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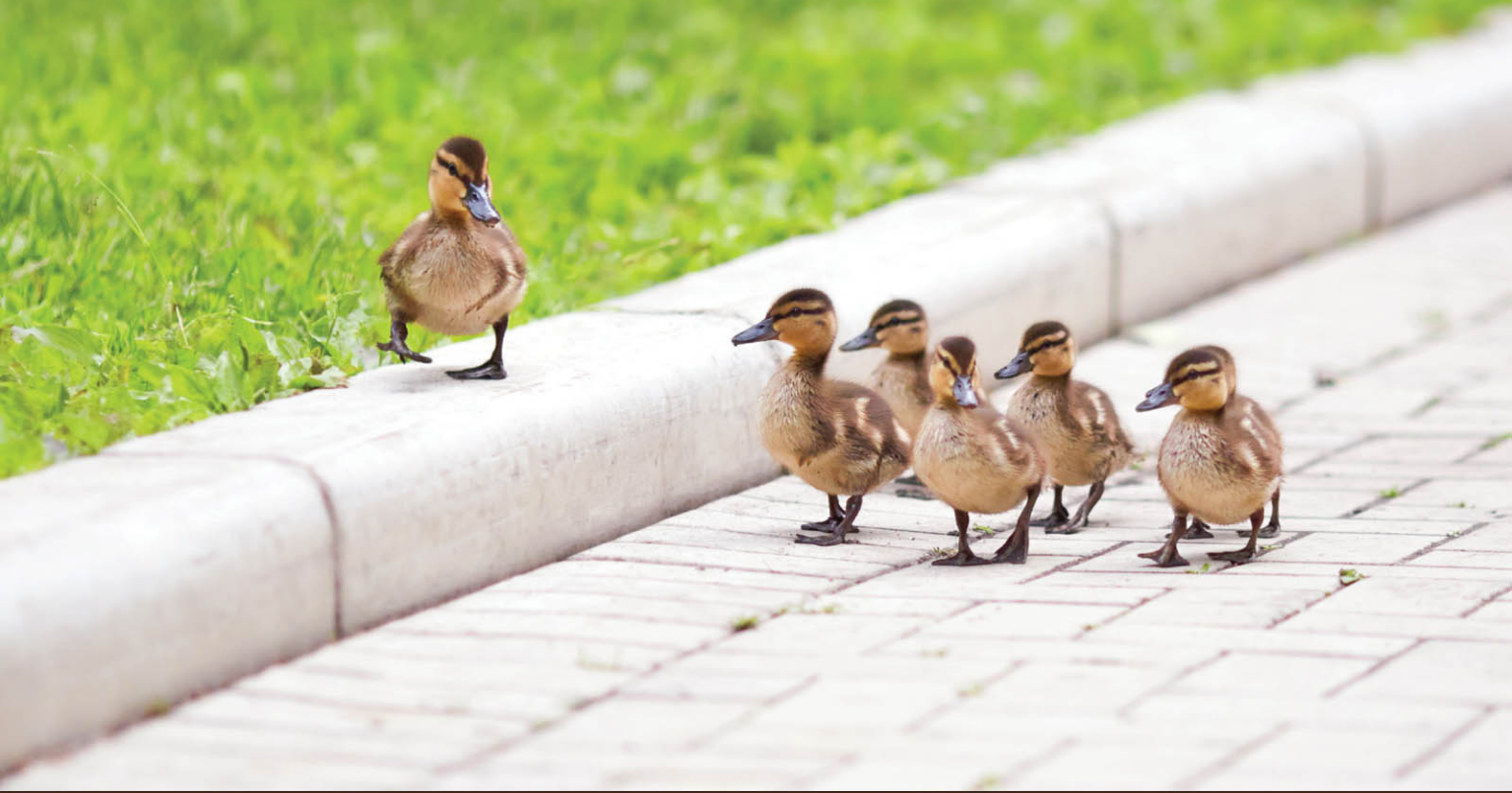
Developing Management Skills

NINTH EDITION

David A. Whetten • Kim S. Cameron



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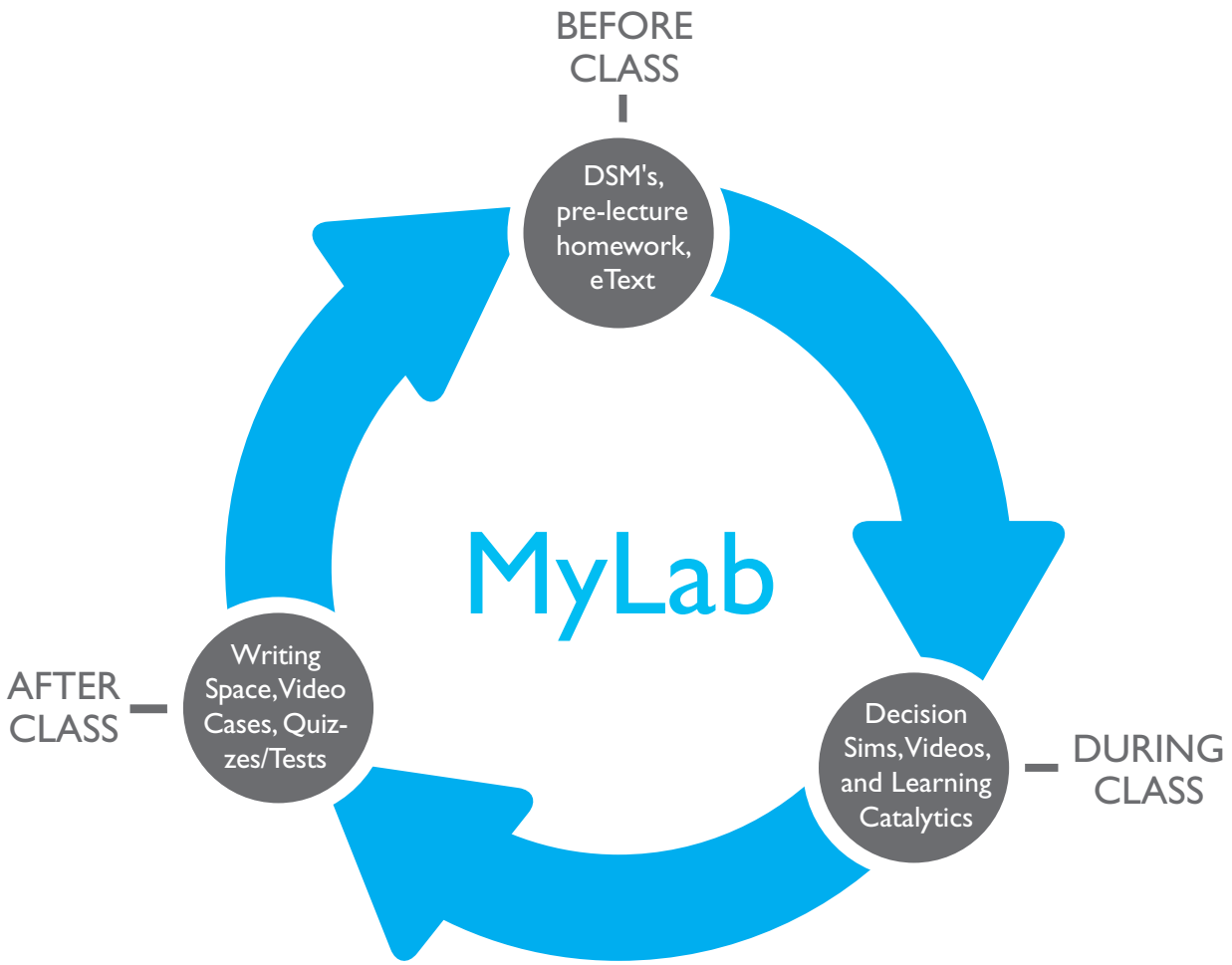

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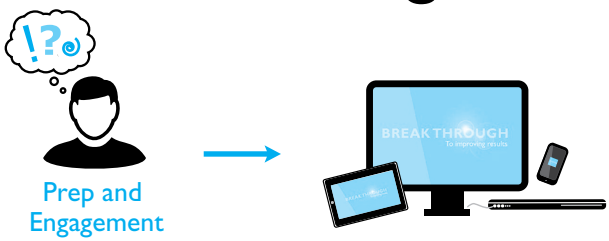

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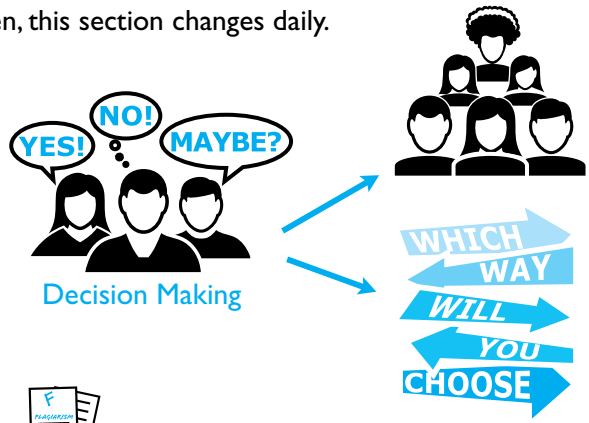

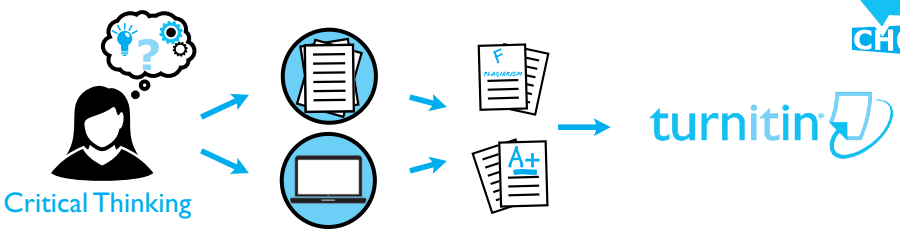

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DEVELOPING MANAGEMENT SKILLS

NINTH EDITION

GLOBAL EDITION

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PREFACE

New in This Edition

- New to every Chapter Personal Inventory Assessments (P.I.A)
- Chapter 2 now includes a major focus not only on managing stress but also on how to enhance and encourage well-being.
- Chapter 8 replaces the discussion on "delegation" with a focus on "engagement."
- Research continues to appear on factors that predict managerial effectiveness and skillful performance. Therefore, we have updated references, studies, and examples to enhance each chapter's currency.
- In an environment filled with instantaneous technology, sound bites of data, and short attention spans, we have been motivated to shorten each of the book's chapters substantially. With these reductions, however, we have maintained the empirical evidence and the foundational models and frameworks.
- In each chapter, references to video examples found in **Pearson's MyManagementLab™** are noted.

Why Focus on Management Skill Development?

Given that a "skill development" course requires more time and effort than a course using the traditional lecture/discussion format, we are sometimes asked this question by students, especially those who have relatively little work experience.

Reason #1: It focuses attention on what effective managers actually "do."

In an influential article, Henry Mintzberg (1975) argued that management education had almost nothing to say about what managers actually do from day to day. He further faulted management textbooks for introducing students to the leading theories about management while ignoring what is known about effective management practice. Sympathetic to Mintzberg's critique, we set out to identify the defining competencies of effective managers.

Although no two management positions are exactly the same, the research summarized in the Introduction highlights ten personal, interpersonal, and group skills that form the core of effective management practice. Each chapter addresses one of these skills.

Personal Skills

1. Developing Self-Awareness
2. Managing Personal Stress and Well-Being
3. Solving Problems Analytically and Creatively

Interpersonal Skills

4. Building Relationships by Communicating Supportively
5. Gaining Power and Influence
6. Motivating Others
7. Managing Conflict

Group Skills

8. Empowering and Engaging Others
9. Building Effective Teams and Teamwork
10. Leading Positive Change

Consistent with our focus on promoting effective management practice, the material in these chapters provides guidance for a variety of contemporary management challenges, including: "How can I help others accept new goals, new ideas, new approaches?" "How can I invigorate those who feel outdated and left behind?" "How do I help the 'survivors' of a downsizing pick up the pieces and move on?" "How do I help people with very different agendas and philosophies work together, especially during periods of high stress and uncertainty?"

Anyone tempted to dismissively argue that the answers to these questions are "common sense" would do well to recall Will Rogers' pithy observation: "Common sense ain't common." In addition, the research reported in the Introduction suggests that, in many cases, managers' "common sense" isn't "good sense."

The premise of this book and associated course is that the key to effective management practice is practicing what effective managers—those with "good sense"—do consistently.

Reason #2: It is consistent with proven principles of effective teaching and learning.

A seasoned university professor advised a young colleague, "If your students aren't learning, you're not teaching—you're just talking!" Here's what some authorities on higher education have to say about how effective teachers foster learning:

> "All genuine learning is active, not passive. It is a process of discovery in which the student is the main agent, not the teacher." (Adler, 1982)
>
> "Learning is not a spectator sport. Students do not learn much just by sitting in a class listening to teachers, memorizing pre-packaged assignments, and spilling out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves." (Chickering & Gamson, 1987)

In their classic book, Bonwell and Elson (1991) list seven defining characteristics of active learning:

1. Students are involved in more than passive listening.
2. Students are engaged in activities (e.g., reading, discussing, writing).
3. There is less emphasis placed on information transmission and greater emphasis placed on developing student skills.
4. There is greater emphasis placed on the exploration of attitudes and values.
5. Student motivation is increased, especially in adult learners.
6. Students receive immediate feedback from their instructor and peers.
7. Students are involved in higher order thinking (analysis, synthesis, evaluation).

Our goals in writing this book were to bridge the academic realm of theory and research and the organizational realm of effective practice and to help students consistently translate proven principles from both realms into personal practice. To accomplish these goals, we formulated a five-step "active" learning model, described in the Introduction. Based on the positive feedback we've received from teachers and students, we can state with confidence that the form of active learning pioneered in this book is a proven pedagogy for management skill mastery.

MYMANAGEMENTLAB SUGGESTED ACTIVITIES

For the 9th edition we the authors are excited that Pearson's MyManagementLab has been integrated fully into the text. These new features are outlined below. Making assessment activities available on line for students to complete before coming to class will allow you the professor more discussion time during the class to review areas that students are having difficulty in comprehending.

Watch It

Recommends a video clip that can be assigned to students for outside classroom viewing or that can be watched in the classroom. The video corresponds to the chapter material and is accompanied by multiple choice questions that re-enforce student's comprehension of the chapter content.

Personal Inventory Assessments (PIA)

Students learn better when they can connect what they are learning to their personal experience. PIA (Personal Inventory Assessments) is a collection of online exercises designed to promote self-reflection and engagement in students, enhancing their ability to connect with concepts taught in principles of management, organizational behavior, and human resource management classes. Assessments are assignable by instructors who can then track students' completions. Student results include a written explanation along with a graphic display that shows how their results compare to the class as a whole. Instructors will also have access to this graphic representation of results to promote classroom discussion.

DETAILED CHAPTER BY CHAPTER CHANGES

Based on suggestions from reviewers, instructors, and students, we have made a number of changes in the ninth edition of Developing Management Skills.

- Chapter 2 now includes a major focus not only on managing stress—usually observed to be a negative influence on individuals—but it focuses on how to enhance and encourage well-being. Stress can be turned to good outcomes if managed effectively, and this 9th edition adopts this positive approach. It highlights ways to flourish and enhance well-being even in the presence of stressful circumstances.
- Chapter 8 replaces the discussion on "delegation" with a focus on "engagement." The theme of employee engagement has become a very important topic in modern organizations as they attempt to enhance their performance and help their employees flourish. That is, employee engagement has become a very hot topic. This chapter provides a framework that helps you engage employees effectively.
- In an environment filled with instantaneous technology, sound bites of data, and short attention spans, we have been motivated to shorten each of the book's

chapters substantially. With these reductions, however, we have maintained the empirical evidence and the foundational models and frameworks that distinguish this book from others on the market. We have maintained the scientific and scholarly basis for the prescriptions in each of the chapters because, to be effective managers, students need more substance than found in traditional airport bookstore advice.

- Research continues to appear on factors that predict managerial effectiveness and skillful performance. Therefore, we have updated references, studies, and examples to enhance each chapter's currency. Whereas many of the classic studies and foundational investigations remain in the text, you will find many up-dated studies and examples through the book. This is also the case with exercises, cases, and assessment instruments.
- In each chapter, references to video examples found in Pearson's MyManagementLab are noted. You will want to use these video supplements to illustrate certain concepts and practices discussed in the chapters. They provide real examples of management skill practices in the workplace.

Tips for Getting the Most Out of This Course

Whether you are an undergraduate or MBA student, or an experienced manager, based on our years of teaching management skills, here are some suggestions for making this course a personally meaningful learning experience:

- Read the Introduction carefully. Although this is not a typical management textbook, it is important that you understand its distinctive learner-focused features, especially the five-step learning model: Skill Assessment, Skill Learning, Skill Analysis, Skill Practice, and Skill Application. You'll also find informative research on how much managers' actions impact individual and organizational performance and the characteristics of effective managers.
- Thoughtfully complete the Skill Assessment surveys for each chapter. These diagnostic tools are designed to help you identify which specific aspects of each skill topic most warrant your personal attention.
- Carefully study the Behavioral Guidelines and the summary model at the conclusion of the Skill Learning section of each chapter before reading that section. These written and graphical summaries are designed to bridge the research-informed description of each topic with the skill development activities that follow. To help you internalize research-informed "good sense," be sure to use the Behavioral Guidelines as your frame of reference when reading and discussing Skill Analysis cases and participating in Skill Practice and Skill Application exercises.
- Be sure to complete the Skill Application exercises in each chapter. Management skill mastery requires out-of-class skill practice. How to do this is pretty straightforward if you are currently working in an organization, regardless of whether you are an experienced manager or a new, part-time employee. Whether or not you are currently employed, we encourage you to seek out skill practice opportunities in all aspects of your life, including working in assigned teams in this and other courses, planning social events for a campus or community organization, counseling a troubled sibling or friend, managing end-of-semester deadlines, or handling a difficult issue with a boy/girlfriend or spouse. The sooner you begin—and the more you persist in—practicing what you learn in this course, the more you'll be able to count on these skills as "automatic responses" when you need them as a manager.

INSTRUCTOR RESOURCES

At the Instructor Resource Center, www.pearsonglobaleditions.com/whetten, instructors can easily register to gain access to a variety of instructor resources available with this text in downloadable format. If assistance is needed, our dedicated technical support team is ready to help with the media supplements that accompany this text. Visit http://247.pearsoned.com for answers to frequently asked questions and toll-free user support phone numbers.

The following supplements are available with this text:

- Instructor's Resource Manual
- Test Bank
- TestGen® Computerized Test Bank
- PowerPoint Presentation

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Additional videos illustrating the most important subject topics are available in MyManagementLab, under the Instructor Resources: Business Today.

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MANAGEMENT CONCEPTS

- The Critical Role of Management Skills
- The Importance of Competent Managers
- The Skills of Effective Managers
- What Are Management Skills?
- Improving Management Skills
- An Approach to Skill Development
- Leadership and Management
- Contents of the Book
- Organization of the Book
- Diversity and Individual Differences
- Summary

SUPPLEMENTARY *MATERIAL*

- Personal Assessment of Management Skills (PAMS)
- What Does It Take to Be an Effective Manager?
- SSS Software In-Basket Exercise

SCORING KEY AND *COMPARISON DATA*

INTRODUCTION

The Critical Role of Management Skills

LEARNING OBJECTIVES

1. INTRODUCE THE IMPORTANCE OF MANAGEMENT SKILLS
2. IDENTIFY ESSENTIAL MANAGEMENT SKILLS
3. EXPLAIN A LEARNING MODEL FOR DEVELOPING MANAGEMENT SKILLS
4. REVIEW THE CONTENTS OF THE BOOK

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Introduction

The Critical Role of Management Skills

No one doubts that the twenty-first century will continue to be characterized by chaotic, transformational, rapid-fire change. In fact, almost no sane person is willing to predict what the world will be like 50, 20, or even 10 years from now. Change is just too rapid and ubiquitous. Three quarters of the content on the web was not available three years ago. The development of "nanobombs" has caused some people to predict that personal computers and desktop monitors will land on the scrap heap of obsolescence within 20 years. The new computers will be a product of etchings on molecules leading to personalized data processors injected into the bloodstream, implanted in eyeglasses, or included in wristwatches.

Warren Bennis, a colleague of ours, half-jokingly predicted that the factory of the future would have only two employees, a person and a dog. The person would be there to feed the dog. The dog would be there to keep the person from touching the equipment! Almost no one would argue with the claim that "permanent white water" best characterizes our current environment. Almost everything is in flux, from our technology and methods of transacting business to the nature of education and the definition of the family.

Despite all this change in our environment, there is something that has remained relatively constant. With minor variations and stylistic differences, what have not changed in several thousand years are the basic skills that lie at the heart of effective, satisfying, growth-producing human relationships. Freedom, dignity, trust, love, and respect in relationships have always been among the goals of human beings, and the same principles that brought about those outcomes in the second or seventeenth centuries still bring them about in the twenty-first century. Despite our circumstances, in other words, and despite the technological resources we have available to us, the same basic human skills still lie at the heart of effective human interaction.

This book is built on the presumption that developing management skills—that is, the skills needed to manage one's own life as well as relationships with others—is a ceaseless endeavor. These skills were largely the same a century ago as they are today. The basic behavioral principles that lie at the foundation of these skills are timeless. This is one reason why the shelves of bookstores. blogs, and on-line newsletters are filled with

prescriptions of how one more executive or one more company struck it rich or beat out the competition. Thousands of books trumpet prescriptions for how to be successful in business, or in life. Many of these books have made it to the best-seller lists and have enjoyed lengthy stays.

Our intention in this book is not to try to duplicate the popular appeal of the best-selling books nor to utilize the common formula of recounting anecdotal incidents of successful organizations or well-known managers. We have produced a book that remains true to, and is based on, social science and business research. We want to share with you what is known and what is not known about how to develop management skills and how to foster productive, healthy, satisfying, and growth-producing relationships with others in your work setting. *Developing Management Skills* is designed to help you actually improve your personal management competencies—to change your behavior.

This book, therefore, serves more as a practicum or a guide to effective managerial behavior than a description of what someone else has done to successfully manage an organization. It will surely help you think, and it will provide examples of success, but it will have failed if it also does not help you *behave* more competently in your own life.

Whereas the skills focused on in this book are called "management skills," their relevance is not limited just to an organization or work setting. This book could be retitled "life skills," or even "leadership skills." We focus mainly on work settings here because our primary goal is to help you prepare for and improve your own competency in a managerial role. You will discover, however, that these skills are applicable in most areas of your life—with families, friends, volunteer organizations, and your community.

In the next section, we review some of the scientific evidence that demonstrates how management skills are associated with personal and organizational success, and we review several studies of the key management skills that seem to be the most important in our modern-day environment. It is those key skills that this book has targeted. We then describe a model and a methodology for helping you to develop management skills.

A large number of fads abound proclaiming a new way to be a leader, get rich, or both, but our intent is to rely on a proven methodology that has grounding in the scientific literature. We present what has been shown to be a superior process for improving management skills, and we base our claims on scholarly evidence. This Introduction concludes with a brief description of the organization of the rest of the book and the importance of keeping in mind individual differences among people.

The Importance of Competent Managers

In the last couple of decades, an abundance of evidence has been produced demonstrating that skillful management is the single most powerful determinant of organizational success. These studies have been conducted across numerous industry sectors, international settings, and organization types. The research findings now make it almost unquestionable that if organizations want to succeed, they must have competent, skillful managers.

For example, in one study of 968 firms, representing all major industries in the United States, organizations whose managers effectively managed their people—that is, they implemented effective people management strategies and demonstrated personal competency in management skills—had, on the average, a decrease in turnover of more than 7 percent, increased profits of $3,814 per employee, $27,044 more in sales per employee, and $18,641 more in stock market value per employee, compared to firms that had less effective people management (Huselid, 1995; Pfeffer & Veiga, 1999). In a follow-up study of 702 firms, shareholder wealth was an amazing $41,000 per employee higher in companies demonstrating strong people management skills than in firms that had a lower emphasis on people management (Huselid & Becker, 1997).

A study of German firms in 10 industrial sectors produced similar results: "Companies that place workers at the core of their strategies produce higher long-term returns . . . than their industry peers" (Blimes, Wetzker, & Xhonneux, 1997). A study of five-year survivability in 136 nonfinancial companies that issued IPOs in the late 1980s found that the effective management of people was the most significant factor in predicting longevity, even when accounting for industry type, size, and profits. Firms that did a good job of managing people tended to survive; others did not (Welbourne & Andrews, 1996).

A study by Hanson (1986) investigated the factors that best accounted for financial success over a five-year span in 40 major manufacturing firms. The five most powerful predictors were identified and assessed. They included market share (assuming that the higher the market share of a firm, the higher its profitability); firm capital intensity (assuming that the more a firm is automated and up-to-date in technology and equipment, the more profitable it is); size of the firm in assets (assuming that economies of scale and efficiency can be used in large firms to increase profitability); industry average return on sales (assuming that firms would reflect the performance of a highly profitable industry); and the ability of managers to effectively manage their people (assuming that an emphasis on good people management helps produce profitability in firms). The results revealed that one factor—the ability to manage people effectively—was three times more powerful than all other factors combined in accounting for firm financial success over a five-year period! We repeat, good management was more important than all other factors taken together in predicting profitability.

This is just a small sampling of studies that indicate overwhelmingly that good management fosters financial success, whereas less effective management fosters financial distress. Successful organizations have managers with well-developed management skills. Moreover, the data are clear that management skills are more important in accounting for success than industry, environment, competition, and economic factors combined.

The Skills of Effective Managers

What, then, differentiates effective managers from less effective managers? If developing management skills is so crucial for organizational success, what skills ought to be the focus of our attention? The management literature is filled with lists of attributes, behaviors, orientations, and strategies for enhancing successful performance. In writing this book, we wanted to identify the skills and competencies that separate extraordinarily effective performers from the rest of us. So, in addition to reviewing the managerial and leadership literatures, we also identified 402 individuals who were rated as highly effective managers in their own organizations in the fields of business, health care, education, and state government by asking senior officers to name the most effective managers in their organizations. We then interviewed those people to determine what attributes were associated with managerial effectiveness. We asked questions such as:

- How have you become so successful in this organization?
- Who fails and who succeeds in this organization and why?
- If you had to train someone to take your place, what knowledge and what skills would you make certain that person possessed in order to perform successfully as your successor?
- If you could design an ideal curriculum or training program to teach you to be a better manager, what would it contain?
- Think of other effective managers you know. What skills do they demonstrate that explain their success?

Table 1	Skills of Effective Managers—One Study
1.	Verbal communication (including listening)
2.	Managing time and stress
3.	Rational and creative decision making
4.	Recognizing, defining, and solving problems
5.	Motivating and influencing others
6.	Delegating and engaging others
7.	Setting goals and articulating a vision
8.	Self-awareness
9.	Team building
10.	Managing conflict

Our analysis of the interviews produced about 60 characteristics of effective managers. The 10 identified most often are listed in Table 1. Not surprisingly, these 10 characteristics are all behavioral skills. They are not personality attributes or styles, nor are they generalizations such as "luck," "charisma," or "timing." They also are common across industries, levels, and job responsibilities. The characteristics of effective managers are not a secret.

What Are Management Skills?

There are several defining characteristics of management skills that differentiate them from other kinds of characteristics and practices. First, management skills are *behavioral*. They are not personality attributes or stylistic tendencies. Management skills consist of actions that lead to positive outcomes. Skills can be observed by others, unlike attributes that are purely mental, stylistic, or are embedded in personality.

Second, management skills are *controllable*. The performance of these behaviors is under your own control. Skills may involve other people and require cognitive work, but they are behaviors that you can govern yourself.

Third, management skills are *developable*. Performance can improve. Unlike IQ or certain personality or temperament attributes that remain relatively constant throughout life, you can improve your competency in skill performance through practice and feedback. You can progress from less competence to more competence in management skills, and that outcome is the primary objective of this book.

Fourth, management skills are *interrelated* and *overlapping*. It is difficult to demonstrate just one skill in isolation from others. Skills are not simplistic, repetitive behaviors, but they are integrated sets of complex responses. Fifth, management skills are sometimes *contradictory* or *paradoxical*. For example, the core management skills are neither all soft and humanistic in orientation nor all hard-driving and directive. They are oriented neither toward teamwork and interpersonal relations exclusively nor toward individualism and technical entrepreneurship exclusively. A variety of skills are typical of the most effective managers, and some of them appear incompatible.

To illustrate, Cameron and Tschirhart (1988) assessed the skill performance of more than 500 midlevel and upper-middle managers in about 150 organizations. The most frequently mentioned 25 management skills taken from about a dozen studies in the academic literature (such as those in Table 2) were measured. Statistical analyses revealed