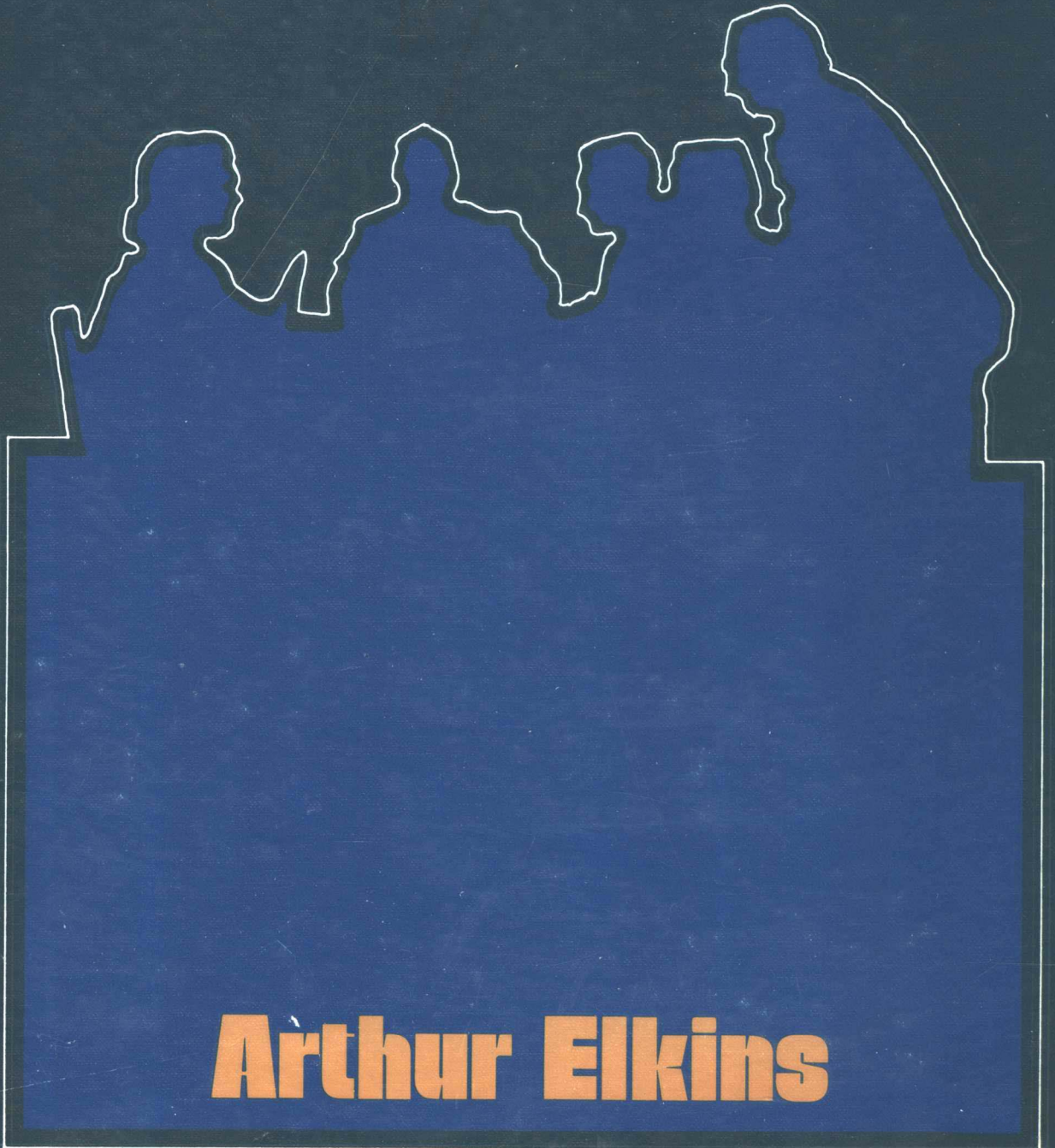




MANAGEMENT

Structures, Functions, and Practices



Arthur Elkins

Management

Structures, Functions, and Practices

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PREFACE

The purpose of this book is to train students to be effective, efficient real-world managers. I view the essential task of the introductory management course as teaching people to manage—allowing them to sample management as a discipline and showing them how to behave or function in a managerially professional manner.

Therefore, this book is not bound to any one particular approach—classical, behavioral, or quantitative; nor does it attempt to set forth that delineation of approaches. Rather, the point of view adopted here is that anything useful for teaching managers to manage effectively and efficiently should be integrated into the text. Although the book's format is almost functional—e.g., basic functions of design, implementation, and control—it is not tied to the rest of the traditional functional format. For example, the areas of organizing and motivating—building an organizational structure and constructing motivation systems—are treated here much like planning, as design activities. Findings from the field of organizational behavior are injected into sections where they can be of help to the aspiring or functioning manager. Quantitative tools are closely wedded to decision-making and planning situations, not tacked on at the end of the book. In sum, this book is eclectic and as “real-world” as possible.

The book has five parts. The two chapters in Part I delineate a manager's role in terms of functions and skills and show the integration of managerial and technical roles. Part II (Chapters 3 and 4) explores the world of organizations and their managers—how organizations get started, how they grow, and how managers adapt to their demands, and vice-versa. Part III (Chapters 5–11) focuses on managerial design processes: setting objectives, making decisions, planning, making policies, determining organizational design, and building motivational systems. Part IV (Chapters 12–16) places the manager in the role of implementer, putting into effect the plans and systems that he or she (or other managers) previously designed. Here the manager procures resources, is a trainer, communicates, and provides leadership. Finally, managerial control activities are the focus of Part V (Chapters 17–20). We include consideration of the effect of control on human beings and some processes for overcoming the dysfunctional effects of control processes. Chapter 20, on the organizational audit, provides not only an introduction to

a valuable managerial process, but also a comprehensive review and overview of management in organizational settings.

All of the material in this book has been class-tested and refined in light of classroom use and reviewers' comments. Most of the case contexts are real, the majority gained from my own experiences as a manager, teacher, trainer, and consultant. Some cases are from the literature of business and organizations. But most organizations' and people's names have been disguised, and generally product line, location, and industry have been changed.

LEARNING AIDS

This text incorporates several learning aids for the student and teaching aids for the instructor:

- 1 *"Chapter Highlights"*: Each chapter opens with a brief description of the chapter's main contents. This helps to establish for the student the overall framework of the chapter as he or she begins reading.
- 2 *"Learning Objectives"*: The learning objectives listed at the beginning of each chapter are designed to alert students to the specific knowledge and skills to be acquired in the chapter.
- 3 *Opening case*: Most chapters begin with a case study, which sets the stage for that particular chapter. "Solutions" to the case problems are woven throughout the chapter discussion, thereby providing the student with direct and immediate application of concepts and theory.
- 4 *"Summary and Conclusion"*: This section of each chapter synthesizes the key points presented in the chapter, thereby serving as a study aid for the student.
- 5 *"Discussion Questions"*: Each chapter concludes with several discussion questions to aid the student in reviewing his or her mastery of the material of the chapter. Many of the questions are set in an action, or experiential, mode.
- 6 *Closing cases*: The end-of-chapter cases provide the instructor and student with the opportunity to analyze the problems illustrated in light of the principles, functions, and practices of management explored in the chapter. To facilitate this process, case questions direct attention to the major concerns.
- 7 *"Selected Readings"*: Extensive suggested reading lists are included at the end of each chapter. Students who wish to read further in the particular area covered will find suggested books and articles from both the popular and scholarly press included in the references.

- 8 *Glossary*: Students can use the glossary included at the end of the book to check their knowledge of key terms (from both the learning objectives and the discussion questions).
- 9 *"Comprehensive Cases"*: The five articles in the Appendix serve to integrate the entire book. The cases illustrate the actual problems faced by a cross-section of well-known firms: a public utility (American Telephone and Telegraph), a large multiproduct manufacturer (General Motors), a retail food chain (A&P), a retail chain that went bankrupt (W. T. Grant), and a large government contractor (Electric Boat). These cases can be used to apply much of what has been learned throughout the course.
- 10 *Appendixes*: For more in-depth treatment of managerial tools for decision making and planning, two chapter appendixes cover linear programming and PERT.
- 11 *Supplements*: A comprehensive *Instructor's Resource Manual* includes teaching suggestions, additional lecture resources, answers to discussion questions, and analyses of all cases appearing in the text. The extensive *Test Bank* provides a wealth of class-tested, objective test questions as well as numerous essay-type questions.

ACKNOWLEDGMENTS

Writing and developing a project such as this depends on contributions from many people and groups. I want to thank all of them for their assistance, and I hope that I haven't inadvertently left anyone out in this listing.

Extra special appreciation goes to my good friend and colleague George S. Odiorne. Very early, Professor Odiorne expressed interest in what was a germ of an idea, encouraged me in the formulation, and gave me numerous suggestions for the book's development. For over three years, he has used the manuscript in his introductory management course, at the University of Massachusetts, providing me with the valuable evaluation that obviously helped build a better book.

Also during those years a number of Teaching Associates at the University of Massachusetts have worked with Professor Odiorne and me on the course, and they too gave me vital input and advice. Most are now earning recognition on their own as faculty members at other universities: James Lang (University of Kentucky), Aileen Cavanagh (Boston University), John Preble (SUNY—Albany), Arie Reichel (New York University), Ed McDonough (Northeastern University), Dick Pyle (University of Massachusetts—Boston), David Flynn, Hugh O'Neill, Mark Lipton, John Oni, Ken Schoen, and David Sear.

Colleagues at other institutions provided critical reviews during several stages of the book's development, helping me to improve my presentation of several topical areas and in some cases for calling my attention to some important material to be included in the text: David Gray (University of Texas at Arlington), Gus Bloomquist (Del Mar College), David Blevins (University of Mississippi), John Martin (Mount San Antonio College), William Dickson (Green River Community College), Ralph Todd (American River College), Gene Lebrez (College of DuPage), George F. Croffort (Fullerton Junior College), Edward J. Morrison (University of Colorado), Bernard C. Reimann (Cleveland State University), John W. Newstrom (Arizona State University), Raymond T. Ruff, Jr. (Monroe Community College), H. Nicholas Windeshausen (California State University—Sacramento), and Bertrand B. Heckel (Sinclair Community College).

Richard Leifer and D. Anthony Butterfield, my colleagues at the University of Massachusetts, read some portions of the manuscript and gave me comments, suggestions, and encouragement. Dennis W. Callaghan of the University of Rhode Island, my coauthor on *A Managerial Odyssey* (Addison-Wesley), read several early drafts of chapters of this book and also kindly consented to my using some *Odyssey* material in this book. Michael J. Merenda (now at the University of New Hampshire) did some of the work on discussion questions and assisted me with the research for the text. C. N. Hetzner III, my diligent, "take-charge" Research Associate, made substantial contributions, working on questions, the index, the instructors' manual, the glossary, and footnotes. Tom Sanderson, formerly an undergraduate assistant at the University of Massachusetts, helped with questions, proofreading copy, and numerous trips to the library.

To about five thousand students who have used this book in various forms, my thanks for your patience. To those who took the time to give me their impressions of the book, my thanks for your help and your interest. To one student in particular, Ken Berman, I owe a debt for helping me to clarify some of the quantitative presentations. To all who have suffered through multilithed versions of the book—with their inevitable missing pages and blurred print—my apologies and thanks.

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Amherst, Massachusetts
September 1979

A.E.

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