving Interpersonal Conflict	356
<i>Educational Pension Investments</i>	356

SKILL PRACTICE 360

- Exercise for Diagnosing Sources of Conflict 360
 - SSS Software Management Problems* 360
- Exercises for Selecting an Appropriate Conflict Management Strategy 369
 - Bradley's Barn* 369
 - Avocado Computers* 370
 - Phelps, Inc.* 370
- Exercises for Resolving Interpersonal Disputes 371
 - Alisa Moffatt* 371
 - Can Larry Fit In?* 375
 - Meeting at Hartford Manufacturing Company* 376

SKILL APPLICATION 382

- Activities for Improving Managing Conflict Skills 382
 - Suggested Assignments* 382
 - Application Plan and Evaluation* 384
- SKILL PRACTICE Exercises for Resolving Interpersonal Disputes 385

SCORING KEYS AND COMPARISON DATA 386

PART III GROUP SKILLS 387

8 EMPOWERING AND ENGAGING OTHERS 389

SKILL ASSESSMENT 390

SKILL LEARNING 390

- Empowering and Engaging Others 390
- The Meaning of Empowerment 391
- Dimensions of Empowerment 392
 - Self-Efficacy* 392
 - Self-Determination* 393
 - Personal Consequence* 394
 - Meaning* 394
 - Trust* 395
 - Review of Empowerment Dimensions* 395
- How to Develop Empowerment 396
 - A Clear Goal* 396
 - Fostering Personal Mastery Experiences* 397
 - Modeling* 398
 - Providing Support* 398
 - Emotional Arousal* 398
 - Providing Information* 399
 - Providing Resources* 400
 - Connecting to Outcomes* 400
 - Creating Confidence* 401
 - Review of Empowerment Principles* 402
- Inhibitors to Empowerment 404
 - Attitudes about Subordinates* 404
 - Personal Insecurities* 404
 - Need For Control* 404
 - Overcoming Inhibitors* 405

Fostering Engagement	405
<i>Deciding When to Engage Others</i>	406
<i>Deciding Whom to Engage</i>	407
<i>Deciding How to Engage Others</i>	408
<i>Review Of Engagement Principles</i>	410
International Caveats	410

SUMMARY 412

SKILL ANALYSIS 413

Cases Involving Empowerment and Engagement	413
<i>Minding the Store</i>	413
<i>Changing the Portfolio</i>	414

SKILL PRACTICE 415

Exercises for Empowerment	415
<i>Executive Development Associates</i>	415
<i>Empowering Ourselves</i>	419
<i>Deciding to Engage Others</i>	420

SKILL APPLICATION 421

Activities for Empowerment and Engagement	421
<i>Suggested Assignments</i>	421
<i>Application Plan and Evaluation</i>	422

SCORING KEYS AND COMPARISON DATA 423

9 BUILDING EFFECTIVE TEAMS AND TEAMWORK 425

SKILL ASSESSMENT 426

Diagnostic Surveys for Building Effective Teams	426
<i>Team Development Behaviors</i>	426
Building Effective Teams and Teamwork	426
<i>Diagnosing The Need For Team Building</i>	426

SKILL LEARNING 427

The Advantages of Teams	427
<i>An Example of an Effective Team</i>	431
Team Development	432
<i>The Forming Stage</i>	432
<i>The Norming Stage</i>	433
<i>The Storming Stage</i>	435
<i>The Performing Stage</i>	438
Leading Teams	441
<i>Developing Credibility</i>	441
<i>Establish SMART Goals and Everest Goals</i>	443
<i>International Caveats</i>	445
Team Membership	446
<i>Advantageous Roles</i>	446
<i>Unproductive Roles</i>	449
<i>Providing Feedback</i>	450
<i>International Caveats</i>	451

SUMMARY 451

SKILL ANALYSIS 452

- Cases Involving Building Effective Teams 452
 - The Tallahassee Democrat's ELITE Team* 452
 - The Cash Register Incident* 455

SKILL PRACTICE 456

- Exercises in Building Effective Teams 456
 - Leadership Roles in Teams* 456
 - Team Diagnosis and Team Development Exercise* 457
 - Winning the War on Talent* 459
 - Team Performance Exercise* 461

SKILL APPLICATION 463

- Activities for Building Effective Teams 463
 - Suggested Assignments* 463
 - Application Plan and Evaluation* 464

SCORING KEYS AND COMPARISON DATA 464

- Diagnosing the Need for Team Building 465
 - Comparison Data* 465
- Leadership Roles in Teams (Examples of Correct Answers) 465

10 LEADING POSITIVE CHANGE 467

SKILL ASSESSMENT 468

- Diagnostic Surveys for Leading Positive Change 468
- Leading Positive Change 468
 - Reflected Best-Self Feedback* 468

SKILL LEARNING 470

- Ubiquitous and Escalating Change 471
- The Need for Frameworks 471
- A Framework for Leading Positive Change 473
 - Establishing A Climate of Positivity* 476
 - Creating Readiness for Change* 481
 - Articulating a Vision of Abundance* 484
 - Generating Commitment to the Vision* 487
 - Fostering Sustainability* 490

SUMMARY 493

SKILL ANALYSIS 495

- Cases Involving Leading Positive Change 495
 - Corporate Vision Statements* 495
 - Jim Mallozzi: Implementing Positive Change in Prudential Real Estate and Relocation* 501

SKILL PRACTICE 505

- Exercises in Leading Positive Change 505
 - Reflected Best-Self Portrait* 505
 - Positive Organizational Diagnosis Exercise* 506
 - A Positive Change Agenda* 507

SKILL APPLICATION 507

Activities for Leading Positive Change 507

Suggested Assignments 507

Application Plan and Evaluation 508

SCORING KEYS AND COMPARISON DATA 509

Reflected Best-Self Feedback™ Exercise 509

PART IV SPECIFIC COMMUNICATION SKILLS 511

Module A MAKING ORAL AND WRITTEN PRESENTATIONS 513

SKILL LEARNING 514

Making Oral and Written Presentations 514

Essential Elements of Effective Presentations 515

Formulate a Specific Strategy 515

Develop a Clear Structure 517

Support Your Points 519

Use an Enhancing Style 521

Style in Oral Communication 522

Style in Written Communication 525

Supplement your Presentation by Responding to Questions and Challenges 527

SKILL PRACTICE 531

Exercises for Making Effective Oral and Written Presentations 531

Speaking as a Leader 531

Quality Circles at Battle Creek Foods 532

Observer's Feedback form 539

Module B CONDUCTING INTERVIEWS 541

SKILL LEARNING 542

Planning and Conducting Interviews 542

Planning the Interview 543

Conducting the Interview 547

Specific Types of Organizational Interviews 551

Information-Gathering Interviews 551

Employment-Selection Interviews 551

Performance-Appraisal Interviews 552

SKILL PRACTICE 556

Exercises for Conducting Special-Purpose Interviews 556

Evaluating the New Employee-Orientation Program 556

Performance-Appraisal Interview with Chris Jakobsen 559

Employment-Selection Interview at Smith Farley Insurance 566

Observer's Feedback form 573

Module C CONDUCTING MEETINGS 575

SKILL LEARNING 576

Conducting Effective Meetings: A Short Guide for Meeting Managers and Meeting Participants 576

The Five *Ps* of Effective Meetings 576

Suggestions for Group Members 581

SKILL PRACTICE 584

Exercises for Conducting Meetings 584

Preparing and Conducting a Team Meeting at SSS Software 584

Role Diagnosis 584

Meeting Evaluation Worksheet 585

SSS Software In-Basket Memos, E-Mails, Faxes, and Voice Mails 586

APPENDIX I GLOSSARY 595

APPENDIX II REFERENCES 605

INDEX 633

PREFACE

New in This Edition

- New to every Chapter Personal Inventory Assessments (P.I.A)
- Chapter 2 now includes a major focus not only on managing stress but also on how to enhance and encourage well-being.
- Chapter 8 replaces the discussion on “delegation” with a focus on “engagement.”
- Research continues to appear on factors that predict managerial effectiveness and skillful performance. Therefore, we have updated references, studies, and examples to enhance each chapter’s currency.
- In an environment filled with instantaneous technology, sound bites of data, and short attention spans, we have been motivated to shorten each of the book’s chapters substantially. With these reductions, however, we have maintained the empirical evidence and the foundational models and frameworks.
- In each chapter, references to video examples found in **Pearson’s MyManagementLab™** are noted.

Why Focus on Management Skill Development?

Given that a “skill development” course requires more time and effort than a course using the traditional lecture/discussion format, we are sometimes asked this question by students, especially those who have relatively little work experience.

Reason #1: It focuses attention on what effective managers actually “do.”

In an influential article, Henry Mintzberg (1975) argued that management education had almost nothing to say about what managers actually do from day to day. He further faulted management textbooks for introducing students to the leading theories about management while ignoring what is known about effective management practice. Sympathetic to Mintzberg’s critique, we set out to identify the defining competencies of effective managers.

Although no two management positions are exactly the same, the research summarized in the Introduction highlights ten personal, interpersonal, and group skills that form the core of effective management practice. Each chapter addresses one of these skills.

Personal Skills

1. Developing Self-Awareness
2. Managing Personal Stress and Well-Being
3. Solving Problems Analytically and Creatively

Interpersonal Skills

4. Building Relationships by Communicating Supportively
5. Gaining Power and Influence
6. Motivating Others
7. Managing Conflict

Group Skills

8. Empowering and Engaging Others
9. Building Effective Teams and Teamwork
10. Leading Positive Change

Consistent with our focus on promoting effective management practice, the material in these chapters provides guidance for a variety of contemporary management challenges, including: “How can I help others accept new goals, new ideas, new approaches?” “How can I invigorate those who feel outdated and left behind?” “How do I help the ‘survivors’ of a downsizing pick up the pieces and move on?” “How do I help people with very different agendas and philosophies work together, especially during periods of high stress and uncertainty?”

Anyone tempted to dismissively argue that the answers to these questions are “common sense” would do well to recall Will Rogers’ pithy observation: “Common sense ain’t common.” In addition, the research reported in the Introduction suggests that, in many cases, managers’ “common sense” isn’t “good sense.”

The premise of this book and associated course is that the key to effective management practice is practicing what effective managers—those with “good sense”—do consistently.

Reason #2: It is consistent with proven principles of effective teaching and learning.

A seasoned university professor advised a young colleague, “If your students aren’t learning, you’re not teaching—you’re just talking!” Here’s what some authorities on higher education have to say about how effective teachers foster learning:

“All genuine learning is active, not passive. It is a process of discovery in which the student is the main agent, not the teacher.” (Adler, 1982)

“Learning is not a spectator sport. Students do not learn much just by sitting in a class listening to teachers, memorizing pre-packaged assignments, and spilling out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves.” (Chickering & Gamson, 1987)

In their classic book, Bonwell and Elson (1991) list seven defining characteristics of active learning:

1. Students are involved in more than passive listening.
2. Students are engaged in activities (e.g., reading, discussing, writing).
3. There is less emphasis placed on information transmission and greater emphasis placed on developing student skills.
4. There is greater emphasis placed on the exploration of attitudes and values.
5. Student motivation is increased, especially in adult learners.
6. Students receive immediate feedback from their instructor and peers.
7. Students are involved in higher order thinking (analysis, synthesis, evaluation).

Our goals in writing this book were to bridge the academic realm of theory and research and the organizational realm of effective practice and to help students consistently translate proven principles from both realms into personal practice. To accomplish these goals, we formulated a five-step “active” learning model, described in the Introduction. Based on the positive feedback we’ve received from teachers and students, we can state with confidence that the form of active learning pioneered in this book is a proven pedagogy for management skill mastery.

MYMANAGEMENTLAB SUGGESTED ACTIVITIES

For the 9th edition we the authors are excited that Pearson’s MyManagementLab has been integrated fully into the text. These new features are outlined below. Making assessment activities available on line for students to complete before coming to class will allow you the professor more discussion time during the class to review areas that students are having difficulty in comprehending.

Watch It

Recommends a video clip that can be assigned to students for outside classroom viewing or that can be watched in the classroom. The video corresponds to the chapter material and is accompanied by multiple choice questions that re-enforce student’s comprehension of the chapter content.

Personal Inventory Assessments (PIA)

Students learn better when they can connect what they are learning to their personal experience. PIA (Personal Inventory Assessments) is a collection of online exercises designed to promote self-reflection and engagement in students, enhancing their ability to connect with concepts taught in principles of management, organizational behavior, and human resource management classes. Assessments are assignable by instructors who can then track students’ completions. Student results include a written explanation along with a graphic display that shows how their results compare to the class as a whole. Instructors will also have access to this graphic representation of results to promote classroom discussion.

DETAILED CHAPTER BY CHAPTER CHANGES

Based on suggestions from reviewers, instructors, and students, we have made a number of changes in the ninth edition of Developing Management Skills.

- Chapter 2 now includes a major focus not only on managing stress—usually observed to be a negative influence on individuals—but it focuses on how to enhance and encourage well-being. Stress can be turned to good outcomes if managed effectively, and this 9th edition adopts this positive approach. It highlights ways to flourish and enhance well-being even in the presence of stressful circumstances.
- Chapter 8 replaces the discussion on “delegation” with a focus on “engagement.” The theme of employee engagement has become a very important topic in modern organizations as they attempt to enhance their performance and help their employees flourish. That is, employee engagement has become a very hot topic. This chapter provides a framework that helps you engage employees effectively.
- In an environment filled with instantaneous technology, sound bites of data, and short attention spans, we have been motivated to shorten each of the book’s

chapters substantially. With these reductions, however, we have maintained the empirical evidence and the foundational models and frameworks that distinguish this book from others on the market. We have maintained the scientific and scholarly basis for the prescriptions in each of the chapters because, to be effective managers, students need more substance than found in traditional airport bookstore advice.

- Research continues to appear on factors that predict managerial effectiveness and skillful performance. Therefore, we have updated references, studies, and examples to enhance each chapter's currency. Whereas many of the classic studies and foundational investigations remain in the text, you will find many up-dated studies and examples through the book. This is also the case with exercises, cases, and assessment instruments.
- In each chapter, references to video examples found in Pearson's MyManagementLab are noted. You will want to use these video supplements to illustrate certain concepts and practices discussed in the chapters. They provide real examples of management skill practices in the workplace.

Tips for Getting the Most Out of This Course

Whether you are an undergraduate or MBA student, or an experienced manager, based on our years of teaching management skills, here are some suggestions for making this course a personally meaningful learning experience:

- Read the Introduction carefully. Although this is not a typical management textbook, it is important that you understand its distinctive learner-focused features, especially the five-step learning model: Skill Assessment, Skill Learning, Skill Analysis, Skill Practice, and Skill Application. You'll also find informative research on how much managers' actions impact individual and organizational performance and the characteristics of effective managers.
- Thoughtfully complete the Skill Assessment surveys for each chapter. These diagnostic tools are designed to help you identify which specific aspects of each skill topic most warrant your personal attention.
- Carefully study the Behavioral Guidelines and the summary model at the conclusion of the Skill Learning section of each chapter before reading that section. These written and graphical summaries are designed to bridge the research-informed description of each topic with the skill development activities that follow. To help you internalize research-informed "good sense," be sure to use the Behavioral Guidelines as your frame of reference when reading and discussing Skill Analysis cases and participating in Skill Practice and Skill Application exercises.
- Be sure to complete the Skill Application exercises in each chapter. Management skill mastery requires out-of-class skill practice. How to do this is pretty straightforward if you are currently working in an organization, regardless of whether you are an experienced manager or a new, part-time employee. Whether or not you are currently employed, we encourage you to seek out skill practice opportunities in all aspects of your life, including working in assigned teams in this and other courses, planning social events for a campus or community organization, counseling a troubled sibling or friend, managing end-of-semester deadlines, or handling a difficult issue with a boy/girlfriend or spouse. The sooner you begin—and the more you persist in—practicing what you learn in this course, the more you'll be able to count on these skills as "automatic responses" when you need them as a manager.

INSTRUCTOR RESOURCES

At the Instructor Resource Center, www.pearsonglobaleditions.com/whetten, instructors can easily register to gain access to a variety of instructor resources available with this text in downloadable format. If assistance is needed, our dedicated technical support team is ready to help with the media supplements that accompany this text. Visit <http://247.pearsoned.com> for answers to frequently asked questions and toll-free user support phone numbers.

The following supplements are available with this text:

- Instructor's Resource Manual
- Test Bank
- TestGen[®] Computerized Test Bank
- PowerPoint Presentation

2015 QUALITATIVE BUSINESS VIDEO LIBRARY

Additional videos illustrating the most important subject topics are available in MyManagementLab, under the Instructor Resources: Business Today.

COURSESMART* TEXTBOOKS ONLINE

CourseSmart eTextbooks were developed for students looking to save money on required or recommended textbooks. Students simply select their eText by title or author and purchase immediate access to the content for the duration of the course using any major credit card. With a CourseSmart eText, students can search for specific keywords or page numbers, take notes online, print out reading assignments that incorporate lecture notes, and bookmark important passages for later review. For more information or to purchase a CourseSmart eTextbook, visit www.coursesmart.com.

Acknowledgments

In addition to the informal feedback we have received from colleagues around the world, we would especially like to thank the following people who have formally reviewed material and provided valuable feedback, vital to the revision of this and previous editions:

Richard Allan, University of Tennessee—
Chattanooga

Joseph S Anderson, Northern Arizona
University

Forrest F. Aven, University of Houston
Lloyd Baird, Boston University

Bud Baker, Wright State University

John D. Bigelow, Boise State University

Ralph R. Braithwaite, University of
Hartford

Julia Britt, California State University

Tim Bothell, Brigham Young University

David Cherrington, Brigham Young
University

John Collins, Syracuse University

Kerri Crowne, Temple University

Joseph V. DePalma, Farleigh Dickerson
University

Todd Dewett, Wright State University

Andrew J. Dubrin, Rochester Institute
of Technology

Steven Edelson, Temple University

Crissie M. Frye, Eastern Michigan
University

Norma Givens, Fort Valley State University

Barbara A. Gorski, St. Thomas University

Sara Grant, New York University

David Hampton, San Diego State
University

Jason Harris-Boundy, San Francisco
State University

Stanley Harris, Auburn University

*This product may not be available in all markets. For more details, please visit www.coursesmart.co.uk or contact your local Pearson representative.

Richard E. Hunt, Rockhurst College	J. Randolph New, University of Richmond
Daniel F. Jennings, Baylor University	Jon L. Pierce, University of Minnesota–Duluth
Avis L. Johnson, University of Akron	Lyman Porter, University of California–Irvine
Jay T. Knippen, University of South Florida	Lyle F. Schoenfeldt, Appalachian State University
Roland Kushner, Lafayette College	Jacob P. Siegel, University of Toronto
Roy J. Lewicki, Ohio State University	Charles Smith, Hofstra University
Michael Lombardo, Center for Creative Leadership	Noel M. Tichy, University of Michigan
Charles C. Manz, University of Massachusetts–Amherst	Wanda V. Trenner, Ferris State University
Ralph F. Mullin, Central Missouri State University	Ulya Tsolmon, Brigham Young University
Thomas J. Naughton, Wayne State University	Kenneth M. York, Oakland University

We especially thank our collaborators who adapted the book for the European and Australian markets as well as those who translated *Developing Management Skills* into Spanish, Russian, Chinese, and Dutch.

We are grateful for the assistance of many dedicated associates who have helped us continually upgrade and enhance *Developing Management Skills*. We wish to acknowledge our colleague, Jeffrey Thompson, Director of the Romney Institute of Public Management, Brigham Young University. Jeff has been a valuable collaborator on our recent revisions and has become a major part of the authoring team.

We would also like to thank Kris Ellis-Levy, Sarah Holle, Rebecca Groves, Meghan DeMaio, and Judy Leale of Pearson Education. In addition, we'd like to express our gratitude to Kristin Jobe of Integra-Chicago for her expert assistance with this edition, as well as Erikson Daniel Conkling, Ivy Tech Community College/Northeast and Linda Hoffman, Ivy Tech Community College/Fort Wayne for their contributions to the MyLab assessment content.

Finally, and most importantly, we express appreciation to our families for their ongoing patience and support, which is reflected in their willingness to share their time with this competing “labor of love”—and to forgive our own gaps between common sense and common practice.

David A. Whetten
Kim S. Cameron

Pearson would like to thank and acknowledge Tan Wei Lian, Taylor's University and MK Ching, The Hong Kong Polytechnic University for their contributions to this Global Edition. We would also like to thank David Ahlstrom, CUHK Business School; Patrick KP Chan, SIM University, Samuel Lam, Institute for Tourism Studies; and Caroline Akhras, Notre Dame University, for reviewing the content and sharing their feedback to improve the global content.

MANAGEMENT CONCEPTS

- The Critical Role of Management Skills
- The Importance of Competent Managers
- The Skills of Effective Managers
- What Are Management Skills?
- Improving Management Skills
- An Approach to Skill Development
- Leadership and Management
- Contents of the Book
- Organization of the Book
- Diversity and Individual Differences
- Summary

SUPPLEMENTARY **MATERIAL**

- Personal Assessment of Management Skills (PAMS)
- What Does It Take to Be an Effective Manager?
- SSS Software In-Basket Exercise

SCORING KEY AND **COMPARISON DATA**



INTRODUCTION

The Critical Role of Management Skills

LEARNING OBJECTIVES

1. INTRODUCE THE IMPORTANCE OF MANAGEMENT SKILLS
2. IDENTIFY ESSENTIAL MANAGEMENT SKILLS
3. EXPLAIN A LEARNING MODEL FOR DEVELOPING MANAGEMENT SKILLS
4. REVIEW THE CONTENTS OF THE BOOK

This page intentionally left blank

Introduction

The Critical Role of Management Skills

No one doubts that the twenty-first century will continue to be characterized by chaotic, transformational, rapid-fire change. In fact, almost no sane person is willing to predict what the world will be like 50, 20, or even 10 years from now. Change is just too rapid and ubiquitous. Three quarters of the content on the web was not available three years ago. The development of “nanobombs” has caused some people to predict that personal computers and desktop monitors will land on the scrap heap of obsolescence within 20 years. The new computers will be a product of etchings on molecules leading to personalized data processors injected into the bloodstream, implanted in eyeglasses, or included in wristwatches.

Warren Bennis, a colleague of ours, half-jokingly predicted that the factory of the future would have only two employees, a person and a dog. The person would be there to feed the dog. The dog would be there to keep the person from touching the equipment! Almost no one would argue with the claim that “permanent white water” best characterizes our current environment. Almost everything is in flux, from our technology and methods of transacting business to the nature of education and the definition of the family.

Despite all this change in our environment, there is something that has remained relatively constant. With minor variations and stylistic differences, what have not changed in several thousand years are the basic skills that lie at the heart of effective, satisfying, growth-producing human relationships. Freedom, dignity, trust, love, and respect in relationships have always been among the goals of human beings, and the same principles that brought about those outcomes in the second or seventeenth centuries still bring them about in the twenty-first century. Despite our circumstances, in other words, and despite the technological resources we have available to us, the same basic human skills still lie at the heart of effective human interaction.

This book is built on the presumption that developing management skills—that is, the skills needed to manage one’s own life as well as relationships with others—is a ceaseless endeavor. These skills were largely the same a century ago as they are today. The basic behavioral principles that lie at the foundation of these skills are timeless. This is one reason why the shelves of bookstores, blogs, and on-line newsletters are filled with

prescriptions of how one more executive or one more company struck it rich or beat out the competition. Thousands of books trumpet prescriptions for how to be successful in business, or in life. Many of these books have made it to the best-seller lists and have enjoyed lengthy stays.

Our intention in this book is not to try to duplicate the popular appeal of the best-selling books nor to utilize the common formula of recounting anecdotal incidents of successful organizations or well-known managers. We have produced a book that remains true to, and is based on, social science and business research. We want to share with you what is known and what is not known about how to develop management skills and how to foster productive, healthy, satisfying, and growth-producing relationships with others in your work setting. *Developing Management Skills* is designed to help you actually improve your personal management competencies—to change your behavior.

This book, therefore, serves more as a practicum or a guide to effective managerial behavior than a description of what someone else has done to successfully manage an organization. It will surely help you think, and it will provide examples of success, but it will have failed if it also does not help you *behave* more competently in your own life.

Whereas the skills focused on in this book are called “management skills,” their relevance is not limited just to an organization or work setting. This book could be retitled “life skills,” or even “leadership skills.” We focus mainly on work settings here because our primary goal is to help you prepare for and improve your own competency in a managerial role. You will discover, however, that these skills are applicable in most areas of your life—with families, friends, volunteer organizations, and your community.

In the next section, we review some of the scientific evidence that demonstrates how management skills are associated with personal and organizational success, and we review several studies of the key management skills that seem to be the most important in our modern-day environment. It is those key skills that this book has targeted. We then describe a model and a methodology for helping you to develop management skills.

A large number of fads abound proclaiming a new way to be a leader, get rich, or both, but our intent is to rely on a proven methodology that has grounding in the scientific literature. We present what has been shown to be a superior process for improving management skills, and we base our claims on scholarly evidence. This Introduction concludes with a brief description of the organization of the rest of the book and the importance of keeping in mind individual differences among people.

The Importance of Competent Managers

In the last couple of decades, an abundance of evidence has been produced demonstrating that skillful management is the single most powerful determinant of organizational success. These studies have been conducted across numerous industry sectors, international settings, and organization types. The research findings now make it almost unquestionable that if organizations want to succeed, they must have competent, skillful managers.

For example, in one study of 968 firms, representing all major industries in the United States, organizations whose managers effectively managed their people—that is, they implemented effective people management strategies and demonstrated personal competency in management skills—had, on the average, a decrease in turnover of more than 7 percent, increased profits of \$3,814 per employee, \$27,044 more in sales per employee, and \$18,641 more in stock market value per employee, compared to firms that had less effective people management (Huselid, 1995; Pfeffer & Veiga, 1999). In a follow-up study of 702 firms, shareholder wealth was an amazing \$41,000 per employee higher in companies demonstrating strong people management skills than in firms that had a lower emphasis on people management (Huselid & Becker, 1997).

A study of German firms in 10 industrial sectors produced similar results: “Companies that place workers at the core of their strategies produce higher long-term returns...than their industry peers” (Blimes, Wetzker, & Xhonneux, 1997). A study of five-year survivability in 136 nonfinancial companies that issued IPOs in the late 1980s found that the effective management of people was the most significant factor in predicting longevity, even when accounting for industry type, size, and profits. Firms that did a good job of managing people tended to survive; others did not (Welbourne & Andrews, 1996).

A study by Hanson (1986) investigated the factors that best accounted for financial success over a five-year span in 40 major manufacturing firms. The five most powerful predictors were identified and assessed. They included market share (assuming that the higher the market share of a firm, the higher its profitability); firm capital intensity (assuming that the more a firm is automated and up-to-date in technology and equipment, the more profitable it is); size of the firm in assets (assuming that economies of scale and efficiency can be used in large firms to increase profitability); industry average return on sales (assuming that firms would reflect the performance of a highly profitable industry); and the ability of managers to effectively manage their people (assuming that an emphasis on good people management helps produce profitability in firms). The results revealed that one factor—the ability to manage people effectively—was three times more powerful than all other factors combined in accounting for firm financial success over a five-year period! We repeat, good management was more important than all other factors taken together in predicting profitability.

This is just a small sampling of studies that indicate overwhelmingly that good management fosters financial success, whereas less effective management fosters financial distress. Successful organizations have managers with well-developed management skills. Moreover, the data are clear that management skills are more important in accounting for success than industry, environment, competition, and economic factors combined.

The Skills of Effective Managers

What, then, differentiates effective managers from less effective managers? If developing management skills is so crucial for organizational success, what skills ought to be the focus of our attention? The management literature is filled with lists of attributes, behaviors, orientations, and strategies for enhancing successful performance. In writing this book, we wanted to identify the skills and competencies that separate extraordinarily effective performers from the rest of us. So, in addition to reviewing the managerial and leadership literatures, we also identified 402 individuals who were rated as highly effective managers in their own organizations in the fields of business, health care, education, and state government by asking senior officers to name the most effective managers in their organizations. We then interviewed those people to determine what attributes were associated with managerial effectiveness. We asked questions such as:

- ❑ How have you become so successful in this organization?
- ❑ Who fails and who succeeds in this organization and why?
- ❑ If you had to train someone to take your place, what knowledge and what skills would you make certain that person possessed in order to perform successfully as your successor?
- ❑ If you could design an ideal curriculum or training program to teach you to be a better manager, what would it contain?
- ❑ Think of other effective managers you know. What skills do they demonstrate that explain their success?

Table 1 Skills of Effective Managers—One Study

1. Verbal communication (including listening)
2. Managing time and stress
3. Rational and creative decision making
4. Recognizing, defining, and solving problems
5. Motivating and influencing others
6. Delegating and engaging others
7. Setting goals and articulating a vision
8. Self-awareness
9. Team building
10. Managing conflict

Our analysis of the interviews produced about 60 characteristics of effective managers. The 10 identified most often are listed in Table 1. Not surprisingly, these 10 characteristics are all behavioral skills. They are not personality attributes or styles, nor are they generalizations such as “luck,” “charisma,” or “timing.” They also are common across industries, levels, and job responsibilities. The characteristics of effective managers are not a secret.

What Are Management Skills?

There are several defining characteristics of management skills that differentiate them from other kinds of characteristics and practices. First, management skills are *behavioral*. They are not personality attributes or stylistic tendencies. Management skills consist of actions that lead to positive outcomes. Skills can be observed by others, unlike attributes that are purely mental, stylistic, or are embedded in personality.

Second, management skills are *controllable*. The performance of these behaviors is under your own control. Skills may involve other people and require cognitive work, but they are behaviors that you can govern yourself.

Third, management skills are *developable*. Performance can improve. Unlike IQ or certain personality or temperament attributes that remain relatively constant throughout life, you can improve your competency in skill performance through practice and feedback. You can progress from less competence to more competence in management skills, and that outcome is the primary objective of this book.

Fourth, management skills are *interrelated* and *overlapping*. It is difficult to demonstrate just one skill in isolation from others. Skills are not simplistic, repetitive behaviors, but they are integrated sets of complex responses. Fifth, management skills are sometimes *contradictory* or *paradoxical*. For example, the core management skills are neither all soft and humanistic in orientation nor all hard-driving and directive. They are oriented neither toward teamwork and interpersonal relations exclusively nor toward individualism and technical entrepreneurship exclusively. A variety of skills are typical of the most effective managers, and some of them appear incompatible.

To illustrate, Cameron and Tschirhart (1988) assessed the skill performance of more than 500 midlevel and upper-middle managers in about 150 organizations. The most frequently mentioned 25 management skills taken from about a dozen studies in the academic literature (such as those in Table 2) were measured. Statistical analyses revealed

that the skills fell into four main groups or clusters. One group of skills focused on participative and human relations skills (for example, supportive communication and team building), while another group focused on just the opposite, that is, competitiveness and control (for example, assertiveness, power, and influence skills). A third group focused on innovativeness and individual entrepreneurship (for example, creative problem solving), while a fourth group emphasized the opposite type of skills, namely, maintaining order and rationality (for example, managing time and rational decision making). One conclusion from that study was that effective managers are required to demonstrate paradoxical skills. That is, the most effective managers are both participative and hard-driving, both nurturing and competitive. They were able to be flexible and creative while also being controlled, stable, and rational (see Cameron, Quinn, DeGraff, & Thakor, 2014). Our objective in this book is to help you develop that kind of behavioral competency and complexity.

Improving Management Skills

It is a bit unnerving that while average IQ scores have increased in the population over the last half-century, social and emotional intelligence scores have actually declined. In the population in general, people are less skilled at managing themselves and managing others than they were 50 years ago (Goleman, 1998). While average IQ scores have jumped approximately 25 points, emotional intelligence scores (EQ) have fallen. In a recent survey of 110 *Fortune* 500 CEOs, 87 percent were satisfied with the level of competence and analytic skills of business school graduates, 68 percent were satisfied with conceptual skills of graduates, but only 43 percent of the CEOs were satisfied with graduates' management skills, and only 28 percent were satisfied with their interpersonal skills and EQ!

The good news is that improvement in developing management skills has been found in both students and managers who have been exposed to in the learning model presented in *Developing Management Skills*. For example, MBA students showed improvement of from 50 to 300 percent on social skills over two years by enrolling in courses based on the approach to developing management skills presented here. A greater amount of improvement occurred among students who applied these skills to aspects of their lives outside the classroom. In addition, a cohort of 45- to 55-year-old executives produced the same results as the MBA students. They also improved dramatically in their management skills even though most were already experienced in senior managerial positions (Boyatzis, 1996, 2000, 2005; Boyatzis, Cowen, & Kolb, 1995; Boyatzis, Leonard, Rhee, & Wheeler, 1996; Leonard, 1996; Rhee, 1997; Wheeler, 1999).

An Approach to Skill Development

The method that has been found to be most successful in helping individuals develop management skills is based on social learning theory (Bandura, 1977; Boyatzis et al., 1995; Davis & Luthans, 1980). This approach marries rigorous conceptual knowledge with opportunities to practice and apply observable behaviors. It relies on cognitive work as well as behavioral work. This learning model, as originally formulated, consisted of four steps: (1) the presentation of behavioral principles or action guidelines, generally using traditional instruction methods such as lecture and discussion; (2) demonstration of the principles by means of cases, films, scripts, or incidents; (3) opportunities to practice the principles through role plays or exercises; and (4) feedback on performance from peers, instructors, or experts.

Our own experience in teaching complex management skills, as well as research on management skills development among MBA students (e.g., Boyatzis et al., 1995; Vance, 1993) has demonstrated that three important modifications are necessary in order for this model to be most effective. First, the behavioral principles must be grounded in social science theory and in reliable research results. To ensure the validity of the behavioral guidelines being prescribed, the learning approach must include scientifically based knowledge about the effects of the management principles being presented.

Second, you must be aware of your current level of skill competency and be motivated to improve upon that level. Most of us receive very little feedback about our current level of skill competency. Most organizations provide some kind of annual or semiannual evaluation (for example, course grades in school or performance appraisal interviews in firms), but these evaluations are usually infrequent and narrow in scope, and they fail to assess performance in most critical skill areas. To help you understand what skills to improve and why, an assessment activity must be part of the model.

In addition, most people find change uncomfortable and therefore avoid taking the risk to develop new behavior patterns. An assessment activity in the learning model helps encourage you to change by illuminating your strengths and weaknesses. This makes it possible to target your improvement efforts more specifically. Assessment activities generally take the form of self-evaluation instruments, case studies, or problems that help highlight personal strengths and weaknesses in a particular skill area.

Third, an application component is needed in the learning model. Most management skill training takes place in a classroom setting where feedback is immediate, and it is relatively safe to try out new behaviors and make mistakes. Therefore, transferring learning to an actual job setting is often problematic. Application exercises help to apply classroom learning to examples from the real world of management. Application exercises often take the form of an outside-of-class intervention, a consulting assignment, self-analysis through journal writing, or a problem-centered intervention, which you can analyze to determine its degree of success or failure.

In summary, evidence suggests that a five-step learning model is most effective for helping you develop management skills (see Cameron & Whetten, 1984; Kolb, 1984; Vance, 1993; Whetten & Cameron, 1983). Table 2 outlines such a model. Step 1 involves the *assessment* of current levels of skill competency and knowledge of the behavioral

Table 2 A Model for Developing Management Skills

COMPONENTS	CONTENTS	OBJECTIVES
1. Skill assessment	Survey instruments Role plays	Assess current level of skill competence and knowledge; create readiness to change.
2. Skill learning	Written text Behavioral guidelines	Teach correct principles and present a rationale for behavioral guidelines.
3. Skill analysis	Cases	Provide examples of appropriate and inappropriate skill performance. Analyze behavioral principles and reasons they work.
4. Skill practice	Exercises Simulations Role plays	Practice behavioral guidelines. Adapt principles to personal style. Receive feedback and assistance.
5. Skill application	Assignments (behavioral and written)	Transfer classroom learning to real-life situations. Foster ongoing personal development.

principles. Step 2 consists of the presentation of validated, scientifically based *principles and guidelines* for effective skill performance. Step 3 is an *analysis* step in which models or cases are presented in order to analyze behavioral principles in real organizational settings. This step also helps demonstrate how the behavioral guidelines can be adapted to different personal styles and circumstances. Step 4 consists of *practice* exercises in which experimentation can occur and immediate feedback can be received in a relatively safe environment. Step 5 is the *application* of the skill to a real-life setting outside the classroom with follow-up analysis of the relative success of that application.

Research on the effectiveness of training programs using this general learning model has shown that it produces results superior to those based on more traditional lecture-discussion-case method approaches (Boyatzis et al., 1995; Burnaska, 1976; Kolb, 1984; Latham & Saari, 1979; Moses & Ritchie, 1976; Porras & Anderson, 1981; Smith, 1976; Vance, 1993).

To assist you in improving your own management skills, this book emphasizes practicing management skills rather than just reading about them. We have organized the book with this specific approach in mind.

Leadership and Management

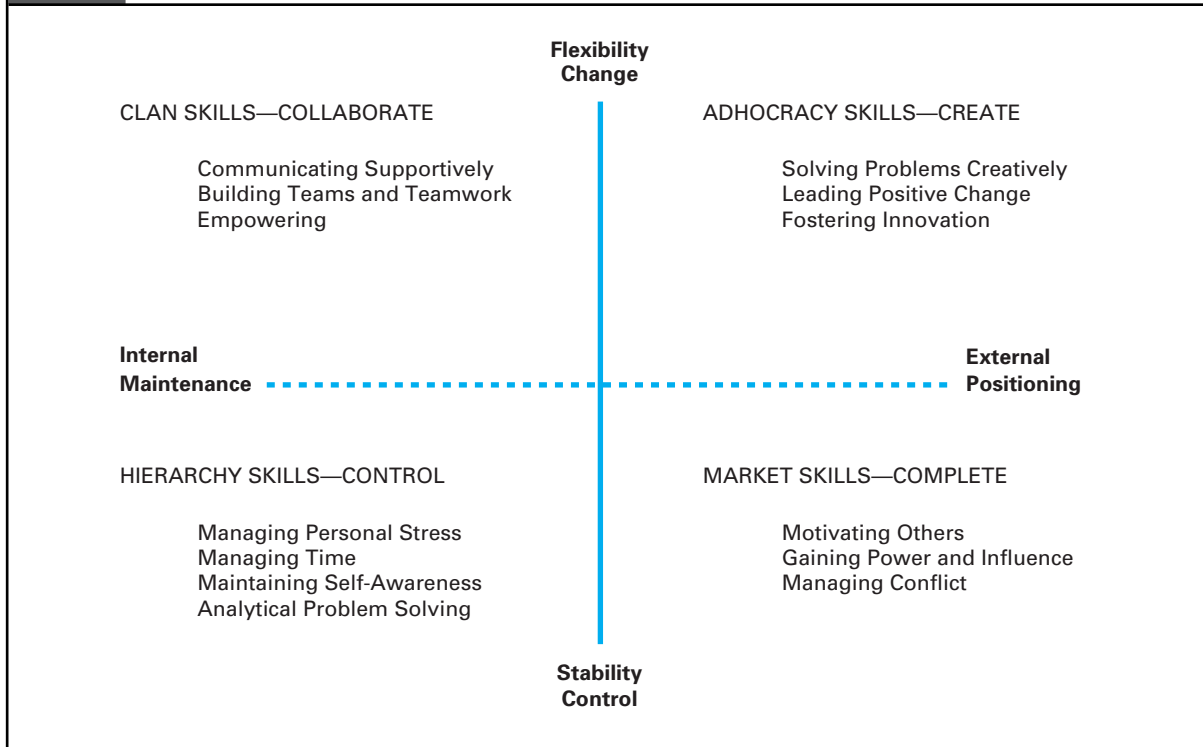
Before outlining the organization of this book, we want to discuss briefly the place of leadership in this volume. Some writers have differentiated between the concepts of “leadership” and “management” (Bass, 1990; Katzenbach, 1995; Nair, 1994; Quinn, 2000; Tichy, 1999). Some have wondered why we concentrate on “management” skills instead of “leadership” skills in this book. We have also been asked by professors, business executives, and students why we have not either changed the title of the book to *Developing Leadership Skills*, or at least included one chapter on leadership in this volume. These queries and suggestions are important and have motivated us to clarify at the outset of the book what we mean by management, and why our approach lies at the heart of leadership as typically defined.

One of the most popular models of leadership is based on the “Competing Values Framework,” an organizing framework for leadership and managerial skills. It was developed by examining the criteria used to evaluate organizational performance (Cameron et al., 2014; Quinn & Rohrbaugh, 1983). Extensive research has been conducted on this framework over the past three decades, and a brief explanation will help clarify the relationship between management and leadership skills. This research has shown that both leadership and management skills fall into four clusters or categories as illustrated in Figure 1.

In order to be an effective leader and manager, the research suggests that you must be competent in: (1) people skills, collaboration, teamwork, and interpersonal communication. These are referred to in the academic literature as *clan skills*. (2) creativity, innovativeness, entrepreneurship, and fashioning a vision for the future. These are referred to in the academic literature as *adhocracy skills*; (3) producing results, making fast decisions, competing aggressively, and being comfortable taking charge. These are referred to in the academic literature as *market skills*; and (4) maintaining stability and predictability, increasing quality, being efficient, and maintaining control. These are referred to in the academic literature as *hierarchy skills*.

Clan skills include those required to build effective interpersonal relationships and develop others (e.g., building teamwork, communicating supportively). Adhocracy skills include those required to manage the future, innovate, and promote change (e.g., solving problems creatively, articulating an energizing vision). Market skills include those required to compete effectively and manage external relationships (e.g., motivating others, using power and influence). Hierarchy skills include those required to maintain control

Figure 1 Leadership and Management Skills Organized by the Competing Values Framework



and stability (e.g., managing personal stress and time, solving problems rationally) (see Cameron & Quinn, 2006).

In Figure 1, the two top quadrants in the Competing Values Framework—clan and adhocracy—are usually associated with leadership. The two bottom quadrants—market and hierarchy—are usually associated with management. Traditionally, leadership has been used to describe what individuals do under conditions of change. When organizations are dynamic and undergoing transformation, people at the top are expected to exhibit leadership (i.e., pay attention to clan and adhocracy issues). Management, on the other hand, has traditionally been used to describe what executives do under conditions of stability. Thus, management has been linked with the status quo (i.e., pay attention to market and hierarchy issues).

In addition, leadership has sometimes been defined as “doing the right things,” whereas management has been defined as “doing things right.” Leaders have been said to focus on setting the direction, articulating a vision, transforming individuals and organizations, and creating something new. Managers have been described as focusing on monitoring, directing, and refining current performance. Leadership has been equated with dynamism, vibrancy, and charisma; management with hierarchy, equilibrium, and control.

However, the recent research is clear that such distinctions between leadership and management are neither accurate nor useful (Cameron, Quinn, DeGraff, & Thakor, 2014; Quinn, 2000; Tichy, 1993, 1999). Managers cannot be successful without being good leaders, and leaders cannot be successful without being good managers. No longer do organizations and individuals have the luxury of holding on to the status quo; worrying about doing things right but failing to do the right things; keeping the system stable instead of leading change and improvement; monitoring current performance instead of

formulating a vision of the future; concentrating on equilibrium and control instead of vibrancy and charisma. Effective management and leadership are inseparable. The skills required to do one are also required of the other.

No organization in a postindustrial, hyper-turbulent, twenty-first-century environment will survive without executives capable of providing both management and leadership. Leading change and managing stability, establishing vision and accomplishing objectives, breaking the rules and monitoring conformance, although paradoxical, all are required to be successful.

All of us, in other words, need to develop competencies that will enhance our ability to be both leaders and managers. The specific skills in this book represent all four quadrants in the Competing Values Framework of leadership. They serve as the foundation for effective management and for effective leadership. *The skills contained in this book cover both management skills and leadership skills.* We have chosen to use the label “management skills” to subsume the skills associated with leadership as well as with management. When you are promoted, you will be given a managerial role, and your success in that role will depend on the extent to which you have mastered specific skills. You can act as a leader in any context or role, so this book is designed to prepare you to be an effective manager as well as an effective leader.

Contents of the Book

Again, this book focuses on the skills that research has identified as critically important for successful management and leadership. Part I contains three chapters on *personal skills*: Developing Self-Awareness, Managing Stress and Well-Being, and Solving Problems Analytically and Creatively. These skills focus on issues that may not involve other people but instead relate to the management of the self—hence they are called personal skills. Each chapter, however, really includes a cluster of related behaviors, not just one single, simple skill. These clusters of interrelated behaviors comprise the overall management skill indicated in the chapter's title. Figure 2 also points out that each skill cluster is related to and overlaps with other personal management skills, so each relies at least partially on the others to be performed successfully.

Part II focuses on *interpersonal skills*: Building Relationships by Communicating Supportively, Gaining Power and Influence, Motivating Others, and Managing Conflict. These skills focus primarily on issues that arise in your interactions with other people. Overlap exists among these skills, of course, so that you must rely on parts of many skill areas in order to perform any one skill effectively.

Part III includes three chapters on *group skills*: Empowering and Engaging Others, Building Effective Teams and Teamwork, and Leading Positive Change. These skills focus on key issues that arise when you are involved with groups of people either as a leader or as a member of the group. As with all the skills in the book, overlap occurs among the group skills as well as with the personal and interpersonal skills. In other words, as you progress from personal to interpersonal to group skills, the core competencies developed in the previous skill area help support successful performance of the new skill area.

In addition to the ten core management skills in Parts I, II, and III, the supplemental Part IV chapters contain three additional communications skills: Making Oral and Written Presentations, Conducting Interviews, and Conducting Meetings. These supplements cover specialized communication skills that are especially relevant for students who have had little managerial experience or skill training such as writing reports, giving class presentations, interviewing others, or conducting group meetings.

Figure 2 A Model of Essential Management Skills



Appendix I contains a glossary of key terms in the text; and Appendix II lists references for excerpted material in the book.

Organization of the Book

Each chapter is organized on the basis of the learning model summarized in Table 3. Specifically, each chapter begins with *Skill Assessment* instruments, followed by the largest section of the chapter, an explanation of the key behavioral guidelines along with evidence from research that the principles identified are effective in practice. This is the *Skill Learning* section. The third section is labeled *Skill Analysis*, and it provides brief case histories that illustrate both effective and ineffective applications of the behavioral principles.

The *Skill Practice* section provides exercises, problems, and role-play assignments in order for you to practice the behavioral guidelines in a safe, simulated managerial situation and to receive feedback from peers and instructors. The last section of each chapter is *Skill Application*. It contains a form to help you generate your own improvement agenda, as well as assignments and ideas for applying the skill in an out-of-class situation.

Table 3 The Organization of Each Chapter

SECTION	CONTENTS
Skill Assessment	Instruments designed to identify your current level of skill competency, your styles, and/or key dimensions of the skill. These instruments can be used to identify individual differences, issues surrounding diversity, and areas for personal improvement plans.
Skill Learning	Behavioral guidelines and key principles associated with the skill are explained. Scientific research is used as the basis for prescribed skill performance. Clarifying how to successfully develop and perform the skill is the purpose of this section.
Skill Analysis	Cases and examples are presented in order to provide examples of successful and unsuccessful skill performance. Analytic problem solving is facilitated as recommendations are made for what the key issues are, how performance might be modified, and why success was achieved.
Skill Practice	Exercises and role plays make it possible for individuals to actually practice the skill. Feedback from peers and the instructor will facilitate improvement of the skill in a setting where failure is not costly.
Skill Application	Suggested assignments are provided so that the skill can be applied in a real-life setting. A feedback mechanism is also suggested so that individuals analyze their own success in applying the skill outside the classroom. Improvement plans should always be associated with the application exercises.

Diversity and Individual Differences

One reason developing management skills is difficult is because all of us possess our own unique styles, personalities, and inclinations. We all know that everyone doesn't react in the same way to similar circumstances. It is impossible, therefore, to manage each relationship in exactly the same way, or even to behave the same way from one encounter to the next. Sensitivity to individual differences is an important part of an effective manager's repertoire.

A great deal of research has been conducted on cultural differences, gender differences, ethnic differences, and age differences in organizations (e.g., Cox, 1994; Cox & Beal, 1997). While we will not summarize that extensive research, we do want to highlight the importance of being sensitive to individuality. Two kinds of sensitivities are necessary: one to the uniqueness displayed by each person, and the other to distinctive but general patterns of behavior that characterize groups of people. For example, it is essential that you not only become aware of, but also value and capitalize on the differences that characterize people with whom you associate. The general tendency of us all is to fear or oppose those who are different from us, so we provide a framework to help us all better understand and appreciate differences. We don't emphasize so much *managing diversity* as we do *diagnosing individual differences* so they can be valued, understood, and appreciated.

In Chapter 1, Developing Self-Awareness, we explain a model developed by Frans Trompenaars which relies on seven dimensions found to differ across national and cultural boundaries. These dimensions have been found to be very helpful in assisting people to understand key differences in others. They are: *universalism versus particularism*, *individualism versus communitarianism*, *specificity versus diffuseness*, *neutral versus affective*, *achievement versus ascription oriented*, *internal versus external*, and *past versus present versus future time emphasis*. These dimensions will help you adjust your behaviors when you interact with others from a different culture or nationality. Whereas the behavioral principles upon which the management skills are based are applicable across cultures, genders, ethnic groups, and age cohorts, important nuances may be

required of you as you practice among people characterized by these differences. Women may not behave the same as men. Japanese colleagues may not respond the same as German colleagues. Individuals in their sixties may not see the world the same as someone in their twenties. So being sensitive to and valuing individual differences is key.

Summary

In sum, *Developing Management Skills* is not intended just for individuals who plan to enter managerial positions or who currently manage organizations. It is meant to help you better manage many aspects of your life and relationships. It is intended to help you actually change your behavior, to improve your competence, and to become more savvy in your relationships with different kinds of people. It is intended to improve your social and emotional intelligence. John Holt (1964) succinctly summarized our intention by equating management skill to intelligence:

When we talk about intelligence, we do not mean the ability to get a good score on a certain kind of test or even the ability to do well in school; these are at best only indicators of something larger, deeper, and far more important. By intelligence we mean a style of life, a way of behaving in various situations. The true test of intelligence is not how much we know how to do, but how we behave when we don't know what to do. (p. 165)

Fostering the development of such intelligence is the goal of *Developing Management Skills*.

Diagnostic Survey and Exercises

Personal Assessment of Management Skills (PAMS)

Step 1: To get an overall profile of your level of skill competence, respond to the following statements using the rating scale below. Please rate your behavior as it is, not as you would like it to be. If you have not engaged in a specific activity, answer according to how you think you would behave based on your experience in similar activities. Be realistic; this instrument is designed to help you tailor your learning to your specific needs. After you have completed the survey, the scoring key at the end of the chapter will help you generate an overall profile of your management skill strengths and weaknesses.

Step 2: Get copies of the Associates' version of this instrument from your instructor. An alternate version has been provided in the Instructor's Manual that uses "he" or "she" instead of "I" in the questions. Give copies to at least three other people who know you well or who have observed you in a situation in which you have had to lead or manage others. Those people should complete the instrument by rating your behavior. Bring the completed surveys back to class and compare: (1) your own ratings to your associates' ratings, (2) your associates' ratings to the ratings received by others in the class, and (3) the ratings you received to those of a national norm group.

Subsections of this instrument appear in each chapter throughout the book.

Rating Scale

- 1 Strongly disagree
- 2 Disagree
- 3 Slightly disagree
- 4 Slightly agree
- 5 Agree
- 6 Strongly agree

In regard to my level of self-knowledge:

- _____ 1. I seek information about my strengths and weaknesses from others as a basis for self-improvement.
- _____ 2. In order to improve, I am willing to be self-disclosing to others (that is, to share my beliefs and feelings).
- _____ 3. I am very much aware of my preferred style in gathering information and making decisions.
- _____ 4. I have a good sense of how I cope with situations that are ambiguous and uncertain.
- _____ 5. I have a well-developed set of personal standards and principles that guide my behavior.

When faced with stressful or time-pressured situations:

- _____ 6. I use effective time-management methods such as keeping track of my time, making to-do lists, and prioritizing tasks.
- _____ 7. I frequently affirm my priorities so that less important things don't drive out more important things.
- _____ 8. I maintain a program of regular exercise for fitness.
- _____ 9. I maintain an open, trusting relationship with someone with whom I can share my frustrations.
- _____ 10. I know and practice several temporary relaxation techniques such as deep breathing and muscle relaxation.
- _____ 11. I maintain balance in my life by pursuing a variety of interests outside of work.

When I approach a typical, routine problem:

- _____ 12. I state clearly and explicitly what the problem is. I avoid trying to solve it until I have defined it.
- _____ 13. I always generate more than one alternative solution to the problem, instead of identifying only one obvious solution.
- _____ 14. I keep steps in the problem-solving process distinct; that is, I define the problem before proposing alternative solutions, and I generate alternatives before selecting a single solution.

When faced with a complex or difficult problem that does not have an easy solution:

- _____ 15. I try out several definitions of the problem. I don't limit myself to just one way to define it.
- _____ 16. I try to unfreeze my thinking by asking lots of questions about the nature of the problem before considering ways to solve it.
- _____ 17. I try to think about the problem from both the left (logical) side of my brain and the right (intuitive) side of my brain.
- _____ 18. I do not evaluate the merits of an alternative solution to the problem before I have generated a list of alternatives. That is, I avoid deciding on a solution until I have developed many possible solutions.
- _____ 19. I have some specific techniques that I use to help develop creative and innovative solutions to problems.

When trying to foster more creativity and innovation among those with whom I work:

- _____ 20. I make sure there are divergent points of view represented or expressed in every complex problem-solving situation.
- _____ 21. I try to acquire information from individuals outside the problem-solving group who will be affected by the decision, mainly to determine their preferences and expectations.
- _____ 22. I try to provide recognition not only to those who come up with creative ideas (the idea champions) but also to those who support others' ideas (supporters) and who provide resources to implement them (orchestrators).
- _____ 23. I encourage informed rule-breaking in pursuit of creative solutions.

In situations where I have to provide negative feedback or offer corrective advice:

- _____ 24. I am able to help others recognize and define their own problems when I counsel them.
- _____ 25. I am clear about when I should coach someone and when I should provide counseling instead.
- _____ 26. When I give feedback to others, I avoid referring to personal characteristics and focus on problems or solutions instead.
- _____ 27. When I try to correct someone's behavior, our relationship is almost always strengthened.
- _____ 28. I am descriptive in giving negative feedback to others. That is, I objectively describe events, their consequences, and my feelings about them.
- _____ 29. I take responsibility for my statements and point of view by using, for example, "I have decided" instead of "They have decided."
- _____ 30. I strive to identify some area of agreement in a discussion with someone who has a different point of view.
- _____ 31. I don't talk down to those who have less power or less information than I.
- _____ 32. When discussing someone's problem, I usually respond with a reply that indicates understanding rather than advice.

In a situation where it is important to obtain more power:

- _____ 33. I always put forth more effort and take more initiative than expected in my work.
- _____ 34. I am continually upgrading my skills and knowledge.
- _____ 35. I strongly support organizational ceremonial events and activities.
- _____ 36. I form a broad network of relationships with people throughout the organization at all levels.
- _____ 37. In my work I consistently strive to generate new ideas, initiate new activities, and minimize routine tasks.
- _____ 38. I consistently send personal notes to others when they accomplish something significant or when I pass along important information to them.
- _____ 39. I refuse to bargain with individuals who use high-pressure negotiation tactics.
- _____ 40. I always avoid using threats or demands to impose my will on others.

When another person needs to be motivated:

- _____ 41. I always determine if the person has the necessary resources and support to succeed in a task.
- _____ 42. I use a variety of rewards to reinforce exceptional performances.
- _____ 43. I design task assignments to make them interesting and challenging.
- _____ 44. I make sure the person gets timely feedback from those affected by task performance.
- _____ 45. I always help the person establish performance goals that are challenging, specific, and time bound.
- _____ 46. Only as a last resort do I attempt to reassign or release a poorly performing individual.
- _____ 47. I consistently discipline when effort is below expectations and capabilities.
- _____ 48. I make sure that people feel fairly and equitably treated.
- _____ 49. I provide immediate compliments and other forms of recognition for meaningful accomplishments.

When I see someone doing something that needs correcting:

- _____ 50. I avoid making personal accusations and attributing self-serving motives to the other person.
- _____ 51. I encourage two-way interaction by inviting the respondent to express his or her perspective and to ask questions.
- _____ 52. I make a specific request, detailing a more acceptable option.

When someone complains about something I've done:

- _____ 53. I show genuine concern and interest, even when I disagree.
- _____ 54. I seek additional information by asking questions that provide specific and descriptive information.
- _____ 55. I ask the other person to suggest more acceptable behaviors.

When two people are in conflict and I am the mediator:

- _____ 56. I do not take sides but remain neutral.
- _____ 57. I help the parties generate multiple alternatives.
- _____ 58. I help the parties find areas on which they agree.

In situations where I have an opportunity to engage people in accomplishing work:

- _____ 59. I help people feel competent in their work by recognizing and celebrating their small successes.
- _____ 60. I provide regular feedback and needed support.
- _____ 61. I try to provide all the information that people need to accomplish their tasks.
- _____ 62. I highlight the important impact that a person's work will have.

When engaging others in work:

- _____ 63. I specify clearly the results I desire.
- _____ 64. I specify clearly the level of initiative I want others to take (for example, wait for directions, do part of the task and then report, do the whole task and then report, and so forth).
- _____ 65. I allow participation by those accepting assignments regarding when and how work will be done.
- _____ 66. I avoid upward delegation by asking people to recommend solutions, rather than merely asking for advice or answers, when a problem is encountered.
- _____ 67. I follow up and maintain accountability for delegated tasks on a regular basis.

When I am in the role of leader in a team:

- _____ 68. I know how to establish credibility and influence among team members.
- _____ 69. I am clear and consistent about what I want to achieve.
- _____ 70. I build a common base of agreement in the team before moving forward with task accomplishment.
- _____ 71. I articulate a clear, motivating vision of what the team can achieve along with specific short-term goals.

When I am in the role of team member:

- _____ 72. I know a variety of ways to facilitate task accomplishment in the team.
- _____ 73. I know a variety of ways to help build strong relationships and cohesion among team members.

When I desire to make my team perform well, regardless of whether I am a leader or member:

- _____ 74. I am knowledgeable about the different stages of team development experienced by most teams.
- _____ 75. I help the team avoid groupthink by making sure that sufficient diversity of opinions is expressed in the team.
- _____ 76. I can diagnose and capitalize on my team's core competencies, or unique strengths.
- _____ 77. I encourage the team to achieve dramatic breakthrough innovations as well as small continuous improvements.

When I am in a position to lead change:

- _____ 78. I create positive energy in others when I interact with them.
- _____ 79. I emphasize a higher purpose or meaning associated with the change I am leading.
- _____ 80. I express gratitude frequently and conspicuously, even for small acts.
- _____ 81. I emphasize building on strengths, not just overcoming weaknesses.
- _____ 82. I use a lot more positive comments than negative comments.
- _____ 83. When I communicate a vision, I capture people's hearts as well as their heads.
- _____ 84. I know how to get people to commit to my vision of positive change.

What Does It Take to Be an Effective Manager?

The purpose of this exercise is to help you get a firsthand picture of the role of a manager and the skills required to perform that job successfully.

Your assignment is to interview at least three managers who are employed full-time. You should use the questions below in your interviews, plus use others that you think might help you identify effective management skills. The purpose of these interviews is to give you a chance to learn about critical managerial skills from those who have to use them.

Please treat the interviews as confidential. The names of the individuals do not matter—only their opinions, perceptions, and behaviors. Assure the managers that no one will be able to identify them from their responses. Keep written notes of your interviews. These notes should be as detailed as possible so you can reconstruct the interviews later. Be sure to keep a record of each person's job title and a brief description of his or her organization.

1. Please describe a typical day at work. What do you do all day?

2. What are the most critical problems you face as a manager?

3. What are the most critical skills needed to be a successful manager in your line of work?

4. What are the major reasons managers fail in positions like yours?

5. What are the outstanding skills or abilities of other effective managers you have known?

6. If you had to train someone to replace you in your current job, what key abilities would you focus on?

7. On a scale of 1 (very rarely) to 5 (constantly), can you rate the extent to which you use the following skills or behaviors during your workday?

<p>_____ Managing personal time and stress</p> <p>_____ Facilitating group decision making</p> <p>_____ Creative problem solving</p> <p>_____ Articulating an energizing vision</p> <p>_____ Managing conflict</p> <p>_____ Gaining and using power</p> <p>_____ Delegating</p> <p>_____ Active listening</p> <p>_____ Holding interviews</p> <p>_____ Building teams and teamwork</p> <p>_____ Conducting meetings</p>	<p>_____ Fostering continuous improvement and quality</p> <p>_____ Making analytical decisions</p> <p>_____ Using interpersonal communication skills</p> <p>_____ Motivating others</p> <p>_____ Capitalizing on your self-awareness</p> <p>_____ Facilitating organizational change</p> <p>_____ Setting specific goals and targets</p> <p>_____ Empowering others</p> <p>_____ Giving speeches or presentations</p> <p>_____ Defining and/or solving complex problems</p> <p>_____ Negotiating</p>
---	--

SSS Software In-Basket Exercise

NOTE: *The SSS Software exercise is used with permission. Copyright © 1995 by Susan Schor, Joseph Seltzer, and James Smither. All rights reserved.*

One way to assess your own strengths and weaknesses in management skills is to engage in an actual managerial work experience. The following exercise gives you a realistic glimpse of the tasks faced regularly by practicing managers. Complete the exercise, and then compare your own decisions and actions with those of classmates.

SSS Software designs and develops customized software for businesses. It also integrates this software with the customer's existing systems and provides system maintenance. SSS Software has customers in the following industries: airlines, automotive, finance/banking, health/hospital, consumer products, electronics, and government. The company has also begun to generate important international clients. These include the European Airbus consortium and a consortium of banks and financial firms based in Kenya.

SSS Software has grown rapidly since its inception eight years ago. Its revenue, net income, and earnings per share have all been above the industry average for the past several years. However, competition in this technologically sophisticated field has grown very rapidly. Recently, it has become more difficult to compete for major contracts. Moreover, although SSS Software's revenue and net income continue to grow, the rate of growth declined during the last fiscal year.

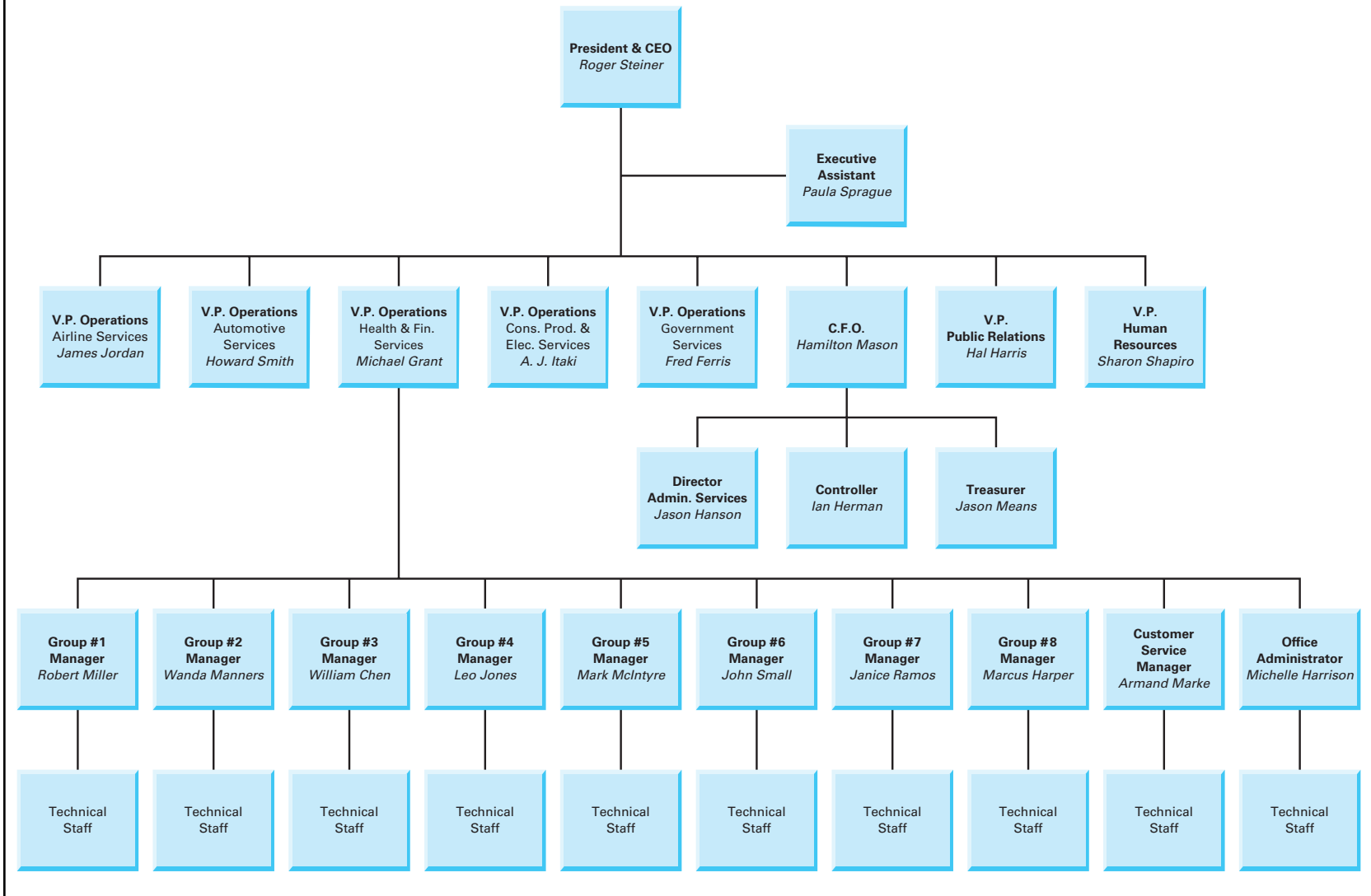
SSS Software's 250 employees are divided into several operating divisions with employees at four levels: Nonmanagement, Technical/Professional, Managerial, and Executive. Nonmanagement employees take care of the clerical and facilities support functions. The Technical/Professional staff performs the core technical work for the firm. Most Managerial employees are group managers who supervise a team of Technical/Professional employees working on a project for a particular customer. Staff who work in specialized areas such as finance, accounting, human resources, nursing, and law are also considered Managerial employees. The Executive level includes the 12 highest-ranking employees at SSS Software. An organization chart in Figure 3 illustrates SSS Software's structure. There is also an Employee Classification Report that lists the number of employees at each level of the organization.

In this exercise, you will play the role of Chris Perillo, Vice President of Operations for Health and Financial Services. You learned last Wednesday, October 13, that your predecessor, Michael Grant, had resigned and gone to Universal Business Solutions, Inc. You were offered his former job, and you accepted it. Previously, you were the Group Manager for a team of 15 software developers assigned to work on the Airbus consortium project in the Airline Services Division. You spent all of Thursday, Friday, and most of the weekend finishing up parts of the project, briefing your successor, and preparing for an interim report you will deliver in Paris on October 21.

It is now 7:00 A.M. Monday and you are in your new office. You have arrived at work early so you can spend the next two hours reviewing material in your in-basket (including some memos and messages to Michael Grant), as well as your voicemail and e-mail. Your daily planning book indicates that you have no appointments today or tomorrow but will have to catch a plane for Paris early Wednesday morning. You have a full schedule for the remainder of the week and all of next week.

Assignment

During the next two hours, review all the material in your in-basket, as well as your voice-mail and e-mail. Take only two hours. Using the response form below as a model, indicate how you want to respond to each item (that is, via letter/memo, e-mail, phone/voicemail,

Figure 3 Partial Organization Chart of Health and Financial Services Division

or personal meeting). If you decide not to respond to an item, check “no response” on the response form. All your responses must be written on the response forms. Write your precise, detailed response (do not merely jot down a few notes). For example, you might draft a memo or write out a message that you will deliver via phone/voicemail. You may also decide to meet with an individual (or individuals) during the limited time available on your calendar today or tomorrow. If so, prepare an agenda for a personal meeting and list your goals for the meeting. As you read through the items, you may occasionally observe some information that you think is relevant and want to remember (or attend to in the future) but that you decide not to include in any of your responses to employees. Write down such information on a sheet of paper titled “note to self.”

Sample Response Form

Relates to:

Memo # _____ E-mail # _____ Voicemail # _____

Response form:

_____ Letter/Memo	_____ Meet with person (when, where)
_____ E-mail	_____ Note to self
_____ Phone call/Voicemail	_____ No response



ITEM 1 – E-MAIL

TO: All Employees
FROM: Roger Steiner, Chief Executive Officer
DATE: October 15

I am pleased to announce that Chris Perillo has been appointed as Vice President of Operations for Health and Financial Services. Chris will immediately assume responsibility for all operations previously managed by Michael Grant. Chris will have end-to-end responsibility for the design, development, integration, and maintenance of custom software for the health and finance/banking industries. This responsibility includes all technical, financial, and staffing issues. Chris will also manage our program of software support and integration for the recently announced merger of three large health maintenance organizations (HMOs). Chris will be responsible for our recently announced project with a consortium of banks and financial firms operating in Tanzania. This project represents an exciting opportunity for us, and Chris’s background seems ideally suited to the task.

Chris comes to this position with an undergraduate degree in Computer Science from the California Institute of Technology and an M.B.A. from the University of Virginia. Chris began as a member of our technical/professional staff six years ago and has most recently served for three years as a Group Manager supporting domestic and international projects for our airlines industry group, including our recent work for the European Airbus consortium.

I am sure you all join me in offering congratulations to Chris for this promotion.



ITEM 2 – E-MAIL

TO: All Managers
FROM: Hal Harris, Vice President, Community and Public Relations
DATE: October 15

For your information, the following article appeared on the front page of the business section of Thursday's *Los Angeles Times*.

In a move that may create problems for SSS Software, Michael Grant and Janice Ramos have left SSS Software and moved to Universal Business Solutions Inc. Industry analysts see the move as another victory for Universal Business Solutions Inc. in their battle with SSS Software for share of the growing software development and integration business. Both Grant and Ramos had been with SSS Software for over seven years. Grant was most recently Vice President of Operations for all SSS Software's work in two industries: health and hospitals, and finance and banking. Ramos brings to Universal Business Solutions Inc. her special expertise in the growing area of international software development and integration.

Hillary Collins, an industry analyst with Merrill Lynch, said "the loss of key staff to a competitor can often create serious problems for a firm such as SSS Software. Grant and Ramos have an insider's understanding of SSS Software's strategic and technical limitations. It will be interesting to see if they can exploit this knowledge to the advantage of Universal Business Solutions Inc."



ITEM 3 – E-MAIL

TO: Chris Perillo
FROM: Paula Sprague, Executive Assistant to Roger Steiner
DATE: October 15

Chris, I know that in your former position as a Group Manager in the Airline Services Division, you probably have met most of the group managers in the Health and Financial Services Division, but I thought you might like some more personal information about them. These people will be your direct reports on the management team.

Group #1: Bob Miller, 55-year-old white male, married (Anna) with two children and three grandchildren. Active in local Republican politics. Well regarded as a "hands-off" manager heading a high-performing team. Plays golf regularly with Mark McIntyre, John Small, and a couple of V.P.s from other divisions.

Group #2: Wanda Manners, 38-year-old white female, single with one school-age child. A fitness "nut" has run in several marathons. Some experience in Germany and Japan. Considered a hard-driving manager with a constant focus on the task at hand. Will be the first person to show up every morning.

Group #3: William Chen, 31-year-old male of Chinese descent, married (Harriet), two young children from his first marriage. Enjoys tennis and is quite good at it. A rising star in the company, he is highly respected by his peers as a "man of action" and a good friend.

Group #4: Leo Jones, 36-year-old white male, married (Janet) with an infant daughter. Recently returned from paternity leave. Has traveled extensively on projects, since he speaks three languages. Has liked hockey ever since the time he spent in Montreal. Considered a strong manager who gets the most out of his people.

Group #5: Mark McIntyre, 45-year-old white male, married (Mary Theresa) to an executive in the banking industry. No children. A lot of experience in Germany and Eastern Europe. Has been writing a mystery novel. Has always been a good “team player,” but several members of his technical staff are not well respected and he hasn’t addressed the problem.

Group #6: John Small, 38-year-old white male, recently divorced. Three children living with his wife. A gregarious individual who likes sports. He spent a lot of time in Mexico and Central America before he came to SSS Software. Recently has been doing mostly contract work with the federal government. An average manager, has had some trouble keeping his people on schedule.

Group #7: This position vacant since Janice Ramos left. Roger thinks we ought to fill this position quickly. Get in touch with me if you want information on any in-house candidates for any position.

Group #8: Marcus Harper, 42-year-old black African American, married (Tamara) with two teenage children. Recently won an award in a local photography contest. Considered a strong manager who gets along with peers and works long hours.

Customer Services: Armand Marke, 38-year-old male, divorced. A basketball fan. Originally from Armenia. Previously a Group Manager. Worked hard to establish the Technical Services Phone Line, but now has pretty much left it alone.

Office Administrator: Michelle Harrison, 41-year-old white female, single. Grew up on a ranch and still rides horses whenever she can. A strict administrator.

There are a number of good folks here, but they don’t function well as a management team. I think Michael played favorites, especially with Janice and Leo. There are a few cliques in this group and I’m not sure how effectively Michael dealt with them. I expect you will find it a challenge to build a cohesive team.



ITEM 4 – E-MAIL

TO: Chris Perillo
FROM: Wanda Manners, Group 2 Manager
DATE: October 15

CONFIDENTIAL AND RESTRICTED

Although I know you are new to your job, I feel it is important that I let you know about some information I just obtained concerning the development work we recently completed for First National Investment. Our project involved the development of asset management software for managing their international funds. This was a very complex project due to the volatile exchange rates and the forecasting tools we needed to develop.

As part of this project, we had to integrate the software and reports with all their existing systems and reporting mechanisms. To do this, we were given access to all of their existing software (much of which was developed by Universal Business Solutions Inc.). Of course, we signed an agreement acknowledging that the software to which we were given access was proprietary and that our access was solely for the purpose of our system integration work associated with the project.

Unfortunately, I have learned that some parts of the software we developed actually “borrow” heavily from complex application programs developed for First National Investment by Universal Business Solutions Inc. It seems obvious to me that one or more of the software developers from Group 5 (that is, Mark McIntyre’s group) inappropriately “borrowed” algorithms developed by Universal Business Solutions Inc. I am sure that doing so saved us significant development time on some aspects of the project. It seems very unlikely that First National Investment or Universal Business Solutions Inc. will ever become aware of this issue.

Finally, First National Investment is successfully using the software we developed and is thrilled with the work we did. We brought the project in on time and under budget. You probably know that they have invited us to bid on several other substantial projects.

I’m sorry to bring this delicate matter to your attention, but I thought you should know about it.



ITEM 5A – E-MAIL

TO: Chris Perillo
FROM: Paula Sprague, Executive Assistant to Roger Steiner
DATE: October 15

RE: Letter from C.A.R.E. Services (copies attached)

Roger asked me to work on this C.A.R.E. project and obviously wants some fast action. A lot of the staff are already booked solid for the next couple of weeks. I knew that Elise Soto and Chu Hung Woo have the expertise to do this system and when I checked with them, they were relatively free. I had them pencil in the next two weeks and wanted to let you know. Hopefully, it will take a “hot potato” out of your hands.



ITEM 5B – COPY OF FAX

*C.A.R.E.
Child and Adolescent Rehabilitative and Educational Services
A United Way Member Agency
200 Main Street
Los Angeles, California 90230*

DATE: October 11
Roger Steiner, CEO
SSS Software
13 Miller Way
Los Angeles, California 90224

Dear Roger,

This letter is a follow-up to our conversation after last night’s board meeting. I appreciated your comments during the board meeting about the need for sophisticated computer systems in nonprofit organizations and I especially appreciate your generous offer of

assistance to have SSS Software provide assistance to deal with the immediate problem with our accounting system. Since the board voted to fire the computer consultant, I am very worried about getting our reports done in time to meet the state funding cycle.

Thanks again for your offer of help during this crisis.

Sincerely yours,

Janice Polocizwic

Janice Polocizwic
Executive Director



ITEM 5C – COPY OF A LETTER

SSS SOFTWARE
13 Miller Way
Los Angeles, CA 90224

DATE: October 12

Janice Polocizwic
Executive Director, C.A.R.E. Services
200 Main Street
Los Angeles, California 90230

Dear Janice,

I received your fax of October 11. I have asked Paula Sprague, my executive assistant, to line up people to work on your accounting system as soon as possible. You can expect to hear from her shortly.

Sincerely,

Roger Steiner

Roger Steiner
cc: Paula Sprague, Executive Assistant



ITEM 6 – E-MAIL

TO: Michael Grant
FROM: Harry Withers, Group 6 Technical Staff
DATE: October 12

PERSONAL AND CONFIDENTIAL

Our team is having difficulty meeting the submission deadline of November 5 for the Halstrom project. Kim, Fred, Peter, Kyoto, Susan, Mala, and I have been working on the project for several weeks, but we are experiencing some problems and may need additional time. I hesitate to write this letter, but the main problem is that our group manager, John Small, is involved in a relationship with Mala. Mala gets John's support for her ideas

and brings them to the team as required components of the project. Needless to say, this has posed some problems for the group. Mala's background is especially valuable for this project, but Kim and Fred, who have both worked very hard on the project, do not want to work with her. In addition, one member of the team has been unavailable recently because of child-care needs. Commitment to the project and team morale have plummeted. However, we'll do our best to get the project finished as soon as possible. Mala will be on vacation the next two weeks, so I'm expecting that some of us can complete it in her absence.



ITEM 7 – VOICEMAIL MESSAGE

Hello, Michael. This is Jim Bishop of United Hospitals. I wanted to talk with you about the quality assurance project that you are working on for us. When Jose Martinez first started talking with us, I was impressed with his friendliness and expertise. But recently, he doesn't seem to be getting much accomplished and has seemed distant and on-edge in conversations. Today, I asked him about the schedule and he seemed very defensive and not entirely in control of his emotions. I am quite concerned about our project. Please give me a call.



ITEM 8 – VOICEMAIL MESSAGE

Hi, Michael. This is Armand. I wanted to talk with you about some issues with the Technical Services Phone Line. I've recently received some complaint letters from Phone Line customers whose complaints have included long delays while waiting for a technician to answer the phone, technicians who are not knowledgeable enough to solve problems, and, on occasion, rude service. Needless to say, I'm quite concerned about these complaints.

I believe that the overall quality of the Phone Line staff is very good, but we continue to be understaffed, even with the recent hires. The new technicians look strong, but are working on the help-line before being fully trained. Antolina, our best tech, often brings her child to work, which is adding to the craziness around here.

I think you should know that we're feeling a lot of stress here. I'll talk with you soon.



ITEM 9 – VOICEMAIL MESSAGE

Hi, Chris, it's Pat. Congratulations on your promotion. They definitely picked the right person. It's great news—for me, too. You've been a terrific mentor so far, so I'm expecting to learn a lot from you in your new position. How about lunch next week?



ITEM 10 – VOICEMAIL MESSAGE

Chris, this is Bob Miller. Just thought you'd like to know that John's joke during our planning meeting has disturbed a few of the women in my group. Frankly, I think the thing's being blown out of proportion, especially since we all know this is a good place for both men and women to work. Give me a call if you want to chat about this.



ITEM 11 – VOICEMAIL MESSAGE

Hello. This is Lorraine Adams from Westside Hospital. I read in today's *Los Angeles Times* that you will be taking over from Michael Grant. We haven't met yet, but your division has recently finished two large million-dollar projects for Westside. Michael Grant and I had some discussion about a small conversion of a piece of existing software to be compatible with the new systems. The original vendor had said that they would do the work, but they have been stalling, and I need to move quickly. Can you see if Harris Wilson, Chu Hung Woo, and Elise Soto are available to do this work as soon as possible? They were on the original project and work well with our people.

Um...(long pause) I guess I should tell you that I got a call from Michael offering to do this work. But I think I should stick with SSS Software. Give me a call.



ITEM 12 – VOICEMAIL MESSAGE

Hi, Chris, this is Roosevelt Moore calling. I'm a member of your technical/professional staff. I used to report to Janice Ramos, but since she left the firm, I thought I'd bring my concerns directly to you. I'd like to arrange some time to talk with you about my experiences since returning from six weeks of paternity leave. Some of my major responsibilities have been turned over to others. I seem to be out of the loop and wonder if my career is at risk. Also, I am afraid that I won't be supported or seriously considered for the opening created by Janice's departure. Frankly, I feel like I'm being screwed for taking my leave. I'd like to talk with you this week.



ITEM 13 – E-MAIL

TO: Michael Grant
FROM: Jose Martinez, Group 1 Technical Staff
DATE: October 12

I would like to set up a meeting with you as soon as possible. I suspect that you will get a call from Jim Bishop of United Hospitals and want to be sure that you hear my side of the story first. I have been working on a customized system design for quality assurance for them using a variation of the J-3 product we developed several years ago. They had a number of special requirements and some quirks in their accounting systems, so I have had to put in especially long hours. I've worked hard to meet their demands, but they keep changing the ground rules. I keep thinking, this is just another J-3 I'm working on, but they have been interfering with an elegant design I have developed. It seems I'm not getting anywhere on this project. Earlier today, I had a difficult discussion with their Controller. He asked for another major change. I've been fighting their deadline and think I am just stretched too thin on this project. Then Jim Bishop asked me if the system was running yet. I was worn out from dealing with the Controller, and I made a sarcastic comment to Jim Bishop. He gave me a funny look and just walked out of the room.

I would like to talk with you about this situation at your earliest convenience.



ITEM 14 – E-MAIL

TO: Chris Perillo
FROM: John Small, Group 6 Manager
DATE: October 15

Welcome aboard, Chris. I look forward to meeting with you. I just wanted to put a bug in your ear about finding a replacement for Janice Ramos. One of my technical staff, Mala Abendano, has the ability and drive to make an excellent group manager. I have encouraged her to apply for the position. I'd be happy to talk with you further about this, at your convenience.



ITEM 15 – E-MAIL

TO: Chris Perillo
FROM: Paula Sprague, Executive Assistant to Roger Steiner
DATE: October 15

Roger asked me to let you know about the large contract we have gotten in Tanzania. It means that a team of four managers will be making a short trip to determine current needs. They will assign their technical staff the tasks of developing a system and software here over the next six months, and then the managers and possibly some team members will be spending about 10 months on site in Tanzania to handle the implementation. Roger thought you might want to hold an initial meeting with some of your managers to check on their interest and willingness to take this sort of assignment. Roger would appreciate an e-mail of your thoughts about the issues to be discussed at this meeting, additional considerations about sending people to Tanzania, and about how you will put together an effective team to work on this project. The October 15 memo I sent to you will provide you with some information you'll need to start making these decisions.



ITEM 16 – E-MAIL

TO: Chris Perillo
FROM: Sharon Shapiro, V.P. of Human Resources
DATE: October 15

RE: Upcoming meeting

I want to update you on the rippling effect of John Small's sexual joke at last week's planning meeting. Quite a few women have been very upset and have met informally to talk about it. They have decided to call a meeting of all people concerned about this kind of behavior throughout the firm. I plan to attend, so I'll keep you posted.



ITEM 17 – E-MAIL

TO: All SSS Software Managers
FROM: Sharon Shapiro, V.P. of Human Resources
DATE: October 15

RE: Promotions and External Hires

Year-to-Date (January through September) Promotions and External Hires

Level	Race					Sex		Total
	White	African American	Asian	Hispanic	Native American	M	F	
Hires into Executive Level	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0
Promotions to Executive Level	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0
Level	Race					Sex		Total
	White	African American	Asian	Hispanic	Native American	M	F	
Hires into Management Level	2 (67%)	1 (33%)	0 (0%)	0 (0%)	0 (0%)	2 (67%)	1 (33%)	3
Promotions to Management Level	7 (88%)	0 (0%)	1 (12%)	0 (0%)	0 (0%)	7 (88%)	1 (12%)	8
Hires into Technical/ Professional Level	10 (36%)	6 (21%)	10 (36%)	2 (7%)	0 (0%)	14 (50%)	14 (50%)	28
Promotions to Technical/ Professional Level	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0
Hires into Non-Management Level	4 (20%)	10 (50%)	2 (10%)	4 (20%)	0 (0%)	6 (30%)	14 (70%)	20
Promotions to Non-Management Level	NA	NA	NA	NA	NA	NA	NA	NA

SSS Software Employee (EEO) Classification Report as of June 30

Level	Race					Sex		Total
	White	African American	Asian	Hispanic	Native American	M	F	
Executive Level	11 (92%)	0 (0%)	1 (8%)	0 (0%)	0 (0%)	11 (92%)	1 (8%)	12
Management Level	43 (90%)	2 (4%)	2 (4%)	1 (2%)	0 (0%)	38 (79%)	10 (21%)	48
Technical/ Professional Level	58 (45%)	20 (15%)	37 (28%)	14 (11%)	1 (1%)	80 (62%)	50 (38%)	130
Non-Management Level	29 (48%)	22 (37%)	4 (7%)	4 (7%)	1 (2%)	12 (20%)	48 (80%)	60
Total	141 (56%)	44 (18%)	44 (18%)	19 (8%)	2 (1%)	141 (56%)	109 (44%)	250

If your instructor is utilizing **MyManagementLab**, log onto mymanagementlab.com and select the Personal Inventory Assessment (PIA) section to complete the following instrument Personal Assessment of Management Skills (PAMS).

SCORING KEY AND COMPARISON DATA



★ Scoring Keys for the following instruments, along with comparison data, are contained in PIA in MyManagementLab.com; Personal Assessment of Management Skills (PAMS).

Personal Assessment of Management Skills

Scoring Key

SKILL AREA	ITEMS	ASSESSMENT	
		PERSONAL	ASSOCIATES
Developing Self-Awareness	1–5		
Self-disclosure and openness	1–2		
Awareness of self	3–5		
Managing Stress	6–11		
Eliminating stressors	6–7		
Developing resiliency	8–9		
Short-term coping	10–11		
Solving Problems Creatively	12–23		
Rational problem solving	12–14		
Creative problem solving	15–19		
Fostering innovation and creativity	20–23		
Communicating Supportively	24–32		
Coaching and counseling	24–25		
Effective negative feedback	26–28		
Communicating supportively	29–32		
Gaining Power and Influence	33–40		
Gaining power	33–37		
Exercising influence	38–40		
Motivating Others	41–49		
Managing Conflict	50–58		
Initiating	50–52		
Responding	53–55		
Mediating	56–58		
Empowering and Engaging	59–67		
Empowering	59–62		
Delegating	63–67		

<i>SKILL AREA</i>	<i>ITEMS</i>	<i>ASSESSMENT</i>	
		<i>PERSONAL</i>	<i>ASSOCIATES</i>
Building Effective Teams and Teamwork	68–77		
Leading teams	68–71		
Team membership	72–73		
Teamwork	74–77		
Leading Positive Change	78–84		
Foster positive deviance	78–80		
Lead positive change	81–82		
Mobilize others	83–84		

Comparison Data (N = 5,000 students)

Compare your scores with at least four referents: (1) If you asked others to rate you using the Associates' version, compare how you rated yourself with how your associates rated you. (2) Compare the ratings you received to those received by other students in the class. (3) Compare the ratings you received to a norm group of approximately 5,000 business school students (see the information below). (4) Compare your score against the maximum possible (510).

For the survey as a whole, if you scored

394.35	=	mean
422 or above	=	you are in the top quartile.
395–421	=	you are in the second quartile.
369–394	=	you are in the third quartile.
368 or below	=	you are in the bottom quartile.

What Does It Take to Be an Effective Manager?

This exercise does not have a solution or scoring data. Answers will vary among students.

SSS Software In-Basket Exercise

This exercise does not have a solution or scoring data. Answers will vary among students.

This page intentionally left blank

Part I

Personal Skills

CHAPTERS

1 **DEVELOPING SELF-AWARENESS**

- Assessing emotional intelligence
- Determining values and moral maturity
- Identifying cognitive style
- Assessing attitude toward change
- Understanding core self-evaluation

2 **MANAGING PERSONAL STRESS**

- Coping with stressors
- Managing time
- Developing resiliency

3 **SOLVING PROBLEMS ANALYTICALLY AND CREATIVELY**

- Using the rational approach
- Using the creative approach
- Fostering innovation in others

This page intentionally left blank

SKILL **ASSESSMENT**



- Self-Awareness Assessment
- Emotional Intelligence Assessment
- The Defining Issues Test
- Cognitive Style Indicator
- Locus of Control Scale
- Tolerance of Ambiguity Scale
- Core Self-Evaluation Scale (CSES)

SKILL **LEARNING**



- Key Dimensions of Self-Awareness
- The Enigma of Self-Awareness
- Understanding and Appreciating Individual Differences
- Important Areas of Self-Awareness
- Summary
- Behavioral Guidelines

SKILL **ANALYSIS**



- Communist Prison Camp
- Computerized Exam
- Decision Dilemmas

SKILL **PRACTICE**



- Through the Looking Glass
- Diagnosing Managerial Characteristics
- An Exercise for Identifying Aspects of Personal Culture:
A Learning Plan and Autobiography

SKILL **APPLICATION**



- Suggested Assignments
- Application Plan and Evaluation

SCORING KEYS AND COMPARISON DATA



MyManagementLab™

★ When you see this icon, visit www.mymanagementlab.com for self-assessments, video activities, and more.

1

Developing Self- Awareness

LEARNING OBJECTIVES

Increase personal awareness
of your:

1. SENSITIVE LINE
2. EMOTIONAL INTELLIGENCE
3. PERSONAL VALUES AND MORAL
MATURITY
4. COGNITIVE STYLE
5. ORIENTATION TOWARD CHANGE
6. CORE SELF-EVALUATION

DIAGNOSTIC SURVEYS FOR DEVELOPING SELF-AWARENESS

★ If your instructor is utilizing **MyManagementLab**, log onto mymanagementlab.com and select the Personal Inventory Assessment (PIA) section and complete the instruments associated with this chapter.



The assessment instruments in this chapter are briefly described below. The assessments appear either in your text or in PIA. The assessments marked with (blue star) are available only in PIA.

All assessments should be completed before reading the chapter material.

After completing the first assessment save your response to your hard drive. When you have finished reading the chapter, re-take the assessment and compare your responses to see what you have learned.

- ★ ☐ The *Self-Awareness Assessment Instrument* measures the extent to which you are self-aware and effectively engage in self-awareness practices.
- ★ ☐ The *Emotional Intelligence Assessment* measures your emotional style and intelligence.
 - ☐ The *Defining Issues Test* assesses your moral and values maturity based on your responses to controversial social issues.
 - ☐ The *Cognitive Style Indicator* assesses the way you gather and evaluate information and make decisions.
- ★ ☐ The *Locus of Control Scale* measures your opinion about the causes and influences of certain events in your life.
 - ☐ The *Tolerance of Ambiguity Scale* assesses the extent to which you are comfortable in situations where ambiguity and uncertainty are present.
 - ☐ The *Core Self-Evaluation Scale* measures core personality attributes that predict human behavior.

DEVELOPING SELF-AWARENESS

Assessment Section

THE DEFINING ISSUES TEST

This instrument assesses your opinions about controversial social issues. Different people make decisions about these issues in different ways. You should answer the questions for yourself without discussing them with others.

You are presented with three stories. Following each story you are asked to choose between three decisions. Next, you will rate the importance of 12 questions about the story in influencing your decision. After you have completed your ratings, select the four most important questions and rank them from one to four in the spaces provided.