

DEVELOPING MANAGEMENT SKILLS

TENTH EDITION

David A. Whetten
BRIGHAM YOUNG UNIVERSITY

Kim S. Cameron
UNIVERSITY OF MICHIGAN



Vice President, Business, Economics, and UK Courseware: Donna Battista
Director of Portfolio Management: Stephanie Wall
Specialist Portfolio Manager: Kris Ellis-Levy
Editorial Assistant: Amanda McHugh
Vice President, Product Marketing: Roxanne McCarley
Senior Product Marketer: Carlie Marvel
Product Marketing Assistant: Marianela Silvestri
Manager of Field Marketing, Business Publishing: Adam Goldstein
Field Marketing Manager: Nicole Price
Vice President, Production and Digital Studio, Arts and Business: Etain O’Dea
Director, Production and Digital Studio, Business and Economics: Ashley Santora

Managing Producer, Business: Melissa Feimer
Senior Content Producer: Claudia Fernandes
Operations Specialist: Carol Melville
Design Lead: Kathryn Foot
Manager, Learning Tools: Brian Surette
Learning Tools Strategist: Michael Trinchetto
Managing Producer, Digital Studio and GLP: James Bateman
Managing Producer, Digital Studio: Diane Lombardo
Digital Studio Producer: Monique Lawrence
Digital Studio Producer: Alana Coles
Full Service Project Management, Interior Design, Cover Design: Integra Software Services Pvt Ltd.
Printer/Binder: LSC Communications, Inc.
Cover Printer: Phoenix Color

Copyright ©2020, 2016, 2011 by Pearson Education, Inc. or its affiliates. All Rights Reserved. Manufactured in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms, and the appropriate contacts within the Pearson Education Global Rights and Permissions department, please visit www.pearsoned.com/permissions/.

Acknowledgments of third-party content appear on the appropriate page within the text.

PEARSON, ALWAYS LEARNING, and MYLAB are exclusive trademarks owned by Pearson Education, Inc. or its affiliates in the U.S. and/or other countries.

Unless otherwise indicated herein, any third-party trademarks, logos, or icons that may appear in this work are the property of their respective owners, and any references to third-party trademarks, logos, icons, or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson’s products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc., or its affiliates, authors, licensees, or distributors.

Library of Congress Cataloging-in-Publication Data is available on file at the Library of Congress.



BRIEF TABLE OF CONTENTS

Preface xvii
Introduction 1

PART I PERSONAL SKILLS 35

- 1** Developing Self-Awareness 37
- 2** Managing Stress and Well-Being 83
- 3** Solving Problems Analytically and Creatively 131

PART II INTERPERSONAL SKILLS 185

- 4** Building Relationships by Communicating Supportively 187
- 5** Gaining Power and Influence 225
- 6** Motivating Performance 261
- 7** Negotiating and Resolving Conflict 307

PART III GROUP SKILLS 369

- 8** Empowering and Engaging Others 371
 - 9** Building Effective Teams and Teamwork 405
 - 10** Leading Positive Change 445
- Appendix I Glossary 487
Appendix II References 497
Index 521



CONTENTS

Preface xvii

INTRODUCTION 1

THE CRITICAL ROLE OF MANAGEMENT SKILLS 3

- The Importance of Competent Managers 4
- The Skills of Effective Managers 5
- What Are Management Skills? 7
- Improving Management Skills 8
- An Approach to Skill Development 8
- Leadership and Management 9
- Contents of the Book 11
- Organization of the Book 13
- Diversity and Individual Differences 14
- Summary 14

SUPPLEMENTARY MATERIAL 15

- Diagnostic Survey and Exercises 15
 - Personal Assessment of Management Skills (PAMS)* 15
 - What Does It Take to Be an Effective Manager?* 19
 - SSS Software In-Basket Exercise* 21

SCORING KEY AND COMPARISON DATA 32

- Personal Assessment of Management Skills 32
 - Scoring Key* 32
 - Comparison Data* 33
- What Does It Take to Be an Effective Manager? 33
- SSS Software In-Basket Exercise 33

PART I PERSONAL SKILLS 35

1 DEVELOPING SELF-AWARENESS 37

SKILL ASSESSMENT 38

- Diagnostic Surveys for Developing Self-Awareness 38
- Developing Self-Awareness 38
 - The Defining Issues Test* 38

v

Cognitive Style Indicator 41
Tolerance of Ambiguity Scale 42
Core Self-Evaluation Scale (CSES) 43

SKILL LEARNING 44

Key Dimensions of Self-Awareness 44
The Enigma of Self-Awareness 44
The Sensitive Line 45
Understanding and Appreciating Individual Differences 46
Important Areas of Self-Awareness 46
Emotional Intelligence 48
Values and Character Strengths 50
Ethical Decision-Making 55
Cognitive Style 57
Attitudes Toward Change 59
Core Self-Evaluation 61

SUMMARY 62

SKILL ANALYSIS 65

Cases Involving Self-Awareness 65
The Case of Heinz 65
Computerized Exam 66
Decision Dilemmas 67

SKILL PRACTICE 69

Exercises for Improving Self-Awareness Through Self-Disclosure 69
Shipping the Part 69
Through the Looking Glass 69
Diagnosing Managerial Characteristics 71
An Exercise for Identifying Aspects of Personal Culture: A Learning Plan and Autobiography 73

SKILL APPLICATION 75

Activities for Developing Self-Awareness 75
Suggested Assignments 75
Application Plan and Evaluation 76

SCORING KEYS AND COMPARISON DATA 77

The Defining Issues Test 77
Escaped Prisoner 77
The Doctor's Dilemma 78
The Newspaper 78
Cognitive Style Indicator 79
Scoring Key 79
Comparison Data 79
Tolerance of Ambiguity Scale 79
Scoring Key 79
Comparison Data 80
Core Self-Evaluation Scale 80
Scoring Key 80
Comparison Data 81
Discussion Regarding the Case of Heinz 81
Discussion Regarding the Shipping the Part Case 82

2 MANAGING STRESS AND WELL-BEING 83

SKILL ASSESSMENT 84

- Diagnostic Surveys for Managing Stress and Well-Being 84
- Managing Stress and Well-Being 84
 - Social Readjustment Rating Scale* 84
 - Social Readjustment Rating Scale* 86
 - Sources of Personal Stress* 87
 - Flourishing Scale* 88

SKILL LEARNING 88

- Managing Stress and Fostering Well-Being 88
- Major Elements of Stress 89
 - Coping with Stress* 90
- Managing Stressors 92
- Eliminating Stressors 93
 - Eliminating Time Stressors Through Time Management* 93
 - Eliminating Encounter Stressors Through Community, Contribution, and Emotional Intelligence* 98
 - Eliminating Situational Stressors Through Work Redesign* 101
 - Eliminating Anticipatory Stressors Through Prioritizing, Goal Setting, and Small Wins* 102
- Developing Resiliency and Well-Being 104
 - Life Balance* 104
- Temporary Stress-Reduction Techniques 109

SUMMARY 110

SKILL ANALYSIS 112

- Cases Involving Stress Management 112
 - The Turn of the Tide* 112
 - The Case of the Missing Time* 115
 - Stress and the Millennial Generation* 118

SKILL PRACTICE 120

- Exercises for Long-Term and Short-Term Stress Management and Well-Being 120
 - The Small-Wins Strategy* 120
 - Life-Balance Analysis* 122
 - Deep Relaxation* 123
 - Monitoring and Managing Time* 125
 - Generalized Reciprocity* 126

SKILL APPLICATION 127

- Activities for Managing Stress 127
 - Suggested Assignments* 127
 - Application Plan and Evaluation* 128

SCORING KEYS AND COMPARISON DATA 129

- Social Readjustment Rating Scale 129
 - Comparison Data* 129
- Sources of Personal Stress 129
- Flourishing Scale 130
 - Comparison Data* 130

3 SOLVING PROBLEMS ANALYTICALLY AND CREATIVELY 131

SKILL ASSESSMENT 132

- Diagnostic Surveys for Creative Problem-Solving 132
 - Problem-Solving, Creativity, and Innovation* 132
- Solving Problems Analytically and Creatively 132
 - How Creative Are You?*[©] 132
 - Innovative Attitude Scale* 134
 - Creative Style Assessment* 135

SKILL LEARNING 137

- Problem-Solving, Creativity, and Innovation 137
- Steps in Analytical Problem-Solving 137
 - Defining the Problem* 137
 - Generating Alternatives* 138
 - Evaluating Alternatives* 139
 - Implementing the Solution* 139
- Limitations of the Analytical Problem-Solving Model 140
- Impediments to Creative Problem-Solving 140
- Multiple Approaches to Creativity 141
- Conceptual Blocks 144
 - Percy Spencer's Magnetron* 145
 - Spence Silver's Glue* 146
 - The Four Types of Conceptual Blocks* 146
- Review of Conceptual Blocks 154
- Conceptual Blockbusting 154
 - Stages in Creative Thought* 154
 - Methods for Improving Problem Definition* 155
 - Ways to Generate More Alternatives* 159
- International Caveats 162
- Hints for Applying Problem-Solving Techniques 163
- Fostering Creativity in Others 163
 - Management Principles* 163

SUMMARY 167

SKILL ANALYSIS 169

- Cases Involving Problem-Solving 169
 - Chip and Bin* 169
 - Creativity at Apple* 172

SKILL PRACTICE 174

- Exercises for Applying Conceptual Blockbusting 174
 - Individual Assignment—Analytical Problem-Solving (10 minutes)* 174
 - Team Assignment—Creative Problem-Solving (20 minutes)* 175
 - Moving Up in the Rankings* 176
 - Elijah Gold and His Restaurant* 177
 - Creative Problem-Solving Practice* 180

SKILL APPLICATION 181

- Activities for Solving Problems Creatively 181
 - Suggested Assignments* 181
 - Application Plan and Evaluation* 181

SCORING KEYS AND COMPARISON DATA 182

- How Creative Are You?® 182
 - Scoring Key 182
 - Comparison Data 184
- Innovative Attitude Scale 184
 - Comparison Data 184
- Creative Style Assessment 184
 - Scoring Key 184
 - Comparison Data 184

PART II INTERPERSONAL SKILLS 185

4 BUILDING RELATIONSHIPS BY COMMUNICATING SUPPORTIVELY 187

SKILL ASSESSMENT 188

- Diagnostic Surveys for Supportive Communication 188

SKILL LEARNING 188

- Building Positive Interpersonal Relationships 188
 - High-Quality Connections 189
 - The Key 190
- The Importance of Effective Communication 190
 - Communication Problems 191
- What is Supportive Communication? 191
- Coaching and Counseling 193
 - Defensiveness and Disconfirmation 194
- Principles of Supportive Communication 195
 - Supportive Communication Is Based on Congruence, Not Incongruence 195
 - Supportive Communication Is Descriptive, Not Evaluative 196
 - Supportive Communication Is Problem-Oriented, Not Person-Oriented 198
 - Supportive Communication Is Validates Rather Than Invalidates Individuals 199
 - Supportive Communication Is Specific (Useful), Not Global (Nonuseful) 201
 - Supportive Communication Is Conjunctive, Not Disjunctive 202
 - Supportive Communication Is Owned, Not Disowned 202
 - Supportive Communication Requires Supportive Listening, Not One-Way Message Delivery 203
- The Personal Management Interview 208
- International Caveats 211

SUMMARY 211

SKILL ANALYSIS 213

- Cases Involving Building Positive Relationships 213
 - Find Somebody Else 213
 - Rejected Plans 214

SKILL PRACTICE 216

- Exercises for Diagnosing Communication Problems and Fostering Understanding 216
 - United Chemical Company 216
 - Byron vs. Thomas 218
 - Active Listening Exercise 220

SKILL APPLICATION 222

- Activities for Communicating Supportively 222
 - Suggested Assignments* 222
 - Application Plan and Evaluation* 223

SCORING KEYS AND COMPARISON DATA 224

5 GAINING POWER AND INFLUENCE 225

SKILL ASSESSMENT 226

SKILL LEARNING 226

- Building a Strong Power Base and Using Influence Wisely 226
 - Gaining Power: Polarized Perspectives* 227
- Opportunities for Gaining Power 230
 - Sources of Personal Power* 230
 - Sources of Positional Power* 235
- Transforming Power into Influence 239
 - Influence Strategies: The Three Rs* 239
 - The Pros and Cons of Each Strategy* 241
 - Exercising Upward Influence—A Special Case Of The Reason Strategy* 243
- Acting Assertively: Neutralizing Influence Attempts 245
 - The Special Case of Sexual Harassment* 247

SUMMARY 247

SKILL ANALYSIS 251

- Case Involving Power and Influence 251
 - Dynica Software Solutions* 251

SKILL PRACTICE 252

- Exercise for Gaining Power 252
 - Repairing Power Failures in Management Circuits* 252
- Exercise for Using Influence Effectively 253
 - Kalina Ivanov's Proposal* 254
- Exercises for Neutralizing Unwanted Influence Attempts 254
 - Cindy's Fast Foods* 255
 - 9:00 to 7:30* 256

SKILL APPLICATION 257

- Activities for Gaining Power and Influence 257
 - Suggested Assignments* 257
 - Application Plan and Evaluation* 258

SCORING KEYS AND COMPARISON DATA 259

6 MOTIVATING PERFORMANCE 261

SKILL ASSESSMENT 262

SKILL LEARNING 262

- Increasing Motivation and Performance 262
- Understanding the Prerequisites for Successful Task Performance 263

Fostering High Performance	264
Strengthen the <i>Motivation</i> → <i>Performance</i> Link	265
<i>Expectations and Goals</i>	265
<i>Ability</i>	267
Strengthen the <i>Performance</i> → <i>Outcomes</i> Link	269
<i>Extrinsic Reinforcement</i>	270
<i>Intrinsic Reinforcement</i>	275
Strengthen the <i>Outcomes</i> → <i>Satisfaction</i> Link	279
<i>Human Needs</i>	279
<i>Reward Salience</i>	280
<i>Reward Equity</i>	282
Diagnosing and Correcting the Causes of Unacceptable Performance	283
<i>Diagnostic Framework</i>	283
<i>Benefits of the E-A-M Approach</i>	284

SUMMARY 285

SKILL ANALYSIS 288

Case Involving Motivation Problems	288
<i>Electro Logic</i>	288

SKILL PRACTICE 295

Exercises for Diagnosing Work Performance Problems	295
<i>Joe Chaney</i>	295
<i>Motivating Performance Assessment</i>	296
Exercise for Assessing Job Characteristics	297
<i>Job Diagnostic Survey</i>	297

SKILL APPLICATION 300

Activities for Fostering Performance	300
<i>Suggested Assignments</i>	300
<i>Application Plan and Evaluation</i>	301

SCORING KEYS AND COMPARISON DATA 302

Motivating Performance Assessment	303
<i>Scoring Key</i>	303
Job Diagnostic Survey	304
<i>Scoring Key</i>	304

7 NEGOTIATING AND RESOLVING CONFLICT 307

SKILL ASSESSMENT 308

SKILL LEARNING 308

The Pervasiveness of Organizational Conflict	308
<i>Negotiating Effectively</i>	309
<i>Types of Negotiation</i>	309
<i>The Basics of Negotiation</i>	310
<i>Keys to Effective Integrative Negotiation</i>	311
Resolving Conflicts Successfully	313
<i>Understanding Different Types of Conflict</i>	313
<i>Selecting the Appropriate Conflict Management Approach</i>	317
<i>Choosing the Appropriate Approach</i>	319
<i>Personal Preferences</i>	319
<i>Situational Factors</i>	320

Using Collaboration to Resolve People-Focused Confrontations	321
<i>Initiator</i>	322
<i>Responder</i>	325
<i>Mediator</i>	327
<i>All Roles</i>	330

SUMMARY 330

SKILL ANALYSIS 334

Case Involving Interpersonal Conflict	334
<i>Educational Pension Investments</i>	334

SKILL PRACTICE 338

Exercise for Negotiating	338
<i>A Home by the Sea</i>	338
<i>Negotiation Planning Document</i>	340
Exercises for Diagnosing Sources of Conflict	341
<i>SSS Software Management Problems</i>	341
Exercises for Selecting an Appropriate Conflict Management Strategy	350
<i>The Red Cow Grill</i>	350
<i>Avocado Computers</i>	351
<i>Phelps Inc.</i>	351
Exercises for Resolving Interpersonal Confrontations	352
<i>Sabrina Moffatt</i>	352
<i>Can Larry Fit In?</i>	356
<i>Meeting at Hartford Manufacturing Company</i>	357

SKILL APPLICATION 363

Activities for Improving Managing Conflict Skills	363
<i>Suggested Assignments</i>	363
<i>Application Plan and Evaluation</i>	365
SKILL PRACTICE Exercises for Resolving Interpersonal Confrontations	366

SCORING KEYS AND COMPARISON DATA 368

PART III GROUP SKILLS 369

8 EMPOWERING AND ENGAGING OTHERS 371

SKILL ASSESSMENT 372

SKILL LEARNING 372

Empowering and Engaging Others	372
The Meaning of Empowerment	373
Dimensions of Empowerment	374
<i>Self-Efficacy</i>	374
<i>Self-Determination</i>	375
<i>Personal Consequence</i>	375
<i>Meaning</i>	376
<i>Trust</i>	376
<i>Review of Empowerment Dimensions</i>	377

How to Develop Empowerment	378
<i>A Clear Goal</i>	378
<i>Fostering Personal Mastery Experiences</i>	379
<i>Modeling</i>	379
<i>Providing Support</i>	379
<i>Emotional Arousal</i>	380
<i>Providing Information</i>	380
<i>Providing Resources</i>	381
<i>Connecting to Outcomes</i>	381
<i>Creating Confidence</i>	382
<i>Review of Empowerment Principles</i>	383
Inhibitors to Empowerment	385
<i>Attitudes about Subordinates</i>	385
<i>Personal Insecurities</i>	385
<i>Need for Control</i>	385
<i>Overcoming Inhibitors</i>	386
Fostering Engagement	386
<i>Deciding When to Engage Others</i>	387
<i>Deciding Whom to Engage</i>	388
<i>Deciding How to Engage Others</i>	389
<i>Review of Engagement Principles</i>	391
International Caveats	391
SUMMARY	392
SKILL ANALYSIS	394
Cases Involving Empowerment and Engagement	394
<i>Minding the Store</i>	394
<i>Changing the Portfolio</i>	395
SKILL PRACTICE	396
Exercises for Empowerment	396
<i>Executive Development Associates</i>	396
<i>Empowering Ourselves</i>	400
<i>Deciding to Engage Others</i>	401
SKILL APPLICATION	402
Activities for Empowerment and Engagement	402
<i>Suggested Assignments</i>	402
<i>Application Plan and Evaluation</i>	403
SCORING KEYS AND COMPARISON DATA	404

9 BUILDING EFFECTIVE TEAMS AND TEAMWORK 405

SKILL ASSESSMENT	406
Diagnostic Surveys for Building Effective Teams	406
<i>Team Development Behaviors</i>	406
Building Effective Teams and Teamwork	406
<i>Diagnosing the Need for Team Building</i>	406
SKILL LEARNING	407
The Advantages of Teams	407
<i>An Example of an Effective Team</i>	411

Team Development	411
<i>The Forming Stage</i>	412
<i>The Norming Stage</i>	413
<i>The Storming Stage</i>	415
<i>The Performing Stage</i>	417
Leading Teams	420
<i>Developing Credibility</i>	420
<i>Establish SMART Goals and Everest Goals</i>	422
<i>International Caveats</i>	424
Team Membership	425
<i>Advantageous Roles</i>	425
<i>Unproductive Roles</i>	428
<i>Providing Feedback</i>	429
<i>International Caveats</i>	430

SUMMARY 430

SKILL ANALYSIS 431

Cases Involving Building Effective Teams	431
<i>Losing to a Weaker Foe</i>	431
<i>The Cash Register Incident</i>	433

SKILL PRACTICE 435

Exercises in Building Effective Teams	435
<i>Leadership Roles in Teams</i>	435
<i>Team Diagnosis and Team Development Exercise</i>	435
<i>Winning the War for Talent</i>	437
<i>Team Performance Exercise</i>	439

SKILL APPLICATION 441

Activities for Building Effective Teams	441
<i>Suggested Assignments</i>	441
<i>Application Plan and Evaluation</i>	441

SCORING KEYS AND COMPARISON DATA 442

Diagnosing the Need for Team Building	442
<i>Comparison Data</i>	442
Leadership Roles in Teams (Examples of Correct Answers)	443

10 LEADING POSITIVE CHANGE 445

SKILL ASSESSMENT 446

Diagnostic Surveys for Leading Positive Change	446
Leading Positive Change	446
<i>Reflected Best-Self Feedback</i>	446

SKILL LEARNING 448

Ubiquitous and Escalating Change	449
The Need for Frameworks	449
A Framework for Leading Positive Change	451
<i>Establishing a Climate of Positivity</i>	454
<i>Creating Readiness for Change</i>	458
<i>Articulating a Vision of Abundance</i>	461

Generating Commitment to the Vision 464
Fostering Sustainability 466

SUMMARY 470

SKILL ANALYSIS 472

Cases Involving Leading Positive Change 472
Corporate Vision Statements 472
Jim Mallozzi: Implementing Positive Change in Prudential Real Estate and Relocation 477

SKILL PRACTICE 480

Exercises in Leading Positive Change 480
Reflected Best-Self Portrait 480
Positive Organizational Diagnosis Exercise 481
A Positive Change Agenda 482

SKILL APPLICATION 483

Activities for Leading Positive Change 483
Suggested Assignments 483
Application Plan and Evaluation 484

SCORING KEYS AND COMPARISON DATA 485

Reflected Best-Self Feedback™ Exercise 485

APPENDIX I GLOSSARY 487

APPENDIX II REFERENCES 497

INDEX 521



PREFACE

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 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 Performance
7. Negotiating and Resolving 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 necessarily common practice.” In addition, the research reported in the Introduction suggests that, in many cases, managers’ “common sense” isn’t necessarily “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 as well as multiple empirical research studies, we can state with confidence that the form of active learning pioneered in this book is a proven pedagogy for management skill mastery.

MYLAB MANAGEMENT SUGGESTED ACTIVITIES

For the 10th edition we the authors are excited that Pearson’s MyLab Management 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

MyLab recommends video clips that can be assigned to students for outside classroom viewing or that can be watched in the classroom. The videos correspond 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 tenth edition of *Developing Management Skills*.

Introduction

- Updated references
- Clarified writing, especially sensitive to international perspectives and gender

Chapter 1 – Developing Self-Awareness

- Updated pre-assessment instruments, paying special attention to gender and nationality
- Updated references throughout the chapter
- Created new cases in the Skill Analysis section
- Updated scenarios in the Skill Practice section

Chapter 2 – Managing Stress and Well-Being

- Updated references throughout the chapter
- Added cases on stress and stress management among Millennials in the Skill Analysis section
- Added an up-to-date Skill Practice exercise

Chapter 3 – Solving Problems Analytically and Creatively

- Updated references and examples throughout the chapter
- Replaced cases in the Skill Analysis section
- Updated the Creative Problem-Solving Practice scenarios

Chapter 4 – Building Relationships by Communicating Supportively

- Updated references throughout the chapter
- Updated cases in the Skill Analysis section
- Updated exercises in the Skill Practice section

Chapter 5 – Gaining Power and Influence

- Updated references throughout the chapter
- Enhanced material on social capital
- Added a section on Sexual Harassment
- Updated the cases in Skill Analysis section

Chapter 6 – Motivating Performance

- Adopted new chapter title, emphasizing the purpose of motivating others
- Updated references and examples throughout the chapter
- Expanded section on intrinsic reinforcement
- Added section on diagnosing and correcting unacceptable performances
- Added new Skill Practice exercise

Chapter 7 – Negotiating and Resolving Conflict

- Adopted new chapter title, reflecting expanded focus
- Updated references and examples throughout the chapter
- Added a section on negotiations
- Added new negotiations exercises in the Skill Practice section
- Updated the cases and exercises

Chapter 8 – Empowering and Engaging Others

- Updated references throughout the chapter
- Added a new case to the Skill Analysis section
- Updated exercises in the Skill Practice section

Chapter 9 – Building Effective Teams and Teamwork

- Updated references and examples throughout the chapter
- Created a new case in the Skill Analysis section
- Updated Skill Practice exercises

Chapter 10 – Leading Positive Change

- Updated references throughout the chapter
- Updated Corporate Vision Statements in the Skill Analysis section
- Added an exercise to the Skill Practice section

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 RESOURCE CENTER

At Pearson's Higher Ed catalog, <https://www.pearsonhighered.com/sign-in.html>, 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 <https://support.pearson.com/getsupport> 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

This title is available as an eBook and can be purchased at most eBook retailers.

Acknowledgments

In addition to the informal feedback we have received from colleagues around the world, we would especially like to thank the following people who have formally reviewed material and provided valuable feedback, vital to the revision of this and previous editions:

Richard Allan, University of Tennessee– Chattanooga	Stanley Harris, Auburn University
Joseph S Anderson, Northern Arizona University	Richard E. Hunt, Rockhurst College
Forrest F. Aven, University of Houston	Daniel F. Jennings, Baylor University
Lloyd Baird, Boston University	Avis L. Johnson, University of Akron
Bud Baker, Wright State University	Jay T. Knippen, University of South Florida
John D. Bigelow, Boise State University	Roland Kushner, Lafayette College
Ralph R. Braithwaite, University of Hartford	Roy J. Lewicki, Ohio State University
Julia Britt, California State University	Michael Lombardo, Center for Creative Leadership
Tim Bothell, Brigham Young University	Charles C. Manz, University of Massachusetts–Amherst
David Cherrington, Brigham Young University	Ralph F. Mullin, Central Missouri State University
John Collins, Syracuse University	Thomas J. Naughton, Wayne State University
Kerri Crowne, Temple University	J. Randolph New, University of Richmond
Joseph V. DePalma, Farleigh Dickerson University	Jon L. Pierce, University of Minnesota– Duluth
Todd Dewett, Wright State University	Lyman Porter, University of California– Irvine
Andrew J. Dubrin, Rochester Institute of Technology	Lyle F. Schoenfeldt, Appalachian State University
Steven Edelson, Temple University	Jacop P. Siegel, University of Toronto
Crissie M. Frye, Eastern Michigan University	Charles Smith, Hofstra University
Norma Givens, Fort Valley State University	Noel M. Tichy, University of Michigan
Barbara A. Gorski, St. Thomas University	Wanda V. Trenner, Ferris State University
Sara Grant, New York University	Ulya Tsolmon, Brigham Young University
David Hampton, San Diego State University	Kenneth M. York, Oakland University
Jason Harris-Boundy, San Francisco State University	

We especially thank our collaborators who adapted the book for the European and Australian markets as well as those who translated *Developing Management Skills* into Spanish, Russian, Chinese, and Dutch.

We are grateful for the assistance of many dedicated associates who have helped us continually upgrade and enhance *Developing Management Skills*. We wish to acknowledge our colleague, Jeffrey Thompson, Director of the Romney Institute of Public Management, Brigham Young University. Jeff has been a valuable collaborator on our recent revisions and has become a major part of the authoring team.

Finally, and most importantly, we express appreciation to our families for their ongoing patience and support, which is reflected in their willingness to share their time with this competing “labor of love”—and to forgive our own gaps between common sense and common practice.

*David A. Whetten
Kim S. Cameron*