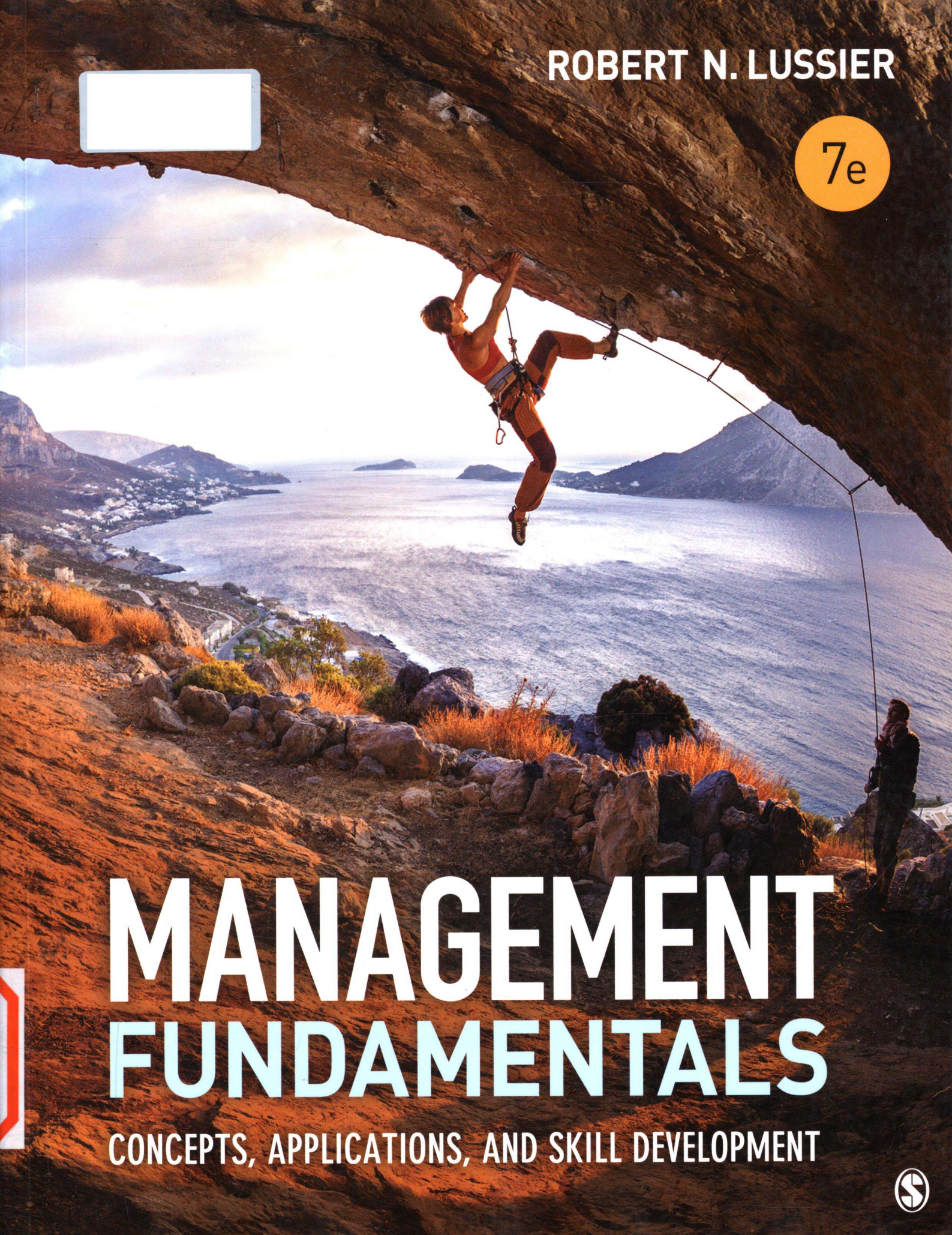


The background of the cover is a photograph of a person rappelling down a dark, overhanging rock face. The person is wearing a red tank top and orange pants. Below them, a coastal town with white buildings is visible on a hillside, overlooking a blue sea. In the distance, there are more hills and islands under a cloudy sky. A second person is visible on the right side of the rock face, managing the rope.

ROBERT N. LUSSIER

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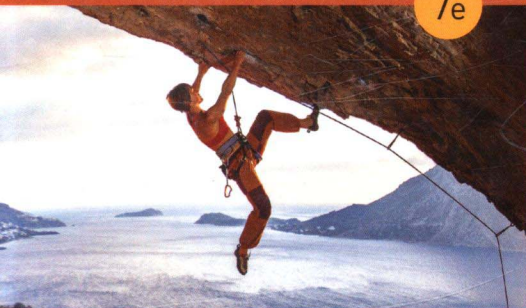
MANAGEMENT FUNDAMENTALS

CONCEPTS, APPLICATIONS, AND SKILL DEVELOPMENT



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"I used the Lussier book last semester and was very happy with it. The students did well with the material, as it was interesting and easy to read. It is an excellent learning tool for first-year students."

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MANAGEMENT FUNDAMENTALS

CONCEPTS, APPLICATIONS, AND SKILL DEVELOPMENT

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ROBERT N. LUSSIER

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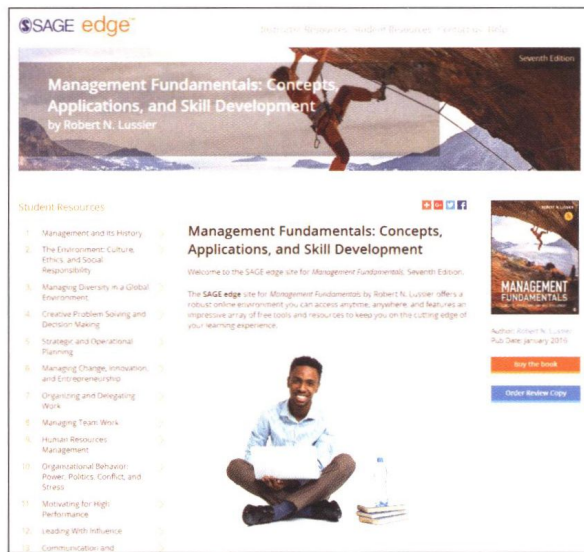
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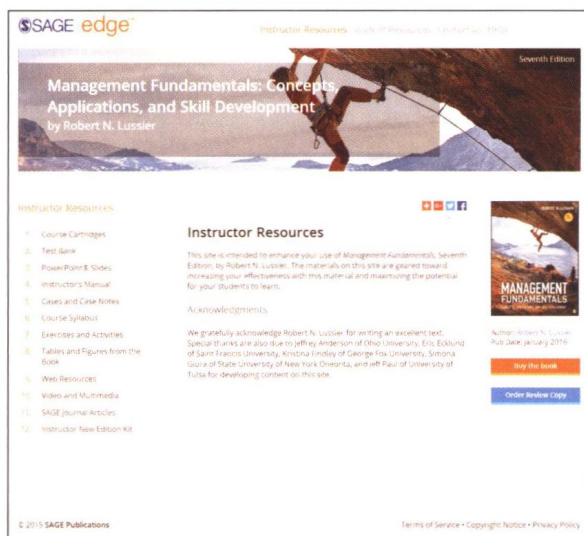
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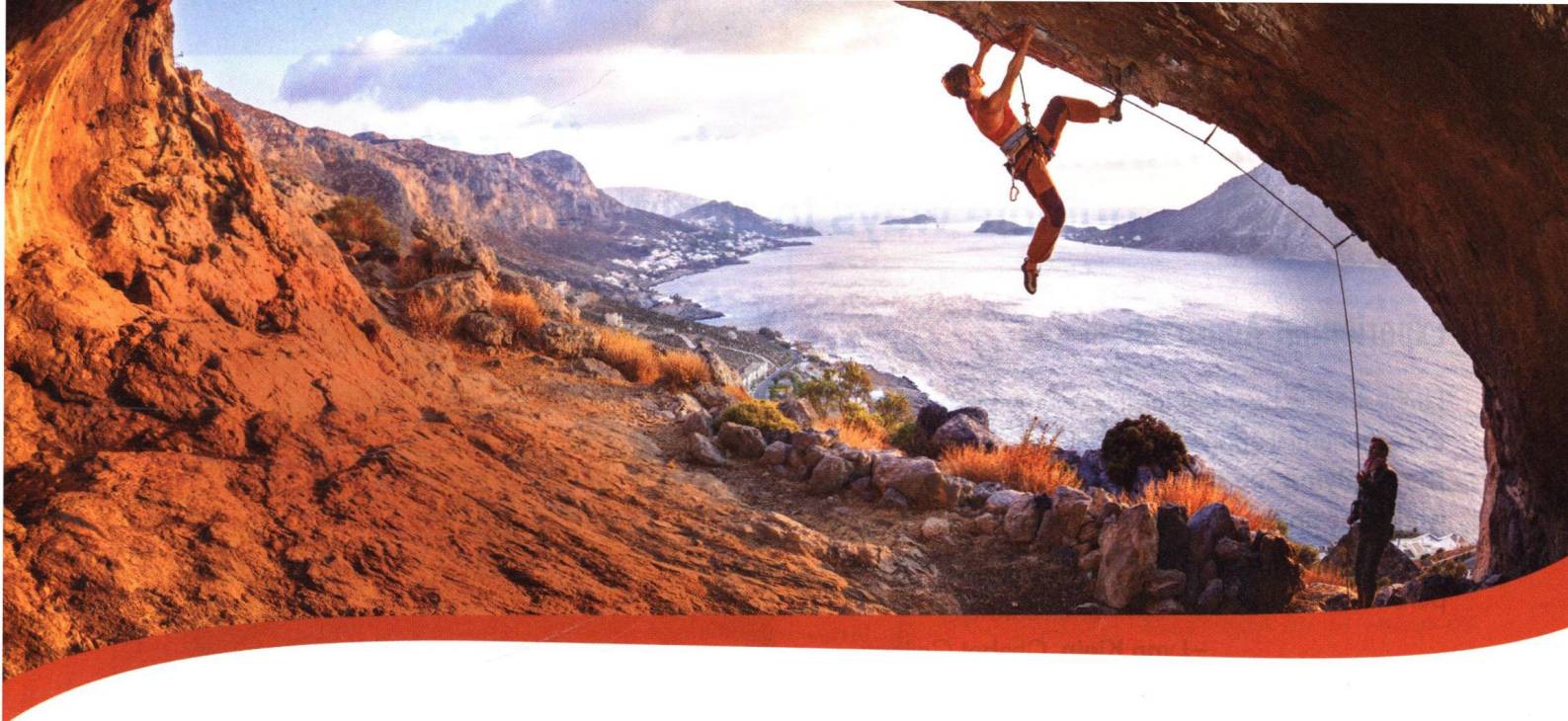


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● ● ● **Praise for *Management Fundamentals***

“

"In this ever-changing world in which we live, we need a text like this one to keep us on top of our game. This text is progressive, relevant, and provides so many opportunities to apply the principles. I just love the text!"

—Amy Wojciechowski, West Shore Community College

"The three-pronged approach is perfect because students learn differently, and having the opportunity to approach the content from three perspectives equates to improved learning and student achievement."

—Cathy M. Littlefield, Pierce College

"Lussier excels at introducing students to the complexities inherent in management and organizations in a way that remains accessible, informative, and compelling."

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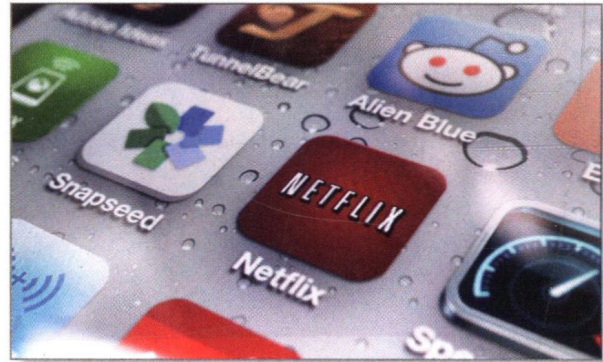
”

Management Fundamentals offers students multiple ways to apply content...

Experiential Approach

"I think it is the best text for this course because of the experiential approach. Excellent readability. The **Applying the Concepts**, **Self-Assessments**, workplace application questions, and the **Skill Builders** are exceptional, engaging, and provide personal, real-world contexts."

—Lynn Klein, Chabot College



IDEAS ON MANAGEMENT at Netflix

The idea of Netflix came to Reed Hastings when he was forced to pay \$40 in overdue fines after returning a video well past its due date. Netflix was founded in 1997 by Hastings and Marc Randolph. Today, Netflix is the world's leading Internet television network with over 57 million members in nearly 50 countries enjoying more than 2 billion hours of TV shows and movies per month, including original series, documentaries, and feature films.

Hastings continues to run the company as founder and chief executive officer (CEO). He was named *Fortune's* "Businessperson of the Year," and Netflix is ranked second among *Fortune's* "World's Most Admired Companies" in the entertainment industry after Disney. So how did Hastings do it? We will answer the Ideas on Management (IOM) questions below throughout the chapter to give you a better understanding of how managers run successful companies.

- IOM 1. What resources does Netflix use to sell its entertainment?
- IOM 2. Which of Hastings's management skills has led to Netflix's success?
- IOM 3. What management functions are performed at Netflix?
- IOM 4. What level manager is Hastings, and which of his skills and functions are more important to Netflix's success?

◀ Ideas on Management Opening Cases

"**Ideas on Management** vignettes are awesome as they provide students with real insight of how managers think and make decisions."

—Lauren Talia, Independence University

Enhanced Applications & Skill Development

Revised and updated pedagogical features in every chapter enrich the reading experience and encourage students to connect chapter material to their everyday lives.

Self-Assessments help students gain personal knowledge of management functions in the real world.

Join the Discussion boxes provide opportunities for classroom discussion around ethical dilemmas.

12-1 SELF ASSESSMENT

Your Trustworthiness

For each statement, select the frequency with which you use, or would use, the behavior at work. Be honest; that's part of trustworthiness.

Almost always	1	2	3	4	5	Almost never
☐ 1. I tell the truth; I tell it like it is.						
☐ 2. When I make a commitment to do something, I do it.						
☐ 3. I strive to be fair by creating a win-win situation for all parties.						
☐ 4. I do the task to the best of my ability.						
☐ 5. I volunteer to help others when I can, and I seek help when I need it.						

13-3 JOIN THE DISCUSSION ETHICS & SOCIAL RESPONSIBILITY

Emotions and Communications

We have discussed diversity in every chapter, so let's get right into the questions.

- 1. Should we leave our emotions at home and suppress them at work?
- 2. Do you agree with this statement: "You shouldn't confront others when you are emotionally angry because you can't be rational, you won't fix the problem, and you will hurt relationships"?

- 3. Do you believe women are more emotional than men? If so, why, and is the difference a positive or negative thing?
- 4. Do you agree with this negative stereotype: "Women are too emotional to make good managers"?
- 5. Do you believe men and women communicate differently? If so, how, and is the difference a positive or negative thing?

"It gets students accustomed to thinking ethically."

—Michael Provitera,
Barry University

Applying the Concept features ask students to determine the most appropriate concept to be used in a specific short example.

"Love the **Applying the Concept** boxes. I use them on slides in my class to test students' knowledge and thinking."

—Frank Armstrong, Ferris State University

11-5 APPLYING THE CONCEPT

Schedules of Reinforcement

Identify the theory behind each of the following statements on how to motivate employees.

- A. continuous incremental schedule
- B. fixed-interval
- C. variable-interval
- D. fixed-ratio
- E. variable-ratio

- 19. "I just closed another good sale, so I'm making another \$500 this week."
- 20. "If we meet our quarterly sales goal, we will get a share of the profits."
- 21. "I look forward to getting out of working on Friday mornings to attend our weekly department meeting."
- 22. "I don't mind being paid monthly, and I like February better than the months with 31 days."

••• SKILL BUILDER 3-2: DIVERSITY TRAINING

Objective

To become more aware of and sensitive to diversity.

Skills

The primary skills developed through this exercise are:

1. *Management skill*—decision making (conceptual, diagnostic, analytical, and critical-thinking skills are needed to understand diversity)
2. *AACSB competency*—multicultural and diversity understanding
3. *Management function*—organizing

Answer the following questions.

Race and Ethnicity

1. My race (ethnicity) is _____.
2. My name, _____, is significant because it means _____. [or] My name, _____, is significant because I was named after _____.

3. One positive thing about my racial/ethnic background is _____.

4. One difficult thing about my racial/ethnic background is _____.

Religion

5. My religion is _____. [or] I don't have one.

6. One positive thing about my religious background (or lack thereof) is _____.

7. One difficult thing about my religious background (or lack thereof) is _____.

Sex

8. I am _____ (male/female).

9. One positive thing about being (male/female) is _____.

10. One difficult thing about being (male/female) is _____.

◀ **Skill Builder Exercises** help students develop skills that can be used in their personal and professional lives.

"I do find these skill developments effective and compelling, with the **Skill Builders** as the best part. They are great tools for student involvement and knowledge."

—Joseph Adamo, Cazenovia College

"I LOVE the student skill-development section where students can assess their skills and see where they are strong and where they need to improve. Those surveys are priceless as far as I am concerned."

—Frank Armstrong, Ferris State University

Work Application Questions challenge students to apply concepts to their own work experience, helping bridge the gap between theory and real-world practice.

AACSB competencies are included to enhance student analytic skills.

End-of-chapter Pedagogy and Cases allow students to test their understanding of key concepts. ▼

••• CASE: CLIF BAR & COMPANY: CREATING SUSTAINABLE EMPLOYEE ENGAGEMENT

A workout with a personal trainer in the middle of a workday? No problem. Need a three-day weekend or the opportunity to work from home once a week? Sure thing. Last minute babysitter cancellation? Onsite day care is available. These are a few of the employee perks at Clif Bar & Company.

Based out of California, Clif Bar & Company is a leading manufacturer of natural, organic energy foods, and has found a successful market niche with its Clif and Luna branded bars.¹ Whether for hiking, mountaineering, or snacking on the go, those who have shopped for energy food products are likely familiar with the Clif Bar. With its distinctive brown packaging featuring an image of a rock climber scaling a mountainside, the Clif Bar has become synonymous with energy bars and is the company's flagship product.

A family-owned business at its onset, Clif Bar was born out of the quest to find a better-tasting energy bar.²

Twenty-three years later with a staff of more than 300, Clif Bar still approaches its employees with the family-like, people-first attitude that led to its success.

Ranked in *Fortune's* top 25 best places to work,³ Clif Bar has found ways to keep employees throughout the company engaged. In line with the company's focus on nutrition and healthy lifestyles, Clif Bar reimburses employees up to \$1,500 per year for biking or walking to work.⁴ Every seven years, employees become eligible for a paid six-week sabbatical in addition to any vacation time accrued. Clif Bar's director of people learning and development, Jennifer Freitas, notes that the company's commitment to employee engagement stems from founder and CEO Gary Erickson's vision: "Gary realized, 'If I want to keep employees passionate and engaged, I've got to let them go, to make sure they have time to live their lives, have adventures in the world, and come back refreshed.'"⁵

"Concepts are kept clear, concise, and uncluttered. The cases provide sufficient detail to go deeper into the real issues faced by a company when deciding upon a strategy."

—Geoffrey Desa,
San Francisco State University

"There are numerous resources, enough to choose from to keep the class application oriented. It provides information that allows for engaging in class discussion and interaction between students and faculty."

—Callie Burnley,
California Polytechnic University, Pomona

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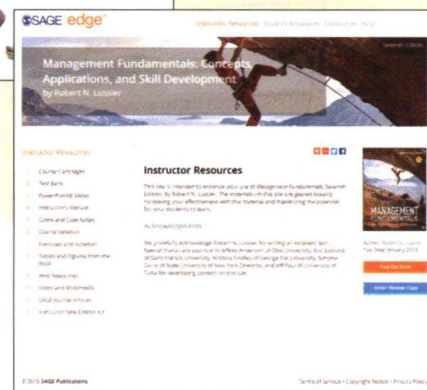
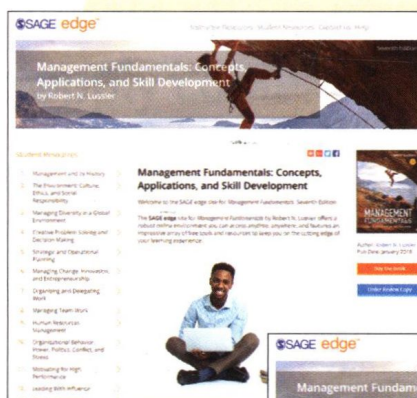


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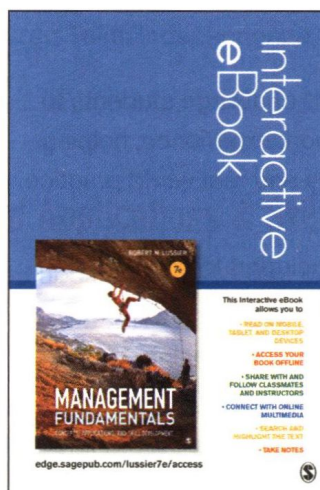
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*To Patricia Quinlin, my initial acquisitions editor, for bringing this book to
SAGE and for her valuable input to the contents*

*To my wife, Marie, and our six children:
Jesse, Justin, Danielle, Nicole, Brian, and Renee*

SAGE was founded in 1965 by Sara Miller McCune to support the dissemination of usable knowledge by publishing innovative and high-quality research and teaching content. Today, we publish over 900 journals, including those of more than 400 learned societies, more than 800 new books per year, and a growing range of library products including archives, data, case studies, reports, and video. SAGE remains majority-owned by our founder, and after Sara's lifetime will become owned by a charitable trust that secures our continued independence.

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●●● Preface

In his book *Power Tools*, John Nirenberg asks, “Why are so many well-intended students learning so much and yet able to apply so little in their personal and professional lives?” The world of management has changed, and so should how it is taught. Increasing numbers of students want more than just an understanding of the concepts of management. They also want skills they can use in their everyday lives and at work. It’s not enough to learn about management; they want to learn how to succeed in today’s business environment. This is why I wrote this book.

The learning style of today’s students is different than it was 20 or even 10 years ago. If you look at the textbooks over time, they keep getting smaller as authors cut out material. When writing this seventh edition, I decided to set a higher standard. I’ve actually added more material while making the text more concise and added more than 1,700 new references so that 97% of the references in this edition are new. I’ve also added over 1,200 new company examples. Compare the contents to any major competitor, and you will find that, as reviewers consistently say, the real difference is that I offer superior quantity and quality application and skill-development options that engage millennials.

I personally developed the total package to have the following competitive advantages:

- A unique “**how-to-manage**” approach with a focus on personal advice on how to succeed in today’s changing business environment of shared leadership
- Eight types of high-quality **application materials** using the concepts to develop critical-thinking skills
- Five types of high-quality **skill-building exercises** to develop management skills that can be utilized in students’ professional and personal lives
- A **flexible** package—with all these features, instructors can design the course by selecting the features that meet their needs
- A **lower price** to students than major competitors

Designed to Meet a Variety of Learning Styles

Today’s students need to be engaged, as the old primary lecture method is no longer effective. My text is very flexible and can be used with the traditional lecture method. But it also offers a wide range of engaging activities to select from that best meet the professor and student goals and preferred teaching/learning styles. Many of the specific learning preferences of millennials have been addressed in the book’s overall approach, organization, and distinctive features.

- **Active Learning.** A design for active learning is addressed with a wide variety of application activities and skill-building tools that can be used immediately in their own lives.
- **Practical Approach.** Students are provided with **immediate feedback** and ongoing **self-assessment** opportunities found in the Work Application, Applying the Concept, and Self-Assessment features. Organizational tools such as **checklists**, summaries, and “**how-to**” instructions are integrated throughout.

- **Accessible Content.** Text material presents management concepts followed by application material so that students can break up the reading while applying the concepts and getting feedback. The boxed items are not just passively reading an example; they engage the student to come up with an answer. Content is **chunked** into easily digested segments to help students process new ideas and concepts.
- **Online Resources.** The text is accompanied by a password-protected **instructor website** and an open-access **student website** (see the following for more details). Also, while all the elements in the text are designed to be used by individuals, they can also be used in group settings, making *Management Fundamentals* an ideal text for **online courses**.

Integrated Three-Pronged Approach

As the title of this book implies, it involves a balanced, three-pronged approach to the curriculum:

1. A clear understanding of management **concepts**
2. The **application** of management concepts for critical thinking in the real world
3. The development of management **skills**

I wrote this text and its supporting ancillary package to support these three distinct but integrated parts. This text follows a management-functions approach covering all the traditional concepts and current topics. The applications develop students' critical-thinking skills as they require them to apply specific concepts to their own work experience (volunteer, part time, summer, or full time), to short situations, and to cases. In addition, this text meets the challenge of the AACSB (Association to Advance Collegiate Schools of Business) call for skills development. Since I wrote almost every exercise and application in the package, the material is completely integrated to create a seamless experience in the classroom or online.

The three key elements of concepts, applications, and skills are integrated throughout the chapters. However, they are identified clearly and are delineated in some detail for your reference in this preface. Recognizing the diverse needs of students and faculty, they can be used flexibly to fit any classroom. Instructors can create their course by using only features that fit with their objectives.

My goal is to make both students and instructors successful in and out of the classroom by providing learning features that not only teach about management but also help students succeed in the changing business environment.

Concepts

This text covers all key management topics and concepts. It is comprehensive in scope, as shown by the detailed **Learning Outcomes** at the front of each chapter. Each outcome is reinforced and identified throughout the chapter. Key terms are highlighted in **green** to emphasize the vocabulary of management for students.

Current Management Issues

This text is not cluttered with extraneous boxes. Instead, current topics as described by the AACSB, such as globalization, diversity, technology, and ethics, are covered throughout the chapters, and each chapter now ends with the section "Trends and Issues in Management" to apply each of these four topics as they relate to the chapter contents.

End-of-Chapter Material Reinforcement of Concepts

Each chapter ends with a **Chapter Summary** that reinforces every Learning Outcome. A **Key Term Review** section enables the readers to quiz themselves on the definitions, making it an active glossary. In addition, each chapter includes an average of 13 **Review Questions** to support and reinforce the key concepts that appear in the chapters.

Applications

Powerful learning takes place when theory is put within the context of the real world. Using this text, students are challenged to apply the concepts they learn to actual business situations, especially as they have experienced them personally. Students must think critically as they apply specific concepts to their own work experience, short situations, and cases.

Ideas on Management Opening Cases

At the beginning of each chapter, information about an actual manager and organization is presented. The case is followed by four to eight questions to get students involved. Throughout the chapter, the answers to the questions are given to illustrate how the organization actually uses the text concepts to create opportunities and solve problems through decision making. The students get a real-world example illustrated extensively throughout the chapter, beginning with the opening pages.

Real-World Examples

Company examples illustrate how businesses use the text concepts. There are more than 1,200 new examples, with an average of 80 per chapter. Text concepts come alive as students see how actual organizations use them to succeed. Companies featured include **Netflix**, **Uber**, **Airbnb**, **Google**, and **Apple**, among many others. The organization names are highlighted throughout the text in bold font.

Work Applications

Open-ended questions called Work Applications require students to explain how the text concepts apply to their own work experience; more than 160 of these are strategically placed throughout the text. Student experience can be present, past, summer, full-time, or part-time employment, or volunteer work. The questions help students bridge the gap between theory and their real world.

Applying the Concept

Every chapter contains a series of three to six Applying the Concept boxes that require the student to determine the management concept being illustrated in a specific short example. There are 15 to 25 objective questions per chapter (and every question is new to the seventh edition) for development of student critical-thinking skills.

Join the Discussion: Ethics and Social Responsibility Dilemmas

There are 40 ethical dilemma boxed items, with at least two to three included per chapter. Many of the dilemmas include information from companies such as **Gap** and **JetBlue Airways**. Each dilemma has two to four questions for class discussion.

End-of-Chapter Cases

Following the review and communication questions, students are presented with a case on an actual manager or organization. **Case questions** require the student to apply management practices and concepts to the actual organization. Chapters 2 through 15 also include **cumulative case questions** that relate case material to concepts from prior chapters. Thus, students continually review and integrate concepts from previous chapters.

Skill Development

The difference between learning about management and learning to be a manager is the acquisition of skills. This text focuses on skill development so students can use what they learn in their personal lives and on the job. The skill material is integrated throughout the text, but instructors can choose how to incorporate the material into their classroom or online experience—individually or as groups, inside the class or as outside group projects.

Students can actually develop a skill that can be used on the job. The features listed in the following paragraphs include true skill building, such as step-by-step models, and skill-building exercises. Other features also support skill building, such as self-assessments and group exercises.

Step-by-Step Models

The book contains approximately 25 detailed sets of how-to steps for handling day-to-day management functions. They are integrated into the context of the chapter or skill-building exercise being taught. For example, models teach students how to set objectives and priorities, how to handle a complaint, and how to discipline an employee. This feature directly teaches students how to be managers.

Skill Builders

Chapters contain an average of three Skill Builders, all of which have been class tested to be the best found in any text on the market. Full support of more than 40 activities can be found in the Instructor's Manual, including detailed information, timing, answers, and so on. All exercises and their uses are optional in the classroom. There are three primary types of exercises:

1. **Individual Focus:** Around half are those in which participants are required to make individual decisions prior to or during class. These answers can be shared in class for discussion, or the instructor may elect to go over recommended answers.
2. **Group Focus:** Around a quarter are those in which participants discuss the material presented and may select group answers.
3. **Role-Play Focus:** Around a quarter are those in which participants are presented with a model and given the opportunity to use the model, usually in groups of two or three.

Self-Assessments

Scattered throughout the text are more than 20 Self-Assessments, with at least one per chapter. Students complete these assessments to gain personal knowledge. All information for completing and scoring the assessments is contained within the text. Many of the assessments are tied to exercises within the book, thus enhancing the impact of the activities.

Communication Skills

There are approximately 150 critical-thinking questions (an average of 10 per chapter) that can be used for class discussion and/or written assignments to develop communication skills.

New to the Seventh Edition

I am really excited about this new edition.

- The seventh edition is completely updated, and 97% of the references are new to this edition, with an average of 120 references per chapter. The theory comes primarily from Academy of Management articles.
- There are more than 1,200 new people's names, brands, and company examples, with an average of 80 per chapter coming from *BusinessWeek*, *Forbes*, *Fortune*, *The Wall Street Journal*, and others.
- All chapters now end with a new “Trends and Issues in Management” section discussing how AACSB competencies of globalization, diversity, technology (Big Data, social media, privacy/security), and ethics/corporate social responsibility (CSR) apply to the chapter contents.
- All Applying the Concept questions have been changed, and 70 new questions have been added.
- The Learning Outcomes (LOs) are now aligned with main chapter headers.
- There is a new self-assessment and three new skill-building exercises.
- Four of the opening cases are new (Reed Hastings of Netflix, Travis Kalanick of Uber, Michael Jordan of the National Basketball Association's [NBA] Hornets, Elon Musk of Tesla and SpaceX), and all the others have been updated.
- Half of the end-of-chapter cases are new to the seventh edition.
- Chapter 10 has been reorganized into five sections with expanded coverage of organizational behavior (OB), while combining other topics.
- Chapter 13 has been reorganized with expanded coverage of information technology, emotions, and criticism.
- “Handling Complaints” has been moved from Chapter 12 to Chapter 14.

The Test Bank continues to measure application and skill development, and the AACSB competencies tested are also identified.

Chapter 1. Management and Its History

- The references have been updated, and 96% of the references that can be updated are new to this edition.
- The Learning Outcomes (LOs) are now aligned with main chapter headers.
- The opening case about the Gap has been replaced with a case about Netflix. However, the interview with the Gap manager is retained within the chapter.
- The second section, “What Is a Manager's Responsibility?” has been reorganized with new titles for the subsections: “Managers and the Organizational Resources They Manage” followed by “A Manager Interview.”
- The section on supervisory ability has been deleted. The Ghiselli study is discussed in Chapter 12, under “Leadership Trait Theory.”