

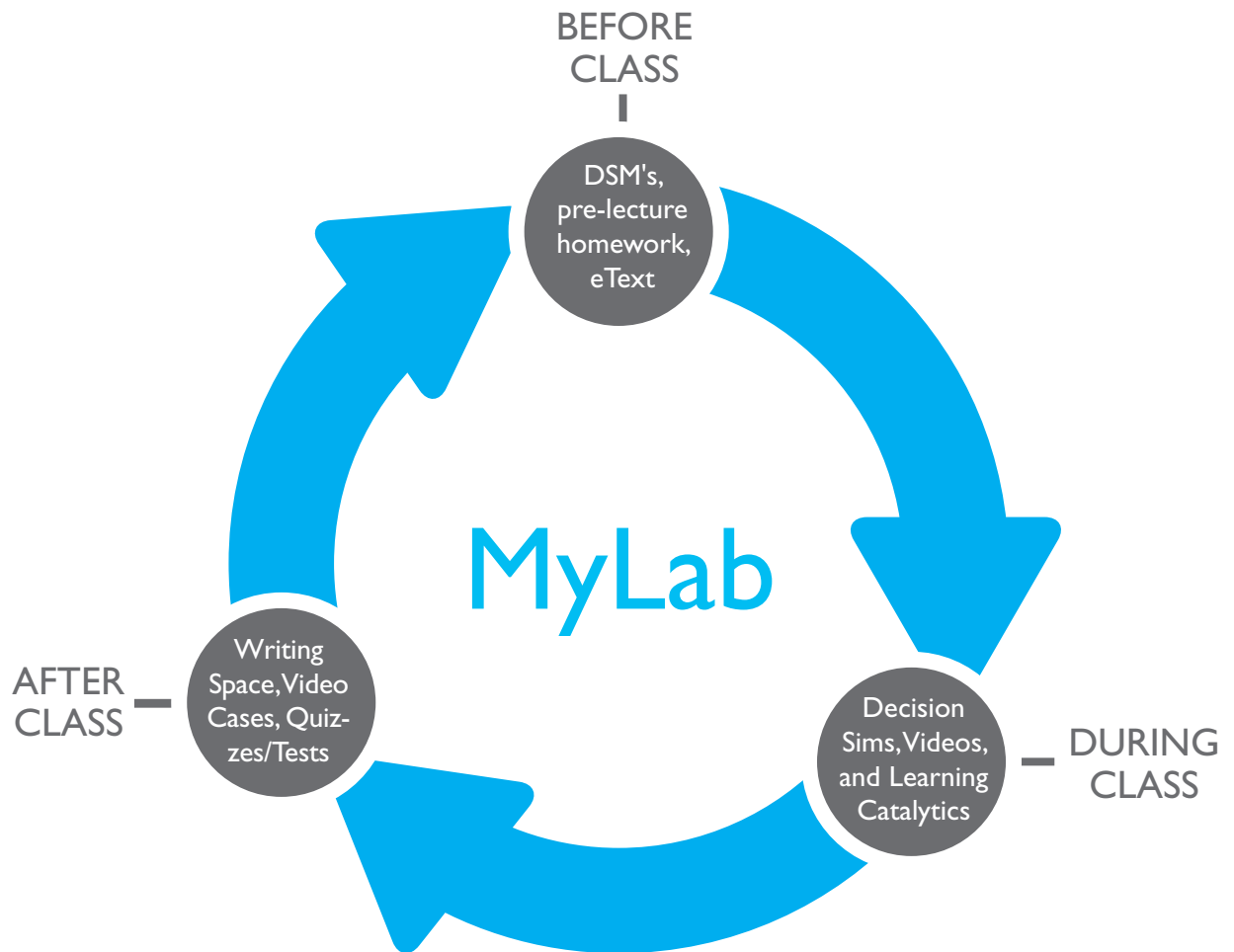
DAVID A. WHETTEN | KIM S. CAMERON

Cognitive Style
Supportive Communication
Problem-solving Process
Self-awareness
Commitment Innovation
Appropriately Challenging Goals Flexibility Of Thought
Learning Style
Creative Problem Solving Expertise
Vision Statement Validating Communication
Tolerance Of Ambiguity Role Incompatibility Goal Setting
Ethical Decision Making Improvement Standards Core Competence
Orientation Toward Change Integrative Perspective
Mediator Role Ability Emotional Intelligence Task Significance
Compassion Coaching Disciplining Collaborating Approach
Developing Management Skills
Interpersonal Competence Reframing Leading Positive Change
Negotiation Strategies Core Competence
Respectful Communication Work Design
Feedback Forgiveness Self-disclosure Flexibility
Ambidextrous Thinking Analytical Problem Solving
Social Capital Process Improvement Abundance Approach
Reciprocity Delegation Resiliency
Specificity Orientation Consistent Goals
Positive Energizers Brainstorming
Skill Variety Continuous Improvement
Benchmarking
Issue Selling Personal Values
Human Capital

NINTH EDITION

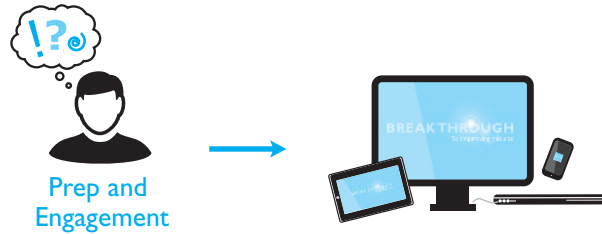
Full-Circle Learning

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



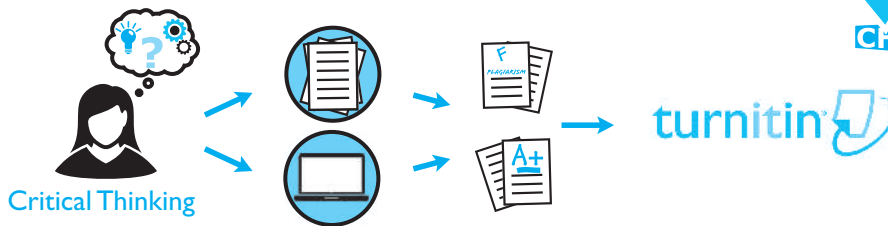
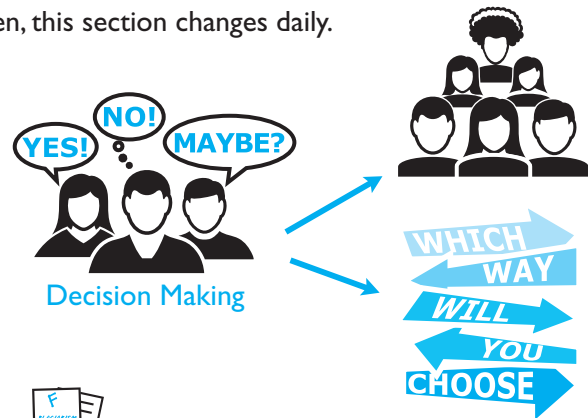
This page intentionally left blank

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



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

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



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

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

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

<http://www.pearsonmylabandmastering.com>

This page intentionally left blank

DEVELOPING MANAGEMENT SKILLS

NINTH EDITION

David A. Whetten
BRIGHAM YOUNG UNIVERSITY

Kim S. Cameron
UNIVERSITY OF MICHIGAN

PEARSON

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

Vice President, Business Publishing: Donna Battista
Editor-in-Chief: Stephanie Wall
Acquisitions Editor: Kris Ellis-Levy
Program Manager Team Lead: Ashley Santora
Program Manager: Sarah Holle
Editorial Assistant: Bernard Ollila
Vice President, Product Marketing: Maggie Moylan
Director of Marketing, Digital Services and Products:
Jeanette Koskinas
Executive Product Marketing Manager: Anne Fahlgren
Field Marketing Manager: Lenny Ann Raper
Senior Strategic Marketing Manager: Erin Gardner
Project Manager Team Lead: Judy Leale
Project Manager: Becca Groves
Operations Specialist: Diane Peirano
Creative Director: Blair Brown
Senior Art Director: Janet Slowik

Interior and Cover Designer: Integra Software Services
Pvt. Ltd.
Cover Image: Jim Colao/Luxtone Media
Vice President, Director of Digital Strategy & Assessment:
Paul Gentile
Manager of Learning Applications: Paul Deluca
Digital Editor: Brian Surette
Digital Studio Manager: Diane Lombardo
Digital Studio Project Manager: Robin Lazrus
Digital Studio Project Manager: Alana Coles
Digital Studio Project Manager: Monique Lawrence
Digital Studio Project Manager: Regina DaSilva
Full-Service Project Management and Composition: Integra
Software Services Pvt. Ltd.
Printer/Binder: Edwards Brothers
Cover Printer: Edwards Brothers
Text Font: 10/12 Weidemann-Book

Copyright © 2016, 2011, 2007 by Pearson Education, Inc. All rights reserved. Manufactured in the United States of America. This publication is protected by Copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permissions, request forms and the appropriate contacts within the Pearson Education Global Rights & Permissions department, please visit www.pearsoned.com/permissions/.

Acknowledgements of third party content appear on the appropriate page within the text, which constitutes an extension of this copyright page.

Unless otherwise indicated herein, any third-party trademarks that may appear in this work are the property of their respective owners and any references to third-party trademarks, logos or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc. or its affiliates, authors, licensees or distributors.

Library of Congress Cataloging-in-Publication Data

Whetten, David A. (David Allred),
Developing management skills/David A. Whetten, Kim S. Cameron.—9e [edition].
pages cm
ISBN 978-0-13-312747-8 (student edition)
1. Management—Study and teaching. 2. Management—Problems, exercises, etc. I. Cameron, Kim S. II. Title.
HD30.4.W46 2016
658.40071'173—dc23

2014024024

10 9 8 7 6 5 4 3 2 1

PEARSON

ISBN 10: 0-13-312747-8
ISBN 13: 978-0-13-312747-8

BRIEF TABLE OF CONTENTS

Preface xix
Introduction 1

PART I PERSONAL SKILLS 35

- 1** Developing Self-Awareness 37
- 2** Managing Stress and Well-Being 85
- 3** Solving Problems Analytically and Creatively 133

PART II INTERPERSONAL SKILLS 187

- 4** Building Relationships by Communicating Supportively 189
- 5** Gaining Power and Influence 227
- 6** Motivating Others 263
- 7** Managing Conflict 305

PART III GROUP SKILLS 363

- 8** Empowering and Engaging Others 365
- 9** Building Effective Teams and Teamwork 401
- 10** Leading Positive Change 443

PART IV SPECIFIC COMMUNICATION SKILLS 487

- Module A** Making Oral and Written Presentations 489
- Module B** Conducting Interviews 517
- Module C** Conducting Meetings 551
- Appendix I Glossary 571
- Appendix II References 581
- Index 609

This page intentionally left blank

CONTENTS

Preface xix

INTRODUCTION 1

THE CRITICAL ROLE OF MANAGEMENT SKILLS 3

- The Importance of Competent Managers 4
- The Skills of Effective Managers 5
- What Are Management Skills? 6
- Improving Management Skills 7
- An Approach to Skill Development 7
- Leadership and Management 9
- Contents of the Book 11
- Organization of the Book 12
- Diversity and Individual Differences 13
- Summary 14

SUPPLEMENTARY MATERIAL 15

- Diagnostic Survey and Exercises 15
 - Personal Assessment of Management Skills (PAMS)* 15
 - What Does It Take to Be an Effective Manager?* 19
 - SSS Software In-Basket Exercise* 21

SCORING KEY AND COMPARISON DATA 32

- Personal Assessment of Management Skills 32
 - Scoring Key* 32
 - Comparison Data* 33
- What Does It Take to Be an Effective Manager? 33
- SSS Software In-Basket Exercise 33

PART I PERSONAL SKILLS 35

1 DEVELOPING SELF-AWARENESS 37

SKILL ASSESSMENT 38

- Diagnostic Surveys for Developing Self-Awareness 38
- Developing Self-Awareness 38
 - The Defining Issues Test* 38

Cognitive Style Indicator 42
Tolerance of Ambiguity Scale 42
Core Self-Evaluation Scale (CSES) 43

SKILL LEARNING 44

Key Dimensions of Self-Awareness 44
The Enigma of Self-Awareness 45
 The Sensitive Line 45
Understanding and Appreciating Individual Differences 47
Important Areas of Self-Awareness 47
 Emotional Intelligence 49
 Values 51
 Ethical Decision Making 57
 Cognitive Style 59
 Attitudes Toward Change 61
 Core Self-Evaluation 63

SUMMARY 65

SKILL ANALYSIS 67

Cases Involving Self-Awareness 67
 Communist Prison Camp 67
 Computerized Exam 69
 Decision Dilemmas 70

SKILL PRACTICE 72

Exercises for Improving Self-Awareness Through Self-Disclosure 72
 Through the Looking Glass 72
 Diagnosing Managerial Characteristics 73
 An Exercise for Identifying Aspects of Personal Culture: A Learning Plan and Autobiography 75

SKILL APPLICATION 77

Activities for Developing Self-Awareness 77
 Suggested Assignments 77
 Application Plan and Evaluation 78

SCORING KEYS AND COMPARISON DATA 79

The Defining Issues Test 79
 Escaped Prisoner 79
 The Doctor's Dilemma 79
 The Newspaper 80
Cognitive Style Indicator 80
 Scoring Key 80
 Comparison Data 81
Tolerance of Ambiguity Scale 81
 Scoring Key 81
 Comparison Data 82
Core Self-Evaluation Scale 82
 Scoring Key 82
 Comparison Data 83

2 MANAGING STRESS AND WELL-BEING 85

SKILL ASSESSMENT 86

Diagnostic Surveys for Managing Stress and Well-Being 86

Managing Stress and Well-Being 86

Social Readjustment Rating Scale 86

Social Readjustment Rating Scale 88

Sources of Personal Stress 89

Flourishing Scale 90

SKILL LEARNING 90

Managing Stress and Fostering Well-Being 90

Major Elements of Stress 91

Coping with Stress 92

Managing Stressors 94

Eliminating Stressors 95

Eliminating Time Stressors Through Time Management 95

Eliminating Encounter Stressors Through Community, Contribution, and Emotional Intelligence 100

Eliminating Situational Stressors Through Work Redesign 103

Eliminating Anticipatory Stressors Through Prioritizing, Goal Setting, and Small Wins 104

Developing Resiliency and Well-Being 106

Life Balance 106

Psychological Resiliency 107

Temporary Stress-Reduction Techniques 112

SUMMARY 113

SKILL ANALYSIS 114

Cases Involving Stress Management 114

The Turn of the Tide 114

The Case of the Missing Time 117

SKILL PRACTICE 121

Exercises for Long-Term and Short-Run Stress Management and Well-Being 121

The Small-Wins Strategy 121

Life-Balance Analysis 123

Deep Relaxation 125

Monitoring and Managing Time 126

Generalized Reciprocity 127

SKILL APPLICATION 128

Activities for Managing Stress 128

Suggested Assignments 128

Application Plan and Evaluation 129

SCORING KEYS AND COMPARISON DATA 130

Social Readjustment Rating Scale 130

Comparison Data 130

Sources of Personal Stress 131

Flourishing Scale 131

Comparison Data 131

SKILL ASSESSMENT 134

- Diagnostic Surveys for Creative Problem Solving 134
 - Problem Solving, Creativity, and Innovation* 134
- Solving Problems Analytically and Creatively 134
 - How Creative Are You?*[©] 134
 - Innovative Attitude Scale* 136
 - Creative Style Assessment* 137

SKILL LEARNING 139

- Problem Solving, Creativity, and Innovation 139
- Steps in Analytical Problem Solving 139
 - Defining the Problem* 140
 - Generating Alternatives* 141
 - Evaluating Alternatives* 141
 - Implementing the Solution* 142
- Limitations of the Analytical Problem-Solving Model 142
- Impediments to Creative Problem Solving 143
- Multiple Approaches to Creativity 143
- Conceptual Blocks 148
 - Percy Spencer's Magnetron* 148
 - Spence Silver's Glue* 149
 - The Four Types of Conceptual Blocks* 149
- Review of Conceptual Blocks 157
- Conceptual Blockbusting 157
 - Stages in Creative Thought* 157
 - Methods for Improving Problem Definition* 158
 - Ways to Generate More Alternatives* 162
- International Caveats 165
- Hints for Applying Problem-Solving Techniques 166
- Fostering Creativity in Others 166
 - Management Principles* 166

SUMMARY 170**SKILL ANALYSIS 172**

- Cases Involving Problem Solving 172
 - Coke versus Pepsi* 172
 - Creativity at Apple* 173

SKILL PRACTICE 175

- Exercises for Applying Conceptual Blockbusting 175
 - Individual Assignment—Analytical Problem Solving (10 minutes)* 175
 - Team Assignment—Creative Problem Solving (20 minutes)* 176
 - Moving Up in the Rankings* 177
 - Keith Dunn and McGuffey's Restaurant* 178
 - Creative Problem-Solving Practice* 182

SKILL APPLICATION 182

- Activities for Solving Problems Creatively 182
 - Suggested Assignments* 182
 - Application Plan and Evaluation* 183

SCORING KEYS AND COMPARISON DATA 184

How Creative Are You?® 184

Scoring Key 184

Comparison Data 185

Innovative Attitude Scale 185

Comparison Data 185

Creative Style Assessment 186

Scoring Key 186

Comparison Data 186

PART II INTERPERSONAL SKILLS 187

4 BUILDING RELATIONSHIPS BY COMMUNICATING SUPPORTIVELY 189

SKILL ASSESSMENT 190

Diagnostic Surveys for Supportive Communication 190

SKILL LEARNING 190

Building Positive Interpersonal Relationships 190

The Importance of Effective Communication 191

The Focus on Accuracy 192

What is Supportive Communication? 193

Coaching and Counseling 195

Coaching and Counseling Issues 195

Defensiveness and Disconfirmation 197

Principles of Supportive Communication 197

Supportive Communication Is Based on Congruence, Not Incongruence 197

Supportive Communication Is Descriptive, Not Evaluative 198

Supportive Communication Is Problem-Oriented, Not Person-Oriented 201

Supportive Communication Validates Rather Than Invalidates Individuals 202

Supportive Communication Is Specific (Useful), Not Global (Nonuseful) 204

Supportive Communication is Conjunctive, Not Disjunctive 205

Supportive Communication Is Owned, Not Disowned 205

Supportive Communication Requires Supportive Listening, Not One-Way

Message Delivery 206

The Personal Management Interview 211

International Caveats 214

SUMMARY 214

SKILL ANALYSIS 216

Cases Involving Building Positive Relationships 216

Find Somebody Else 216

Rejected Plans 217

SKILL PRACTICE 219

Exercises for Diagnosing Communication Problems and Fostering Understanding 219

United Chemical Company 219

Byron vs. Thomas 221

Active Listening Exercise 223

SKILL APPLICATION 224

- Activities For Communicating Supportively 224
 - Suggested Assignments* 224
 - Application Plan and Evaluation* 225

SCORING KEYS AND COMPARISON DATA 226

5 GAINING POWER AND INFLUENCE 227

SKILL ASSESSMENT 228

SKILL LEARNING 228

- Building a Strong Power Base and Using Influence Wisely 228
- Is Power A Four-Letter Word? 229
- Abuse of Power 230
 - Strategies for Gaining Organizational Power* 232
 - Sources of Personal Power* 232
 - Sources of Positional Power* 237
 - Transforming Power into Influence* 241
- Influence Strategies: The Three Rs 241
- The Pros and Cons of Each Strategy 244
- Acting Assertively: Neutralizing Influence Attempts 247

SKILL ANALYSIS 253

- Case Involving Power and Influence 253
 - Dynica Software Solutions* 253

SKILL PRACTICE 254

- Exercise for Gaining Power 254
 - Repairing Power Failures in Management Circuits* 254
- Exercise for Using Influence Effectively 255
 - Ann Lyman's Proposal* 256
- Exercises for Neutralizing Unwanted Influence Attempts 256
 - Cindy's Fast Foods* 257
 - 9:00 to 7:30* 258

SKILL APPLICATION 259

- Activities for Gaining Power and Influence 259
 - Suggested Assignments* 259
 - Application Plan and Evaluation* 260

SCORING KEYS AND COMPARISON DATA 261

6 MOTIVATING OTHERS 263

SKILL ASSESSMENT 264

SKILL LEARNING 264

- Increasing Motivation and Performance 264
- Diagnosing Work Performance Problems 265
- Enhancing Individuals' Abilities 266
- Fostering a Motivating Work Environment 268

Elements of an Effective Motivation Program	269
<i>Establish Clear Performance Expectations</i>	270
<i>Remove Obstacles to Performance</i>	272
<i>Reinforce Performance-Enhancing Behavior</i>	273
<i>Provide Salient Rewards</i>	281
<i>Be Fair and Equitable</i>	284
<i>Provide Timely Rewards and Accurate Feedback</i>	284

SUMMARY 286

SKILL ANALYSIS 289

Case Involving Motivation Problems	289
<i>Electro Logic</i>	289

SKILL PRACTICE 295

Exercises for Diagnosing Work Performance Problems	295
<i>Joe Chaney</i>	298
<i>Work Performance Assessment</i>	298
Exercise for Reshaping Unacceptable Behaviors	299
<i>Shaheen Matombo</i>	299
<i>Andre Tate, Manager</i>	299
<i>Shaheen Matombo, Staff Member</i>	300

SKILL APPLICATION 301

Activities for Motivating Others	301
<i>Suggested Assignments</i>	301
<i>Application Plan and Evaluation</i>	302
SKILL PRACTICE Exercise for Reshaping Unacceptable Behaviors	303

SCORING KEYS AND COMPARISON DATA 304

7 MANAGING CONFLICT 305

SKILL ASSESSMENT 306

SKILL LEARNING 306

Interpersonal Conflict Management	306
<i>Mixed Feelings about Conflict</i>	307
Diagnosing the Type of Interpersonal Conflict	308
<i>Conflict Focus</i>	309
<i>Conflict Source</i>	310
Selecting the Appropriate Conflict Management Approach	312
<i>Choosing Among the Five Strategies</i>	315
<i>Personal Preferences</i>	316
<i>Situational Factors</i>	317
Resolving Interpersonal Confrontations Using the Collaborative Approach	319
<i>A General Framework for Collaborative Problem Solving</i>	319
<i>The Four Phases of Collaborative Problem Solving</i>	320

SUMMARY 329

SKILL ANALYSIS 332

Case Involving Interpersonal Conflict	332
<i>Educational Pension Investments</i>	332

SKILL PRACTICE 336

- Exercise for Diagnosing Sources of Conflict 336
 - SSS Software Management Problems* 336
- Exercises for Selecting an Appropriate Conflict Management Strategy 345
 - Bradley's Barn* 345
 - Avocado Computers* 346
 - Phelps, Inc.* 346
- Exercises for Resolving Interpersonal Disputes 347
 - Alisa Moffatt* 347
 - Can Larry Fit In?* 351
 - Meeting at Hartford Manufacturing Company* 352

SKILL APPLICATION 358

- Activities for Improving Managing Conflict Skills 358
 - Suggested Assignments* 358
 - Application Plan and Evaluation* 360
- SKILL PRACTICE Exercises for Resolving Interpersonal Disputes 361

SCORING KEYS AND COMPARISON DATA 362

PART III GROUP SKILLS 363

8 EMPOWERING AND ENGAGING OTHERS 365

SKILL ASSESSMENT 366

SKILL LEARNING 366

- Empowering and Engaging Others 366
- The Meaning of Empowerment 367
- Dimensions of Empowerment 368
 - Self-Efficacy* 368
 - Self-Determination* 369
 - Personal Consequence* 370
 - Meaning* 370
 - Trust* 371
 - Review of Empowerment Dimensions* 371
- How to Develop Empowerment 372
 - A Clear Goal* 372
 - Fostering Personal Mastery Experiences* 373
 - Modeling* 374
 - Providing Support* 374
 - Emotional Arousal* 374
 - Providing Information* 375
 - Providing Resources* 376
 - Connecting to Outcomes* 376
 - Creating Confidence* 377
 - Review of Empowerment Principles* 378
- Inhibitors to Empowerment 380
 - Attitudes about Subordinates* 380
 - Personal Insecurities* 380
 - Need For Control* 380
 - Overcoming Inhibitors* 381

Fostering Engagement	381
<i>Deciding When to Engage Others</i>	382
<i>Deciding Whom to Engage</i>	383
<i>Deciding How to Engage Others</i>	384
<i>Review Of Engagement Principles</i>	386
International Caveats	386

SUMMARY 388

SKILL ANALYSIS 389

Cases Involving Empowerment and Engagement	389
<i>Minding the Store</i>	389
<i>Changing the Portfolio</i>	390

SKILL PRACTICE 391

Exercises for Empowerment	391
<i>Executive Development Associates</i>	391
<i>Empowering Ourselves</i>	395
<i>Deciding to Engage Others</i>	396

SKILL APPLICATION 397

Activities for Empowerment and Engagement	397
<i>Suggested Assignments</i>	397
<i>Application Plan and Evaluation</i>	398

SCORING KEYS AND COMPARISON DATA 399

9 BUILDING EFFECTIVE TEAMS AND TEAMWORK 401

SKILL ASSESSMENT 402

Diagnostic Surveys for Building Effective Teams	402
<i>Team Development Behaviors</i>	402
Building Effective Teams and Teamwork	402
<i>Diagnosing The Need For Team Building</i>	402

SKILL LEARNING 403

The Advantages of Teams	403
<i>An Example of an Effective Team</i>	407
Team Development	408
<i>The Forming Stage</i>	408
<i>The Norming Stage</i>	409
<i>The Storming Stage</i>	411
<i>The Performing Stage</i>	414
Leading Teams	417
<i>Developing Credibility</i>	417
<i>Establish SMART Goals and Everest Goals</i>	419
<i>International Caveats</i>	421
Team Membership	422
<i>Advantageous Roles</i>	422
<i>Unproductive Roles</i>	425
<i>Providing Feedback</i>	426
<i>International Caveats</i>	427

SUMMARY 427

SKILL ANALYSIS 428

- Cases Involving Building Effective Teams 428
 - The Tallahassee Democrat's ELITE Team* 428
 - The Cash Register Incident* 431

SKILL PRACTICE 432

- Exercises in Building Effective Teams 432
 - Leadership Roles in Teams* 432
 - Team Diagnosis and Team Development Exercise* 433
 - Winning the War on Talent* 435
 - Team Performance Exercise* 437

SKILL APPLICATION 439

- Activities for Building Effective Teams 439
 - Suggested Assignments* 439
 - Application Plan and Evaluation* 440

SCORING KEYS AND COMPARISON DATA 440

- Diagnosing the Need for Team Building 441
 - Comparison Data* 441
- Leadership Roles in Teams (Examples of Correct Answers) 441

10 LEADING POSITIVE CHANGE 443

SKILL ASSESSMENT 444

- Diagnostic Surveys for Leading Positive Change 444
- Leading Positive Change 444
 - Reflected Best-Self Feedback* 444

SKILL LEARNING 446

- Ubiquitous and Escalating Change 447
- The Need for Frameworks 447
- A Framework for Leading Positive Change 449
 - Establishing A Climate of Positivity* 452
 - Creating Readiness for Change* 457
 - Articulating a Vision of Abundance* 460
 - Generating Commitment to the Vision* 463
 - Fostering Sustainability* 466

SUMMARY 469

SKILL ANALYSIS 471

- Cases Involving Leading Positive Change 471
 - Corporate Vision Statements* 471
 - Jim Mallozzi: Implementing Positive Change in Prudential Real Estate and Relocation* 477

SKILL PRACTICE 481

- Exercises in Leading Positive Change 481
 - Reflected Best-Self Portrait* 481
 - Positive Organizational Diagnosis Exercise* 482
 - A Positive Change Agenda* 483

SKILL APPLICATION 483

- Activities for Leading Positive Change 483
 - Suggested Assignments* 483
 - Application Plan and Evaluation* 484

SCORING KEYS AND COMPARISON DATA 485

- Reflected Best-Self Feedback™ Exercise 485

PART IV SPECIFIC COMMUNICATION SKILLS 487

Module A MAKING ORAL AND WRITTEN PRESENTATIONS 489

SKILL LEARNING 490

- Making Oral and Written Presentations 490
- Essential Elements of Effective Presentations 491
 - Formulate a Specific Strategy* 491
 - Develop a Clear Structure* 493
 - Support Your Points* 495
 - Use an Enhancing Style* 497
 - Style in Oral Communication* 498
 - Style in Written Communication* 501
 - Supplement your Presentation by Responding to Questions and Challenges* 503

SKILL PRACTICE 507

- Exercises for Making Effective Oral and Written Presentations 507
 - Speaking as a Leader* 507
 - Quality Circles at Battle Creek Foods* 508
- Observer's Feedback form 515

Module B CONDUCTING INTERVIEWS 517

SKILL LEARNING 518

- Planning and Conducting Interviews 518
 - Planning the Interview* 519
 - Conducting the Interview* 523
- Specific Types of Organizational Interviews 527
 - Information-Gathering Interviews* 527
 - Employment-Selection Interviews* 527
 - Performance-Appraisal Interviews* 528

SKILL PRACTICE 532

- Exercises for Conducting Special-Purpose Interviews 532
 - Evaluating the New Employee-Orientation Program* 532
 - Performance-Appraisal Interview with Chris Jakobsen* 535
 - Employment-Selection Interview at Smith Farley Insurance* 542
- Observer's Feedback form 549

Module C CONDUCTING MEETINGS 551**SKILL LEARNING 552**

Conducting Effective Meetings: A Short Guide for Meeting Managers and Meeting Participants 552

The Five *Ps* of Effective Meetings 552

Suggestions for Group Members 557

SKILL PRACTICE 560

Exercises for Conducting Meetings 560

Preparing and Conducting a Team Meeting at SSS Software 560

Role Diagnosis 560

Meeting Evaluation Worksheet 561

SSS Software In-Basket Memos, E-Mails, Faxes, and Voice Mails 562

APPENDIX I GLOSSARY 571

APPENDIX II REFERENCES 581

INDEX 609

PREFACE

New in This Edition

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

Why Focus on Management Skill Development?

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

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

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

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

Personal Skills

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

Interpersonal Skills

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

Group Skills

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

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

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

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

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

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

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

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

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

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

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

MYMANAGEMENTLAB SUGGESTED ACTIVITIES

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

Watch It

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

Personal Inventory Assessments (PIA)

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

DETAILED CHAPTER BY CHAPTER CHANGES

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

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

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

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

Tips for Getting the Most Out of This Course

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

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

INSTRUCTOR RESOURCES

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

The following supplements are available with this text:

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

2015 QUALITATIVE BUSINESS VIDEO LIBRARY

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

COURSESMART TEXTBOOKS ONLINE

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

Acknowledgments

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

Richard Allan, University of Tennessee–
Chattanooga
Joseph S Anderson, Northern Arizona
University
Forrest F. Aven, University of Houston
Lloyd Baird, Boston University
Bud Baker, Wright State University
John D. Bigelow, Boise State University
Ralph R. Braithwaite, University of
Hartford
Julia Britt, California State University
Tim Bothell, Brigham Young University
David Cherrington, Brigham Young
University
John Collins, Syracuse University
Kerri Crowne, Temple University

Joseph V. DePalma, Farleigh Dickerson
University
Todd Dewett, Wright State University
Andrew J. Dubrin, Rochester Institute
of Technology
Steven Edelson, Temple University
Crissie M. Frye, Eastern Michigan
University
Norma Givens, Fort Valley State University
Barbara A. Gorski, St. Thomas University
Sara Grant, New York University
David Hampton, San Diego State
University
Jason Harris-Boundy, San Francisco
State University
Stanley Harris, Auburn University

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

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

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

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

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

*David A. Whetten
Kim S. Cameron*

MANAGEMENT CONCEPTS

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

SUPPLEMENTARY ***MATERIAL***

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

SCORING KEY AND COMPARISON DATA



INTRODUCTION

The Critical Role of Management Skills

LEARNING OBJECTIVES

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

This page intentionally left blank

Introduction

The Critical Role of Management Skills

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

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

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

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

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

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

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

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

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

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

The Importance of Competent Managers

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

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

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

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

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

The Skills of Effective Managers

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

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

Table 1 Skills of Effective Managers—One Study

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

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

What Are Management Skills?

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

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

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

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

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

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

Improving Management Skills

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

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

An Approach to Skill Development

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

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

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

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

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

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

Table 2 A Model for Developing Management Skills

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

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

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

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

Leadership and Management

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

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

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

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