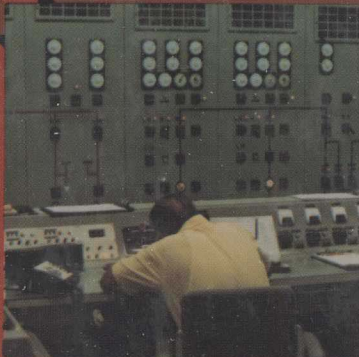
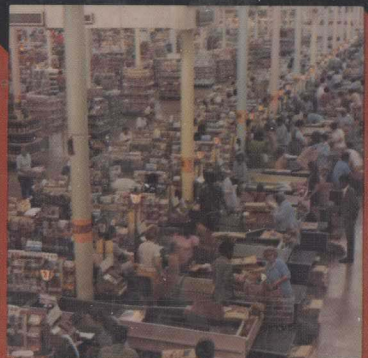
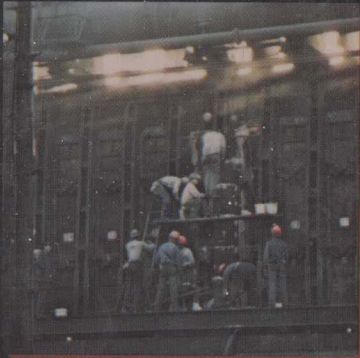


Managing for Performance

Ivancevich, Donnelly, & Gibson



MANAGING FOR PERFORMANCE

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MANAGING FOR PERFORMANCE

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Preface

The skill and competence of managers play major roles in the success or failure of any organization. Moreover, it is not just the skill and characteristics of top level executives or chief executive officers that determine organizational performance, but also the expertise of all levels of management from the first level supervisor to the chairperson of the board of directors. This book is about managers at all levels who are responsible for *Managing for Performance*.

There are numerous ways of teaching the first course in management to students. Some instructors use a behavioral approach, others use the functional or process approach, and still others use a schools of management approach. Each approach can be effective if materials used are interesting, understandable, and relevant to the student. In preparing *Managing for Performance* the authors' overall goal was to provide our colleagues with a book that would make the instructional job challenging and rewarding, and to furnish students with a realistic picture of the manager's job. We believe that the manager's job offers one of the most stimulating career opportunities available to young men and women. Future managers will confront the challenging tasks of dealing with spiraling inflation, increased international competition, decreasing supplies of natural resources, managing safely the use of nuclear energy, and changing preferences and needs of consumers and employees. We believe that managers will have many opportunities to make significant contributions to their organizations and society while growing and developing as individuals. In the authors' opinion finding a career that is more challenging, stimulating, and significant than management would be extremely difficult.

Performance objectives

The first management course usually provides students with their initial opportunity to examine formally and systematically the manager's job. In order to provide a realistic and up-to-date view of the manager's job in organizations the authors set some performance objectives before the first

word was written for the book. The performance objectives that guided the work included:

- To provide complete and relevant knowledge about managing in organizations—industrial, medical, educational, and governmental. This is a *knowledge improvement objective*. Increased knowledge can convert student apathy and misunderstanding into enthusiasm and understanding.
- To increase the student's understanding of the tools, procedures, and programs managers have to solve problems and make decisions. This is an *information objective*. It serves to enlighten students so that they can see that even when procedures, programs, and experience are available mistakes are made. Successes and failures are regular occurrences in the lives of managers.
- To introduce clear and concise, jargon-free definitions of the manager's vocabulary. An improved vocabulary will help students understand and interpret management decisions reported in the popular press and on radio and television. This is a *vocabulary enhancement objective*.
- To illustrate that managers use principles, ideas, approaches, and techniques from many different disciplines to make the best decisions possible. This is called the *interdisciplinary acknowledgment objective*. Anytime a decision is made, there is a need to use every bit of knowledge, experience, and intuition available.
- To improve the student's awareness that single, perfect answers to managerial problems do not exist. Think about this for a moment. If a perfect answer always existed that would be the way management would be taught around the world. Perfect answers just do not exist. Thus, an approach that considers the interaction of environment, the people, and the situation is more meaningful in studying management. This is called the *contingency orientation objective*.

The authors believe that these five performance objectives set the tone for the book. They served as our overall objectives in putting together the *Managing for Performance* package of materials for students and instructors. They provided the benchmarks for integrating the materials into a readable and challenging set of chapters.

The book's format

A glance at the Table of Contents will show that the book covers the main functions of management. Part I introduces the manager's job and functions and focuses on contingency management and performance. This part points out that the bottom line of management is performance. Without performance organizations cease to exist. Part II discusses planning and decision making. Organizing the system and jobs is the main topic of Part III. In Part IV, leading is covered in such chapters as motivation, groups and performance, leadership, communications, and career development. Part V

presents the important controlling function of management. Finally, Part VI covers trends, change, and perspectives with three chapters. One specifically focuses on management in nonprofit organizations, one covers organizational change and development, and the last is a preview of management in the 1980s.

The five main performance objectives guided the writing of each of the book's 21 chapters. They were also written for people who are interested in management, but who are not scientific researchers. Our other books written for Business Publications, Inc. (*Fundamentals of Management* and *Organizations: Behavior, Structure, Processes*) have been addressed to those with a specific interest in management and organizational behavior research and its application. In *Managing for Performance* we have focused on the skills and competences needed for the practice of management.

Distinctive features

We have provided many distinctive features that can aid in accomplishing the performance objectives. These features are as follows:

Management profiles—At the start of each of the six parts is a biographical sketch of a person who has made significant contributions to the field of management. Six profiles have been developed on Chester Barnard, Lee Iococca, Ralph Cordiner, Frank Borman, Robert McNamara, and Mary Kay Ash.

Chapter performance objectives—Each chapter begins with five performance objectives. These objectives are designed to point out main areas of interest in the chapter.

Management update—Each chapter includes a current event story about managing in organizations. These short news stories were gathered from such sources as *Business Week*, *The Wall Street Journal*, *Forbes*, *Dun's Review*, *Management Review*, and *The Conference Board*. They describe managers going about the managerial job.

Management interviews—Each chapter contains 6 to 12 actual statements by practicing managers about issues covered in the chapter. These statements were included to provide a first-hand view of managerial opinions, values, ideas, perceptions, and attitudes. Most of the managers provided statements while participating in training programs the authors were involved with. Only minor editing was done on the manager's statements. Unfortunately, space limitations precluded the use of many other collected statements that were interesting and worth presenting.

Figures and tables—Every chapter contains summary or descriptive figures and tables to present visually some of the topics covered. Students have continually informed us that they like to have material described in summary and graphical forms. Thus, illustrations are used when they add to the material being covered.

Points for managers—Another student-requested feature involves the

points for managers section in each chapter. Instead of summarizing the high points of the chapter, we use a managerial oriented set of statements. These are the main features covered in the chapter and what they mean to a manager.

Review and discussion questions—End-of-chapter questions that serve to guide students in accomplishing the beginning-of-chapter performance objectives are provided. The questions require the student to think about his or her own opinions, perceptions, and feelings.

Performance incidents—Each chapter has what we have designated as a Performance Incident. These cases are used to help a student work through management situations. Each of the 21 cases is real. They have recently or are currently happening in organizations. Discussions built around the end-of-case questions provide for some interesting classroom exchange of student opinions.

Additional readings—Instead of listing a stream of readings on chapter topics we have provided a handful of enjoyable articles and books. These are popular readings that managers and students seem to enjoy.

Exercises—At the end of each of the six parts of the book is a class exercise. These exercises are designed to stimulate individual thinking and group discussion. We have found them to be extremely good devices for generating class debate and analysis. They can be used in short time periods or expanded to cover entire class periods. Small or large classes can both derive the benefits of “real time” classroom discussions.

Self-assessment surveys—We have found that students enjoy learning about themselves—their behavior patterns, their leadership styles, and their attitudes about work and goals. Thus, we have included some self-assessment surveys for student use in the management course. The instructor will be able to provide feedback on the student’s answers. Students can also periodically recheck themselves by completing the surveys again and again at their convenience.

Glossary—At the end of the book is a glossary of the key terms presented in the various chapters. This is a handy quick reference for students.

We believe that these are distinctive features that should benefit instructors and students. Perhaps the most distinctive feature of *Managing for Performance* is the emphasis on practical application of the functions of management. Our discussions with managers, previous work experiences, training assignments, research projects, and consulting work reinforced our belief that practicality, relevance, and clarity are important for students studying management.

Acknowledgments

As is true with the writing of any book, the authors are indebted to many people who have contributed to the final product. Those *managers* who told us about themselves, their jobs, and their lives, made this one of the

most enjoyable books ever written by the authors. The *students* at the University of Houston and the University of Kentucky who served as “sounding boards” were certainly patient and considerate. They provided a significant number of ideas which have been incorporated. The *instructors* who sent us ideas, opinions, and suggestions for this kind of book over the past six years have been most helpful. Our files kept growing until we finally were able to set up our writing schedules to finalize the book. These colleagues were interested in teaching management and we wanted to help them integrate the field as they recommended.

A special and appreciative thank you is accorded to reviewers and others who helped us form our ideas about this book. They made this a better book than what was present in the early drafts. The reviewers worked hard and are responsible for stimulating much of what you find in the book. Michael J. Etzel, Utah State University; Charles A. Gallagher, University of Central Florida; John H. Howe, Santa Ana College; Edward B. Lee, Jr., Community College of Allegheny County–Boyce Campus; Herbert L. Lyon, University of Houston; Nicholas J. Mauro, Kingsborough Community College; Jan Muczyk, Cleveland State University; and Warren J. Sprick, Kellogg Community College, each provided invaluable assistance.

The manuscript preparation and typing was a monumental task that was handled by a number of individuals. They put up with unreasonable work schedules, draft after draft, development of figures and table scripts, and other difficult requests. Without their pleasant cooperation the book would still be in early draft form. Our thanks is expressed to Regina Gibson, Judy Holiday, Candi McCrary, Beverly O’Dell, Darlas Palmer, and Cheryl Willis.

January 1980

**John M. Ivancevich
James H. Donnelly, Jr.
James L. Gibson**

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