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 “How can I invigorate those who feel outdated and left behind?”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