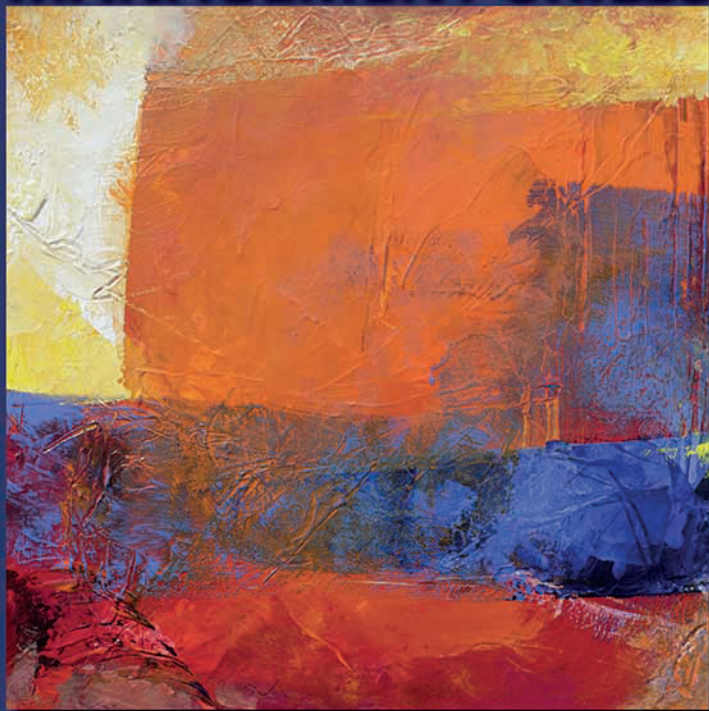


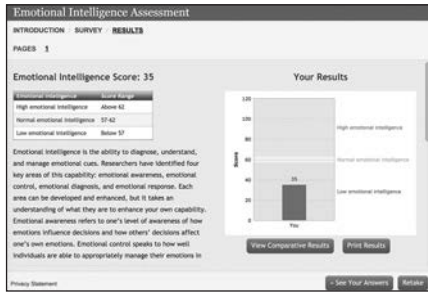
# DEVELOPING MANAGEMENT SKILLS



DAVID A. WHETTEN

| KIM S. CAMERON

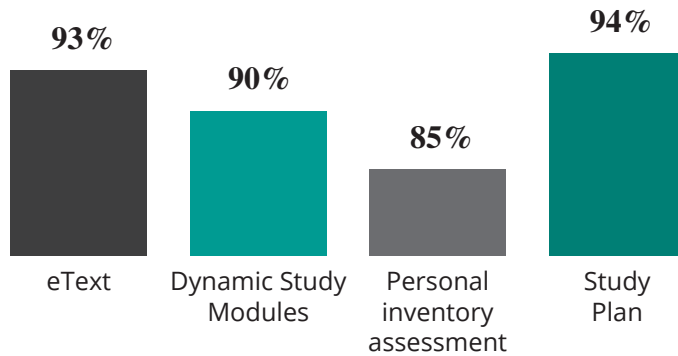
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# DEVELOPING MANAGEMENT SKILLS

TENTH EDITION

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# BRIEF TABLE OF CONTENTS

Preface xix  
Introduction 1

## **PART I PERSONAL SKILLS 35**

- 1** Developing Self-Awareness 37
- 2** Managing Stress and Well-Being 83
- 3** Solving Problems Analytically and Creatively 131

## **PART II INTERPERSONAL SKILLS 185**

- 4** Building Relationships by Communicating Supportively 187
- 5** Gaining Power and Influence 225
- 6** Motivating Performance 261
- 7** Negotiating and Resolving Conflict 307

## **PART III GROUP SKILLS 369**

- 8** Empowering and Engaging Others 371
- 9** Building Effective Teams and Teamwork 405
- 10** Leading Positive Change 445

Appendix I Glossary 487  
Appendix II References 497  
Index 521

*This page is 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? 7
- Improving Management Skills 8
- An Approach to Skill Development 8
- Leadership and Management 9
- Contents of the Book 11
- Organization of the Book 13
- Diversity and Individual Differences 14
- 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* 41  
*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 44  
    *The Sensitive Line* 45  
Understanding and Appreciating Individual Differences 46  
Important Areas of Self-Awareness 46  
    *Emotional Intelligence* 48  
    *Values and Character Strengths* 50  
    *Ethical Decision-Making* 55  
    *Cognitive Style* 57  
    *Attitudes Toward Change* 59  
    *Core Self-Evaluation* 61

## SUMMARY 62

### SKILL ANALYSIS 65

Cases Involving Self-Awareness 65  
    *The Case of Heinz* 65  
    *Computerized Exam* 66  
    *Decision Dilemmas* 67

### SKILL PRACTICE 69

Exercises for Improving Self-Awareness Through Self-Disclosure 69  
    *Shipping the Part* 69  
    *Through the Looking Glass* 69  
    *Diagnosing Managerial Characteristics* 71  
    *An Exercise for Identifying Aspects of Personal Culture: A Learning Plan and Autobiography* 73

### SKILL APPLICATION 75

Activities for Developing Self-Awareness 75  
    *Suggested Assignments* 75  
    *Application Plan and Evaluation* 76

## SCORING KEYS AND COMPARISON DATA 77

The Defining Issues Test 77  
    *Escaped Prisoner* 77  
    *The Doctor's Dilemma* 78  
    *The Newspaper* 78  
Cognitive Style Indicator 79  
    *Scoring Key* 79  
    *Comparison Data* 79  
Tolerance of Ambiguity Scale 79  
    *Scoring Key* 79  
    *Comparison Data* 80  
Core Self-Evaluation Scale 80  
    *Scoring Key* 80  
    *Comparison Data* 81  
    *Discussion Regarding the Case of Heinz* 81  
    *Discussion Regarding the Shipping the Part Case* 82

**SKILL ASSESSMENT 84**

- Diagnostic Surveys for Managing Stress and Well-Being 84
- Managing Stress and Well-Being 84
  - Social Readjustment Rating Scale* 84
  - Social Readjustment Rating Scale* 86
  - Sources of Personal Stress* 87
  - Flourishing Scale* 88

**SKILL LEARNING 88**

- Managing Stress and Fostering Well-Being 88
- Major Elements of Stress 89
  - Coping with Stress* 90
- Managing Stressors 92
- Eliminating Stressors 93
  - Eliminating Time Stressors Through Time Management* 93
  - Eliminating Encounter Stressors Through Community, Contribution, and Emotional Intelligence* 98
  - Eliminating Situational Stressors Through Work Redesign* 101
  - Eliminating Anticipatory Stressors Through Prioritizing, Goal Setting, and Small Wins* 102
- Developing Resiliency and Well-Being 104
  - Life Balance* 104
- Temporary Stress-Reduction Techniques 109

**SUMMARY 110****SKILL ANALYSIS 112**

- Cases Involving Stress Management 112
  - The Turn of the Tide* 112
  - The Case of the Missing Time* 115
  - Stress and the Millennial Generation* 118

**SKILL PRACTICE 120**

- Exercises for Long-Term and Short-Term Stress Management and Well-Being 120
  - The Small-Wins Strategy* 120
  - Life-Balance Analysis* 122
  - Deep Relaxation* 123
  - Monitoring and Managing Time* 125
  - Generalized Reciprocity* 126

**SKILL APPLICATION 127**

- Activities for Managing Stress 127
  - Suggested Assignments* 127
  - Application Plan and Evaluation* 128

**SCORING KEYS AND COMPARISON DATA 129**

- Social Readjustment Rating Scale 129
  - Comparison Data* 129
- Sources of Personal Stress 129
- Flourishing Scale 130
  - Comparison Data* 130

**SKILL ASSESSMENT 132**

- Diagnostic Surveys for Creative Problem-Solving 132
  - Problem-Solving, Creativity, and Innovation* 132
- Solving Problems Analytically and Creatively 132
  - How Creative Are You?*<sup>©</sup> 132
  - Innovative Attitude Scale* 134
  - Creative Style Assessment* 135

**SKILL LEARNING 137**

- Problem-Solving, Creativity, and Innovation 137
- Steps in Analytical Problem-Solving 137
  - Defining the Problem* 137
  - Generating Alternatives* 138
  - Evaluating Alternatives* 139
  - Implementing the Solution* 139
- Limitations of the Analytical Problem-Solving Model 140
- Impediments to Creative Problem-Solving 140
- Multiple Approaches to Creativity 141
- Conceptual Blocks 144
  - Percy Spencer's Magnetron* 145
  - Spence Silver's Glue* 146
  - The Four Types of Conceptual Blocks* 146
- Review of Conceptual Blocks 154
- Conceptual Blockbusting 154
  - Stages in Creative Thought* 154
  - Methods for Improving Problem Definition* 155
  - Ways to Generate More Alternatives* 159
- International Caveats 162
- Hints for Applying Problem-Solving Techniques 163
- Fostering Creativity in Others 163
  - Management Principles* 163

**SUMMARY 167****SKILL ANALYSIS 169**

- Cases Involving Problem-Solving 169
  - Chip and Bin* 169
  - Creativity at Apple* 172

**SKILL PRACTICE 174**

- Exercises for Applying Conceptual Blockbusting 174
  - Individual Assignment—Analytical Problem-Solving (10 minutes)* 174
  - Team Assignment—Creative Problem-Solving (20 minutes)* 175
  - Moving Up in the Rankings* 176
  - Elijah Gold and His Restaurant* 177
  - Creative Problem-Solving Practice* 180

**SKILL APPLICATION 181**

- Activities for Solving Problems Creatively 181
  - Suggested Assignments* 181
  - Application Plan and Evaluation* 181

## SCORING KEYS AND COMPARISON DATA 182

How Creative Are You?® 182

*Scoring Key* 182

*Comparison Data* 184

Innovative Attitude Scale 184

*Comparison Data* 184

Creative Style Assessment 184

*Scoring Key* 184

*Comparison Data* 184

## PART II INTERPERSONAL SKILLS 185

### 4 BUILDING RELATIONSHIPS BY COMMUNICATING SUPPORTIVELY 187

#### SKILL ASSESSMENT 188

Diagnostic Surveys for Supportive Communication 188

#### SKILL LEARNING 188

Building Positive Interpersonal Relationships 188

*High-Quality Connections* 189

*The Key* 190

The Importance of Effective Communication 190

*Communication Problems* 191

What is Supportive Communication? 191

Coaching and Counseling 193

*Defensiveness and Disconfirmation* 194

Principles of Supportive Communication 195

*Supportive Communication Is Based on Congruence, Not Incongruence* 195

*Supportive Communication Is Descriptive, Not Evaluative* 196

*Supportive Communication Is Problem-Oriented, Not Person-Oriented* 198

*Supportive Communication Is Validates Rather Than Invalidates Individuals* 199

*Supportive Communication Is Specific (Useful), Not Global (Nonuseful)* 201

*Supportive Communication Is Conjunctive, Not Disjunctive* 202

*Supportive Communication Is Owned, Not Disowned* 202

*Supportive Communication Requires Supportive Listening, Not One-Way*

*Message Delivery* 203

The Personal Management Interview 208

International Caveats 211

#### SUMMARY 211

#### SKILL ANALYSIS 213

Cases Involving Building Positive Relationships 213

*Find Somebody Else* 213

*Rejected Plans* 214

#### SKILL PRACTICE 216

Exercises for Diagnosing Communication Problems and Fostering Understanding 216

*United Chemical Company* 216

*Byron vs. Thomas* 218

*Active Listening Exercise* 220

## SKILL APPLICATION 222

Activities for Communicating Supportively 222

*Suggested Assignments* 222

*Application Plan and Evaluation* 223

## SCORING KEYS AND COMPARISON DATA 224

---

# 5 GAINING POWER AND INFLUENCE 225

## SKILL ASSESSMENT 226

### SKILL LEARNING 226

Building a Strong Power Base and Using Influence Wisely 226

*Gaining Power: Polarized Perspectives* 227

Opportunities for Gaining Power 230

*Sources of Personal Power* 230

*Sources of Positional Power* 235

Transforming Power into Influence 239

*Influence Strategies: The Three Rs* 239

*The Pros and Cons of Each Strategy* 241

*Exercising Upward Influence Utilizing The Reason Strategy* 243

Acting Assertively: Neutralizing Influence Attempts 245

*The Special Case of Sexual Harassment* 247

## SUMMARY 247

### SKILL ANALYSIS 251

Case Involving Power and Influence 251

*Dynica Software Solutions* 251

### SKILL PRACTICE 252

Exercise for Gaining Power 252

*Repairing Power Failures in Management Circuits* 252

Exercise for Using Influence Effectively 253

*Kalina Ivanov's Proposal* 254

Exercises for Neutralizing Unwanted Influence Attempts 254

*Cindy's Fast Foods* 255

*9:00 to 7:30* 256

### SKILL APPLICATION 257

Activities for Gaining Power and Influence 257

*Suggested Assignments* 257

*Application Plan and Evaluation* 258

## SCORING KEYS AND COMPARISON DATA 259

---

# 6 MOTIVATING PERFORMANCE 261

## SKILL ASSESSMENT 262

### SKILL LEARNING 262

Increasing Motivation and Performance 262

Understanding the Prerequisites for Successful Task Performance 263

Fostering High Performance	264
Strengthen the <i>Motivation</i> → <i>Performance</i> Link	265
<i>Expectations and Goals</i>	265
<i>Ability</i>	267
Strengthen the <i>Performance</i> → <i>Outcomes</i> Link	269
<i>Extrinsic Reinforcement</i>	270
<i>Intrinsic Reinforcement</i>	275
Strengthen the <i>Outcomes</i> → <i>Satisfaction</i> Link	279
<i>Human Needs</i>	279
<i>Reward Salience</i>	280
<i>Reward Equity</i>	282
Diagnosing and Correcting the Causes of Unacceptable Performance	283
<i>Diagnostic Framework</i>	283
<i>Benefits of the E-A-M Approach</i>	284

## SUMMARY 285

## SKILL ANALYSIS 288

Case Involving Motivation Problems	288
<i>Electro Logic</i>	288

## SKILL PRACTICE 295

Exercises for Diagnosing Work Performance Problems	295
<i>Joe Chaney</i>	295
<i>Motivating Performance Assessment</i>	296
Exercise for Assessing Job Characteristics	297
<i>Job Diagnostic Survey</i>	297

## SKILL APPLICATION 300

Activities for Motivating Performance	300
<i>Suggested Assignments</i>	300
<i>Application Plan and Evaluation</i>	301

## SCORING KEYS AND COMPARISON DATA 302

Motivating Performance Assessment	303
<i>Scoring Key</i>	303
Job Diagnostic Survey	304
<i>Scoring Key</i>	304

---

# 7 NEGOTIATING AND RESOLVING CONFLICT 307

## SKILL ASSESSMENT 308

## SKILL LEARNING 308

The Pervasiveness of Organizational Conflict	308
Negotiating Effectively	309
<i>Types of Negotiation</i>	309
<i>The Basics of Negotiation</i>	310
<i>Keys to Effective Integrative Negotiation</i>	311
Resolving Conflicts Successfully	313
<i>Understanding Different Types of Conflict</i>	313
<i>Selecting an Appropriate Conflict Management Approach</i>	317
<i>Selection Criteria</i>	319
<i>Personal Preferences</i>	319
<i>Situational Factors</i>	320

Using Collaboration to Resolve People-Focused Confrontations	321
<i>Initiator</i>	322
<i>Responder</i>	325
<i>Mediator</i>	327
<i>All Roles</i>	330

## SUMMARY 330

### SKILL ANALYSIS 334

Case Involving Interpersonal Conflict	334
<i>Educational Pension Investments</i>	334

### SKILL PRACTICE 338

Exercise for Negotiating	338
<i>A Home by the Sea</i>	338
<i>Negotiation Planning Document</i>	340
Exercises for Diagnosing Types of Conflict	341
<i>SSS Software Management Problems</i>	341
Exercises for Selecting an Appropriate Conflict Management Strategy	350
<i>The Red Cow Grill</i>	350
<i>Avocado Computers</i>	351
<i>Phelps Inc.</i>	351
Exercises for People-Focused Conflict	352
<i>Sabrina Moffatt</i>	352
<i>Can Larry Fit In?</i>	356
<i>Meeting at Hartford Manufacturing Company</i>	357

### SKILL APPLICATION 363

Activities for Resolving Conflict	363
<i>Suggested Assignments</i>	363
<i>Application Plan and Evaluation</i>	365

## SCORING KEYS AND COMPARISON DATA 368

## PART III GROUP SKILLS 369

### 8 EMPOWERING AND ENGAGING OTHERS 371

#### SKILL ASSESSMENT 372

#### SKILL LEARNING 372

Empowering and Engaging Others	372
The Meaning of Empowerment	373
Dimensions of Empowerment	374
<i>Self-Efficacy</i>	374
<i>Self-Determination</i>	375
<i>Personal Consequence</i>	375
<i>Meaning</i>	376
<i>Trust</i>	376
<i>Review of Empowerment Dimensions</i>	377

How to Develop Empowerment	378
<i>A Clear Goal</i>	378
<i>Fostering Personal Mastery Experiences</i>	379
<i>Modeling</i>	379
<i>Providing Support</i>	379
<i>Emotional Arousal</i>	380
<i>Providing Information</i>	380
<i>Providing Resources</i>	381
<i>Connecting to Outcomes</i>	381
<i>Creating Confidence</i>	382
<i>Review of Empowerment Principles</i>	383
Inhibitors to Empowerment	385
<i>Attitudes about Subordinates</i>	385
<i>Personal Insecurities</i>	385
<i>Need for Control</i>	385
<i>Overcoming Inhibitors</i>	386
Fostering Engagement	386
<i>Deciding When to Engage Others</i>	387
<i>Deciding Whom to Engage</i>	388
<i>Deciding How to Engage Others</i>	389
<i>Review of Engagement Principles</i>	391
International Caveats	391

## SUMMARY 392

## SKILL ANALYSIS 394

Cases Involving Empowerment and Engagement	394
<i>Minding the Store</i>	394
<i>Changing the Portfolio</i>	395

## SKILL PRACTICE 396

Exercises for Empowerment	396
<i>Executive Development Associates</i>	396
<i>Empowering Ourselves</i>	400
<i>Deciding to Engage Others</i>	401

## SKILL APPLICATION 402

Activities for Empowerment and Engagement	402
<i>Suggested Assignments</i>	402
<i>Application Plan and Evaluation</i>	403

## SCORING KEYS AND COMPARISON DATA 404

---

# 9 BUILDING EFFECTIVE TEAMS AND TEAMWORK 405

## SKILL ASSESSMENT 406

Diagnostic Surveys for Building Effective Teams	406
<i>Team Development Behaviors</i>	406
Building Effective Teams and Teamwork	406
<i>Diagnosing the Need for Team Building</i>	406

## SKILL LEARNING 407

The Advantages of Teams	407
<i>An Example of an Effective Team</i>	411



Team Development	411
<i>The Forming Stage</i>	412
<i>The Norming Stage</i>	413
<i>The Storming Stage</i>	415
<i>The Performing Stage</i>	417
Leading Teams	420
<i>Developing Credibility</i>	420
<i>Establish SMART Goals and Everest Goals</i>	422
<i>International Caveats</i>	424
Team Membership	425
<i>Advantageous Roles</i>	425
<i>Unproductive Roles</i>	428
<i>Providing Feedback</i>	429
<i>International Caveats</i>	430

## SUMMARY 430

### SKILL ANALYSIS 431

Cases Involving Building Effective Teams	431
<i>Losing to a Weaker Foe</i>	431
<i>The Cash Register Incident</i>	433

### SKILL PRACTICE 435

Exercises in Building Effective Teams	435
<i>Leadership Roles in Teams</i>	435
<i>Team Diagnosis and Team Development Exercise</i>	435
<i>Winning the War for Talent</i>	437
<i>Team Performance Exercise</i>	439

### SKILL APPLICATION 441

Activities for Building Effective Teams	441
<i>Suggested Assignments</i>	441
<i>Application Plan and Evaluation</i>	441

### SCORING KEYS AND COMPARISON DATA 442

Diagnosing the Need for Team Building	442
<i>Comparison Data</i>	442
Leadership Roles in Teams (Examples of Correct Answers)	443

---

## 10 LEADING POSITIVE CHANGE 445

### SKILL ASSESSMENT 446

Diagnostic Surveys for Leading Positive Change	446
Leading Positive Change	446
<i>Reflected Best-Self Feedback</i>	446

### SKILL LEARNING 448

Ubiquitous and Escalating Change	449
The Need for Frameworks	449
A Framework for Leading Positive Change	451
<i>Establishing a Climate of Positivity</i>	454
<i>Creating Readiness for Change</i>	458
<i>Articulating a Vision of Abundance</i>	461

*Generating Commitment to the Vision* 464

*Fostering Sustainability* 466

## **SUMMARY 470**

### **SKILL ANALYSIS 472**

Cases Involving Leading Positive Change 472

*Corporate Vision Statements* 472

*Jim Mallozzi: Implementing Positive Change in Prudential Real Estate and Relocation* 477

### **SKILL PRACTICE 480**

Exercises in Leading Positive Change 480

*Reflected Best-Self Portrait* 480

*Positive Organizational Diagnosis Exercise* 481

*A Positive Change Agenda* 482

### **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

---

## **APPENDIX I GLOSSARY 487**

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## **APPENDIX II REFERENCES 497**

---

## **INDEX 521**

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# PREFACE

## *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 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 Performance
7. Negotiating and Resolving 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 necessarily common practice.” In addition, the research reported in the Introduction suggests that, in many cases, managers’ “common sense” isn’t necessarily “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 as well as multiple empirical research studies, we can state with confidence that the form of active learning pioneered in this book is a proven pedagogy for management skill mastery.

## **MYLAB MANAGEMENT SUGGESTED ACTIVITIES**

For the 10th edition we the authors are excited that Pearson’s MyLab Management 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

MyLab recommends video clips that can be assigned to students for outside classroom viewing or that can be watched in the classroom. The videos correspond 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 tenth edition of *Developing Management Skills*.

### Introduction

- Updated references
- Clarified writing, especially sensitive to international perspectives and gender

### Chapter 1 – Developing Self-Awareness

- Updated pre-assessment instruments, paying special attention to gender and nationality
- Updated references throughout the chapter
- Created new cases in the Skill Analysis section
- Updated scenarios in the Skill Practice section

### Chapter 2 – Managing Stress and Well-Being

- Updated references throughout the chapter
- Added cases on stress and stress management among Millennials in the Skill Analysis section
- Added an up-to-date Skill Practice exercise

### Chapter 3 – Solving Problems Analytically and Creatively

- Updated references and examples throughout the chapter
- Replaced cases in the Skill Analysis section
- Updated the Creative Problem-Solving Practice scenarios

## Chapter 4 – Building Relationships by Communicating Supportively

- Updated references throughout the chapter
- Updated cases in the Skill Analysis section
- Updated exercises in the Skill Practice section

## Chapter 5 – Gaining Power and Influence

- Updated references throughout the chapter
- Enhanced material on social capital
- Added a section on Sexual Harassment
- Updated the cases in Skill Analysis section

## Chapter 6 – Motivating Performance

- Adopted new chapter title, emphasizing the use of motivation to enhance performance
- Updated references and examples throughout the chapter
- Expanded section on intrinsic reinforcement
- Added section on diagnosing and correcting unacceptable performance
- Added new Skill Practice exercise

## Chapter 7 – Negotiating and Resolving Conflict

- Adopted new chapter title, reflecting expanded focus
- Updated references and examples throughout the chapter
- Added a section on negotiations
- Added new negotiations exercises in the Skill Practice section
- Updated the cases and exercises

## Chapter 8 – Empowering and Engaging Others

- Updated references throughout the chapter
- Added a new case to the Skill Analysis section
- Updated exercises in the Skill Practice section

## Chapter 9 – Building Effective Teams and Teamwork

- Updated references and examples throughout the chapter
- Created a new case in the Skill Analysis section
- Updated Skill Practice exercises

## Chapter 10 – Leading Positive Change

- Updated references throughout the chapter
- Updated Corporate Vision Statements in the Skill Analysis section
- Added an exercise to the Skill Practice section

## 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 RESOURCE CENTER

At Pearson's Higher Ed catalog, <https://www.pearsonhighered.com/sign-in.html>, 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 <https://support.pearson.com/getsupport> 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<sup>®</sup> Computerized Test Bank
- PowerPoint Presentation

This title is available as an eBook and can be purchased at most eBook retailers.



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*David A. Whetten  
Kim S. Cameron*

## MANAGEMENT CONCEPTS

- The Critical Role of Management Skills
- The Importance of Competent Managers
- The Skills of Effective Managers
- Employability
- 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



# 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 wrist bands.

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 online newsletters are filled with descriptions 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, where they have enjoyed lengthy stays.

Our intention in this book is not to try to duplicate the popular appeal of the best-selling books or to utilize the common formula of recounting anecdotal incidents of successful organizations or well-known managers. We have produced a book that is based on, and remains true to, 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.

In a recent survey of 985 college instructors sponsored by Pearson, the publisher of this book, 82 percent rated the development of *employability skills* to be important or very important for their students. Employability skills in the survey referred to the very same competencies that are covered in this text—that is, problem-solving, communication, teamwork, self-management, creative thinking, and leadership. More than 90 percent of instructors indicated that these skills should be developed in the classroom. Seldom, however, are materials available or courses designed to produce those outcomes, so these instructors expressed the need for a book to assist them in that endeavor.

This book, therefore, serves as a practicum or a guide to effective managerial skills, and it will assist in the development of the skills you need to be more employable. Not only will the skills covered in this book assist you in becoming employable in your first job, but after your first promotion, you will most likely be in a managerial role, and these management skills will be even more important in contributing to your success. Whereas the skills in this book focus on “management skills,” their relevance is not limited just to an organization or work setting. This book could be retitled “life skills,” “leadership skills,” or even “employability 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 on those key skills that this book is targeted. We then describe a model and a methodology for helping you 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. Surveys by a variety of consulting firms in the past five years (e.g., Deloitte, Gallup, McKinsey, Mercer) have reconfirmed that leadership and management account for the most variance in organizational performance and employee well-being. 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.

As an example, a study of 968 firms—the organizations whose managers were rated as effective in managing their people; that is, they implemented effective people management strategies and demonstrated personal competency in management skills—had, on average, more than a 7 percent decrease in turnover, 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 at the University of Michigan investigated the factors that best accounted for financial success over a five-year span in 40 major manufacturing firms. The five most powerful predictors 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? 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 literature, we also identified 402 individuals who were rated by their peers as highly effective managers in their own organizations in the fields of business, health care, education, and state government. We then interviewed those people to determine what attributes are 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?

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, and they are similar to the lists developed in other studies.

For example, the Miles Group and Stanford University conducted a study of the skills in which most CEOs and corporate directors needed coaching and development (Executive Coaching, 2013). The study identified the following skills, listed in the order of emphasis.

- ❑ Conflict management
- ❑ Listening
- ❑ Delegation
- ❑ Planning
- ❑ Mentoring and empowering
- ❑ Communication
- ❑ Team-building
- ❑ Compassion
- ❑ Persuasion and influence
- ❑ Interpersonal relationships
- ❑ Motivation

Note that these skills are almost exactly the same as those listed in Table 1, so each is addressed in this book. That is, this book provides you with the opportunity to develop and improve the most important skills that account for managerial success.

**Table 1 Skills of Effective Managers—One Study**

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

## 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 attitudinal, stylistic, or 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; rather, they are integrated sets of complex responses. Improving one management skill will help you improve others.

Fifth, management skills are sometimes *contradictory* or *paradoxical*. For example, the core management skills are neither all soft and humanistic nor all hard-driving and directive. They are not exclusively oriented toward teamwork and interpersonal relations, nor are they exclusively oriented toward individualism and solitary decision-making. A variety of skills are typical of the most effective managers, and some of them may 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 25 most frequently mentioned 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),

**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 validated 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.



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 this study is 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 (also see Cameron, et al., 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 jumped approximately 25 points in the last century, emotional intelligence scores (EQ) have fallen. In a 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 emotional intelligence!

The good news is that improvement in management skills has been found in both students and managers who have been exposed to the learning model presented in *Developing Management Skills*. For example, MBA students showed improvement of 50 to 300 percent on social skills over two years after taking 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, et al., 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 an adaptation of social learning theory (Bandura, 1977; Boyatzis, et al., 1995; Davis & Luthans, 1980). This learning theory relies on several principles.

1. In order to improve, individuals must be aware of their current level of skill competency so that they can be motivated to improve. For comparison, think about a weight-loss plan: You will have a difficult time losing weight if you don't know how much you weigh to begin with. Most of us receive very little feedback about our level of skill competency, so it is difficult to know how to get better. Therefore, to help you understand what skills to improve and why, an assessment activity is part of the learning model. The assessment activities take the form of self-evaluation instruments, case studies, or problems that help highlight personal strengths and weaknesses in a particular skill area.
2. Management skills and behavioral guidelines must be grounded in empirical evidence and social science theory. Because leaders and managers have such an important impact on their organizations' performance and on employee well-being, when we provide advice about how to be an effective manager, the advice and guidance needs to be grounded in evidence. A great number of self-help books have trumpeted advice for leaders and managers, but empirical evidence showing that this advice actually works is very rare. Scientifically based knowledge about the effects of the management principles being presented is a prerequisite for an effective

learning model, so the Skill Learning section of each chapter is based on empirically verified principles.

3. Case examples of best practices, applications in different circumstances, and the nuances associated with management skills are often helpful in developing competency. Therefore, a skill analysis section is included in each chapter so that you can analyze when various aspects of the skills are best utilized and in what ways they can be applied.
4. Simply learning guidelines or principles, or analyzing how others demonstrate the skills, will not help people become better managers. You can read several books about bicycle riding, for example, but you won't get any better as a rider until you actually get on a bicycle and practice. The same is true of management skills. Each chapter in the book provides exercises, assignments, and activities that will help you practice management skills in a classroom setting where feedback is immediate. This provides a relatively safe environment in which you can try out new behaviors and make mistakes. The goal is to help you improve your behavioral competence.
5. An application component is also an important part of the learning model. If learning only takes place in a classroom setting, transferring learning to an actual job setting is often difficult. Therefore, application exercises in each chapter take the form of outside-of-class interventions, consulting assignments, self-analysis through journal writing, problem-centered interventions, or teaching assignments that you can practice in a real-world setting.

In summary, empirical evidence suggests that a five-step learning model is most effective for helping you develop management skills. Table 2 outlines such a model. Step 1 involves the *assessment* of current levels of skill competency and knowledge of the behavioral 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, or 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 briefly discuss 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 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 also lies at the heart of leadership as typically defined.