

Mgmt301: Unit 1

Slide #1

Principles of Management and Operations

MGMT 391

Course Instructor: Dr. Mark Yockey

myockey@usd.edu

Text and slides:

Mason Carpenter, Talya Bauer, and Berrin Erdogan

Audio:

Hello, welcome to Principle of Management and Operations, Management 301. I'm Dr. Mark Yockey; I will be your instructor for this course. A little background information on myself, I have my PhD in Business Management from Washington State University. I spent 20 years in various management positions in business and lots of outside management positions as well, leadership and other organizations. I hope you all will enjoy this course and find it quite practical. What do you say we get started?

Slide #2

Principle of Management and Organizations

- We live our lives in various organizations.
- Goal: Practical and applicable for everyone, not just future managers.
- Organizations are both frustrating and rewarding.
- Future classes? – MGMT 401 Leadership, MGMT 491 Business Strategy and Policy

Audio:

We spend our entire lives living in various types of organizations. We're going to be concentrating on business organizations, but this class actually applies to a number of types of organizations; whether it is social settings, or family settings, any organization that you belong to. My goal is to make this course very practical for you. To recognize that whether you're a manager or not a manager, you have an impact on those individuals around you. And the organizations to which you belong. Organizations are both frustrating and rewarding. We need organizations to not only accomplish work, but to satisfy the social aspects of our lives. But we've all read the Dilbert comics and we know how frustrating organizations can be.

If you find this course interesting I would suggest you take some additional courses in management. Particularly the Leadership class 401. If you become a Business Management major you'll probably take Business Strategy and Policy. This course is intended as an overview of the discipline of management. Businesses are divided into different disciplines, accounting, finance, economics, marketing, and management. Management covers kind of the people side of things. So I hope that you'll enjoy this course and find it very useful for your everyday life.

Slide #3

Housekeeping Items

- Contact information:
 - Questions for Instructor
 - Email: myockey@usd.edu
- Teams
- Threaded discussions
 - Timing of posts
 - Dues dates/times
- Peer evaluations
- Writing portfolios

Audio:

Let's get started by taking care of a few housekeeping items. If you need to contact me the best place to get answers to general questions is in the Question for Instructor area which is located in the threaded discussion. This is a place where you can post questions about the course in general or if you have questions about an assignment. Often times your classmates will see that question before I do, they'll be able to respond to that question more quickly and take care of that for you.

If you need to contact me directly you can do so at my email: myockey@usd.edu, or through the course email space. Because of the size of this class, which typically ranges between 90 and 100 students, we will be divided out in teams. You can imagine what it would be like trying to do a threaded discussion with 90 other people! So we will have teams of roughly 8-11 members, depending upon the number of people we have in the class. Those teams will operate primarily in threaded discussion areas.

Now the timing of your posts is very important to me in those threaded discussions. They are meant to be discussions. Some students have a tendency to post only at midnight on Sunday night. Now our schedule will run basically Monday morning through Sunday night. With all assignments being due midnight, Sunday night. That's midnight Pullman time. Now if everybody waits till Sunday to discuss, well then you don't have a discussion at all, you just have a bunch of posts. So I would like to see members of the teams posting by Wednesday night. If we post by Wednesday night that gives other members of the team a chance to read your post, and respond to that, to add to it, to integrate, to talk about the various things. So please try to post by Wednesday night whenever possible. I recognize that some weeks that won't be possible, but do the best you can. But all due times for assignments, whether they are team assignments or individual assignments, will be Sunday night at midnight.

You will also have an opportunity to do peer evaluations during this course. Amongst your team, you'll be able to twice during the semester give them feedback and grade or score. Now those scores aren't enough to really determine your grade for the class but they are enough that you should pay attention to them. It is difficult for me to evaluate a hundred different students and the quality of their posts; but when you are working with 8 or 10 others, I think you can do a better

job of it than I can. Beside you are going to be managers, giving feedback is part of what you're going to do. Well also do a couple of individual assignments and students often want to use those for their writing portfolios. I'll give you instructions later on that, but just recognize there will be feedback in your assignment feedbacks that will tell you about the writing quality and whether I think that is acceptable or not. Let's get started in on the course.

Slide #4

Chapter 1 Introduction

- ❖ Learn who managers are and about the nature of their work
- ❖ Know why you should care about leadership, entrepreneurship, and strategy
- ❖ Know the dimensions of the planning-organizing-leading-controlling (P-O-L-C) framework
- ❖ Learn how economic performance influences social and environmental performance
- ❖ Understand what performance means at the individual and group levels
- ❖ Appreciate the contributions of early management theorists
- ❖ Understand the current directions of management research

Audio:

As you look over the learning objective for chapter 1, unit 1, I'll to just kind of give you an overview of what we are going to do in this unit. We are going to look at managers, their responsibilities, what we expect them to achieve, and we'll go through some of the history of management. Take a look at the early theorists; and remember the art and science of management is only about 150 years old. Prior to that we didn't have large organizations and professional managers. So this is a young science, we still have a long way to go.

Slide #5

Slide 5

What is management?

...the art of getting things done through the efforts of other people.

Audio:

We begin with a standard definition of managers. Managers are people who get things done through the efforts of other people. But there are lots of ways to get things done through other people; that distinguishes good management from bad management.

Slide #6

Slide 6

Who are managers?

Managers plan, organize, and lead and control the operations of the organization.

Audio:

We'll be using this plan, organize, lead, and control model throughout the course. I do want to

make mention that even though this model includes the term lead here; I want to distinguish between management and leadership. One trouble I have with this particular model is that it makes leadership look like a subset of management. I would disagree with that approach. In future slides we will make that distinction a little more clear.

Slide #7

Slide 7

Changing Roles of Managers

Traditional:

Top managers ensure the organization's competitiveness and lower level managers' and employees' job security.

Lower-level managers and employees implement top management's strategy with loyalty and obedience.

Contemporary:

Empowered lower-level managers and employees are responsible for the organization's competitiveness and their own development.

Top management support personnel development and ensure employability.

Audio:

While I like your text for the most part, I do have a strong disagreement with it when it comes to the definitions and relationships between management and leadership. In some ways this side starts to get at those differences. Most researchers and business experts would say that the traditional model shown here on the left is closer to what I consider to be management. The contemporary model on the right is more like leadership to me. More on this as we go through this chapter.

To understand where the traditional approach came from remember that the occupation of professional manager developed with the rise of big business during the 1800s. There weren't many examples to draw from. So early managers were often owners and drew management ideas from the military; the only other large organizations of the day. Consequently they were pretty autocratic. That view has slowly changed to this more contemporary leadership approach you see here on the right. That doesn't mean that all managers follow the empowered employee model though. I am sure you probably know a few who don't!

Slide #8

Slide 8

Management – Levels and types

Levels:

Top level executives – set strategy

Mid-level managers- Translate strategy into functional operations and coordinate across those

functions.

Front line managers – oversee work

Types:

A *general manager* is someone who is responsible for managing a clearly identifiable revenue – producing unit, like a store, business unit, or product line

A *project manager* had the responsibility for the planning, execution, and closing of a specific project

Audio:

We can think of management in different levels and as different types of managers. In this week’s threaded discussion I’d like for you to talk about the levels of management. Do you know any top level executives or mid-level managers? You are probably all familiar with front line managers, and may have even served in those responsibilities yourself. But what is it that you see that is different about top level executives? Do they really spend all their time on the golf course?

Slide #9

Slide 9

Ten Managerial Roles

Feedback	Interpersonal	<ul style="list-style-type: none">• Figurehead• Leader• Liaison	Provide Information
Feedback	Informational	<ul style="list-style-type: none">• Monitor• Disseminator• Spokesperson	Process Information
Feedback	Decisional	<ul style="list-style-type: none">• Entrepreneur• Disturbance Handler• Resource Allocator• Negotiator	Use Information

Audio:

This slide shows the ten managerial roles that Mintzberg identified. Think about how these roles change based on the level and type of manager. For example, front line managers don’t do much in the figure head role, but they do a lot more monitoring and resource allocation. CEOs might do the figure role but they probably don’t act as a disturbance handler very much. Roles change depending upon the type of manager.

Slide #10

Slide 10

- Why do organizations need managers?
- What are some different types of managers and how do they differ?
- What are Mintzberg's 10 managerial roles?
- What three areas does Mintzberg use to organize the 10 roles?
- What four general managerial functions does *Principles of Management* include?

Audio:

Throughout the PowerPoint you will find discussion slides such as this. These are questions that will simply help you review the material that we've covered.

Slide #11

Slide 11

Academic fields relevant to management

Leadership
 Entrepreneurship
 Strategy

Audio:

Your text talks about fields that are relevant to management such as leadership, entrepreneurship, and strategy. But I want to make a distinction between management as a discipline here, and managers. Management covers all these areas but managers aren't necessarily good leaders, they're not necessarily entrepreneurs, and most of them don't determine company strategy. So don't think of these things as things managers do, but more as fields within the discipline of management.

Slide #12

Slide 12

Effective leadership integrates the social and informal sources of influence that are used to inspire action taken by others

Great leaders help build an organization's human capital, then motivate individuals to take concerted action.

Audio:

Your text defines leadership essentially as the sources of influences that we use to get things done. I think of leadership as being much more than that. In my mind, management skills are a subset of leadership skills, not vice versa as this particular slide here would indicate. Perhaps the quote from Chester Barnard sums it up best. He said, "Managers have subordinates. Leaders have followers." Both get things done through other people. The two main differences are what they choose to do, and how they choose to do it. Most managers continue the status quo. Leaders have vision about where to lead an organization. Managers rely on rewards and punishments to get things done. Leaders often use values and vision. Another popular way to say this is

“Managers do things right, leaders do the right things.”

Slide #13

Slide 13

Entrepreneurship is defined as the recognition of opportunities and the use of creation of resources to implement innovative ideas for new, thoughtfully planned ventures.

Entrepreneurs are leaders who convert ideas into action.

Audio:

We live in a very dynamic business world. Business environment change. Industries rise, industries fall. The Austrian economist Joseph Schumpeter called this creative destruction. Just for fun take a look at the Fortune 500 and see how old these companies really are. Many of them like Cisco, Google, and Microsoft are in industries that didn't even exist 25 years ago. More than ever all companies need to develop a sense of entrepreneurship just to survive.

Slide #14

Slide 14

- How do you define leadership and who would you identify as a great leader?
- What is entrepreneurship?
- What is strategy?
- What roles do leadership, entrepreneurship and strategy play in good principles of management?

Audio:

None. (Discussion Slide)

Slide #15

Slide 15

Functions of Management

Planning

Organizing

Leading

Controlling

Audio:

Let's take a closer look at each of the components of the planning, organizing, leading, and control model that we'll be using this semester.

Slide #16

Slide 16

Strategic Planning

- Up to three year time frame
- Conducted by top management

Tactical Planning

- One to three years time frame
- Conducted by mid-management

Operational Planning

- Short time horizon – one week to one year
- Conducted by direct supervisors who are members of management

Audio:

Notice how the three levels of planning outlined here correspond with the levels of management we talked about earlier. If you're a business major you're going to wind up taking course in all of these areas. You'll take a strategy class that specifically focuses on strategic planning. You'll take operation classes that talk about operational planning, and a leadership class that talks about all types of planning.

Slide #17

Slide 17

Organizing

Developing an organizational structure and allocating human resources to ensure the accomplishment of objectives.

Decisions made about the structure of an organization are generally referred to as organizational design decisions.

Audio:

There are also multiple types and levels of organizing. We need to create an organizational structure, who reports to whom. That infamous organizational chart that many of you have probably seen for your work organizations. But we also have to organize tasks and activities.

Slide #18

Slide 18

Leading

Motivating Subordinates
Using Power Effectively
Communicating Effectively

Audio:

Leading in the sense that your text uses it is well described by this slide. Leading subordinates is about communication and motivation.

Slide #19

Controlling

- Step 1 *Establish Performance Standards
- Step 2 *Compare Performance Against Standards
- Step 3 *Take Corrective Action When Necessary

Audio:

Out of all the functions of management, controlling is the one that gets the bad rap. I don't want you to think of controlling in a negative sense though. Think of controlling as controls in an airplane cockpit. It helps the pilot determine where the plane is at, which direction it is headed, and how to adjust the plane to make sure it gets to its proper destination. That's the sense we use control when we talk about management.

Slide #20

Slide 20

The P-O-L-C Framework

Planning

- 1. Vision & Mission
- 2. Strategizing
- 3. Goals & Objectives

Organizing

- 1. Organization Design
- 2. Culture
- 3. Social Networks

Leading

- 1. Leadership
- 2. Decision Making
- 3. Communications
- 4. Group/Teams
- 5. Motivation

Controlling

- 1. Systems/Processes
- 2. Strategic Human Resources

Audio:

As you review the components of the planning, organizing, leading, and controlling framework that we will be using, you are actually looking at the chapter titles for most of the text book. We will take each one of these one by one.

Slide #21

Slide 21

- What are the management functions that comprise the P-O-L-C framework?
- Are there any criticisms of this framework?
- What function does *planning* serve?
- What function does *organizing* serve?
- What function does *leading* serve?
- What function does *controlling* serve?

Audio:

None. (Discussion Slide)

Slide #22

Slide 22

Organizational Performance

Economic
Social
Environmental

Audio:

In the past we have typically measured organizational performance for businesses in economic terms, in other words how much profit did we make. In today's world there is increasing pressure to include social and environmental factors in measuring organizational performance. Not everybody agrees on this or how much of that should be included. So let's take a look and discuss some of the controversy surround social and environmental performance.

Slide #23

Slide 23

The Importance of Economic Performance

Economic performance is very important to a firm's stakeholders, particularly its investors or owners, because this performance eventually provides them with a return on their investment.

Audio:

We hear a lot today about the amount money and profits that company make. There is a lot of discussion about how much profit is appropriate for a company to make for its shareholders. While there may be discussion about this, I think everybody agrees that every business is in place to make a profit. If it doesn't make a profit the company cannot survive. All the members of the organization will lose their job and society will do without the benefits of that company. So regardless of how we feel about profits, in general we have to recognize that they are an essential part of the business environment. The question comes in how do we balance those with the social and environmental factors that we also have to take into account?

Slide #24

Slide 24

The Triple Bottom Line

Economic

- Revenue
- Accounting Profit
- Supply and Demand

Social

- Humanitarian
- Responsibility
- Accountability

Environmental

- Reuse/Recycle
- Sustainability
- Going Green

Audio:

Most companies today recognize that they have economic, social, and environmental responsibilities. In fact some companies focus on social and environmental aspects to help improve their economic returns. For example, Ben and Jerry's have long been known for their humanitarian agenda, and companies like Patagonia use environmental aspects to help improve their image and to make their products more marketable. It's possible however, to spend too much money on social and environmental aspects. That reduces profits and reduces economic returns to shareholders. But we are also discovering that companies that spend nothing on social and environmental responsibilities incur the wrath of the public and produce lower economic returns. So while we may vary in the amount of money and emphasis we put in each of these areas, some balance is required.

Slide #25

Slide 25

Organizations can consider the interests of society and take responsibility for the impact of their activities on customers, suppliers, employees, shareholders, communities, and the environment in all aspects of their operations. END does this.

Audio:

All companies operate as part of a larger community. As citizens of that community, it can be argued that we should be good neighbor. But the idea of corporate social responsibility isn't without its critics. Let's take a look at some of the critic of CSR and then we'll look at some of the ideas that support it.

Slide #26

Slide 26

Criticism of CSR

Detracts from the fundamental economic role of business.

Just superficial window-dressing.

Pre-empt the role of individuals, charities, and governments.

Audio:

There are a number of criticisms against corporate social responsibility. The basic argument is that it's inefficient. Companies giving away part of their profits have to raise their prices in order to cover those donations. This raises products and service prices to individual customers.

Economists such as Freiburg say, "It's a better idea to keep the prices low. Individuals can take the savings and they can donate those to their charitable organizations of their choice, rather than having businesses do that."

Slide #27

Slide 27

Supporters of CSR

Increases ethical behavior of managers.

Increases employee satisfaction and retention.

Corporate giving is more efficient than government and more effective than individual charity.

Audio:

A number of people support the concept of corporate social responsibility. Amongst their arguments are that it increases the ethical behavior of managers by allowing them to focus on people rather than just profits. It is also said to increase employee satisfaction and retention. And in terms of efficiency they argue that corporate giving is more efficient than government giving, and it's more effective than individual giving because of the amount of money that a corporation can give compared with that of an individual.

Slide #28

Slide 28

- Why is financial performance important for organizations?
- What are some examples of financial performance metrics?
- What dimensions of performance beyond financial are included in the triple bottom line?
- How does corporate social responsibility (CSR) relate to the triple bottom line?
- How are financial performance and CSR related?

Audio:

None. (Discussion Slide)

Slide #29

Slide 29

Individual-Level Performance

- Individuals are recruited, selected, and hired to take responsibility for fulfilling the job description

In-Role Performance

- Additional “extras” that add value but which aren’t part of the formal job description
- Organizational Citizenship Behaviors (OCBs)

Extra-Role Performance

Audio:

I have a saying I use frequently. “You don’t manage organizations, you manage individuals.” In today’s business world maximizing human capital is more important than ever. Organizations that can inspire individuals to contribute beyond the required tasks have a much better chance to grow and be successful.

Slide #30

Slide 30

Organizational Citizenship Behaviors *Helping Behavior*
Altruism, Interpersonal Helping, Courtesy, Peacemaking, Cheerleading

Audio:

Organization Citizenship Behaviors or OCBs are a sign that employees are committed and engaged in their workplace. Organizations that get these types of behaviors from employees are typically much more profitable. Such behaviors are much more likely if we use a contemporary management model that we discussed earlier, rather than the traditional model.

Slide #31

Slide 31

Organizational Citizenship Behaviors

Sportsmanship
Organizational Compliance
Individual Initiative
Organizational Loyalty
Civic Virtue
Self Development

Audio:

Interestingly enough, but probably not all that surprising, companies that regularly practice corporate social responsibility are also more likely to get OCBs from their employees. People who go above and beyond expectations are attracted to work for companies that have similar values.

Slide #32

Group-Level Performance

- Focuses on both the outcomes and process of collections of individuals or groups
- Individuals can work on their own agendas in the context of a group

Audio:

Many companies have turned to the use of teams in order to improve performance. Part of that comes because of the success of the Japanese companies in the 70s and 80s. The Japanese are notorious for teams. But Americans are much more individualistic than the Japanese people. Using teams here hasn't proved nearly as successful. Team use is not a panacea; it won't cure all of our problems. But we'll take a look at teams in a later chapter.

Slide #33

Slide 33

- What is in-role performance?
- What is extra-role performance?
- What is the relationship between extra-role performance and organizational citizenship behaviors?
- What differentiates a team from a group?
- When might it be important to understand the implications of individual performance for group performance?

Audio:

None. (Discussion Slide)

Slide #34

Early Management Principles Scientific Management

Henri Fayol

- Fayol's 14 Principles

Frederick Taylor

- Scientific Management
- Taylorism

Frank and Lillian Gilbreth

- Motion Studies

Audio:

When we think about the early history of management principles, we have to recognize that large businesses did not exist in significant numbers until the mid 1800s. Prior to that most businesses were family or individual operated. But the industrial revolution made large businesses possible. The early theorist focused around efficiencies. Henri Fayol's 14 principles were about structure and how to organize workers. Frederick Taylor and the Gilbreths studies revolved around how to make individual workers more productive. The biggest complaint against these theorists was that

it dehumanized the workers. In fact many workers were afraid they would lose their jobs to nothing but equipment and large machinery. They didn't like this. As you watch the film clips from **Modern Times** and from **Office Space**, you can see that not much has really changed about how we feel about being dehumanized.

Slide #35

Slide 35

- Specialization/Division of Labor
- Authority/Responsibility
- Discipline
- Unity of Command
- Unity of Direction
- Subordination of Individual Interest
- Remuneration
- Centralization
- Line of Authority
- Order
- Equity
- Stability of Tenure
- Initiative
- Espirit de Corps

Audio:

Fayol was one of the very first to study and write about management. His list of 14 principles is still considered the backbone of management responsibilities. Our framework of plan, organize, lead, and control is derived from Fayol's 14 principles.

Slide #36

Early management Principles Human Relations Approach

Mary Parker Follett

- Empowerment
- Teams

Elton Mayo

- Hawthorn Studies

Chester Barnard

- Functions of the Executive
- Leadership Principles

Audio:

Eventually the scientific management approach started to give way to the human relations approach. We started to recognize that it's people that do the work; it's not just the tasks themselves. Three early theorists in this area were Mary Parker Follett, Elton Mayo, and Chester

Barnard. Mary Parker Follet was an incredible woman who in the early 1900s wrote about things like teams and empowerment. She talked about managers having power with employees rather than power over employees. Elton Mayo didn't actual conduct the Hawthorn Studies, but he is given credit for interpreting the studies and recognizing the importance of recognizing individuals and people involved in production. Chester Barnard wrote the book, *Functions of the Executive*. It's an interesting book, I highly recommend it. He talked about leadership principles and recognizing again, the contributions of the individuals involved. That these are not machines but they're actual real live humans.

Slide #37

Limitations of Early Theorists

Audio:

We are often quick to criticize early management theories as being dehumanizing. We have to remember though that we live in a different world than they did. Jobs have changed, society has changed, technology has changed, consequently theories of management needed to change as well. They did the best with what they could, and I'm not so sure we have perfected it even today.

Slide #38

MANAGEMENT IDEAS OF THE 1990s

Peter Drucker
Tom Peters and Robert Waterman
Warren Bennis

Audio:

Your text talks about some of the more recent management ideas that have started to appear since the 80s and 90s. As you read through these and review them, I encourage you to note how different they are from the early scientific management approaches. It's a lot less about tasks and a lot more about people.

Slide #39

Slide 39

In Search Of Excellence

- Managing Ambiguity and Paradox
- A Bias for Action
- Close to the Customer
- Autonomy and Entrepreneurship
- Productivity through People
- Hands-On, Value-Driven
- Stick to the Knitting
- Simple Form, Lean Staff
- Simultaneous Loose-Tight Properties

Audio:

There are a lot of books I am likely to recommend to you throughout the semester, but I strongly recommend this one. It would be in my top three. *In Search of Excellence* really did change the way we think about workers. You can get a copy of it fairly cheap on Amazon I am sure. It makes for very good reading.

Slide #40**Peter's Management Recommendations****Audio:**

Every time I see Peters' management recommendations I'm reminded of what a student said in class. We were doing some comparisons between business organizations and a football team. So we were contrasting the various roles between the two organizations. Somebody asked what role on the football team would the CEO have? Most people said he would be the head coach, or he'd be the quarterback, or something along that line. But one of the students was shaking his head and I asked him what he was thinking. He said that really the CEO is more like the offensive line. Everybody giggled and looked at him strange. He said, "No, really! The CEO isn't the most talented person in the organization, but he's the person in power. The person who has the power to get rid of the obstacles to let the really talented people do what they do best." I thought that was pretty insightful and it certainly fits with Peters' recommendations here.

Slide #41**Slide 41**

What is your learning style?

1. How do you prefer to process information: *actively* – through engagement in physical activity or discussion, or *reflectively* – through introspection?
2. What type of information do you preferentially perceive: *sensory* (external)-sights, sounds, physical sensations, or *intuitive* (internal)-possibilities, insights, hunches?
3. Through which sensory channel is external information most effectively perceived: *visual*-pictures, diagrams, graphs, demonstrations, or *verbal*-words, sounds?
4. How do you progress toward understanding: *sequentially*-in continual steps, or *globally*-in large jumps, holistically?

Audio:

The last section in each of the unit will give you practical advice on how to improve your management skills. This one starts off by looking at learning styles and goal setting. The learning style material is for your own reflection here. You won't be tested on this, but I would encourage you to look at these final sections of each chapter as a good opportunity to improve your ability to be a good manager.

Slide #42**S.M.A.R.T. Goals**

- Specific
- Measurable
- Attainable
- Realistic
- Timely

Audio:

While I won't test you on the learning styles, I will test you on the S.M.A.R.T. goals. This material is actually very important. Remember our discussion about planning. Goal setting is an important part of planning. Managers often use these principles of S.M.A.R.T. goals to help them design good goals for the organization. S.M.A.R.T. goals should be specific, measurable, attainable, realistic, and timely.

Slide #43

Slide 43

- What is your learning style?
- How does your style compare with your prior intuition?
- What target learning issue could you use to experiment with the gauge-discover-reflect framework?
- What does the acronym S.M.A.R.T. refer to, in the context of goal setting?
- What S.M.A.R.T. goals could you apply to your target learning issue?

Audio:

None. (Discussion Slide)

Slide #44

Slide 44

- What goals seem to dominate early management principles?
- Do you see any commonalities between Fayol's principles of management from 1911 and those of Tom Peters in the 1990s?
- Are there any jobs today for which time and motion studies would make sense to do? Would any other skills need to be taught as well?
- What do early management principles leave out?
- How would you put some of the ideas of the 1990s into practice?
- What aspects of POLC would be most likely to change based on what you have learned in this section?

Audio:

None. (Discussion Slide)