
**Job candidates with strong soft skills have a better chance of getting hired and promoted.**



# Careers, Management, and Managers

## Everyone Needs Management Skills

### LEARNING OBJECTIVES

**1.1** Summarize the challenges of career readiness in a complex and changing economy.

**1.2** Describe organizations as work settings, what it means to be a manager, and how managerial work is changing.

**1.3** Explain the functions, roles, and activities of managers, and the skills needed to perform them well.

### What to Look for Inside

#### Thought Leadership

**Choices** > *Think Before You Act* Risk and Reward in a Two-Tier Workplace

**Ethics** > *Know Right from Wrong* Company Purpose in the Fourth Industrial Revolution

**Insight** > *Gain Self-Awareness* Soft Skills Are Career Gold

**Issues** > *Stay Informed* A Woman's First Step into Management Can Be the Hardest

#### Skills Make You Valuable

**Manage a Critical Incident** Team Lead Faces Test

**Contribute to a Class Exercise** My Best Manager

**Collaborate on a Team Project** "Back to Work Five Days ... or Else"

**Put AI to Work** Identifying Career Challenges

**Analyze and Update a Case** Lego Thrives on Ideas/Spin Master Sells Imagination

Welcome to your management course and *Management 16e* with its theme of personal development for career success. We live and work during times of shifting employment patterns, benefits and threats of new technologies, economic swings, environmental challenges, complex global politics, and more. It's no wonder that today's organizations are rapidly changing forms and practices, as is the nature of work itself.

Talent, technology, and teamwork drive the most desired jobs. Initiative, competency, and flexibility are in as personal attributes, while habit, complacency, and free-riding are out. Great employers expect nothing but the best from those who work for them. Are you ready to confidently master the challenges of the new workplace?

What does today's environment of change, complexity, and challenge mean for you and your career? Do you realize there's no guarantee of long-term employment? Do you accept that the best jobs must be earned and then re-earned again every day through stand-out skills and high performance? Do you understand that successful careers are defined more and more by "upskilling," "skill portfolios," "flexibility," "agile learning," "free agency," and "self-management?"

## 1.1 Career Readiness Today

**LEARNING OBJECTIVE 1.1**

Summarize the challenges of career readiness in a complex and changing economy.

**Career readiness** is a living portfolio of skills, competencies, aspirations, and goals that can advance your career success, even in a rapidly changing environment.

**Upskilling** is continually updating skills to keep them aligned with emerging job markets and new ways of working.

**Transferable skills** apply across job types and occupations.

**The Big Picture**

Career Readiness • Talent • Technology • Ethics • Diversity and Inclusion • Self-Management

### Career Readiness

There is no doubt that your success—in a career and in life—will require self-awareness, resilience, and continuous improvement. Now is a time to value yourself as an "asset" that deserves to be nurtured, grown, and endlessly re-created. With proper care this asset can keep you highly skilled and always competitive in the labor market.

*Management 16e* and your management course are opportunities to build **career readiness**. Think of this as a living portfolio of skills, competencies, aspirations, and goals that can advance your career success, even in a rapidly changing environment. Complacency isn't an option here. Skills are temporary. What works for you today may not bring success tomorrow. The new normal values **upskilling**—continually updating skills to align with emerging job markets and new technologies and ways of working. It also values **transferable skills** that apply across job types and occupations—things like creativity, problem solving, communication, collaboration, and digital fluency.[1]

Career readiness is not a one-time or one-and-done task. You can't afford to let obsolete skills, and a fast-changing world leave you frustrated or disappointed about your career progress. Look at **Figure 1.1** and consider its critical thinking checkpoints. Use it to jump-start serious reflection on what you can do, right now, to make career readiness a compelling personal strength.


**FIGURE 1.1** Make critical thinking about career readiness work for you.

## Talent

Scholars recognize that high-performing organizations do better in part because they get extraordinary results from employees. "These companies have won the war for talent," concludes one study, "not just by being great places to work—although they are that—but by figuring out how to get the best out of all of their people, every day."[2]

People and their talent—what they know, what they learn, and what they achieve—are the foundation of organizational performance. They provide **intellectual capital**. At the level of the organization, this is the collective brainpower and shared knowledge of a workforce.[3] It transforms human creativity, insight, and decision-making into organizational performance. At the level of the individual, intellectual capital is a package of intellect, experience, skills, and capabilities that makes someone valuable to an employer. It transforms individual potential into career accomplishments.

Consider this **intellectual capital equation**: Intellectual Capital = Competency × Commitment.[4] What are its career insights? **Competency** represents your personal talents or job-related capabilities. But although important, competency alone won't guarantee success. You must also be committed. **Commitment** represents how hard you work to apply your talents and capabilities to achieve important goals, perform tasks, solve problems, and pursue opportunities.

Organizations today require **knowledge workers** whose minds—their creativity and insight—are critical assets that deliver value to employers.[5] Futurist Daniel Pink believes career success requires both "high concept" competencies—being creative and having good ideas, and "high touch" competencies—being joyful and good with relationships.[6] Are you ready to work in teams that share tasks, insights, and talents, and where individual energies combine in collective action that solves challenging and complex problems? Are you ready to compete and perform well in a **smart workforce** whose members possess both sharp technical or "hard skills" and engaging human or "soft skills" that are hard to replace by machines?[7]

**Intellectual capital** *for an organization* is the collective brainpower or shared knowledge of its workforce.

**Intellectual capital** *for an individual* is the intellect, experience, skills, and capabilities that makes them valuable to employers.

**Intellectual capital equation** Intellectual Capital = Competency × Commitment.

**Competency** represents your personal talents or job-related capabilities.

**Commitment** represents how hard you work to apply your talents and capabilities to goals, tasks, problem-solving, and opportunities.

A **knowledge worker** is someone whose mind is a critical asset that delivers value to an employer.

Members of a **smart workforce** possess both "hard" technical skills and "soft" human skills.

### Insight: Gain Self-Awareness

#### Soft Skills Are Career Gold

Hard skills are technical capabilities to perform specific tasks. They are acquired through education, training, and experience. But they must be combined with soft skills for career success. They help us build relationships, handle emotions, collaborate and communicate, work in teams, act ethically, lead with confidence, stay adaptable, and embrace other cultures.

Most employers consider soft skills like those in **Figure 1.2** to be critical screening points in recruiting. Other things being equal, candidates with strong soft skills get the edge for hiring and promotions.

#### Get to Know Yourself Better

Do you have strong soft skills in your career readiness portfolio? Double down and use the figure to self-assess. Hard skills are necessary. But don't let someone else get the job or promotion you want when hard skills are pretty much equal and soft skills turn out to be the big differentiator.


**FIGURE 1.2** **Soft skills quick check.**

**Source:** Andrew Loos, (2002)/with permission of John Wiley & Sons.

## Technology

Technology continuously tests our talents and is embedded in every aspect of our lives. But the most important issue isn't what has already happened with technology, it's what things will be like in the future. We are deep into a **fourth industrial age** where new and disruptive technologies—artificial intelligence, the Internet of Things, automation and robotics, supercomputing, and more, drive change in ever more dramatic ways.[8] Do you understand what all this means for your career readiness and future success? Are you already factoring these forces into your academic planning and job preparation?

The **fourth industrial age** uses new and disruptive technologies to drive change in all aspects of our lives.

It is now essential to work and live with a high **Tech IQ**—the ability to use current technologies at work and in your personal life, and to keep yourself updated as technology evolves. You can think of this as a "digital fluency" that relies on upskilling to stay informed about the latest technologies, know how to use them in a job and work setting, and to take advantage of them as pathways to answer questions and source information.

**Tech IQ** is the ability to use technology and to stay updated as technology continues to evolve.

Getting the best out of technology as an information resource requires **analytical competency**—the ability to evaluate, analyze, and interpret information to make good decisions and solve problems. And today, analytical competency is even more important given rapid advances in artificial intelligence. Tech IQ is incomplete without a large component of **AIQ**, the ability to use an ever-expanding variety of artificial intelligence platforms to improve performance. This includes an understanding of the limits and risks of AI, not just its convenience. It requires expertise in extracting value from AI platforms through strong prompt engineering skills and by giving rigorous attention to reliability, evaluation, and fact checking of results.

**Analytical competency** is the ability to evaluate, analyze, and interpret information to make good decisions and solve problems.

**AIQ** is the ability to use an ever-expanding variety of artificial intelligence platforms to improve work performance.

## Ethics

It's old news that dishonest crypto engineers, financial criminals, and fraudsters can end up behind bars. There is no excuse for business executives or government leaders acting illegally. We don't have to tolerate unethical behavior that enriches the few while damaging the many. But not everyone gets the message. We still hear about cases where greed overwhelms morality, and people, institutions, and society pay the price.

At the end of the day we depend on individuals, working at all organizational levels, to behave ethically. **Ethics** is a code of moral principles that sets standards for conduct that is "good" and "right" versus "bad" and "wrong."[9] Even though ethics failures get the most publicity, you can find many examples of managers who act with high morals and integrity. Believing that most CEOs are overpaid, the former CEO of Dial Corporation, Herb Baum, once gave his annual bonus to the firm's lowest-paid workers. In his book *The Transparent Leader,* he argues that integrity is a key to leadership success and that an organization's ethical tone starts at the top.[10]

**Ethics** is a moral code of principles that sets moral standards of what is "good" and "right" in one's behavior.

Managers display **ethical leadership** when they communicate, model, and reinforce high ethical standards of behavior. Ethical leaders put their integrity and trust on the line in every decision, interaction, and action taken. In the process they gain the respect and trust of others. A *Forbes* article advises aspiring ethical leaders "to shape your own personal brand as a leader who lives and works by principle and will not sacrifice morals to 'look good' or for temporary personal gratification."[11]

**Ethical leadership** communicates, models, and reinforces ethical standards of behavior within and by organizations.

One indicator of the ethics culture and leadership of an organization is the strength of **corporate governance**. Governance provides active oversight of top management decisions, corporate strategy, and financial reporting by an organization's governing board. Another indicator is the emphasis given to social responsibility and sustainability practices in corporate values and resource allocations. Patagonia, for example, is known for its commitment to a *responsible economy* "that allows healthy communities, creates meaningful work, and takes from the earth only what it can replenish."[12] A nonprofit movement called *caring capitalism* asks business leaders to commit to "a more mindful distribution of global wealth ... greater fundamental respect for our climate ... gains in global education, charity, technology, and health care ... and dedication to genuine political freedom."[13]

**Corporate governance** is the oversight of top management by a board of directors.

## Issues: Stay Informed

### A Woman's First Step into Management Can Be the Hardest

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Even though roughly equal numbers of men and women enter the workforce, women still risk getting left behind on the management ladder. Only about 8 women get promoted to the first level of management responsibility for every 10 men that make the jump. This "first promotion gap" or "broken rung" contributes to women getting left behind at higher levels. Women of color experience this gap even more than their white counterparts.

What holds early career women back? It's not a lack of ambition or competency. Some experts point to a lack of opportunities in early jobs for women to demonstrate high-level potential. A study of MBA career paths found that men were often put in charge of larger projects with bigger budgets and greater visibility than were women.

### How About It?

Do you agree that the bottom rung on the management ladder may be the hardest for women to reach? If gender imbalance in management begins here, what can and should be done to change things? And if you are a women trying to make this first step into management but find obstacles in your way, what can you do to turn aspiration into reality?

## Diversity and Inclusion

U.S. laws prohibit the use of demographic characteristics when employers make decisions on hiring, promotion, and firing. But laws are one thing; actions are another. The social and power structures in organizations can create situations where some members suffer disadvantages relative to more powerful others.

Diversity bias begins with **prejudice**, the holding of negative, irrational attitudes regarding people who are different from us. Prejudice becomes **discrimination** when someone or some group is treated unfairly. Not all discrimination is intentional. **Implicit bias**, also called **unconscious bias**, is an embedded prejudice that you aren't aware you have and that can affect your decisions and behaviors in ways that you don't realize.[14]

Employment disparity is often described as a **glass ceiling** or invisible barrier that prevents women and minorities from advancing to higher levels of responsibility.[15] It also occurs as a **class ceiling** or advancement barrier faced by people who grow up poor and underprivileged.[16] Such ceilings may create a **leaking pipeline problem** where obstacles faced by qualified and high-performing employees cause them to prematurely drop out of upward career paths.[17]

Research has shown that women and people of color can suffer bias in hiring decisions and that they are still underrepresented across levels of management.[18] But if they, or members of other identity groups, receive special treatment, what are the implications for talented people who are not hired, not promoted, not rewarded, or just feel disenfranchised in employment as a result?

**Reverse discrimination** occurs when members of majority groups experience workplace discrimination.[19] It is one of the concerns directed at Diversity, Equity, and Inclusion (DEI) programs. Critics of DEI claim its initiatives overlook merit, invest in unproven anti-bias training, and promote divisiveness. Advocates argue that it helps address historical and systemic employment inequities, broadens talent pools, and promotes fair treatment for everyone.[20]

Harvard scholar Lily Zheng redirects attention toward the shared goal of creating healthy workplaces that work well for everyone.[21] She describes them as *valuing fairness* by protecting all members from discrimination and providing everyone with opportunities. And she views them as *prioritizing inclusion* so that everyone feels "respected, valued, and safe for who they are." Would you like to work in a culture that tolerates exclusionary behaviors and practices? Or would you prefer a culture of **inclusion** where everyone has an equal chance to perform, achieve, and advance to the best of their abilities?

**Prejudice** is the holding of negative, irrational attitudes regarding people who are different from us.

**Discrimination** occurs when someone or some group is treated unfairly.

**Implicit bias** or **unconscious bias** is an embedded prejudice that you aren't aware you have, and that affects your decisions and behaviors in ways you don't realize.

A **glass ceiling** is an invisible barrier limiting career advancement of women and minorities.

A **class ceiling** is an advancement barrier faced by persons who grow up poor and underprivileged.

The **leaking pipeline problem** occurs when obstacles cause women to drop out of upward career paths.

**Reverse discrimination** occurs when members of majority groups experience workplace discrimination.

**Inclusion** is a commitment to fairness where everyone is given an equal chance to perform and achieve to the best of their abilities.

## Self-Management

A **personal brand** is your skills portfolio and reputation as seen through the eyes of others.

**Self-management** is the ability to understand oneself, exercise initiative, accept responsibility, and learn from experience.

A **SWOT analysis** identifies strengths and weaknesses, as well as environmental opportunities and threats.

There are lots of complications ahead, but your career future is full of opportunities as well. What happens from this point forward is largely up to you. There is no better time than now to start taking charge of your **personal brand**. It is your skill set, reputation, integrity, and career potential as seen through the eyes of others. Are you clear and confident about the brand called "You"? Does your intellectual capital and skills portfolio include things that make you valuable not just for the smart workplaces of today, but also for the future? Does your brand clearly and confidently offer a ready answer to this interview question: "What can you do for us?"

Brand building is an exercise in **self-management**, being able to assess yourself realistically, recognize strengths and weaknesses, make constructive changes, and manage your personal development. Someone strong in self-management accepts responsibility for failures as well as accomplishments, and continually seeks opportunities to grow and improve. As a career skill, the ability to self-manage helps us to build on strengths, minimize weaknesses, and avoid viewing ourselves either more favorably or more negatively than is justified.

**Figure 1.3** shows how a management tool called **SWOT analysis** can help you build a compelling brand, excel at self-management, and maintain career readiness. Leaders use SWOT analysis to analyze organizational strengths and weaknesses as well as environmental opportunities and threats. They use this understanding to craft winning strategies and back them with the core competences needed for successful implementation. SWOT analysis can help you do the same as a strategic leader of your career, driving the bus, so to speak, and not just being a passenger going along for the ride, no matter where it is headed.

**This is your *career readiness***

| Strengths | Weaknesses |
|---|---|
| • **Brainstorm**—your strengths<br>• **Plan**—action strategies to make best use of them | • **Brainstorm**—your weaknesses<br>• **Plan**—action strategies to eliminate or overcome them |
| **Opportunities** | **Threats** |
| • **Brainstorm**—your career opportunities<br>• **Plan**—action strategies to make best use of them | • **Brainstorm**—your career threats<br>• **Plan**—action strategies to avoid or overcome them |

**This is your *career environment***

**FIGURE 1.3** **Using a personal SWOT analysis for self-management and strategic career planning.**

What about your strengths? Are you good at math, finance, or research? Do you have a knack for marketing and sales? Are you a team player and good at reading people? Can you do well with remote as well as face-to-face work? Do you have a well-developed network of career connections? Are you good at public speaking? Are you comfortable solving problems "on the fly"? These are the kinds of "strengths" that you might list to start off your personal SWOT analysis.

Successful people tend to have good understandings of their weak points. You should, too. This insight will help you to avoid accepting a position or adopting a role that relies heavily on these areas of expertise or competence, at least until they can be developed. It is a starting point for constructive action. A lack of experience, for example, might trigger applying for an internship. A lack of confidence might lead you to seek out a mentor who can guide you into support networks, volunteering with student organizations, or working with a career coach.

Moving away from "who you are" to "where you want to be" is what an understanding of opportunities and threats is all about. Opportunities might include internships that coincide with experiences that you've had, a job opening that focuses on the emphasis of your academic studies, an offer of a scholarship for graduate school, or a personal connection that links you to a business opportunity. Threats include economic adjustments in society due to the advent of AI and the inevitable ups and downs of job markets. But they also include the fact that there are many other students and job seekers with similar qualifications also applying for the same internships and jobs.

The critical takeaway here is that you must take charge of your personal career readiness. Don't expect others to do this for you. Spend time thinking deeply about yourself in the context of today's and tomorrow's career challenges. Use all the tools at your disposal to become an active and confident self-manager, as well as a strategic leader of your career readiness.

## Stop and Reflect

### Learning Objective 1.1

Summarize the challenges of career readiness in a complex and changing economy.

**Be Sure You Can**

- Describe how talent, technology, ethics, diversity and inclusion, and self-management influence careers in today's economy.
- Differentiate between the glass ceiling, the class ceiling, and the leaking pipeline.
- Give examples of how prejudice, discrimination, and diversity bias affect might affect you or others you know at work.
- Describe hard skills and soft skills in your personal brand.
- Explain how a SWOT analysis can help with strategic career planning.
- Demonstrate learning by completing the *Concept Mix and Match.*

### Concept Mix and Match

**Instructions:** Match the concept on the left with the correct description on the right.

| | |
|---|---|
| **1.** Governance | **A.** The company president earns praise for acting with high moral standards in a difficult situation |
| **2.** Self-awareness | **B.** Avoiding over confidence; understanding personal strengths and weaknesses |
| **3.** Class ceiling | **C.** Talent portfolio of skills that apply across job types |
| **4.** Intellectual capital | **D.** Unrecognized prejudice influences our behavior toward another person |
| **5.** Implicit bias | **E.** Qualified employee from low-income family overlooked for promotion |
| **6.** Analytical competency | **F.** Board of directors criticizes top management decision on resource allocations |
| **7.** Ethical leadership | **G.** Making smart use of information to solve problems |
| **8.** Transferable skills | **H.** Organization invests in maintaining a highly skilled workforce |

*Answers* F, B, E, H, D, G, A, C

# 1.2 Managers and Organizations

**LEARNING OBJECTIVE 1.2**

Describe organizations as work settings, what it means to be a manager, and how managerial work is changing.

**The Big Picture**

Organizations as Work Settings • Who Are the Managers? • Levels of Management • Accountability and Managerial Performance • Changing Nature of Managerial Work

In an article titled "Putting People First for Organizational Success," Jeffrey Pfeffer and John Veiga argue that organizations perform better when they treat their members better.[22] They point out that managers in high-performing organizations don't treat people as costs to be controlled; they treat them as valuable assets to be carefully nurtured and developed. So, what are organizations as work settings? Who are the managers and what do they do?

## Organizations as Work Settings

An **organization** is a collection of people working together to achieve a common purpose.

An **organization** is a collection of people working together to achieve a common purpose. It enables members to accomplish goals and perform tasks far beyond the reach of any single individual. This description applies to organizations of all sizes and types from large corporations to small businesses, as well as nonprofit organizations such as schools, government agencies, and community hospitals.

**Open systems** interact with their environments and transform resource inputs into outputs.

All organizations are **open systems** that interact with their environments. They do so in a process of obtaining resource inputs—people, information, resources, and capital—and transforming them into valued outputs in the form of finished goods and services for customers.[23] **Figure 1.4** shows that feedback from the environment indicates how well an organization is doing. Gathering and listening to customer feedback is important. Without loyal customers, for example, a business can't survive. Bankruptcies are a stark testimony to this fact.

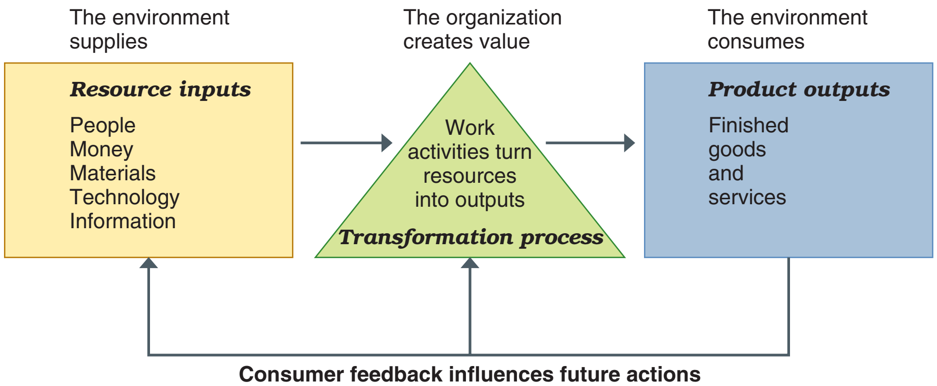


**FIGURE 1.4** **Organizations are open systems interacting with their environments.**

The **purpose** of an organization is to create value by providing appealing products or sought-after services to customers and clients.

The broad **purpose** of any organization is to create value by providing appealing products or sought-after services to customers and clients. IBM's former CEO, Samuel Palmisano, once said: "One simple way to assess the impact of any organization is to ask the question: How is the world different because it existed?" Whole Foods founder John Mackey says: "I think that business has a noble purpose. It means that businesses serve society. They produce goods and services that make people's lives better."[24]

Business can earn a profit through value creation by selling a product for more than the costs of making it. A nonprofit can add value to society that is worth more than its cost. The bottom line of any organization's performance is a measure of productivity, quantity and quality of outputs relative to the cost of inputs. **Figure 1.5** describes productivity as a combination of performance effectiveness and performance efficiency.

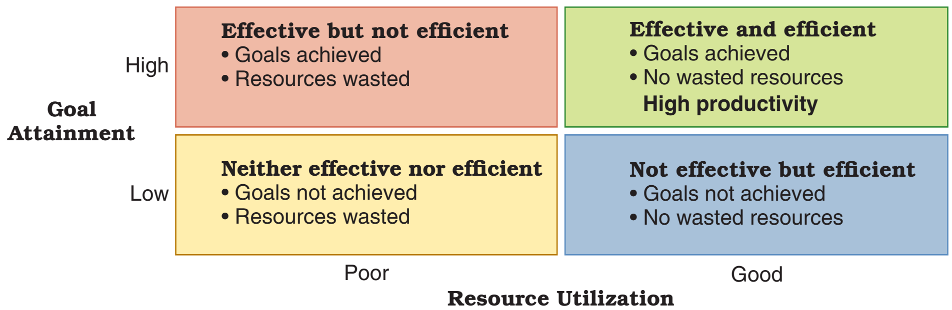


**FIGURE 1.5** **Performance effectiveness and efficiency as dimensions of organizational performance.**

## Ethics: Know Right from Wrong

### Company Purpose in the Fourth Industrial Revolution


Rumir/Shutterstock

Each winter the World Economic Forum brings together global leaders and thinkers to discuss ways to improve "the state of the world." One initiative, the Davos Manifesto, states: "Today's global companies are agents of unprecedented change, playing a greater role than ever before in shaping the political, social, and cultural forces that are transforming the world." Here are excerpts from what it calls "The Universal Purpose of a Company in the Fourth Industrial Revolution."

- A company serves its customers by providing a value proposition that best meets their needs ... has zero tolerance for corruption ... treats its people with dignity and respect ... strives for continuous improvements in working conditions and employee well-being ... integrates respect for human rights into the entire supply chain ... supports the communities in which it works and pays its fair share of taxes.
- A company is more than an economic unit generating wealth ... performance must be measured not only on the return to shareholders, but also on how it achieves its environmental, social and good governance objectives.

### What Do You Think?

Do some research on the Davos Manifesto. Does it have any weak points? Does it miss anything important? What improvements could be made? Is this notion of "company purpose" a useful pathway to creating businesses that are positive forces for change and responsible global citizens?

**Performance effectiveness** is an output measure of task or goal accomplishment. **Performance efficiency** is an input measure of the resource costs associated with goal accomplishment. **Productivity** is achieved when performance goals are achieved and resources aren't wasted in the process. The next time you play a game or stream a TV series or a movie, remember this example. Video games, for example, are complex projects with many moving parts that are hard to budget and coordinate. A creative team is efficient when a new game is released at minimum cost. If they struggled with storyboards, had to correct many lines of code, and worked too much overtime, costs increased. Although the game may have been great for players, team productivity suffered from poor efficiency.

**Performance effectiveness** is an output measure of task or goal accomplishment.

**Performance efficiency** is an input measure of resource cost associated with goal accomplishment.

**Productivity** is achieved when performance is both effective and efficient.

## Who Are the Managers?

**Managers** are indispensable to organizations. They make value creation and high performance happen. You find them everywhere, in small and large businesses, voluntary associations, government agencies, schools, hospitals, and wherever people work together for a common cause. Their efforts bring together resources, technology, and human talents to get things done. They directly support, lead, and help activate others' efforts and performance. Whether called direct reports, team members, work associates, or subordinates, these "other people" are the essential human resources whose contributions represent the real work of the organization.

Some of a manager's tasks are routine and get repeated day after day. Others are challenging and novel, often appearing as unexpected problems and opportunities. Management scholar Henry Mintzberg describes being a manager as important and socially responsible. "No job is more vital to our society than that of the manager," he says. "It is the manager who determines whether our social institutions serve us well or whether they squander our talents and resources."[25]

**Managers** create value by supporting, leading, and activating the work performance of others.

## Levels of Management

While most people enter the workforce as technical specialists such as accountants, market researchers, or data analysts, they soon advance to positions of initial managerial responsibility. They become first-line managers, department heads, supervisors, and **team leaders**. In these roles, managers lead small teams, head projects, chair committees and task forces, and more. They accept responsibility for others' performance and, hopefully, experience the satisfactions of a job well done.

**Team leaders** report to middle managers and supervise nonmanagerial workers.

## Choices: Think Before You Act

### Risk and Reward in a Two-Tier Workplace

ADDICTIVE STOCK/Adobe Stock

Two people do the same job equally well. One works mostly from home. The other works in the office every day. Who gets the pay raises and promotions?

Remote workers in one research study got half as many promotions as their on-site peers, even though they worked more hours and were more productive. Another study described virtual meetings this way: "After the meeting ends, the three people at the office close their laptops, step out of the cubicles, go grab a coffee, go chat in the corridor, basically carry the meeting on."

There are risks when a hybrid workplace becomes a "two-tier workplace." One tier may become a visible "in-group" well connected with bosses and peers. The other tier may languish as an "out-group" that loses career advantage.

### Your Take?

Would you take a job with an employer that didn't offer at least some opportunities to work remotely? How could you minimize the career risks of working remotely at least part of the time? What can employers do to maintain career advancement for remote workers?

**Middle managers** oversee the work of large departments or divisions.

**Top managers** guide the performance of the organization as a whole or of one of its major parts.

**Accountability** is the requirement that one person is required to answer to a higher authority for performance achieved.

At the level above team leader, we find **middle managers** in charge of relatively large departments or divisions consisting of several work units or teams headed by first-line managers. Examples include clinic directors in hospitals, deans in universities, and division heads, plant managers, and regional sales managers in businesses. Because of their position "in the middle," they must be able to work well with people from all parts of the organization—higher, lower, and side-to-side. Middle managers must be comfortable giving and receiving directions, gathering and disseminating information, clarifying goals and monitoring results, and dealing with a wide range of human dynamics.

Above middle managers are job titles such as chief executive officer (CEO), chief operating officer, chief financial officer, chief technology officer, president, and vice president. These **top managers** are part of a senior management team responsible for the performance of an organization as a whole or for one of its larger parts. They must be alert to trends and developments in the external environment, recognize potential problems and opportunities, set and implement strategies, craft and support the internal culture, build a talent pool, and lead the organization to success. The best top managers are future-oriented thinkers who are socially aware and make good decisions in the face of uncertainty, risk, and tough competition.

It would be great if top managers always made the right decisions and acted in their organization's best interests. But some don't live up to expectations. They perform poorly and may even take personal advantage of their position, perhaps to the point of ethics failures and illegal acts. Who or what keeps CEOs and other senior managers on track and high performing?

Even the chief executive or president of an organization reports to a higher-level boss. In business corporations this is a *board of directors*, whose members are elected by stockholders to represent their ownership interests. In nonprofit organizations, such as a hospital or university, top managers report to a *board of trustees*. Their members may be elected by local citizens, appointed by government bodies, or invited to serve by existing members. Governing boards are supposed to ensure that organizations are being run right.

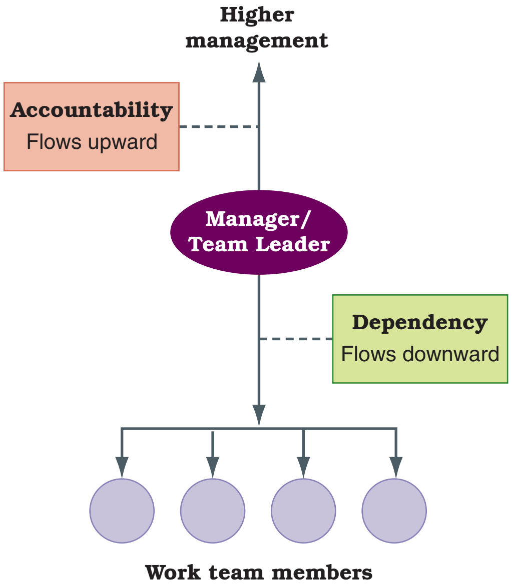


**FIGURE 1.6 The manager's challenge—fulfilling performance accountability while depending on others to do the work.**

## Accountability and Managerial Performance

The term **accountability** describes the requirement that one person is required to answer to a higher authority for performance achieved. Accountability flows upward in organizations. Team members are accountable to a team leader, the team leader is accountable to a middle manager, the middle manager is accountable to a top manager, and the top manager is accountable to a board.

**Figure 1.6** shows that accountability in managerial performance is accompanied by dependency. While a manager or team leader is held accountable by a higher level, they also depend on others to do the required work. A large part of the study of management is about learning how to best manage the dynamics of this accountability and dependency relationship.

So, just what is a successful manager? An **effective manager** is someone who helps others to achieve both high performance and job satisfaction. This attention to both performance and satisfaction calls attention to **quality of work life** (QWL) issues, or the overall quality of human experiences in the workplace. Most will describe a "high QWL" environment as a place where people are respected and valued by their employer. They have fair pay, safe work conditions, opportunities to learn and use new skills, and room to grow and progress in a career.

An **effective manager** helps others achieve both high performance and job satisfaction in their work.

**Quality of work life** is the overall quality of human experiences in the workplace.

Are you willing to work anywhere other than in a high-QWL setting? Would you, as a manager, be satisfied with anything less than helping others to achieve not only high performance, but also job satisfaction? The real world doesn't always live up to these expectations. Talk to parents, relatives, and friends who go to work every day. You might be surprised. Many people still work in difficult, sometimes even hostile and unhealthy, conditions—ones we would consider low QWL.

## Changing Nature of Managerial Work

Today's best managers are known more for "helping" and "supporting" than for "directing" and "order giving." The terms "coordinator," "coach," and "team leader" are heard as often as "boss." The fact is that most organizations need managers who do more than simply tell others what to do. They need managers who excel at helping others do their jobs well and to grow in confidence and skills.

The **upside-down pyramid** shown in **Figure 1.7** shows the changing mindset of managerial work. It highlights a manager's responsibilities to help and support others do their jobs well, and to act as a coach instead of an order giver. Sitting prominently at the top are customers that are served by front-line workers. The key word in this relationship is "serve." Located below them are team leaders and managers. Their attention is focused on supporting those who serve the organization's customers. The key word driving their work is "support."

The **upside-down pyramid** places customers at the top of organizations and being served by workers supported by team leaders and higher managers.

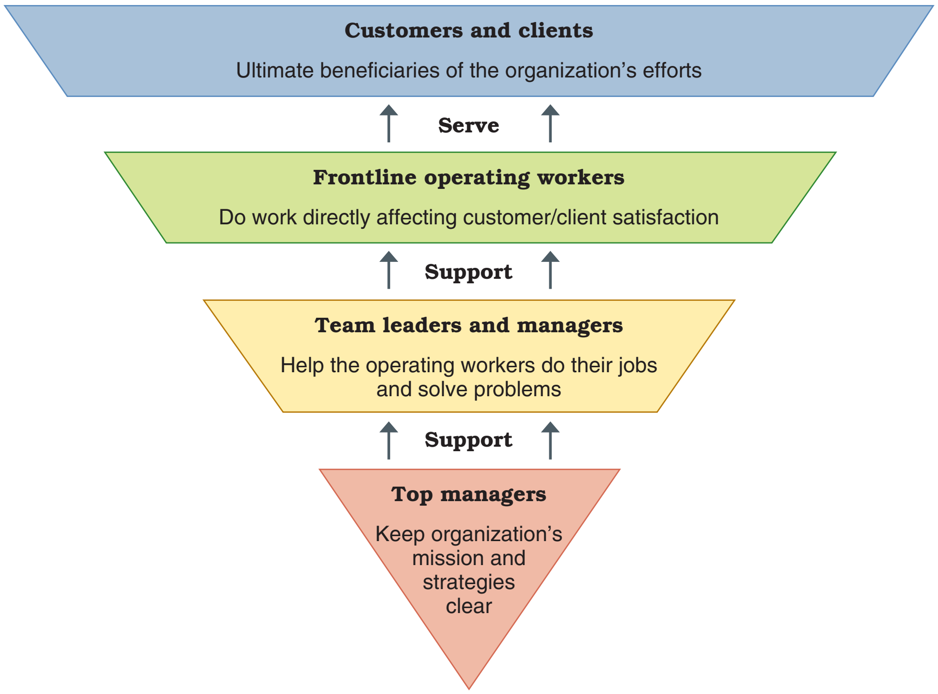


**FIGURE 1.7** **The organization viewed as an upside-down pyramid.**

Top managers and executives are found at the bottom of the upside-down pyramid. Their focus is on supporting others by clarifying the mission, crafting strategies, setting a cultural tone, leading by example, removing performance obstacles, and gathering resources. Picture a top manager going to work, looking up, and seeing an entire organization balanced on her outstretched hands and depending on her for vital support. Isn't this quite a different mindset from the more traditional view of managers sitting comfortably on top of a pyramid and looking down at those below who are supposed to take care of them?

## Stop and Reflect

### Learning Objective 1.2

Describe organizations as work settings, what it means to be a manager, and how managerial work is changing.

**Be Sure You Can**

- Describe organizations as open systems and how they create value.
- Explain what managers do at different levels in organizations.
- Define accountability and dependency in managerial work.
- Give an example of an effective manager.
- Discuss how managerial work is changing today.
- Explain the roles of top managers and team leaders in the upside-down pyramid.
- Demonstrate learning by completing the *Concept Mix and Match*.

### Concept Mix and Match

| | |
|---|---|
| **1.** Accountability | **A.** Expected to continually scan the environment for problems and opportunities |
| **2.** Support | **B.** Performance goals are achieved at low cost |
| **3.** High productivity | **C.** A manager's primary responsibility in the upside-down pyramid |
| **4.** Open system | **D.** An organization delivers both effective and efficient performance |
| **5.** Top managers | **E.** Creates value by transforming resource inputs into product outputs |
| **6.** Effective manager | **F.** Being called to a meeting with the boss to explain your team's poor performance |
| **7.** Performance efficiency | **G.** Building a team whose members are both high performing and highly satisfied |

*Answers* F, C, D, E, A, G, B

# 1.3 The Management Process

**LEARNING OBJECTIVE 1.3**

Explain the functions, roles, and activities of managers, and the skills needed to perform them well.

**The Big Picture**

Functions of Management • Managerial Roles and Activities • Managerial Agendas, Networking, and Social Capital • Managerial Learning • Essential Managerial Skills

The ultimate “bottom line” in every manager’s job is to help an organization achieve high performance by best utilizing its human and material resources. This is accomplished through the four functions in what is called the **management process**—planning, organizing, leading, and controlling.[26]

The **management process** is planning, organizing, leading, and controlling the use of resources to accomplish performance goals.

## Functions of Management

All managers, regardless of title, level, type, and organizational setting, are responsible for the four management functions shown in **Figure 1.8**. They shouldn’t be viewed as sequential or one-at-a-time responsibilities. The functions are continually engaged as a manager moves from task to task, opportunity to opportunity, problem to problem.

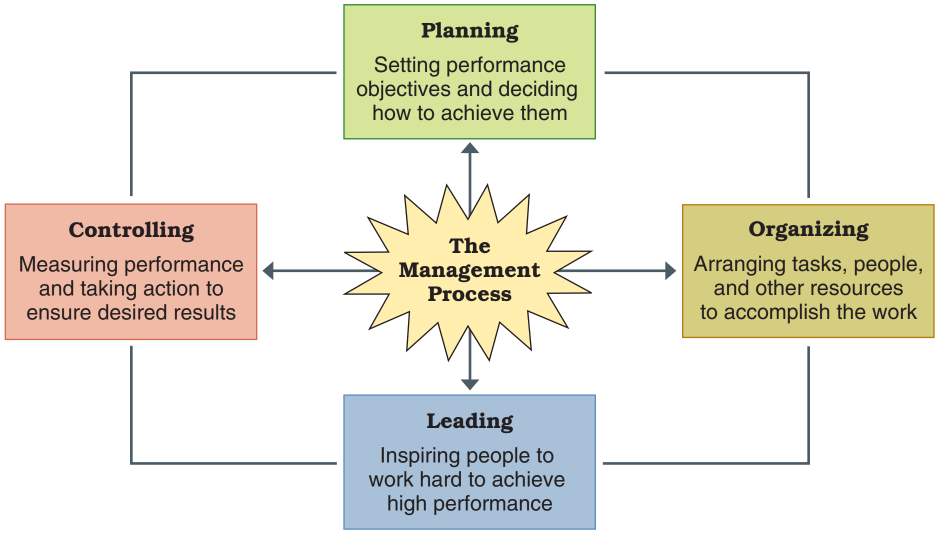


**FIGURE 1.8** **Four functions of management—planning, organizing, leading, and controlling.**

**Planning** is the process of setting performance objectives and determining what must be done to accomplish them. Through planning, a manager identifies desired results—goals and objectives, and ways to achieve them—action plans. Once plans are set, they must be implemented. This requires organizing, the process of assigning tasks, allocating resources, and coordinating work activities. **Organizing** is how managers put plans into action by defining jobs and tasks, assigning them to people, and then providing support such as technology, time, and other resources.

**Leading** is the process of creating enthusiasm and inspiring people to work hard to fulfill plans and accomplish objectives. Managers lead by building commitments to a common vision, encouraging activities that support goals, modeling desired behaviors, and influencing others to do their best work. **Controlling** measures work performance, compares results to objectives, and takes corrective action as needed. Managers exercise control by staying in contact with people as they work, gathering and interpreting performance data, and using information and judgement to make changes. Control is critical to the management process. Things don’t always go as anticipated, and plans must often be modified and redefined to fit new circumstances.

**Planning** is a process of setting objectives and deciding how to best achieve them.

**Organizing** is the process of defining and assigning tasks, allocating resources, and coordinating work activities.

**Leading** arouses enthusiasm and inspires others to work hard to achieve goals.

**Controlling** is the process of measuring performance and taking action to ensure desired results.

## Managerial Roles and Activities

The management process is more complicated than it may appear at first glance. Any manager’s workday is typically intense, fast-paced, full of surprises, and stressful. The reality is that managers must plan, organize, lead, and control continuously while dealing with unexpected events, disruptive situations, complex problems, and human relationships.

In a classic book, *The Nature of Managerial Work*, Henry Mintzberg wrote : “The manager can never be free to forget the job, and never has the pleasure of knowing, even temporarily, that there is nothing else to do ... Managers always carry the nagging suspicion that they might be able to contribute just a little bit more. Hence, they assume an unrelenting pace in their work."[27] He describes how managers get things done, routinely and under pressure, by fulfilling the three roles shown in **Figure 1.9**.

| Interpersonal roles | Informational roles | Decisional roles |
|---|---|---|
| How a manager interacts with other people<br>• Figurehead<br>• Leader<br>• Liaison | How a manager exchanges and processes information<br>• Monitor<br>• Disseminator<br>• Spokesperson | How a manager uses information in decision making<br>• Entrepreneur<br>• Disturbance handler<br>• Resource allocator<br>• Negotiator |

**FIGURE 1.9** **Interpersonal, informational, and decisional roles of managers.**

## Managerial Agendas, Networking, and Social Capital

> *Scene:* An executive is heading down the hallway to attend a staff meeting. She encounters a manager from a different department. After an exchange of "hellos," she initiates a quick conversation. She asks two questions and receives helpful information, compliments her colleague on success on a recent project, and gets a commitment to help on another project.

Do you see the pattern in this scene? In just two short minutes, the general manager accomplished a lot. She demonstrates excellence with two activities that management consultant and scholar John Kotter considers critical to succeeding with the management process—agenda setting and networking.[28]

**Agenda setting** develops action priorities for accomplishing specific goals and plans.

Through **agenda setting** good managers develop action priorities that include goals and plans spanning long- and short-time frames. These agendas are usually incomplete and loosely connected in the beginning, but they become more specific as experience builds and the manager utilizes information from different sources. Priority agendas are always present in the manager's mind and are played out or pushed ahead whenever an opportunity arises. What might have happened in the prior example if the manager had simply nodded "hello" to the colleague and then moved on to her meeting?

**Networking** is the process of creating positive relationships with people who can help advance agendas.

**Social capital** is a capacity to get things done with the support and help of others.

Good managers implement agendas in part by **networking**—building and maintaining positive relationships with people whose help they need to get things done. Networking creates **social capital**—a capacity to attract support and help from others to get things done. The executive in the scene knew she would need future help from someone who didn't report directly to her. She couldn't just give an order or make a demand. But this wasn't a problem. Because of social capital in their working relationship, the other person was happy to help her out.

## Managerial Learning

A **skill** is the ability to translate knowledge into action leading to performance.

**Learning** is changing behavior through experience.

**Self-awareness** is having a real, unbiased understanding of our strength and weaknesses.

**Lifelong learning** is continuous learning from daily experiences.

A **skill** is the ability to translate knowledge into action leading to performance.[29] You may read or hear about employer dissatisfaction with the skills of new college graduates. Typical criticisms include a lack of self-awareness, poor teamwork, weak critical thinking, and an absence of creativity.[30] While you might protest or disagree with these criticisms, they are worth thinking about.

Skills are acquired through **learning** that changes behavior through experience. Learning begins with **self-awareness**, having a real, unbiased understanding of one's strengths and weaknesses. And when it comes to learning and self-awareness, it's not just classroom instruction that's important. The key to career success is **lifelong learning** where we continually learn from daily experiences.

Everyday life—from full-time and part-time jobs to teamwork in school, sports, student organizations, and leisure activities—contains wonderful and ever-changing learning opportunities. But they only count if you take full advantage of them. Do you have what recruiters call **learning agility** and describe as being “endlessly curious,” and always seeking “more knowledge, more experiences, more skills”?[31]

**Learning agility** is being curious and always seeking new knowledge, experiences, and skills.

## Essential Managerial Skills

Harvard scholar Robert L. Katz described the essential or baseline skills of managers as technical, human, and conceptual.[32] Believing that all three are necessary for management success, he went on to suggest that their relative importance varies by level of responsibility, as shown in **Figure 1.10**.

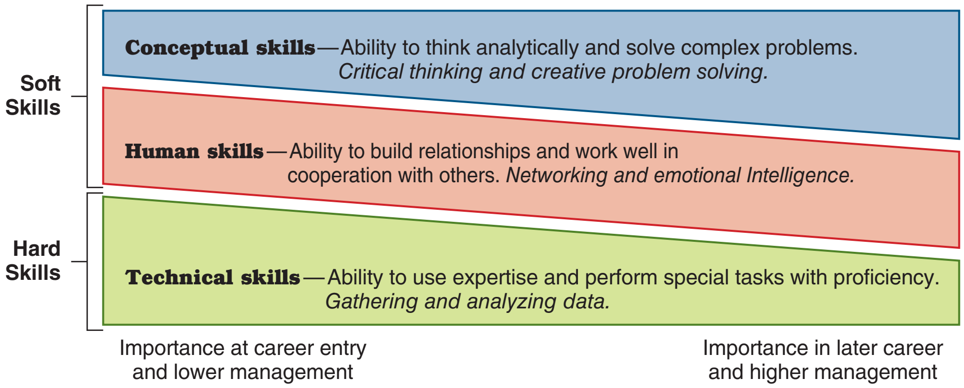


**FIGURE 1.10** **Katz’s essential managerial skills—technical, human, and conceptual.**

A **technical skill** is the ability to use a special proficiency or expertise to perform useful tasks. It is what someone can do that brings value to an employer. Accountants, engineers, market researchers, financial planners, and data analysts, for example, have technical skills in their areas of expertise. Knowing how to write a business plan with cash flow projections, use statistics to analyze data from a market survey, and gather task insights from AI queries are also technical skills.

**Technical skill** is the ability to use a special proficiency or expertise to perform useful tasks.

Katz describes technical skills as being especially important at job entry and early career levels. They are part of the value package aspiring job holders can offer to an employer with the expectation of immediate performance contributions. But these “hard” skills become very quickly dated, even obsolete in today’s age of technology, innovation, and change. This puts the pressure on for approaching them with learning agility and continuous attention to upskilling.

Recruiters put a lot of emphasis on what job candidates can offer in terms of “soft” skills—such as the ability to communicate, collaborate, network, lead and contribute to teams, and treat others with trust, enthusiasm, and positivity. These are part of what Katz called **human skills** that show up as an ability to work well in cooperation with others and maintain good interpersonal relationships. Katz believes human skills are consistently important across all levels of management.

**Human skill** is the ability to work well in cooperation with other people.

A manager with good human skills has a high degree of **emotional intelligence**, defined by scholar and consultant Daniel Goleman as the “ability to manage ourselves and our relationships effectively.”[33] Strength or weakness in emotional intelligence, or EI, show up as the ability to recognize, understand, and manage feelings while interacting with others. Someone high in emotional intelligence knows when their emotions are about to become disruptive and will act to control them. This same person will recognize when someone else’s emotions are “getting the better of them” and negatively influencing a conversation or work relationship. And, with high EI, they show empathy, listen carefully, and strive to defuse rather than exacerbate the situation.[34]

**Emotional intelligence** is the ability to manage our emotions in social relationships.

The ability to think analytically is a **conceptual skill**. It is a capacity to break problems into smaller parts, see relationships between the parts, and recognize the implications of any one problem for others. You can check your conceptual skills with self-assessment questions like these. “Do I approach problems as a learner as opposed to acting as a knower? Do I avoid accepting things at face value? Am I curious about how things work and why things are the way they are? Am I willing to not just worry that something is wrong, but to think about why it is important to fix?”

**Conceptual skill** is the ability to think analytically, to diagnose, and to solve complex problems.

Conceptual skills are important differentiators when moving from lower to higher levels of management. Problems faced by middle and top managers are often ambiguous and unstructured, full of complications and interconnections, and pose longer-term consequences. They challenge a manager's skills in different ways than at lower levels. The end-of-chapter feature, *Career Skills & Competencies: Make Yourself Valuable!* offers opportunities to assess and further develop your conceptual skills in management.

## Stop and Reflect

### Learning Objective 1.3

Explain the functions, roles, and activities of managers, and the skills needed to perform them well.

**Be Sure You Can**

- Give examples of each of the four management functions.
- Explain how effective managers use roles, agendas, and networks.
- Discuss the career importance of learning agility to skills development.
- Define and give examples of a manager's technical, human, and conceptual skills.
- Describe Katz's essential management skills and how they vary in importance across management levels.
- Demonstrate learning by completing the *Concept Mix and Match.*

### Concept Mix and Match

| | |
|---|---|
| **1.** Controlling | **A.** A division manager makes a difficult choice to reduce technology budgets |
| **2.** Decisional role | **B.** Having a network of others who are willing to help when you need their assistance |
| **3.** Social capital | **C.** Individual uses a strong analytical competency to understand a complex problem |
| **4.** Agenda setting | **D.** Manager calls a meeting to discusses poor performance with a subordinate |
| **5.** Conceptual skill | **E.** Manager maintains a list of important goals arranged in priority order |
| **6.** Learning agility | **F.** Team leader listens without irritation to complaints of an angry team member |
| **7.** Emotional intelligence | **G.** Always being curious and seeking new knowledge |

*Answers* D, A, B, E, C, G, F

# Career Skills & Competencies: Make Yourself Valuable!

## Manage a Critical Incident

### Team Lead Faces Test

Charles is your top software engineer and has a lot of valuable talents. But his behavior is becoming a real problem. He just walked into your cubicle and started ranting about not getting enough support from you as his team leader. He accuses you of playing favorites in assigning projects and not giving him the respect he deserves for his seniority and expertise. With an angry look, he turns around and stomps off. The last time Charles exploded like this, he came by later to apologize. Other team members are now complaining about his similar outbursts with them.

### Questions

How do you handle Charles and the rest of the team in these circumstances? Does this call for direct confrontation between you and him? If so, how do you handle it? Is this something that you should get the whole team involved with? If so, how do you proceed as team leader? What essential managerial skills will help you succeed in this and similar situations?

## Contribute to a Class Exercise

### My Best Manager

#### Individual work

**1.** Make a list of the behavioral attributes that describe the "best" manager you have ever had. This could be someone you worked for in a full-time or part-time job, summer job, volunteer job, student organization, or elsewhere. Alternatively, frame things around the manager you would most like to work for in your next job.

**2.** Now think of your "worst" manager. Write a short synopsis of things that this bad manager did, or said, that would qualify for "Believe it or not, it's really true!" status.

**3.** Describe the most important differences between your best and worst managers, and what you have learned from the comparison.

#### Class Activity

Share your list of attributes with nearby classmates and listen to the lists of others. Be sure to ask questions and make comments on items of special interest. Create a master list that combines the unique attributes of "best" and "worst" managers. Share your list and selected "Believe it or not!" stories with the rest of the class.

## Collaborate on a Team Project

### "Back to Work Five Days … or Else"

"Hey team. I wanted to send a note on a couple changes we're making to further strengthen our culture and teams." That's how CEO Andy Jassy began an email telling employees that Amazon's senior management team had decided it was time to come back to the office five days a week. Jassey claimed it would maintain Amazon's culture of collaboration and innovation. He also said: "We understand that some of our teammates may have set up their personal lives in such a way that returning to the office consistently five days per week will require some adjustments."[35]

This was not good news for many employees. Amazon's internal Slack channel soon filled with messages like these. "So if I go in 5x week, that means I can leave my laptop at work right? There's no reason to bring it home." "Take my money and leave?" "Whatever happened to 'Striving to be Earth's Best Employer?' "[36]

#### Instructions

Discuss this change in policy both in terms of its management justification and reception by employees. Could the situation have been handled better at the top? What does evidence show regarding how well this return to office order worked at Amazon and other employers? Is being in the office five days necessary to have a culture of collaboration and innovation? Where do you stand on remote, hybrid, and in-office work weeks?

## Put AI to Work

### Identifying Career Challenges

We prompted AI to "Write a short summary of the most significant career challenges faced by new college graduates today."[37] This is the response we received. Is it relevant and helpful? Ask AI for an updated answer to the question to improve its relevancy for today.

> *What AI Says* The most significant career challenges faced by new college graduates today include intense competition for entry-level jobs, high expectations from employers for skills and experience, underemployment, and navigating the transition from academic to professional environments. Additionally, many graduates encounter difficulties in networking, adapting to the fast-evolving job market (including technological changes), and managing student loan debt while trying to secure financially sustainable employment.

#### Make It Personal

Share with AI your self-described career aspirations and self-assessed strengths and weaknesses. Then prompt AI to use this information to prepare for you a career readiness SWOT. Does this AI-driven SWOT analysis identify your most significant career opportunities and threats? What adjustments to your career plans and preparations might now be appropriate, given your interpretation of the SWOT results?

## Analyze and Update a Case

### Lego Thrives on Ideas/Spin Master Sells Imagination

#### Build Background

**Prompt AI for:**

**A.** A summary of the history of Lego and Spin Master as companies.

**B.** Highlights of recent appearances of each company in the news.

#### Develop Performance Comparisons

**Prompt AI for:**

**A.** A listing of each company's current operating strengths and weaknesses.

**B.** A comparison of strategic challenges facing each company in a competitive and changing environment.

**C.** A set of five questions that senior managers at each company should ask and answer right now to best position their companies for future success.

### Summarize Learning Insights

**Prompt AI for:**

**A.** *New Managers*—What new managers should know if they would like successful careers in the toy industry.

**B.** *Consultants*—What suggestions consultants should now give to senior managers to improve each firm's long term competitive position.

**C.** *Researchers*—What important management insights can be learned by further comparisons of strengths and weaknesses of these two companies.

### Back to the Chapter Questions

**A.** How is the performance of each company being influenced—positively and/or negatively by management efforts at planning and controlling?

**B.** How is the performance of each company being influenced—positively and/or negatively by management efforts at organizing and leading?

**C.** In what ways might insights from the upside-down pyramid view of organizations help top managers at these firms build and maintain a talented workforce?

**D.** How does the continuing success of each company depend on having senior managers with strong human and conceptual skills?

**E.** What ethics issues might challenge the decision making and leadership of each firm as AI continues to exert its influence on business and society?

**F.** What does a personal SWOT analysis reveal about the fit between your existing skill set and career opportunities with these companies and others in the industry?

# Management Learning Review: Get Prepared for Quizzes and Exams

## Summary

### Learning Objective 1.1

**Summarize the challenges of career readiness in a complex and changing economy.**

- Career success requires personal initiative to build and maintain skill portfolios and personal brands that are always up-to-date and valuable in competitive job markets.
- Work in the today's economy is increasingly knowledge-based, and intellectual capital is the foundation of individual and organizational performance.
- Organizations thrive on the talents of a workforce whose members are increasingly diverse with respect to a variety of individual differences and characteristics.
- Developments in technology are reshaping organizations, changing the nature of work, and increasing the demands for high Tech IQ, analytical competencies, and AIQ.
- Society has high expectations for organizations, their leaders, and their members to perform in ethical standards and socially responsible ways.

**For Discussion What career risks and opportunities does artificial intelligence create for today's college graduates?**

### Learning Objective 1.2

**Describe organizations as work settings, what it means to be a manager, and how managerial work is changing.**

- As open systems, organizations interact with their environments to create value by transforming resource inputs into product and service outputs.
- Performance efficiency is an input measure of resource cost associated with goal accomplishment, while performance effectiveness is an output measure of task or goal accomplishment.
- Managers directly lead, support, and help activate the work efforts and performance of others; an effective manager helps others achieve high performance and job satisfaction.
- Top managers scan the environment, create strategies, and emphasize long-term goals; middle managers coordinate activities in large departments or divisions; team leaders and supervisors support performance of frontline workers at the team or work-unit level.
- The changing nature of managerial work emphasizes being good at "coaching" and "supporting" others, rather than simply "directing" and "order-giving."
- The upside-down pyramid view puts customers at the top of organizations and being served by nonmanagerial workers supported by team leaders and higher-level managers.

**For Discussion What is the difference between a managerial mindset driven by the upside-down pyramid view of organizations as contrasted with the traditional top-down pyramid?**

### Learning Objective 1.3

**Explain the functions, roles, and activities of managers, and the skills needed to perform them well.**

- In the four functions of the management process planning sets the direction, organizing assembles the human and material resources, leading provides the enthusiasm and direction, and controlling ensures results.

- Managers implement the four functions simultaneously in daily work that is often intense and stressful, involving long hours, unexpected problems, and continuous performance pressures.
- Managers perform interpersonal, informational, and decision-making roles, and must be good at building networks and using them to accomplish task agendas.
- Self-awareness, lifelong learning, and learning agility are the foundations of skills development.
- Managers need technical skills—the ability to use expertise; human skills—the ability to work well with other people and demonstrate emotional intelligence; and conceptual skills—the ability to analyze and solve complex problems with critical thinking.

**For Discussion Which of the essential management skills is most difficult for you at present to demonstrate to a potential employer, and what can you do to strengthen it?**

## Quick-Quiz 1

### Short-Response Questions

**1.** Discuss the importance of ethics in the relationship between managers and the people they supervise.

**2.** Explain how "accountability" operates in the relationship between (a) a team leader and their team members, and (b) the same team leader and their boss.

**3.** Explain how the "glass ceiling effect" may disadvantage newly hired college graduates in large corporations.

**4.** Take and defend a position on whether the Davos Manifesto is an adequate framework for business leadership in the fourth industrial age.

### Essay Question

**5.** You have just been hired as the new head of an audit team for a national accounting firm. With four years of experience, you feel technically well prepared, but this is your first formal job as a "manager." The team has 12 members with a mix of individual differences, skills, and work experiences. The workload is intense, and you face lots of performance pressure from higher-ups. How can you use essential managerial skills to create a high performing audit team?

**Find Quick-Quiz 1 answers at the end of the book.**