

## Chapter 2 Your Manager Strengths and Weaknesses

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*GO ONLINE to find additional questionnaires*

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## Manager Challenge

### Video Incident Part 1

**1. If you were Jane Sutton, how would you handle this?**

I would realize that it's difficult for Carrie to see her own characteristics objectively. I would try to avoid getting frustrated with Carrie because she is unaware of her disruptive behavior. I would use the Johari window and place Carrie in the "blind" quadrant: information known to others but unknown to the individual. I would try to increase my emotional stability because low emotional stability has left Jane feeling tense, anxious, and depressed over Carrie's behavior.

**2. How does self-awareness play a role in this situation?**

Carrie ranks low in self-awareness because she is unaware of the internal aspects of her personality traits, emotions, and limitations and does not understand how her patterns affect Jane and the other team members. While Carrie is aware of her personality dimension of extroversion, she is unaware that extroversion includes the characteristic of dominance, according to the Big Five Model of personality. Carrie likes to be in control and have influence over others, and she does not see that interrupting other team members harms the team effort.

### Chapter 2 Part 2 Follow-up Video (see the DVD)

#### Suggested use: Self-Awareness Builds Skill Competence (Exhibit 2.6)

**1. How did Jane handle Carrie?**

Jane used coaching and mentoring skills to develop Carrie's self-awareness. According to Exhibit 2.6, Carrie was not aware of her controlling behavior (stage 1), and Jane was able to use questions to increase Carrie's awareness. Carrie then moved to stage 2 where she became conscious of what was required to be an effective team member but still didn't do it. With continued help from Jane, Carrie could move to stage 3 whereby awareness transforms a behavior such as listening into practice.

**2. Do you think she showed increased management skills since the previous video case in this chapter? Explain.**

In the previous video, Jane simply showed her frustration with Carrie without taking action to correct the situation. In this video, Jane had a plan for increasing Carrie's self-awareness. Jane made Carrie reflect about her behavior by asking probing question such as "How did it feel when someone treats you with self-righteousness?" or "How did everybody else react?" She then used a writing exercise to make Carrie think about her behavior and change her assumptions.

**3. What else does Jane need to learn in order to deal more effectively in the future with the management team ?**

Jane needs to increase her self-awareness by soliciting feedback from her team. Self-awareness can improve her management skills and her job satisfaction. With feedback, Jane could detach from the details with which she is comfortable and provide more leadership for her team. Jane has illusions about herself and needs help from others to accurately assess who she is.

**Discover Yourself**

Students taking these questionnaires on paper will find guides to interpreting their self-tabulated scores scattered throughout each chapter. Students who are using CengageNOW will have access to the Daft/Marcic Assessment Library, an online, interactive library containing all of these self-assessments, as well as comparative data that is updated as more students complete the self-assessments. Instructors will find additional self-assessment questionnaires to use as handouts under Free Online Resources in the Management CourseMate product.

*Tips for Using the Self-Assessment Questionnaires*

One way to use the questionnaires in class is to have students complete one or more questionnaires before class and bring their results to class. Consider having the students discuss their results in small groups. Then you could collect some data on the scores to show the distribution of scores by having students raise their hands or write their scores on a piece of paper and turn them in. Then you can write this distribution on the board. The small group discussions and the distribution on the board should allow the students to understand how their scores compared to others in the class. (Only those students using the online Self-Assessment Library will have access to the continuously updated comparative data.) You may want to have a class discussion about how the students feel about their assessment scores. Students also like to hear your thoughts about the meaning and value of the concept underlying each questionnaire.

*Additional Assignment:* Have the students write a brief paper outside of class reporting their scores on multiple Discover Yourself assessments and analyzing their results. This paper might be called a “Self-Assessment Analysis” or a “Balance Sheet Paper” that analyzes personal strengths and weaknesses. This assignment would typically include assessments across multiple chapters. This paper could also include attaching copies of the actual assessments and/or a summary table of scores.

*Questionnaire 1: Johari Window.* The purpose of this questionnaire is to have students reflect on themselves and how they rate on the four quadrants of the Johari Window found on page 86 of the text. The interpretation of the score and comparative data can be found on page 87. (Only those students using the online Self-Assessment Library will have access to the continuously updated comparative data.) Consider having students discuss in small groups which quadrant was biggest for them and what changes they would make in their self-disclosure or willingness to solicit feedback. Additionally, this assessment can be used as a point of discussion later in the lecture when the topic is covered.

*Questionnaire 2: Big Five Personality Dimensions.* The purpose of this questionnaire is for the students to assess their personality on the 5 dimensions of The Big Five Model of Personality (Extraversion, Agreeableness, Conscientiousness, Emotional Stability and Openness to Experience) found on pages 88-89. Interpretation of this score and comparative data can be found on page 89 of the text. (Only those students using the online Self-Assessment Library will have access to the continuously updated comparative data.) Consider having the students discuss their personality assessments in small groups and ask them to share how they were rated on each dimension. Additionally, this assessment can be used as a point of discussion later in the lecture when the topic is covered.

*Questionnaire 3: Herrmann Whole Brain Model Thinking Styles.* The purpose of this assessment is for the students to see how they characterize their thinking style on the four quadrants (A= Analytical Style, B= Organized Style, C= Feeling Style, D= Creative Style.) of the Whole Brain Model covered in the chapter. The interpretation of the assessment and comparative data can be found on page 92 of the text. (Only those students using the online Self-Assessment Library will have access to the continuously updated comparative data.) Consider having students discuss their scores in small groups. Additionally, this assessment can be used as a point of discussion later in the lecture when the topic is covered.

*Questionnaire 4: Jung Personality Typology.* The purpose of this assessment is for the students to see how they rate the Jung Personality Typology/Myers-Briggs Type Indicator (MBTI) covered in the chapter. The interpretation of the assessment and comparative data can be found on page 93 of the text. (Only those students using the online Self-Assessment Library will have access to the continuously updated comparative data.) Consider having students discuss their personality types in small groups. Additionally, this assessment can be used as a point of discussion later in the lecture the topic is covered.

*Questionnaire 5: Rokeach's Instrumental and End Values.* The purpose of this assessment is for the students to assess themselves on Rokeach's Instrumental (morality and competence) and End Values (personal and social) covered in the chapter. Interpretation of the assessment and comparative data can be found on page 96 of the text. (Only those students using the online Self-Assessment Library will have access to the continuously updated comparative data.) **Warning:** The two columns of values do not represent the full range of instrumental and end values. The findings would change if a different list of values were provided. This exercise is for discussion and learning purposes only and is not intended to be an accurate assessment of one's actual end and instrumental values. You may want to have students discuss their values in small groups. You may have them discuss what the order means to them and how it impacts the decisions they make. Comparison data is found in Exhibit 2.5. Consider having students discuss how the values differ for each generation in the table. Additionally, this assessment can be used as a point of discussion later in the lecture when the topic is covered.

### **Discover Knowledge**

This chapter begins with the story of John Bearden who is said to be "running over everybody...turning people off." You may want to mention how this is related to the Chapter 1 Fatal Flows; specifically, *Running Roughshod Over Others*. The story highlights how Bearden was able to adjust his style when he

became aware of his personality and the downside of his “field marshal” leadership style. He can take advantage of his strengths, a point highlighted in Chapter 1 and try to change his weaknesses.

**1. Know Yourself**

This section begins with the story of Beth Schneider, who was frustrated because she was passed over multiple times for promotion. After one particular year-end review where her supervisor commented on her poor communication skills and tendency to isolate herself, she began seeking feedback from others. She found that they also viewed her this way. Many people have psychological defenses that distort reality to protect from truths that may hurt.

- a. It is difficult to see one’s own characteristics objectively.
- b. Self-awareness is essential to being an effective manager

**Self-awareness** – being aware of internal aspects of one’s nature, such as personality traits, beliefs, emotions, values, strengths, and limitations, and appreciating how the patterns affect other people.

**2. The Importance of Self-Awareness**

This section begins with the story of Landon Donovan who is considered the best soccer player the United States ever produced, yet he struggled in the 2006 World Cup and went an entire year without scoring a goal. After spending time in therapy and having introspective conversations with friends and family, he was able to develop a greater self-awareness and four years later he became the Most Valuable Player in Major League Soccer. When people understand themselves, they can use their talents to the fullest, work around their limitations, and develop rich, satisfying, and meaningful relationships.

*What’s Your Problem?*

This section presents a brief question about someone who is passed up for a promotion and doesn’t seem to know why. It highlights the importance of asking others for feedback and developing a better understanding of oneself.

- a. How to Expand Your Self-Awareness
  - i. Soliciting Feedback

Seeking feedback to enhance self-awareness can improve performance and job satisfaction for both managers and employees.

**Social Mirror** – our perceptions of ourselves are shaped partly by how others perceive us.

- ii. Self-Diagnosis

**Self-Diagnosis** – using self-inquiry and reflection to gain insights into oneself from self-assessment results and regular examination of oneself objectively.

- iii. Self-Disclosure

**Self-Disclosure**- Sharing fears, thoughts, emotions, and concepts of yourself with others. It is critical for enhancing self-awareness. People who are willing to open up to others are emotionally healthier and happier, and they are typically more well-liked than low self-disclosers.

- b. Using the Johari Window to Enhance Self-Awareness

Johari Window – a tool managers can use to move toward greater transparency and alignment with others. It contains four quadrants:

- i. The “open” quadrant represents information that is known to the individual and is also known to others
- ii. The “blind” quadrant includes things that are known about an individual by others but are unknown to the individual himself
- iii. The “hidden” quadrant represents things that an individual knows about himself or herself but keeps hidden from others
- iv. The “unknown” quadrant represents things that are unknown both to the individual and to others in the group

*Interpret Your Score: The Johari Window*

### 3. Key Individual Differences

This section begins with a brief story of how various people characterize Mark Zuckerberg, founder and CEO of Facebook. It highlights how individuals have a complex jumble of personality traits, values, habits, emotions, needs, attitudes, talents, desires, skills, strengths, weaknesses, etc. Exhibit 2.2 shows the Four Keys to Self-Awareness.

#### a. Understanding Personality

**Personality** – set of unseen characteristics and thought processes that underlie a relatively stable pattern of behavioral response to people, ideas, and circumstances.

#### i. The Big Five Model of Personality

1. **Extroversion** – degree to which a person is outgoing, sociable, assertive, and comfortable meeting and talking to new people  
**Dominance** – the degree to which a person likes to be in control and have influence over others.
2. **Agreeableness** – degree to which a person is able to get along with others by being good-natured, likable, cooperative, forgiving, understanding, and trusting.
3. **Conscientiousness** – degree to which a person is careful, organized, self-disciplined, responsible, dependable, persistent, and achievement oriented.
4. **Emotional Stability** – degree to which a person is calm, enthusiastic, positive, and self-confident rather than moody, fearful, negative, or insecure
5. **Openness to experience** – degree to which a person has a broad range of interests and is curious, imaginative, and willing to consider new ideas

*Interpret Your Score: The Big Five Personality Dimensions*

#### ii. Changing Your Personality

Personality is both genetically and environmentally determined and once an individual’s personality is formed it doesn’t change much. However, with conscious effort and attention, people can shift certain thoughts and behaviors that are influenced by their personalities and limit their effectiveness.

*7 Steps to...Making Your Natural Personality Work for You.*

*For Introverts:*

1. Practice being outgoing and friendly
2. Don't hibernate
3. Remember to smile

*For Extroverts*

4. Don't bask in the glow of your personality
5. Talk less
6. Don't let your exuberance intimidate others

*For Both*

7. Strike the right balance

b. Thinking Styles and the Herrmann Whole Brain Model

This model considers how people perceive, process, interpret, and use information, which affects how they solve problems, make decisions, and relate to others.

i. History of the Concept

The concept relates back to research in the 1960s and 1970s on the left and right brain.

**Left Hemisphere** – associated with logical, analytical thinking and a linear approach to problem-solving

**Right Hemisphere** – associated with creative, intuitive, values-based thought processes

ii. The Whole Brain Model

While the concept of left- and right-brained provides a valuable metaphor it is not entirely accurate physiologically because not all left-brain thinking is associated with the left-hemisphere and vice-versa.

**Whole Brain Model** – considers not only a person's preferences for right-brained versus left-brained thinking, but also for conceptual versus experiential thinking. There is no style that is better or worse, but any of the styles carried to the extreme can be detrimental.

1. Quadrant A is associated with logical thinking, analysis of facts, and processing numbers
2. Quadrant B deals with planning, organizing facts and activities, and careful detailed review
3. Quadrant C is associated with interpersonal relationships and affects intuitive and emotional thought processes
4. Quadrant D is associated with conceptualizing, synthesizing, and integrating facts and patterns, with seeing the big picture rather than the details.

*Interpret Your Score: Herrmann Whole Brain Model Thinking Styles*

c. Jungian Types for Interacting with the World

Carl Jung's approach to understanding personality notes that people's thinking and behavior reflects a relatively stable pattern based on how they prefer to go about gathering and evaluating information, relating to people, and in general interaction with the world.

i. Myers-Briggs Type Indicator Assessment

**Myers-Briggs Type Indicator Assessment (MBTI)** – provides a way of measuring differences among individuals in their psychological preferences for how they interact with others and perceive the world. The four dimensions result in 16 unique personality types.

1. **Introversion versus extraversion** – focuses on where people gain interpersonal strength and mental energy
  - a. Introverts gain energy by being away from people and focusing on personal thoughts and feelings
  - b. Extroverts gain energy from being around people and interacting with others
2. **Sensing versus intuition** – identifies how people absorb information
  - a. Sensing preference means gathering and absorbing information through the five senses
  - b. Intuition preference means relying on direct perceptions
3. **Thinking versus feeling** – relates to how a person makes a decision, especially whether emotions play a role
  - a. Thinking types tend to rely more on logic as they try to be rational, objective, and impersonal in decision making
  - b. Feeling types tend to rely more on their values and sense of what is right and wrong, and they consider how the decision is going to affect people’s feelings
4. **Judging versus perceiving** – this dimension is concerned with an individual’s attitudes toward ambiguity and how quickly a person makes a decision
  - a. Judging types tend to like certainty and closure, they focus on goals and deadlines and tend to make decisions quickly based on available data to meet deadlines
  - b. Perceiving types tend to enjoy ambiguity and multitasking, will likely miss deadlines, and may change their minds several times before making a final decision.
5. **Research Findings Significant for Managers**

The two preferences most strongly associated with successful management are thinking and judging, but this doesn’t mean that people with other preferences can’t be good managers

*Interpret Your Score: Jung Personality Typology*

4. **Underlying Values**

This section begins with the story of Esa Heiskanen, whose top priorities are spending time with his family, taking good care of his children, and playing football while he is the CEO of Glow Group, a large global energy company. The story highlights the importance of understanding one’s beliefs and values.



**Values** – fundamental beliefs that an individual considers to be important, that are relatively stable over time, and that influence attitudes, perceptions, and behavior

a. Instrumental and End Values

Milton Rokeach's research focuses on 18 Instrumental and 18 end values

i. Types of Values

1. **End Values (terminal values)** – are beliefs about the kind of goals or outcomes that are worth pursuing, such as security, a comfortable life, and good health
2. **Instrumental Values** – are beliefs about the types of behavior that are appropriate for reaching end goals, such as being helpful to others, being honest, or exhibiting courage

ii. How Values Differ

1. Culture influences how values differ
2. Values are learned not inherited
3. One significant difference in values may be whether values are self-oriented or others oriented
4. While values do change over time, they are fairly well established in early adulthood
5. Exhibit 2.5 shows a comparison of Rokeach's Instrumental and End Values over three generations (Baby Boomers, Gen X and Gen Y)

Interpret Your Score: Rokeach's Instrumental and End values

b. Values Based Management

i. What Is It?

**Values-based Management** – management that provides a shared foundation of ethical values and beliefs that guide individual behavior and organizational actions

1. Managers find a balance between self-oriented values and community-oriented values to effectively lead organizations that contribute to society. By practicing values based management, one can empower people throughout the organization to make the right decisions within a framework of ethical values
2. Four fundamental values for ethical organizations are honesty, accountability, trust, and caring
  - a. Honesty means the organization's leaders are open and truthful with employees, customers, shareholders, and the public
  - b. Accountability means that people accept responsibility for their actions
  - c. Trust is shown to be highly valued when managers give people clear goals, provide support and trust them to carry out tasks appropriately
  - d. Caring means putting the interest of others ahead of one's own

*Leading Words*

ii. How Do You Do It?

This section highlights the story of Jim Hackett, CEO of Steelcase. Hackett recalled a new line of panels that could be used for cubicles or to cover floor-to-ceiling walls because they didn't meet fire standards in some locations. While this was a costly recall, he put his values into action and chose to recall the product. This is an example of how actions communicate values

**5. Using Self-Awareness to Build Management Skills**

Many managers use soft or human skills such as communication, teamwork and collaboration, initiative, developing subordinates, and leadership, but it is challenging. Learning soft skills is where self-management really pays off.

a. Self-Awareness Builds Skill Competence

i. **Stage 1: Unconscious incompetent** – when one doesn't have any competence with the skill

ii. **Stage 2: Consciously incompetent** – when one is aware of what is required to be competent in the skill but still isn't personally competent

iii. **Stage 3: Consciously competent** – when the skill becomes a real pleasure to practice

iv. **Stage 4: Unconsciously competent** –the skill becomes an integral part of oneself

**6. Need to Know**

a. Self-awareness is one of the most important capabilities for you to develop as a current or future manager. Self-awareness means being aware of the internal aspects of yourself, such as personality traits, beliefs, emotions, values, strengths, and limitations, and appreciating how your patterns affect other people.

b. It is difficult for most people to see themselves objectively, but you can use feedback, self-diagnosis, and self-disclosure to expand your self-awareness and understand yourself better.

c. The Johari Window model with its four windows—open, blind, hidden, and unknown—provides a way to understand how feedback and self-disclosure enhances self-awareness. The goal of the Johari Window is to expand the open window for each individual in the group to help people better understand themselves and others.

d. Four key individual differences are personality, thinking style, ways of dealing with the world, and underlying values.

e. Personality is the set of unseen characteristics and thought processes that underlie a relatively stable pattern of behavior. The Big Five model of personality groups myriad personality traits into five key dimensions: extraversion, agreeableness, conscientiousness, and openness to experience. Having a moderate to high degree of each of the Big Five dimensions is considered desirable for a manager.

f. Personality doesn't change very much once it is formed, but with attention and effort people can shift certain thoughts and behaviors that are influenced by their personality and might be limiting their effectiveness and success.

g. Another area of individual differences relates to a person's thinking style. The whole brain model explores a person's preferences for right-brained versus left-brained

thinking and for conceptual versus experiential thinking. The model provides a powerful metaphor for understanding differences in thinking styles. Individuals can learn to use their “whole brain” rather than relying on one thinking style.

- h. The Jung Personality Typology, which is similar to the Myers-Briggs Type Indicator (MBTI), measures an individual’s preferences for introversion versus extraversion, sensing versus intuition, thinking versus feeling, and judging versus perceiving.
- i. Values are fundamental beliefs that an individual considers important, that are relatively stable over time, and that influence attitudes, perception, and behavior.
- j. Everyone has both instrumental and end values, and individuals differ in how they order the values into their life priorities. Although values are fairly well established by early adulthood, many people’s values do change over time.
- k. Values-based management means management that provides a shared foundation of ethical values and beliefs that guide individual behavior and organizational actions, so that people know what decisions to make and how to act in various situations. Managers communicate the values they want to guide employee behavior primarily through their actions.
- l. Self-awareness is crucial for learning the soft skills of management. Learning any new skill typically passes through four stages: from unconscious incompetence, through conscious incompetence, to conscious competence, and finally to unconscious competence. Unconscious competence means the skill comes naturally and without conscious thought and effort.

### **Guide to Action Learning**

The Action Learning section allows students to put their new knowledge to practice. You will want to use some of these exercises in each chapter that is covered in the course. Be facilitators during the activities and provide guidance when needed. After each exercise debrief students to see if the concepts and applications they learned were appropriately applied in each activity. Consider having students individually respond to some questions about the activity, work in small groups to discuss what was learned from the activity or have a class discussion around the activity. If the exercise did not go as planned or did not seem to work, acknowledge this and discuss with the class the problems that occurred during the activity.

### Deliberate Practice Exercises

These exercises are either active or reflective. In the text there is a notation next to each exercise to indicate the type. These exercises are designed to be done outside of class and the students can bring in their results from completing the exercise.

### *Values in Action (Active)*

The purpose of this assignment is for students to examine three instrumental values that are not their best strengths and have them practice these values in daily actions. They should choose one value to purposefully apply throughout the first day, the second value for the second day, and the final one on

the third day. They are asked to record what happened in the table provided in the text and answer two questions:

1. What insights did you gain from practicing values?
2. What are some advantages to living according to values?

When assigning the exercise spend 2-3 minutes answering any questions and explaining what some of the values mean. Go through the list and make sure students understand each value listed. For instance, students may not understand what being broad-minded means. It may be beneficial to have them select their three values during class so that you can answer any questions they have. For instance, they may ask you how they should practice self-control. First, you can ask them why they think they are weak in this area. They may say, for example, that they start yelling in the car when they get cut off by another driver. So suggest that they record the number of times they are cut off and how they prevented themselves from yelling.

If students express concerns about practicing the values which are not their best strengths and question why they should practice them since Chapter 1 talked about focusing on their strengths, spend some time discussing this in class. While Chapter 1 discusses practicing one's strengths, it also discusses the importance of minimizing or compensating for your limitations. When you debrief the exercise, you may ask them:

1. What was the most challenging part of the activity?
2. Why do you think it is important to practice the values which are not your strongest?

Students may respond by saying that it was challenging working on something they were not good at. They may say that they didn't have an opportunity to practice the value during the day. If this is the case, then ask them why not and what they planned to do if they had the opportunity to practice the value. During the debriefing, ask students to share the three values they chose to practice and see if there are any patterns. For instance, did a significant number of students say that imagination was a value they were weak on? You can then have them discuss what this means.

If you have time in class, have them complete Step 5, which is optional. At this point they would share their insights with a partner. Have the students refer to the section on Instrumental and End Values in the text. Walk around the room during this time and talk to each pair. Ask them if they had any values in common that they practiced. Ask them if they had any of the same difficulties with practicing the value. Ask the pairs to share with the class the insights they gained. During the debriefing, write these on the board so everyone can see them. If some are repeated, make note of that and ask the class what this means. If you have a class where everyone is approximately the same age, you can ask them any if the values they selected are generational. At this point refer the students to Exhibit 2.5 in the text.

### *Personality Type (Reflective)*

The purpose of this activity is to have students reflect on themselves and focus on what they like to do and what they do well versus what they do not like to do and what they do not do well. The key aspects of this exercise is to have them notice the patterns that they see (Step 2) and to be able to connect

these aspects of themselves to the Jung Typology and the Big Five Personality Factors instrument. Then the students should reflect on what they learned from the activity (Step 6) and you can have them share this information with a partner (Step 7).

When you assign the activity spend 2-3 minutes providing examples of how to complete the chart. Tell students to make a long list for each category in Step 1. Ask them if they are good at a particular sport or subject in school. Encourage them to put down a variety of things, such as being a good social organizer or cook. They may find it difficult to think of examples for all of the categories. Going through a personal example may help them to understand the assignment better. So consider completing the exercise for yourself and go through it step by step on the board.

### In-Class Team Exercise

These are team based exercises designed to have students put their new knowledge into practice. The first exercise, *Self-Awareness and Feedback*, is in the text and the second exercise, *Managerial Values*, can be found under Free Online Resources in the Management CourseMate product.

### *Self-Awareness and Feedback*

The purpose of this exercise is to have students analyze others and to receive feedback from others. You will want to divide the class into groups of four to six students. Below are the instructions provided in the text for the exercise:

### Exercise Structure

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|--|--------------|
| 1. Divide the class into groups of four to six members. I would suggest assigning groups so that students are not just talking with their friends. This can be done by having students count off or by just going down the class list and assigning groups.  | 2 minutes    |
| 2. Instruct each student to fill out the table found on page 103 of the text. Each person will be filling out one line of the table for each of their group members. Emphasize that if they do not know other students well, then they should use their first impressions. For instance, if they do not know the student well then they can look at the person's appearance. Does the person appear neat and organized? Be cautious about giving too many examples because you may find that students are just repeating what you said. If this becomes the case, then you can tell them that they cannot select the trait you gave as an example. | 5-10 minutes |

It is important to get the students talking. Students may be hesitant to share, so facilitate the discussion by going around to each group and asking them what they saw in Person 1 and how they saw this. Students are probably less likely to mention negative traits for fear of offending someone, but blinds spots can be positive traits too. For instance, someone could be unaware that they are a good presenter

in class.

- |    |  |              |
|----|--|--------------|
| 3. | Instruct the teams to have everyone in the group giving feedback to one person at a time and the person receiving feedback should not interrupt or comment. For example, Person 1 will listen to unique qualities the other group members report. After everyone has given feedback to Person 1, then Person 2 gets feedback, and so on, until all the group members receive feedback. | 5-10 minutes |
| 4. | Each person then writes the feedback they received in the My Unique Qualities box found in the text.   | 3-5 minutes  |
| 5. | Instruct the students to look at the qualities they put in the box and to circle the characteristics they already knew about themselves (“Open” areas). Put a check mark next to new information about themselves (“Blind” spots). Then ask them to think about whether they have more checks or circles, and what that means.   | 3-5 minutes  |
| 6. | Have the students look at the Johari Window found on pages 86-87 in the chapter. In the box provided in the exercise write down how their “open” area just got larger.   | 3-5 minutes  |
| 7. | Have them complete Step 5 of the exercise by having them write in the box provided how they can keep increasing their “open” area and reduce their “blind” spots. Refer them to the beginning of the chapter and the stories of Beth Schneider and Landon Donovan and how they increased their “open” areas and reduced their “blind spots.”   | 3-5 minutes  |
| 8. | Discussion and Debriefing  | 10-15        |

During the debriefing, ask the students if there was anything that surprised them by what others said about them. For instance, did the other students refer to Person 1 as organized and does Person 1 see themselves as organized? Discuss why it is important to become aware of your “blind spots” and how that leads to more open areas. You should highlight that we all have blind spots. Going back to the beginning of the chapter, you can discuss Beth Schneider who others saw as having poor communication skills. She was shocked by this, as we often are when someone points out our blind spots. We also may go through some denial or rationalization. For instance, if others see us as poor at time management, one might become defensive and say it is only because he/she needs to get so much done or might blame others for not working with him/her effectively. Remind the students that it is difficult to see ourselves objectively, which is a point also highlighted in Chapter 1. In order to build self-awareness, an individual needs to move the blind into the “open” area.

Also, write some results on board for multiple groups and see if there are any patterns that developed. See what the students think when looking at the results from multiple groups.

**Estimated Total Time**

**24- 42 Minutes**

Estimated time may vary depending on the size of the group and when you choose to have the discussion. If you choose to have some discussion between the steps of the exercise, you may find that the overall time is a bit longer.

*Alternative structure:* Take time after Steps 3, 4, and 5 to discuss what the students learned rather than wait until the end to have the discussion.

*Managerial Values*

This exercise can be found under Free Online Resources in the Management CourseMate product. The purpose of this exercise is to have students identify important Instrumental and End Values for managers. This exercise will help them apply their knowledge of the material and relate the values to what they believe practicing managers would rank high on. Be aware, students' perceptions of what they see as valuable for managers reveals something about the students themselves and may be linked to their background, such as their age and values. Bring some copies of the blank lists to class or post it up on the board so students can see the lists as they complete the assignment. When assigning the task, time some time to go through the list of values so that all the students know what the terms mean.

Instructions:

**Step 1:** Divide into groups of 4-6. Look at the lists of end and instrumental values in Exhibit 2.5 on page 96.

**Step 2:** Each individual select what you think *practicing managers* would rank as their top five values in each list. Write those values below.

**Manager End Values (Individual):**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Manager Instrumental Values (Individual):**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Step 3:** Now, as a group, come up with what the group agrees are the top five end and instrumental values held by *practicing managers*. Record your group rankings below.

**Manager End Values (Group)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Manager Instrumental Values (Group):**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Step 4:** Instructor gives correct answers based on research.

**Step 5:** As a class, discuss how value differences between managers and non-managers might cause conflicts and also be a good thing for organizations.

**Exercise Structure**

- |  |                     |
|--|---------------------|
| <ol style="list-style-type: none"> <li>1. Divide the class into groups of 4 to 6 students. I would suggest assigning the groups so that students are not just talking with their friends. This can be done by having students count off or by just going down the class list and assigning groups. Tell them they will need to have their textbooks with them when they are in the groups. At least one person should have a book in each group. Alternatively, you could wait to form groups until after they complete Step 2 on the exercise, which may prevent them from being influenced by others when making their lists.</li> </ol> | <p>2 minutes</p>    |
| <ol style="list-style-type: none"> <li>2. Have the groups refer to Exhibit 2.5: Non-Manager Rankings of Rokeach’s Instrumental and End Values, in the chapter and have each student write down what they think <i>practicing managers</i> would rank as their top five values in each list for Instrumental Values and End Values.</li> </ol>  | <p>5 minutes</p>    |
| <ol style="list-style-type: none"> <li>3. Then as a group, have them come up with what the group agrees are the top five End and Instrumental Values held by <i>practicing managers</i>. Have them record their rankings in the lists provided.</li> </ol>   | <p>5-10 minutes</p> |

During the activity, walk around the groups and make sure they are following the directions. Also, see if they have any questions. Once they beginning discussing the values, help facilitate the discussion in any of the groups that are quite. This can be done by asking to see the one student’s individual list and see how that compares to



another student's list. If you see terms that are the same, ask the two students why they each put that term on their lists. If you see terms that are different, you can ask the other students in the group if they had either of these traits on their lists.

If they have a lot of agreement, they may finish the group aspect of the task fairly quickly. If this is the case, have students form new groups or have groups work together. For example, Group 1 and Group 2 can work together and compare their groups lists, Group 3 and Group 4 can do the same, and so forth. These new larger groups should be comparing their group's list.

If the group can't come to an agreement, suggest that the group first start by trying to eliminate some of the values on an individual's list. For instance, if only one person put the ability to love as an instrumental value, then this should be eliminated from appearing on the group's list. If you find that a lot of groups aren't able to agree on a list, you may ask them why they think this occurred during the debriefing.

4. Provide the correct answers found in research 5 minutes

Based on Murphy, E. F., Gibson, J. W., and Greenwood, R. A. (2010). Analyzing Generational Values Among Managers and Non-Managers. *S.A.M. Advanced Management Journal*, 75 (1): 33-55).

Top 5 Terminal Values for Managers:

1. Family Security
2. Health
3. Freedom
4. A Comfortable Life
5. Self-Respect

Top 5 Terminal Values for Non-Managers:

1. Health
2. Family Security
3. A Comfortable Life
4. Self-Respect
5. Wisdom

Top 5 Instrumental Values for Managers:

1. Honest
2. Responsible
3. Loyal
4. Loving
5. Capable

Top 5 Terminal Values for Non-Managers:

1. Honest
2. Responsible
3. Independent
4. Logical
5. Loving

5. Class Discussion and Debriefing

10-15 minutes

During the discussion ask them how similar their individual lists were to their fellow group members. Ask the students if they felt like an important value on their individual list didn't make the group list. Discuss how each individual list also indicates what the person developing the list thinks are positive values for managers. Have them think about this point as a self-reflection and ask them to discuss their thoughts on this further.

**Estimated Total Time**

**27-37 Minutes**

Field Team Exercise

The field exercises are designed to be done outside of class and may take a significant amount of time. Consider determining at the beginning of the semester how many of these you would like to assign during the semester. The intent of the authors is not to have students complete every Field Team Exercise but one is included in each chapter.

*Job Advertisements—Brain Dominance*

The purpose of this exercise is for students to work in groups and analyze job advertisements to look for characteristics that relate to the Whole Brain Model presented in the chapter. This activity provides an opportunity for students to not only apply the material from class but also to see how it relates to different job types.

When you assign this exercise in class allocate about 2-3 minutes to explain the assignment and allow them to ask questions. If you are assigning teams at this time, then you will want to allow another 5 minutes to form the teams. Once they are in their teams, instruct them to look at pages 90-92 of the chapter and have them read through the 6 steps of the exercise. Give them some time to talk with their teammates (3-5 minutes) about the assignment. Provide them with some examples of where they can find job advertisements, such as [www.CareerBuilder.com](http://www.CareerBuilder.com), [www.monster.com](http://www.monster.com), and company websites that have job postings, such as Johnson & Johnson. You can also provide them with a sample job advertisement and tell them what to look for in the advertisement. For example, a recent job advertisement for a sales person stated: "This organization is currently seeking passionate, positive, driven professionals to sell Business Analysis Agreements to small & medium size company business owners, presidents and CEOs." Under Job Requirements the advertisement stated:

- Highly self-motivated and self-disciplined with ability to work effectively with little or no supervision

- Outgoing personality with expertise at developing relationships, particularly with business owners, presidents and CEOs
- Good communicator—excellent listening skills and ability to uncover the real “pain” a client might be experiencing

After analyzing this job advertisement, it would likely fall into *Quadrant C* which can be seen in the phrase “seeking passionate...” It is also seen in the job requirements listed, specifically: outgoing personality, developing relationships, and good communicator. All of these characteristics seem to fit mostly in *Quadrant C*.

An alternative version of this assignment would be to have the students find 3-4 jobs that they would be interested in and 3-4 jobs that they would not want to be included in the announcements they collect.

Outside of class, the team will need to meet to complete Steps 3, 4, 5, 6 and 7. Emphasize the importance of them coordinating a meeting time that allows everyone to meet. It is essential for this activity to be completed successfully and for all members to be present at the meeting. If you have a class with a lot of non-traditional students, such as a night class, you may want to consider allowing the students to complete these steps during class time.

If you choose to discuss this activity in class after it is completed, allocate 10-20 minutes for each team to share what they found from completing the exercise. Guide the discussion by asking them:

What were the characteristics of the “ideal” job that represents each of the four quadrants of the Whole Brain Model? Explain.

How do you think about these aspects when making a job and/or career choice?

Are there any jobs that you found that you know you would like to apply for? Why? How does this relate to your understanding of the Whole Brain Model and yourself?

If you have them complete the “Giving Back” case in the chapter prior to this, how do you relate this assignment to the job choices Reggie has?

Could you write a job description for each of the jobs Reggie is considering?

*Alternative Assignment:* When the exercise is completed, have each group present their “ideal” job description and compare them. When they present, you can also use the questions above to guide a discussion after the presentations.

### **Test Your Mettle**

This section tests the students further by applying their new knowledge to role plays and cases. Consider videotaping some of the exercises such as the role plays. These videos can be shown to the class after the exercise is completed as a way of analyzing and discussing the case. It is important to be sensitive to the students in the class because not all will be comfortable in the role plays or with being videotaped.

### Role Play Exercises

The role plays should be used during class. The primary focus of role plays is to have the student as practitioner, emphasizing the application of management/organization concepts to actual circumstances. Additionally, active classroom participation creates a more positive learning environment and increases self-awareness. It is recommended that you read all the roles and the instructions before the class session.

One of the challenging aspects of running role plays in class is getting students to get into character and really get involved. One option is to conduct the first few role plays in class with one group in the front and the rest of the class observing. Another option is to ask for volunteers for the first role play conducted in class in order to get students who want to participate in the role play, but do not limit all role plays to those who want to volunteer to avoid the same students being the only role play participants. Additionally, provide some incentive for the students to get into their role. For instance, have the class vote on “Best Actor” in the role play after it is completed.

Consider having the students work in small groups and assign the specific roles or have them pick a role. Those not assigned specific roles may be observers who have to take notes and/or critique the role play. Make sure that students rotate between observing and playing roles.

You should emphasize that students should only read their role. The first role play, *Never Good Enough*, in each chapter refers to the Video Incident at the beginning of the chapter. If you find that students are not getting actively involved in the role plays, you may place yourself in a minor role to facilitate the role play.

### *Never Good Enough*

This case builds on the Video Incident at the beginning of the chapter. Consider reshowing the video before the role play or reviewing it. The role play focuses on the different personalities and thinking styles of Jane and Carrie.

The instructions provided in the text are below:

Instructions: Form into groups of 2-3. One person will play the role of Jane and one the role of Carrie. If there are three, the third person is observer. Each person reads only his or her confidential role, but observer reads both. Spend 10-15 minutes on the role play.

### Role Play Structure

1. Form groups of 2-3 students and assign the roles of Jane and Carrie. 2 minutes  
Those not assigned roles will be observers. Alternatively, this role play can be done in the front of the class with those who are not selected to play roles acting as observers.
2. Allow time for each person to think about his or her role and how to portray the character in the meeting. Have them think about the most important thing they want to accomplish during the meeting. Give each person some time to write down some notes. Students 5-10 minutes

should be encouraged to really take on their role.

A way to assist them into getting into their role may be to allow them some time to look through their role and try to develop the write out the personality characteristics of their role. For example, you can have them look at the role of Carrie and look at the *Myers—Briggs Type Indicator* and see if they can find clues to her personality. There is some evidence in the role play that Carrie is likely an *introvert*, since she appears to be energized by inner world of thoughts and ideas and deep interests, which can be seen in her negative comments about teams. She also appears to be a *sensing* individual since she likes facts, details and practical solutions. This trait is evident from her dislike of situations in which people have the wrong numbers. She also appears to have a *thinking* style because she makes decisions by analysis, logic, and impersonal criteria, which is seen in her lack of concern for others when she comments on the touchy-feely nature of some of the jobs she has had in the past. She also appears to be a *judging* type since she seems to like life organized, stable, systematic, and under control, which is evident from her desire to have decisions made quickly. Using the *Whole Brain Model*, Carrie seems to be more dominant in *Quadrants A and B*, since she appears to be a more logical, fact-based thinker who is organized and detailed. Thus, you can have students playing this role to look through one or more of the personality sections of the text and try to understand the role of Carrie better and have them develop some ideas of what they intend to say during the meeting that would fit with Carrie's personality.

Jane's personality, on the other hand, is different, although there isn't as much information in her section to clearly classify her personality. It seems that she may be an *extravert*, since she discusses the solidarity of the team, which may indicate that she is energized by the outer world of people and objects. Whether she uses *sensing* or *intuition* to absorb information is unclear, but she seems to be a *sensing* type since she does mention that Carrie's facts are often right. She does appear to make some decisions based on *feeling* since she is concerned about her co-workers being confused. It is unclear if she is a *judging* or *perceiving* type. Looking at the *Whole Brain Model*, Jane seems to belong more in *Quadrant C* since she is concerned for others' feelings. Thus, you can have students playing this role to look through one or more of the personality sections of the text and try to understand the role of Jane better and have them develop some ideas of what they intend to say during the meeting that would fit with Jane's personality.

Those observing the role play should not read the role play parts. They should take notes during the role play and try to identify the characteristics they see in each individual. You can have them answer the following questions while observing the role play:

- a. What did Jane do that was effective? What was not effective?
- b. What are possible reasons for Carrie's interpersonal problems?
- c. How can a manager help someone like Carrie get along more smoothly with other members of the team?

Those playing the roles of Jane and Carrie should not to look at these questions prior to completing the role play. If the role play is conducted in front of the class, you could assign specific people in the class to focus on analyzing each character.

*Alternative structure:* Have everyone who is playing Carrie meet in a group to analyze her personality while having everyone who is playing Jane do the same. At this time the observers could work together to analyze the questions and discuss what they are looking for while the role play is occurring. Be careful using this structure because it may cause everyone who is playing Carrie to respond to Jane in a very similar way and vice-versa for those playing Jane.

3. Conduct the role play. 10-15 minutes

During the role play you should take time to make observe and take notice of how the students are portraying their roles.

4. Class Discussion and Debriefing 10 minutes

At the end of the role play share with the class all the information provided for each role. Ask those who portrayed each character if it would have changed how they acted had they known the information about the other characters. If so, how would they have acted differently? Mention that we don't always know others' motives and as a manager we are often working with incomplete information.

Direct students back to the sections in the chapter about personality and thinking styles. Clearly, Jane and Carrie are different in these areas, and you can have the students discuss what evidence they see in the role play of each person's personality and thinking styles.

Review the *Johari Window* and have the class analyze Carrie and Jane's "blind spots." Clearly, Carrie doesn't realize how she is being disruptive in meetings and that she is likely overly critical of others. Jane doesn't seem to see that the way she is communicating with Carrie is ineffective.

Finally, mention to the class that often in the workplace you will be working with others who are different and one still has to figure out a way to work effectively with others.

**Estimated Total Time**

**27-37 Minutes**

### *Painful Rumors*

Below are the instructions for the bonus role play provided online under Free Online Resources in the Management CourseMate product.

**Background:** This role-play is about how people see themselves and others and how these perceptions can get in the way of good working relationships. In the incident, Matthew has asked to meet with Ryan to talk about their differences.

**Instructions:** Divide into groups of 2- 3. One person will play the role of Matthew and one the role of Ryan. If there are three, the third person is observer. Each person read only your confidential role, but observer reads both. Spend 10-15 minutes on the role play.

Confidential information for Matthew: You've been working in a sales office for three years and have a positive and consistent track record. During the past two months, your sales have exceeded anyone's expectations and you've gotten a lot of positive feedback from your boss and the higher ups. But during the past month, another sales associate, Ryan, has been telling other people that you've been schmoozing with the vice presidents and getting all the plum assignments and sales leads. It's not your fault that your parents belong to the Country Club and you golf there a lot, or that they own a place in Vail and you've invited certain people to go skiing. You know how important networking is and you've taken the training programs on managing upward. Ryan is just lazy and wants to blame your success on other factors besides your own talent and hard work. You've asked Ryan for a meeting to confront him with his destructive behavior. He is not doing himself any favors.

Confidential information for Ryan: You've been a sales associate in this company for five years and have gotten consistently "good" evaluations. One year, a while back, you were even the top salesperson. But ever since Matthew has come onboard, you don't seem to get the good assignments anymore. Matthew was born with a silver spoon in his mouth and thinks he's better than everyone else. He belongs to the Country Club, something no one in this position can really afford, and he spends a lot of time sucking up to the top people. They think he's fabulous, so they give him the best sales leads, which leaves everyone else in the lurch. Others feel the same way as you and you are all fed up! Now Matthew wants to talk with you. He's probably going to do one of his "sweet-talking guy" routines where he'll try and get you to do his work. He's good at that.

After the role play, discuss these questions:

1. What did Matthew do that was effective or ineffective? What did Ryan do that was effective or ineffective?
2. How can conversation and feedback help in the self-discovery process?
3. What behaviors help this process and what behaviors impede self-awareness?

### Role Play Structure

1. Form groups of 2-3 students and assign the roles of Matthew and Ryan. Those not assigned roles will be observers. Alternatively, this 2 minutes

role play can be done in the front of the class with those who are not selected to play roles being observers.

2. Allow time for each person to think about their role and how they are going to portray their character in the meeting. Have them think about the most important thing they want to accomplish during the meeting. Give each person some time to write down some notes. Students should be encouraged to really take on their role. 5-10 minutes

A way to assist them into getting into their role would be to allow them some time to look through their role and try to develop the write out some notes on their role. Direct them to the *Johari Window* and have them analyze the information they have on the other role. For instance, those playing Matthew have some specific views about Ryan which are likely Ryan's *blind spots*. Ryan may be lazy and not working as hard as Matthew. Ryan also doesn't seem to see how his behavior is negatively impacting himself. Thus, you can have the students use this analysis to develop how they intend to act during the role play.

Ryan also sees some *blind spots* in Matthew. For example, others seem to perceive Matthew's behavior as schmoozing, too. Also, his negative perception of Matthew has already created a tense environment. Their meeting will likely be unsuccessful because he mentions that he thinks Matthew is going to try to get him to do his work. Thus, you can have the students use this analysis to develop how they intend to act during the role play.

Those observing the role play should not read the role play parts. They should take notes during the role play and try to identify the characteristics they see in each individual. You can have them answer the following questions while observing the role play:

- a. What did Matthew do that was effective or ineffective? What did Ryan do that was effective or ineffective?
- b. How can conversation and feedback help in the self-discovery process?
- c. What behaviors help this process and what behaviors impede self-awareness?

Those playing the roles of Matthew and Ryan should not look at these questions prior to completing the role play. If the role play is conducted in front of the class, you could assign specific people in the class to focus on analyze each character.

*Alternative structure:* Have everyone who is playing Matthew meet in a group to analyze his personality while having everyone who is playing Ryan do the same. At this time the observers could work together to analyze the questions and discuss what they are looking for while the role play is occurring. Be careful using this structure



because it may cause everyone who is playing Matthew to respond to Ryan in a very similar way and vice-versa for those playing Ryan.

3. Conduct the role play. 10-15 minutes

During the role play you should take time to make observe and take notice of how the students are portraying their roles.

4. Class Discussion and Debriefing 10 minutes

At the end of the exercise share with the class all the information provided for each role. You can ask those who portrayed each character if it would have changed how they acted had they known the information about the other characters. If so, how would they have acted differently? You may want to mention at this point that we don't always know others' motives and often as a manager we are working with incomplete information.

Direct students back to the Johari Window section of the chapter and ask them what "blind" spots and hidden areas are evident for each person in the role play.

Finally, discuss how in the workplace you will be working with others who are different and one still has to figure out a way to work effectively with others.

**Estimated Total Time**

**27-37 Minutes**

Video Application

*Becoming Self-Aware at Mitchell Gold & Bob Williams*

After showing students the video clip of Gold+Williams: Understanding Individual Behavior, discuss the following questions:

1. What are some of the characteristics that Kim Clay understood about herself? How might knowing something negative about oneself, such as a lack of self-confidence, help a person's management career?

Students may be able to deduce from the video clip that Kim did not have much confidence in herself when she first entered the workforce. However, she scores high on the "big 5" personality traits—she is extraverted, agreeable, conscientious, emotionally stable, and open to new experiences. These qualities make her a good employee, and coupled with her innate talent and aptitude for technology, the managers at Gold + Williams recognized that she could be developed into a great, high-level employee. Once Kim started to recognize the value of these qualities in herself, she changed her own perception of

herself and gained self-confidence. The point is that self-awareness allows a person to reframe the way they see themselves and turn the negatives into positives.

2. What does vice president Dan Gauthreaux mean when he says, “I think you can learn from any job you do and try to make the best of it”?

Encourage students to think about what this comment means in terms of Dan’s values. On a personal level, it’s clear that he values opportunities to learn, a positive attitude, and taking initiative. He also mentions that part of Kim’s success comes from having the support of her managers and others around her. This team orientation is something Dan obviously values in the Gold + Williams environment.

3. What role did company management play in fostering Kim Clay’s self-awareness and personal growth?

Encourage students to think about one of the pivotal moments in Kim’s progression—the point at which her supervisor created a new position (the “help desk”) just for Kim. This is an excellent example of a manager and an employee being aware of the person’s innate talents and skills, and then recognizing how those abilities could benefit the company and creating an opportunity to make use of them. That paved the way for Kim to move into the IT department. Students can also assume that she had lots of training along the way, and as Dan mentions, she has also had the support of management to help ensure her success.

### Case Incidents

The students should read and prepare responses to the case incidents outside of class. You may have them turn in a written assignment for each case answering the questions at the end of the case. The cases can also be used as a discussion in class. Students can work in pairs or small groups to discuss how they responded to each question.

### *The Marshall Plan*

This case highlights Marshall Gordon a brilliant developer of comfortable seating whose personality is causing problems within the design team of his organization. It shows how personality conflicts can have a detrimental impact on organizations. The case ends with members of the design team approaching management with an ultimatum: “*Do something about Marshall or we resign.*”

### Discussion Questions

1. If you were a top manager, how would you respond to the ultimatum? Be specific. You should require them to make a clear choice for what to do and follow the choice up with specific steps on how they would take action. Below provides arguments for how students may respond to the question.

The ultimatum presents a challenge to management. On one hand, Marshall is passionate, dedicated, creative and talented. His work has had major positive impact on the

organizations profits. On the other hand, his personality has caused many problems in the organization such as high turnover and a loss of team morale. He clearly has some *blind spots* which include his personality's impact on the team and his overly critical nature. So management has to determine what they value most. If they value having Marshall as an employee, then they have to determine how they can have him work more effectively with others. This means that Marshall needs to develop greater *self-awareness*. Using the *Johari Window*, he will have to increase his *Open* area and shrink his *Blind* area. This will require him to *solicit feedback* from others which doesn't appear to be something he currently does. So management is challenged with figuring out how they can get Marshall to actively solicit feedback. They may also approach Marshall and see if they can get him to spend some time in *Self-Diagnosis* and *Self-Disclosure*. It may be that management has to approach Marshall with an ultimatum in order to get him to change his way of interacting with others. If Marshall refuses to change, then the organization will have to let him go. This will mean a loss of his creativity and knowledge, which may go to a competitor if another company chooses to hire him, but it will provide the opportunity for the organization to create a more team oriented workplace and may provide the chance for those who felt that they were being mistreated by Marshall to show their creativity and knowledge.

If management decides to do nothing then they will lose other valuable employees. Since it appears that Marshall is developing a reputation in the industry for being difficult to work with, then it will likely be difficult for management to hire knowledgeable and creative employees to replace those who leave.

2. If you were Marshall's manager, how might you increase Marshall's awareness of the negative impact he is having on other people and guide him toward building a team, sharing his knowledge, and mentoring colleagues?

This question provides an opportunity for students to apply the various self-awareness techniques provided in the chapter by taking on the role of Marshall's manager. The key to this question is to figure out ways to get someone who is clearly unaware of his negative impact on others, to open up to the idea of changing how he interacts with his co-workers. As noted in the beginning of the chapter, most people put up defense mechanisms when presented with negative information about themselves. The story of Beth Schneider highlights this. So since "it is difficult to see one's own characteristics objectively," in this case, management is challenged with getting a valuable employee to do just that without him becoming so defensive that he chooses to leave the organization.

Management needs to meet with Marshall to discuss the conflict he creates in the team. It is unclear whether they have ever approached Marshall about changing his way of interacting with others, which may be why this is a *blind* area for him. Marshall's manager needs to set very clear goals and expectations for his behavior. If his manager avoids this issue, nothing will change. His manager could suggest or mandate that he go to some *self-*

*awareness* training that will have him complete some of the questionnaires found in the chapter. For instance, they may have him complete the Johari Window assessment, Big Five, the Herrmann Whole Brain Model Thinking Styles, Myers-Briggs Type Indicator, and the Rokeach's Instrumental and End Values assessment. However, management has to determine how they can get him motivated to develop greater self-awareness, and it may be that others who are working with him need training as well. So in order for the team to function more effectively, the organization should send all of them to training. Having everyone complete the training may aid in building team effectiveness.

Management may also talk with Marshall about teaching and mentoring others to help him open up and build relationships. He keeps his ideas very guarded and management has to find out why he does this. This may provide some insight into his personality. Some people fear sharing their knowledge because they think the organization will not see them as valuable if others know what they keep guarded, or they fear that others will steal their ideas and take credit for them. If management can get Marshall to teach and mentor others, this will likely strengthen the team.

3. How would you explain Marshall's behavior? Where would Marshall fit in the Johari Window? Where would you place him on each of the Big 5 personality factors? Why?

Marshall's behavior seems rooted in a "childhood back injury and a lifetime of pain." So his drive to develop comfortable seating comes from personal experience with discomfort and a desire to feel better and to help others with similar ailments feel comfortable when sitting. You should highlight how personal experiences can be very powerful motivators and that it isn't surprising that Marshall is so passionate about his work.

Using the *Johari Window*, Marshall clearly has some *Open* areas that include his creative ability, his skill and his passion for his job. He also has some distinct *Blind* areas which include his negative impact on the team and his inability to work effectively with others. Likely his *Hidden* areas relate to his childhood injury and pain he still seems to experience. It is unclear how much his co-workers know about his injury and subsequent pain. They may also include the reasons for why he is single and appears to have no family or friendship ties. Furthermore, an additional *hidden* area may be why he seems so guarded about sharing his knowledge with others.

Analyzing Marshall's personality using the *Big Five Personality Factors*, he is clearly an *introvert* since he does not appear to be particularly outgoing or sociable. He appears to have a low level of *Agreeableness* since he does not get along well with others. He has a high level of *Conscientiousness*, which is indicated by his ultimate goal of creating comfortable seating and his diligent efforts to attain that goal. His emotional stability seems to be low moody and negative as indicated by his overly critical nature of others. Finally, he doesn't seem to be open to experience since he does not have a broad range of interests.

*“Giving Back”*

This case highlights Reggie Gilman, who doesn't seem to know himself well enough to make an important career decision. Gilman's mother was known as “Mama” Gilman. Throughout her life, Mama generously gave her time and to those in need in New Orleans. Reggie, her youngest son has given money, time and energy to various relief efforts such as helping New Orleans after Hurricane Katrina, to assist in disaster relief after the earthquake in Haiti and again helping in New Orleans after the BP oil rig explosion. At the end of the case he is struggling with whether to take the lucrative promotion offered to him by his company, a large international corporation or to take a less remunerative but service-oriented position as chairman of a non-profit family housing foundation.

Discussion Questions

1. What does Reggie Gilman need to understand about himself to make the correct decision?

This question is highlighted in the point made by his colleague Brad, “...The question my friend, is who are *you*?” Gilman has been so influenced by his mother's example that he doesn't understand himself. Gilman doesn't seem to understand what he loves and what really drives him professionally and privately. He could ask himself what satisfies him most, what skills and talents does he want to apply, to what outcomes does he want to contribute. Gilman needs to understand what are his *strengths* and *weakness*. He also needs to understand his *personality* and his *values*. Gilman should make the decision based on his skills, values, and needs, not based on others opinions.

2. How do you think he could figure out who he is in order to make this decision?

Reggie needs to go through the *self-awareness* in order to figure out which decision is best for him. He has begun to *solicit feedback*, but has had limited success. He feels his family and close friends are bias toward the position at the non-profit and are not providing him with honest feedback, but his colleague Brad seems to be able to provide some opportunity for him to get honest feedback. He should also spend some time reflecting on the decision and using self-inquiry in order to go through the process of *self-diagnosis*. During this stage he should analyze his personality. He can look at the Big Five Personality Factors and the Jung topology. He may even take Myers-Briggs Type Indicator Assessment and/or Big Five Personality Assessment to help him understand his personality more. One of the most important areas he needs to reflect on to make this decision is his *End Values* and *Instrumental Values*. He also needs to have some *self-disclosure* with people most important to him since many of them are pushing him toward the non-profit job and don't seem to understand the inner struggle he is having about the two job offers.

3. Which of these opportunities do you think he should take, and which will have the strongest impact on his future? Why?

This question does not have a clear correct answer and you may want to have students debate over it.

If he takes the non-profit job, students should highlight the following clues in the case:

- He was spurred into action by seeing the devastation from Hurricane Katrina and felt like he was not only leaving up to his mother's ideals but embracing the people component of his job.
- He felt an increase urge to do more and understood the power of giving when he went to help those in need after the earthquake hit Haiti.
- He felt the frustration and pain of the local workers when the BP oil explosion.
- He has questioned his career choice of working in the oil industry.
- Working at the non-profit provides a new learning opportunity and he clearly loves learning which is indicated by his pursuit of a college and graduate degree

So there is some evidence in the case that he does value giving back and he gets energy when he does help others. However, there are indications that this has also been draining his energy, when he discusses that he is exhausted and that he is losing his enthusiasm for giving back. So it is not clear that taking the job at the non-profit will be something that energizes him.

If he takes the promotion within his organization, students should highlight the following points:

- He does believe that working *within* the oil industry offers opportunities to improve it.
- He feels exhausted from giving back and is losing his enthusiasm for it.
- Taking the promotion allows him to move "up" to the lifestyle he worked for and dreamed about while the non-profit job will force him to move "down."
- The promotion provides a new learning opportunity and he clearly loves learning which is indicated by his pursuit of a college and graduate degree
- The promotion provides the opportunity for international experience which he refers to as valuable. Again this is a new learning opportunity.
- He seems to want to take the non-profit job out of a sense of obligation to live up to his mother's ideals, rather than because he is excited about the opportunity.
- The oil company job may enable Gilman to build up savings that will enable him to do more charity work in the future, perhaps taking a non-profit position in mid-career.

Either job will have a strong impact on his future. Taking the non-profit will substantially change is lifestyle and change who he interacts with on a regular basis. It will require him to primarily be focused on assisting and helping others, but it is unclear if this is what he wants. If this is not a strength of his or this is not what is giving him energy, then taking this job may lead to unhappiness in the long run. While the promotion may seem like a inappropriate choice for Mama's son, it may allow him to reenergize and thus be able to provide some

assistance to charities without losing his enthusiasm for it. Additionally, if he can use his position to work within the industry to make improvements to it, then he may ultimately be able to find the right balance between work and charity.

### Personal Skills Log

This log is a valuable tool where students can write down and crystallize their learning “takeaway” for each activity completed. The authors of the text sometimes ask students to complete one or two relevant rows of the log during the last few minutes of class. Other times it works well to have students complete some rows outside of class. The Personal Skills Log proved to have very high value for our students’ learning, perhaps because student insights often disappear if not written down. Crystallizing what they learned in order to write it down increases engagement and retention.

*Additional Assignment:* At the end of the course, an excellent assignment is to ask students to write a short paper analyzing the patterns and themes they can find within each *vertical* column (e.g., takeaway column, strength, weakness, and application columns) across *all* the logs. For example, students would study all their entries in the “strengths” column to find underlying patterns in their perceived strengths across the semester. Students can be advised to make a copy of the log sheets so they can study each vertical column for all the logs simultaneously. This activity captures and summarizes each student’s major learning patterns from the entire term and provides new self-insight as well.