

Chapter 1

MANAGEMENT TODAY

Overview

The chapter begins with this inspiring sentence “Life is propelling us forward in paths we never would have imagined.” As an introductory chapter it provides basic principles on the subject of resource management and includes the National Council on Family Relations (NCFR) description. NCFR says that, “Family resource management is an understanding of the decisions individuals and families make about developing and allocating resources including time, money, material assets, energy, friends, neighbors, and space to meet their goals.” Goal seeking is linked to happiness, an overall assessment of an individual’s quality of life.

Updates are given on world population (around 7 billion) and in the U.S. and most advanced countries fewer people per household.

Management is a process involving thinking, action, and results. The process begins with a problem, need, want, or goal. People need results, the perception or outcome that their efforts are moving them forward.

Instructional Ideas

Use the questions on page four to get an in-class discussion going:

- How can I find a fulfilling career?
- Where should I live?
- Should I go to graduate school?
- What should I be doing with my life?
- How can I succeed?
- Where do I fit in?

Career advisers report that many students are having a difficult time finding answers especially to finding a major and an occupation. The state of the economy and specifically employment makes finding jobs and internships (even unpaid ones) harder than ever. A graduate student in psychology reported calling 71 places for an unpaid internship in a city until number 72 said yes. She wanted to go there because her family lived in the area. Self-awareness and preparation are keys as well as persistence, ambition, resilience, and most of all, resource management. She took the time and energy to keep on trying until she got a positive response. *Can a student in your class describe a similar experience?* One assumes most have applied for jobs during their high school and college years.

Choice, risk, and happiness are defined in the chapter as well as the management process. **Happiness** is introduced close to the beginning of this edition because one seeks happiness or contentment when making decisions. *Happiness is individually defined, how do your students define happiness?* Have them say answers out loud or write them on paper and pass to the front (unsigned) for you to read to the class. Put the answers in categories for the whole class to discuss.

Why manage? We all have to in order to survive. Who manages? We all do.

Needs vs. wants and Maslow's Hierarchy of Needs are described. Put the Hierarchy on the board or screen, discuss the levels from low (physiological such as air, food, water to high self-actualization, page 16).

Discuss the Interdisciplinary Foundations beginning on page 17. Ask for a show of hands, how many students have had Anthropology, Psychology, Sociology, and Economics? Ask them what they remember from those classes.

Changes in family and household composition are introduced on page 26 and continues to 27 and into the next chapter. Students can discuss their families and plans for the future.

To introduce the students to thinking beyond their age group, cover the material on Managing the 2nd Half of Life which begins on page 20. What are the management challenges for the middle years and older?

Case Studies are on pages 7 and 11. **Critical Thinking** boxes are located on pages 8, 11, 15, 24, and 27. See the Preface for an explanation of the value of critical thinking.

Multiple Choice Questions

1. Most agree that _____ is the degree to which the overall quality of one's life is judged as favorable. The General Social Surveys (GSS) of the United States asks questions about this.
 - a. Happiness
 - b. Fortitude
 - c. Effectiveness
 - d. Decision making

A, p. 7

2. _____ is the act of selecting among alternatives.

- a. Choice
- b. Risk
- c. Opportunity
- d. Fatalism

A, p. 4

3. Management is the process of:

- a. Controlling others' lives
- b. Using resources to achieve goals
- c. Changing one's perspective for the better
- d. Acting in a habitual or repetitive pattern

B, p. 9

4. The World's most populous country is:

- a. The United States
- b. Greece
- c. India
- d. China

D, p. 8

5. In 2050 it is estimated that the world's most populous country will be:

- a. Indonesia
- b. Japan
- c. India
- d. Brazil

C, p. 8

6. According to Maslow's Hierarchy of Needs, physiological is the most basic. What is the need that comes next?

- a. Esteem
- b. Self-Actualization
- c. Belongingness and Love
- d. Safety

D, p. 16

7. A basic principle in management is that where there is risk, there is _____.
a. Opportunity
b. Reliability
c. Decision making
d. Extenuating circumstances

A, p. 4

8. When people in the United States answer government surveys about how they feel about things, most report they are:
a. Very happy
b. Pretty happy
c. Not too happy
d. Miserable

B, p. 5

9. The worldwide trend is for populations to be increasingly:
a. Mobile and urban
b. Insular and stay at home
c. Spread out rural to seaside
d. Northern moving because of global warming

A, p. 10

10. Needs and wants are different. Wants are things that are:
a. Crucial, have to have
b. Desired, but not necessary for survival
c. Economic only
d. Important for getting ahead

B, p. 10

11. Information that returns to the system is known as:
a. Genomes
b. E-innovation
c. Listening
d. Feedback

D, p. 12

12. _____ are end results that require action.

- a. Goals
- b. Attitudes
- c. Values
- d. Problems

A, p. 10

13. Management _____ are measuring devices, techniques, or instruments that are used to arrive at decisions and plans of action.

- a. Plans
- b. Actuarial resources
- c. Quality circles
- d. Tools

D, p. 12

14. In answer to the question, "Who manages?" the answer is:

- a. Everyone does
- b. Some people do sometimes
- c. Some individuals rarely manage anything
- d. It depends, some people manage, others don't

A, p. 14

15. According to the book, individuals and families have unique management styles or characteristic ways of making decisions and acting, which of the following is not one of the main factors influencing management styles:

- a. History
- b. Biology
- c. Culture
- d. Politics

D, pages 15

16. According to the book, four disciplines are particularly applicable to management. Which of the following was not listed as a main influence?

- a. Humanities
- b. Psychology
- c. Sociology
- d. Economics

A, pages 17-20

17. In 1900, the average life expectancy in the U.S. was:

- a. 32
- b. 47
- c. 60
- d. 68

B, p. 23

18. According to psychologist _____, physiological needs must be met before higher-order needs are undertaken.

- a. Abraham Maslow
- b. Peter Drucker
- c. A. J. Boothe
- d. Sal Schilling

A, p. 15-16

19. In 1879, President Rutherford B. Hayes had the first telephone installed in the White House, but it was rarely used because:

- a. he didn't know what it was
- b. it kept breaking and no one could fix it
- c. hardly anyone else in Washington had a telephone, so there was no one to call or to call in
- d. hand written letters were considered a more correct form of correspondence

C, p. 17

20. A demographic trend is that:

- a. Individuals increasingly put off marriage and childbirth to later years
- b. The number of families is decreasing
- c. Families are the same as they were two decades ago
- d. Grandparents matter less than they used to

A, pages 21-23

Essays

1. What are the steps involved in the management process? How does it start? How does it end according to the diagram in the book? Explain what holds it together.

Answer: Page 10. What holds it together? Feedback in the inner exchange and on the outside management takes place in a total environment.

2. Students are aware of management problems (stress, time) in the early years of adulthood, but what happens at midlife? What problems do people have in the second half of their lives, middle to older years?

Answers: Pages 20-22. Issues include career and workplace situations, unemployment or retirement, family matters, and health.

3. In the book there is the sentence "Commitment to a newly defined goal or desired future has an energizing effect." Explain why this is true and give an example in your own life.

Answers: Page 20 and throughout the chapter especially the material on goals.

CHAPTER 2

MANAGEMENT HISTORY AND THEORIES

Overview

This chapter provides historical background and an explanation of theories including their function. We study various theories to help us understand how and why people plan, decide and act the way they do. Legislation, policy, research, and changes in types of shelter are also in this chapter. Where and how people live and work keeps changing. Shelter, housing, will always be at the forefront of human endeavor.

Instructional Ideas

To help describe changes in the profession, four eras are given on pages 42-43. This historical content sets the pace for upcoming Tables and descriptions of lifestyle/housing changes.

Tables 2.1, 2.2, and 2.3 on pages 37-38 can be used to encourage discussion. How has household production and consumption changed since 1900. Have students lived in or visited historic homes from around 1900? What are their reactions? Have they ever lived without running water or electricity? Perhaps in camping or when services are out from a storm or hurricane. How do people prepare for disasters? What resources do they need?

Systems and economic theories are introduced in this chapter. Discuss “Murphy’s Law” which is “*if something can go wrong, it will.*” Tiny flaws can damage the most carefully thought out plans. Focus on terminology such as homeostasis and equifinality found on page 51 and human ecology on page 55. For economic theory see the discussion on risk on page 60. How do students feel about taking risks? Which ones have they taken? Any skydivers in the class?

A **Case Study** is on page 53. **Critical Thinking** boxes are on pages 34 and 44.

Multiple Choice Questions

1. Earliest records of management (who does what) are found on the walls of cave dwellings in:
 - a. Siberia
 - b. Rome
 - c. Western Europe, most notably France
 - d. Nigeria

2. In the _____ century in the U.S., standards of hygiene were undergoing an enormous transformation.

- a. 16th
- b. 17th
- c. 18th
- d. 20th

C, p. 34

3. Who popularized the expression "Time is money."

- a. Benjamin Franklin
- b. George Washington
- c. Herbert J. Jones
- d. Amanda Cunningham

A, p. 35

4. _____ saw the home as a workplace which could be made more efficient. Her husband Frank (an efficiency expert in factories) wrote a book about their marriage and twelve children, *Cheaper by the Dozen*, which has been made into movies.

- a. Eleanor Shively
- b. Evelyn Draper
- c. Ellen R. Richards
- d. Lillian Gilbreth

D, p. 35

5. Management as it relates to home and family life was talked about for centuries but it became a formal study in the U.S. (and since worldwide) in the _____ century:

- a. 17th
- b. 18th
- c. 19th
- d. 20th

C, p. 35

6. At the _____ Conferences held from 1899-1908, management as a discipline known as home economics was founded.

- a. Lake Placid
- b. Packard
- c. Smith-Lever
- d. San Francisco

A, p. 35

7. Two of the earliest colleges with residence courses were Stout Institute in Wisconsin and the University of:

- a. Illinois
- b. Georgia
- c. Alabama
- d. Mississippi

A, p. 36

8. _____ known is the father of management and famous for his time and motion studies especially in factory production.

- a. Robert Griffith
- b. Frederick Taylor
- c. Anthony Eppes
- d. John Charles Shelley

B, p. 36

9. The concept of improving work methods in the home is known as:

- a. Satisficing
- b. Optimization
- c. Work Simplification
- d. Re-inventing

C, p. 36

10. Although Thomas Edison invented the lightbulb in 1879, by 1907 only ____ percent of U.S. homes had electricity.

- a. 8
- b. 20
- c. 38
- d. 50

A, p. 36

11. In the early 1900s, people were _____ more than decorators.

- a. Collectors
- b. Travelers
- c. Readers
- d. Media driven

A, p. 38

12. Around 1910, the _____ changed everything, including what was inside the home to where the homes were located.

- a. Airplane
- b. Radio
- c. Automobile
- d. Television

C, p. 39

13. The place or point where independent systems or diverse groups interact is called the:

- a. Interface
- b. Seam
- c. Subsystem
- d. Boundary

A, p. 43

14. A _____ is an integrated set of parts that function together for some end purpose or result.

- a. Controlling factor
- b. System
- c. Crisis
- d. Kibbutz

B, p. 47

15. A tendency towards disorder or randomness is called:

- a. Homeostasis
- b. Cybernetics
- c. Entropy
- d. Multifinality

C, p. 50

Essays

1. What changes took place in U. S. homes in 1900 and 1950 (mid-century) and are in evidence now?

Household production and consumption patterns should be addressed. How did the houses change as well as lifestyles? What was delivered to the home, what wasn't? What was made in the home earlier and how did this change over time?

Answers: Charts on pages 37 & 38 and descriptions on pages 38-42.

2. In the book, Kurt Lewin says that "There is nothing so practical as a good theory." Explain why theory is useful. Also describe the basics of economic theory and systems theory as described in the book. Include satisficing and optimization in your answer.

Answers: 46-59. Many answers acceptable here, theory is useful to describe patterns of behavior and to predict future actions. Another comment would be that the dynamics and ongoing nature of systems theory makes it applicable to managerial thought and behavior.