

Your Final Exam is contextually based on the *Wall Street Journal* articles [referenced below] that you were provided the week before the final exam. All you need in order to write the exam are your textbook, a word processor, and the article below. You may also use your course notes too. **Use of anything else is forbidden and can result in a grade penalty.**

**Bosses Don't Need a 'What Did You Do' Email. They're Already Tracking You. Elon Musk's email to federal employees prompted angst, but lots of employers use technology for continuous feedback on worker performance.** Khan, Natasha; Smith, Ray A. *Wall Street Journal* (Online) Dow Jones & Company Inc. Feb 25, 2025.

**Need to Get Noticed at Work? Do This First; Whether you need to pitch or defend yourself, documentation is your friend.** Smith, Ray A. *Wall Street Journal* (Online) Dow Jones & Company Inc. Jan 6, 2025.

Good answers should incorporate quotations from the article, references to the textbook, and relevant course concepts and terminology. Your responses should be well-structured with clear topic sentences and logical flow.

An employee who had followed the recommendations from Smith's January article would be better situated to deal with the email described in the Khan & Smith February article

### **Question 1**

The four functions of management are planning, leading, organizing and controlling. Map the recommendations from Smith's January article into the control process[es] described in the textbook (chapter 16). How complete is Smith's recommendation? What might you add to Smith's recommendations?

### **Question 2**

Look at the same issues from a slightly different perspective or focus – *human resource management*. Map the recommendations from Smith's January article into the performance management process in the human resource management chapter (9) of the text. Again, how might you modify Smith's recommendations to better follow the textbook's model?

### **Question 3**

Finally, use one of the perspectives of *motivation* (chapter 12) to examine Smith's recommendations. Identify a model/theory of motivation from the textbook that you believe could best incorporate Smith's recommendations. Describe this model/theory of motivation. Using course concepts speculate on when this would work well in motivating someone and when it would not.

Place your answers to Question 1 below

Smith's January article advocates a simple but powerful habit of "start taking notes" on one's wins. However, their power and gaps become apparent when the recommendations are unpacked against the textbook's four-step control process. In textbook language, "sales grew 10 percent last quarter" simultaneously establishes a standard because the employee has translated a vague desire for growth into a concrete yardstick and measures actual performance because the number itself is the measurement. By urging workers to save complimentary e-mails from senior leaders or grateful customers, Smith adds what Chapter 16 calls a feed-forward behavioral cue, reinforcing the behaviors that generated the metric. Where his guidance thins is at the comparison and corrective-action stages. He never instructs employees to set their private log aside from official key performance indicators. He does not walk them through an explicit variance analysis that asks, "My ten-percent gain looks healthy, but the unit's target was fifteen. Why the gap, and what will I change before next quarter?" A fully closed loop would, therefore, graft a brief quarterly dialogue onto Smith's routine, in which the log is aligned with departmental dashboards and any negative spread triggers an "experiment ticket," perhaps revising a prospecting script or shadowing a top seller whose outcome is captured in the next round of notes. Governor George W. P. Hunt, a Progressive-era champion of labor rights who also bristled at bureaucratic busywork, would likely praise the practice as a worker-owned shield against arbitrary judgment. However, he would insist that numbers never eclipse seasoned human discretion. By blending Smith's self-documentation with textbook comparison sessions and small corrective experiments, the employee honors Hunt's twin values of fairness and flexibility and is far less rattled, as the February article puts it, when "the boss does not need to ask what you did last week because it is all there in the system."

Place your answers to Question 2 below

Chapter 9's performance-management model defines performance, monitors and evaluates, reviews, and then links to consequences, which casts fresh light on the value and limitations of Smith's note-taking advice. Each time an analyst jots, "cut average ticket-resolution time from 5.2 to 3.1 hours," she has, in one stroke, defined an expectation and captured evidence that can later be verified. Saving thank-you messages from a vice president or a key customer meets the text's call for multi-source data, strengthening the objectivity of the eventual appraisal. The article omits the structured feedback and developmental coaching that the textbook places between evidence collection and the final reward. Without that dialogue, the log becomes a private insurance policy, applicable only if a negative review looms rather than a living springboard for growth. President Suresh Garimella could close that gap on campus by asking every faculty and staff member to maintain a monthly "impact journal" whose entries map directly to the university's strategic pillars of access, discovery, and engagement. Department chairs would spend twenty minutes each quarter reviewing the journal with the employee, celebrating wins, diagnosing bottlenecks, and co-authoring one developmental commitment supported by training funds or staffing adjustments. At year-end, the same journal would sit at the center of the merit-pay or promotion meeting so that raises, sabbaticals, or, when necessary, corrective plans flow transparently from well-evidenced contributions. In this way, Smith's

pragmatic record-keeping is woven into the textbook's complete performance-management cycle, converting an individual defense mechanism into an institutional engine for clarity, coaching, and credible rewards.

Place your answers to Question 3 below

Among the motivational perspectives in Chapter 12, goal-setting theory offers the most direct explanatory bridge to Smith's recommendations and illuminates the conditions under which those recommendations will soar or sink. The theory posits that performance climbs when goals are specific, challenging yet attainable, voluntarily embraced, and reinforced by timely feedback. Smith's ritual captures each ingredient: writing "landed three new enterprise contracts worth \$210 000" supplies crisp specificity; selecting the metric personally signals acceptance; the non-trivial magnitude of the win delivers challenge; and the monthly habit of rereading prior entries or presenting them at quarterly check-ins completes the feedback loop. In roles rich with task autonomy and clear metrics for sales, project leadership, and customer success, the practice will ignite the sense of competence and progress that the theory says fuels intrinsic motivation. It can even buffer employees against the surveillance anxiety sketched in the February article because their self-curated evidence lets them meet the "What did you do?" demand with calm confidence rather than fear. However, The same habit falters in contexts where outcomes hinge on long, uncertain cycles of basic research and policy advocacy or where goals are imposed without participation; under those conditions, the worker may log few visible wins, and commitment erodes. It also risks backfiring in "nano managed" settings like the one Geoffrey Sonnenfeld condemned as "hostile," where every keystroke is already tracked because documentation shifts from a self-chosen compass to a defensive shield, undercutting the voluntary commitment that goal-setting theory presupposes. The managerial remedy is to frame the log as a collaborative tool, celebrate incremental advances publicly, and treat shortfalls as learning experiments rather than grounds for punishment. When that psychologically safe climate surrounds Smith's disciplined note-taking, goal-setting theory predicts sustained engagement, higher achievement, and a workforce that sees an unbroken line from the daily effort to recognized accomplishment.