Management 15th edition Daft Solutions Manual

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Solutions Manual

Daft, Management, 15e, ©2026, 9798214042367; Chapter 1: Leading Edge Management

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Purpose and Perspective of the Chapter

The purpose of this chapter is to understand what a manager is and what role they play in a business. Regardless of how managers' behavior has changed, the basic functions of business must still be performed for an organization to succeed. Planning, organizing, leading, and controlling are the functions of the management process. Organizational goals must be met efficiently and effectively to succeed. Managers need a mix of skills—technical, human, and conceptual. Management failure, as well as the process of moving into management, are both discussed. Time management is a valuable skill. It enables a manager to fulfill the informational, interpersonal, and decisional roles.

Chapter Objectives

The following objectives are addressed in this chapter:

1.1 Explain five new manager competencies, including how they are impacted by the trend toward artificial intelligence and hybrid work in today's organizations.
1.2 Define the four management functions and the type of management activity associated with each.
1.3 Explain why managers make a difference in performance and the difference between efficiency and effectiveness.
1.4 Describe technical, human, and conceptual skills and their relevance for managers.
1.5 Identify the variety of personal challenges faced by new managers and ways of overcoming them.
1.6 Define the management types and roles that managers perform in organizations.

What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

- Replaced discussion of bosslessness with discussions on artificial intelligence and hybrid work
- Updated discussion on efficiency and effectiveness for managers
- Removed the specific discussion of a manager's role in nonprofit organizations

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CHAPTER OUTLINE

The following outline organizes activities (including any existing discussion questions in PowerPoints or other supplements) and assessments by chapter (and therefore by topic), so that you can see how all the content relates to the topics covered in the text.

I. Management Competencies for Today's World (LO 1.1, PPT Slides 4–11)
   a. **Icebreaker Activity: 15 minutes total**
      i. "Management is doing things right; leadership is doing the right things." - Peter F. Drucker, acclaimed management consultant
      ii. Reflect on the above statement, either individually or with another student. Then think through the following questions:
         - Are good managers good leaders? Are good leaders good managers?
         - Think about a situation in which you were a good manager or leader. (Share this story with your student partner.)
   b. Management is the attainment of organizational goals effectively and efficiently through planning, organizing, leading, and controlling organizational resources.
   c. There are two important ideas in this definition: (1) the attainment of organizational goals efficiently and effectively, and (2) the four functions of planning, organizing, leading, and controlling.
   d. Instead of being a controller, today's effective manager is an enabler who helps people do and be their best.
   e. There are rapid environmental shifts such as technology, artificial intelligence, the move to a knowledge economy, global market forces, the COVID-19 pandemic, and shifting expectations.
   f. The extraordinary impact of artificial intelligence (AI)
      i. AI: computer systems that mimic the analytical style of human intelligence by interpreting volumes of information
      ii. Uses patterns to make decisions
      iii. Gen AI: creates high-quality text, images, etc., based on the nature and volume of data fed into it
      iv. Results can be a good starting point.
      v. Dull or repetitive tasks might be delegated to AI.
   g. Lasting impact of remote work
      i. Remote work: Doing jobs from a location different than a central office can lead to cost savings for the company and greater employee satisfaction.
      ii. After a few years, issues arose, leading to a hybrid workplace: work part-time at the office, part-time remotely

II. The Basic Functions of Management (LO 1.2, PPT Slides 12–14)

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a. The five tasks fall into four fundamental management functions.
   i. Planning is the management function concerned with identifying goals for future organizational performance and deciding on the tasks and use of resources needed to attain them.
   ii. Organizing involves assigning tasks, grouping tasks into departments, delegating authority, and allocating resources across the organization.
   iii. Leading is the use of influence to motivate people to achieve the organizational goals.
   iv. Controlling means monitoring employees' activities, determining whether the organization is moving toward its goals, and making corrections as needed.

III. Organizational Performance (LO 1.3, PPT Slides 15–17)
   a. An organization is a social entity that is goal-directed and deliberately structured. A social entity means two or more people. *Goal-directed* means the organization is designed to achieve some outcome or goal, such as making a profit. *Deliberately structured* means tasks are divided, and responsibility for their performance is assigned to organization members.
   b. The manager's responsibility is to coordinate resources effectively and efficiently to accomplish the organization's goals.
      i. Organizational effectiveness is the degree to which the organization achieves a stated goal or succeeds in accomplishing what it tries to do.
      ii. Organizational efficiency refers to the amount of resources used to achieve an organizational goal. It is based on how much raw material, money, and people are necessary for producing a given volume of output. Efficiency can be defined as the amount of resources used to produce a product or service.
      iii. **Polling Activity 1: 5 minutes total**
         - If organizational performance indicates how well a manager is doing their job, is it more important for a manager to focus on efficiency or effectiveness?

IV. Management Skills (LO 1.4, PPT Slides 18–25)
   a. A manager's job requires a range of skills, which can be placed in three categories: conceptual, human, and technical.
   b. The application of these skills changes dramatically when a person is promoted to management.
   c. **Discussion Activity 1: 5 minutes total.** If you are a middle-level manager, your proficiency in which of the three management skills is likely to contribute most to your success?

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- How does your answer change, if at all, if you are a top manager?
- If you are a line manager?

d. Technical skill is the understanding of and proficiency in the performance of specific tasks. This includes mastery of the methods, techniques, and equipment involved in specific functions such as engineering, manufacturing, or finance. Technical skill also includes specialized knowledge, analytical ability, and competent use of tools and techniques to solve problems in that specific discipline.
   i. Technical skills are most important at lower organizational levels and become less important than human and conceptual skills as managers are promoted.

e. Human skills encompass the manager's ability to work with and through other people and to work effectively as a group member. It is demonstrated in the way a manager motivates, facilitates, coordinates, leads, communicates, and resolves conflicts.
   i. Human skills include many effective behaviors used by good managers.

f. Conceptual skill is the cognitive ability to see the organization as a whole system and the relationships among its parts. It involves knowing where one's team fits into the total organization and how the organization fits into its environment. It means the ability to think strategically—to take the broad, long-term view—and to identify, evaluate, and solve complex problems.
   i. Conceptual skill is especially important for top managers. Many of the responsibilities of top managers, such as decision making, resource allocation, and innovation, require a broad view.

g. During turbulent times, managers must use all their skills and competencies to benefit the organization and its stakeholders.

h. The number one reason for manager failure is ineffective communication skills and practices.

i. **Polling Activity 2: 5 minutes total.** You are a bright, hard-working, entry-level manager who fully intends to rise through the ranks. Your performance evaluation gives you high marks for your technical skills, but low marks when it comes to people skills. Which of the following scenarios would you choose?
   - Improve people skills through behavioral classes and role playing
   - Focus on technical skills as the priority rather than improving people skills
   - Learn people skills through modeling others' excellent examples
   - Rethink your career path

V. Challenges Facing New Managers (LO 1.5, PPT Slides 26–29)

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a. Many new managers do not know what managers do and receive little training.
b. Becoming a manager involves a profound transformation in the way people think of themselves, called *personal identity*, which includes letting go of deeply held attitudes and learning new ways of thinking.
c. Specific aspects of this transformation include changing one's identity.
    i. Change from a specialist who performs specific tasks to a generalist who coordinates diverse tasks
    ii. Change from things done through one's own efforts to getting things done through other people
    iii. Change from an individual actor to a team and network builder, motivator, and organizer
    iv. Change from working relatively independently to working in a highly interdependent manner
d. **Discussion Activity: 5 minutes total.** How might the teaching of a management course be designed to help people make the transition from individual performer to manager in order to prepare them for the challenges they will face as new managers?

VI. What Is a Manager's Job Really Like? (LO 1.6, PPT Slides 30–39)
a. A manager's job differs across three hierarchical levels.
    i. First-level managers or supervisory managers are typically at the first or second levels of management and are directly responsible for producing goods and services. Their primary focus is on facilitating individual employee performance.
    ii. Middle managers work at middle levels of the organization and are responsible for major departments. The focus here is less on individual performance and more on facilitating teams of people, including allocating resources, coordinating teams, and putting top management plans into action.
    iii. Top managers are located at the top of the hierarchy and are often called C-level (chief) managers. They are responsible for major organizational divisions as well as the entire organization. Their primary focus is on monitoring the external environment and determining the best strategy to be competitive.
b. Different management types have specific functions.
    a. General managers are responsible for multiple functional departments that constitute a self-contained division with profit and loss responsibility.
    b. Functional managers are responsible for an individual department with a specialized functional task and that has employees with similar training and skills.
    c. Project managers are responsible for a temporary work project that involves the participation of people from various functions and levels of the organization.

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d. Line managers are in charge of the functions that directly advance the core work of an organization, such as manufacturing or sales.
e. Staff managers are in charge of departments that support the organization's line departments with specialized advisory or support functions.

c. Adventures in Multitasking
    a. Managerial activity is characterized by variety, fragmentation, and brevity.
    b. Managers shift gears quickly—about every nine minutes.
d. Life on Speed Dial
    a. Managers' work is fast-paced and requires great energy.
    b. Most top executives routinely work at least 12 hours a day and spend 50 percent or more of their time traveling.
e. Time Management
    a. Time management refers to using techniques that enable you to get more done in less time and with better results, be more relaxed, and have more time to enjoy your work and your life.
    b. It is a challenge for new managers.
f. A role is a set of expectations for a manager's behavior.
    i. These roles are divided into three conceptual categories: informational (managing by information), interpersonal (managing through people), and decisional (managing through action).
    ii. Each role represents activities that managers undertake to ultimately accomplish the functions of planning, organizing, leading, and controlling.
    iii. Informational Roles
        a. Informational roles describe the activities used to maintain and develop an information network.
        b. The roles involve monitor, disseminator, and spokesperson activities.
    iv. Interpersonal Roles
        a. Interpersonal roles pertain to relationships with others and are related to human skills.
        b. The roles involve leader and liaison activities.
    v. Decisional Roles
        a. Decisional roles pertain to those events about which the manager must make a choice and act.
        b. The roles involve entrepreneur, disturbance handler, and resource allocator activities.
    vi. The importance of a specific role changes as the manager moves up in a company.

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g. **Knowledge Check Activity: 5 minutes total.** Which of the following sets of manager roles would be considered decisional roles?
   - Spokesperson, leader, and entrepreneur
   - Negotiator, figurehead, and liaison
   - Disseminator, monitor, and leader
   - Disturbance handler, entrepreneur, and resource allocator

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Discussion Questions

1. Imagine you are a marketing team leader in an organization applying gen AI to help managers and employees with their work. How do you think gen AI might affect your team's work and behavior?

   Suggested Answer: The team's work can change by having gen AI create outlines and drafts of marketing campaigns and presentations. The team's behavior can change because they can become more confident in exploring ideas because the cost of experimentation is reduced.

2. Assume that you are a project manager at a biotechnology company and that you work with managers from research, production, and marketing on a major product modification. You notice that every memo you receive from the marketing manager has been copied to senior management. At every company function, they spend time talking to the top brass. You are also aware that sometimes they play golf with senior managers on weekends. What is your evaluation of their behavior? As project manager, how would you respond to the marketing manager's behavior?

   Suggested Answer: Effective communication includes keeping senior management within the loop of what project you are currently working on. Aside from its employees, a company's greatest asset is its product. If there is no product, there is no company. New product development is an essential function of the marketing department. Senior management needs to be aware of all product modifications. The role of the marketing manager is to develop relationships with not only customers but also senior management. The marketing manager is the liaison between the customer and senior management. It is common for this interaction to take place at a golf course, trade show, or conference. As the project manager, you should applaud and encourage this type of behavior from the marketing manager.

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3. Exhibit 1.5 shows that the top reason for manager failure is “ineffective communication skills and practices.” Which aspects of a manager’s communication do you think would cause this failure?

   Suggested Answer: There are many forms of communication that can cause this failure, including verbal and nonverbal communication and formal and informal communication. The failure of the manager can be deciding which form of communication is the right one for the individual situation. Certain communication can be executed virtually. There is communication that is appropriate to be distributed via email, as well as a text message. The same goes for a phone call or a voicemail. The manager also has to know when the communication must be delivered face-to-face. Finding this balance of when and which form of communication to use is causing the failure. Another cause of the failure is that the communication delivered by the manager is distorted or not thoroughly understood by the employee. The manager must be crystal clear with the employee that they understand the communication that has been delivered.

4. Which of the 10 behaviors in Exhibit 1.4 is easiest and most natural for you to use? Describe a situation in which you used your easiest behavior successfully.

   Suggested Answer: Answers will vary. The easiest and most natural behavior for me to use is to have key technical skills that I can use to advise the team. Any success that I have had in the classroom has been tied to my real-world corporate experience. Having technical skills as a professor is essential to building credibility among your students. In a Sales 101 course, I itemize and detail the steps in the sales process, which is the A to Z of how to find a customer (Prospecting) to walking the customer through the process to closing the sale and following up after the sale is made. It goes way beyond the “Sell Me This Pen” scenario. I have the technical skill to explain the features and benefits of a product and help the customer move through the sales process. A feature of a product is a distinct characteristic that a product possesses. A benefit is how does this benefit me as a customer? A feature of this pen is that it has a clear shaft. The benefit is that you can see which color ink is in the pen and also tells you how much ink remains in the pen.
   I bring in samples of various medical devices and place them in the hands of my students, and ask them to sell me this medical device. I then detail the features and benefits of the product and tie this into a real-world scenario that I encountered. Having that technical skill builds credibility with students.

5. CEO turnover is at a record high among medium and large companies. Most managers covet the CEO position. Why do you think CEO turnover is high?

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Suggested Answer: CEO behavior has shifted from focusing on key stakeholders, including the customer, the employee, and the product, toward the performance of the company's stock price. The price of a company's stock should not be the top priority of a CEO. If the aforementioned stakeholders are taken care of first, then the stock price of a company will take care of itself. When growth slows, market share shrinks, and profit margins disappear, the stock price is significantly affected. Boards of directors, investors, and shareholders have become less patient with this type of performance, and the collateral damage is the removal of the CEO.

6. Think about the highly publicized safety grounding of Boeing's 737 MAX 9 jetliner when a door plug blew out due to a lack of bolts. One observer said that a goal of profit had taken precedence over a goal of safety within the company. Do you think Boeing managers can succeed at both profit and safety simultaneously? Discuss.

   Suggested Answer: Yes, Boeing managers can succeed at both profit and safety simultaneously; however, there must be an order and hierarchy of the two. Safety must come before profits. There will be no profits if there is a perception in the marketplace that safety has been sacrificed for profit. In terms of the argument for putting profit (stock price) ahead of other stakeholders, in this case, putting profit ahead of safety resulted in the public relations nightmare that Boeing has endured. Boeing is in a unique position because it competes in an industry where there is not a tremendous amount of competitive alternatives, which strengthens the notion that safety should be prioritized ahead of profit.

7. You are a bright, hard-working, entry-level manager who fully intends to rise through the ranks. Your performance evaluation gives you high marks for your technical skills, but low marks when it comes to human skills. Do you think human skills can be learned, or do you need to rethink your career path? How would you go about learning better human skills?

   Suggested Answer: Every employee needs to develop human skills because whether you are at the bottom of the organization hierarchy, where you are looking up at everyone else in the organizational structure, or at the top of the organization, where everyone else in the organization is below you in the structure, the one common denominator is that you have to deal with people. Human skills such as communication and empathy can be learned through practice and engaging in more work activities that require human skills. This is a major issue in corporations, as society has moved away from more face-to-face communication to virtual communication, and it is taking its toll on employees. The rethinking of a career path because an individual received low

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marks for human skills is not necessary because every career path comes with some component of the need for human skills.

8. Do you think hybrid and remote work is reducing management's authority over employees? Explain.

   Suggested Answer: If a job previously performed in a traditional corporate environment can be transitioned to a hybrid or remote setting, and the performance of the employee is not compromised, the hybrid and remote component of work should be considered. If the nature of the task is compromised by a hybrid or remote arrangement, then the hybrid or remote options are not wise alternatives.

   However, in a return-to-work arrangement, if the employee is on-site at the corporate headquarters and still engages in virtual interactions with other employees who are also on-site, what is the purpose? It should not reduce management's authority over employees. How were these interactions performed before the virtual age? They were performed by telephone from the landline on employees' desks. One compromise is the hybrid work environment. Let the employee enjoy the benefits of remote work. Save the face-to-face interactions for important issues that are better discussed in a face-to-face environment.

   It is all about production. Management's authority over employees should focus on production and not the mode of the work environment.

9. A college professor told students, "The purpose of a management course is to teach students about management, not to teach them to be managers." Do you agree or disagree with this statement? Discuss.

   Suggested Answer: The purpose of a management course is to teach students about the functions of management. There are four functions of management: planning, leading, organizing, and controlling. Every topic in a management course is somehow tied back to these functions. This also includes not only teaching students how to become managers but also teaching students about the structure of an organization and how the different departments within the organization are all connected under one entity led by a team of managers.

10. How might the teaching of a management course be designed to prepare people for the challenges they will face as new managers?

    Suggested Answer: If you ask an individual, "What do you do for a living?" and their answer is, "I am a manager," what does that mean? What do you do? You manage a department or a team. What does the manager of a department or team do? The answer is everything! In a management course, time needs to be

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carved out to present different types of scenarios that managers face on a daily basis and ask the students to make the decision on how to manage the situation.

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Apply Your Skills: Personal Engagement Exercise

Manager Strengths

Step 1: Think of two times in your history when you performed exceptionally well. This could include a job assignment, volunteer work, schoolwork, a social event, leading or working on a team, or a creative effort. A successful experience is when you fully engage and exceed normal expectations. Your two choices can be small or large experiences, just so long as they are important to you. Write in the table below to describe the two experiences. A sample is below:

	Successful Experience Example #1	**Successful Experience Example #2**
What was the experience?	Winning the President's Club as the top salesperson in the country	Closing a million-dollar deal with a chain of 15 hospitals
How did you become aware of and get drawn into the experience?	I joined a company that celebrated and rewarded the top salespeople in the company every year at an awards ceremony.	It was my job to find hospitals within my territory that were candidates to purchase new equipment.
How did you bring the experience to an end?	I made the biggest sale in the history of the company and set records for sales quota achievement and consecutive months	I was able to facilitate a trial of my equipment at the 2 main campuses of the hospital chain. I managed the customer through the entire sales

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	of leading the country in sales.	process and was able to close the sales and facilitate the implementation of more than one million dollars of medical equipment, which was accompanied by several hundred thousand dollars of disposable product sales that were needed to operate the equipment.

Step 2: Think about your two successful experiences and decide which of the three management skills (technical, human, and conceptual, described in Sections 1–4 of this chapter) you used to perform highly. Describe below the percentage of each skill used. The total for each successful experience should be 100 percent.

Successful Experience #1		**Successful Experience #2**	
Technical	50%	Technical	50%
Human	25%	Human	25%
Conceptual	25%	Conceptual	25%
	100%		100%

Step 3: Make notes below describing the insights you gained about the underlying skills associated with each of your successful experiences. How do you think the pattern of the three skills you used will extend to your future as a manager?

Sample Suggested Answer: In both of these successful experiences, it was the combination of the three skills that was an integral part of the success. I needed to have the technical skill to be able to explain the features and benefits of my product. I needed to have the conceptual skill of how to manage the entire project from prospecting to find the customer to closing the sales and implementing the product. I also had to have the human skills to interact with multiple departments at the hospital to get them to become champions of my cause. Each of these successful experiences took almost three years from day one to the implementation of the product at the hospital.

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In-Class/Online Application

If directed by your instructor, break into groups of three to four members, either physically or virtually, depending on the format of the course, and discuss your two successful experiences and the percentage of each type of skill used. What do your team members' respective experiences/skills suggest about your possible management aptitudes?

Suggested Answer: Answers will vary.

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Apply Your Skills: Small Group Breakout

Your Best and Worst Managers

Step 1: On your own, think of two managers whom you have had—the best and the worst. The managers could be anyone who served as an authority figure over you, including an instructor, a boss at work, a manager of a student organization, a leader of a student group, a coach, a volunteer committee in a nonprofit organization, and so on. Think carefully about the specific behaviors that made each manager the best or the worst, and write down what that manager did.

The best manager I ever had did the following:

Suggested Answer: The best manager I ever had was a leader more than a manager. The manager previously held my position and did everything that they could to teach me how to become successful at my job, and was thrilled when I became successful in my role.

The worst manager I ever had did the following:

Suggested Answer: The worst manager I ever had was a micro-manager who scrutinized every decision that I made. What made them the worst manager that I ever had was that they were not successful in the same role that I had. They were trying to tell me how to be successful at my job when they were not successful in the same role.

Step 2: Divide into groups of four to six. Each person should share their experiences, one at a time. On a sheet of paper or a whiteboard, write separate lists of best-manager and worst-manager behaviors.

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Step 3: Analyze the two lists. What themes or patterns characterize "best" and "worst" manager behaviors? What are the key differences between the two sets of behaviors?

Suggested Answer: Answers will vary

Step 4: What lessons does your group learn from its analysis? What advice or "words of wisdom" would you give managers to help them be more effective?

Suggested Answer: Answers will vary

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Apply Your Skills: Ethical Dilemma

Brendendorff Avionics

Long considered a corporate star and consummate team player, Miles Crawford relished his return to the U.S. headquarters and promotion to Vice President of Marketing following his recent five-year post in the European office. His first weeks were a whirlwind of facilities tours and staff meetings with the marketing team and department heads. Miles was particularly impressed with HR Director Leslie Phillips and Frank Wilson, Director of New Product Development.

His first normal work week included a productive business luncheon with Leslie about two candidates for a marketing position. As she rose from the table, Leslie stopped and turned. "Oh, by the way, as senior management, you can expect an unpleasant call this afternoon about our friend Frank." Miles started to ask a question, but was waved off by a retreating Leslie.

Curious, he had his secretary pull the personnel file on Frank Wilson. As expected, the file included glowing assessments of Frank's value and innovative contributions to new product development. However, interspersed in his history were documented complaints of mistreatment of subordinates. Multiple charges ranging from "inappropriate and derogatory comments" to sexual harassment had been submitted and curiously dropped.

Laying aside the file, Miles looked up as company president Jay Brendendorff passed by his door. He signaled Jay to come in and close the door. "I'm expecting a call with a complaint about Frank. And frankly - no pun intended - I am concerned after reading his file."

Jay waved him off. "Don't worry. Frank can be a bit fresh and often a bit rude, but he's the best in the business. Besides," Jay said, tapping the desk with his hand as if

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to make one final point, “they never follow through anyway. He may have some people problems, but he’s fine. We certainly wouldn’t want to lose him.”

Miles wasn’t so sure about his being “fine.” He met briefly with Frank and reminded him of the importance of team morale and making sure actions and remarks were not misinterpreted. Frank’s response was, “Yeah, Miles. Sure thing.”

As he was leaving the office at the end of the day, Miles saw Leslie heading for the elevator. “About that phone call…” “Oh,” Leslie replied. “No problem. The individual dropped by and said everything’s OK.” Miles stood and let out a low whistle as she popped into the elevator. “OK.”

What Would You Do?

1. Ignore the problem. Wilson’s contributions to new product development are too valuable to risk losing him, and the problems over the years have worked themselves out anyway. There’s no sense starting something that could make you look bad just as you’ve achieved a vice presidency in the company.

   Suggested Answer: Miles Crawford cannot ignore the problem. As per the president’s direction, Miles should acknowledge the talent of the employee but also meet with and put the employee on notice that they are on his radar.

2. Launch an investigation of employee complaints about Wilson and make him aware that his documented history over the years has put him on thin ice.

   Suggested Answer: This responsibility does not fall under Miles Crawford’s role; it belongs to the human resources department.

3. Meet with Wilson and the recently offended employee to try to resolve the current issue, and then start working with Leslie and other senior managers to develop stronger policies regarding sexual harassment and treatment of employees, including clear-cut procedures for handling complaints.

   Suggested Answer: That is not Miles Crawford’s role; that is the role of Leslie, the director of HR. All of the policies mentioned are functions of HR that, yes, should receive feedback from other senior managers, but the development of these policies is the responsibility of the human resources department.

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Apply Your Skills: Case for Critical Analysis

Dottie Dee's Hair Salon.

Two years ago, TracyAnn Martin couldn't believe her good fortune as her dream job was literally handed to her. At 28, the young woman who had risen from shampoo assistant to a top hairdresser at Dottie Dee's Hair Salon was named manager of the flagship store, one of five salons under the Dottie Dee brand. The much-loved chain was named for Dottie Spencer and her daughter Dee and had been a beauty staple in the community for thirty years.

COVID-19 hit hard. Combined with several years of heavy smoking and daily interaction with chemicals, Dottie's rapidly deteriorating health forced her retirement. She surprisingly named her popular young assistant, TracyAnn, as manager, while Dee remained group manager.

The selection seemed a perfect match. TracyAnn knew everything about the business. She knew the vendors, the clients and their families, and the neighborhood. Moreover, the other hairdressers loved and respected her. She was one of them.

Dottie's last bit of advice to her: "Remember, you are their manager, not their buddy. You must be able to establish that thin line or they will run over you."

Financial recovery from the COVID-19 pandemic was steady as customers were eager to resume their regular hair appointments. TracyAnn's installation of new software to track inventory and supplies and streamline payroll was admired and quickly adopted by the other four salons.

But issues, such as arguments among the stylists, took much of the joy out of her early months. Increasingly, she discovered that a shift in mindset was needed as she struggled with friendly relationships as a manager, which sapped her confidence. Imposter syndrome haunted her decisions and changed relationships with friends, and she believed Dee was starting to question her ability. She seldom had time for one thing she loved—teaching new styles to the group.

TracyAnn was upbeat as she entered the salon on Thursday following a nice increase in sales over the previous three days. Her mood quickly changed upon seeing a frazzled Shaneka manning three phone lines. Putting all lines on hold, the stressed receptionist announced, "It's been like this since I walked in the door. Georgia is out! SICK," she added, raising a skeptical eyebrow before picking up one of the lines.

"Why isn't anyone helping you?" TracyAnn asked before storming through the salon toward the break room.

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As a top hairdresser for the Dottie Dee's chain, Georgia had taken on a privileged air since TracyAnn's move into management, feigning illness whenever she wanted to take time off that had been denied and leaving others to deal with her devoted and angry clients. Once again, Georgia had defied TracyAnn's authority about being at work that day.

Now, storming into the break room, TracyAnn found two hairdressers casually chatting and drinking coffee and a third glued to her smartphone.

"Georgia's not here! Get up front and help Shaneka! NOW!" Armed with attitude, two stylists marched past their manager while Mildred, a veteran stylist since the earliest days and whose older clientele preferred perms and wash-and-sets, remained seated, smartphone in hand. "I've got wash-and-sets coming in," she said and refocused on her phone.

"They're not here now! Get out there," TracyAnn shouted. She was shaking when Mildred stormed out of the room with a parting shot. "Dee will hear about this!"

"Why did I lose it? Why did I lose it?" TracyAnn mumbled as Valerie entered the room. "It's all right. It's all right," she said calmly. "Could everyone out there hear me? We couldn't avoid it," Valerie replied.

"Why do I let them get to me? Georgia knows she's the top stylist in the company and I can't stop her. Mildred knows she has been here the longest and I can't order her to do anything. They both will simply call Dee."

"Do you want me to call Dee and explain the situation?"

"NO!" Tracy Ann exclaimed.

"What do you want, TracyAnn?"

The tears were now flowing. "I want to keep my dream job. I just want to be a good manager. I just want to be their friend again."

"You'll figure it out, honey," Valerie said. Hearing the announcement for her next client, she gave TracyAnn a quick hug and left the room.

Alone, TracyAnn recalled Dottie's advice: "You are their manager. You're not their buddy. You must be able to establish that thin line, or they will run all over you."

"Where's the line?" TracyAnn whispered.

Questions:

1. What positive and negative managerial characteristics does TracyAnn Martin possess? How do her characteristics align with the technical, human, and conceptual skills described in the chapter?

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Suggested Answer: TracyAnn possesses the technical and conceptual skills, which was a reason she was promoted into this position. TracyAnn is gaining on-the-job human skill development with the multitude of personalities that she now has to manage.

2. How do these traits help or hinder her role as manager and her continued position in the company?

   Suggested Answer: The technical and conceptual skills that TracyAnn possesses are for the long-term, while she has to develop human skills for the short-term issues that need to be resolved.

3. How would you have handled the incidents with Georgia and Mildred, and with Dee?

   Suggested Answer: TracyAnn should communicate the incidents with Georgia and Mildred to Dee and have Dee explain TracyAnn's role within the organization. Dee needs to put her foot down with all of the employees and let them know that TracyAnn is an extension of Dee, and when you interact with TracyAnn, you are indirectly interacting with Dee. TracyAnn's promotion and role within the organization are going to face envy from the rest of the organization, whom TracyAnn might have stepped over. That is a Dee issue, and Dee has to communicate with the team that TracyAnn is in charge, and if you are not happy with that decision, please feel free to leave at any time.

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Instructor Manual

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Chapter 1: Leading Edge Management

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Purpose and Perspective of the Chapter

The purpose of this chapter is to understand what a manager is and what role they play in a business. Regardless of how managers' behavior has changed, the basic functions of business must still be performed for an organization to succeed. Planning, organizing, leading, and controlling are the functions of the management process. Organizational goals must be met efficiently and effectively to succeed. Managers need a mix of skills—technical, human, and conceptual. Management failure, as well as the process of moving into management, are both discussed. Time management is a valuable skill. It enables a manager to fulfill the informational, interpersonal, and decisional roles.

Chapter Objectives

The following objectives are addressed in this chapter:

1.1 Explain five new manager competencies, including how they are impacted by the trend toward artificial intelligence and hybrid work in today's organizations.
1.2 Define the four management functions and the type of management activity associated with each.
1.3 Explain why managers make a difference in performance and the difference between efficiency and effectiveness.
1.4 Describe technical, human, and conceptual skills and their relevance for managers.
1.5 Identify the variety of personal challenges faced by new managers and ways of overcoming them.
1.6 Define the management types and roles that managers perform in organizations.

What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

- Replace discussion of bosslessness with discussions on artificial intelligence and hybrid work
- Updated discussion on efficiency and effectiveness for managers
- Removed the specific discussion of a manager's role in nonprofit organizations

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CHAPTER OUTLINE

The following outline organizes activities (including any existing discussion questions in PowerPoints or other supplements) and assessments by chapter (and therefore by topic), so that you can see how all the content relates to the topics covered in the text.

I. Management Competencies for Today's World (LO 1.1, PPT Slides 4-11)
   a. **Icebreaker Activity: 15 minutes total.**
      i. "Management is doing things right; leadership is doing the right things." — Peter F. Drucker, acclaimed management consultant
      ii. Reflect on the above statement, either individually or pairing up with another student. Then think through the following questions:
      iii. Are good managers good leaders? Are good leaders good managers?
      iv. Think about a situation in which you were a good manager or leader. (Share this story with your student partner.)
   b. Management is the attainment of organizational goals effectively and efficiently through planning, organizing, leading, and controlling organizational resources.
   c. There are two important ideas in this definition: (1) the attainment of organizational goals efficiently and effectively and (2) the four functions of planning, organizing, leading, and controlling.
   d. Instead of being a controller, today's effective manager is an enabler who helps people do and be their best.
   e. There are rapid environmental shifts such as technology, artificial intelligence, move to a knowledge economy, global market forces, COVID-19 pandemic, and shifting expectations
   f. Extraordinary impact of artificial intelligence (AI).
      i. AI: computer systems that mimic the analytical style of human intelligence by interpreting volumes of information
      ii. Uses patterns to make decisions
      iii. Gen AI: generative AI creates high-quality text, images, etc., based on the nature and volume of data fed into it
      iv. Results can be a good starting point
      v. Dull or repetitive tasks might be delegated to AI
   g. Lasting impact of remote work
      i. Remote work: Doing jobs from a location different than a central office; can lead to cost savings for the company and greater employee satisfaction

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ii. After a few years, issues arose leading to a hybrid workplace: work part-time at the office, part-time remotely

II. The Basic Functions of Management (LO 1.2, PPT Slides 12-14)

a. The five tasks fall into four fundamental management functions.

i. Planning is the management function concerned with identifying goals for future organizational performance and deciding on the tasks and use of resources needed to attain them.

ii. Organizing involves assigning tasks, grouping tasks into departments, delegating authority, and allocating resources across the organization.

iii. Leading is the use of influence to motivate people to achieve the organizational goals.

iv. Controlling means monitoring employees' activities, determining whether the organization is moving toward its goals, and making corrections as needed.

III. Organizational Performance (LO 1.3, PPT Slides 15-17)

a. An organization is a social entity that is goal-directed and deliberately structured. Social entity means two or more people. *Goal-directed* means the organization is designed to achieve some outcome or goal, such as making a profit. *Deliberately structured* means tasks are divided, and responsibility for their performance is assigned to organization members.

b. The manager's responsibility is to coordinate resources effectively and efficiently to accomplish the organization's goals.

i. Organizational effectiveness is the degree to which the organization achieves a stated goal or succeeds in accomplishing what it tries to do.

ii. Organizational efficiency refers to the amount of resources used to achieve an organizational goal. It is based on how much raw material, money, and people are necessary for producing a given volume of output. Efficiency can be defined as the amount of resources used to produce a product or service.

iii. **Polling Activity 1: 5 minutes total.**

- If organizational performance indicates how well a manager is doing his or her job, is it more important for a manager to focus on efficiency or effectiveness?

IV. Management Skills (LO 1.4, PPT Slides 18-25)

a. A manager's job requires a range of skills, which can be placed in three categories: conceptual, human, and technical.

b. The application of these skills changes dramatically when a person is promoted to management.

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c. **Discussion Activity 1: 5 minutes total.** If you are a middle-level manager, your proficiency in which of the three management skills is likely to contribute most to your success?
    - How does your answer change, if at all, if you are a top manager?
    - If you are a line manager?

d. Technical skill is understanding and proficiency in the performance of specific tasks. This includes mastery of the methods, techniques, and equipment involved in specific functions such as engineering, manufacturing, or finance. Technical skill also includes specialized knowledge, analytical ability, and competent use of tools and techniques to solve problems in that specific discipline.
    i. Technical skills are most important at lower organizational levels and become less important than human and conceptual skills as managers are promoted.

e. Human skills encompass the manager's ability to work with and through other people and to work effectively as a group member. It is demonstrated in the way a manager motivates, facilitates, coordinates, leads, communicates, and resolves conflicts.
    i. Human skills include many effective behaviors used by good managers.

f. Conceptual skill is the cognitive ability to see the organization as a whole system and the relationships among its parts. It involves knowing where one's team fits into the total organization and how the organization fits into its environment. It means the ability to think strategically—to take the broad, long-term view—and to identify, evaluate, and solve complex problems.
    i. Conceptual skill is especially important for top managers. Many of the responsibilities of top managers, such as decision-making, resource allocation, and innovation, require a broad view.

g. During turbulent times, managers must use all their skills and competencies to benefit the organization and its stakeholders.

h. The number one reason for manager failure is ineffective communication skills and practices.

i. **Polling Activity 2: 5 minutes total.** You are a bright, hard-working, entry-level manager who fully intends to rise through the ranks. Your performance evaluation gives you high marks for your technical skills, but low marks when it comes to people skills. Which of the following scenarios would you choose?
    - Improve people skills through behavioral classes and role playing

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- Focus on technical skills as the priority rather than improving people skills
- Learn people skills through modeling others' excellent examples
- Rethink your career path

V. Challenges Facing New Managers (LO 1.5, PPT Slides 26-29)
   a. Many new managers don't know what managers do and receive little training.
   b. Becoming a manager involves a profound transformation in the way people think of themselves, called *personal identity*, which includes letting go of deeply held attitudes and learning new ways of thinking.
   c. Specific aspects of this transformation include changing one's identity.
      i. Change from a specialist who performs specific tasks to a generalist who coordinates diverse tasks.
      ii. Change from things done through one's own efforts to getting things done through other people.
      iii. Change from an individual actor to a team and network builder, motivator, and organizer; and
      iv. Change from working relatively independently to working in a highly interdependent manner.
   d. **Discussion Activity: 5 minutes total.** How might the teaching of a management course be designed to help people make the transition from individual performer to manager to prepare them for the challenges they will face as new managers?

VI. What Is a Manager's Job Really Like? (LO 1.6, PPT Slides 30-39)
   a. A manager's job differs across three hierarchical levels.
      i. First-level managers or supervisory managers are typically at the first or second levels of management and are directly responsible for producing goods and services. Their primary focus is on facilitating individual employee performance.
      ii. Middle managers work at middle levels of the organization and are responsible for major departments. The focus here is less on individual performance and more on facilitating teams of people, including allocating resources, coordinating teams, and putting top management plans into action.
      iii. Top managers are located at the top of the hierarchy and are often called C-level (chief) managers. They are responsible for major organizational divisions as well as the entire organization. Their primary focus is monitoring the external environment and determining the best strategy to be competitive.
   b. Other management types have specific functions.
      a. General managers are responsible for multiple functional departments that constitute a self-contained division with profit and loss responsibility.

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b. Functional managers are responsible for an individual department with a specialized functional task and that has employees with similar training and skills.
c. Project managers are responsible for a temporary work project that involves the participation of people from various functions and levels of the organization.
d. Line managers are in charge of the functions that directly advance the core work of an organization, such as manufacturing or sales.
e. Staff managers are in charge of departments that support the organization's line departments with specialized advisory or support functions.

c. Adventures in Multitasking
    a. Managerial activity is characterized by variety, fragmentation, and brevity.
    b. Managers shift gears quickly—about every nine minutes.
d. Life on Speed Dial
    a. Managers' work is fast-paced and requires great energy.
    b. Most top executives routinely work at least 12 hours a day and spend 50 percent or more of their time traveling.
e. Time Management
    a. Time management refers to using techniques that enable you to get more done in less time and with better results, be more relaxed, and have more time to enjoy your work and your life.
    b. It is a challenge for new managers.
f. A role is a set of expectations for a manager's behavior.
    i. These roles are divided into three conceptual categories: informational (managing by information), interpersonal (managing through people), and decisional (managing through action).
    ii. Each role represents activities that managers undertake to ultimately accomplish the functions of planning, organizing, leading, and controlling.
    iii. Informational Roles
        a. Informational roles describe the activities used to maintain and develop an information network.
        b. The roles involve monitor, disseminator, and spokesperson activities.
    iv. Interpersonal Roles
        a. Interpersonal roles pertain to relationships with others and are related to human skills.
        b. The roles involve leader and liaison activities.
    v. Decisional Roles

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a. Decisional roles pertain to those events about which the manager must make a choice and act.
b. The roles involve entrepreneur, disturbance handler, and resource allocator activities.

vi. The importance of a specific role changes as the manager moves up in a company.

g. **Knowledge Check Activity: 5 minutes total.** Which of the following set of manager roles would be considered decisional roles?
- Spokesperson, leader, and entrepreneur
- Negotiator, figurehead, and liaison
- Disseminator, monitor, and leader
- Disturbance handler, entrepreneur, and resource allocator

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