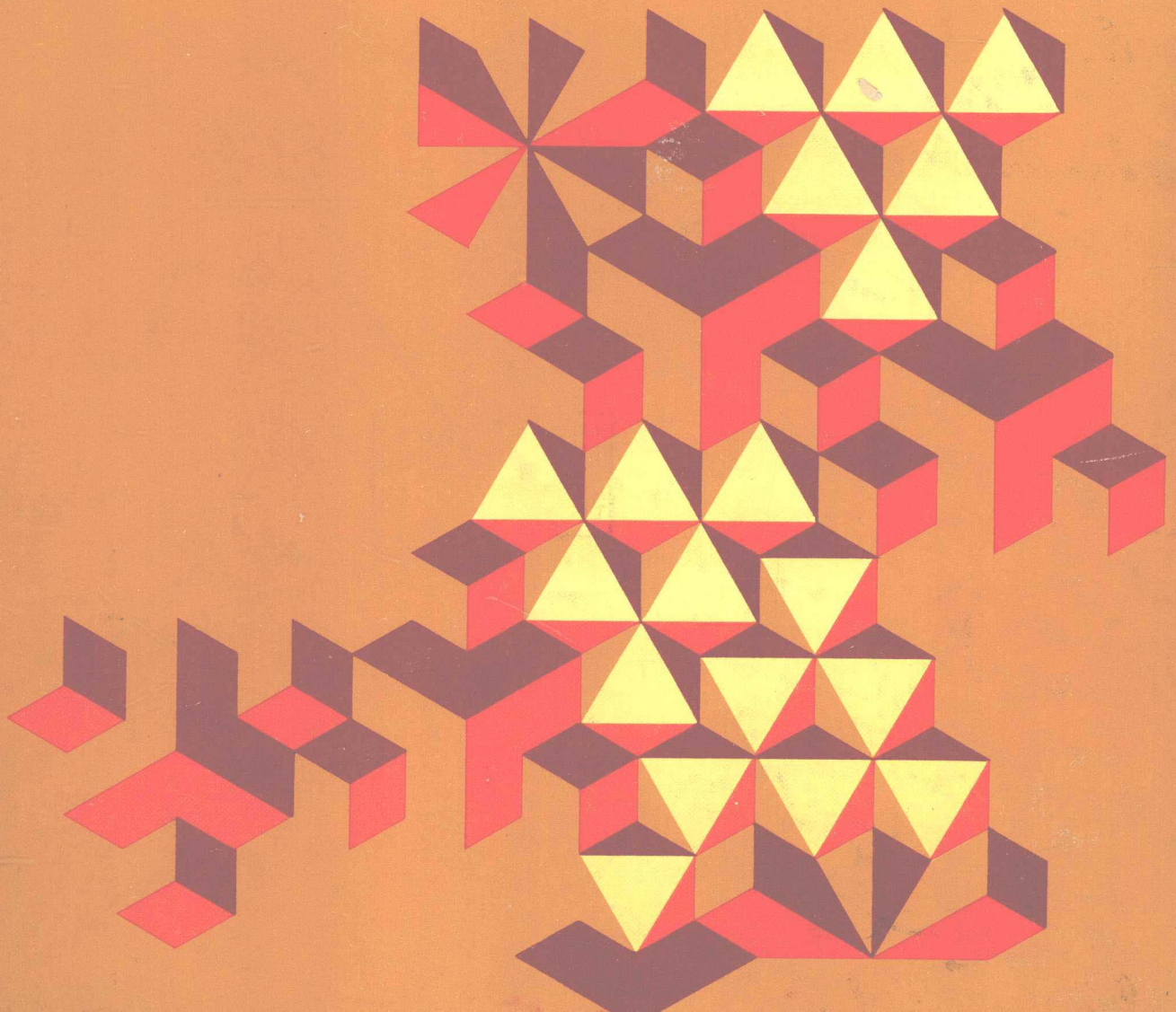


MARTIN J. GANNON  
**MANAGEMENT**

AN INTEGRATED FRAMEWORK

SECOND EDITION



# MANAGEMENT

## An Integrated Framework

Second Edition

**Martin J. Gannon**  
*University of Maryland*



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# MANAGEMENT

An Integrated Framework

Dedicated to my wife Doris,  
with love and appreciation

# Preface

Over the years professors of management have taught the basic undergraduate management course from various perspectives. Perhaps the major perspective has been that of the management process school, which argues that the individual manager completes his or her activities in a process that starts with planning and logically leads to organizing, directing, and controlling. However, some writers such as Simon (1976) and Mintzberg (1980) have attacked this perspective as not reflecting what managers actually do. At the same time, some professors began to teach the basic management course by either replacing or supplementing the management process perspective with other perspectives, including the quantitative, systems, and contingency perspectives.

This textbook is built around a contemporary management process perspective that integrates all the other major perspectives or schools in the management field. From this contemporary perspective, there are four organizational dimensions within which managerial activities take place: (1) planning and control, (2) organization design, (3) behavioral processes, and (4) managerial decision making. This organizational framework shows the relationships among these dimensions; managers and students can evaluate individual and organizational performance by examining these relationships. However, an instructor teaching the basic undergraduate course can use this organizational framework flexibly; it is easily adapted to any of the other major perspectives.

As this discussion implies, one of my major objectives in writing this book was to develop and refine this contemporary process approach or integrated organizational framework. But I also sought to accomplish many other objectives.

This book is based on fifteen years of teaching the basic undergraduate management course. Students taking this course usually have limited work experience: they have not been involved much, if at all, in the management of organizations. Thus, I have tried to go well beyond the simple description and analysis of the work of managers. I have tried to convey a sense of what it is like to be part of a functioning organization in today's world.

The first two chapters set the stage by providing an historical overview of the management field. The two major streams of management—the traditional management stream and the behavioral science stream—as well as the schools within each stream are described in detail in these two chapters. Chapter 3 then describes the integrated organizational framework, and three short case studies give students a chance to apply it to real organizations. The organizational framework is then used as the framework for the next three parts of the book: planning and control, organization design, and behavioral processes. Part V focuses on specific organizational issues, including social responsibility, conflict and creativity, and managing change and development. Part VI, *Managerial Careers and Orientations*, examines the issues of managerial performance and career success and the outlook for management.

Each chapter of this book begins with a set of performance objectives, so that the student can direct and evaluate his or her own study. Discussion questions following each chapter encourage the reader to think beyond the text, to apply the concepts introduced to real or hypothetical situations. Suggestions for additional reading, also at the end of each chapter, indicate sources that can amplify the material.

In this book, there is a conscious attempt to allow the student to experience what it means to be a manager. After almost all chapters, there are critical incidents, short cases to be studied by the student or discussed in class. Longer case studies follow three parts of the book (Parts II, III, and V). Ordinarily, it is difficult to involve students actively in the solution of critical incidents and cases, because of limited classroom space. To overcome this problem, I have developed two experiential exercises, the Case Observational Method and Theoretical Case Analysis (see Appendices A and B). I developed Theoretical Case Analysis so that our organizational framework could be applied to the solution of cases. In addition, experiential exercises follow Parts IV, V, and VI. These include questionnaires on motivation, leadership, and conflict resolution; an exercise on group decision making; and one role playing exercise on the promotion interview.

This textbook also contains a continuous case, describing the history of the Ford Motor Company, before each of the first five parts of the book. Again, the student is exposed to real management prob-



lems, and he or she can apply our organizational framework to their solution if desired.

Thus this course can be taught entirely by means of lectures, by a combination of lectures and participatory methods, or entirely by means of participatory methods. My preference is for the second option.

Throughout this book, I have attempted to strike a balance between the presentation of concepts and their illustration. Studies, examples, and case material all have been selected to illustrate a wide variety of organizational environments, including business corporations, government agencies, military organizations, universities, and health care organizations. In addition, I have tried to indicate the increasingly important role of women and minority group members in management.

Professors may not want to attain all of the objectives this book seeks to achieve; the text is structured so that each can choose his or her own approach in teaching the course. In short, the book is set up to be flexible, adaptable to the needs and preferences of various instructors.

A Study Guide, a Test Bank, and an Instructor's Manual are also available. The Test Bank contains over 2200 questions, and it has been computerized. The Instructor's Manual is arranged sequentially by chapters and parts of the book and contains additional lecture material; summaries of topical articles for discussion; answers to discussion questions, critical incidents, and cases; experiential exercises; suggested projects, book reports, and films; and suggested teaching methods and approaches for presenting the course material.

Finally, I would appreciate any feedback you may wish to provide.



# To the Student

At the end of the chapters and parts of this textbook, there are a number of critical incidents (short cases) and long cases, some or all of which you may be asked to evaluate, either individually or as a group. The following steps should simplify your task:

1. First skim the case, then read it carefully, taking notes, so that you understand it completely.

2. Identify and list problems. List facts by problem areas from the notes you have taken and from a third reading of the case if desired. Then use these facts to diagnose the causes of each problem.

3. Identify the major problem.

4. Develop alternative solutions to this major problem. First, list all identifiable solutions; then reduce the list only to feasible solutions. Repeat this process for minor problem areas.

5. Evaluate alternatives and select the most feasible solution to the major problem. First, list pros and cons associated with it. Weigh the pros and cons and then select the best alternative. Repeat this process for the solution of minor problems.

6. Defend each of your choices by questioning the workability of the solution selected, listing all possible problems that may arise.

This case format follows closely our treatment of managerial decision making (Chapter 4). If you would like to go beyond this format, you can employ the experiential exercise, Theoretical Case Analysis (see Appendix B). This exercise applies the integrated organizational framework used in this book to the solution of case problems.

## About the Author

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Mr. Gannon has written over fifty articles in such journals as the *Academy of Management Journal*, the *Academy of Management Review*, the *California Management Review*, *Business Horizons*, the *Journal of Applied Psychology*, and *Industrial Relations*. In addition, he is the author of *Organizational Behavior* (Little, Brown, 1979) and co-editor of *Readings in Management* (Little, Brown, 1977). He has served as President of the Eastern Academy of Management and as Chairperson of the Personnel/Human Resources Division of the Academy of Management. He has been and is a consultant to a large number of organizations, including the U. S. General Accounting Office, the Upjohn Company, the Chemical Bank of New York, the National Commission for Manpower Policy, and the National Association of Personnel Consultants. Mr. Gannon has been involved in management training programs for the Advanced Executive Programs at Columbia University, Unilever of England, the University of Maryland, and various government agencies.

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