Chapter 1

The Exceptional Manager:   
What You Do, How You Do It

CHAPTER CONTENTS

[Learning Objectives](#LO) ii

[Lesson Plans](#LP) iii

[Chapter Overview](#CO) 1

[Classroom Outline](#CO) 3

[Management in Action](#MIA) 18

[Legal/Ethical Challenge](#LEC) 20

[Self-Assessments](#SA) 22

[Group Exercise](#GE) 24

[Career Corner Group Exercise](#CCGE) 26

[Manager’s Hot Seat](#MHS) 28

[Application-Based Activity](#ABA) 31

LEARNING OBJECTIVES

***The chapter learning objectives are provided below. Click on the links below each learning objective to review a customized lesson plan. These lesson plans include both in-class and digital activities for face-to-face and online classes.***

1.1 Identify the rewards of being an exceptional manager.

* [In-person lesson plan](#InPerson1)
* [Online lesson plan](#Online1)

1.2 List the four principal functions of a manager.

* [In-person lesson plan](#InPerson2)
* [Online lesson plan](#Online2)

1.3 Describe the levels and areas of management.

* [In-person lesson plan](#InPerson3)
* [Online lesson plan](#Online3)

1.4 Identify the roles an effective manager must play.

* [In-person lesson plan](#InPerson4)
* [Online lesson plan](#Online4)

1-5 Discuss the skills of an outstanding manager.

* [In-person lesson plan](#InPerson5)
* [Online lesson plan](#Online5)

1.6 Identify the seven challenges faced by most managers.

* [In-person lesson plan](#InPerson6)
* [Online lesson plan](#Online6)

1.7 Define the core competencies, knowledge, soft skills, attitudes, and other characteristics needed for career readiness and discuss how they can be developed.

* [In-person lesson plan](#InPerson7)
* [Online lesson plan](#Online7)

1.8 Describe the process for managing your career readiness.

* [In-person lesson plan](#InPerson8)
* [Online lesson plan](#Online8)

[Return to Chapter Contents](#Contents)

LESSON Plans

***Introduction***

Each learning objective has a lesson plan that incorporates in-class and digital activities. The lesson plans provide author-recommended activities for use before class, during class, and after class. The purpose of these lesson plans is to provide instructors an opportunity to incorporate active learning into their classes without having to devote an extraordinary amount of time developing lesson plans of their own. They have also been formatted to assist instructors in better understanding the ideal time to utilize different activities.

Many of the activities in each lesson plan have supplemental instructions in this Teaching Resource Manual (TRM). You can view these instructions by clicking on any activity that has a link. Please note that the lesson plans do not include all the activities available in Connect®. They are only a sampling of author-recommended activities provided as guidance for instructors who want to incorporate higher levels of learning in their face-to-face or online courses.

[Return to Chapter Contents](#Contents)

**In-person** [(return to Learning Objectives)](#Learning_O)

Learning Objective 1-1: Identify the rewards of being an exceptional manager.

Before Class

* *Self-Assessment 1.1*: How Strong Is My Motivation to Lead? [(click here for activity)](#SA1a)
  + Purpose: This self-assessment is intended to help students reflect on whether they have a strong internal motivation to lead other people. Because one of the four major elements of a manager’s responsibilities is to be a leader (along with planning, organizing, and controlling), it makes sense that one would be a better manager if one had a strong motivation to lead.
  + Time: 10 minutes
  + Instructions: Self-Assessments can be assigned to students through Connect®.

During Class

* *Opening Video:* Fair Oaks Farms
  + Purpose:To provide students with an example of exceptional leadership that impacts not only their own organization, but their industry as well.
  + Time: 15 minutes (Video: 4:58 minutes, Optional Discussion: 10 minutes).
  + Video Summary: Fair Oaks Farms is trying to change the face of the dairy industry. The video explores how this organization has opened its farm to the public and adopted environmentally friendly practices in an attempt to change the reputation of dairy farming.
  + Instructions: Have students watch the Fair Oaks Farms video provided under *Instructor Resources* in Connect®. You can put students into small groups and ask them to address the following:
    - In what ways are the owners of Fair Oaks Farms good leaders?
* Response: They are industry leaders in trying to improve the reputation of dairy farming. They use sustainable methods of farming to maintain the health of the animals. They understand that their employees are important for their success. They are transparent with employees and stakeholders.
  + - How do the members of the company’s leadership engage with their team at Fair Oaks Farms?
* Response: They live their visions and have meetings on a regular basis with employees to communication and receive feedback.
  + - What are two of the ways Fair Oaks Farms is trying to limit their impact on the environment?
* Response: They have sustainable practices and use manure to fuel the farm.

[Return to Chapter Contents](#Contents)

* *Discussion Starter:* Why should we study management?
  + Purpose: To have students think about the things that managers do and the benefits of being an exceptional manager.
  + Time: 10 minutes
  + Instructions: Using a pair and share format, put students into small groups and ask them to address the following questions:
    - Why should we study management?
    - Why is it important for organizations to have exceptional managers?
* *Brief Lecture:* The Art of Management
  + Purpose: To introduce the concept of management and to demonstrate that studying management can make you more effective at it.
  + Time: 10 minutes
  + Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by lecturing for around 10 minutes, doing the below activity, then returning to the lecture.
* *Self-Assessment 1.1 Reviewed*: How Strong Is My Motivation to Lead? (click here for activity)
  + Purpose: Self-Assessment 1.1 review is intended to help students reflect on whether they have a strong internal motivation to lead other people or not and to discuss why this motivation is important.
  + Time: 10 minutes
  + Instructions: Have students complete Self-Assessment 1.1 before coming to class. Once in class, you can discuss the following with them. Because one of the four major elements of a manager’s responsibilities is to be a leader (along with planning, organizing, and controlling), it makes sense that one would be a better manager if he or she have a strong motivation to lead.
    - Do you agree or disagree that you need to be a good leader to be a good manager?
    - Have you ever had a manager that was not a good leader?
    - How did that impede their ability to manage you?
* *Matching*: The Rewards of Studying Management
  + Purpose: To have students think about why they should study management.

[Return to Chapter Contents](#Contents)

* + Time: 10 minutes
  + Instructions: This exercise can be assigned through Connect®. Once the students have completed this exercise, you may want to use it as a discussion starter. You can talk to your students about what they took away from the exercise and why is it that they are studying management.
* *Closing*: Summary
  + Purpose: To recap the main lessons from lecture.
  + Time: 5 minutes
  + Instructions: Discuss the value of being an exceptional manager and why organizations value effective management.

[Return to Chapter Contents](#Contents)

After Class

* *Self-Reflection:* Why is it worth your time to study management?
  + Purpose: Have students think about why they should study management for their own career.
  + Time: 15 minutes
  + Instructions: Ask students to reflect on the benefits of studying and practicing management. In a one-page written assignment format, students can provide answers to the following:
    - What are some of the benefits of studying management?
    - How will what you learn benefit you in the workplace?

**Online** [**(return to Learning Objectives)**](#Learning_O)

Learning Objective 1-1: Identify the rewards of being an exceptional manager.

The following is a list of activities that can be used to create a module for this learning objective. A sample online module is provided below, but each component can be used individually as well.

Sample Online Module Set-up

The following is the suggested order for a module in an online course.

* *At the beginning of the module, you may want to send an email summary to the students to highlight the main points of the module as well as a list of deliverable items.*
* *Module Overview: Include an overview of the chapter as well as a list of deliverable items.*
* *Opening Video*
* *Brief Lecture (includes lecture and overall summary)*
* *Matching*
* *Discussion Board*
* *Self-Reflection*
* *Self-Assessment 1.1: How Strong Is My Motivation to Lead?*

Component Details

The following will provide detail on each of the components listed above.

* *Module Overview:* This should be a short 1- to 3-minute video or a short paragraph that introduces the topic and what students are required to complete for the module.
* *Opening Video:* Fair Oaks Farms
  + Purpose:To provide students with an example of exceptional leadership that impacts not only their own organization, but the industry as well.
  + Time: 15 minutes (Video: 4:58 minutes, Optional Discussion: 10 minutes).
  + Video Summary: Fair Oaks Farms is trying to change the face of the dairy industry. The video explores how this organization has opened its farm to the public and adopted environmentally friendly practices in an attempt to change the reputation of dairy farming.

[Return to Chapter Contents](#Contents)

* + Instructions: Using an assignment format, have students watch the Fair Oaks Farms video provided under *Instructor Resources* in Connect®. You can put students into small groups and ask them to address the following:
    - In what ways are the owners of Fair Oaks Farms good leaders?
* Response: They are industry leaders in trying to improve the reputation of dairy farming. They use sustainable methods of farming to maintain the health of the animals. They understand that their employees are important for their success. They are transparent with employees and stakeholders.
  + - How do the members of the company’s leadership engage with their team at Fair Oaks Farms?
* Response: They live their visions and have meetings on a regular basis with employees to communication and receive feedback.
  + - What are two of the ways Fair Oaks Farms is trying to limit their impact on the environment?
* Response: They have sustainable practices and use manure to fuel the farm.
* *Brief Lecture:* The Art of Management
  + Purpose: To introduce the concept of management and why we need to study it to be able to become effective at it.
  + Time: 10 minutes
  + Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by providing multiple short lecture videos but none should be more than 10 minutes in length. The video should also include a summary at the end to highlight the main points of the lecture.
* *Matching:* The Rewards of Studying Management
  + Purpose: To have students think about why they should study management.
  + Time: 10 minutes
  + Instructions: This exercise can be assigned through Connect®.
* *Discussion Board:* Why should we study management?
  + Purpose: To have students think about the things that managers do and the benefits of being an exceptional manager.
  + Time: 10 minutes
  + Instructions: This will be equivalent to an in-class exercise and should have a low-grade value attached to it. In this format, you will have the student read a question and respond. Because it is for participation and it is a personal answer, you can allow students to see the responses of other students.
    - Sample instructions: Please read the following question and post your response in the space provided below.
* Why should we study management, and why is it important for organizations to have exceptional managers?

[Return to Chapter Contents](#Contents)

* + - Alternative: You can have the students answer the above in an assignment format. This would make their responses private.
* *Self-Reflection*
  + Purpose: Have students think about why they should study management for their own career development.
  + Time: 15 minutes
  + Instructions: In assignment format, ask students to reflect on the benefits of studying and practicing management. Ask them to provide answers to the following:
    - What are some of the benefits of studying management?
    - How will what you learn benefit you in the workplace?
* Sample instructions: Please take time to consider your own reasons for studying management. Answer the following questions and submit in the space provided. What are some of the benefits of studying management? How will what you learn benefit you in the workplace?
* *Self-Assessment Activity:* How Strong Is My Motivation to Lead?
  + Purpose: This self-assessment is intended to help students reflect on whether they have a strong internal motivation to lead other people or not. Because one of the four major elements of a manager’s responsibilities is to be a leader (along with planning, organizing, and controlling), it makes sense that one would be better manager if one had a strong motivation to lead.
  + Time: 10 minutes
  + Instructions: Have students complete the self- assessment through Connect®. If you would like to have a follow-up activity on the self-assessment during the class, you can have students complete the assessment and answer the questions below in an assignment format to ensure they reflect on their results. This can be offered in an assignment format and would be equivalent to an in-class exercise and should have a low-grade value attached to it.
    - Sample instructions: After completing Self-Assessment 1.1: How Strong is My Motivation to Lead?, please read the following questions and post your responses in the space provided:
* Do you agree with the results of the assessment? If not, why do you disagree?
* If you agree, describe a time when you were either in a leadership position or asked to be in a leadership position.
* How did you reflect what the assessment found (how are you a good leader or how do you avoid leading)?

[Return to Chapter Contents](#Contents)

**In-person [(return to Learning Objectives)](#Learning_O)**

Learning Objective 1-2: List the Four Principle Functions of a Manager

Before Class

* *Supplementary Article:* The Role of the Successful Manager in Four Simple Functions
  + Purpose: To introduce students to the four functions of management from the perspective of industry.
  + Time: 15 minutes (5 minutes to read the article; 10 minutes to answer the questions)
  + Summary: Discusses the tasks of a manager and narrows it down to the four functions of planning, organizing, leading and controlling.
  + Instructions: Have students read the *Forbes* article “The Role of The Successful Manager in Four Simple Functions*”* ([HERE](https://www.forbes.com/sites/forbescoachescouncil/2019/04/17/the-role-of-the-successful-manager-in-four-simple-functions/#7756667b1b12)), and answer the following questions pertaining to the articles:
    - What are the four functions of management?
* Response: Planning, organizing, leading, and controlling.
  + - Can you provide an example of each from your own work experience or your experience as a volunteer?

During Class

* *Discussion Starter*: What function of management do you most enjoy?
  + Purpose: To have the students understand the functions of management as it relates to their own skills and abilities.
  + Time: 15 minutes
  + Instructions: Using dyads, have students discuss with their classmate the following:
    - Which of the four functions of management have you experienced the most?
    - Which one do you most enjoy? Why? Provide specific examples of why you enjoy your chosen function of management.
  + Give students 3 to 5 minutes to discuss and let them know that you may call on them to share their responses when you return to one group. Once you have everyone in one group again, ask 3 to 4 groups to share what management functions they most enjoy and explain why.
* *Brief Lecture:* Four Functions of Management
  + Purpose: To introduce the four functions of management and provide examples from different industries of each function. You may want to tie each of the functions into the chapters you will cover later in the course.
  + Time: 10 minutes

[Return to Chapter Contents](#Contents)

* + Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by lecturing for around 10 minutes, doing the below activity, then returning to lecture.
* *Exercise:* What do the functions of management involve?
  + Purpose: To have students think about the actual tasks that are required of managers under each of the four functions.
  + Time: 15 minutes
  + Instructions: In a dyad format, have students make a list of 5–10 activities under each of the four functions of management. To help them think about these tasks, you can ask them to consider positions and/or supervisors that they have had in the past. You can give students 3–5 minutes to develop their lists. Once they have completed their list, you can write all four functions on the board as headings (be sure to leave space between each heading). Then one member from each group can come to the front and write only one task under each of the headings. You will want to have them write under each heading one at a time (you can have four people at the board at once) and tell them not to put up a task that is already listed. Once all teams have participated, you can ask if any other group has a different task on their list that they would like to add. Once the lists are complete you can ask students if the number of tasks surprises them? Did you realize how much management does within an organization?
* *Closing*: Summary
  + Purpose: To recap the main lessons from the lecture.
  + Time: 3–5 minutes
  + Instructions: Discuss the importance of each of the four functions of management.

**After Class**

* *Multiple Choice:* The Four Principal Functions of Management
  + Purpose: To reinforce the material covered in class and to have students improve their understanding of the four functions of management.
  + Time: 10 minutes
  + Instructions: This exercise can be assigned through Connect®. Ask students to prepare one takeaway from the exercise to share at the beginning of the following class.

**Online** [**(return to Learning Objectives)**](#Learning_O)

Learning Objective 1-2: List the Four Principle Functions of a Manager

The following is a list of activities that can be used to create a module for this learning objective. A sample online module is provided below, but each component can be used individually as well.

[Return to Chapter Contents](#Contents)

Sample Online Module Set-up

The following is the suggested order for a module in an online course.

* *At the beginning of the module, you may want to send an email summary to the students to highlight the main points of the module as well as a list of deliverable items.*
* *Module Overview: Include an overview of the chapter as well as a list of deliverable items.*
* *Brief Lecture (includes lecture and overall summary)*
* *Discussion Board*
* *Multiple Choice*
* *Supplementary Article*
* *Exercise*
* *Case Analysis*

Component Details

The following will provide detail on each of the components listed above.

* *Module Overview:* This should be a short 1- to 3-minute video or a short paragraph that introduces the topic and what students are required to complete for the module.
* *Brief Lecture:* Four Functions of Management
  + Purpose: To introduce the four functions of management and provide examples from different industries of each function. You may want to tie each of the functions into the chapters you will cover later in the course.
  + Time: 10 minutes
  + Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by providing multiple short lecture videos but none should be more than 10 minutes in length. The video should also include a summary at the end to highlight the main points of the lecture.
* *Discussion Board*: What function of management do you most enjoy?
  + Purpose: To have the students understand the functions of management as it relates to their own skills and abilities.
  + Time: 15 minutes
  + Instructions: This will be equivalent to an in-class exercise and should have a low-grade value attached to it. In this format, you will have the student respond to the following questions. Students should be required to submit their answers before they can see the responses of others in the class.
    - Sample Instruction: Please read the following questions and post your response in the space provided below.
* Which of the four functions of management have you had the most experience with?
* Which one do you most enjoy? Why? Provide specific examples.
* *Multiple Choice:* The Four Principal Functions of Management
  + Purpose: To have students improve their understanding of the four functions of management.
  + Time: 10 minutes
  + Instructions: This exercise can be assigned through Connect®.
* *Supplementary Article:* The Role of the Successful Manager in Four Simple Functions

[Return to Chapter Contents](#Contents)

* + Purpose: To introduce students to the four functions of management from the perspective of industry.
  + Time: 15 Minutes (5 minutes to read the article; 10 minutes to answer the question)
  + Summary: Discusses the tasks of a manager and narrows it down to the four functions of planning, organizing, leading, and controlling.
  + Instructions: Have students read the article [HERE](https://www.forbes.com/sites/forbescoachescouncil/2019/04/17/the-role-of-the-successful-manager-in-four-simple-functions/#7756667b1b12) and answer the following questions pertaining to the article in an assignment format:
    - What are the four functions of management?
* Response: Planning, organizing, leading, and controlling.
  + - Can you provide an example of each from your own work experience or your experience as a volunteer?
* *Exercise:* What do the functions of management involve?
  + Purpose: To have students think about the actual tasks that are required by managers under each of the four functions.
  + Time: 10 minutes
  + Instructions: In an assignment format, have students make a list of 5–10 activities under each of the four functions of management. To help them think about these tasks, you can ask them to consider positions and/or supervisors that they have had in the past. Once they have completed their list, ask then to respond to the following:
    - Did the number of tasks performed by managers surprise you? Why or why not?

**In-person** [**(return to Learning Objectives)**](#Learning_O)

Learning Objective 1-3: Describe the levels and areas of management.

Before Class

* *Multiple Choice*: The Levels of Management [(click here for activity)](#levels_cd)
  + Purpose: To have students improve their understanding of the different levels of management.
  + Time: 10 minutes

[Return to Chapter Contents](#Contents)

* + Instructions: This exercise can be assigned through Connect®.
* *Connect® Quiz:* The Levels of Management
  + Purpose: To reinforce the concepts covered in the class.
  + Time: 15 minutes
  + Instructions: This multiple-choice quiz can be assigned through Connect®.

During Class

* *Discussion Starter:* Functional versus general managers.
  + Purpose: To have student think about different types of managers that are in an organization.
  + Time: 15 minutes
  + Instructions: Using a pair-and-share format, you can put students into small groups to consider the following question. Be sure to let students know that you will be asking groups to share their responses. Once they have completed their examples, you can have students come together as one group and have 3–4 groups share their examples.
    - What is the difference between a functional manager versus a general manager? Provide three examples of each.
* *Opening Video*: Levels and Types of Management
  + Purpose: Introduce students to different levels of management.
  + Time: 3:32 minutes
  + Summary: The speaker takes students through the pyramid of levels of management and identifies types of management (project, function and general management) that would be related to each level of the organization.
  + Instructions: Have students watch the video *Levels and Types of Management (*[HERE](https://www.youtube.com/watch?v=WlDs_BIo3u4)) as an introduction and primer for your lecture.
* *Brief Lecture:* Levels and Areas of Management
  + Purpose: To discuss the traditional pyramid of management areas and levels, as well as the different types of managers and organizations.
  + Time: 10 minutes
  + PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by lecturing for around 10 minutes, doing the below activity, then returning to lecture.
* *Problem-Solving Application:* Levels and Areas of Management
  + Purpose: To have the students see that applications of the concept in a workplace.
  + Time: 30 minutes

[Return to Chapter Contents](#Contents)

* + Instructions: Put students into the dyads and first ask them to read the following problem scenario and then respond to the question that follows.

Mark and Cindy started Premium Sport Experiences five years ago. At that time, they were the company. It was an adventure tour company located in the Blue Ridge Mountains in North Carolina. They specialized in guided hiking tours and overnight camping experiences.

When they started, they were able to manage the bookings, the marketing, the finances and the tours themselves. They were a small start-up with an idea. After their first season, however, their reputation for providing amazing experiences meant a significant increase in bookings for the following year. They increased over 200 percent in that first year alone.

They hired new guides, a customer services agent, and someone to help with digital marketing. This growth continued and after the 4th year, they found themselves with 37 employees (20 guides, 5 customer service agents, 1 bookkeeper, 3 marketing personal, 1 human resource generalist, 3 logistics personal to manage equipment, 2 maintenance personnel, and 2 cleaners). They began to feel completely overwhelmed trying to manage all of them. The employees did not know who to talk to about questions, there was limited time for planning to provide direction, and things were starting to fall through the cracks.

Question: Based on your knowledge of levels and types of management, what advice could you provide Mark and Cindy to help them better manage their organization? How do you suggest they organize their company?

* *Closing*: Summary
  + Purpose: To recap the main points from the lecture.
  + Time: 5 minutes
  + Instructions: Summarize the process theories discussed during the class. You may also want to highlight any other main points that may have surfaced from the discussions.

After Class

* *Supplementary Article*: Why Middle Managers May Be the Most Important People in Your Company
  + Purpose: To have students consider the role of managers within an organization.
  + Time: 15 minutes
  + Summary: The article discusses the role of the middle manager and his or her role in maintaining good communication and overall effectiveness in the organization.
  + Instruction: Have students read the Wharton article “Why Middle Managers May Be the Most Important People in Your Company”([HERE](https://knowledge.wharton.upenn.edu/article/why-middle-managers-may-be-the-most-important-people-in-your-company/)) and complete the following:
    - Provide a summary of the article.
    - Do you agree or disagree with the author?

[Return to Chapter Contents](#Contents)

**Online** [(return to Learning Objectives)](#Learning_O)

Learning Objective 1-3: Describe the levels and areas of management.

The following is a list of activities that can be used to create a module for this learning objective. A sample online module is provided below, but each component can be used individually as well.

Sample Online Module Set-up

The following is the suggested order for a module in an online course.

* *At the beginning of the module, you may want to send an email summary to the students to highlight the main points of the module as well as a list of deliverable items.*
* *Module Overview: Include an overview of the chapter as well as a list of deliverable items.*
* *Brief Lecture (includes lecture and overall summary)*
* *Multiple Choice*
* *Discussion Board*
* *Problem-Solving Application*
* *Supplementary Article*

Component Details

The following will provide detail on each of the components listed above.

* *Module Overview:* This should be a short 1- to 3-minute video or a short paragraph that introduces the topic and what students are required to complete for the module.
* *Brief Lecture:* Levels and Areas of Management
  + Purpose: To discuss the traditional pyramid of management areas and levels, as well as the different types of managers and organizations.
  + Time: 10 minutes
  + PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by providing multiple short lecture videos but none should be more than 10 minutes in length. The video should also include a summary at the end to highlight the main points of the lecture.
* *Multiple Choice*: The Levels of Management [(click here for activity)](#levels_cd)
  + Purpose: To have students improve their understanding of the different levels of management.
  + Time: 10 minutes
  + Instructions: This exercise can be assigned through Connect®.
* Discussion *Board:* Functional versus general managers.
  + Purpose: To have student think about the different types of managers that are in an organization.
  + Time: 15 minutes
  + Instructions: This will be equivalent to an in-class exercise and should have a low-grade value attached to it. In an assignment format, you can have students read a question and respond. Because it is for participation and it is a personal answer, you can allow students to see the responses of other students before post.
    - Sample Instruction: Please read the following question and post your response in the space provided below.
* What is the difference between a functional manager and a general manager? Provide three examples of each.
* *Problem-Solving Application:* Levels and Areas of Management
  + Purpose: To have the students see that applications of the concept in a workplace.
  + Time: 30 minutes
  + Instructions: Divide students into groups of 4–5 using the group feature of your learning management system (LMS). Each group would have a shared space and they can develop their response to the questions provided.
    - Sample Instruction: Please read the following situation and answer the questions provided below. There is to be one submission for the entire group

Mark and Cindy started Premium Sport Experiences five years ago. At that time, they were the company. It was an adventure tour company located in the Blue Ridge Mountains in North Carolina. They specialized in guided hiking tours and overnight camping experiences.

When they started, they were able to manage the bookings, the marketing, the finances, and the tours themselves. They were a small start-up with an idea. After their first season, however, their reputation for providing amazing experiences meant a significant increase in bookings for the following year. They increased over 200 percent in that first year alone.

They hired new guides, a customer services agent, and someone to help with digital marketing. This growth continued and after the 4th year, they found themselves with 37 employees (20 guides, 5 customer service agents, 1 bookkeeper, 3 marketing personal, 1 human resource generalist, 3 logistics personal to manage equipment, 2 maintenance personnel, and 2 cleaners). They began to feel completely overwhelmed trying to manage all of them. The employees did not know who to talk to about questions, there was limited time for planning to provide direction, and things were starting to fall through the cracks.

* Question: Based on your knowledge of levels and types of management, what advice could you provide Mark and Cindy to help them better manage their organization? How do you suggest they organize their company?

[Return to Chapter Contents](#Contents)

* *Supplementary Article*: Why Middle Managers May Be the Most Important People in Your Company
  + Purpose: To have students consider the role of managers within an organization.
  + Time: 15 minutes
  + Summary: The articles discusses the role of the middle manager and their role in maintaining good communication and overall effectiveness in the organization.
  + Instruction: Have students read the Wharton article “Why Middle Managers May Be the Most Important People in Your Company” ([HERE](https://knowledge.wharton.upenn.edu/article/why-middle-managers-may-be-the-most-important-people-in-your-company/)) and complete the following:
    - Provide a summary of the article.
    - Do you agree or disagree with the author?

**In-person** [(return to Learning Objectives)](#Learning_O)

Learning Objective 1-4: Identify the roles an effective manager must play.

Before Class

* *Matching*: Managerial Roles [(click here for activity)](#roles_cd)
  + Purpose: The goal of this exercise is to familiarize students with the work of Henry Mintzberg.
  + Time: 10 minutes
  + Instructions: This exercise can be assigned through Connect®.

During Class

* *Opening Article:* Henry Mintzberg Doesn’t Mind Being the Rebel of Management Theory
  + Purpose: To highlight the relevance of Mintzberg’s work and the important roles that manager plays in an organization.
  + Time: 15 minutes (5 minutes to read, 10 minutes for discussion)
  + Summary: Mintzberg’s ideas of leadership and management roles are discussed. He focuses on how the overemphasis on leadership is a misrepresentation of the needs of an organization.
  + Instruction: Have the students read the *Forbes* article “Henry Mintzberg Doesn’t Mind Being the Rebel of Management Theory”([HERE).](https://www.forbes.com/sites/karlmoore/2019/12/27/henry-mintzberg-doesnt-mind-being-the-rebel-of-management-theory/#3e574e7b5d9b) Ask the students to prepare their answers to the following questions for classroom discussion:
    - How do you view the roles of management and leadership?
    - What important, but different, roles do management and leadership play in an organization?

*Brief Lecture:* Henry Mintzberg’s Findings and Roles of Managers

[Return to Chapter Contents](#Contents)

* + Purpose: To explain some of the key findings of Mintzberg’s work and elaborate on the three roles of managers: interpersonal, informational, and decisional.
  + Time: 10 minutes
  + Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by lecturing for around 10 minutes, doing the below activity, then returning to lecture.
* *Exercise*: The Roles We Like and Dislike
  + Purpose: To have students identify from their own experience the different roles of mangers in the workplace.
  + Time: 20 minutes
  + Instructions: Put students into small groups. Ask students to share their experiences with previous managers and supervisors. Among the group, make a list of four things they liked that their manager did and four things they did not like that their managers did (eight for the entire group).

Once they have a list of eight things from their collective experience with mangers, have them identity what type of roles each of the eight were. Ensure that one person from each group is willing to share their findings with the class. Once they have completed categorizing the list, have 3–4 groups share with the class.

* *Closing*: Summary
  + Purpose: To recap the main lessons from the lecture.
  + Time: 5 minutes
  + Instructions: Summarize the three roles of managers in the workplace.

After Class

* *Matching:* Managerial Roles
  + Purpose: To reinforce the material covered in class.
  + Time: 15 minutes
  + Instructions: This matching exercise can be assigned through Connect®.

**Online** [(return to Learning Objectives)](#Learning_O)

[Return to Chapter Contents](#Contents)

Learning Objective 1-4: Compare different ways to design jobs.

The following is a list of activities that can be used to create a module for this learning objective. A sample online module is provided below, but each component can be used individually as well.

Sample Online Module Set-up

The following is the suggested order for a module in an online course.

* *At the beginning of the module, you may want to send an email summary to the students to highlight the main points of the module as well as a list of deliverable items.*
* *Module Overview: Include an overview of the chapter as well as a list of deliverable items.*
* *Brief Lecture (includes lecture and closing sections)*
* *Matching*
* *Exercise*
* *Supplementary Article*

Component Details

The following will provide detail on each of the components listed above.

* *Module Overview:* This should be a short 1- to 3-minute video or a short paragraph that introduces the topic and what students are required to complete for the module.
* *Brief Lecture:* Henry Mintzberg’s Findings and Roles of Managers
  + Purpose: To explain some of the key findings of Mintzberg’s work and elaborate on the three roles of managers: interpersonal, informational, and decisional.
  + Time: 10 minutes
  + Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by providing multiple short lecture videos but none should be more than 10 minutes in length. The video should also include a summary at the end to highlight the main points of the lecture.
* *Matching:* Managerial Roles
  + Purpose: To reinforce the material covered in class.
  + Time: 15 minutes
  + Instructions: This matching exercise can be assigned through Connect®.
* *Exercise:* The Roles We Like and Dislike
  + Purpose: To have students identify from their own experience the different roles of mangers in the workplace.
  + Time: 20 minutes
  + Instructions: Divide students into groups of 4–5 using the group feature of you LMS. Each group would have a shared space and they can develop their response to the questions provided in an assignment format. Ask students to share their experiences with previous managers and supervisors. Among the group, make a list of 6 things they liked that their manager did and 6 things they did not like that their managers did (12 for the entire group). Once they have a list of 12 things from their collective experience with mangers, have them identity what type of roles each of the 12 were.
    - Sample Instructions: Share your experiences with previous managers and supervisors. Among the group, make a list of 6 things you liked that your managers did and 6 things you did not like that their managers did (12 for the entire group). Once you have a list of 12 things from your collective experience with mangers, identity what type of roles each of the 12 are. Do you see any similarities between the ones you liked versus the ones you did not like? There is to be one submission for the entire group.

[Return to Chapter Contents](#Contents)

* *Supplementary Article*: Henry Mintzberg Doesn’t Mind Being the Rebel of Management Theory
  + Purpose: To highlight the relevance of Mintzberg’s work and the important roles that manager plays in an organization.
  + Time: 30 minutes
  + Article Summary: Mintzberg’s ideas of leadership and management roles are discussed. He focuses on how the overemphasis on leadership is a misrepresentation of the needs of an organization.
  + Instruction: Using the assignment feature on your LMS, have the students read the *Forbes* article “Henry Mintzberg Doesn’t Mind Being the Rebel of Management Theory”([HERE](https://www.forbes.com/sites/karlmoore/2019/12/27/henry-mintzberg-doesnt-mind-being-the-rebel-of-management-theory/#3e574e7b5d9b)) and then prepare their answers to the questions provided in an assignment format.
    - Sample Instructions: Please read the following article [HERE](https://www.forbes.com/sites/karlmoore/2019/12/27/henry-mintzberg-doesnt-mind-being-the-rebel-of-management-theory/#3e574e7b5d9b) and prepare your answers to the following:
* How do you view the roles of management and leadership?
* What important but different roles to management and leadership play in an organization?

[Return to Chapter Contents](#Contents)

**In-person** [(return to Learning Objectives)](#Learning_O)

Learning Objective 1-5: Discuss the skills of an outstanding manager.

Before Class

* *Multiple Choice*: Management Skills
  + Purpose: To introduce students to the type of skills needed by a manager.
  + Time: 10 minutes
  + Instructions: This exercise can be assigned through Connect®.

During Class

* *Opening Article:* Top Conceptual Skills Employers Value with Examples
  + Purpose: To provide students with an understanding of the value of conceptual skills in the current workplace.
  + Time: 15 minutes
  + Summary: The article covers what is meant by conceptual skills, as well as areas such as analysis, communication, critical thinking, leadership, and problem solving.
  + Instructions: You can have the students watch the video from The Balance Careers, “Top Conceptual Skills Employers Value with Examples” ([HERE](https://www.thebalancecareers.com/conceptual-skills-list-and-examples-4142004)). You can have a group discussion about the video, discussing what skills they have used in the workplace and how they can develop these skills throughout this course.
* *Brief Lecture:* Management Skills
  + Purpose: To discuss the skills required of a manager. Specifically, to look at technical, conceptual, and human skills needed in the workplace.
  + Time: 10 minutes
  + PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by lecturing for around 10 minutes, doing the below activity, then returning to lecture.
* *Problem-Solving Application:* What management skills are missing?
  + Purpose: To have students identify skills required by a manager in a workplace setting.
  + Time: 20 minutes
  + Instructions: Using a pair and share format, put students into the same small groups. You can first ask them to read the following problem scenario and then respond to the questions that follow.

Yulander had amazing ideas for TechicData’s R&D department when he started 11 months ago. With 12 years of experience as an academic, Yulander was ready for the move into corporate research. He had studied artificial intelligence for the last 8 years and had secured several program patents in the area of educational AI. His work could change the way people interact with technology in different fields, so when he was approached by TechicData to run their AI R&D division, he was thrilled. He would be able to take his ideas to the next level.

[Return to Chapter Contents](#Contents)

Eleven months later, however, Yulander is questioning his decision. His team of 24 employees have disappointed him greatly. Four people left, claiming that they were dissatisfied with the job. Absenteeism had gone up by 35 percent, and being late for work and missing deadlines were very common.

* + - Based on what you know about different types of management skills, what types of skills is Yulander missing?
    - If you were coming in as a consultant to help Yulander address the performance issues, what advice would you give him?
* *Closing*: Summary
  + Purpose: To recap the main lessons from the lecture.
  + Time: 5 minutes
  + Instructions: You can summarize the three types of skills required by a manager.

After Class

* *Multiple-Choice Exercise*: Managerial Skills
  + Purpose: To reinforce the concepts covered in the class.
  + Time: 15 minutes
  + Instructions: Have students take a multiple-choice quiz on Connect®.

**Online** [(return to Learning Objectives)](#Learning_O)

Learning Objective 1-5: Discuss the skills of an outstanding manager.

The following is a list of activities that can be used to create a module for this learning objective. A sample online module is provided below, but each component can be used individually as well.

Sample Online Module Set-up

The following is the suggested order for a module in an online course.

* *At the beginning of the module, you may want to send an email summary to the students to highlight the main points of the module as well as a list of deliverable items.*
* *Module Overview: Include an overview of the chapter as well as a list of deliverable items.*
* *Brief Lecture (includes lecture and overall summary)*
* *Supplementary Article*
* *Problem-Solving Application: What management skills are missing?*
* *Multiple Choice*

Component Details

The following will provide detail on each of the components listed above.

* *Module Overview:* Module expectations and requirements. This should be a short 1- to 3-minute video that introduces the topic and what the students are required to complete in this module.
* *Brief Lecture:* Management Skills
  + Purpose: To discuss the skills required of a manager. Specifically, to look at technical, conceptual, and human skills needed in the workplace.
  + Time: 10 minutes
  + PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by providing multiple short lecture videos but none should be more than 10 minutes in length. The video should also include a summary at the end of highlight the main points of the lecture.
* *Supplementary Article:* Top Conceptual Skills Employers Value with Examples
  + Purpose: To provide students with an understanding of the value of conceptual skills in the current workplace.
  + Time: 15 minutes

[Return to Chapter Contents](#Contents)

* + Summary: The article covers what is meant by conceptual skills, as well as areas such as analysis, communication, critical thinking, leadership, and problem solving.
  + Instructions: You can have the students watch the video from The Balance Careers “Top Conceptual Skills Employers Value with Examples” ([HERE](https://www.thebalancecareers.com/conceptual-skills-list-and-examples-4142004)). You can have a group discussion about the video, discussing what skills they have used in the workplace and how they can develop these skills throughout this course.
* *Problem-Solving Application:* What management skills are missing?
  + Purpose: To have students identify skills required by a manager in a workplace setting.
  + Time: 20 minutes
  + Instructions: Using an essay quiz or assignment format have students read the following problem scenario and then respond to the questions that follow.
    - Sample Instructions: Please read the following scenario and provide your response to the questions in the space provided.

Yulander had amazing ideas for TechicData’s R&D department when he started 11 months ago. With 12 years of experience as an academic, Yulander was ready for the move into corporate research. He had studied artificial intelligence for the last 8 years and had secured several program patents in the area of educational AI. His work could change the way people interact with technology in different fields, so when he was approached by TechicData to run their AI R&D division, he was thrilled. He would be able to take his ideas to the next level.

[Return to Chapter Contents](#Contents)

Eleven months later, however, Yulander is questioning his decision. His team of 24 employees have disappointed him greatly. Four people left claiming that they were dissatisfied with the job. Absenteeism had gone up by 35 percent, and being late for work and missing deadlines were very common.

* Based on what you know about different types of management skills, what types of skills is Yulander missing?
* If you were coming in as a consultant to help Yulander address the performance issues, what advice would you give him?
* *Multiple-Choice Exercise*: Managerial Skills
  + Purpose: To reinforce the concepts covered in the class.
  + Time: 15 minutes
  + Instructions: Have students take a multiple-choice quiz on Connect®.

**In-person** [(return to Learning Objectives)](#Learning_O)

Learning Objective 1-6: Identify the seven challenges faced by most managers.

Before Class

* *Read and Prepare:*Can Globalization Offer a World of Opportunities to Investors?
  + Purpose: To have students begin to think about one of the challenges facing managers.
  + Time: 15 minutes (8 minutes to read, 8 minutes to prepare answers)
  + Summary: The article discusses the new phase of globalization 4.0, highlighting the complexity and potential opportunities in the globalized market.
  + Instructions: Have your students read the *Forbes* article *Can Globalization Offer a World of Opportunities to Investors?* ([HERE](https://www.forbes.com/sites/francoisbotha/2019/11/25/can-globalization-offer-a-world-of-opportunity-to-investors/#5a41dd502b42)). Ask them to prepare to answer the following questions in class:
    - How do you define globalization?
    - How can businesses help uplift humanity?

During Class

* *Opening Video:* What It Takes To Be Racially Literate.
  + Purpose:To provide students a perspective on racial issues from the perspective of Americans from 50 different states.
  + Time: 27 minutes (12-minute video)

[Return to Chapter Contents](#Contents)

* + Summary: Priya Vulchi and Winona Guo use personal stories that they have collected from individuals in all 50 states combined with statistics to identify gaps in our racial literacy. They provide suggestions on how we can overcome those gaps.
  + Instructions: Have students watch the following TED video *What It Takes To Be Racially Literate* ([HERE](https://www.ted.com/talks/priya_vulchi_and_winona_guo_what_it_takes_to_be_racially_literate#t-54663)). Put students into small groups and ask them to address the question below. You can give them 5 minutes to discuss the question and then return them to one group to discuss. Have 3–4 groups discuss their response to the question.
    - How can we help improve our racial literacy?
* *Brief Lecture:* Seven Challenges Faced by Managers
  + Purpose: To introduce the topics of competitive advantage, information technology, diversity, globalization, ethics, sustainability, and happiness in the workplace.
  + Time: 10 minutes
  + Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by lecturing for around 10 minutes, doing one of the below activities, then return to another lecture.
* *Discussion Starter:* Can Globalization Offer a World of Opportunities to Investor? Continued.
  + Purpose: To review the article assigned before class. It is a means of discussing globalization, which is one of the challenges facing managers.
  + Time: 10 minutes
  + Instructions: Using the format pair and share, put students into small groups and ask them to share their answers to the questions provided in the before-class assignment. Using what each student had prepared, have the small group develop one answer for the group. You can give them 5 minutes to discuss the question and then return them to one group to discuss. Have 3–4 groups discuss their response to the question.
* *Closing*: Summary
  + Purpose: To recap the main lessons from the lecture.
  + Time: 5 minutes

[Return to Chapter Contents](#Contents)

* + Instructions: Summarize the challenges that face managers in the current workplace.

After Class

* *Written Assignment:* In the News
  + Purpose: To reinforce the challenges faced by managers in a real-life situation.
  + Time: 20 minutes
  + Instructions: Have students choose one of the seven challenges faced by managers. Then have the student identify one story in the news (within the last 30 days) that pertains to that challenge. You can suggest students use news outlets or publications such as *The Wall Street Journal, Forbes, Fortune, Fast Company,* or *Harvard Business Review.* Then have the students submit answers to the following in an assignment format.
    - What challenge did you choose to use?
    - Summarize the news story or article in less than 100 words.
    - Explain how the story relates to the challenge you used.

**Online** [(return to Learning Objectives)](#Learning_O)

Learning Objective 1-6: Identify the seven challenges faced by most managers.

The following is a list of activities that can be used to create a module for this learning objective. A sample online module is provided below, but each component can be used individually as well.

Sample Online Module Set-up

The following is the suggested order for a module in an online course.

* *At the beginning of the module, you may want to send an email summary to the students to highlight the main points of the module as well as a list of deliverable items.*
* *Brief Lecture (includes lecture and overall summary)*
* *Supplementary Video*
* *Written Assignment*
* *Discussion Board*

Component Details

The following will provide detail on each of the components listed above.

* *Module Overview:* Module expectations and requirements. This should be a short 1- to 3-minute video that introduces the topic and what the students are required to complete for the module.
* *Brief Lecture:* Seven Challenges Faced by Managers
  + Purpose: To introduce the topics of competitive advantage, information technology, diversity, globalization, ethics, sustainability, and happiness in the workplace.
  + Time: 10 minutes
  + Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by providing multiple short lecture videos but none should be more than 10 minutes in length. The video should also include a summary at the end of highlight the main points of the lecture.
* *Supplementary Video:* What It Takes To Be Racially Literate
  + Purpose:To provide students a perspective on racial issues from the perspective of Americans from 50 different states.
  + Time: 20 minutes (video 12 minutes, quiz 8 minutes)
  + Video Summary: Priya Vulchi and Winona Guo use personal stories that they have collected from individuals in all 50 states combined with statistics to identify gaps in our racial literacy. They provide suggestions on how we can overcome those gaps.

[Return to Chapter Contents](#Contents)

* + Instructions: Using an open-ended quiz format and the video *What It Takes To Be Racially Literate* ([HERE](https://www.ted.com/talks/casey_brown_know_your_worth_and_then_ask_for_it?language=en)), you can have the students watch the video and answer the following question. This can also be completed in an assignment format.
    - How can we help improve our racial literacy?
* *Written Assignment:* In the News
  + Purpose: To reinforce the challenges faced by managers in a real-life situation.
  + Time: 20 minutes
  + Instructions: Have students choose one of the seven challenges faced by managers. Then have the student identify one story in the news (within the last 30 days) that pertains to that challenge. You can suggest students use news outlets or publications such as *The Wall Street Journal, Forbes, Fortune, Fast Company,* or *Harvard Business Review*. Then have the students submit an article based on what is provided below.
    - Sample Instructions: Please choose one of the seven challenges faced by managers to be the focus of this assignment. Then identify one story in the news (within 30 days) that pertains to the challenge. Then address the following:
* What challenge did you choose to use?
* Summarize the news story or article in less than 100 words.
* Explain how the story relates to the challenge you used.
* *Discussion Board:* Can Globalization Offer a World of Opportunities to Investors?
  + Purpose: To have students begin to think about one of the challenges facing managers.
  + Time: 15 minutes
  + Summary: The article discusses the new phase of globalization 4.0, highlighting the complexity and potential opportunities in the globalized market.
  + Instructions: Have your students read the *Forbes* article *Can Globalization Offer a World of Opportunities to Investors?* ([HERE](https://www.forbes.com/sites/francoisbotha/2019/11/25/can-globalization-offer-a-world-of-opportunity-to-investors/#5a41dd502b42)). Ask them to prepare an answer the questions provided.
    - Sample Instructions: Please read the *Forbes* article *Can Globalization Offer a World of Opportunities to Investors?* ([HERE](https://www.forbes.com/sites/francoisbotha/2019/11/25/can-globalization-offer-a-world-of-opportunity-to-investors/#5a41dd502b42)) and submit your responses to the following questions. (250 words)
* How do you define globalization?
* How can businesses help uplift humanity?

**In-person** [(return to Learning Objectives)](#Learning_O)

Learning Objective 1-7: Define the knowledge, soft skills, attitudes, and other characteristics needed for career readiness and discuss how they can be developed.

Before Class

* *Matching:* Competencies Needed for Career Readiness
  + Purpose: The goal of this exercise is to familiarize students with the components of career readiness competencies.
  + Time: 10 minutes
  + Instructions: This exercise can be assigned through Connect®.

During Class

* *Discussion Starter*: Your Current Position’s Competencies
  + Purpose: To encourage students to think about competencies in the context of their own experience.
  + Time: 25 minutes
  + Instructions: Using small groups, have the students choose a position that someone in the group has held. Then have them list out the competencies of that position. You can also assign positions that the students would be familiar with to help ensure variety in the responses. Tell students that one person from their group will present their findings. You can give students about 5 minutes to create the lists and then have them return to one class group to discuss.

* *Brief Lecture:* Building Your Career Readiness

[Return to Chapter Contents](#Contents)

* + Purpose: To discuss career readiness and competencies.
  + Time: 10 minutes
  + Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by lecturing for around 10 minutes, doing the below activity, then returning to lecture.
* *Reflection Exercise:* Plan Your Required Competencies
  + Purpose: Provide students an opportunity for self-reflection.
  + Time: 20 minutes
  + Instructions: You can have students consider their ideal job after graduation. Then have the students develop a list of competencies for that position. Once you have given them time to develop their list, you can ask for volunteers to share their ideal job and the related competencies.
* *Closing*: Summary
  + Purpose: To recap the main lessons from the lecture.
  + Time: 5 minutes

[Return to Chapter Contents](#Contents)

* + Instructions: Discuss the importance of career planning and career readiness.

After Class

* *Matching:* Competencies Needed for Career Readiness
  + Purpose: To reinforce the discussion covered in the material of this section.
  + Time: 10 minutes
  + Instructions: This exercise can be assigned through Connect®.

**Online** [(return to Learning Objectives)](#Learning_O)

Learning Objective 1-7: Define the knowledge, soft skills, attitudes, and other characteristics needed for career readiness and discuss how they can be developed.

The following is a list of activities that can be used to create a module for this learning objective. A sample online module is provided below, but each component can be used individually as well.

Sample Online Module Set-up

The following is the suggested order for a module in an online course.

* *At the beginning of the module, you may want to send an email summary to the students to highlight the main points of the module as well as a list of deliverable items.*
* *Module Overview: Include an overview of the chapter as well as a list of deliverable items.*
* *Brief Lecture (includes lecture and closing sections)*
* *Assignment: Your Current Position’s Competencies*
* *Matching: Competencies Needed for Career Readiness*
* *Matching: Developing Your Career Readiness*
* *Reflection Exercise*

Component Details

The following will provide detail on each of the components listed above.

* *Module Overview:* Module expectations and requirements. This should be a short 1- to 3-minute video that introduces the topic and what the students are required to complete for the module.
* *Brief Lecture:* Building Your Career Readiness
  + Purpose: To discuss career readiness and competencies.
  + Time: 10 minutes
  + Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by providing multiple short lecture videos but none should be more than 10 minutes in length. The video should also include a summary at the end of highlight the main points of the lecture.
* *Assignment*: Your Current Position’s Competencies

[Return to Chapter Contents](#Contents)

* + Purpose: To encourage students to think about competencies in the context of their own experience.
  + Time: 20 minutes
  + Instructions: Have students choose a position that someone in the group has held. Then have them list out the competencies of that position. This can be submitted as a written assignment on you LMS.
    - Sample Instructions: Please consider a position that you currently hold or have held in the past. This can be a paid or an unpaid position. Using what you have learned about competencies, make a list of the competencies that you need for that position.
* *Matching:* Competencies Needed for Career Readiness
  + Purpose: The goal of this exercise is to familiarize students with the concepts of competencies.
  + Time: 10 minutes
  + Instructions: This exercise can be assigned through Connect®.
* *Matching:* Developing Your Career Readiness
  + Purpose: To reinforce the discussion covered in the material of this section.
  + Time: 10 minutes
  + Instructions: This exercise can be assigned through Connect®.
* *Reflection Exercise:* Plan Your Required Competencies
  + Purpose: Provide students an opportunity for self-reflection.
  + Time: 20 minutes
  + Instructions: Have students consider their ideal jobs after graduation. Then have the students develop a list of competencies for their chosen positions. This can be submitted in an assignment format.
    - Sample Instructions: Please consider your ideal job after graduation. Then develop a list of competencies that you would need to be successful in that position.

**In-person** [(return to Learning Objectives)](#Learning_O)

Learning Objective 1.8: Describe the process for managing your career readiness.

Before Class

* *Multiple Choice:* Process for Managing Career Readiness [(click here for activity)](#ProcessforManag)
  + Purpose: The goal of this exercise is to emphasize the importance of career readiness.

[Return to Chapter Contents](#Contents)

* + Time: 10 minutes
  + Instructions: This exercise can be assigned through Connect®.

During Class

* *Opening Video:* Why Some of Us Don’t Have a Calling
  + Purpose: To encourage students to consider what they want for their own careers.
  + Time: 22 minutes (12 minutes in groups to prepare; 10 minutes of discussion)
  + Instructions: Have student watch the video *Why Some of Us Don’t Have a Calling.* ([HERE](https://www.ted.com/talks/emilie_wapnick_why_some_of_us_don_t_have_one_true_calling?referrer=playlist-talks_to_kickstart_your_next_career:)) and then engage in a discussion about the speaker’s point of view on careers. You can ask the following:
    - Do you think you know what you want for a career?
    - Do you think you will find a calling, a career, or some combination of careers?
* *Brief Lecture:* Building Your Career Readiness
  + Purpose: To encourage students to see the importance of career readiness and the importance of planning.
  + Time: 10 minutes
  + Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by lecturing for around 10 minutes, doing the below activity, then returning to lecture.
* *Reflection Exercise:* Johari Window
  + Purpose: Have students practice self-reflection.
  + Time: 20 minutes
  + Summary: Johari Window is a technique that allows people to better understand themselves and their relationships to others using a 2 \* 2 (known to self and not known to self; known to others and not known to others). The Johari was created by the psychologists Joseph Luft and Harrington Ingham.
  + Instructions: Provide students with an introduction to the Johari Window ([HERE](https://www.youtube.com/watch?v=_aF-olRMuoQ)). Once they have been introduced to the concept, have them complete, in a written assignment format, their own Johari Window. This can be followed by a discussion on how important it is to reflect on what things you do well and where you need to improve.
* *Closing*: Summary
  + Purpose: To recap the main lessons from the lecture.

[Return to Chapter Contents](#Contents)

* + Time: 5 minutes
  + Instructions: Discuss the important of self-reflection and career planning.

After Class

* *Multiple Choice:* Process for Managing Career Readiness
  + Purpose: To reinforce the discussion covered in the material of this section.
  + Time: 10 minutes
  + Instructions: This exercise can be assigned through Connect®.

**Online**[(return to Learning Objectives)](#Learning_O)

Learning Objective 1-8: Describe the process for managing your career readiness.

The following is a list of activities that can be used to create a module for this learning objective. A sample online module is provided below, but each component can be used individually as well.

Sample Online Module Set-up

The following is the suggested order for a module in an online course.

* *At the beginning of the module, you may want to send an e-mail summary to the students to highlight the main points of the module as well as a list of deliverable items.*
* *Module Overview: Include an overview of the chapter as well as a list of deliverable items.*
* *Brief Lecture (includes lecture and closing sections)*
* *Supplementary Article*
* *Multiple Choice*
* *Reflection Exercise*

Component Details

The following will provide detail on each of the components listed above.

* *Module Overview:* Module expectations and requirements. This should be a short 1- to 3-minute video that introduces the topic and what the students are required to complete for each of the module.
* *Brief Lecture:* Building Your Career Readiness
  + Purpose: To encourage students to see the importance of career readiness and the importance of planning.
  + Time: 10 minutes
  + Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes.
* *Supplementary Video:* Why Some of Us Don’t Have a Calling
  + Purpose: To encourage students to consider what they want for their own careers.
  + Time: 20 minutes (10 minutes in groups to prepare; 10 minutes of assignment)

[Return to Chapter Contents](#Contents)

* + Instructions: Have student watch the video [HERE](https://www.ted.com/talks/emilie_wapnick_why_some_of_us_don_t_have_one_true_calling?referrer=playlist-talks_to_kickstart_your_next_career:) and then ask them to answer the questions below in an assignment format.
    - Sample Instructions: Please watch the video [HERE](https://www.ted.com/talks/emilie_wapnick_why_some_of_us_don_t_have_one_true_calling?referrer=playlist-talks_to_kickstart_your_next_career:) and then answer the questions below.
* Do you think you know what you want for a career?
* Do you think you will find a calling, a career, or some combination of careers?
* *Multiple Choice:* Process for Managing Career Readiness
  + Purpose: The goal of this exercise is to emphasize the importance of career readiness.
  + Time: 10 minutes
  + Instructions: This exercise can be assigned through Connect®.
* *Self-Assessment 1.2*: To what extent do you accept responsibility for your actions? [(click here for activity)](#SA2)
  + Purpose: This self-assessment is intended to help students reflect on the importance of taking responsibility for your own actions.
  + Time: 10 minutes
  + Instructions: Self-Assessments can be assigned to students through Connect®.
* *Reflection Exercise:* Johari Window
  + Purpose: Have students practice self-reflection.
  + Time: 20 minutes (5 minutes to introduce Johari Window; 15 minutes for exercise).
  + Summary: Johari Window is a technique that allows people to better understand themselves and their relationships to others using a 2 \* 2 (known to self and not known to self; known to others and not known to others). The Johari was created by the psychologists Joseph Luft and Harrington Ingham.
  + Instructions: Provide students with a video to introduce the Johari Window (Example [HERE](https://www.youtube.com/watch?v=_aF-olRMuoQ)). Once they have been introduced to the concept, have them complete one for themselves. After completing the Johari Window, ask students to submit a summary of what they learned about themselves and how they could improve by using this technique. This can be submitted in an assignment format through your LMS.
    - Sample Instructions: Please watch the video [HERE](https://www.youtube.com/watch?v=_aF-olRMuoQ). Once you have completed the video, take some time to reflect on your own Johari Window. Speak with friends or family members to help you identify what factors fit into each of the visible quadrants. Please submit a summary of what you have learned from this exercise and how it could help you develop.

[Return to Chapter Contents](#Contents)

chapter OVERVIEW

**1.1 Management: What It Is, What Its Benefits Are**

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

**1.2 What Managers Do: The Four Principal Functions**

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

**1.3 Pyramid Power: Levels and Areas of Management**

Within an organization, there are four levels of managers: top, middle, and first-line managers as well as team leaders. Managers may also be general managers, or they may be functional managers, responsible for just one organizational activity, such as research & development (R&D), marketing, finance, production, or human resources. Managers may work for for-profit, nonprofit, or mutual-benefit organizations.

**1.4 Roles Managers Must Play Successfully**

Managers tend to work long hours and their time is always in demand; their work is characterized by near constant communication with others; and their jobs require impeccable time-management skills. According to management scholar Henry Mintzberg, managers play three roles—interpersonal, informational, and decisional. Interpersonal roles include figurehead, leader, and liaison activities. Informational roles are monitor, disseminator, and spokesperson. Decisional roles are entrepreneur, disturbance handler, resource allocator, and negotiator.

**1.5 The Skills Exceptional Managers Need**

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

[Return to Chapter Contents](#Contents)

**1.6 Seven Challenges to Being an Exceptional Manager**

Seven challenges face any manager: You need to manage for competitive advantage—to stay ahead of rivals. You need to manage for technological advances—to deal with the “new normal.” You need to manage for inclusion and diversity because the future won’t resemble the past. You need to manage for globalization and the expanding management universe. You also must maintain ethical standards and you need to manage for sustainable development—to practice sound environmental policies. Finally, you need to manage for the achievement of your own happiness and life goals.

* 1. **Building Your Career Readiness**

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

* 1. **Career Corner: Managing Your Career Readiness**

Describe the process for managing your career readiness.

[Return to Chapter Contents](#Contents)

CLASSROOM OUTLINE

**Manage U: Using Management Skills for College Success**

In this chapter, students will read about the four functions of management. These skills can be used to work more successfully on team projects now, and for student success in their future careers. The functions of management aren’t just for workplace application; they can also be used for personal goals.

**Possible Topics for Discussion:**

* Why would employers seek to hire people with good management skills?

*You can tie in higher revenues, stock prices, etc. You can also ask students if they want to work with (or for) someone with good management skills, or not.*

* How can you strive to improve your managerial skills while working on class projects?

*The functions of management can be attributed to class projects. Using the Manage U box, you can provide students with the example from Princeton University and walk through it utilizing the different functions of management.*

1.1 Management: What It Is, What Its Benefits Are

PowerPoint Slides:

#2 Learning Objectives

#3 Using Management Skills for College Success

#4 Management: What It is, What Its Benefits Are

#5 The Rise of a Leader

#6 Key to Career Growth: “Doing Things I’ve Never Done Before”

#7 The Art of Management Defined

[Return to Chapter Contents](#Contents)

#8 Why Organizations Value Managers: The Multiplier Effect

#9 What Are the Rewards of Studying Management?

#10 What Are the Rewards of Practicing Management?

the Art of Management Defined

* ***Management*** may be defined as “the art of getting things done through people.”
* Managers operate within an ***organization***, a group of people who work together to achieve some specific purpose.

[Return to Chapter Contents](#Contents)

* More formally, ***management*** is defined as (1) the pursuit of organizational goals *efficiently* and *effectively* by (2) integrating the work of people through (3) planning, organizing, leading, and controlling the organization’s resources.
* To be ***efficient*** means to use resources—people, money, raw materials, and the like—wisely and cost-effectively.
* To be ***effective*** means to achieve results, to make the right decisions and successfully carry them out so that they achieve the organization’s goals.

Why Organizations Value Managers

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

What Are the Rewards of Studying and Practicing Management?

* The Rewards of Studying Management
* You will understand how to deal with organizations from the outside.
* You will understand how to relate to your supervisors.
* You will understand how to interact with coworkers.
* You will understand how to manage yourself in the workplace.
* You might make more money during your career.
* The Rewards of Practicing Management
* You and your employees can experience a sense of accomplishment.
* You can stretch your abilities and magnify your range.
* You can build a catalog of successful products or services.
* You can become a mentor and help others. A mentor is an experienced person who provides guidance to someone new to the work world.

1.2 What Managers Do: The Four Principal Functions

PowerPoint Slides:

#11 What Managers Do: The Four Principal Functions

#12 The Management Process (Figure 1.1: The Management Process)

Section 1.2 Key Concepts:

* Managers perform the **management process**, also known as the **four** **management functions**: planning, organizing, leading, and controlling.
* All these functions are described in Figure 1.1 and affect each other, are ongoing, and are performed simultaneously.
* ***Planning*** is defined as setting goals and deciding how to achieve them. (Discussed in Part 3 of the text.)
* ***Organizing*** is defined as arranging tasks, people, and other resources to accomplish the work. (Discussed in Part 4 of the text.)
* ***Leading*** is defined as motivating, directing, and otherwise influencing people to work hard to achieve the organization’s goals. (Discussed in Part 5 of the text.)
* ***Controlling*** is defined as monitoring performance, comparing it with goals, and taking corrective action as needed. (Discussed in Part 6 of the text.)

1.3 Pyramid Power: Levels and Areas of Management

PowerPoint Slides:

#13 Pyramid Power: Levels of and Areas of Management

#14 The Traditional Management Pyramid: Levels and Areas (Figure 1.2)

#15 Four Levels of Management

#16 Areas of Management: Functional Managers versus General Managers

#17 Managers for Three Types of Organizations

#18 Different Organizations, Different Management?

The Traditional Management Pyramid: Levels and Areas

[Return to Chapter Contents](#Contents)

* Top Managers: Determining Overall Direction
* Figure 1.2 indicates the levels and areas of a traditional management pyramid.
* ***Top managers*** make long-term decisions about the overall direction of the organization and establish the objectives, policies, and strategies for it.
* Top managers have titles like “chief executive officer (CEO),” “chief operating officer (COO),” and “president.”
* These executives must be future oriented, dealing with uncertain, highly competitive conditions.
* These managers are at the summit of the management pyramid.
* **Middle Managers:** Implementing Policies and Plans
* ***Middle managers*** implement the policies and plans of the top managers above them and supervise and coordinate the activities of the first-line managers below them.
* Titles may be “plant manager,” “district manager,” and “regional manager,” among others.
* These managers often have **high touch jobs**, jobs that deal with people rather than computer screens or voice-response systems, which can directly affect employees, customers, and suppliers.
* **First-Line Managers:** Directing Daily Tasks
* ***First-line managers*** make short-term operating decisions, directing the daily tasks of nonmanagerial personnel.
* Examples of job titles for these managers include “departmental head,” “foreman,” “team leader,” or “supervisor.”
* *Supervisor* is the name often given to first-line managers as a whole.
* **Team Leaders:** Facilitating Team Activities
* Teams are small groups of people with complementary skills who are committed to a common purpose.
* A ***team leader*** is a manager who is responsible for facilitating team activities toward achieving key results.
* Team leaders are expected to provide guidance, instruction, and direction to the other team members; to coordinate team efforts; to resolve conflicts; to represent the team to the first-level manager; and to make decisions in the absence of consensus.

[Return to Chapter Contents](#Contents)

* **Nonmanagerial Employees**

Connect® Exercise:

MULTIPLE CHOICE: The Levels of Management

Summary of Activity:

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

Group Exercise: How Well Do Managers Manage Their Time?

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

Exercise Objectives:

1. To see how time is allocated in a top management position.

2. To start to think about how you might spend your time in a top management position.

3. To see what you think about this kind of job and what functions are performed.

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

Areas of Management: Functional Managers versus General Managers

* A ***functional manager*** is responsible for just one organizational activity.
* Titles of functional managers may be “vice president of production,” “director of finance,” or “administrator for human resources.”
* A ***general manager*** is responsible for several organizational activities.
* An executive vice president over several departments is a general manager.

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

* Organizations are classified according to the purposes for which they are formed.

[Return to Chapter Contents](#Contents)

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

1.4 Roles Managers Must Play Successfully

PowerPoint Slides:

#19 Roles Managers Must Play Successfully

#20 The Manager’s Roles: How do Managers Spend Their Time?

#21 Three Types of Managerial Roles: Interpersonal, Informational, and Decisional

Section 1.4 Key Concepts:

The Manager’s Roles: Mintzberg’s Useful Findings

* A manager relies more on verbal than on written communication.

[Return to Chapter Contents](#Contents)

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

[Return to Chapter Contents](#Contents)

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

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

Connect® Exercise:

MATCHING: Managerial Roles

Summary of Activity:

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

1.5 The Skills Exceptional Managers Need

PowerPoint Slides:

#22 The Skills Exceptional Managers Need

#23 Technical Skills

#24 Conceptual Skills

#25 Human Skills

#26 The Most Valuable Traits in Managers

Principal Managerial Skills

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

Connect® Exercise:

MULTIPLE CHOICE: Managerial Skills

Summary of Activity:

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

The Most Valued Traits in Managers

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

[Return to Chapter Contents](#Contents)

1.6 Seven Challenges to Being an Exceptional Manager

PowerPoint Slides:

#27 Seven Challenges to Being an Exceptional Manager

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

#29 Challenge #2: Managing for Technological Advances—Dealing with the New Normal

#30 Challenge #3: Managing for Inclusion and Diversity—the Future Won’t Resemble the Past

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

#32 Challenge #5: Managing for Ethical Standards

#33 Challenge #6: Managing for Sustainable Development—The Business of Green

#34 Challenge #7: Managing for Happiness and Meaningfulness

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

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

Challenge #2: Managing for Technological Advances—Dealing with the “New Normal”

* ***E-commerce***, or ***electronic commerce***,isthe buying and selling of services over computer networks, and it has reshaped industries.

[Return to Chapter Contents](#Contents)

* Information technology has made possible ***e-business***, using the Internet to facilitate every aspect of running a business.
* Implications of information technology include:
* Managers will need to deal with e-communication (e.g., email, texting, social media) all the time.
* There will be challenges in decision making as a result of more and more data.
* The rise of artificial intelligence will create more automation in the workforce.
* Organizational changes will result in shifts in structure, jobs, goals, and management, including telecommuting and the use of videoconferencing.
* There will be an increased emphasis on knowledge management: systems and practices to increase the sharing of knowledge and information throughout an organizational and collaborative computing, using state-of-the-art computer software and hardware to help people work better together.

[Return to Chapter Contents](#Contents)

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

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

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

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

Challenge #5: Managing for Ethical Standards

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

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

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

Challenge #7: Managing for Happiness and Meaningfulness

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

[Return to Chapter Contents](#Contents)

Connect® Exercise:

MATCHING: Seven Challenges to Being an Exceptional Manager

Summary of Activity:

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

SELF-ASSESSMENT 1.1 CAREER READINESS

How Strong Is My Motivation to Lead?

**CAREER READINESS**

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

[Click for follow-up activity.](#SA1a)

Connect® Exercise:

CASE ANALYSIS: Was Forever 21 Fast Enough?

Summary of Activity:

The goal of this case analysis is to enable you to understand what happened at Forever 21 by applying theory.

Connect® Exercise:

VIDEO CASE: Fair Oaks Farms

Summary of Activity:

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

1.7 Building Your Career Readiness

PowerPoint Slides:

#35 Building Your Career Readiness (Figure 1.3)

#36 A Model of Career Readiness (Figure 1.5)

#37 Developing Career Readiness

#38 Career Corner: Managing Your Career Readiness

#39 Steps for Developing Career Readiness

Section 1.7 Key Concepts

* **Career readiness** represents the extent to which you possess the knowledge, skills, and attributes desired by employers.

[Return to Chapter Contents](#Contents)

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

A Model of Career Readiness

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

[Return to Chapter Contents](#Contents)

* Attitudes include ownership/accepting responsibility, self-motivation, proactive learning orientation, showing commitment, positive approach, and career management.

SELF-ASSESSMENT 1.2 CAREER READINESS

To What Extent Do You Accept Responsibility for Your Actions?

**CAREER READINESS**

This self-assessment was designed to assess students’ acceptance of responsibility for their actions.

[Click for follow-up activity.](#SA2a)

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

Developing Career Readiness

There are six categories to development of career readiness:

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

Connect® Exercise:

**CAREER READINESS**

MATCHING: Competencies Needed for Career Readiness

Summary of Activity:

In this exercise, students will match career readiness development categories with the correct description.

1.8 Career Corner: Managing Your Career Readiness

PowerPoint Slides:

#40 A Process for Developing Career Readiness (Figure 1.5)

#41 Make It a Habit

* There are three keys to success

1. It’s your responsibility to manage your career. Don’t count on others.
2. Personal reflection, motivation, commitment, and experimentation are essential.
3. Success is achieved by following a process. A **process** is defined as a series of actions or steps followed to bring about a desired result.

* Figure 1.5 illustrates a process guide for managing career readiness.
* Examine the list of knowledge, skills, attitudes, and other characteristics (KSAOs) in Table 1.2 and pick two or three that impact your current performance at school, work, or extracurricular activities. You then need to assess your skill level for these competencies.

[Return to Chapter Contents](#Contents)

* Consider how you can use the material covered in a chapter to develop your targeted competencies.
* Experiment with small steps aimed at developing your targeted KSAOs.
* Evaluate what happened during your small-step experiments.
* **Willingness** is at the center of developing career readiness.

Connect® Exercise:

**CAREER READINESS**

MULTIPLE CHOICE: Process for Managing Career Readiness

Summary of Activity:

In this exercise, students will match the steps in the process for managing career readiness with the correct description.

Career Corner Group Exercise #1: Career Readiness in Business Occupations

**CAREER READINESS**

Learning Objective

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

[Click for follow-up activity](#CCGE2).

[Return to Chapter Contents](#Contents)

MANAGEMENT IN ACTION

Fast Fashion—Was Forever 21 Fast Enough?

**Problem-Solving Perspective**

1. What is the underlying problem in this case from the perspective of Forever 21’s customers and creditors?

*The company’s ownership was not making data-driven decisions and bottlenecked approval processes. The company’s processes, systems, and supply chain also were stagnant. Overall, the company’s problems spanned across all functions of management (planning, organizing, leading, and controlling).*

1. Why do you think Forever 21 ended up in its current situation?

A lot of it is because of Mr. and Mrs. Chang. Their inner circle was isolated from the rest of the company, but they demanded that every decision go through them.

1. What would you have done differently if you had been a senior executive at Forever 21?

One idea was to change the company’s processes. There needed to be an entire change to the way decisions were made at the organization. This would have allowed the company to react more quickly to needed changes and possibly avoid bankruptcy.

**Application of Chapter Content**

1. Did Forever 21 operate more from a principle of efficiency or effectiveness? Explain your rationale.

It doesn’t seem like the company was being efficient or effective. Decision making was surely inefficient as every little decision went through the Changs, and many times the delay in making decisions caused problems for inventory, licensing, etc. The Changs also refused to make data-driven decisions that would prove to be effective in meeting market demands.

1. Which of the seven challenges to being an exceptional manager did the Changs face as leaders of the company? How did they handle them?

There are many challenges that the Changs faced. These include managing for competitive advantage, managing for technological advances, and managing for inclusion and diversity. If you just focus on managing for technological advances, you’ll notice that the Changs did a very poor job. For example, they were presented with big data, including market trends, previous years’ sales figures, and inventory projection, but they seemed to make subsequent decisions without regard for the pertinent data.

[Return to Chapter Contents](#Contents)

1. Which of the three skills exceptional managers need did the Changs most lack? Explain your answer.

One can argue that the skill they lacked the most was conceptual. Conceptual skills consist of the ability to think analytically, to visualize an organization as a whole and understand how the parts work together. Here, the Changs were isolated in their decision making and did not seem to understand how all the parts of Forever 21 worked together, particularly when it came to inventory control and market trends. They also refused to use data in their decision making, meaning they were not thinking analytically and just went with their gut.

1. Which career readiness competencies did the Changs display? Which competencies would have benefited the Changs most?

The Changs worked very hard to make it from where they were to owning Forever 21. This means they most likely showed commitment and were self-motivated. The Changs, however, would have benefited from critical thinking/problem solving, openness to change, decision making, and computational thinking, among other competencies.

[Return to Chapter Contents](#Contents)

LEGAL/ETHICAL CHALLENGE

**To Delay or Not to Delay?**

**Solving the Challenge**

1. Deliver the presentation as planned.

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

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

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

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

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

1. Invent other options. Discuss.

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

[Return to Chapter Contents](#Contents)

[Return to Chapter Contents](#Contents)

SELF-ASSESSMENTS

SELF-ASSESSMENT 1.1

**CAREER READINESS**

How Strong Is My Motivation to Lead?

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

STUDENT QUESTIONS

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

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

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

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

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

*Student responses will differ.*

SUPPLEMENTARY ACTIVITIES

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

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

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

[Return](#SA1)

[Return to Chapter Contents](#Contents)

SELF-ASSESSMENT 1.2

**CAREER READINESS**

Do I Take Ownership and Responsibility for My Actions?

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

STUDENT QUESTIONS

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

*Student responses will vary based on their assessment results.*

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

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

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

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

SUPPLEMENTARY ACTIVITIES

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

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

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

[Return](#SA2)

[Return to Chapter Contents](#Contents)

GROUP EXERCISE

**How Well Do Managers Manage Their Time?**

**Objectives**

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

**Introduction**

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

**Instructions**

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

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

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

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

[Return to Chapter Contents](#Contents)

1. \_\_\_ percent 4. \_\_\_ percent

2. \_\_\_ percent 5. \_\_\_ percent

3. \_\_\_ percent 6. \_\_\_ percent

What areas would you add to his list? Why?

**Questions for Discussion**

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

**Answers**

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

1. 20 percent 4. 25 percent

2. 10 percent 5. 5 percent

3. 35 percent 6. 5 percent

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

***Tip for online classes:***

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

[Return to Chapter Contents](#Contents)

CAREER CORNER GROUP EXERCISE

**CAREER READINESS**

**Career Readiness in Business Occupations**

**Learning Objective**

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

**Introduction**

purpose of this exercise is to extend students’ understanding of career readiness by asking them to investigate requirements for various careers in business (e.g. accounting, marketing/sales, human resources, etc.). Students will use the Internet to access the Bureau of Labor Statistics Occupational Outlook, as well as job search websites.

**Instructions**

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

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

[Return to Chapter Contents](#Contents)

1. Have each group prepare a 5-minute presentation summarizing the career readiness-based elements needed for a job in the profession. Students can use PowerPoint if it helps make their point.
2. Groups should present to the class. Facilitate a class discussion using the following questions:

[Return to Chapter Contents](#Contents)

* What unique career readiness functions are required to be successful in the occupation?
* Based on your findings, what specific steps will you take to improve your career readiness? Increase your knowledge? Improve your skills?

***Tips for online and large in-person classes:***

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

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

MANAGER’S HOT SEAT

**Management Hits Rough Waters**

[Return to Chapter Contents](#Contents)

**I. Introduction**

Rex Communications, an advertising agency, has an important cruise ship client that has asked for the development of a digital rebranding campaign after a series of voyages made the news due to widespread passenger illness. A digital marketing specialist has just concluded his presentation of a proposed rebranding campaign and is receiving feedback from management. There is disagreement between the managers on the effectiveness of the proposed campaign, and this links back to their respective skillset.

**II. Learning Objectives**

1. Understand what skills managers need to be successful in the workplace.
2. Evaluate the challenges managers face today.

**III. Scenario Description:**

***Scene Set-up:*** Alonso is wrapping up his digital branding presentation for various heads of departments at Rex Communications.

***Scene Location:*** Conference room

***Profile:***

* Alonso Jimenez – Digital Marketing Specialist
* Werner Scholl – Director of Branding
* Sophie Myers – Director of Client Development
* Ashley Franklin – Digital Marketing Manager

***Summary:***Alonso has just finished a presentation for Werner, Sophie, and Ashley. Sophie and Werner have few concerns about the presentation and Ashley comes to Alonso’s defense. The managers all give Alonso different pieces of feedback, based on their managerial skills, which has him confused because he is subordinate to all of them. In the end, Alonso is wondering how to move forward.

**IV. Discussion of Theory**

*Understand what skills managers need to be successful in the workplace*

* Sophie – conceptual (she understands the big picture and how demographics, the internet, social media, etc. play into the cruise liner’s dilemma. She does not however have good human skills. She is aggressive, pushy, and downright mean about things).
* Ashley – technical and human (she understands what a good presentation needs for delivery, but does not see the big picture; however, she has good interpersonal skills).
* Werner – harder to read. Possibly conceptual based on his comments about diversity and the future, and seems to have some human skills.
* We don’t know much about Alonso, but we do know that hierarchy was playing a role in how he was interacting with Sophie.
* It is true that Sophie is aggressive with Alonso, but the fact that she received so much pushback from Ashley made her not want to spend time in another presentation. That is a potential loss for the team because Sophie brought up good points, though not in the nicest way. Ashley on the other hand was nice, but too focused on the technical details of the presentation instead of seeing how Alonso failed to address important demographics related issues.

*Evaluate the challenges managers face today*

* Managing for information technology – Sophie brings up how social media and the internet changes the way people receive information. She expects Alonso to understand that.
* Managing for diversity – Werner brought up changing US demographics in the future.
* Managing for globalization – this is again related to how the internet is making the world much smaller.

Org. structure:

Diagram

Description automatically generated

**V. Critical-Thinking/Problem-Solving Probes**

Manager’s Hot Seats provide an opportunity for instructors to pause at certain points during the video and ask students probing questions to motivate critical thinking and problem solving. We have developed the following chart to assist you in doing this:

|  |  |
| --- | --- |
| **Video Stop Time** | **Probes** |
| **Stop @ 01:01** | Based on Sophie’s reaction to the presentation, what type of managerial skill do you think she is portraying? |
| **Stop @ 01:48** | Sophie says that Alonso needs to listen to both her and Ashley. What challenge does this create? |
| **Stop @ 02:28** | What managerial challenge are the online videos an example of? Should the company be worried? Why? |
| **Stop @ 03:33** | Ashley’s points about the presentation are most closely associated with what managerial skill? |
| **Stop @ 04:09** | What managerial challenge is Werner referring to? Is this important? Why? |
| **Stop @ 05:45** | Sophie says it’s “stupid” to ignore something that she believes Ashley and Alonso have ignored. This shows a lack of what managerial skill? Why can this be a problem? |
| **Stop @ 06:47** | Alonso looks over to Ashley, his boss, but she seems frustrated and withdrawn. How does this make him feel in the middle of all these other superiors? |
| **Stop @ End** | What would you do if you were Alonso? How could his manager better assist him in this type of situation? |

APPLICATION-BASED ACTIVITY

**Managerial Challenges: How to Overcome Contemporary Problems**

**I. Introduction**

In this activity, students will play the role of CEO for AMI Software. AMI Software is facing financial challenges because it can’t keep up with competitors in the dynamic software industry. Students are tasked with overcoming these obstacles and turning the company around. They start by meeting with some of the company’s VPs to discuss their strategy.

**II. Learning Objectives**

1. Understand the functions of management.
2. Evaluate how management challenges can be overcome.

**III. Scoring Dimensions**

The following theoretical concepts from the chapter are covered and scored in the simulation:

|  |  |
| --- | --- |
| **Theoretical Concepts** | **Percentage of Simulation** |
| Functions of Management | 25% |
| Overcoming Management Challenges | 75% |

**IV. Follow-up Activity**

Students should assume that AMI Software employees are worried that artificial intelligence is going to replace them. First, have students read the following article from *Toward Science*: [The Matter of AI Takeover: Will Artificial Intelligence Replace Human Beings?](https://towardsdatascience.com/the-matter-of-ai-takeover-will-artificial-intelligence-replace-human-beings-79d2c788f358). Students can then be organized into small groups of three to four. Using what they learned in the article, they should draft an email, from leadership to the entire company. The email should let employees know how artificial intelligence may help the company overcome challenges without leading to job loss. The email should be 2 to 3 paragraphs long and consider some of the challenges listed in the simulation.

[Return to Chapter Contents](#Contents)