

# CHAPTER 1: Introduction to Management

## Suggested Bible verses to introduce class periods for this Chapter

Select the version of the Bible that you prefer.

**Proverbs 4:23** Watch over your heart with all diligence, For from it *flow* the springs of life.

**Romans 12:2** And do not be conformed to this world, but be transformed by the renewing of your mind, that you may prove what the will of God is, that which is good and acceptable and perfect.

**Micah 6:8** He has told you, O man, what is good; And what does the LORD require of you But to do justice, to love kindness, And to walk humbly with your God?

**Mark 9:35** And sitting down, He called the twelve and said to them, "If anyone wants to be first, he shall be last of all, and servant of all." <sup>36</sup> And taking a child, He set him before them, and taking him in His arms, He said to them, <sup>37</sup> "Whoever receives one child like this in My name receives Me; and whoever receives Me does not receive Me, but Him who sent Me."

**Mark 12:28** And one of the scribes came and heard them arguing, and recognizing that He had answered them well, asked Him, "What commandment is the foremost of all?" <sup>29</sup> Jesus answered, "The foremost is, 'Hear, O Israel! The Lord our God is one Lord; <sup>30</sup> and you shall love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength.'

**Ephesians 2:10** For we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them.

## Front-loading Activity

Consider using one of the **In-class Exercises** at the end of the chapter as a means to introduce the essential question that follows.

## Suggested Essential Question to Explore in this Chapter

Introduce the chapter by presenting the following question (or a similar question):

1. **How might one's perspective make a difference when thinking about management?**

As you conclude the lectures and class discussions of the material in the chapter, return to the essential question. Divide the class into small groups and ask the groups to propose possible answers to the essential question. Then ask students to put in their own words an essential question which embraces the major learning point from this chapter from their perspective. Alternatively, in follow up to the class period emphasis on the material, engage in an online threaded discussion or blog exploring the essential question ideas of the students.

## LEARNING OBJECTIVES

- Understand the three dimensions of being, thinking, and action in management.
- Be aware of the big issues in the field of management from both the secular and religious perspectives, and explain how a Christian worldview influences management thinking and action.

<ul style="list-style-type: none"> <li>• Contrast the traditional definitions of management with a definition representing the perspective of spiritual meaning that embraces a Christian worldview.</li> <li>• Contrast the selected perspectives that are used to understand management.</li> <li>• Understand the four types of managerial tensions and why they are important in management.</li> </ul>	
Teaching Notes and Engagement Activities	Chapter Key Idea Outline
<p><b>Ask: Who is one person in your life whose beliefs and faith made a significant difference to you?</b></p> <p>Students may believe that such “deep questions are too abstract for them at this point in their lives. Remind them that every day through our actions and inactions, becoming who we are going to be – legacies and significance are built over time.</p>	<p><b>1. Why wait until retirement to make a difference?</b></p> <ol style="list-style-type: none"> <li>This opening illustration examines the impact of one faith-driven CEO: Bruce R. Kennedy, longtime CEO of Alaska Airlines.</li> <li>The personal questions that Bruce Kennedy’s experience naturally calls to mind are: What legacy will you leave behind at your death? What values will you be remembered for? In what way will you, as a manager, find significance? Will you wait until your retirement to find significance through volunteer service, or will you find significance within your work as a manager? Anyone with any job description can make a difference now.</li> </ol>
<p>No matter how important a course is to us, as teachers, part of our responsibility is to “sell” our course to students.</p> <p>A recurring theme in some of the “qualitative” business disciplines, like management and marketing, is that it is all “just common sense.” Consider pointing this out to students: Over 90% of all new businesses fail before their fifth year. And, only 1 of 100 new product introductions is successful. This would seem to indicate that effective management is “uncommon” and that acting with “good sense” is rarer than we think.</p> <p><b>Ask: How might experience mislead us?</b></p> <p><b>Ask: Do you have any friends who began as “just a worker” and then became a supervisor?</b></p> <p><b>Ask: What attitudes and actions might be needed to successfully</b></p>	<p><b>2. Who Cares about Management?</b></p> <ol style="list-style-type: none"> <li>This section seeks to speak to the often “unspoken” questions on the minds of students in any business class: Why do I have to take this course? How will the “stuff” in this course help me on a practical basis – NOW?</li> <li>The text offers several answers to these concerns: <ol style="list-style-type: none"> <li>Effective management does require experience – but experience only makes sense when viewed through the lens of concepts and ideas</li> <li>Many people do not expect or want to become MANAGERS in title or position – but careers often lead to supervisory responsibilities</li> <li>Management is BOTH positional AND personal – that is, every student must manage relationships, time. Finances, courses, assignments, etc. EXHIBIT 1</li> </ol> </li> </ol>

<p><b>manage some of the tasks listed in Exhibit 1-1?</b></p>	<p>details the ways in which students ARE managers.</p>
<p>Throughout this text the student will encounter models – these are graphical/text representations of a concept – that help make the “invisible” visible. Models simplify and focus – that is their power AND their problem. Simplification can leave important factors out or suggest easy theoretical “answers” to complicated “real world” challenges. And, focus may lead us to ignore or trivialize what may turn out to be essential.</p> <p>Some people might dismiss the importance and substance of “feeling” in management. Feelings are far more than mere emotions. Feelings are emotionally charged attitudes that reflect how we think AND respond to issues and people. “Intuition” can be thought of as having roots in both thinking and feeling.</p> <p><b>Exhibit 1-3</b> is illustrative, not exhaustive – and verses should be examined in their context.</p> <p><b>Ask: How would you critique the Management Pyramid Model? What does it leave out – and what would they add to the model? What does it over-simplify? How does it compare to other management models such as Maslow’s Hierarchy of Needs?</b></p> <p>Being and becoming can suggest “character traits” – moral and mental qualities (such as honesty, frugality and ingenuity. Ask students how such character traits are developed and sustained over time.</p> <p><b>Ask: What is the impact of spiritual inconsistency – and how it might be resolved?</b></p> <p><b>Ask: Imagine workplace situations where the three levels of the model might be in disharmony resulting in “cognitive dissonance?”</b></p> <p><b>Ask: Which of the three levels of the Managerial Pyramid do you think is</b></p>	<p><b>3. Management Pyramid (Exhibit 1-3 and Exhibit 1-4)</b></p> <p>a. <b>The Management Pyramid</b> focuses attention on three central dimensions of management:</p> <ol style="list-style-type: none"> <li><b>Being and Becoming:</b> Who we are as individuals, organizations and as a community - our identity, spirituality, values, character, moral standards, worldview, assumptions, virtues, purpose, and calling.</li> <li><b>Thinking and Feeling:</b> mental awareness of self, of others, and of the situation; emotions, patterns of thinking, perception, worldview that characterize us as individuals, organizations and as a community.</li> <li><b>Action</b></li> </ol> <p>b. T three “levels” apply to individuals, organizations and communities – in fact, concerted progress must involve coordination and cooperation at all three levels</p> <p>c. The model doesn’t have to imply that religious beliefs, thoughts, and actions are always consistent. Once a person becomes a Christian. It means that the Christian attempts to live a consistent life.</p> <p>d. Research into human behavior has confirmed that we are not always consistent. Psychologists call our inconsistencies cognitive dissonance.</p> <p>e. Actions involve both consideration (decisions) and commitment. Action changes things – thinking/feeling only changes our minds. This text in later chapters will focus attention on the commitment and coordination of resources and the importance of excellence in execution.</p>

<ul style="list-style-type: none"> <li>• <b>Most important?</b></li> <li>• <b>Most complex?</b></li> <li>• <b>Most prone to failure?</b></li> </ul> <p>Ask:</p> <ul style="list-style-type: none"> <li>• <b>How does this conceptual model encourage thinking about faith integration?</b></li> <li>• <b>Can our actions ever influence who we are?</b></li> <li>• <b>Is it appropriate to apply this model at the society level?</b></li> </ul>	
<p>The questions at the bottom of page 9 of the text are excellent discussion starters. Here are some other questions to ask related to the top set of questions:</p> <ol style="list-style-type: none"> <li>1. In what ways could the Christian faith help or encourage managers to be more effective?”</li> <li>2. Would you expect Christian workers to be more productive than non-Christian workers in general – and why?</li> <li>3. How should Christians balance economic vs. environmental concerns?</li> <li>4. Would you think that strong Christian beliefs would help or hinder a manager’s ability to communicate in the organization?</li> </ol> <p>These two “common” worldview elements need to be explored. Ask students what the workplace implications of these two ideas could be.</p> <p>Sometimes teachers focus on “knowing all the answer.” Effective teaching practice often seeks to engage students by asking the BIG QUESTION or stating a BOLD PREMISE. For example, “Discuss why managers should be paid more than the people who actually produce a product or service?”</p> <p>EVERYONE has a worldview – a set of beliefs that underlie the way we see and make sense of our world. That worldview can be thought of as a “mindmap constellation” made up of:</p> <ul style="list-style-type: none"> <li>• fully AND partially formed ideas</li> <li>• long-held AND recently acquired ideas</li> <li>• Carefully evidenced ideas AND ideas held with little evidence</li> </ul>	<p><b>4. Faith Perspective on Management</b></p> <ol style="list-style-type: none"> <li>a. <b>The goal of this book</b> is to help Christian managers develop a better understanding of how their religious faith influences their management thought and action and how they can be more effective and efficient as a Christian manager.</li> <li>b. <b>Big Questions.</b> This text is not about providing answers to every question – rather the aim is to help students explore questions that will arise in their journey toward business excellence and Christian maturity.</li> <li>c. <b>The Concept of Worldview.</b> <ol style="list-style-type: none"> <li>i. Worldview is “a set of presuppositions—assumptions which may be true, partially true, or entirely false—which we hold—consciously or subconsciously, consistently or inconsistently— about the basic makeup of our world.”</li> <li>ii. 1. Worldview: attempts to see every area of life and thought as an integrated whole; is exploratory; is pluralistic; guides social behavior; and it is a work in progress</li> <li>iii. Elements of a Christian worldview that are common to many Christian traditions include the following fundamental beliefs: <ol style="list-style-type: none"> <li>a) Spiritual and material dimensions of life cannot be separated. Life is an integrated whole.</li> <li>b) The standard (norms) of conduct in</li> </ol> </li> </ol> </li> </ol>

There are many different ways to approach the bible ranging from seeing it as a book of wisdom just like other “scriptures” of other faiths, to belief that the bible is the unique, infallible and exclusive Word of God.

One way to avoid “forcing” a particular view of the Bible is to suggest that the class agree that the bible is an authoritative (what it says is important) and applicable (it helps guide practical decision making).

This theme list is illustrative, not exhaustive. Other themes might include:

- The nature of faith, hope and love
- The source and impact of sin
- The variety of ways we worship God
- The nature of servanthood and stewardship
- The partnering-empowering of the Holy Spirit

These common themes offer a great way to ask three important questions about each:

- WHAT ... (is the character of God, the creation-fall-redemption narrative, etc.)
- SO WHAT ... does this understanding help us analyze workplace issues?
- NOW WHAT ... should we do/avoid doing because of this analysis?

the spiritual and material dimensions of life is guided by the faith community’s interpretation of the Bible.

#### **d. Use of the Bible and Biblical Teachings in the Study of Business**

- i. Some important interpretive “rules” to follow:
  - a) Weigh the entire biblical record taking into context its historical context
  - b) Look for broad, guiding themes to provide context for individual passages.
  - c) Acknowledge that well-meaning Christians may reach different conclusions about how the bible speaks to particular management ideas and issues
  - d) Inclusion in the biblical text does NOT have to signal God’s approval of the behavior describe by that text.
  - e) Some biblical principles will be consistent with current management practice – others may challenge such practices
- ii. Some important “anchoring” themes in the biblical record:
  - a) The eternal **Character of God**
  - b) The **Creation** narrative
  - c) The **Creation-Fall-Redemption** narrative
  - d) The essentiality of living in **Community**
  - e) The nature of **Covenant** relationships between God and men, and men to men
  - f) The impact of vocational **Calling**

Definitions are not merely mental abstractions. They are descriptions invested with practical, emotional and moral power.

Not every student will be “into” the entomology of words. Remind them of this bigger picture: Words are simply “symbols” that seek to capture the real world ideas we live with. The study of words can yield insight into the real nature of things being described.

This definition is, like all definitions, composed of an interconnected set of ideas. Ask students to “parse” (take apart) and discuss each of the composite ideas:

- **Accepting** (an act of voluntary engagement)
- **Trust** (belief in the integrity of the other)
- **Others have placed** (trust is a gift to be earned not a right)
- **Taking responsibility** (agreeing to be accountable)
- **Who you are** (being-becoming)
- **Collectively** (building a team)
- **Creating meaningful value** (being effective and efficient)
- **Higher spiritual goals**

Ask: **What are the strengths of this alternative definition? What are some of its weaknesses? What does it leave out that should also be considered?**

There has been a long time debate over which of these two matter most – would you rather do the right thing inefficiently, or the wrong thing efficiently?

## 5. Contemporary Management Thought and Practice.

- a. **Definitions of management** – the text examines the historic linguistic roots of the term “management” as well as several popular contemporary definitions
- b. Most definitions contain elements related to (see Exhibit 1-5):
  - i. Creating, growing and sustaining relationships
  - ii. Acquisition and utilization of material, human, technological and financial resources
  - iii. Dealing with complex decisions that are ambiguous and that involve real trade-offs
  - iv. Leveraging various systems and processes
- c. **An alternative definition:** Management is accepting the **trust** that others have placed in you as a manager and taking **responsibility** for who you are, how you think and feel, and what you do in serving a community of people, helping them collectively to create **meaningful value** for society by serving higher **spiritual goals**.
- d. **The importance of Effectiveness and Efficiency** – the two terms have to do with



<p>Highlight the distinctions between efficiency and effectiveness using <b>Exhibits 1-7, 1-8, and 1-9</b>.</p> <p>Point out the major spiritual challenge inherent in each concept. (<b>Exhibit 1-9</b>)</p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• <b>Why is worldview important?</b></li> <li>• <b>Does worldview reduce the importance of the traditional “big issues?”</b></li> <li>• <b>What are the questions you have regarding management?</b></li> <li>• <b>What management topics would you like to learn about?</b></li> </ul>	<p>goal achievement (being purpose-driven) and resource utilization (being performance-driven) (see <b>Exhibits 1-7, 1-8 and 1-9</b>)</p>
<p>These alternative perspectives reflect different questions being asked - for example, what skills do effective managers have?</p> <p>Highlight the distinction between functions, roles, skills and processes.</p> <p>Ask: <b>Where do you see yourself right now in your student experience in terms of these other perspectives? What managerial functions do you perform now? What managerial role do you have? What management skills are required of you now? Etc.</b></p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• <b>Which perspective is most interesting to you?</b></li> <li>• <b>Which is most useful? Why?</b></li> </ul>	<p><b>6. Other Perspectives on Management</b></p> <ul style="list-style-type: none"> <li>a. Managerial functions</li> <li>b. Managerial roles</li> <li>c. Managerial skills</li> <li>d. Managerial levels</li> <li>e. Managerial processes</li> <li>f. Managerial economic sector contexts</li> <li>g. Managerial cultural contexts</li> </ul>
<p><b>Exhibit 1-15</b> charts out the differing demands and perspectives of managers vs. employees.</p> <p>Point out that even non-management workers have to do some managing, if for no other reason, they must manage their own tasks and coordinate their efforts with other workers, vendors and/or customers.</p>	<p><b>7. Transitioning from non-management to management roles and responsibilities. (see <b>Exhibit 1-15</b>)</b></p>

<p>Ask:</p> <p><b>Have any of you (or someone you know) had the opportunity to transition from a non-management role to a managerial role? What was it like for you?</b></p>	
<p>Consider that tension is not entirely bad. Pianos and guitars that lose their tension become “out of tune.” Bicycle spokes that lose their tension cause the wheel to wobble and be “out of round.” Students who feel no tension to study for an exam may put little effort into their preparation. SO, remind students that tensions also represent opportunities and motivation to handle our responsibilities with drive and maturity.</p> <p>Ambiguity, trade-offs, dilemma, and paradox is the language of uncertainty. The purpose of this discussion is to remind students that effective (and efficient) managers must develop a whole range of understandings and competencies to successfully handle their work. There are no simple answers to the complex and challenging responsibilities of managing.</p> <p>Students might be familiar with some or all of these pressures since many have worked/are working ... and some of the tensions refer to tensions students themselves might be “managing” in their academic lives.</p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• <b>Which of these tensions have you felt as a student, and how have you handled these (encourage students to talk about their successes and failures)?</b></li> <li>• <b>Which of these tensions do you feel best prepared to handle today – and which do you feel less able to handle – and why?</b></li> <li>• <b>How well is your business education preparing you to handle these tensions?</b></li> <li>• <b>How are these tensions different from “emotional tension?”</b></li> <li>• <b>Why does managerial work contain tensions?</b></li> </ul>	<p><b>8. Managerial Tensions</b></p> <ul style="list-style-type: none"> <li>a. The pressures of priority and time management</li> <li>b. Exposure to criticism</li> <li>c. Dealing with contradictory needs and desires of subordinates and superiors</li> <li>d. Ambiguity</li> <li>e. Dealing with information imperfections</li> <li>f. Coping with change and uncertainty</li> <li>g. Making difficult and controversial trade-offs</li> <li>h. Choosing between two or more unpleasant alternatives (dilemmas)</li> <li>i. Dealing with paradox</li> <li>j. High stakes, high risk choices</li> </ul>



Invite students to look up definitions of “tension.” Ask: **What is constructive about tension in these definitions?**

Challenge students: **Critique the “proverbs” in Exhibit 1-17. In what ways is each both true and false?**

### **Answers to Discussion Questions**

When presenting these discussion questions during a class period, you may find that students are hesitant to speak up in the context of the whole classroom. If this occurs, divide students into small groups of three to five persons per group. Ask them to discuss the question in their small group first. After three or four minutes of small group discussion, ask students to report what they heard in their small group. Restructuring the classroom in this way usually increases the participation and active engagement.

Some of these questions do not have a “right” answer.” These questions are not meant to have students just parrot back what the textbook says. Remind students that the questions are meant to be catalysts for them to think deeply and creatively about the textbook material, and then to encourage them to respond thoughtfully and creatively to the issues the question is addressing. Remind that simple “yes” or “no” answers are not what you are looking for and that it is as important WHY a student believes something as it is WHAT they believe.

This being said, we are able to discern between effective and ineffective responses by the following criteria:

- ☒ Does the response reflect and accurate understanding of what the textbook said (definition of terms especially)?
- ☒ (For written answers) Is the response well written (spelling, grammar)?
- ☒ Does the response reflect an understanding of the primary intent of the question?
- ☒ Does the response properly address workplace concerns versus being too vague and/or unapplied?
- ☒ Does the response clearly discuss both WHAT the student believes and WHY they believe that?

- 1. What is the difference between non-Christian managers who understands their responsibilities to superiors, to workers, and to society, and managers with a Christian worldview?**

Students could utilize the Managerial Pyramid to discuss how ACTIONS may be similar but

THOUGHTS/FEELINGS and BEING/BECOMING may differ. The student might also note that being a Christian does not automatically bestow on a person skill, competency and experience.

- 2. Do you think that managers who are actively involved with a faith community should get better performance out of their organizations than managers who are not actively involved? Why or why not? Will their performance be different, or will their experience be different?**

Many students may want to say that there would be no difference – use this an occasion to discuss the fact that REAL faith makes a REAL DIFFERENCE in all areas of our lives. If they believe faith frequently has little workplace impact, press them a bit as to whether this SHOULD be the case.

- 3. As a middle manager what would you do to break “the vicious cycle” described in this chapter?**

This refers to the material in Exhibit 1-11. “Cures” suggested to break the vicious cycle might be rooted in the actual faults listed in the table – for instance, senior managers could practice active listening – restating the subordinates’ statements, asking for clarification, and stating the points made by the subordinate in a different ways.

- 4. In terms of how you think as a manager, contrast the difference between “behavior patterns” and “systemic structures.”**

This question focuses attention on the contrast between relational/interpersonal patterns of behavior, and those policies and procedures designed into the organization.

- 5. What are the weaknesses of the being–thinking–action model? What does it leave out? Does it fairly characterize life’s experience as you see it?**

There could be many possible responses

Among the possible weaknesses cited could be:

- It places “thoughts and feelings at the same level – managers should base their decisions on thoughts primarily
- Being is defined very broadly – it seems to include everything that might ever have influenced us.

Among the things left out might be:

- Action is not the final part of managers – what about results and feedback>
- Between being/becoming and thinking/feeling should be a level called “Experiencing”

- 6. When you read the description of dilemmas and paradoxes, what situations came to mind that you have experienced in your life?**

Answers should offer concrete applications

- 7. Why is thinking so important to a manager?**

Hopefully students will discuss issues related to the need to make sense of all we have experienced, as well as the need to debate/deliberate issues in group setting.

- 8. If being drives thinking, which in turn drives behavior, how can action change who**

**you are?**

As we act we experience results, which may cause us to rethink our assumptions, our understanding of issues, and so on.

**9. Why is it important to immerse yourself in management work in order to learn what it really means to be a manager? In other words, why is it so difficult to teach management through a book?**

Student responses should highlight the value of experience – making decisions with real consequences, learning the ways things “really” work on the job. Experience gives us a firmer grip on human nature – especially our own.

**10. Contrast managers at different levels of authority. Which level of management authority is the most attractive to you? Why?**

Students could utilize the information

- in Exhibits 1-7 and 1-8
- from Mintzberg’s Managerial Roles
- the text’s discussion on “Differences in Organizational Level”

As a follow-up question you could ask, “Which of the roles is most important?” or “Which of the roles calls for the most skill?”

**11. If you had \$100 to spend on your entire management education, how much would you spend, and why, on the following items? Theory and principles Practice.**

There is no right answer here – but it is very important that students explain their “why” clearly and convincingly.

**12. What are the potential downside risks of each of the following?**  
**a. Learning management on the job rather than in school.**  
**b. Learning management in school rather than on the job**

Some possible answers:

Learning management on the job rather than in school – downside risks include ...	Learning management in school rather than on the job – downside risks include ...
Would be industry specific – foodservice management is different from managing a manufacturing plant	Schools focus on concepts and models that might apply in many situations – but could be inapplicable to a particular work situation
OJT is very operational and focuses on how to get things done – experience does not necessarily teach us how those things get done	Most school education focuses on ideas about people in general – handling relationships well (productively) may receive little attention
OJT often focuses on technical skills, providing less of a foundation in conceptual skills	Most school education is abstract rather than concrete. There often is little time spent on practical application of abstract ideas to real world settings.
Practice makes “permanent,” not necessarily “perfect.” What works in one workplace setting may be just the wrong thing in another,	It is hard to really retain “book learning” without the practical experience to hand those ideas on.

**13. Reflect on a personal experience you have had with a manager. Was this manager successful? To what degree did each of the following contribute to the manager's success (or lack of it): human relations skills, technical skills, conceptual skills?**

This question related to an older model to describe the skill set that each level of management would need to successfully do their job.

**14. What important management perspectives can we learn from Ephesians 4:1–16 (Unity in the Body of Christ)?**

Eph 4:1-16 Therefore I, the prisoner of the Lord, implore you to walk in a manner worthy of the calling with which you have been called, Eph 4:2 with all humility and gentleness, with patience, showing tolerance for one another in love, Eph 4:3 being diligent to preserve the unity of the Spirit in the bond of peace. Eph 4:4 *There is* one body and one Spirit, just as also you were called in one hope of your calling; Eph 4:5 one Lord, one faith, one baptism, Eph 4:6 one God and Father of all who is over all and through all and in all. Eph 4:7 But to each one of us grace was given according to the measure of Christ's gift. Eph 4:8 Therefore it says, "WHEN HE ASCENDED ON HIGH, HE LED CAPTIVE A HOST OF CAPTIVES, AND HE GAVE GIFTS TO MEN." Eph 4:9 (Now this *expression*, "He ascended," what does it mean except that He also had descended into the lower parts of the earth? Eph 4:10 He who descended is Himself also He who ascended far above all the heavens, so that He might fill all things.) Eph 4:11 And He gave some *as* apostles, and some *as* prophets, and some *as* evangelists, and some *as* pastors and teachers, Eph 4:12 for the equipping of the saints for the work of service, to the building up of the body of Christ; Eph 4:13 until we all attain to the unity of the faith, and of the knowledge of the Son of God, to a mature man, to the measure of the stature which belongs to the fullness of Christ. Eph 4:14 As a result, we are no longer to be children, tossed here and there by waves and carried about by every wind of doctrine, by the trickery of men, by craftiness in deceitful scheming; Eph 4:15 but speaking the truth in love, we are to grow up in all *aspects* into Him who is the head, *even* Christ, Eph 4:16 from whom the whole body, being fitted and held together by what every joint supplies, according to the proper working of each individual part, causes the growth of the body for the building up of itself in love. (*New American Standard bible*)

Some possible observations

- Eph 4:1 *Therefore I, the prisoner of the Lord, implore you to walk in a manner worthy of the calling with which you have been called,...* ➔ Manager's should make sure that their "walk" and their "talk" are consistent and express the best of their character and position.
- Eph 4:2 ...with all humility and gentleness, with patience, showing tolerance for one another in love... ➔ Managers could order people around, depending on their positional power. However, the most effective managers lead their people and depend on their relational skills, especially when people are on a learning curve and may be making mistakes.
- Eph 4:15 but speaking the truth in love, we are to grow up in all *aspects* into Him who is the head, *even* Christ, ... ➔ Manager s should always speak the truth – this does not, however, demand that we speak in insulting or angry ways. HOW we say what we say does matter.

**15. What important management perspectives can we learn from Luke 16:1–13 (Parable of the Shrewd Manager)?**

Luke 16:1-13 Now He was also saying to the disciples, "There was a rich man who had a manager, and this *manager* was reported to him as squandering his possessions. Luke 16:2 "And he called him and said to him, 'What is this I hear about you? Give an accounting of your management, for you can no longer be manager.' Luke 16:3 "The manager said to himself, 'What shall I do, since my master is taking the management away from me? I am not strong enough to dig; I am ashamed to beg. Luke 16:4 'I know

what I shall do, so that when I am removed from the management people will welcome me into their homes.' Luke 16:5 "And he summoned each one of his master's debtors, and he *began* saying to the first, 'How much do you owe my master?' Luke 16:6 "And he said, 'A hundred measures of oil.' And he said to him, 'Take your bill, and sit down quickly and write fifty.' Luke 16:7 "Then he said to another, 'And how much do you owe?' And he said, 'A hundred measures of wheat.' He *said* to him, 'Take your bill, and write eighty.' Luke 16:8 "And his master praised the unrighteous manager because he had acted shrewdly; for the sons of this age are more shrewd in relation to their own kind than the sons of light.

Luke 16:9-13 "And I say to you, make friends for yourselves by means of the wealth of unrighteousness, so that when it fails, they will receive you into the eternal dwellings. Luke 16:10 "He who is faithful in a very little thing is faithful also in much; and he who is unrighteous in a very little thing is unrighteous also in much. Luke 16:11 "Therefore if you have not been faithful in the *use of* unrighteous wealth, who will entrust the true *riches* to you? Luke 16:12 "And if you have not been faithful in *the use of* that which is another's, who will give you that which is your own? Luke 16:13 "No servant can serve two masters; for either he will hate the one and love the other, or else he will be devoted to one and despise the other. You cannot serve God and wealth."

This is a very challenging passage, and that is why it was chosen! Students may find it difficult to understand why the "business owner" praised the shrewdness of his subordinate manager who actually "cheated" him. Encourage the students to "step around" this issue and to focus on the specifics the story presents:

- ✓ Effective managers understand the desires of their superiors
- ✓ Effective managers build mutually beneficial relationships with others
- ✓ Seeking to be faithful in smaller and "less important" tasks will often pay off by promotion to greater levels of responsibility

## **16. What responsibility do humans have for those persons who are unable to contribute productive labor in society?**

This question is aimed to begin a discussion about our moral and spiritual obligations to others – it may also lead to a discussion of social responsibility of companies to stakeholders in their community. Students will disagree about the breadth of their individual/corporate responsibility. Be sure to have them express WHY they believe what they believe. Also, consider probing them with HOW these responsibilities should be carried out.

Several **In-class Exercises** are designed to engage students in debate and discussion of important issues.