# CHAPTER 1   Management Career Paths

## 1.1   LEARNING OUTCOMES

1.  Explain why you should study management regardless of your career goals.

2.  Discuss two common paths to a management position.

3.  Identify the three broad categories of management skills common to virtually all management positions.

4.  Explain the importance of each category for each managerial level.

5.  Identify and describe the four Cs required for success at every organizational level.

6.  List and describe at least three ways to develop conceptual skills.

## 1.2   CHAPTER OUTLINE

**Paths to a Management Career**
>   Education
>   Nonmanagerial Positions
>   Size, Type of Organization, and Industry

**Skills Required for Success**
>   Technical Skills
>   Soft Skills
>   Conceptual Skills

**Managerial Skill Development**
>   Technical Skills Development
>   Soft Skills Development
>   Conceptual Skills Development

**Management Development Alternatives**
>   Professional Development
>   Professional Literature

## 1.3   CHAPTER TEACHING TIPS

To teach the material covered in Chapter 1 of the text, use the Comprehensive Lecture Outline (see section 1.4 below). Supplement the Comprehensive Lecture Outline with some of the following instructor's resources:

*   **PowerPoint® slide presentation**    PowerPoint slides can be used for review purposes by both instructors and students. Each presentation  provides a basic framework for the chapter. Instructors can access them on the instructor's companion website and on the

Instructor's Resource CD. Students can access the slides on the CourseMate website for this book.

- **Knowledge to Action (text)**   Chapter 1 includes three Knowledge to Action features that help students:

  * Identify the importance of supervisors to an organization and the importance of soft skills within a job environment. (p. 9)

  * Recognize which of their own soft skills need improvement. (p. 15)

  * Identify professional organizations that would be beneficial for students to belong to in their career field (p. 16)

  (Note: See the Comprehensive Lecture Outline below for suggested answers to the questions.)

- **Videos (CourseMate)**   The authors have selected and recommend the following video clips for Chapter 1:

  * BP: Operation Village People

  * Ford

  * Pepsico: Performance Review & Appraisal

- **Opening Vignette—Straight Talk from the Field (text)**   Cathy Novinger, President and CEO of Novinger QTR, Inc., in Columbia, South Carolina, introduces students to important steps in becoming successful at any company. Consider using the opener as an alternative to the icebreaker included in the Comprehensive Lecture Outline.

- **Leveraging Technology (text)**   This feature provides a quick overview of some of the challenges and opportunities managers face using technology for the entire organization. Tips are given to help managers.

- **Questions for Reflection (text and section 1.5 below for suggested responses)**   Consider using the questions for out-of-class assignments or to start in-class discussions to assess student understanding and application of the most important concepts in the chapter. Consider also using some of the questions as part of tests/quizzes.

- **Hands-on Activities (text and section 1.6 below for suggested responses)**   This section includes four activities that may require students to do individual and/or group research beyond the text. Consider using either or both of these activities after the completion of the lecture for this chapter. For Chapter 1 the four activities are:

  * Form a Team

  * Interview Managers

  * Prepare and Deliver a Presentation

  * Assess Your Career Progress

- **You Decide Case Study (text and section 1.7 below for suggested responses)**    This case covers **Overcoming Lack of Relevant Work Experience** and gives students an opportunity to apply the concepts covered in the chapter through answering questions about a hypothetical, yet realistic, scenario. Students practice critical thinking, problem solving, and other skills as part of a classroom discussion or as a graded assignment. This is a helpful case to begin the study of supervision, interviewing, and the hiring process.

- **The Manager's Toolkit (text and section 1.8 below for suggested responses)**    This provides students with a structured opportunity to analyze their work experience and soft skills strengths and weaknesses. Assign Manager's Toolkit activities at the end of each chapter occasionally or consider assigning all or most of them to help students create a Management Portfolio for use in the workplace or interviews.

- **Soft Skills for Success (text and section 1.9 below for suggested responses)**    Assign this activity as homework to give students time to reflect on their answers about their work ethics and ways to improve. Have students develop a written professional development plan on how to improve their work ethic. Their articles should have appropriate citations.

- **Miscellaneous Activities (Instructor's Manual, section 1.10)**    Consider using one of these activities during the first week of class as an icebreaker designed to introduce the students to each other and the instructor.

- **Learn It On the Web (Instructor's Manual, section 1.11)**    You may choose to assign this activity to deepen student understanding of trends shaping the future and their impact on employee retention, etc.

## 1.4   COMPREHENSIVE LECTURE OUTLINE

**ICEBREAKER ACTIVITY**
Ask students individually or in groups of 3–5 to think of a supervisor (no names) they work for or have worked for and list six of the supervisor's attitudes/behaviors/policies (3 positive and 3 negative). Which of these behaviors would they (1) retain and (2) change if they were in that position? Why? In small groups, have students compare their responses, identifying common items, and then present their findings to the class. Use this information to lead a discussion on the role of supervisors, emphasizing that students may want to adopt the positive behaviors. Discuss negatives as things that may occur in the workplace, with students striving to avoid those as they move into management positions.

**I. Paths to a Management Career**

   **A. Education**   Many colleges offer programs designed to prepare students for management careers. Some businesses seek employees who majored in areas outside business, such as arts and science. Most companies require experience within the organization before promotion to management.

B. **Nonmanagerial Positions**   Employees with outstanding job performance records who have demonstrated the ability to work effectively with other employees are most likely to be promoted to first-line management positions.

C. **Size, Type of Organization, and Industry**   Generally, small organizations tend to employee individuals with a broad range of knowledge and skills, whereas large organizations look for individuals with specialized skills.

II. **Skills Required for Success**   A core of common knowledge and skills are needed for all employees. These include technical skills, soft skills, and conceptual skills.

A. **Technical Skills**   Technical skills are the knowledge, expertise, and ability required to do the job. Employees must know what information they need and what they must be able to do to perform tasks accurately and efficiently.

B. **Soft Skills**   Soft skills are human skills, personal attributes, and interpersonal skills. They are skills that relate to how the employee interacts and works with others.

C. **Conceptual Skills**   These skills are the ability to view the organization as a whole and to understand the relationships among its components.

III. **Managerial Skills Development**   Organizations have different levels of management. A pyramid is a visual representation, with top-level executives at the top, middle managers one level below, followed by first-line managers, and then nonmanagerial employees.

_____

**KNOWLEDGE TO ACTION**

1. **Why are first-line managers important to organizations and their management structure?**

   Answers may vary but expect responses such as:

   a. First-line managers are often team leaders and have more technical training than middle managers and executives.

   b. First-line managers are the go-to managers for many employees.

2. **Why do so many organizations make soft skills a high priority in their job descriptions when they are recruiting and training new employees?**

   Answers will vary, but expect responses such as:

   a. Soft skills are important because they relate to how a person interacts with work and others.

   b. Soft skills include communication, critical thinking, work ethic, integrity and honesty, teamwork and collaboration, problem solving, creativity, trust, and multicultural skills.

   c. Soft skills are important to every employee in every level of an organization.

_____

A. **Technical Skill Development**    These skills can be developed in secondary schools, through apprenticeships, or on-the-job training. Computer and software skills are the most needed.

B. **Soft Skills Development**    Significant to employers, soft skills are up to the individual to develop. School, work, personal activities, and observing others are effective ways to improve these skills.

   a. **SCANS**    A report by the U.S. Department of Labor that documented skills required for success in the workplace. The report placed the skills in two categories: competencies and foundation skills that underlie them.

   b. **Partnership for 21$^{st}$ Century Skills**    Partnering education groups, professional organizations, and publishers developed a framework that defines skills needed for success in the workforce.

   c. **AMA 2010 Critical Skills Survey**    This survey found that in addition to the importance of reading, writing, and arithmetic, employers also require from their employees the four Cs—critical thinking and problem solving, communication, collaboration, and creativity and innovation.

C. **Conceptual Skills Development**    Employees can develop conceptual skills by learning about their organization. Many companies offer development programs, coaches, or mentor managers to work with employees who have potential for management.

   a. **Executive and Administrative Assistants**    These positions allow employees to work closely with executives. They have opportunities to observe executives and to gain an understanding of the basic operations of most areas within the organization.

   b. **Team Leaders and Members**    Team members and their leader represent different levels and specialties within the organization. These high-performance teams are valuable to the organization and provide opportunities for members to develop conceptual skills.

   c. **Small Business Opportunities**    Young people who have a broad range of skills may find greater opportunities to move into management in small businesses, which have fewer levels of management than do larger organizations.

_____

**KNOWLEDGE TO ACTION**

1. **List the ten soft skills you think are most important.**

   Answers will vary.

2. **Select the three soft skills from your list that you think are your weakest. What could you do to improve those skills?**

   Answers will vary but should include an improvement plan.

_____

_____

**DISCUSSION QUESTION**

Ask students "Given what we have discussed about managers thus far, what skills do you think are needed to be successful in the workplace?" Write student responses on the board and use the information to begin the next section.

---

IV. **Management Development Alternatives**   Individuals who want to move into management in an organization can develop management skills and enhance their value to an organization through company-sponsored programs, business schools, professional organizations, and reading job-related literature.

   A. **Professional Organizations**   Industry groups and professional organizations provide management development or leadership programs. They also provide networking opportunities.

   B. **Professional Literature**   To keep up with an industry's trends and best practices, individuals should read the relevant literature. Doing so is an investment in that it can have an impact on future success. The Internet can be a valuable research tool, but the reliability of the source must be checked.

_____

**KNOWLEDGE TO ACTION**

1. **Investigate and determine if your college has an organization that is related to the area you are studying or to your career goals. If not, locate a professional organization on the Internet that is closely related to your career goals. What is the name of the organization?**

   Answers will vary.

2. **What would be the advantages of belonging to this organization?**

   Answers will vary but might include benefits such as keeping current in the industry, shared best practices among professionals, job and career information, salary information, educational opportunities, and networking.

_____

## 1.5   QUESTIONS FOR REFLECTION

1. **Which path to management would you be most likely to pursue? Would you prefer a small or large organization, and why?**

   Answers will vary depending on students' personal preferences.

2. **Will you be qualified for any of the three levels of management when you graduate?**
   a. **Which one, if any? If none, go to item c.**

      Answers should provide a specific level of management such as first-line management, middle management, or executive.

b. **What skills do you currently have to be successful in this role?**

Answers will vary depending on the student's skills. Answers should include an analysis of technical skills, soft skills, and conceptual skills. Students may suggest time management, planning, attention to detail, works well with others, or prefers to take on leadership roles.

c. **What skills do you need to develop to be successful for the level you identified in item a or for first-line management if you are not qualified for any level now?**

Answers will vary depending on the skills students currently have and the skills they need to develop. Students may use any of the above (part b) answers if those are areas that need development.

3. **How can technology enable you to be more productive and effective in the job you aspire to obtain?**

Technology may lead to greater efficiency and effectiveness in an operation. Many innovations in business revolve around technology and may be used for training, monitoring customer calls, and improving communication. The virtual office is becoming more commonplace.

a. **What areas of technology do you think present major challenges for managers?**

Challenges include privacy issues, monitoring of employee's work by computer software, and not utilizing work time effectively as employees may be using email for personal business, shopping on the Internet, and/or texting or emailing friends during office hours.

b. **Provide five tips you would offer to help managers leverage technology.**

Responses will vary, but students may choose any of the tips on page 7 of the textbook.

4. **Why is a personal plan for development of soft skills important for you?**

Responses will vary, but students should show an understanding that soft skills are essential to employers and moving up in an organization.

a. **What five skills would you include in your plan?**

Responses will vary, but may include such skills as adaptability/flexibility, honesty/integrity, and/or problem-solving/decision making skills.

b. **Why did you select these five skills?**

Responses will vary, but should show an understanding of the skills mentioned.

5. **Identify and describe five skills or attributes you possess that would make you an effective team member.**

Answers will vary depending on the students' skills. Responses may include such skills as a positive attitude, computer skills, or the ability to easily understand the big picture.

6. **Do you belong to a professional organization?**

Responses will be either yes or no. If yes, have students name the organization.

   a. **If so, what value does it provide to you?**

   Responses will vary. Answers may include networking or information on the latest trends in the industry.

   b. **If not, identify a professional organization you think would be of value to you.**

   Responses will vary, but should include the name of a professional organization.

   c. **Explain why you selected this organization.**

   Responses will vary, but should give an analysis of how this organization will help students in their career.

## 1.6 HANDS-ON ACTIVITIES

1. **Form a Team**   Students will work with teams throughout the textbook. Online students will work with virtual teams. Teams should be formed during discussion of the general organizational structure. The purpose of this activity is for students to interact with different levels of management and learn the needed skills.

2. **Interview Managers**   Each team member is to interview a manager (teams should decide which level of management to interview). Teams should discuss questions before the interviews.

3. **Prepare and Deliver a Presentation**   Teams are to prepare a 15- to 20-minute presentation. If online software is not available for virtual teams to deliver the presentation, notes can be substituted.

4. **Assess Your Career Progress**   The instructor should have each student complete the assignment individually.

## 1.7 YOU DECIDE: CASE STUDY Overcoming Lack of Relevant Work Experience

1. **What responsibilities did Matt have at his bartending job that are similar to those of any first-line managers?**

As head bartender, Matt had total responsibility for managing the bar, the other bartenders (hiring, scheduling, etc.), and all beverage services for the restaurant and bar, ranging from preparing the bar for opening to closing it.

2. **What soft skills did Matt have the opportunity to develop while working as head bartender?**

Answers will vary, but may include such skills as adaptability/flexibility, influencing skills, responsibility, etc.

3. **What general responsibilities are likely to be required for a position as a first-line manager in any company?**

   Answers will vary, but should include soft skills, technology skills, and conceptual skills.

4. **What skills did Matt develop in fulfilling his responsibilities as head bartender that are transferable to other management positions? Explain.**

   Answers may vary, but may include responsibility because he came to work regularly; communication because he was responsible for hiring and scheduling; or conceptual skills because he was responsible for all beverage services for the restaurant and bar.

5. **What soft skills did Matt develop in dealing with clients, customers, and employees that are transferable to other positions? Explain.**

   Answers will vary, but may include communication and leadership skills because he was responsible for hiring and scheduling.

6. **How can Matt present this bartending experience to demonstrate that he has developed many managerial skills that can be transferred to a variety of management positions?**

   Answers will vary. Students may state that Matt can demonstrate his managerial skills by mentioning his skills on his resume and reaffirming them during the interview process.

## 1.8   MANAGER'S TOOLKIT

The Chapter 1 Manager's Toolkit asks students to analyze their work experience and job qualifications. Answers to the questions posed in the text will vary, but students should be able to list any technical skills, soft skills, and conceptual skills they have. They should recount their work experience and link other relevant activities. Students should also list ways to help improve their qualifications for future job opportunities.

## 1.9   SOFT SKILLS FOR SUCCESS

Chapter 1 focuses on Work Ethic. Students are asked to analyze their work ethic attributes and barriers and to rate themselves on them. They are asked to identify two attributes and two barriers with the lowest scores, find articles that relate to them, and create a professional development plan to improve on these areas.

## 1.10  MISCELLANEOUS ACTIVITIES

1. **Matching Pairs**

   Purpose:   To serve as an icebreaker to introduce students to each other and the instructor

   Materials: Pens, index cards, and tape

   Time:       20 minutes

Procedure:

- Prior to beginning the activity, the instructor should write pairs or things that go together on the index cards. Examples: salt and pepper, peanut butter and jelly, shoes and socks, Donald and Daisy Duck, Tarzan and Jane, Santa and Mrs. Claus, and Batman and Robin. Use each pair only once and each person should have one card.

- At the beginning of the activity, the instructor will tape a card to the back of the student. The student should not know what is written on her/his card.

- When the instructor calls "Go," the students must walk around and ask only yes or no questions to discover what is written on their card. They must also find the individual who is the other half of their pair.

- Once they find their partner, conduct a brief interview, and introduce this person to the class.

Adapted from: *Salt and Pepper*. (2008). Retrieved December 10, 2008, from
http://uoleadership.uoregon.edu/exercises/ice_breakers/salt_pepper

2. **Penny Toss**

Objective: To promote the sharing of information as an icebreaker.

Time:    15–20 minutes

Materials: Pennies with various dates (preferably over the last 20 years)

Procedure:

- Place all the pennies in a hat or box, pass the box around the room and have students select a penny.

- Tell students to share something of significance in their life that corresponds to the date on the penny. If the student can't remember anything from that year, ask if someone else has a memory. As a last resort, the instructor may add a thought about the year (either personal or a newsworthy event).

- Proceed to the next student and ask them to share their year and idea. Keep moving until all students have discussed their penny.

- Let the students keep the penny at the conclusion of the activity.

Adapted from: Settles, Michael Foriest. (2007). *90 World-Class Activities by 90 World-Class Trainers*, New York: Pfeiffer, p. 362.


# 1.11  LEARN IT ON THE WEB

Read the article "Four Trends Shaping Your Future" at the following site:
http://humanresources.about.com/od/humanresourcesstrategic/l/aahrfour_trends.htm

Answer the following:

1.  **List two of the management trends you found in the article.**

    Trends include: employees staying longer in jobs they may not enjoy due to the economy, market competition, and job security. Another trend is providing a stable workforce as many Baby Boomers will begin retirement and by 2020, one billion people worldwide will be 60 and over. With few younger workers (Generation X and Y) to take their place, companies are pushing to retain their qualified staff. HR departments are offering more services including coaching, training, and counseling. Another change in the workplace culture is the use of sabbaticals or a midcareer retirement. Usually after a number of years of service (10+), employees may elect to take a paid leave from work to pursue an area of interest (it does not have to be job-related). Most sabbaticals last from 3 to 6 months and when the employee returns, he/she is generally motivated to implement ideas or apply something they learned while away from the job. The last trend will address work time as employees want flexible work options. This is particularly important with younger workers as they place a heavy emphasis on work/life balance.

2.  **Select one of these trends and discuss how it may impact your work life.**

    Responses will vary.

Note that there is a part 1 to the article and you may choose to have students read that as well. From the website at the above link in this section, click on the link that says "Part 1: Two Trends."