

Chapter 1

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

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SECTION 1 INTRODUCTION AND NAVIGATION HUB

Introduction

You won't get the full benefit of these materials without first reading the TRM Orientation Guide. This guide contains all the information you'll need to get acquainted with the structure of the TRM and how to efficiently use its features to create your teaching plan for every chapter. We thus strongly recommend that you first read the Orientation Guide before using the TRM to create your teaching plan.

Navigation Hub

Table 1.1 is your hub to navigate through the TRM and develop your teaching plan. It contains hot links that enable you to toggle back and forth across the five major sections of the TRM. Its use in class planning is discussed in the Orientation Guide.

Table 1.1 Navigation Hub: Components of an Overall Chapter Lesson Plan

<u>Major Topic</u>	<u>Section 2</u> Chapter Understanding: Learning Objectives (LOs), Summary, and Content Outline	<u>Section 3</u> Classroom Planning: Connect® Asset Matrix (CAM) and Lesson Plan (LP)	<u>Section 4</u> Teaching Notes for Lower-Level Learning (LLL) Activities	<u>Section 5</u> Teaching Notes for Higher-Level Learning (HLL) Activities	<u>Section 6</u> Sample Configuration of Chapter Activities			
<i>The Art of Management Defined</i>	<u>1.1</u>	<u>CAM 1-1</u>	<u>General Group Exercises;</u> <u>Self-Assessments;</u> <u>Career Corner Group Exercises</u>	<u>Application-Based Activity (ABA);</u> <u>Manager’s Hot Seat;</u> <u>Management in Action (MIA);</u> <u>Legal/Ethical Challenge</u>	<u>Sample Configuration of Assignments, Exercises, and Activities to Reinforce Your Overall Lesson Plan</u>			
<i>The Rewards of Studying and Practicing Management</i>								
<i>Four Principal Functions of Management</i>	<u>1.2</u>	<u>CAM 1-2</u>						
<i>Four Levels of Management</i>	<u>1.3</u>	<u>CAM 1-3</u>						
<i>Areas of Management</i>								
<i>Three Types of Organizations</i>								
<i>Three Types of Managerial Roles</i>	<u>1.4</u>	<u>CAM 1-4</u>						
<i>Three Skills Exceptional Managers Need</i>	<u>1.5</u>	<u>CAM 1-5</u>						
<i>Seven Challenges to Being an Exceptional Manager</i>	<u>1.6</u>	<u>CAM 1-6</u>						
<i>A Model of Career Readiness</i>	<u>1.7</u>	<u>CAM 1-7</u>						
<i>Developing Career Readiness</i>								
<i>Career Corner: Process for Developing Career Readiness</i>	<u>1.8</u>	<u>CAM 1-8</u>						
<i>Career Corner: Creating Habits</i>								

The remainder of this chapter contains the details you need to develop your overall teaching plan. It is segmented into five additional sections:

- Section 2: Chapter Understanding: Learning Objectives, Overview, and Content Outline**—This section provides an overview of the content covered for each learning objective.
- Section 3: Classroom Planning: Connect® Asset Matrix and Lesson Plans for Individual Learning Objectives**—This section presents the Connect® Asset Matrix (CAM) and detailed lesson plans for each learning objective in either a face-to-face or online modality.
- Section 4: Teaching Notes for Lower-Level Learning (LLL) Activities**—This section provides recommendations for employing active learning while using group exercises and self-assessments.
- Section 5: Teaching Notes for Higher-Level Learning (HLL) Activities**—This section provides recommendations for employing active learning while using Application-Based activities, Manager’s Hot Seat videos, and cases (e.g., Management in Action [MIA] and Legal/Ethical Challenge).
- Section 6: Sample Configuration of Chapter Activities to Reinforce Your Overall Lesson Plan**—This section provides guidelines and recommendations for selecting assignments before, during, and after class.

SECTION 2 CHAPTER UNDERSTANDING: LEARNING OBJECTIVES, OVERVIEW, AND CONTENT OUTLINE

Manage U: Using Management Skills for College Success

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

Possible Topics for Discussion:

- Ask your students to form small groups and plan a party to celebrate the start of the semester. Have them consider the theme, entertainment, location, etc. Have each group share their party plan. Show the four functions of management and have the students walk through the evening of the party.

Walk the students through each management function. Now that planning is complete, what happens next? For example, sending invitations and setting up the party represent the management function of organizing. Welcoming and introducing guests could represent the leading function and managing the playlist could be considered the controlling function.

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

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

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

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

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1.1 Management: What It Is, What Its Benefits Are

LO 1-1 Identify the rewards of being an exceptional manager.

SUMMARY

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

POWERPOINT SLIDES:

Learning Objectives

U Manage: Using Management Skills for College Success

Management: What It is, What Its Benefits Are

The Rise of a Leader

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

The Art of Management Defined (1) and (2)

Why Organizations Value Managers: The Multiplier Effect

What Are the Rewards of Studying Management? (

What Are the Rewards of Practicing Management?

THE ART OF MANAGEMENT DEFINED

- Management may be defined as “the art of getting things done through people.”
- Managers operate within an **organization**, a group of people who work together to achieve some specific purpose.
- More formally, **management** is defined as (1) the pursuit of organizational goals *efficiently* and *effectively* by (2) integrating the work of people through (3) planning, organizing, leading, and controlling the organization’s resources.
 - To be **efficient** means to use resources—people, money, raw materials, and the like—wisely and cost-effectively.
 - To be **effective** means to achieve results, to make the right decisions and successfully carry them out so that they achieve the organization’s goals.

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WHY ORGANIZATIONS VALUE MANAGERS

- Good managers create value through the *multiplier effect*: their influence on the organization is multiplied far beyond the results that can be achieved by just one person acting alone.

WHAT ARE THE REWARDS OF STUDYING AND PRACTICING MANAGEMENT?

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

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1.2 What Managers Do: The Four Principal Functions

LO 1-2 List the four principal functions of a manager.

SUMMARY

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

POWERPOINT SLIDES:

What Managers Do: The Four Principal Functions

The Management Process (Figure 1.1: The Management Process)

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

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1.3 Pyramid Power: Levels and Areas of Management

LO 1-3 Describe the levels and areas of management.

SUMMARY

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

POWERPOINT SLIDES:

Pyramid Power: Levels of and Areas of Management

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

Four Levels of Management

Areas of Management: Functional Managers versus General Managers

Managers for Three Types of Organizations

Different Organizations, Different Management?

THE TRADITIONAL MANAGEMENT PYRAMID: LEVELS AND AREAS

- **Top Managers:** Determining Overall Direction
 - Figure 1.2 indicates the levels and areas of a traditional management pyramid.
 - ***Top managers*** make long-term decisions about the overall direction of the organization and establish the objectives, policies, and strategies for it.
 - Top managers have titles like “chief executive officer (CEO),” “chief operating officer (COO),” and “president.”
 - These executives must be future-oriented, strategic-dealing with uncertain, highly competitive conditions.
- **Middle Managers:** Implementing Policies and Plans
 - ***Middle managers*** implement the policies and plans of the top managers above them and supervise and coordinate the activities of the first-line managers below them.
 - Titles may be “plant manager,” “district manager,” and “regional manager,” among others.

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- These managers often have high touch jobs, jobs that deal with people rather than computer screens or voice-response systems, which can directly affect employees, customers, and suppliers.
- **First-Line Managers:** Directing Daily Tasks
 - *First-line managers* make short-term operating decisions, directing the daily tasks of nonmanagerial personnel.
 - Examples of job titles for these managers include “departmental head,” “foreman,” “team leader,” or “supervisor.”
- **Team Leaders:** Facilitating Team Activities
 - Teams are small groups of people with complementary skills who are committed to a common purpose.
 - A *team leader* is a manager who is responsible for facilitating team members’ activities to help teams achieve their goals.
 - The most successful teams possess four key elements—compelling direction, strong structure, a supportive context, and a shared mindset—and that team leaders are uniquely positioned to positively impact these elements.

AREAS OF MANAGEMENT: FUNCTIONAL MANAGERS VERSUS GENERAL MANAGERS

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

MANAGERS FOR THREE TYPES OF ORGANIZATIONS: FOR-PROFIT, NONPROFIT, MUTUAL-BENEFIT

- Organizations are classified according to the purposes for which they are formed.
 - *For-profit organizations* are formed to make money, or profits, by offering products or services.
 - The purpose of *nonprofit organizations* is to offer services to clients. Although called nonprofits, these organizations can and often do operate in a surplus. The difference

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between nonprofit and for-profit organizations is that nonprofits put excess revenues back into their organizations rather than distribute them to shareholders.

- *Mutual-benefit organizations* are voluntary collections of members whose purpose is to advance members' interests.
- Managers generally do the same types of things regardless of the type of organization (the four functions of management), but the measure of success at a for-profit organization would be measured by profits or losses, whereas success at a non-profit organization may be measured by the effectiveness of the services delivered.

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1.4 Roles Managers Must Play Successfully

LO 1-4 Identify the roles an effective manager must play.

SUMMARY

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

POWERPOINT SLIDES:

Roles Managers Must Play Successfully

The Manager's Roles: How do Managers Spend Their Time?

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

THE MANAGER'S ROLES: HOW DO MANAGERS SPEND THEIR TIME

- In the 1960s, management scholar Henry Mintzberg shadowed five chief executives and found there was no break in the pace of activity during office hours.
- Michael Porter and Nitin Nohria updated this research finding that
 - Managers are always working and constantly in demand, working more than 9 hours per day.
 - Managers spend virtually all their work time communicating with others.
 - Managers have to be purposeful and proactive about time management.
 - Findings are summarized in Table 1.1.

THREE TYPES OF MANAGERIAL ROLES: INTERPERSONAL, INFORMATIONAL, AND DECISIONAL

- In their *interpersonal roles*, managers interact with people inside and outside of their work units.
 - Interpersonal roles include figurehead, leader, and liaison activities.

In their *informational roles*, managers receive and communicate information with other people inside and outside of the organization.

- Informational roles include monitor, disseminator, and spokesperson.
- In their ***decisional roles***, managers use information to make decisions to solve problems or take advantage of opportunities.
 - The four decision-making roles are entrepreneur, disturbance handler, resource allocator, and negotiator.
- Table 1.2 describes these various managerial roles.

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1.5 The Skills Exceptional Managers Need

LO 1-5 Discuss the skills of an outstanding manager.

SUMMARY

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

POWERPOINT SLIDES:

The Skills Exceptional Managers Need

Technical Skills

Conceptual Skills

Human Skills

Management Skills

The Most Valuable Traits in Managers

PRINCIPAL MANAGERIAL SKILLS

- **Technical skills** consist of the job-specific knowledge needed to perform well in a specialized field.
 - Having technical skills seems to be most important at the lower levels of management.
- **Conceptual skills** consist of the ability to think analytically, to visualize an organization as a whole, and to understand how the parts work together.
 - Conceptual skills are particularly important for top managers.
- **Human skills** consist of the ability to work well in cooperation with other people in order to get things done.
 - **Soft skills** are interpersonal “people” skills needed for success at all levels.

THE MOST VALUED TRAITS IN MANAGERS

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

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1.6 Seven Challenges to Being an Exceptional Manager

LO 1-6 Identify the seven challenges faced by most managers.

SUMMARY

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

POWERPOINT SLIDES:

Seven Challenges to Being an Exceptional Manager

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

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

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

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

Challenge #5: Managing for Ethical Standards

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

Challenge #7: Managing for Happiness and Meaningfulness

CHALLENGE #1: MANAGING FOR COMPETITIVE ADVANTAGE—STAYING AHEAD OF RIVALS

- **Competitive advantage** is the ability of an organization to produce goods or services more effectively than its competitors do, thereby outperforming them in five areas:
 - Being responsive to employees
 - A **psychological contract** represents your perception of the terms that govern your exchange relationship with another party.
 - ◇ More employees expect the option to work remotely.
 - ◇ More employees demand increased work–life balance.
 - ◇ More employees want their organizations to show empathy and concern for their health.
 - Being responsive to customers: The first law of business is: *Take care of the customer.*

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- Finding ways to deliver new or better goods or services is called ***innovation***.
- Quality: Making improvements in quality has become an important management idea.
- Efficiency: Companies must often simultaneously strive to produce goods or services quickly using as few employees (and raw materials).

CHALLENGE #2: MANAGING FOR TECHNOLOGICAL ADVANCES—DEALING WITH THE “NEW NORMAL”

- ***E-commerce***, or electronic commerce, the buying and selling of goods or services over computer networks—has reshaped entire industries and revamped the very notion of what is a company.
- Information technology has made possible ***e-business***, using the Internet to facilitate every aspect of running a business.
- Use of e-communication all the time. ***Information technology application skills*** reflect the extent to which you can effectively use information technology and learn new applications on an ongoing basis.
- Constant access to data is a challenge to decision making. The accessibility to vast amounts of data is possible through ***cloud computing***—the storing of software and data on gigantic collections of computers located away from a company’s principal site (“in the cloud”)—and huge, interconnected ***databases***—computerized collections of interrelated files. This phenomenon known as ***big data***, stores of data so vast that conventional database management systems cannot handle them, so very sophisticated analysis software and supercomputers are required.
- ***Artificial intelligence (AI)*** is the discipline concerned with creating computer systems that simulate human reasoning and sensation, as represented by robots, natural language processing, pattern recognition, and similar technologies. The rise of artificial intelligence will create more automation in the workforce.
- Organizational changes include shifts in structure, jobs, goals, and management, including:
 - ***Telecommuting*** or work from home or remote locations using a variety of information technologies.
 - ***Videoconferencing*** by using video and audio links along with computers to conduct meetings and allow people in different locations see, hear, and talk with one another.
 - Deliver and track a variety of functions digitally with programs.
 - Manage projects using ***project management software*** programs for planning and scheduling the people, costs, and resources.

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- Increased knowledge management and collaborative computing
 - **Knowledge management** is the implementation of systems and practices to increase the sharing of knowledge and information throughout an organization.
 - **Collaborative computing** will help people work better together through state-of-the-art computer software and hardware.

CHALLENGE #3: MANAGING FOR INCLUSION AND DIVERSITY—THE FUTURE WON'T RESEMBLE THE PAST

- Equity relates to employees' perceptions that they are treated in a fair and unbiased manner at work.
- Inclusion represents the extent to which employees feel heard, valued, involved, and respected in the workplace.
- Over the coming years, the mix of American racial or ethnic groups will change considerably, becoming more diverse. Age diversity is also increasing in the workforce.
- The challenge for modern managers is to realize the value of a diverse group of employees while ensuring that everyone feels included.

CHALLENGE #4: MANAGING FOR GLOBALIZATION—THE EXPANDING MANAGEMENT UNIVERSE

- Business around the world is becoming increasingly interconnected, a phenomenon called *globalization*.
- Globalization brings greater efficiencies, increased access to goods and services, and the potential for widespread innovation.
- The challenge for managers is understanding and navigating the complexities that accompany globalization.

CHALLENGE #5: MANAGING FOR ETHICAL STANDARDS

- Managers face a variety of ethical dilemmas, including pressure to meet sales, production, and other targets, and the temptation to falsify data.
- Ethical behavior is an essential principle to follow in every industry.

CHALLENGE #6: MANAGING FOR SUSTAINABILITY—THE BUSINESS OF GREEN

- **Sustainable development** focuses on meeting present needs while simultaneously ensuring that future generations will be able to meet their needs.

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CHALLENGE #7: MANAGING FOR HAPPINESS AND MEANINGFULNESS

- Happiness is getting what you want, or having your desires fulfilled.
- ***Meaningfulness*** is the sense of “belonging to and serving something that you believe is bigger than the self. Three suggestions for building meaning include:
 - Identify activities you love doing.
 - Find a way to build your natural strengths into your personal and work life.
 - Go out and help someone.

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1.7 Building Your Career Readiness

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

SUMMARY

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

POWERPOINT SLIDES:

Building Your Career Readiness (Figure 1.3)

A Model of Career Readiness (Figure 1.5)

Developing Career Readiness

Career Corner: Managing Your Career Readiness

A Process for Developing Career Readiness

Section 1.7 Key Concepts

- **Career readiness** represents the extent to which you possess the knowledge, skills, and attributes desired by employers.
- Figure 1.3 describes how employers and college graduates disagree about levels of career readiness (known as the skills gap).
- The three largest gaps were in leadership, professionalism, and communication, skills that are very important to employers.

A MODEL OF CAREER READINESS

- Being career ready starts with **core competencies**—a set of competencies that are vital across jobs, occupations, and industries. Core competencies include critical thinking/problem solving, communication, teamwork, among other competencies included at the center of Figure 1.4.
- Four additional competencies for career readiness include:
 - **Knowledge** consists of skills in the knowledge category, generally referred to as “hard skills,” encompass the basic knowledge employers expect you to possess.
 - Types of knowledge desired by employers include task-based/functional abilities, computational thinking, understanding the business, and new media literacy.
 - **Soft skills** are defined as interpersonal or “people” skills needed for success at all levels.

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- Soft skills include decision making, social intelligence, networking, and emotional intelligence.
- **Attitudes** are defined as a learned predisposition toward a given object.
 - Attitudes include ownership/accepting responsibility, self-motivation, proactive learning orientation, showing commitment, positive approach, and career management.
 - A **proactive learning orientation** is the desire to learn and improve your knowledge, soft skills, and other characteristics in pursuit of personal development.
- **Other characteristics** contain a host of personal characteristics that help you to succeed and to effectively adapt to personal and work-related changes.
 - Other characteristics include resilience, personal adaptability, self-awareness, service/others orientation, openness to change, and generalized self-efficacy.
 - **Resilience** is the ability to bounce back from adversity and to sustain yourself when faced with a challenge.

DEVELOPING CAREER READINESS

There are six categories to development of career readiness:

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

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1.8 Career Corner: Managing Your Career Readiness

LO 1-8 Describe the process for managing your career readiness.

SUMMARY

Three keys to success to help you apply what you learn to building your career readiness include the following:

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

POWERPOINT SLIDES:

A Process for Developing Career Readiness (Figure 1.5)

Make It a Habit

EXECUTIVE INTERVIEW SERIES (WATCH TIME: ~6 MIN)

In this Executive Career Corner, Angelo Kinicki (Arizona State University) and Denise Breaux Soignet (University of Arkansas), the authors of the text used in this course, *Management: A Practical Introduction*, explain the concept of career readiness and introduce the Executive Interview Series. Kinicki and Breaux Soignet also explain the Career Readiness Model and how the model can assist students in developing strong career competencies. Breaux Soignet also explains how the Executive Interview Series can be used to inspire and guide efforts for improving career readiness.

A PROCESS FOR DEVELOPING CAREER READINESS

- Figure 1.5 illustrates a process guide for managing career readiness.
 - Examine the list of career readiness competencies in Table 1.3 and pick a few that impact your current performance at school, work, or other activities. You then need to assess your skill level for these competencies. (*Instructor note: The Navigation Hub (Table 1.1 in this document) includes the Connect® Asset Matrix that provides a list of self-assessments provided in the text. Section four of this document provides discussion questions associated with the self-assessment exercises.*)
 - Consider how you can use the material covered in a chapter to develop your targeted competencies.

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- Experiment with small steps aimed at developing your targeted KSAOs.
 - Evaluate what happened during your small-step experiments.
- *Willingness* is at the center of developing career readiness.

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SECTION 3 CLASSROOM PLANNING: CONNECT® ASSET MATRIX (CAM) AND LESSON PLANS FOR INDIVIDUAL LEARNING OBJECTIVES

Introduction

The purpose of the lesson plans is to provide instructors an opportunity to incorporate active learning into their classes without having to devote an extraordinary amount of time developing lesson plans of their own. They have also been formatted to assist instructors in better understanding the ideal time to utilize different activities.

Each learning objective begins with a Connect® Asset Matrix (CAM)—all of the activities in Connect®—you can use to engage students in the chapter content, reinforce their learning, and activate their critical-thinking and problem-solving skills. We organized the activities in the CAM from the lowest level of Bloom’s taxonomy (1: Remember) to the highest level (6: Create). We also assigned each activity to a major topic (see the [Navigation Hub](#)) that we think it best reinforces.

The CAM also contains supplementary material noted in the TRM with corresponding links to videos and articles not found in Connect®. **All of the Connect® activities and supplementary material noted in the lesson plans are highlighted in yellow.** These activities are only a sampling of author-recommended activities provided as guidance for instructors who want to incorporate higher levels of learning in their in-person or online courses. If you prefer to use a non-highlighted Connect® activity, you can easily substitute it in the lesson plan by selecting it in Connect®. Many of these activities have supplemental instructions in this TRM. You can view these instructions by clicking on any activity that has a link.

Each learning objective (LO) features lesson plans for both in-person and online classes. The lesson plans provide author-recommended activities for use before class, during class, and after class. The activities recommended in the LO lesson plans are intended to help students understand core concepts and apply them to specific scenarios. They also set the stage for students to build their career readiness core competencies as they analyze and evaluate an Application-Based Activity or Management in Action, Legal/Ethical Challenge, and Manager’s Hot Seat cases described in the teaching notes at the end of the TRM.

If you’re looking for a more general chapter-level lesson plan, navigate to [Section 6](#) for our recommendation. Section 6 contains a sample configuration of chapter activities to reinforce your overall lesson plan.

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

Kinicki, Breaux Soignet, & Hartnell MANAGEMENT: A Practical Introduction 2024 Release Connect[®] Asset Matrix (CAM)				
Assignment Type	Title	Major Topic	LO	Bloom's
Matching	The Rewards of Studying Management	The Rewards of Studying and Practicing Management	1-1	3: Apply
Self-Assessment	Self-Assessment 1.1: How Strong Is My Motivation to Lead?	Career Corner: Process for Developing Career Readiness	1-1	3: Apply
Video Case	Fair Oaks Farms	Seven Challenges to Being an Effective Manager	1-1	3: Apply

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In-person

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

Before Class

- *Matching: The Rewards of Studying Management*
 - Purpose: To have students think about why they should study management.
 - Time: 10 minutes
 - Instructions: This exercise can be assigned through Connect®. Once the students have completed this exercise, you may want to use it as a discussion starter. You can talk to your students about what they took away from the exercise and why is it that they are studying management.
- *Self-Assessment 1.1: How Strong Is My Motivation to Lead?* ([click here for activity](#))
 - Purpose: This self-assessment is intended to help students reflect on whether they have a strong internal motivation to lead other people. Because one of the four major elements of a manager's responsibilities is to be a leader (along with planning, organizing, and controlling), it makes sense that one would be a better manager if one had a strong motivation to lead.
 - Time: 10 minutes
 - Instructions: Self-Assessments can be assigned to students through Connect®.

During Class

- *Opening Video: Fair Oaks Farms*
 - Purpose: To provide students with an example of exceptional leadership that impacts not only their organization but their industry as well.
 - Time: 15 minutes (Video: 4:58 minutes, Optional Discussion: 10 minutes).
 - Video Summary: Fair Oaks Farms is trying to change the face of the dairy industry. The video explores how this organization has opened its farm to the public and adopted environmentally friendly practices in an attempt to change the reputation of dairy farming.
 - Instructions: Have students watch the Fair Oaks Farms video provided under *Instructor Resources* in Connect®. You can put students into small groups and ask them to address the following:
 - In what ways are the owners of Fair Oaks Farms good leaders?

- ◇ Response: They are industry leaders in trying to improve the reputation of dairy farming. They use sustainable methods of farming to maintain the health of the animals. They understand that their employees are important for their success. They are transparent with employees and stakeholders.
 - How do the members of the company’s leadership engage with their team at Fair Oaks Farms?
 - ◇ Response: They live their visions and have meetings with employees on a regular basis to communicate and receive feedback.
 - What are two of the ways Fair Oaks Farms is trying to limit their impact on the environment?
 - ◇ Response: They have sustainable practices and use manure to fuel the farm.
- *Discussion Starter: Why should we study management?*
 - Purpose: To have students think about the things that managers do and the benefits of being an exceptional manager.
 - Time: 10 minutes
 - Instructions: Using a pair-and-share format, put students into small groups and ask them to address the following questions:
 - Why should we study management?
 - Why is it important for organizations to have exceptional managers?
- *Brief Lecture: The Art of Management*
 - Purpose: To introduce the concept of management and to demonstrate that studying management can make you more effective at it.
 - Time: 10 minutes
 - Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by lecturing for around 10 minutes, doing the below activity, then returning to the lecture.
- *Self-Assessment 1.1 Reviewed: How Strong Is My Motivation to Lead?* ([click here for activity](#))
 - Purpose: Self-Assessment 1.1 review is intended to help students reflect on whether they have a strong internal motivation to lead other people or not and to discuss why this motivation is important.
 - Time: 10 minutes

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- Instructions: Have students complete Self-Assessment 1.1 before coming to class. Once in class, you can discuss the following with them. Because one of the four major elements of a manager's responsibilities is to be a leader (along with planning, organizing, and controlling), it makes sense that one would be a better manager if they had a strong motivation to lead.
 - Do you agree or disagree that you need to be a good leader to be a good manager?
 - Have you ever had a manager that was not a good leader?
 - How did that impede their ability to manage you?
- *Closing: Summary*
 - Purpose: To recap the main lessons from lecture.
 - Time: 5 minutes
 - Instructions: Discuss the value of being an exceptional manager and why organizations value effective management.

After Class

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

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Online

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

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

Sample Online Module Set-up

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

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

Component Details

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

- *Module Overview:* This should be a short 1- to 3-minute video or a short paragraph that introduces the topic and what students are required to complete for the module.
- *Opening Video: Fair Oaks Farms*
 - Purpose: To provide students with an example of exceptional leadership that impacts not only their own organization, but the industry as well.
 - Time: 15 minutes (Video: 4:58 minutes, Optional Discussion: 10 minutes).
 - Video Summary: Fair Oaks Farms is trying to change the face of the dairy industry. The video explores how this organization has opened its farm to the public and adopted environmentally friendly practices in an attempt to change the reputation of dairy farming.
 - Instructions: Using an assignment format, have students watch the Fair Oaks Farms video provided under *Instructor Resources* in Connect®. You can put students into small groups and ask them to address the following:

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

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the responses of other students.

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

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- Sample instructions: After completing Self-Assessment 1.1: How Strong Is My Motivation to Lead?, please read the following questions and post your responses in the space provided:
 - ◇ Do you agree with the results of the assessment? If not, why do you disagree?
 - ◇ If you agree, describe a time when you were either in a leadership position or asked to be in a leadership position.
 - ◇ In this leadership position, how did you reflect what the assessment found (how are you a good leader or how do you avoid leading)?

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CAM 1-2: List the Four Principal Functions of a Manager

Kinicki, Breaux Soignet, & Hartnell MANAGEMENT: A Practical Introduction 2024 Release Connect® Asset Matrix (CAM)				
Assignment Type	Title	Major Topic	LO	Bloom's
Multiple Choice	The Four Principal Functions of Management	Four Principal Functions of Management	1-2	2: Understand
<u>Other Materials</u>				
Supplementary Article	The Role of the Successful Manager in Four Simple Functions	Four Principal Functions of Management	1-2	3: Apply

New Material

iSeeIt!: The Four Principal Management Functions

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In-person

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

Before Class

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

During Class

- *Discussion Starter:* What function of management do you most enjoy?
 - Purpose: To have the students understand the functions of management as it relates to their skills and abilities.
 - Time: 15 minutes
 - Instructions: Using dyads, have students discuss the following with their classmates:
 - Which of the four functions of management have you experienced the most?
 - Which one do you most enjoy? Why? Provide specific examples of why you enjoy your chosen function of management.
 - Give students 3 to 5 minutes to discuss and let them know that you may call on them to share their responses when you return to one group. Once you have everyone in one group again, ask 3 to 4 groups to share what management functions they most enjoy and explain why.
- *Brief Lecture:* Four Functions of Management
 - Purpose: To introduce the four functions of management and provide examples from different industries of each function. You may want to tie each of the functions into the chapters you will cover later in the course.
 - Time: 10 minutes
 - Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by lecturing for around 10 minutes, doing the below activity, then returning to lecture.

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

After Class

- *Supplementary Article:* “The Role of the Successful Manager in Four Simple Functions”
 - Purpose: To introduce students to the four functions of management from the perspective of industry.
 - Time: 15 minutes (5 minutes to read the article; 10 minutes to answer the questions)
 - Summary: Discusses the tasks of a manager and narrows it down to the four functions of planning, organizing, leading, and controlling.
 - Instructions: Have students read the *Forbes* article “The Role of the Successful Manager in Four Simple Functions” ([HERE](#)), and answer the following questions pertaining to the articles in an assignment format:

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- What are the four functions of management?
 - ◇ Response: Planning, organizing, leading, and controlling.
- Can you provide an example of each from your own work experience or your experience as a volunteer?

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Online

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

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

Sample Online Module Set-up

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

- *At the beginning of the module, you may want to send an email summary to the students to highlight the main points of the module as well as a list of deliverable items.*
- *Module Overview: Include an overview of the chapter as well as a list of deliverable items.*
- *Brief Lecture (includes lecture and overall summary) on Four Functions of Management*
- *Multiple Choice: The Four Principal Functions of Management*
- *Discussion Board: What Function of Management Do You Most Enjoy?*
- *Written Assignment: What Do the Functions of Management Involve?*
- *Supplementary Article: The Role of the Successful Manager in Four Simple Functions*

Component Details

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

- *Module Overview:* This should be a short 1- to 3-minute video or a short paragraph that introduces the topic and what students are required to complete for the module.
- *Brief Lecture: Four Functions of Management*
 - Purpose: To introduce the four functions of management and provide examples from different industries of each function. You may want to tie each of the functions into the chapters you will cover later in the course.
 - Time: 10 minutes
 - Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by providing multiple short lecture videos but none should be more than 10 minutes in length. The video should also include a summary at the end to highlight the main points of the lecture.

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- *Multiple Choice: The Four Principal Functions of Management*
 - Purpose: To have students improve their understanding of the four functions of management.
 - Time: 10 minutes
 - Instructions: This exercise can be assigned through Connect®.
- *Discussion Board: What function of management do you most enjoy?*
 - Purpose: To have the students understand the functions of management as it relates to their own skills and abilities.
 - Time: 15 minutes
 - Instructions: This will be equivalent to an in-class exercise and should have a low-grade value attached to it. In this format, you will have the student respond to the following questions. Students should be required to submit their answers before they can see the responses of others in the class.
 - Sample Instruction: Please read the following questions and post your response in the space provided below.
 - ◇ Which of the four functions of management have you had the most experience with?
 - ◇ Which one do you most enjoy? Why? Provide specific examples.
- *Written Assignment: What do the functions of management involve?*
 - Purpose: To have students think about the actual tasks that are required by managers under each of the four functions.
 - Time: 10 minutes
 - Instructions: In an assignment format, have students make a list of 5–10 activities under each of the four functions of management. To help them think about these tasks, you can ask them to consider positions and/or supervisors that they have had in the past. Once they have completed their list, ask them to respond to the following:
 - Did the number of tasks performed by managers surprise you? Why or why not?
- *Supplementary Article: “The Role of the Successful Manager in Four Simple Functions”*
 - Purpose: To introduce students to the four functions of management from the perspective of industry.
 - Time: 15 minutes (5 minutes to read the article; 10 minutes to answer the question)

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- Summary: Discusses the tasks of a manager and narrows it down to the four functions of planning, organizing, leading, and controlling.
- Instructions: Have students read the article [HERE](#) and answer the following questions pertaining to the article in an assignment format:
 - What are the four functions of management?
 - ◇ Response: Planning, organizing, leading, and controlling.
 - Can you provide an example of each from your own work experience or your experience as a volunteer?

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

Kinicki, Breaux Soignet, & Hartnell MANAGEMENT: A Practical Introduction 2024 Release Connect® Asset Matrix (CAM)				
Assignment Type	Title	Major Topic	LO	Bloom's
Multiple Choice	The Levels of Management	Four Levels of Management	1-3	2: Understand
<u>Other Materials</u>				
Supplementary Video	Levels and Types of Management	Four Levels of Management	1-3	3: Apply
Supplementary Article	Stop Wasting Your Most Precious Resources: Middle Managers	Four Levels of Management	1-3	3: Apply

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In-person

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

Before Class

- *Multiple Choice: The Levels of Management*
 - Purpose: To have students improve their understanding of the different levels of management.
 - Time: 10 minutes
 - Instructions: This exercise can be assigned through Connect®.

During Class

- *Discussion Starter: Functional versus general managers.*
 - Purpose: To have student think about different types of managers that are in an organization.
 - Time: 15 minutes
 - Instructions: Using a pair-and-share format, you can put students into small groups to consider the following question. Be sure to let students know that you will be asking groups to share their responses. Once they have completed their examples, you can have students come together as one group and have 3–4 groups share their examples.
 - What is the difference between a functional manager versus a general manager? Provide three examples of each.
- *Opening Video: Levels and Types of Management*
 - Purpose: Introduce students to different levels of management.
 - Time: 3:32 minutes
 - Summary: The speaker takes students through the pyramid of levels of management and identifies types of management (project, function, and general management) that would be related to each level of the organization.
 - Instructions: Have students watch the video *Levels and Types of Management* ([HERE](#)) as an introduction and primer for your lecture.
- *Brief Lecture: Levels and Areas of Management*
 - Purpose: To discuss the traditional pyramid of management areas and levels, as well as the different types of managers and organizations.

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- Time: 10 minutes

- PowerPoint slides are provided under *Instructor Resources* in Connect[®]. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by lecturing for around 10 minutes, doing the below activity, then returning to lecture.
- *Problem-Solving Application: Levels and Areas of Management*
 - Purpose: To have the students see the applications of the concept in a workplace.
 - Time: 30 minutes
 - Instructions: Put students into the dyads and first ask them to read the following problem scenario and then respond to the question that follows.

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

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

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

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

- *Closing: Summary*
 - Purpose: To recap the main points from the lecture.
 - Time: 5 minutes
 - Instructions: Summarize the process theories discussed during the class. You may also

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want to highlight any other main points that may have surfaced from the discussions.

After Class

- *Supplementary Article*: “Stop Wasting Your Most Precious Resource: Middle Managers”
 - Purpose: To have students consider the role of managers within an organization.
 - Time: 15 minutes
 - Summary: The article discusses the role of the middle manager and his or her role in maintaining the success of an organization.
 - Instruction: Have students read the McKinsey & Company article “Stop Wasting Your Most Precious Resource: Middle Managers” ([HERE](#)) and complete the following in an assignment format.
 - Provide a summary of the article.
 - Do you agree or disagree with the author?

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Online

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

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

Sample Online Module Set-up

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

- *At the beginning of the module, you may want to send an email summary to the students to highlight the main points of the module as well as a list of deliverable items.*
- *Module Overview: Include an overview of the chapter as well as a list of deliverable items.*
- *Opening Video: Levels and Types of Management*
- *Brief Lecture (includes lecture and overall summary) on the Levels and Areas of Management*
- *Multiple Choice: The Levels of Management*
- *Discussion Board: Functional versus General Managers*
- *Problem-Solving Application: Levels and Areas of Management*
- *Supplementary Article: Stop Wasting Your Most Precious Resources—Middle Managers*

Component Details

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

- *Module Overview:* This should be a short 1- to 3-minute video or a short paragraph that introduces the topic and what students are required to complete for the module.
- *Opening Video: Levels and Types of Management*
 - Purpose: Introduce students to different levels of management.
 - Time: 3:32 minutes
 - Summary: The speaker takes students through the pyramid of levels of management and identifies types of management (project, function, and general management) that would be related to each level of the organization.
 - Instructions: Have students watch the video *Levels and Types of Management* ([HERE](#)) as an introduction and primer for your lecture.
- *Brief Lecture: Levels and Areas of Management*

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

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- Sample Instruction: Please read the following situation and answer the questions provided below. There is to be one submission for the entire group

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

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

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

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

- *Supplementary Article: “Stop Wasting Your Most Precious Resource: Middle Managers”*
 - Purpose: To have students consider the role of managers within an organization.
 - Time: 15 minutes
 - Summary: The article discusses the role of the middle manager and their role in maintaining good communication and overall effectiveness in the organization.
 - Instruction: Have students read the McKinsey & Company article “Stop Wasting Your Most Precious Resource: Middle Managers” ([HERE](#)) and complete the following in an assignment format.
 - Provide a summary of the article.
 - Do you agree or disagree with the author?

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

Kinicki, Breaux Soignet, & Hartnell MANAGEMENT: A Practical Introduction 2024 Release Connect® Asset Matrix (CAM)				
Assignment Type	Title	Major Topic	LO	Bloom's
Matching	Managerial Roles	Three Types of Managerial Roles	1-4	1: Remember
<u>Other Materials</u>				
Supplementary Article	Mintzberg's Management Roles	Three Types of Managerial Roles	1-4	2: Understand

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In-person

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

Before Class

- *Matching: Managerial Roles*
 - Purpose: The goal of this exercise is to familiarize students with the work of Henry Mintzberg.
 - Time: 10 minutes
 - Instructions: This exercise can be assigned through Connect®.

During Class

- *Opening Article: Mintzberg's Management Roles*
 - Purpose: To highlight the relevance of Mintzberg's work and the important roles that manager plays in an organization.
 - Time: 18 minutes (8 minutes to read, 10 minutes for discussion)
 - Summary: Mintzberg's ideas of leadership and management roles are discussed.
 - Instruction: Have the students read the Mindtools article "Mintzberg's Management Roles" ([HERE](#)). Ask the students to prepare their answers to the following question for classroom discussion:
 - How do you view the roles of management?
- *Brief Lecture: Henry Mintzberg's Findings and Roles of Managers*
 - Purpose: To explain some of the key findings of Mintzberg's work and elaborate on the three roles of managers: interpersonal, informational, and decisional.
 - Time: 10 minutes
 - Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can "chunk" the material by lecturing for around 10 minutes, doing the below activity, then returning to lecture.
- *Exercise: The Roles We Like and Dislike*
 - Purpose: To have students identify from their own experience the different roles of managers in the workplace.
 - Time: 20 minutes

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- Instructions: Put students into small groups. Ask students to share their experiences with previous managers and supervisors. Among the group, make a list of four things they liked that their manager did and four things they did not like that their managers did (eight for the entire group).

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

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

After Class

- *Written Assignment: The Types of Managerial Roles*
 - Purpose: To reinforce the material covered in class.
 - Time: 15 minutes
 - Instructions: Have students identify which managerial roles play to their strengths and which managerial roles need further development. Then have students submit answers to the following questions:
 - ◇ Summarize your assessment of your ability to fulfill the three types of managerial roles. Where are you the strongest? Where are you the weakest?
 - ◇ How does knowing your strengths and weaknesses help you prepare to better perform the four managerial functions?

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Online

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

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

Sample Online Module Set-up

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

- *At the beginning of the module, you may want to send an email summary to the students to highlight the main points of the module as well as a list of deliverable items.*
- *Module Overview: Include an overview of the chapter as well as a list of deliverable items.*
- *Brief Lecture (includes lecture and closing sections) on Henry Mintzberg's Findings and Roles of Managers*
- *Matching: Managerial Roles*
- *Group Exercise: The Roles We Like and Dislike*
- *Supplementary Article: Mintzberg's Management Roles*
- *Written Assignment: The Types of Managerial Roles*

Component Details

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

- *Module Overview:* This should be a short 1- to 3-minute video or a short paragraph that introduces the topic and what students are required to complete for the module.
- *Brief Lecture: Henry Mintzberg's Findings and Roles of Managers*
 - Purpose: To explain some of the key findings of Mintzberg's work and elaborate on the three roles of managers: interpersonal, informational, and decisional.
 - Time: 10 minutes
 - Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by providing multiple short lecture videos but none should be more than 10 minutes in length. The video should also include a summary at the end to highlight the main points of the lecture.

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- *Matching: Managerial Roles*
 - Purpose: To reinforce the material covered in class.
 - Time: 15 minutes
 - Instructions: This matching exercise can be assigned through Connect®.
- *Group Exercise: The Roles We Like and Dislike*
 - Purpose: To have students identify from their own experience the different roles of managers in the workplace.
 - Time: 20 minutes
 - Instructions: Divide students into groups of 4–5 using the group feature of your LMS. Each group would have a shared space and they can develop their response to the questions provided in an assignment format. Ask students to share their experiences with previous managers and supervisors. Among the group, make a list of 6 things they liked that their manager did and 6 things they did not like that their managers did (12 for the entire group). Once they have a list of 12 things from their collective experience with managers, have them identify what type of roles each of the 12 were.
 - Sample Instructions: Share your experiences with previous managers and supervisors. Among the group, make a list of 6 things you liked that your managers did and 6 things you did not like that their managers did (12 for the entire group). Once you have a list of 12 things from your collective experience with managers, identify what type of roles each of the 12 are. Do you see any similarities between the ones you liked versus the ones you did not like? There is to be one submission for the entire group.
- *Supplementary Article: “Mintzberg’s Management Roles”*
 - Purpose: To highlight the relevance of Mintzberg’s work and the important roles that manager plays in an organization.
 - Time: 30 minutes
 - Article Summary: Mintzberg’s ideas of leadership and management roles are discussed.
 - Instruction: Using the assignment feature on your LMS, have the students read the Mindtools article “Mintzberg’s Management Roles” ([HERE](#)). and then prepare their answers to the questions provided in an assignment format.
 - Sample Instructions: Please read the following article [HERE](#) and prepare your answers to the following:

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◇ How do you view the roles of management?

- *Written Assignment: The Types of Managerial Roles*
 - Purpose: To reinforce the material covered in class.
 - Time: 15 minutes
 - Instructions: Have students identify which managerial roles play to their strengths and which managerial roles need further development. Then have students submit answers to the following questions:
 - Summarize your assessment of your ability to fulfill the three types of managerial roles. Where are you the strongest? Where are you the weakest?
 - How does knowing your strengths and weaknesses help you prepare to better perform the four managerial functions?

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

Kinicki, Breaux Soignet, & Hartnell MANAGEMENT: A Practical Introduction 2024 Release Connect[®] Asset Matrix (CAM)				
Assignment Type	Title	Major Topic	LO	Bloom's
Multiple Choice	Managerial Skills	Three Skills Exceptional Managers Need	1-5	3: Apply
Application-Based Activity	The Management Game: Functions, Skills, Levels, and Roles	Three Skills Exceptional Managers Need	1-5	4: Analyze
<u>Other Materials</u>				
Supplementary Video	What Are Conceptual Skills?	Three Skills Exceptional Managers Need	1-5	3: Apply

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In-person

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

Before Class

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

During Class

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

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- Instructions: Using a pair-and-share format, put students into the same small groups. You can first ask them to read the following problem scenario and then respond to the questions that follow.

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

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

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

After Class

- *Application-Based Activity: Functions, Skills, Levels and Roles*
 - Purpose: To reinforce the concepts covered in the class.
 - Time: 15 minutes
 - Instructions: Have students complete The Management Game: Functions, Skills, Levels and Roles Application-Based Activity on Connect®.
 - Note: This is a role-play exercise. Students play the role of a summer intern and answer questions pertaining to managerial functions, levels, skills, and roles.

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Online

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

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

Sample Online Module Set-up

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

- *At the beginning of the module, you may want to send an email summary to the students to highlight the main points of the module as well as a list of deliverable items.*
- *Module Overview: Include an overview of the chapter as well as a list of deliverable items.*
- *Brief Lecture (includes lecture and overall summary) on Management Skills*
- *Supplementary Article: Top Conceptual Skills Employers Value with Examples.*
- *Problem-Solving Application: What management skills are missing?*
- *Multiple Choice: Managerial Skills*
- *Application-Based Activity: The Management Game: Functions, Skills, Levels and Roles*

Component Details

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

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

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the current workplace.

- Time: 15 minutes
- Summary: The article covers what is meant by conceptual skills, as well as areas such as analysis, communication, critical thinking, leadership, and problem solving.
- Instructions: You can have the students watch the video from The Balance *What Are Conceptual Skills?* ([HERE](#)). You can have a group discussion about the video, discussing what skills they have used in the workplace, and how they can develop these skills throughout this course.
- *Problem-Solving Application: What management skills are missing?*
 - Purpose: To have students identify skills required by a manager in a workplace setting.
 - Time: 20 minutes
 - Instructions: Using an essay quiz or assignment format have students read the following problem scenario and then respond to the questions that follow.
 - Sample Instructions: Please read the following scenario and provide your response to the questions in the space provided.

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

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

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

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- Instructions: Have students take a multiple-choice quiz on Connect®.

- *Application-Based Activity: Functions, Skills, Levels and Roles*
 - Purpose: To reinforce the concepts covered in the class.
 - Time: 15 minutes
 - Instructions: Have students complete The Management Game: Functions, Skills, Levels and Roles Application-Based Activity on Connect®.
 - Note: This is a role-play exercise. Students play the role of a summer intern and answer questions pertaining to managerial functions, levels, skills, and roles.

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

Kinicki, Breaux Soignet, & Hartnell MANAGEMENT: A Practical Introduction 2024 Release Connect® Asset Matrix (CAM)				
Assignment Type	Title	Major Topic	LO	Bloom's
Matching	Seven Challenges to Being an Effective Manager	Seven Challenges to Being an Effective Manager	1-6	3: Apply
Application-Based Activity	Managerial Challenges: How to Overcome Contemporary Problems	Seven Challenges to Being an Effective Manager	1-6	4: Analyze
<u>Other Materials</u>				
Supplementary Article	<u>Industry Leaders Discuss 14 Factors of Globalization in Business</u>	Seven Challenges to Being an Effective Manager	1-6	3: Apply
Supplementary Video	<u>What It Takes To Be Racially Literate</u>	Seven Challenges to Being an Effective Manager	1-6	3: Apply

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In-person

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

Before Class

- *Matching: Seven Challenges to Being an Effective Manager*
 - Purpose: To introduce students to seven challenges to being an effective manager.
 - Time: 10 minutes
 - Instructions: This exercise can be assigned through Connect®. You can ask students to prepare one takeaway from the exercise and have 3 or 4 students share their takeaway at the beginning of the following class.
- *Read and Prepare: Industry leaders discuss 14 factors of globalization in business.*
 - Purpose: To have students begin to think about one of the challenges facing managers.
 - Time: 16 minutes (8 minutes to read, 8 minutes to prepare answers)
 - Summary: The article discusses advice from *Fast Company* executive board members on managing globalization.
 - Instructions: Have your students read the *Fast Company* article “Industry Leaders Discuss 14 Factors of Globalization in Business” ([HERE](#)). Ask them to prepare to answer the following questions in class:
 - How do you define globalization?
 - Of the 14 pieces of advice provided, which do you feel is most relevant for universities to consider? You could also ask them which is most relevant to the industry they want to pursue after graduation.

During Class

- *Opening Video: What It Takes To Be Racially Literate.*
 - Purpose: To provide students a perspective on racial issues from the perspective of Americans from 50 different states.
 - Time: 27 minutes (12-minute video)
 - Summary: Priya Vulchi and Winona Guo use personal stories that they have collected from individuals in all 50 states combined with statistics to identify gaps in our racial literacy. They provide suggestions on how we can overcome those gaps.
 - Instructions: Have students watch the TED video *What It Takes To Be Racially Literate*

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([HERE](#)). Put students into small groups and ask them to address the following question.

You can give them 5 minutes to discuss the question and then return them to one group to discuss. Have 3–4 groups discuss their response to the question.

- How can we help improve our racial literacy?
- *Brief Lecture: Seven Challenges Faced by Managers*
 - Purpose: To introduce the topics of competitive advantage, information technology, diversity, globalization, ethics, sustainability, and happiness in the workplace.
 - Time: 10 minutes
 - Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by lecturing for around 10 minutes, doing one of the below activities, then return to another lecture.
- *Discussion Starter: Can globalization offer a world of opportunities to investors? Continued.*
 - Purpose: To review the article assigned before class. It is a means of discussing globalization, which is one of the challenges facing managers.
 - Time: 10 minutes
 - Instructions: Using the format pair and share, put students into small groups and ask them to share their answers to the questions provided in the before-class assignment. Using what each student had prepared, have the small group develop one answer for the group. You can give them 5 minutes to discuss the question and then return them to one group to discuss. Have 3–4 groups discuss their response to the question.
- *Closing: Summary*
 - Purpose: To recap the main lessons from the lecture.
 - Time: 5 minutes
 - Instructions: Summarize the challenges that face managers in the current workplace.

After Class

- *Written Assignment: In the News*
 - Purpose: To reinforce the challenges faced by managers in a real-life situation.
 - Time: 20 minutes

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

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Online

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

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

Sample Online Module Set-up

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

- *At the beginning of the module, you may want to send an email summary to the students to highlight the main points of the module as well as a list of deliverable items.*
- *Brief Lecture (includes lecture and overall summary) on Seven Challenges Faced by Managers*
- *Matching: Seven Challenges to Being an Effective Manager*
- *Supplementary Video: What It Takes To Be Racially Literate*
- *Written Assignment: In the News*
- *Discussion Board: Article—Industry Leaders Discuss 14 Factors of Globalization in Business.*

Component Details

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

- *Module Overview:* Module expectations and requirements. This should be a short 1- to 3-minute video that introduces the topic and what the students are required to complete for the module.
- *Brief Lecture: Seven Challenges Faced by Managers*
 - Purpose: To introduce the topics of competitive advantage, information technology, diversity, globalization, ethics, sustainability, and happiness in the workplace.
 - Time: 10 minutes
 - Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by providing multiple short lecture videos but none should be more than 10 minutes in length. The video should also include a summary at the end to highlight the main points of the lecture.
- *Matching: Seven Challenges to Being an Effective Manager*
 - Purpose: To introduce students to seven challenges to being an effective manager.
 - Time: 10 minutes

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- Instructions: This exercise can be assigned through Connect®. You can ask students to prepare one takeaway from the exercise and have 3 or 4 students share their takeaway at the beginning of the following class.
- *Supplementary Video: What It Takes To Be Racially Literate*
 - Purpose: To provide students a perspective on racial issues from the perspective of Americans from 50 different states.
 - Time: 20 minutes (video 12 minutes, quiz 8 minutes)
 - Video Summary: Priya Vulchi and Winona Guo use personal stories that they have collected from individuals in all 50 states combined with statistics to identify gaps in our racial literacy. They provide suggestions on how we can overcome those gaps.
 - Instructions: Using an open-ended quiz format and the video *What It Takes To Be Racially Literate* ([HERE](#)), you can have the students watch the video and answer the following question. This can also be completed in an assignment format.
 - How can we help improve our racial literacy?
- *Written Assignment: In the News*
 - Purpose: To reinforce the challenges faced by managers in a real-life situation.
 - Time: 20 minutes
 - Instructions: Have students choose one of the seven challenges faced by managers. Then have the student identify one story in the news (within the last 30 days) that pertains to that challenge. You can suggest students use news outlets or publications such as *The Wall Street Journal*, *Forbes*, *Fortune*, *Fast Company*, or *Harvard Business Review*. Then have the students submit an article based on what is provided below.
 - Sample Instructions: Please choose one of the seven challenges faced by managers to be the focus of this assignment. Then identify one story in the news (within 30 days) that pertains to the challenge. Then address the following:
 - ◇ What challenge did you choose to use?
 - ◇ Summarize the news story or article in less than 100 words.
 - ◇ Explain how the story relates to the challenge you used.
- *Discussion Board: “Industry Leaders Discuss 14 Factors of Globalization in Business.”*
 - Purpose: To have students begin to think about one of the challenges facing managers.
 - Time: 15 minutes

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- Summary: The article discusses advice from *Fast Company* executive board members on managing globalization.
- Instructions: Have your students read the *Fast Company* article “Industry Leaders Discuss 14 Factors of Globalization in Business” ([HERE](#)). Ask them to prepare answers the questions provided.
 - Sample Instructions: Have your students read the *Fast Company* article “Industry Leaders Discuss 14 Factors of Globalization in Business” ([HERE](#)) and submit your responses to the following questions. (250 words)
 - ◇ How do you define globalization?
 - ◇ Of the 14 pieces of advice provided, which do you feel is most relevant for universities to consider. You could also ask them which is most relevant to the industry they want to pursue after graduation.

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

Kinicki, Breaux Soignet, & Hartnell MANAGEMENT: A Practical Introduction 2024 Release Connect[®] Asset Matrix (CAM)				
Assignment Type	Title	Major Topic	LO	Bloom's
Matching	Competencies Needed for Career Readiness	A Model of Career Readiness	1-7	3: Apply
Matching	Developing Your Career Readiness	Developing Career Readiness	1-7	3: Apply
Video Case	Executive Interview Series: Introduction to Career Readiness	Developing Career Readiness	1-7	3: Apply
Application-Based Activity	Open for Learning: Career Readiness on the Go	Developing Career Readiness	1-7	4: Analyze

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In-person

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

Before Class

- *Watch Executive Interview Series Video: Introduction to Career Readiness*
 - Purpose: To have students understand the concept of career readiness.
 - Time: 25 minutes
 - Instructions: Ask students to come to class prepared to discuss why students and employers are not on the same page when evaluating the extent of students' career readiness.
- *Matching: Competencies Needed for Career Readiness*
 - Purpose: The goal of this exercise is to familiarize students with the components of career readiness competencies.
 - Time: 10 minutes
 - Instructions: This exercise can be assigned through Connect®.

During Class

- *Discussion Starter: Your Current Position's Competencies*
 - Purpose: To encourage students to think about competencies in the context of their own experience.
 - Time: 25 minutes
 - Instructions: Using small groups, have the students choose a position that someone in the group has held. Then have them list out the competencies of that position. You can also assign positions that the students would be familiar with to help ensure variety in the responses. Tell students that one person from their group will present their findings. You can give students about 5 minutes to create the lists and then have them return to one class group to discuss.
- *Brief Lecture: Building Your Career Readiness*
 - Purpose: To discuss career readiness and competencies.
 - Time: 10 minutes

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- Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by lecturing for around 10 minutes, doing the below activity, then returning to lecture.
- *Reflection Exercise: Plan Your Required Competencies*
 - Purpose: Provide students an opportunity for self-reflection.
 - Time: 20 minutes
 - Instructions: You can have students consider their ideal job after graduation. Then have the students develop a list of competencies for that position. Have the students outline their development plan. Ask two or three students to share their lists with the class.
- *Closing: Summary*
 - Purpose: To recap the main lessons from the lecture.
 - Time: 5 minutes
 - Instructions: Discuss the importance of career planning and career readiness.

After Class

- *Matching: Developing Your Career Readiness*
 - Purpose: The goal of this exercise is to familiarize students with how to develop career readiness competencies.
 - Time: 10 minutes
 - Instructions: This exercise can be assigned through Connect®.
- *Application-Based Activity: Open for Learning: Developing Career Readiness*
 - Purpose: To help students understand what actions they can take to improve their career readiness.
 - Time: 15–20 minutes
 - Instructions: Visit Connect® for Chapter 1. Here you can assign students the application-based activity which can be completed and reviewed in class.

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Online

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

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

Sample Online Module Set-up

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

- *At the beginning of the module, you may want to send an email summary to the students to highlight the main points of the module as well as a list of deliverable items.*
- *Module Overview: Include an overview of the chapter as well as a list of deliverable items.*
- *Watch Executive Interview Series Video: Introduction to Career Readiness*
- *Brief Lecture (includes lecture and closing sections) on Building Your Career Readiness*
- *Assignment: Your Current Position's Competencies*
- *Matching: Competencies Needed for Career Readiness*
- *Matching: Developing Your Career Readiness*
- *Reflection Exercise: Plan Your Required Competencies*
- *Application-Based Activity: Open for Learning—Developing Career Readiness*

Component Details

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

- *Module Overview:* Module expectations and requirements. This should be a short 1- to 3-minute video that introduces the topic and what the students are required to complete for the module.
- *Watch Executive Interview Series Video: Introduction to Career Readiness*
 - Purpose: To have students understand the concept of career readiness.
 - Time: 25 minutes
 - Instructions: Ask students to come to class prepared to discuss why students and employers are not on the same page when evaluating the extent of students' career readiness.
- *Brief Lecture: Building Your Career Readiness*
 - Purpose: To discuss career readiness and competencies.

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- Time: 10 minutes
- Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by providing multiple short lecture videos but none should be more than 10 minutes in length. The video should also include a summary at the end to highlight the main points of the lecture.
- *Assignment: Your Current Position’s Competencies*
 - Purpose: To encourage students to think about competencies in the context of their own experience.
 - Time: 20 minutes
 - Instructions: Have students choose a position that someone in the group has held. Then have them list out the competencies of that position. This can be submitted as a written assignment on your LMS.
 - Sample Instructions: Please consider a position that you currently hold or have held in the past. This can be a paid or an unpaid position. Using what you have learned about competencies, make a list of the competencies that you need for that position.
- *Matching: Competencies Needed for Career Readiness*
 - Purpose: The goal of this exercise is to familiarize students with the concepts of competencies.
 - Time: 10 minutes
 - Instructions: This exercise can be assigned through Connect®.
- *Matching: Developing Your Career Readiness*
 - Purpose: To reinforce the discussion covered in the material of this section.
 - Time: 10 minutes
 - Instructions: This exercise can be assigned through Connect®.
- *Reflection Exercise: Plan Your Required Competencies*
 - Purpose: Provide students an opportunity for self-reflection.
 - Time: 20 minutes
 - Instructions: Have students consider their ideal jobs after graduation. Then have the students develop a list of competencies for their chosen positions. This can be submitted

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in an assignment format.

- Sample Instructions: Please consider your ideal job after graduation. Then develop a list of competencies that you would need to be successful in that position.
- *Application-Based Activity: Open for Learning: Developing Career Readiness*
 - Purpose: To help students understand what actions they can take to improve their career readiness.
 - Time: 15–20 minutes
 - Instructions: Visit Connect® for Chapter 1. Here you can assign students the application-based activity that can be completed and reviewed in class.

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CAM 1.8: Describe the process for managing your career readiness.

Kinicki, Breaux Soignet, & Hartnell MANAGEMENT: A Practical Introduction 2024 Release Connect[®] Asset Matrix (CAM)				
Assignment Type	Title	Major Topic	LO	Bloom's
Ranking	Turning Career Readiness into a Habit	Creating Habits	1-8	2: Understand
Multiple Choice	Process for Managing Career Readiness	Process for Developing Career Readiness	1-8	3: Apply
Self-Assessment	Self-Assessment 1.2: To What Extent Do You Accept Responsibility for Your Actions?	Career Corner: Process for Developing Career Readiness	1-8	3: Apply
<u>Other Materials</u>				
Supplementary Video	The Johari Window	Integrative	1-8	3: Apply
Supplementary Video	Why Some of Us Don't Have One True Calling	Process for Developing Career Readiness	1-8	3: Apply

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In-person

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

Before Class

- *Multiple Choice: Process for Managing Career Readiness*
 - Purpose: The goal of this exercise is to emphasize the importance of career readiness.
 - Time: 10 minutes
 - Instructions: This exercise can be assigned through Connect®.

During Class

- *Opening Video: Why Some of Us Don't Have One True Calling*
 - Purpose: To encourage students to consider what they want for their careers.
 - Time: 22 minutes (12 minutes in groups to prepare; 10 minutes of discussion)
 - Instructions: Have students watch the video *Why Some of Us Don't Have a Calling*. ([HERE](#)) and then engage in a discussion about the speaker's point of view on careers. You can ask the following:
 - Do you think you know what you want for a career?
 - Do you think you will find a calling, a career, or some combination of careers?
- *Brief Lecture: Building Your Career Readiness*
 - Purpose: To encourage students to see the importance of career readiness and the importance of planning.
 - Time: 10 minutes
 - Instructions: PowerPoint slides are provided under *Instructor Resources* in Connect®. If you decide to use these slides, you should shorten the lecture to around 10 minutes. As an alternative, you can “chunk” the material by lecturing for around 10 minutes, doing the below activity, then returning to lecture.
- *Supplementary Video: Reflection Exercise: The Johari Window*
 - Purpose: Have students practice self-reflection.
 - Time: 20 minutes
 - Summary: The Johari Window is a technique that allows people to better understand themselves and their relationships to others using a 2 * 2 (known to self and not known to

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self; known to others and not known to others). The Johari was created by the psychologists Joseph Luft and Harrington Ingham.

- Instructions: Provide students with an introduction to the Johari Window ([HERE](#)). Once they have been introduced to the concept, have them complete, in a written assignment format, their own Johari Window. This can be followed by a discussion on how important it is to reflect on what things you do well and where you need to improve.
- *Closing: Summary*
 - Purpose: To recap the main lessons from the lecture.
 - Time: 5 minutes
 - Instructions: Discuss the importance of self-reflection and career planning.

After Class

- *Ranking: Turning Career Readiness into a Habit*
 - Purpose: To reinforce the discussion covered in the material of this section.
 - Time: 10 minutes
 - Instructions: This exercise can be assigned through Connect®.
- *Self-Assessment 1.2: To what extent do you accept responsibility for your actions?*
 - Purpose: This self-assessment is intended to help students reflect on the importance of taking responsibility for your actions.
 - Time: 10 minutes
 - Instructions: Self-Assessments can be assigned to students through Connect®.

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Online

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

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

Sample Online Module Set-up

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

- *At the beginning of the module, you may want to send an e-mail summary to the students to highlight the main points of the module as well as a list of deliverable items.*
- *Module Overview: Include an overview of the chapter as well as a list of deliverable items.*
- *Brief Lecture (includes lecture and closing sections) on Building Your Career Readiness*
- *Supplementary Video: Why Some of Us Don't Have One True Calling*
- *Multiple Choice: Process for Managing Career Readiness*
- *Self-Assessment 1.2: To What Extent Do You Accept Responsibility for Your Actions?*
- *Reflection Exercise / Supplementary Video: The Johari Window*
- *Ranking Activity: Turn Career Readiness into a Habit*

Component Details

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

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

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- Instructions: Have student watch the video [HERE](#) and then ask them to answer the questions below in an assignment format.
 - Sample Instructions: Please watch the video [HERE](#) and then answer the questions below.
 - ◇ Do you think you know what you want for a career?
 - ◇ Do you think you will find a calling, a career, or some combination of careers?
- *Multiple Choice: Process for Managing Career Readiness*
 - Purpose: The goal of this exercise is to emphasize the importance of career readiness.
 - Time: 10 minutes
 - Instructions: This exercise can be assigned through Connect®.
- *Self-Assessment 1.2: To what extent do you accept responsibility for your actions? ([click for activity](#))*
 - Purpose: This self-assessment is intended to help students reflect on the importance of taking responsibility for your actions.
 - Time: 10 minutes
 - Instructions: Self-Assessments can be assigned to students through Connect®.
- *Supplementary Video: Reflection Exercise: The Johari Window*
 - Purpose: Have students practice self-reflection.
 - Time: 20 minutes (5 minutes to introduce Johari Window; 15 minutes for exercise).
 - Summary: The Johari Window is a technique that allows people to better understand themselves and their relationships to others using a 2 * 2 (known to self and not known to self; known to others and not known to others). The Johari was created by the psychologists Joseph Luft and Harrington Ingham.
 - Instructions: Provide students with a video to introduce the Johari Window (Example [HERE](#)). Once they have been introduced to the concept, have them complete one for themselves. After completing the Johari Window, ask students to submit a summary of what they learned about themselves and how they could improve by using this technique. This can be submitted in an assignment format through your LMS.

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- Sample Instructions: Please watch the video [HERE](#). Once you have completed the video, take some time to reflect on your own Johari Window. Speak with friends or family members to help you identify what factors fit into each of the visible quadrants. Please submit a summary of what you have learned from this exercise and how it could help you develop.

Ranking: Turning Career Readiness into a Habit

- Purpose: To reinforce the discussion covered in the material of this section.
- Time: 10 minutes
- Instructions: This exercise can be assigned through Connect[®].

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SECTION 4 TEACHING NOTES FOR MIDDLE-LEVEL LEARNING ACTIVITIES

This section contains teaching notes for activities that reinforce students' middle-level learning and build their core career readiness competencies by applying the principles of active learning to a variety of teaching resources. These resources include the use of general group exercises, self-assessments, and career corner group exercises.

GENERAL GROUP EXERCISE

HOW WELL DO MANAGERS MANAGE THEIR TIME?

OBJECTIVES

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

INTRODUCTION

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

INSTRUCTIONS

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

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

1. Relations with head office: communicating with the top managers.
2. Long-term and strategic planning: the plans that position the company over time.
3. Operational responsibilities for particular ongoing activities: the day-to-day activities of the company.

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4. Co-coordinating function: working with other parts of the company to complete a task or tasks.
5. Standard setting, performance, morale priorities: setting up quality standards and other types of standards, operationalizing performance appraisals, and developing a climate where employees want to work.
6. External relations: working with customers, watching what competitors are doing, dealing with pressure groups, and working with suppliers.

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

- | | |
|-----------------|-----------------|
| 1. ____ percent | 4. ____ percent |
| 2. ____ percent | 5. ____ percent |
| 3. ____ percent | 6. ____ percent |

What areas would you add to his list? Why?

Questions for Discussion

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

Answers

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

- | | |
|---------------|---------------|
| 1. 20 percent | 4. 25 percent |
| 2. 10 percent | 5. 5 percent |
| 3. 35 percent | 6. 5 percent |

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

Tip for online classes:

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

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AI GROUP EXERCISE

GENERAL INSTRUCTIONS

This AI group exercise is organized into three sections: AI education, AI implementation, and AI experimentation. The purpose of each section is to engage students at different levels of Bloom's taxonomy (see Figure 1 in the TRM Orientation Guide):

1. **AI Education:** The purpose is to understand how AI affects key themes in the chapter. This section will include videos, articles, and podcasts that describe AI's impact on chapter themes. AI Education focuses on Remember and Understand (Levels 1–2 of Bloom's taxonomy).
2. **AI Implementation:** The purpose is to analyze how companies and consultants apply AI to management. This section will include articles with specific applications and/or legal/ethical managerial implications associated with AI. AI Implementation focuses on Apply and Analyze (Levels 3–4 of Bloom's taxonomy).
3. **AI Experimentation:** The purpose is to evaluate the quality of AI output (from ChatGPT) and to use generative AI to provide feedback and create additional insights. AI experimentation focuses on Evaluate and Create (Levels 5–6 of Bloom's taxonomy).

Consider these three sections a “choose your own adventure.” You can choose to increase students' exposure to AI with any one of the sections. Alternatively, you can scaffold activities by using education or implementation as a launching point for experimentation. Don't try to do everything, though. Choose the section you find most interesting and that you think will pique your students' interests and imaginations. Remember, these AI group activities are built with flexibility with two goals in mind: (1) for you and your students to have fun learning about and interacting with AI and (2) to discover for yourselves AI's expansive implications for managers.

INTRODUCTION TO AI AND MANAGEMENT

OBJECTIVES

- AI Education: To introduce ChatGPT's capabilities including benefits and potential risks associated with the tool.
- AI Implementation: To understand the basic concepts for using generative AI, including prompt development tips and limitations of the tool.

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- AI Experimentation: To evaluate and critique ChatGPT's evaluation (grade) of a previous assignment based upon the assignment requirements and provided rubric.

INTRODUCTION

The purpose of these exercises is to introduce ChatGPT's capabilities, understand basic concepts for using generative AI, and to determine if ChatGPT could or should be used to grade student submissions.

AI EDUCATION LESSON PLAN (15 MINUTES)

OBJECTIVE

To introduce ChatGPT's capabilities including benefits and potential risks associated with the tool.

INSTRUCTIONS

1. Watch this CNN News video *He Loves Artificial Intelligence. Hear Why He Is Issuing a Warning About ChatGPT* ([HERE](#)). (watch time: ~ 6 min.)
2. Ask the students about their initial thoughts of ChatGPT. Does this seem like a useful or harmful tool?
3. Create a poll or asking by a show of hands how many students currently use ChatGPT or other learning language models (i.e., Bard, Claude, etc.). Ask the students what they are using the LLM's to accomplish. Do they like or dislike the tool?
4. The video mentions school districts banning the use of ChatGPT. Should students be able to use ChatGPT for their assignments? Should instructors be able to use ChatGPT or similar tools to grade/evaluate student assignment submissions?

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AI IMPLEMENTATION LESSON PLAN (20 MINUTES)

OBJECTIVE

To understand the basic concepts for using generative AI, including prompt development tips and limitations of the tool.

INSTRUCTIONS

Break students into teams of 4 or 5 students. For online classes, the instructor may assign this exercise as a group discussion board. Assign the students the following video excerpt to review and answer the questions below.

For an in-person class, the instructor may ask a few of the teams to kick off a class discussion. For online classes, the instructor may ask the students to post their responses to the prompts below and reply to a classmate critiquing their analysis.

Watch [A Non-Techie's 10 Minute Guide to Using GenAI](#) (excerpt watch time: Start to 6 minutes)

1. In the excerpt, Ethan Mollick, a leader of AI research and instruction, suggested a few initial frustrations when people start using AI. He suggested using the system as a very helpful, interactive intern. Have the students consider their upcoming assignments. Which of those assignments could ChatGPT potentially help? For example, they may have an upcoming quiz on Chapter One. Could ChatGPT help them study for the quiz? What would be the advantages and disadvantages to using ChatGPT as a study tool?
2. Mollick suggests using an interactive mindset when using generative AI.
 - a. Set context. (What topic are you wanting to discuss?)
 - b. Give the chatbot a persona. (Who is the chatbot?)
 - c. Apply a prompt. (What problem do you want the chatbot to help resolve?)
 - d. Review the chatbot's response.
 - e. Iterate. (Based on the chatbot's response ask follow-up questions to encourage a more specific response from the chatbot).

Ask the students to consider their response to question one. Using the interactive mindset steps, have the students develop a prompt for the first three steps. For example, an initial prompt might read "I am currently studying for an introductory management course quiz that covers basic management concepts. You are the professor for this course. The quiz

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will cover the four functions of management. Create a sample quiz of five multiple choice questions for me to use as a study tool.”

3. A known risk associated with generative AI is the frequency of hallucinations (minute 2:20). Considering the prompt developed in question number two, what is “hallucination” and what three steps can you take to confirm the accuracy of chatbot responses? Students may respond that they could check the textbook or review additional sources to confirm the accuracy of the chatbot response.
4. Based on the information provided in the video excerpt, how could you use generative AI to increase your personal efficiency and effectiveness on a regular basis. Provide three specific examples and how you think using a generative AI Learning Language Model (LLM) like ChatGPT could be helpful.

AI EXPERIMENTATION PLAN (20 MINUTES)

OBJECTIVE

To evaluate and critique ChatGPT's evaluation (grade) of a previous assignment based upon the assignment requirements and provided rubric.

INSTRUCTIONS

Option One: The instructor can lead the initial Chat GPT inquiry and then use the exercise prompts to allow groups to investigate the chatbot's response.

Option Two: The instructor can divide the class into teams of 4 or 5 students. Each team could complete the ChatGPT inquiry and then use the exercise prompts to investigate the chatbot's response. For online courses, instructors can create teams in a discussion board and ask each team member to complete the exercises below individually and then reply to a classmate critiquing their analysis.

1. Ask the students to locate a written assignment they have completed for a previous course. The student will need to provide the assignment instructions, the assignment rubric (if provided), and their submission.
2. Build a prompt in ChatGPT that includes the following information:
 - a. Assign the chatbot the role of the instructor of the course. Include the course name, assignment question prompts and rubric.
 - b. Ask the chatbot to grade the assignment on an assessment scale based on the rubric.
 - c. Once the chatbot responds understanding the task, copy and paste the assignment into the message bar and ChatGPT will grade the submission.
 - d. Example prompt: "You are a university professor for a 3000-level course titled Fundamentals of Management. You have assigned your students the following assignment and associated rubric. You will review the student submission and grade the submission based upon the rubric."
3. Once ChatGPT provides an assessment/grade on the assignment, ask the student if they believe the chatbot accurately graded their submission. Ask the student what follow up questions they could ask ChatGPT on how to improve their submission.

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4. Ask students their opinion on instructors using ChatGPT to grade assignments. Ask student how they could use ChatGPT to improve on drafts using ChatGPT prior to the due date.

EXAMPLE: CHATGPT 3.5 PROMPT AND RESPONSE (GENERATED APRIL 2024)

Initial Prompt:

You are a university professor for a 3000-level course titled Fundamentals of Management. You have assigned your students the following assignment and associated rubric. You will review the student submission and grade the submission based upon the rubric.

ChatGPT:

Sure, I'm happy to help review the assignment and grade it based on the rubric. Could you please provide me with the assignment prompt and the associated rubric? Once I have that information, we can proceed with reviewing the student submission.

You:

Here are the instructions: Short Paper Instructions Paper #1. For Paper #1, you will analyze your company against two of the three options below. To receive full credit, you need to address each bullet point for each prompt for the two options you choose. Option 1: Ethics Option. What ethical issues has the company faced in the past and how did they address these challenges? Considering these challenges, evaluate the ethical leadership provided by the company's executives (CEO, CFO, board of directors, etc.). Does the organization consider its various stakeholder groups when making decisions? Provide an example. Is the organization transparent about its ethical challenges? Provide an example.

Note: Entire submission was provided to ChatGPT. This example shows an excerpt.

ChatGPT:

Thank you for providing the instructions and the rubric. Now, could you please share the student's submission for Paper #1? Once I have that, I'll review it and assess it based on the provided rubric.

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You:

Here is the specific rubric:

Grammar, spelling, professional writing – 7 points

Option One – Completeness – 7 points

Option One – Comprehension – 7 points

Option One – Clarity – 7 points

Option Two – Completeness – 7 points

Option Two – Comprehension – 7 points

Option Two – Clarity – 7 points

ChatGPT:

Thank you for providing the specific rubric. Now, could you please share the student's submission for Paper #1? Once I have that, I'll review it and assess it based on the provided rubric.

You:

Tyson Foods: Navigating Ethics and Diversity Tyson Foods, a prominent player in the food-processing industry, has faced ethical scrutiny in recent years, particularly in relation to employee treatment during the COVID-19 pandemic. As the House Select Subcommittee on the Coronavirus Crisis notes, "meatpacking companies prioritized profits and production over worker safety, continuing to employ practices that led to crowded facilities in which the virus spread easily." This essay delves into the ethical challenges the company has encountered, evaluates the response of its leadership, examines its consideration of stakeholders, transparency in addressing ethical issues, and explores its commitment to diversity...

Note: Entire submission was provided to ChatGPT. This example shows an excerpt.

ChatGPT:

Thank you for providing the student's submission. Let's assess it based on the provided rubric.

Grammar, Spelling, Professional Writing: The writing in the submission is generally clear and free from major grammatical or spelling errors. However, there are a few minor issues, such as

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missing commas and awkward phrasing. Overall, the writing is professional and effectively communicates the ideas. **Deduction: 7 points.**

Option One—Completeness: The submission adequately covers all the required concepts for Option One. It addresses the ethical challenges faced by Tyson Foods during the COVID-19 pandemic, evaluates the leadership response, discusses stakeholder consideration and transparency, and compares Tyson Foods to its competitors in terms of ethics. **Deduction: 7 points.**

Option One—Comprehension: The student demonstrates a solid understanding of the relevant concepts related to ethics and Tyson Foods' ethical challenges. They effectively analyze the situation and provide thoughtful insights into the company's actions and their implications. **Deduction: 7 points.**

Option One—Clarity: The analysis provided is concise and transparent, with clear explanations of Tyson Foods' ethical challenges and their responses. The writing effectively conveys the student's understanding and analysis of the topic. **Deduction: 7 points.**

Note: Entire submission was provided to ChatGPT. This example shows an excerpt.

Overall, the student's submission demonstrates a solid understanding of the ethical challenges faced by Tyson Foods and effectively evaluates the company's response. With minor improvements in grammar and clarity, the submission could be further enhanced. Therefore, I would assign a total score of 45 out of 50 points.

Instructors should note that ChatGPT used the word deduction, but the total reflects those points as earned, not deductions. Also, ChatGPT noted missing commas and awkward phrasing, but assigned the submission a full grade for the grammar requirement.

SELF-ASSESSMENTS

SELF-ASSESSMENT 1.1

CAREER
READINESS

How Strong Is My Motivation to Lead?

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

STUDENT QUESTIONS

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

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

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

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

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

Student responses will differ.

SUPPLEMENTARY ACTIVITIES

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

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

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

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SELF-ASSESSMENT 1.2

Do I Take Ownership and Responsibility for My Actions?

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

STUDENT QUESTIONS

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

Student responses will vary based on their assessment results.

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

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

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

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

SUPPLEMENTARY ACTIVITIES

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

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

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

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CAREER CORNER GROUP EXERCISE

MANAGING YOUR CAREER READINESS

LEARNING OBJECTIVE

- Students will have an enhanced ability to identify career readiness competencies required for various occupations in business.

INTRODUCTION

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

INSTRUCTIONS

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

1. Start the activity by having the students watch the Executive Interview Series: Introducing the Career Readiness Model. As Angelo Kinicki (Arizona State University) mentions in the series, employers and college graduates disagree about how prepared new graduates are for the workforce. The students often overestimate their career preparedness when compared to how prepared employers believe the students to be. Ask the students to comment on the survey results located in the video (min. 2:35) and Figure 1.3 in the text. Do they agree or disagree with the survey results? For which career competency?
2. Put students in groups of 3 to 4 and have each group select a specific job title or profession they might pursue after graduation. Jobs in business fields such as accounting, sales, marketing, human resources, supply chain, data analytics, computer analyzing, etc. should be used. You may want to form the groups based on their academic majors. This would put like-minded people in the same groups, creating more interest to complete the task. Alternatively, you can select the occupation for each group. We suggest varying the occupations pursued across groups to make the final presentations more interesting.
3. Have students review Figure 1.4 and Table 1.3 in the book so they can recall career readiness-based elements.

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4. Ask each group to research the career readiness-based competencies needed to advance in the profession. Suggested resources for garnering this information are the following sources:
 - The Bureau of Labor Statistics Occupational Outlook Handbook (<https://www.bls.gov/ooh/>) provides occupational profiles that include what professionals do, their type of work environment, how to enter the occupation, pay, and other characteristics of workers within the given occupation.
 - Job search sites like Indeed.com, Monster.com, or Glassdoor.com provide current job descriptions.
5. Ensure that students are researching business-related jobs as that may be more related to what they will pursue in the future. Students should review occupational profiles and job descriptions of more than one listed position to get a more comprehensive idea of the career readiness competencies required in the occupation.
6. Have each group prepare a 5-minute presentation summarizing the career readiness-based elements needed for a job in the profession. Students can use PowerPoint or list the selected job and required career readiness competencies for the selected job.
7. Groups should present to the class. Facilitate a class discussion using the following questions:
 - What unique career readiness competencies are required to be successful in the occupation?
 - Based on your findings, what specific steps can you take to improve your career readiness? Increase your knowledge? Improve your skills?

Tips for online and large in-person classes:

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

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

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SECTION 5 TEACHING NOTES FOR HIGHER-LEVEL LEARNING ACTIVITIES

This section contains teaching notes for activities that engage students' higher-level learning and build their core career readiness competencies by applying the principles of active learning to a variety of teaching resources. These resources include an author-curated Application-Based Activity (ABA), Manager's Hot Seat Video, Management in Action (MIA) case, and a legal/ethical challenge (LEC) case. Refer to the TRM Orientation Guide for information about how to apply the problem-solving method to the ABAs and Hot Seat videos and create enriching and engaging class discussions.

APPLICATION-BASED ACTIVITIES (ABA)

MANAGERIAL CHALLENGES: HOW TO OVERCOME CONTEMPORARY PROBLEMS

CONTEXT

Students will play the role of CEO for AMI Software. AMI Software is facing financial challenges because it can't keep up with competitors in the dynamic software industry. Students are tasked with overcoming these obstacles and turning the company around. The simulation starts with the CEO meeting with some of the company's VPs to discuss strategy.

INSTRUCTIONS

Put students in groups of 3–4 members and explain that they are going to be presented with a problem and then asked to determine corporate strategies aimed at overcoming the problem. Tell students that their role is the CEO of AMI Software.

You will control the simulation for the entire class and lead them through the decision-making process. Begin by starting the simulation on your laptop or classroom computer. This opens a screen containing an activity description and the learning objectives. Have students read this material. Then **select begin** to start the simulation.

You then need to select an avatar for the role being played by your students and a player name (select whatever you want). **Hit continue.** You will be given titles and names for the three people involved in this situation: Sherry (VP of Product Development), Liam (VP of Human Resources), and the narrator. **Hit play.**

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DEFINING THE PROBLEM

You will encounter three messages from others involved in the simulation. The first decision involves a lower-level recall question involving the functions of management. Ask the class as a whole to pick the correct answer, which is planning.

Once you submit the correct answer, you will receive a message from Sherry showing revenue data. This slide contains all the information you need to define the problem. Here again, ask the class to interpret the data. This process should lead to the realization that the problem is declining revenue. Write the problem statement on a whiteboard. **Hit continue.**

FRAMING THE NEW STRATEGY

This is a good point to start some critical thinking and group problem solving. A message from Liam reveals some industry events that are relevant for AMI's strategy. Give the groups 3–5 minutes to analyze and interpret the information. Have groups report out and summarize their conclusions on a whiteboard. Students should mention something about AI, recruiting, innovation (patent for new analytical software), and the control function (electronic means for project management). Don't drive to specific conclusions, just listen and record. **Hit continue.**

You will receive a message from Sherry asking students to determine the focus of the company's new strategy. The simulation was created so that students must determine two foci among the four options given on the screen: They will not know this at this juncture. The simulation is thus set up in a branching fashion for this decision.

There is only one incorrect answer: sustainability. For the remaining three options, regardless of the choice you make, the simulation will take you down a branch and then return to having students identify a second key strategy.

Give your groups 3–5 minutes to pick a recommended strategic thrust. Have groups report out their recommendations and record them on a whiteboard. Select the option with the highest recommendations and follow that branch to the end.

The branching for all three options is designed in the same fashion. The first decision involves a simple recall of a fact, and the simulation loops until you select the correct answer. For the first decision, ask the entire class to come up with an answer. Seek consensus via raising hands and select that option. Continue until the simulation indicates that you have selected the correct answer.

The second part of the branch asks students to think more critically about how to operationalize their decision to the first query. For this query, give your groups 5 minutes to decide. Have the groups report out their recommendations and record them on a whiteboard. Seek consensus via

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discussion and a vote. Select that option and the simulation will work its way to having students selecting a second strategic thrust.

From here, the simulation repeats the structure noted above. The first question is definitional and the second requires critical thinking to decide on a second strategic thrust. The definitional query can be answered with the class as a whole whereas the second one involves group decision making. Again, give groups 5 minutes to make recommendations for the second query and then have them report out. Seek consensus and then follow the branch till the simulation concludes.

You can conclude the simulation with a summary of what was learned. We like to ask students for their key takeaways.

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MANAGER'S HOT SEAT VIDEOS

Management Hits Rough Waters

Context

Rex Communications Ad Agency just put together a new marketing campaign for Festival Cruises. After viewing the branding campaign, different managers have different viewpoints depending on their roles, skills, and levels.

We would like you to analyze the case from the perspective of Direct Marketing Specialist Alonso Jimenez.

Video Stop Time	Stage of Decision Making	Processing Guidelines and Probes
Stop @ 1:14	Define the problem	Rex Communications Ad Agency just put together a new marketing campaign for Festival Cruises. Alonso Jimenez, a Direct Marketing Specialist, is presenting the plan to colleagues. His goal is to get agreement from his colleagues, Ashley Franklin, Sophie Myers, and Werner Scholl on his proposed rebranding promotion for Festival Cruises. After the presentation, Alonso gets conflicting feedback from Ashley and Sophie. This is where the problem becomes apparent. The problem is the gap in opinion about the rebranding proposal among the people at the meeting. Ask students to create a problem statement. Write the final statement on a whiteboard.

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Video Stop Time	Stage of Decision Making	Processing Guidelines and Probes
Stop @ 1:55	Causes of problem	As you begin to investigate causes, write the word causes on a whiteboard and keep track of all that comes up during the rest of your discussion about the video. There is a clear, but subtle cause that has appeared. It involves the levels of management associated with the people at the meeting. Alonso is a direct marketing specialist, Ashley, his boss, is the marketing manager, and both Sophie and Werner are directors. Ask students to consider the different levels of management and how this might impact the problem. A key question to consider is whether Alonso should pay more attention to the most senior leaders (Sophie and Werner) or should he stay more closely aligned with his boss.
Stop @ 2:42	Causes of problem	Sophie dominates the conversation. She thinks Festival needs to be more responsive to customers' concerns. Is she right? Ask students if they think she is pursuing her own functional agenda or whether her comments are relevant to the goal of getting agreement on the rebranding promotion?
Stop @ 4:10	Causes of problem	Werner believes that the promotion lacks diversity, and Alonso feels the diversity in the video matches Festival's customer base. Managing for inclusion and diversity is a key managerial challenge. Ask students if they agree with Werner's perspective and that Alonso is not doing this? If yes, what would they recommend to Alonso?
Stop @ 4:26	Causes of problem	Alonso expresses the need for guidance or structure. He sees different viewpoints from the different functional managers and does not know what to do. Ask students to consider what type of managerial skills are needed for this meeting. You can do this by asking "how and why would the group benefit from technical skills, conceptual skills, or human skills?" You then can move the discussion to consider if roles are a cause of the problem. Based on their understanding of roles and levels of management, ask students to consider what is missing from a managerial point of view at this stage of the meeting. Who should be providing Alonso more guidance?

Video Stop Time	Stage of Decision Making	Processing Guidelines and Probes
Stop @ 6:53	Alternative Solutions	Alonso says that he is happy to make all these adjustments. Is this possible? Should Alonso try to get more clarity from his boss about what to do or just role with the flow of the meeting?
Stop @ 8:09	Solutions	This is a great time to put students in groups and ask them to come up with alternative solutions for solving the problem, which is to get agreement on the rebranding promotion. Tell them to consider the causes previously identified. After eliciting the alternatives from all groups and recording them on a whiteboard, integrate them into a final set of recommendations. Then have students vote on a preferred alternative using a voting procedure described in the TRM Orientation Guide. The video now transitions to Alonso’s perspective on the situation at hand. View it and ask students to evaluate his perspective. Based on his views, do you still think we should follow the previously suggested solution?

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MANAGEMENT IN ACTION CASE

THE DEMISE OF A RETAIL GIANT

PROBLEM-SOLVING PERSPECTIVE

What was the underlying problem in this case from your perspective as a management consultant?

The underlying problem from the perspective of a management consultant was the failure of BB&B's leadership to successfully adapt over time to changing technologies, customer preferences, and business environment.

Based on the facts and data presented in this case, what are some possible root causes of this problem?

Root causes for each CEO include:

- 1. CEOs and founders Eisenberg and Feinstein were focused on frugality and cost-cutting, possibly preventing BB&B from investing in technology that would have helped it compete more effectively in the future.*
- 2. While BB&B grew in size through acquisitions under CEO Temares leadership, it was unable to differentiate itself from a growing number of competitors including Target, Amazon, and Kohl's.*
- 3. CEO Tritton tried to use strategies that were successful at Target to revive BB&B, but his plan was unsuccessful because he failed to realize that BB&B's customers were very different from those that shop at Target.*
- 4. Gove was unable to reconnect with key suppliers, and her solution to keep the doors open at BB&B involved layoffs and closing stores.*

What would you have done differently if you had been a senior executive at BB&B?

Effective implementation of the management process—planning, organizing, leading, and controlling—could have helped BB&B's leadership adapt to changing business and industry conditions. Managers struggled particularly with controlling—monitoring performance, comparing it with goals, and taking corrective action as needed. For example, BB&B's early focus on frugality and cost-savings—while crucial for its early

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survival—made less sense as it became a large, established company. As BB&B's performance declined, CEO Temares waited too long to take corrective action and set new goals. BB&B leaders also failed to organize by arranging tasks, people, and resources to accomplish work. As an example, BB&B should have modernized its supply chain and distribution at its peak when resources were plentiful. Instead, leaders like CEO Tritton waited too long to revamp BB&B's supply chain, and the company was unable to implement new services like "pick-up-in store" and keep shelves stocked.

APPLICATION OF CHAPTER CONTENT

Did BB&B operate from a principle of efficiency or effectiveness? Explain your rationale.

BB&B operated from a principle of efficiency. Efficiency is the means of attaining the organization's goals, and BB&B was able to use its resources wisely and cost-effectively. In fact, frugality was a key value for its founders and became a part of the culture at BB&B.

Which of the eight challenges to being an exceptional manager did each manager face as leaders of the company? How did they handle these challenges?

Warren Eisenberg and Leonard Feinstein—Managing for competitive advantage: the CEOs responded to customers by creating a singular shopping experience; the CEOs focused on frugality, foregoing their own salary for three years to put every financial resource back into the growing business

Steven Temares—Managing for competitive advantage: Temares struggled to keep customers happy and shopping in BB&B stores. New competition gave customers more choices, and BB&B failed to differentiate itself. Managing for technological advances: Temares chose to focus on brick-and-mortar retail stores during a period where e-commerce was on the rise. Managing for ethical standards: Activist shareholders accused co-founders Eisenberg and Feinstein of acting unethically when BB&B purchased companies started by their sons.

Mark Tritton—Managing for competitive advantage: Tritton implemented strategies that had been successful at Target to try and reinvigorate BB&B's slumping sales. These strategies backfired due to BB&B's poor supply chain infrastructure and a lack of understanding of BB&B's core customers.

Managing for technological advances: Tritton tried to modernize BB&B's supply chain and e-commerce capabilities, but it was too little too late. As a result, BB&B was not

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able to respond to the challenge presented by COVID-19 when customers expected buy-online, pick-up-in-store services.

Sue Gove—Managing for competitive advantage: Gove attempted to reverse changes made by Tritton to get back to BB&B's roots. His prior leadership had alienated loyal customers and its former suppliers, and she attempted to rebuild those relationships.

Which management skills do you think were missing from BB&B's leadership over the years? Explain.

BB&B's leadership often were missing conceptual skills – the ability to think analytically. Leaders were often focused on the day-to-day operations of the company, but failed to recognize important trends and changes in the industry. As a result, BB&B was unable to respond to competition and other challenges (like the COVID-19 pandemic).

Which career readiness competencies would have benefited each CEO the most?

Warren Eisenberg and Leonard Feinstein—Openness to Change: The founders created the unique shopping experience of BB&B, and their personalities were imprinted on the company. During their 30+ years, their focus on frugality and saving money at all costs prevented the company from investing in important technology that would have made it easier to compete against future competitors.

Steven Temares—Understanding the Business: Temares was unable to create a niche for BB&B. As a result, BB&B ended up competing against old established competitors (like Walmart) and new emerging competitors (like Amazon). His lack of understanding of the larger organizational puzzle led to a significant decline in BB&B's performance.

Mark Tritton—Understanding the Business: Tritton's solution to BB&B's issues was to treat it just like Target. He did not understand that BB&B's loyal customer base wanted well-known national brands, not unfamiliar private-label brands. He also eliminated managers' autonomy, forcing stores to sell the same thing. His actions demonstrated a lack of understanding of the company's business and strategies and the needs of stakeholders.

Sue Gove—Leadership: Gove failed to influence people to achieve common goals. Gove attempted to reestablish relationships with former suppliers, but found it difficult to establish trust with the companies given BB&B's poor financial health. She laid off a large number of workers in addition to closing stores in an attempt to keep BB&B out of bankruptcy.

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LEGAL/ETHICAL CHALLENGE

Mandatory Retirement: How Old is Too Old?

SOLVING THE CHALLENGE

Assume you are tasked with evaluating your company's mandatory retirement age for executives. What would you recommend your company do?

1. Maintain a mandatory retirement policy that requires CEOs to retire at age 65. Older CEOs are associated with lower performance and less innovation. Also, the policy is a tool that can be used to remove a poorly performing CEO.

An argument for this option would include the following: Mandatory retirement policies protect companies from entrenched leaders. Employees (especially senior-level managers) benefit from opportunities for promotion and other career opportunities that become available when senior executives retire. Additionally, the role of CEO is mentally and physically demanding, something that a younger CEO may be better equipped to handle. Mandatory retirement policies also compel companies to think about succession and create succession plans.

2. Raise the mandatory retirement age to 70. People are living longer and healthier lives, and there's no need to remove a CEO too early.

An argument for this option would include the following: Current mandatory retirement policies do not consider improving health trends across the population. Increasing the mandatory retirement age to 70 will still protect firms from entrenched leaders but also accounts for people's longer lifespans.

3. Eliminate the mandatory retirement age. It's important to preserve stability within the company.

An argument for this option would include the following: Forcing CEOs to retire at a certain age is ill-advised and could potentially harm the company's performance. Maintaining the same leadership within an organization can provide stability, especially during times of crisis or instability. For publicly traded companies, the board of directors possesses other means to remove CEOs who are performing poorly.

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4. Recommend another solution.

Other solutions may include certain industries would benefit more from mandatory retirement policies than others or recommend different caveats for their use.

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SECTION 6 SAMPLE CONFIGURATION OF CHAPTER ACTIVITIES TO REINFORCE YOUR OVERALL LESSON PLAN

The final step in our class planning process model (see Figure 2 in the TRM Orientation Guide) entails determining the assignments, exercises, and activities that reinforce your overall lesson plan. It integrates and supports the decisions you made in the previous steps of the class-planning process model. The recommendations shown in Table 1.2 can be used to assist in making these final decisions.

Table 1.2 Organizational Framework for Class Learning Plans

	First Half of Allotted Time	Second Half of Allotted Time
<i>Objective:</i>	<i>Help students understand core concepts and apply them to specific scenarios</i>	<i>Help students make conceptual connections and build their career readiness core competencies</i>
<i>Bloom's Levels of Learning:</i>	<i>Remember, Understand, and Apply</i>	<i>Analyze, Evaluate, and Create</i>
<i>Before</i>	SmartBook, Matching and Multiple-Choice Exercises, Self-Assessments, and iSeeIt Videos	Answer Management in Action (MIA) and Legal/Ethical Challenge (LEC) Case Questions
<i>During</i>	Lecture, Discussion Starters, Problem-Solving Application, General/AI Group Exercises, Self-Assessment Activities, Career Corner Group Exercise	Class Discussion: Featured ABA, MIA and LEC Cases, and Featured Manager's Hot Seat Video
<i>After</i>	Self-Assessments, Company Example Videos, and Application-Based Activities (ABAs)	Comprehensive Quiz

The general purpose of the organizational framework is to assist you in determining the teaching resources and techniques you can use to help students climb from lower levels of learning to higher levels of learning. Let's consider a sample teaching plan for this chapter using our planning process model.

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Class Learning Plan Example: The Environment of Management

Let's say you decide to focus on LOs 1–2 (four functions of management), 1–4 (roles an effective manager must play), 1–5 (skills of outstanding managers), 1–6 (seven challenges faced by most managers) and 1–7 (career readiness). The learning plan might look like the outline depicted in the following Table 1.3.

Table 1.3 Sample Class Learning Plan: The Environment of Management

	First Half of Allotted Time	Second Half of Allotted Time
<i>Before</i>	<u>SmartBook</u> <u>Multiple Choice/Matching Exercises:</u> The Four Principal Functions of Management, Three Types of Managerial Roles, Three Skills Exceptional Manager's Need, Seven Challenges to Being an Effective Manager	
<i>During</i>	<u>Discussion Starter:</u> What is Management? <u>Video Case:</u> Fair Oaks Farm <u>Lecture</u> <u>Supplementary Articles/Videos:</u> The Role of Successful Managers in Four Simple Functions, Mintzberg's Management Roles, Industry Leaders Discuss 14 Factors of Globalization in Business <u>AI Group Exercise:</u> AI Implementation	<u>ABA:</u> Managerial Challenges: How to Overcome Temporary Problems <u>Class Case Discussion:</u> MIA and LEC Cases <u>Manager's Hot Seat Video:</u> Management Hits Rough Waters
<i>After</i>	<u>Self-Assessment:</u> How Strong is My Motivation to Lead <u>Application-Based Activity:</u> The Management Game: Functions, Skills, Levels and Roles	<i>Quiz</i>

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