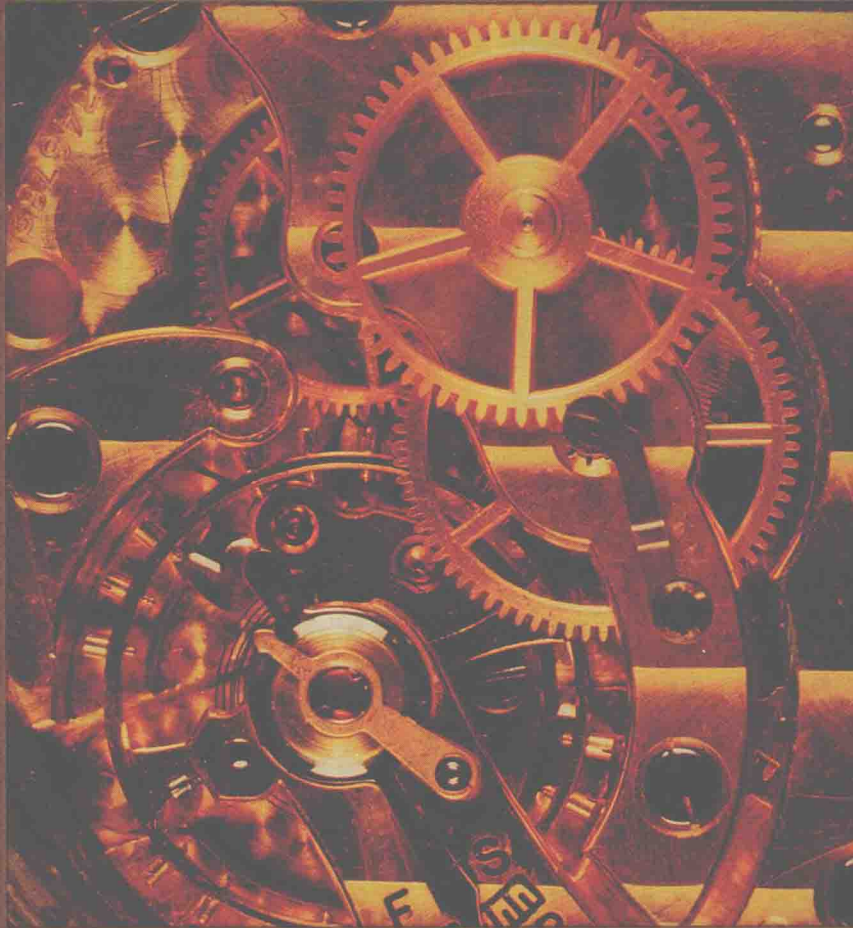


# *Management*

## *Functions and Responsibilities*



*Lloyd S. Baird*

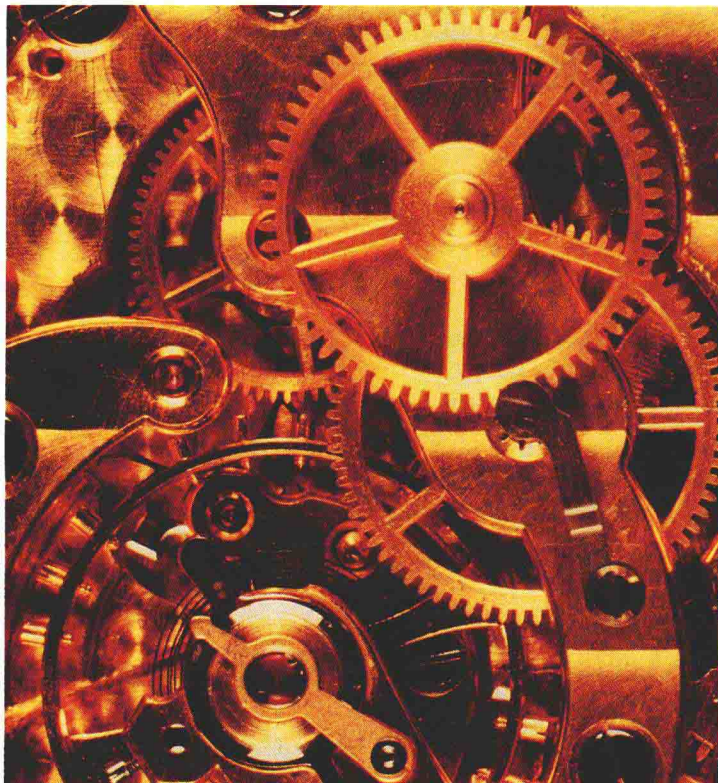
*James E. Post*

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# *Management*

## *Functions and Responsibilities*



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### About the Cover

The cover photograph shows the inner workings of a solid gold Swiss watch. For centuries the Swiss watch has been an international symbol of effective design and performance.

Managers strive for effectiveness, too. They combine people, technology, and other resources to produce products and services and to meet financial goals. This text is crafted with these standards in mind.

### MANAGEMENT: FUNCTIONS AND RESPONSIBILITIES

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# *Management*

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# Preface

## GUIDING PRINCIPLES

Management education is transforming itself. New ideas are challenging old doctrines. New examples of innovation and change occur daily. New instructional technologies, including computers, videocassettes, and global communication systems, make it possible to bring this excitement to any classroom anywhere in the world. Leading international businesses are already doing this in their training programs. University-based education is learning to do the same.

Our experience with many companies showed us the possibilities. Our roles as faculty members showed us the need. Thus, when we set out to do this project, we started with a commitment to develop more than a textbook. It was a commitment to create an integrated instructional system that would use the best current ideas, examples from real organizations, and available instructional technologies to bring management to life. To achieve this goal we have followed three guiding principles.

First: The material must retain the readers' interest. Each of us has been a manager and a consultant to managers in various organizations, and we have taught students at every level—community college, undergraduate, master, doctoral, and executive programs. Along the way, we have discovered that if we make the concepts of management useful and involve the student, the classroom is fun for both us and our students.

To capture student attention in the classroom, we would often enliven theory by telling stories about the companies we visited or consulted for. We found students to be very interested in our experiences with Travellers, Pillsbury, ITT, Union Carbide, General Motors, and many more. Thus, we have enlivened every part of this book and its supplements with cases and examples based on our experience and research.

We also believe that students learn more when they become active learners. To involve our students, we encourage them to think about, discuss, and apply their own intuitive judgment to real management decisions. We believe the cases, examples, and exercises throughout our text encourage this type of learning.

Our second principle was to produce a tightly integrated teaching/learning package that encompassed all the latest technologies. To achieve this, each and every supplement was developed simultaneously with the text, to ensure that these companion materials supported the goals and objectives of the text. To further ensure quality and consistency, the instructor's handbook, student handbook, and test bank have been extensively reviewed by a dedicated group of faculty around the country.

Our third guiding principle was that all materials be of the highest quality possible. We have been clear from the beginning about the need to stay in tune with our customers for the book. We invested a great deal of time, effort, and money in market research. We have constantly involved a team of students and other professors in criticizing and evaluating the presentation as well as the content of the book. These reviews helped us develop useful stylistic features, and avoid "cute" but useless devices.

As we considered publishers, we wanted a company that would commit to a very high standard of quality. We also wanted production, design, and marketing

involved from the very beginning. As in all things, this has meant more time and energy, but we think our close work with the people at Harper & Row has been worth it. The production and design of the book and its package are of the highest quality.

## SPECIAL CONTENT FEATURES

In consulting for organizations, we have found that much has changed in the last ten years that has dramatic implications for the future of management education. Many organizations have reorganized, retooled, and transformed themselves into vigorous competitors in global markets. We felt it was important to bring students close to the reality in which they would manage. The following features highlight these key themes.

**Decision Making** We believe that management knowledge comes from a combination of theory, the experience of others, and, to some extent, one's own intuition. Together, these three sources affect a person's ability to make effective decisions. The test of learning, then, is not whether a person can memorize and recite information, but whether his or her application of knowledge is sharpened and more accurate. For this reason, we have chosen to present decision-making early, in Chapter 3, because it seems absolutely central to what all managers do. The decisions of managers vary greatly as to content, but the *process* of making decisions is one that can be understood early in a course, communicated in an interesting way, and used as a building block for all other areas of management activity in the text. Faculty members who have reviewed and commented on the placement and content of this chapter have found it to be a superior presentation. We hope that all of the readers of this book will come to agree with that assessment.

**The Globalization of Management** Now more than ever students need to understand the intensity of foreign competition and the globalization of management ideas. We have addressed this issue in several ways. First, we have introduced relevant international ideas into each chapter. In addition, many of the examples and cases throughout the text deal with American companies as they operate overseas or, in other instances, with foreign organizations themselves.

Finally, we devote an entire chapter to the international environment. Here we discuss the challenges presented by the globalization of business, including the pitfalls of doing business in foreign cultures and the implications of foreign ownership of U.S. based businesses.

**Environmental Influences** Today's managers find themselves charged with increasing responsibility for the social and ethical behavior of their organizations. Even introductory students must begin to be aware of this dimension of their future responsibility, and for this reason we have devoted separate chapters to ethics and social responsibility and to the political and legal environment. These chapters explain the ways society sets standards and formalizes ethi-

cal expectations in law and regulation. In designing these chapters, we have sought to find new and effective ways to assist faculty members who are trying to address the accreditation standards of the AACSB in the law and environment area.

**Strategic Planning in Competitive Environments** As competition has intensified in today's businesses, special attention has been given to charting strategic plans for success in competitive markets. Chapters 5 and 6 help readers better understand the importance and practice of strategic planning for the competitive environment of the 1990s.

**Innovation and Entrepreneurship** These two aspects of the modern business environment are highlighted throughout the book. The pressure to change the way things are done, to innovate, and to create new businesses is basic to understanding what drives managers and entrepreneurs. Case examples illustrate these influences in each chapter. Students will find additional examples in the *Management Student's Handbook*. Faculty will note that additional materials are contained in the *Management Instructor's Handbook*.

## **PEDAGOGY**

Our goal has been to craft a text that presented material in ways that would interest, excite, and guide readers to new levels of understanding. The following features will help students get deeply involved in the learning process.

**Focus Case** Each chapter begins with a Focus Case that takes a real organization and describes a problem or situation that it faced. In the course of relating the story, the core concepts of the chapter are introduced. The case is then woven into the chapter to guide the student through the topics. This case provides a consistent reference for examining the concepts, and gives students great insight into the principles by seeing how they apply to a real organization. It is also a reference for comparison to other examples used in the chapter.

**The Inside View** To provide additional insights about the concepts as they exist in actual management situations, each chapter includes brief accounts of organizations, situations, or facets of the topics under discussion.

**The Conference Table: Discussion Cases** Management is learned by practicing. Discussion cases give the student an opportunity to practice the application of concepts covered in the chapter. Each case ends with a set of questions to stimulate thought and to lead to lively classroom exchanges.

**Comprehensive Case** An extended case is included at the end of each part. These cases provide the student with a chance to integrate concepts from all the chapters in the part. Each Comprehensive Case is based on the experience of a real organization.



**Key Questions and Key Points** We have also included learning aids for the student. Each chapter begins with a list of Key Questions. These identify the main concepts to be learned in the text and help the student put the material in the context of management issues and problems they will face. Each chapter then ends with Key Points. These function as the chapter summary and show how the answers to the Key Questions are drawn from the text.

**Review Questions** Each chapter ends with review questions and discussion topics. Some have been written to test students' ability to use the chapter's terminology to describe situations. Others are written to test their ability to analyze situations and assess what is happening and why. Still others present new problems for the student to solve.

**Key Terms, Definitions, and Glossary** To help the student learn the vocabulary of management we have highlighted the key terms and provided short definitions in the margins of the text. Key terms are then summarized at the end of each chapter, and a full glossary of terms is included at the end of the text.

## ORGANIZATION OF THE BOOK

The chapters in *Management* are organized around the various functions that must be performed in all organizations and the responsibilities that all managers face in their work. The managerial functions include planning organizational activity, organizing work and designing appropriate structures to accomplish objectives, leading and guiding people, evaluating and measuring results with proper guidance-control systems, and shaping the organization's relations with the external world. These functions are related to many different types of technical, administrative, and institutional responsibilities that are shared by people in organizations.

Part One introduces the world of modern management, including the nature of managerial work, historical contributions to current practice, and the manager's responsibility as a decision maker. With a foundation of key ideas about management functions and responsibilities, sources of knowledge, and the decision-making process firmly in hand, the reader is well equipped to move into the study of major areas of managerial action.

Part Two focuses on the manager as a planner. Three chapters are devoted to the language and concepts of planning, different types of operational and strategic planning, and the role of strategic management in complex competitive environments.

Part Three is devoted to building effective organizations through the design of work activities and organization structures. These three chapters show how organization design and culture are used to build work units, adapt the organization to fit internal and external environmental factors, and create a framework in which people can be productive and innovative, and can work with minimal conflict.

Part Four deals with managing people. The importance and complexity of this area has led us to devote five chapters to such topics as motivating, directing, and leading people; developing human resource strategies within organizations; the critical role of communications; and the coordination of group activities in organizations.



Part Five focuses on the evaluation, measurement, and control of organizational performance. An introductory chapter reviews basic principles of evaluation and control. The crucial role of quality control and evaluation is extended in a separate chapter on operations and product management. Readers will also find a special new chapter on the role and uses of information systems and technology in enhancing organizational performance.

Part Six addresses the current and future impact of environmental influences on management. The responsibility of management to society and social expectations that organizations will behave in ethically appropriate ways are discussed in a separate chapter. The legal and political requirements facing organizations are also treated in a separate chapter, reflecting their special importance in the modern management environment and the need of faculty to find new and effective ways to respond to accreditation requirements in these areas. The unique requirements of operating in an international environment are addressed in a special chapter on international management. Finally, the full range of emerging technical, administrative, and institutional issues of the 1990s is drawn together in a concluding chapter.

For students who want or need a more extensive grounding in quantitative methods, we have included an appendix that reviews quantitative techniques commonly used by managers.

## **SUPPLEMENTS**

An extensive set of supplements has been created by the authors to assist students and instructors. We have brought the same level of commitment to craftsmanship to all of these supplements.

**Management Instructor's Handbook** A good textbook is always enhanced by an instructor who is well prepared to guide student thinking about the usefulness of management education. To assist instructors, we have collaborated with Sandra A. Waddock of Boston College to develop an extensive handbook of resource materials. The handbook includes both material to help the instructor organize the classroom experience and enrichment material. It is organized so all materials necessary for each class are together. The instructor will not need to search through many sources to organize chapter materials. According to reviewers, the handbook sets a new standard for useful instructional support.

Each chapter of the text has a companion chapter in the *Management Instructor's Handbook* organized in the following manner.

**Part I: Overview** Chapter Overview; Learning Objectives; Focus Case Summary; Chapter Outline; Discussion and Review Questions; Discussion Cases; Teaching Notes.

**Part II: Teaching Plan** Key Concepts; Teaching Strategies; Class Plan/Teaching Tips.

**Part III: Additional Resource Materials** Lecture Supplements; More of "The Inside View"; Writing/Thinking Skills; Experiential Exercises; Suggested Assignments and Homework Questions; Suggested Films and Videos; Related Readings; Transparency Masters.

**Management Student's Handbook** Management is a subject that is learned by practice. Concepts must be applied before they have meaning. To help students apply management concepts, we have developed cases for the student to analyze—integrative cases and comprehensive cases. The integrative cases take the student step-by-step through management situations. At critical points in the action the student is asked to analyze what is happening in the organization. Based on the analysis, the student presents recommendations for actions. These exercises sharpen a student's diagnostic abilities.

Each chapter also provides the student with a comprehensive case. This case presents a full management situation that the student must describe and analyze and for which he or she must present recommendations. The cases are developed to fit uniquely the concepts presented in the chapters. Questions help the student apply to real situations the concepts they have read in the text. The answer key contains guidance in how to analyze the situation.

In the handbook, we have also included special sections on how to study a text and analyze a case. Of added value to the students are six brief sections on how to manage their careers. The handbook also includes self-study true/false, multiple-choice, fill-in-the-blank, and essay questions.

**Management Competencies Video** Watching others in management situations and analyzing their performance is an excellent way to learn how to apply management concepts. In the past, the closest students could come to management situations was through cases. In collaboration with Organizational Dynamics, Inc., a leading producer of executive educational materials, we have produced a video series that makes it possible for students to watch managers in action.

Unlike other management videos, this video focuses on the skills and competencies of management. Each situation focuses on the key skills or competencies an effective manager must have. Each situation is five to ten minutes long and each comes complete with a set of analytical assignments.

**Management Competencies Video Handbook** We have written an instructor's handbook to provide guidance on how to lead discussions based on the video presentation. The handbook also includes the possible assignments for each of the video segments.

**Additional Videos** Additional videos are available to supplement our text. Adopters may select from a number of videos including "The Winning Formula," "The New Entrepreneurs," "Industrial Design," and "Can America Compete?" Ideas for using the videos in the classroom are found in the *Management Competencies Video Handbook*.

**Test Bank** Written by Ben Wieder (Queensborough Community College) with the text authors, it contains over 3500 extensively reviewed multiple-choice, true/false, completion, essay, and application questions. Each question is referenced by text page, cognitive type, and level of difficulty.

**Harper Test** The test bank is available on this highly acclaimed computerized test-generation system with full word-processing capabilities. Harper Test produces customized tests and allows instructors to scramble questions and/or add new ones. It is available for use on the Macintosh, IBM, and some compatibles.

**Grades** Harper & Row offers to adopters this grade-keeping and class-management package for the IBM-PC that maintains data for up to 200 students.

**Transparencies** A set of 100 full-color acetates of important figures and graphs from the text is available free to adopters.

**Take Charge: A Management Simulation** A computer simulation based on the integrative case in the study guide is available free to adopters.

## ACKNOWLEDGMENTS

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Lloyd S. Baird  
James E. Post  
John F. Mahon

# About the Authors

The authors are well-known teachers, researchers, and consultants in management. This combination of academic and professional experience has influenced every facet of this book and accompanying supplementary materials.



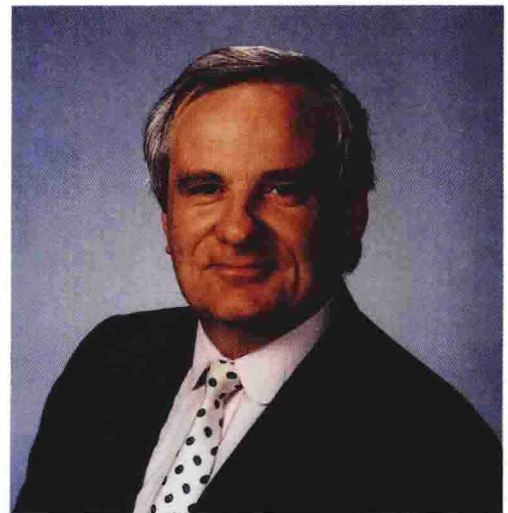
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