

Chapter 1--Management Fundamentals

Learning Goals

1. Understand the current workplace environment in Canada.
2. Identify the characteristic of an organization.
3. Understand who managers are and what they do.
4. Describe the management process, roles, skills, and competencies.

Chapter 1 Overview

Work in the new economy is increasingly knowledge based, and people, with their capacity to bring valuable intellectual capital to the workplace, are the ultimate foundation of organizational performance. The chapter begins with a section on understanding the challenges of working today. The world of work is undergoing dynamic and challenging changes that provide great opportunities along with tremendous uncertainty. These changes are due to the impact of important trends regarding worker talent, workforce diversity, globalization, information technology, ethical standards and careers. After setting up this framework for the changing environment in which organizations operate, the chapter goes on to describe organizations as open systems which interact with their environments in the process of transforming resource inputs into finished goods and services as product outputs. Then the chapter describes managers and their work. Managers directly support, supervise, facilitate and help activate the work efforts of other people in organizations. The management process consists of the four functions of planning, organizing, leading, and controlling. Career success in the new economy requires taking full advantage of lifelong learning in all aspects of our daily experience and job opportunities. The chapter concludes with a discussion of the development of managerial competencies.

Chapter 1: Lesson Ideas

Learning Goal 1: Working Today

Duration: 2 classes

Vocabulary: intellectual capital, knowledge worker, workplace diversity, prejudice, discrimination, glass ceiling effect, globalization, ethics, portfolio worker

Materials: Blank copies of mindmaps, blank copies of a two column graphic organizer, copies of Exhibit 1.1

Learning Goal: Understand the current workplace environment in Canada.

Start with:

- To start the course, give the students a management problem to solve. For example, give them the situation in Exhibit 1.1. Have them attempt to solve the problem independently and then in small groups. Have the groups present their findings to the class. As an introduction to each other, have them introduce themselves to the class.

Suggested Activities:

- In groups, have the students mind map Characteristics Needed in a Canadian Workplace. Discuss the findings as a class. Compare to the list in the textbook.
- Have the students make a list of individual talents they possess.
- To teach the glass ceiling effect, have the students research how many women are Fortune 500 CEOs.
- Using a graphic organizer, have the students brainstorm the positive impact of globalization and the negative impacts of globalization.
- Have the students list all of the technology needed to be a manager in a retail store.
- Have the students read the ethical situation in the chapter about Herb Baum and Reuben Mark. Discuss why Mark acted ethically, what would they do in the same situation, how Mark's ethics would influence the working relationship with Baum in the long run.
- Have the students discuss the difference between a job and a career. Have them list possible careers they are interested in pursuing.
- End of chapter questions for this section: 15, 16, 17, 18, 19, 20, 29, 30
- Real Ethics: \$100 Laptops
- Video Case 1: Whose Life is it Anyway? View the video and answer the questions at the back of the chapter.

Differentiated Instruction:

- Have the students complete Learning Styles self-assessment in the preface of the book. Explain to them, using the Learning Styles Chart, how to learn in class, how to study, and the textbook features that will help them learn. Have them provide you with the information about their individual learning styles. This will help you set your lessons and assessment. It will also help you with creating learning groups.

Exhibit 1.1: Paul's Pizza

Paul Rublio owns a small pizza take-out and delivery restaurant. He works long hours but mostly enjoys running his own business. He frequently hires high school students because they are willing to work odd hours for minimal pay. He likes the enthusiasm of the teenagers and their optimistic outlook. However, because they do not work for Paul for long, it is difficult to get a great commitment from them.

One evening, Paul received a phone call from the neighbouring business. That owner noticed a disturbance in Paul's Pizza. When Paul arrived at the business there were three customers waiting, the phone was ringing, and one of the customers was very angry. The four teenagers working at the restaurant were cleaning up a food fight that they had had. They were ignoring the customers when Paul walked in. How should Paul handle the situation?

Learning Goal 2: Organizations in the New Workplace

Duration: ½ class

Vocabulary: organizations, open systems, productivity, performance effectiveness, performance efficiency

Learning Goal: Identify the characteristics of an organization.

Suggested Activities:

- Have the students write the overall purpose for the following organizations: McDonalds, an independently owned restaurant, a sports team they belong to, their family. Explain that organizations take many forms and much of the content of the course can be used in each of these organizations.
- Have the students take one of the organizations from the last activity. Have them draw and label an open system of the organization. This could be done as a Think/Pair/Share activity.
- To teach the changing nature of the workplace. Have the students ask their parents, grandparents, or any older adult, how they think the workplace has changed. Compare these to the list of Changing Nature of Organizations in the textbook.
- Discuss with the students why all of the changes in the Changing Nature of Organizations have occurred.
- As a pair/share activity, have the students do question #34 from the Application section at the end of the chapter.
- End of Chapter Questions: 21, 22, 31

Learning Goal 3: Managers in the New Workplace

Duration: ½ class

Vocabulary: managers, top managers, middle managers, team leaders, line managers, staff managers, functional managers, general managers, administrators, accountability, effective managers, QWL, upside-down pyramid

Materials: Handout of Exhibit 1.2

Learning Goal: Understand who managers are and what they do.

Suggested Activities:

- Create a note with the students showing them the management pyramid. Write the definitions on one side of the pyramid and examples of jobs on the other side. This will look much like Figure 1.5. Now do the same with an actual company.
- Have the students draw and label the management pyramid for the company they work or volunteer for. If they do not have work experience, have them draw the pyramid for the school.
- Using Management Smarts 1.2 as guide, in groups, have the students discuss and evaluate previous front-line managers they have encountered.
- Have the students complete question #35 from the end of the chapter. This is reproduced as Exhibit 1.2. Have them add four additional examples and the answers.
- Have the students draw the upside-down pyramid and apply it to their own jobs or the school.
- Team Exercise: My Best Manager
- End of Chapter Questions: 23, 24, 35

Exhibit 1.2 : Types of Managers

1. Complete the following chart:

Managerial Position	Level of Manager	Line or Staff	Functional or General	Manager or Administrator
Assistant Manager at Wendy's				
High school Principal				
Manager of the Accounting Department for Frito Lay				
Manager of The Bay Department Store in Toronto				
Northern Ontario Regional Manager for Boston Pizza				
Vice-President of Human Resources for lululemon athletica				
CEO of The Royal Bank				
Add your own examples here.				

Learning Goal 4: The Management Process

Duration: 2 classes

Vocabulary: management, planning, organizing, leading, controlling, agenda setting, networking, social capital, learning, lifelong learning, skills, technical skills, human skills, conceptual skills, emotional intelligence, managerial competencies

Materials: Exhibit 1.3

Learning Goal: Describe the management process and how managerial skills and competencies are learned.

Suggested Activities:

- Create an anchor chart of the four functions of management.
- Have the students interview a manager to find out what their day is really like.
- Have the students find a manager mentor in the community.
 - Have this person relate what they do. Have the students write a paragraph about their job and how the managerial skills apply.
 - This person could be an ongoing mentor throughout the semester by having them read the student's assignments and provide feedback.
 - At the end of the course, the student could write a thank you note to the manager.
 - Explain to the students how this is a form of networking.
 - If the student has difficulty finding someone, use the school's administrators.
- Discuss with the students the concepts of networking and social capital.
 - Include information on how they could go about this.
 - Discuss appropriate topics of conversation with a business colleague.
 - Have them practice the topics of conversation in small groups.
 - Have them provide examples from their work.
 - Explain how networking is helpful in getting a job interview.
 - Set up a networking opportunity for the class. Invite their mentors, other business people, and administration to class. Do not have a formal agenda; rather let the students network with them on their own. They could create business cards for themselves. You could also do this activity just by inviting other business teachers and the school's administration.
- Have the students complete the emotional intelligence self-assessment at the end of the chapter. Discuss with them what it means. Use Daniel Goleman's book "Working with Emotional Intelligence" as a reference. As an enrichment opportunity, have a student read the book. Keep the self-assessment results for when this topic is revisited in Chapter 9—Leadership.

- Have the students practise taking notes from a textbook. This is a really important skill for the students who are planning on continuing their education at the secondary level.
 - Assign a reading from the textbook, for example read and make notes on pages 19-23—Managerial Roles and Activities.
 - Explain to the students how they will be responsible to read and comprehend many chapters for their midterms and finals at the post-secondary levels. They do not have the time to go back and reread the material and therefore need to make good study notes the first time they read the material.
 - Show the students how to make notes. Use Exhibit 3 as an example from the first section.
 - Teach them to highlight using coloured highlighters. For example, yellow is for main titles, blue for subtitles, and orange for definitions.
 - Teach them to use numbers and graphic organizers to make the material easier to understand.
 - Tell the students you will check their work the next day. This is not done as a homework check, but rather a formative assessment on their ability to take notes.
 - The next class, assign some seat work (for example Case 1.3: Tom Coronado).
Call each student up and check their ability to make notes.
- After the students have completed Case 1.3. Ask them if they think Tom is a good manager. Ask them to support their answers with evidence from the case.
- Have the students complete Exhibit 1.4: What Managers Do
- End of Chapter Questions: 24, 25, 26, 27, 28, 32, 36, 37, 38
- Case 1.1: Vancity, Case 1.2: Trader Joe's

Exhibit 1.3: Note-taking example

Homework—date

Pages 19-23

Managerial Roles and Activities

Managerial Roles

- Henry Mintzberg

1. Informational Roles

- Involves the giving, receiving, and analyzing of information
- Types:
 - Monitor—scanning information
 - Disseminator—sharing information
 - Spokesperson—acting as official communicator

2. Interpersonal Roles

- Involves interactions with people inside and outside the work unit
- Types:
 - Figurehead—modelling and setting forth key principles and policies
 - Leader—providing direction and instilling enthusiasm
 - Liaison—coordinating with others

3. Decisional Roles

- Involves using information to make decisions to solve problems or address opportunities
- Types:
 - Disturbance handler—dealing with problems and conflicts
 - Resource allocator—handling budgets and distributing resources
 - Negotiator—making deals and forging agreements
 - Entrepreneur—developing new initiatives

Exhibit 1.4: What Managers Do

Preparation

Think about the questions that follow. Record your answers in the spaces provided.

1. How much of a typical manager's time would you expect to be allocated to these relationships? (total should = 100%)

_____ % of time working with subordinates
_____ % of time working with boss
_____ % of time working with peers and outsiders

2. How many hours per week does the average manager work? _____ hours
3. What amount of a manager's time is typically spent in the following activities? (total should = 100%)

_____ % in scheduled meetings
_____ % in unscheduled meetings
_____ % doing desk work
_____ % talking on the telephone
_____ % walking around the organization/work site

Instructions

Talk over your responses with a nearby classmate. Explore similarities and differences in your answers. Be prepared to participate in class discussion led by your instructor.

Exhibit 4: Teacher's Notes

As with most exercises, this could be assigned as an out of class project, assigned to be prepared before a class session and discussed in class, or included totally in a class session. However it is assigned, the questions provide a logical sequence of instructions. Exercises can be a valuable alternative method of teaching in that they require thought and application of ideas, theories, etc. As such, you could use this exercise when discussing "Managerial Activities."

Provide students with about 5 minutes to respond to the questions presented in the preparation step. Provide students with another 5 minutes to discuss responses with a nearby classmate. If you are pressed for time, you may want to skip this step. In leading the general class discussion, it is a good idea to solicit individual responses to each of the questions. As you collect the students' answers, you may want to record these or perhaps the range of responses. Next, you can provide them with the findings listed below that have been obtained from research into managerial work.¹ Students enjoy seeing how close they come to being right. In presenting these results, however, be sure to point out that findings may vary across managerial levels and types of managers. For some of the answers, this variation is specifically indicated by supplying information for different types of managers.

1. *How much of a typical manager's time would you expect to be allocated to these relationships? (total should = 100%)*

48 % of time working with subordinates
8 % of time working with boss
44 % of time working with peers and outsiders
100 % = total time

2. *How many hours per week does the average manager work? _____ hours*
On average, managers work about 55 to 60 hours a week. Of course, this will vary from individual to individual and across managerial positions and levels.

3. *What amount of a manager's time is typically spent in the following activities? (total should = 100%)*

_____ % in scheduled meetings
_____ % in unscheduled meetings
_____ % doing desk work
_____ % talking on the telephone
_____ % walking around the organization/work site

¹ For a review article summarizing these results, see Martinko, M.J., and Gardner, W.L. "Structured Observation of Managerial Work: A Replication and Synthesis," *Journal of Management Studies*, 1990, 3: 329-357.

The answer to this question depends on the type of manager. Below are sample percentages for CEO's, Police Chiefs, and School Principals. Note that these are also top, middle and lower level managers, respectively. Percentages for the latter two types of managers do not add to %100 because the researchers also included other categories of activities.

<i>Managerial Activities</i>	CEOs	Police Chiefs	School Principals
Scheduled meetings	59	24	14
Unscheduled meetings	10	26	29
Desk work	22	24	21
Telephone calls	6	8	6
Walking around the organization	3	2	15

After presenting this data, you may want to ask students if they see any trend to it. Students are usually quick to recognize that the managers' time becomes less scheduled as one moves down the hierarchy of authority. You may want to follow this up by asking students why they think this occurs. Students typically respond correctly that upper level managers have more control over their time for a number of reasons (*e.g.*, they can have a secretary screen their telephone calls and appointments).

You can wrap up this exercise by reviewing Mintzberg's conclusions about managerial work.

- Managers work long hours.
- Managers work at an intense pace.
- Managers work at fragmented and varied tasks.
- Managers work with many communication media.
- Managers work largely through interpersonal relationships.

Answers to Chapter Questions

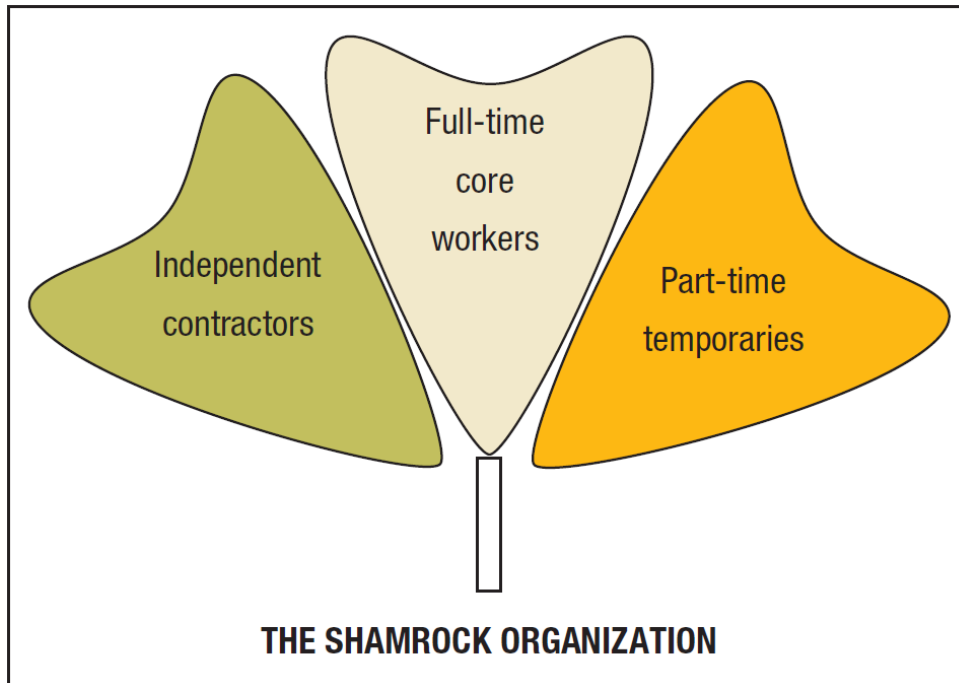
Real Ethics--\$100 Laptops

1. What characteristics of working today (talent, diversity, globalization, ethics, technology, careers) are being discussed in this case?
 - Diversity, globalization, ethics, and technology are all being discussed in this case.
2. As you think about the goal—making computers available to the world’s poor children—tackle this question: Is cooperation or competition the best way to rally the world’s non-profits and greatest businesses around positive social change and development in the world’s poorest nations?
 - Answers will vary. Both sides are right, but make certain the students have backed up their opinions with facts and examples.

Knowledge and Understanding 1

1. According to Max DePree, what is the difference between being successful and exceptional?
 - The difference between being successful and exceptional is that successful people meet their goals in a good way, exceptional people reach their potential.
2. Define talent.
 - Talent is what people know, what they learn, and what they do with it.
3. What is intellectual capital?
 - Intellectual capital is the collective brainpower or shared knowledge of a workforce.
4. What is a knowledge worker?
 - A knowledge worker is someone whose mind is a critical asset to employers.
5. Define workplace diversity.
 - Workplace diversity describes differences among workers in gender, age, race, ethnicity, religion, sexual orientation, and able-bodiedness.
6. What is globalization?
 - Globalization is the worldwide interdependence of resource flows, product markets, and business competition.
7. Explain five ways companies are dependent on technology.
 - Companies are dependent of technology by:
 - Checking inventory
 - Making sales transactions
 - Analyzing customer preferences
 - Ordering supplies
 - Holding online meetings

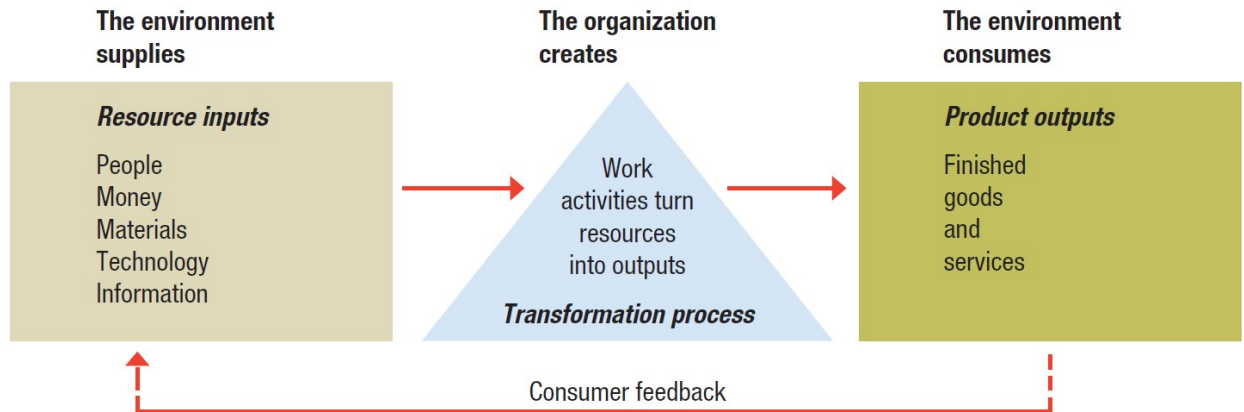
- Telecommuting
 - Mobile offices
8. Define ethics.
 - Ethics set moral standards of what is “good” and “right” in one’s behaviour.
 9. Draw the shamrock organization. Define each leaf.



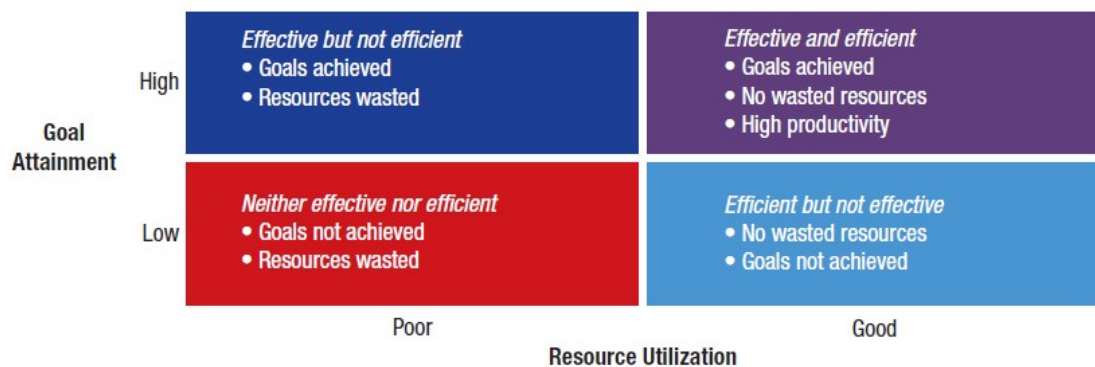
- Independent Contractors—perform specific tasks as needed for the organization and are compensated on a fee-for-services basis
 - Full-Time Core Workers—full-time, long term employees
 - Part-Time Temporary Workers—hired only as needed and for as long as they are needed
10. What is a portfolio worker?
 - A portfolio worker has up-to-date skills that allow for job and career mobility.

Knowledge and Understanding 2

1. What is an organization?
 - An organization is a collection of people working together to achieve a common purpose.
2. Draw an open system.

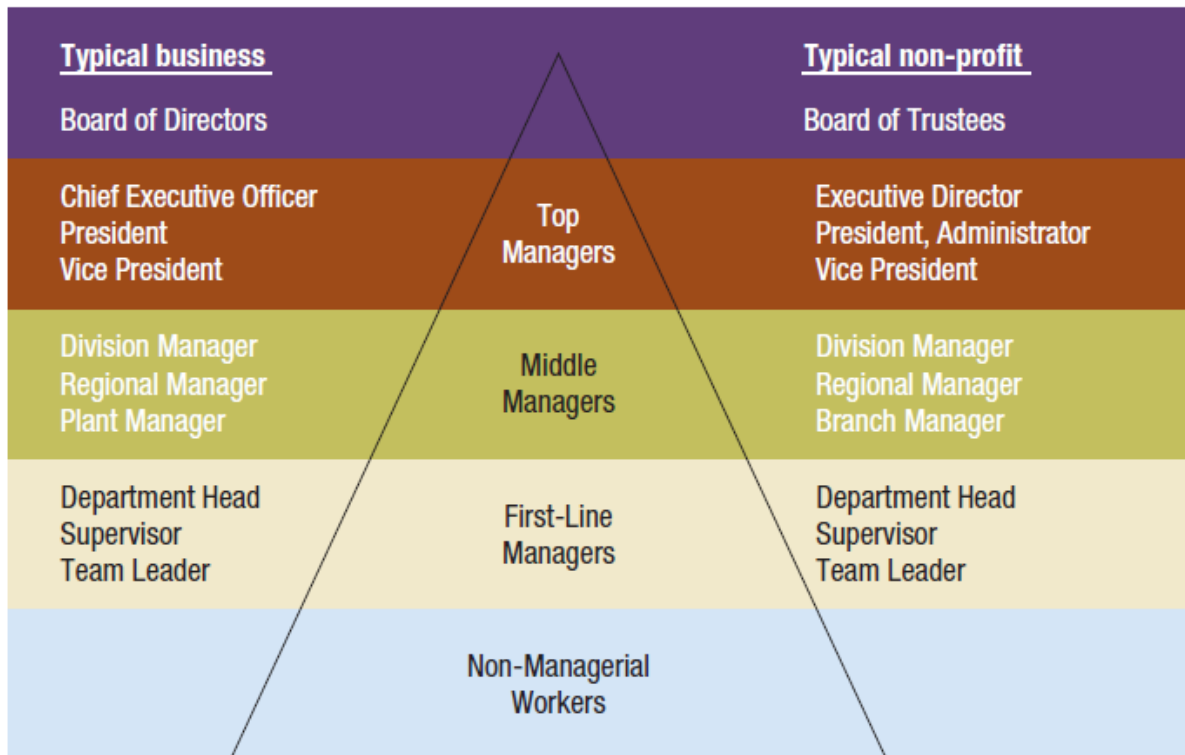


3. Define productivity.
 - Productivity is the quantity and quality of work performance, with resource utilization considered.
4. What is performance effectiveness?
 - Performance effectiveness is an output measure of task or goal accomplishment.
5. What is performance efficiency?
 - Performance efficiency is an input measure of resource cost associated with goal accomplishment.
6. Draw the chart that explains how performance effectiveness, performance efficiency and productivity are interconnected.



Knowledge and Understanding 3

1. What is a manager?
 - A manager is a person who supports, activates, and is responsible for the work of others.
2. Draw the managerial pyramid. On the left of the diagram, define each level. On the right of the diagram, state three examples of job titles that could be found at each level.



3. Differentiate between the following:

a. Line and staff managers

- Line managers directly contribute to producing the organization's goods or services.
- Staff managers use special expertise to advise and support line workers

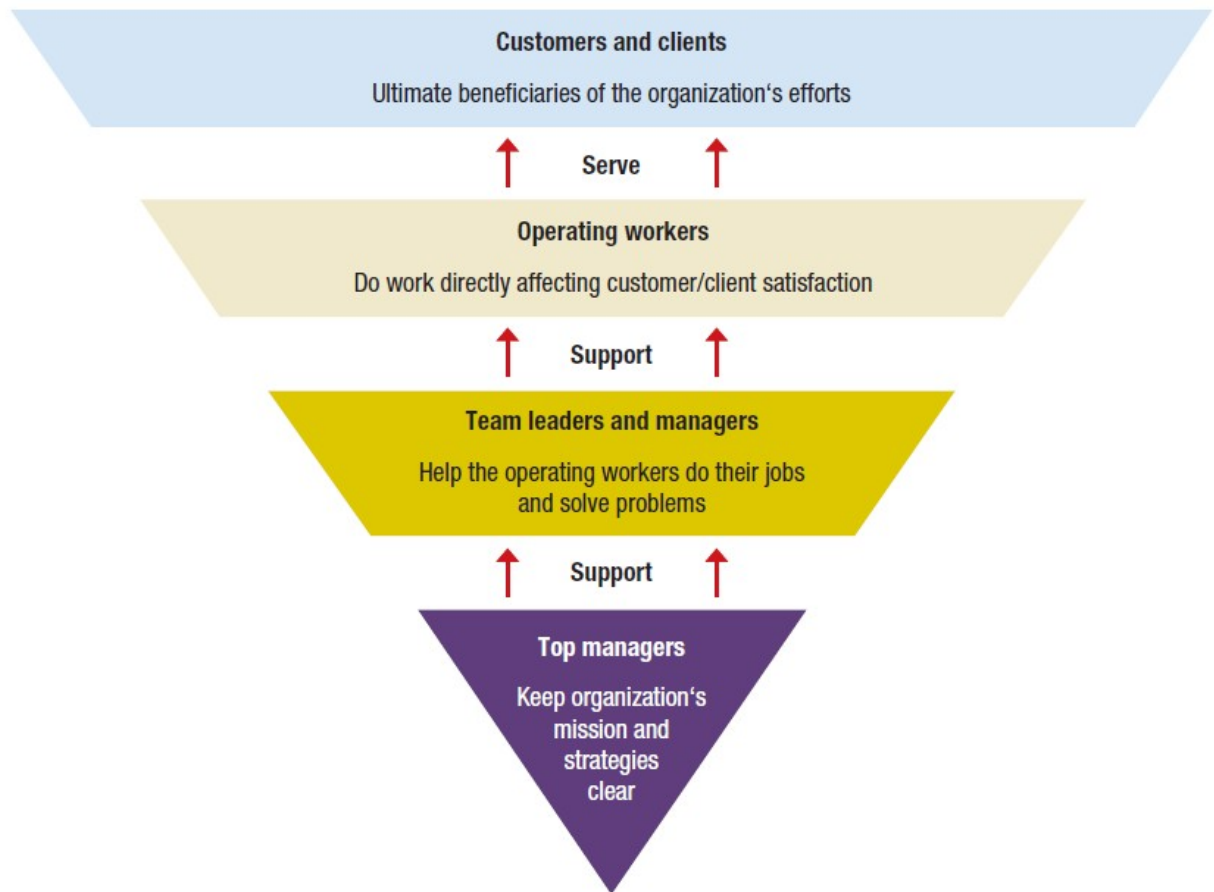
b. Functional and general managers

- Functional managers are responsible for one area such as finance, marketing, production, personnel, or sales.
- General managers are responsible for complex, multifunctional units.

c. Managers and administrators

- Managers work for for-profit companies.
- Administrators are managers in a public or non-profit organization.

4. Draw and label the upside-down pyramid.



Knowledge and Understanding 4

1. Define the four functions of management.
 - Planning is the process of setting objectives and determining what should be done to accomplish them.
 - Organizing is the process of assigning tasks, allocating resources, and coordinating work activities.
 - Leading is the process of arousing enthusiasm and inspiring efforts to achieve goals.
 - Controlling is the process of measuring performance and taking action to ensure desired results.
2. Define and explain Mintzberg's three managerial roles. State examples for each.
 - Informational Roles--Involves the giving, receiving, and analyzing of information
 - Examples—monitor, disseminator, spokesperson
 - Interpersonal Roles--Involves interactions with people inside and outside the work unit
 - Examples—figurehead, leader, liaison

- Decisional Roles--Involves using information to make decisions to solve problems or address opportunities
 - Examples--disturbance handler, resource allocator, negotiator, entrepreneur—developing new initiatives
3. Describe a manager's workday.
 - Managers work:
 - Long hours
 - At an intense pace
 - At fragmented and varied tasks
 - With many communication media
 - Largely through interpersonal relationships
 4. What is agenda setting?
 - Agenda setting develops action priorities for accomplishing goals and plans.
 5. Explain why networking is an important managerial characteristic.
 - Networking is the process of creating positive relationships with people who can help advance agendas. This is important because goals are met.
 6. What is social capital? Why is it important?
 - Social capital is a capacity to get things done with support and help of others. It is important because work is accomplished.
 7. Define Katz's three managerial skills.
 - Technical skills are the ability to use expertise to perform a task with proficiency.
 - Human skills are the ability to work well in cooperation with other people.
 - Conceptual skills are the ability to think analytically to diagnose and solve complex problems.
 8. List and give examples of personal competencies important for managerial success.
 - Communication—writing, oral presentations, technology utilization
 - Teamwork—team contribution, leadership, conflict management
 - Self-management—ethical reasoning, personal flexibility, responsibility
 - Leadership—diversity awareness, project management, strategic action
 - Critical thinking—problem solving, creativity, decision-making
 - Professionalism—personal presence, initiative, career management

End of Chapter Questions

Knowledge and Understanding--Multiple Choice Answers

1. d, 2. c, 3. a, 4. a, 5. a, 6. a 7. b, 8. b, 9. c, 10. a, 11. b, 12. c, 13. c, 14. c

Thinking and Inquiry

15. What are the disadvantages of the glass ceiling to an organization?

- The disadvantages are:
 - the best possible person may not get the job
 - there is systemic discrimination
 - undervalued and underutilized human capital

16. What are your talents?

- Answers will vary

17. Compare and contrast prejudice and discrimination.

- Prejudice and discrimination are both forms of treating people unfairly based on minority status, gender, age, etc. They are different because prejudice is having the irrational attitude, whereas, discrimination is acting on the irrational attitude.

18. State two advantages and two disadvantages of globalization.

- Advantages:
 - Access to more products
 - Access to cheap labour
 - Improved technology
- Disadvantages:
 - Job loss to cheaper labour countries
 - More job competition
 - Poorer quality products

19. Find three articles of clothing not made in Canada. Where were they made?

- Answers will vary. Discuss why most of their clothes are not from North America.

20. Explain how technology and workplace diversity are connected.

- Technology allows employees to easily communicate with coworkers, suppliers, and customers from around the world.

21. Using the 1.1 Management Smarts Chart, state your best early career survival skill.

Provide an example to support your choice.

- Answers will vary. Explain to the students that this would be an important fact for a job interview.

22. Using the 1.1 Management Smarts Chart, state your weakest early career survival skill. Provide an example to support your choice. How are you working on improving this skill?
- Answers will vary. Focus on the improvement of the skill.
23. Explain how the focus of the upside-down pyramid differs from the traditional managerial corporate pyramid.
- The focus is now on the customer as the most important person to the company. Therefore, the employee that deals directly with the customer (operating worker) is the most important employee in the company.
24. How well do you agenda set? What are three of your short term goals? What are three of your long term goals?
- Answers will vary.
25. Explain how Katz's managerial skills vary in importance across management levels.
- Human skills are important at all levels of the corporation. Technical skills are most important for team leaders. Conceptual skills are most important for top managers.
26. Why do you think human skills are important at all levels of the corporation?
- All managers need to be able to communicate and network with others.
27. Which of the managerial competencies is your strongest? Provide an example to support your answer.
- Answers will vary.
28. Which of the managerial competencies is your weakest? How can you improve this competency?
- Answers will vary.

Communication

29. How are companies interacting with Twitter, Facebook and LinkedIn? Why would this be good for a company?
- Companies are advertising on each of these sites. They are monitoring the chatter about their companies and responding. They are communicating quickly and effectively with their customers. They are monitoring their employees.
30. How can social networking help you get a job?
- One of the best ways of getting a job interview is through someone you know or an acquaintance.
31. Select a company with which you are familiar. Draw the company as an open system.
- Answers will vary.
32. What ways do you network at school? At work? At an extra-curricular activity?
- Answers will vary.

Application

33. Prove that the following are organizations:

- a. McDonald's
 - Purpose is to make food for a profit
- b. Your school
 - Purpose is to educate students and provide contributing citizens
- c. Your sports team
 - Purpose is to win and learn new skills
- d. Your family
 - Purpose is to survive and care for each other

34. You are the manager of a cookie factory that produces seven million chocolate chip cookies a day. State ten ways you could improve productivity.

- Answers will vary but may include:
 - One less chip
 - Smaller cookies
 - Buy in bulk
 - Economies of scale
 - Source cheaper resources
 - Provide quotas for the workers
 - Train workers well
 - Less waste
 - Treat workers with respect
 - Use fewer workers

35. Complete the following chart:

Managerial Position	Level of Manager	Line or Staff	Functional or General	Manager or Administrator
Assistant Manager at Wendy's	lower	line	general	manager
High school Principal	middle	line	general	administrator
Manager of the Accounting Department for Frito Lay	lower	staff	functional	manager
Manager of The Bay Department Store in Toronto	lower	line	general	manager
Northern Ontario Regional Manager for Boston Pizza	middle	line	general	manager
Vice-President of Human Resources for lululemon athletica	upper	staff	functional	manager
CEO of The Royal Bank	upper	line	general	manager

36. Explain how the VP of Marketing for an international hotel chain will demonstrate the four functions of a manager.

- Answers will vary but could include:
 - Planning—set long term goals of building three new hotels in Canada over the next three years
 - Organizing—hiring the staff for the new hotels
 - Leading—inspiring the new staff to work to their potential
 - Controlling—measuring the profits of the new hotel and comparing them to forecasts

37. Explain how the COO of a national fitness centre will demonstrate the three managerial roles.

- Answers will vary but could include:
 - Interpersonal—having meetings with staff
 - Informational—gathering data on what the new fitness trends are
 - Decisional—opening three new facilities in the next year

38. Explain how the VP of Human Resources of a restaurant chain will demonstrate the three managerial skills.

- Answers will vary but could include:
 - Technical—knowing how to hire people that will be successful in the restaurant industry
 - Human—meeting with staff
 - Conceptual—determining how many people will need to be hired in the next year

Chapter 1 Further Reflections: Emotional Intelligence

Instructions

Rate yourself on how well you are able to display the abilities for each item listed below. As you score each item, try to think of actual situations in which you have been called upon to use the ability. Use the following scale.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Low Neutral High

Ability Ability

- | | |
|---------------|--|
| 1 2 3 4 5 6 7 | 1. Identify changes in physiological arousal. |
| 1 2 3 4 5 6 7 | 2. Relax when under pressure in situations. |
| 1 2 3 4 5 6 7 | 3. Act productively when angry. |
| 1 2 3 4 5 6 7 | 4. Act productively in situations that arouse anxiety. |
| 1 2 3 4 5 6 7 | 5. Calm yourself quickly when angry. |
| 1 2 3 4 5 6 7 | 6. Associate different physical cues with different emotions. |
| 1 2 3 4 5 6 7 | 7. Use internal “talk” to affect your emotional states. |
| 1 2 3 4 5 6 7 | 8. Communicate your feelings effectively. |
| 1 2 3 4 5 6 7 | 9. Reflect on negative feelings without being distressed. |
| 1 2 3 4 5 6 7 | 10. Stay calm when you are the target of anger from others. |
| 1 2 3 4 5 6 7 | 11. Know when you are thinking negatively. |
| 1 2 3 4 5 6 7 | 12. Know when your “self-talk” is instructional. |
| 1 2 3 4 5 6 7 | 13. Know when you are becoming angry. |
| 1 2 3 4 5 6 7 | 14. Know how you interpret events you encounter. |
| 1 2 3 4 5 6 7 | 15. Know what senses you are currently using. |
| 1 2 3 4 5 6 7 | 16. Accurately communicate what you experience. |
| 1 2 3 4 5 6 7 | 17. Identify what information influences your interpretations. |
| 1 2 3 4 5 6 7 | 18. Identify when you experience mood shifts. |
| 1 2 3 4 5 6 7 | 19. Know when you become defensive. |
| 1 2 3 4 5 6 7 | 20. Know the impact your behavior has on others. |
| 1 2 3 4 5 6 7 | 21. Know when you communicate incongruently. |
| 1 2 3 4 5 6 7 | 22. “Gear up” at will. |
| 1 2 3 4 5 6 7 | 23. Regroup quickly after a setback. |
| 1 2 3 4 5 6 7 | 24. Complete long-term tasks in designated time frames. |
| 1 2 3 4 5 6 7 | 25. Produce high energy when doing uninteresting work. |

- 1 2 3 4 5 6 7 26. Stop or change ineffective habits.
- 1 2 3 4 5 6 7 27. Develop new and more productive patterns of behavior.
- 1 2 3 4 5 6 7 28. Follow words with actions.
- 1 2 3 4 5 6 7 29. Work out conflicts.
- 1 2 3 4 5 6 7 30. Develop consensus with others.
- 1 2 3 4 5 6 7 31. Mediate conflict between others.
- 1 2 3 4 5 6 7 32. Exhibit effective interpersonal communication skills.
- 1 2 3 4 5 6 7 33. Articulate the thoughts of a group.
- 1 2 3 4 5 6 7 34. Influence others, directly or indirectly.
- 1 2 3 4 5 6 7 35. Build trust with others.
- 1 2 3 4 5 6 7 36. Build support teams.
- 1 2 3 4 5 6 7 37. Make others feel good.
- 1 2 3 4 5 6 7 38. Provide advice and support to others, as needed.
- 1 2 3 4 5 6 7 39. Accurately reflect people's feelings back to them.
- 1 2 3 4 5 6 7 40. Recognize when others are distressed.
- 1 2 3 4 5 6 7 41. Help others manage their emotions.
- 1 2 3 4 5 6 7 42. Show empathy to others.
- 1 2 3 4 5 6 7 43. Engage in intimate conversations with others.
- 1 2 3 4 5 6 7 44. Help a group to manage emotions.
- 1 2 3 4 5 6 7 45. Detect incongruence between others' emotions or feelings and their behaviours.

Scoring

This instrument measures five dimensions of your emotional intelligence. Find your scores as follows.

- *Self-awareness* — Add scores for items 1, 6, 11, 12, 13, 14, 15, 17, 18, 19, 20, and 21.
- *Managing emotions* — Add scores for items 1, 2, 3, 4, 5, 7, 9, 10, 13, and 27.
- *Self-motivation* — Add scores for items 7, 22, 23, 25, 26, 27, and 28.
- *Relating well* — Add scores for items 8, 10, 16, 19, 20, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 42, 43, 44, and 45.
- *Emotional mentoring* — Add scores for items 8, 10, 16, 18, 34, 35, 37, 38, 39, 40, 41, 44, and 45.

Interpretation

The prior scoring indicates your self-perceived abilities in these dimensions of emotional intelligence. To further examine your tendencies, go back to each dimension and sum the number of responses you had that were 4 or lower (suggesting lower ability), and sum the number of responses you had that were 5 or better (suggesting higher ability). This gives you an indication by dimension of where you may have room to grow and develop your emotional intelligence abilities.

Instructor's Note

Encourage the students to seriously consider what they can do to capitalize on emotional intelligence strengths they may have, as well as improve on any emotional intelligence weaknesses. Have the students consider both the short-range and long-range implications.

(Source: Scale from Weisinger, H. *Emotional Intelligence at Work*. San Francisco: Jossey-Bass, 1998, pp. 214-215. Used by permission.)

Chapter 1 Exercise: My Best Manager

Preparation

Working alone, make a list of the *behavioral attributes* that describe the *best* manager you have ever worked for. This could be someone you worked for in a full-time or part-time job, summer job, volunteer job, student organization, or whatever. If you have trouble identifying an actual manager, make a list of behavioral attributes of the type of manager you would most like to work for in your next job.

Instructions

Form into groups as assigned by your instructor, or work with a nearby classmate. Share your list of attributes, and listen to the lists of others. Be sure to ask questions and make comments on items of special interest. Work together to create a master list that combines the unique attributes of the “best” managers experienced by members of your group. Have a spokesperson share that list with the rest of the class.

Instructor’s Note

This exercise is designed to help break the ice in class and to get students thinking about what differentiates good managers from poor ones. Hopefully, they will develop a sense of purpose or directions through which their study of management and the total course experience become more personally meaningful.

The exercise can be done informally in smaller classes (up to 45-50) as stated. It can also be done in modified form in larger lecture settings. In the large lecture, we recommend that you not use small group discussions, but rather use random questioning to create a master list on the blackboard. This list becomes a basis for total class discussion and your personal reactions.

In discussing the results, take advantage of the opportunity to convey the logic of your course outline as well as how you plan to use the book and other supporting materials. In smaller classes, have students introduce themselves in their work groups. Be comfortable with the “brainstorming” nature of the exercise. Don’t overdo it by making it too complicated or overly definitive. It is simply a way to start students thinking and talking about being good managers. What follows is one instructor’s report on using the exercise.

Exercise Report

Students were assigned into four groups to work on the exercise. Rather than follow exact exercise procedures, they were given the task to list ten characteristics that described the best managers for whom group members have worked. The group part of the exercise worked very well and took approximately 15 minutes to complete. At the conclusion of the group brainstorming stage, spokespersons were asked to report on each group’s list. The meaning of

each item was discussed as it was being presented. A total of eight items was obtained from the four groups in approximately 20 minutes.

(Source: Adapted from Schermerhorn, Jr., J.R., Hunt, J.G., and Osborn, R.N. *Managing Organizational Behavior*, 3rd ed., New York: Wiley, 1988, pp. 32--33. Used by permission.)

Case Study 1.1—Vancity: On Top of Its Game

1. What were Vancity's original purpose and values?
 - Vancity's original purpose and values were to work with people and communities to help them thrive and prosper, all while operating with integrity, innovation, and responsibility.
1. How does Vancity create a healthy and committed workforce?
 - Vancity creates a healthy and committed workforce by providing employees the opportunity to help set corporate policies that impact them. It lets employees dress casually, join company sports teams, attend company social events, and has alternative work schedules.
2. Provide examples to show that Vancity is ethical.
 - Vancity is ethical when it provides benefits for its employees, ensures its employees have a work-life balance, provides reduced rates on mortgages for employees, provided the first mortgages to women and the gay and lesbian community, is environmentally friendly, and gives back to the community.
3. How did Vancity cope with its first disappointing employee survey? What managerial skill is being used in this situation? Use information from the case to support your answer.
 - Vancity coped with its disappointing results by holding focus groups that stated the employees were not happy with the alignment of company and individual goals. It changed performance review procedures. The managerial skill being used here is conceptual. The management saw a problem and with employees worked out an answer.
4. Provide examples of how Vancity uses teamwork.
 - Vancity uses teamwork to solve problems, socialize, complete employee surveys, and co-operative study programs.
6. Which of the four functions of management does Vancity appear to be doing quite well? Use information from the case to support your answer.
 - It is using leadership well. It listens and responds to employees, it inspires and motivates employees, and it seeks excellence.

Case Study 1.2: Trader Joe's: Keeping a Cool Edge

1. In what ways does Trader Joe's demonstrate the importance of each responsibility in the management process—planning, organizing, leading, and controlling?
 - b. Planning—keeps stores comparatively small, has low prices, provides innovative products, finds inexpensive locations
 - c. Organizing—treats staff well, writes job descriptions with soft skills, promotes from within, pays well
 - d. Leading—strong strategic management decisions, treats employees with respect, inspires part-time workers with a customer focus
 - e. Controlling—one in one out product strategies, listens to customer feedback
2. Trader Joe's is owned by a German company operating in the United States. What are the biggest risks that international ownership and global events pose for Trader Joe's performance effectiveness and performance efficiency?
 - Performance effectiveness may be impacted by international ownership not understanding cultural differences, especially in food.
 - Performance efficiency may be impacted by international ownership making mistakes due to cultural differences that cost more. It may take a longer time for decisions to be made at the corporate level.
3. At the age of 22 and newly graduated from college, Hazel has just accepted a job with Trader Joe's as a shift leader. She'll be supervising four team members who fill part-time jobs in the produce section. Given Trader Joe's casual and non-traditional work environment, what should she do and what should she avoid doing in the first few days of work to establish herself as a skillful manager of this team?
 - She should include staff in her decisions, get to know the staff, ask questions of the staff, other managers and her boss, she should work hard, learn the goals of the company and the specific store.
 - She should avoid being too command and authority, she should not say she knows something when she does not

Case 1.3: Tom Coronado

1. Based on the case description, is Tom a staff manager, a functional manager, or a general manager? Explain your answers.
 - Tom is a staff manager because he is in charge of payroll which does not directly contribute to production.
 - Tom is a functional manager because he works in one specific area—payroll.
2. Is this description of Tom Coronado's work day consistent with the ideas on managerial work advanced in Chapter 1? Why or why not?
 - Yes—he works long hours, his day is hectic, he is constantly interrupted, he works with many media, and accomplishes tasks through other people.
3. Which of the essential managerial skills, roles, and functions is Tom using? Give examples from the case description.
 - He is using the skills of:

- Technical—he understand the payroll, he answers questions about the mistakes in the payroll
- Human—he answered the phone, went to a meeting, dealt with employees upset for the payroll mistakes, he will speak at a an outside association
- Conceptual—understood and fixed the payroll problems, implemented a new payroll system
- He is using the roles of:
 - Interpersonal—talking and communicating with people
 - Informational—understanding the problems with the payroll and gathering data
 - Decisional—problem solving the issues with payroll
- He is using the functions of:
 - Planning—implementing a new payroll system
 - Organizing—working in the personnel department making sure that people are paid
 - Leading—helping people
 - Controlling—fixing the payroll problems

Video Case 1—Whose Life is it Anyway?

1. How can employers like Scotts Miracle-Gro justify the expense of providing employees with free access to doctors, pharmacy, gyms, and personal trainers?
 - The policy is justified by saving money and curbing healthcare costs. Smoking costs employers an estimated \$4,000 a year in healthcare costs and lost productivity per smoker. Scotts CEO Jim Hagedorn also explains that he's concerned about each employee's health and longevity.
2. What lifestyle changes might employers do in the future to increase performance efficiency and performance effectiveness?
 - Here's an opportunity to find out what students are thinking. Students may suggest drug testing, mandatory participation in wellness programs, employer sponsored child or elder care, screening for diseases like colon and breast cancer, forced vacation leave, or even genetic testing.
3. Should employers regulate your behaviour after work hours? Why or why not?
 - Employment law experts advocate that once you leave, it is not an employer's business what employees do in their personal lives. Hagedorn believes that employees will be more productive and healthier if they quit smoking.
4. As stated in Chapter 1, there is more emphasis on respecting people as valuable strategic assets to be nurtured and developed, not as costs to be controlled. Do you believe the programs and policies at Scotts nurture and develop employees or treat them as costs to be controlled?
 - There seems to be a conflict here. In the short term, it seems to be more about controlling healthcare costs and lost productivity. Viewing the policies from a

long term perspective, Scotts is concerned about nurturing and ensuring the healthy futures of their employees.