

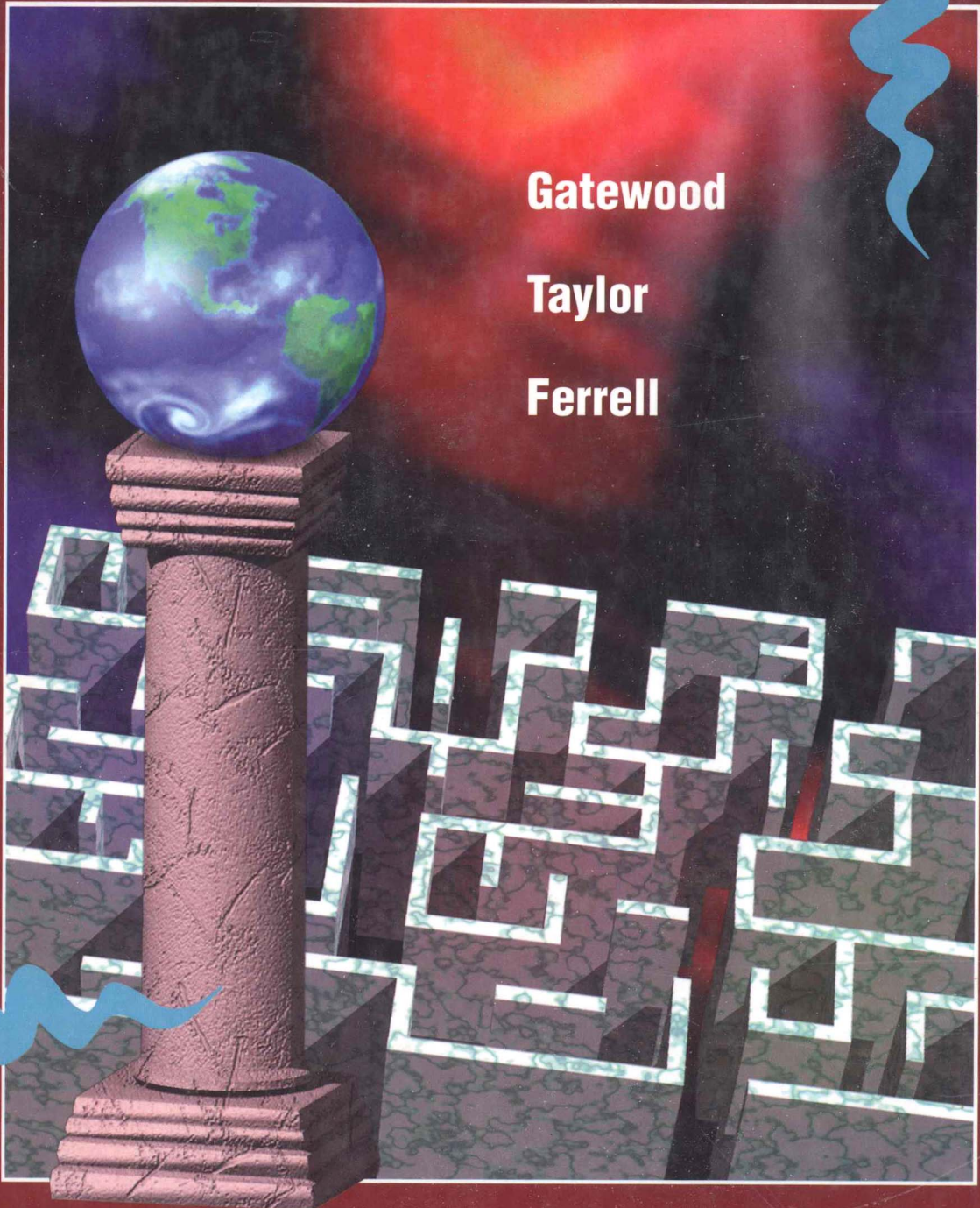
Management

Comprehension, Analysis, and Application

Gatewood

Taylor

Ferrell



Management

Comprehension, Analysis, and Application

R o b e r t D . G a t e w o o d

University of Georgia

R o b e r t R . T a y l o r

University of Memphis

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We dedicate this book to our wives and families. Chris Riordan provided both emotional and logistical support to Bob Gatewood, meaning she patted him on the head when he missed deadlines (which is why he's kind of bald) and helped him prepare chapters to get caught up. Pat Taylor provided both technical and emotional support throughout to Bob. Pat's unyielding tolerance and interest gave Bob the strength to carry on. Linda Ferrell was involved in many aspects of the project including assisting with chapter content and writing the "Business Dilemma" boxes.

Bob Gatewood

Bob Taylor

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Preface

Management: *Comprehension, Analysis, and Application* is intended to assist students in acquiring knowledge and developing the cognitive processes necessary to make decisions in the practice of management. Our purpose was to craft a text and ancillary package that helps students learn the traditional foundations of management while developing decision skills to apply this knowledge in a real-world setting. Each chapter asks students to apply concepts to decision situations they could face in the daily practice of management and to address and successfully deal with challenges they may encounter in the first years of their careers.

This text also addresses the challenges faced by business schools in the 1990s, particularly the problems of declining enrollments and increasing competitive pressures from other disciplines and academic institutions. By bringing to life the concepts and processes of the demanding and exciting discipline of management, this book demonstrates that the study of management, and ultimately a career in one of the many subdisciplines or application areas of the field, can provide exciting challenges for interested students.

THE DEVELOPMENT OF THIS TEXT

Management: Comprehension, Analysis, and Application differs from existing principles of management texts because it provides both knowledge and pedagogy in an integrated framework that is essential to helping students learn how to analyze, synthesize, and determine actions based on contemporary management thought. The American Assembly of Collegiate Schools of Business (AACSB) is currently promoting curricular innovation linked to each institution's mission. Many colleges of business are attempting to correlate this innovation with the reality of what students will encounter in the first few years of their careers. Criticisms from business leaders about business education indicate a need to improve students' abilities to communicate and to develop critical thinking and cognitive skills that will help them become problem solvers and decision makers. Consequently, many colleges are moving away from memorization of concepts and toward a focus on thinking, communicating, and making choices.

This movement has led many management faculties to critically review and redesign curricula. Traditional management knowledge will be taught in such a way as to enhance cognitive development and decision skills required in today's complex organizational environment. For students to be successful in a managerial

career, they must understand how to evaluate situations characterized by an overabundance of information and technology. As we move toward the twenty-first century, organizational productivity will be based on managing information, technology, and people to achieve organizational goals. *Management: Comprehension, Analysis, and Application* has been designed from the ground up to meet these challenges of business education and the realities of the practice of management in the future.

The development of this text began with an extensive survey of professors to determine the concepts, models, and techniques of management widely accepted as a basic requirement for the principles of management course. Benjamin Bloom's cognitive objectives, which identify the various levels of intellectual performance (knowledge, comprehension, application, analysis, synthesis, and evaluation), were used extensively in developing chapters. Each chapter asks the student to apply knowledge and concepts to organizational problems that they might face in daily practice. Key chapter features such as the "Business Dilemma" box challenge students to relate learned concepts to interesting applied problems. End-of-chapter exercises require students to appraise their own managerial skills and to utilize them in making choices in specific circumstances. In completing these two features of the text, students are asked to generalize, or compare and contrast a multitude of interesting concepts with everyday practices they can observe in local organizations. These exercises bring to life the practices and processes of management.

Contemporary Topics

The recent concern with global management, business ethics and social responsibility, total quality management, and cultural diversity has been the key positioning statement of many textbooks. Attempts to meet AACSB requirements in these areas have led to principles texts with a main focus on one or more of these topics. The authors of this textbook, recognizing the importance of these four major imperatives to any organization moving into the twenty-first century, have included boxes entitled "Dynamics of Diversity," "Ethics Encounter," "Going Global," and "Quest for Quality," as well as individual chapters on each of these topics. In addition, chapter content integrates issues related to these topics throughout the text. We feel that it is not enough that students simply learn about these important topics; it is critical that they practice key concepts to reinforce understanding and to apply and expand on the concepts learned in the chapter.

This text was designed to attract students to the field of management. Assisted by a multitude of teaching aids, the instructor can make management an area worth exploring for a career. The "Careers Corner" box in each chapter demonstrates to the student the broad range of opportunities available for a lifelong involvement in management.

OVERVIEW OF THE TEXT

Management: Comprehension, Analysis, and Application is divided into five parts. Part One explores the foundations of management, including the essence of management, the development of management thought and theory, and the organizational environment in which management occurs. Mark Butler of San Diego University really likes the "Business Dilemma" box on page 15 in Chapter One

because “these types of inserts give students a chance to ‘experience’ what is being illustrated in the text.” Mel Schnake, Valdosta State College, says Table 2.2 on page 42 “is catchy—students will react well to it. It spices up an area of management that students often find somewhat dry.”

Part Two highlights today’s changing world of management, featuring individual chapters on ethics and social responsibility, global business, work-force diversity, total quality management, and small business and entrepreneurship. Robert Insley of the University of North Texas applauds the authors for placing the global chapter near the beginning of the book, not at the end as in most management texts. He also likes the cases because “they give students the opportunity to grapple with these tough issues! Cases are excellent in-class and outside-of-class, hands-on activities for both groups and individuals.” Of the total-quality-management chapter, Allen Jedlicka of the University of Northern Iowa says, “The material is covered better than in my present textbook, and having this material could eliminate the additional readings I give on the subject.”

Part Three focuses on planning and organizing—developing and implementing plans, strategic management, decision making, designing jobs and departments, and structuring the overall organization. Robert Insley says a strength of the planning chapter is “the way the opening vignette, ‘Careers Corner’ box, and ‘Strengthen Your Skills’ exercise capture the students’ attention by making them active participants mentally and physically.” Marvin Karlins, University of Southern Florida, says the chapter on decision making is “one of the best presentations of decision making I have seen in an introductory management text, particularly because it is well conceptualized, logical, and the flow is sensible and easy to understand.” Of the organizing chapter, Dennis Gibson of Troy State University says the “exhibits do a very good job of providing meaning to the text.”

Part Four covers directing and staffing, with chapters on human resource management, work teams, motivation, leadership, communication, and organizational change and development. Regarding the human resource management chapter, Richard Paulson, Mankato State University, says the “Levi Strauss case is interesting and useful. In addition to principles of human resources, the case illustrates principles from leadership, communications, and other areas.” Meg Birdseye of Augusta College says she likes “the introduction of the motivation chapter, especially the tie-in to the various schools of management.” Karen Froelich, North Dakota State University, says the organizational change and development chapter is “well organized and more realistic and successfully applied than most.” She says she often skips this chapter, but “would include it if using this text.”

Finally, Part Five addresses issues related to operations and productivity, management information systems, and management control systems. Of the operations and productivity chapter, Stephen Winter of Orange County Community College says the “authors have taken a typically ‘boring’ chapter and crafted a very readable and interesting one. The content, presentation, and up-to-date information are superior to that of my current text.” Ken Dunegan, Cleveland State University, says of the managing information chapter that he is “glad to see discussion of Internet and e-mail.”

The Chapters

Chapter One, “The Essence of Management,” presents the basic functions of management that are common in all organizations. It provides a detailed discussion of the various roles that managers must play within their organizations and the

part ■ two

part ■ three

part ■ four

part ■ five

chapter ■ one

chapter ■ two

skills they must possess. It also explains why management activities appear to be different in different organizations and discusses what a student can reasonably learn about management in an introductory course.

Chapter Two, “The Development of Management Thought,” is filled with interesting details about the history of management, which bring the discipline to life and put it into historical perspective. From the development of the Protestant work ethic through Taylorism and the Hawthorne studies and up to the introduction of Theory Z and Deming’s TQM, this chapter lays the groundwork for the models, theories, and practices that comprise the remainder of the book. Students will complete this chapter both understanding how management came to be so important and excited about the intellectual challenge that follows.

chapter ■ three

Chapter Three, “Environmental Factors of Management,” examines why managers’ actions must be based on what they know about the organization itself as well as important factors external to the organization. An explanation of these factors and their significance is the basis of the chapter, which also describes methods that managers can use to try to manage the environment. The stakeholder approach to management is interwoven into this presentation.

chapter ■ four

Chapter Four, “Management Ethics and Social Responsibility,” focuses on the emergence of business ethics and social responsibility as major concerns in the changing world of management. This chapter defines business ethics and social responsibility within the context of the field of management, introduces a number of management ethics issues, and provides a framework for understanding how ethical choices are made. While the focus is descriptive, specific guidelines for normative ethical decision making are provided. Students are informed about the role and importance of ethical decisions in management and how companies are developing programs to influence the ethical conduct of employees. Additionally, the history of social responsibility is presented and major social responsibility issues in management are identified.

chapter ■ five

Chapter Five, “Managing in a Borderless World,” analyzes the factors that influence management around the globe. It covers the different levels of organizational involvement in international trade, as well as how global business affects management. Additionally, the chapter takes a unique look at various trade agreements and alliances that have developed worldwide and how they influence business activities.

chapter ■ six

Chapter Six, “The Dynamics of Diversity,” focuses on the increasing importance of cultural diversity in the work force. It defines cultural diversity and surveys several important cultural groups among working Americans. The benefits and problems associated with a culturally diverse work force are analyzed, and ways organizations can manage their diverse human resources more effectively are evaluated. The chapter then explores how organizations have tried to address the issue of diversity through assimilation, affirmative action, and the development of a multicultural organization.

chapter ■ seven

Chapter Seven, “Managing for Total Quality,” focuses on the fact that product quality is the primary area of emphasis in America’s most successful businesses today. It surveys the development of the quality movement through a discussion of the quality gurus W. Edwards Deming, Joseph Juran, and Philip Crosby. More importantly, this chapter teaches students the tools, techniques, and processes managers need to successfully implement a total quality management program. It ingrains in the reader the perception that quality management is not just another fad, but rather is the primary process through which American industry will successfully compete into the twenty-first century.

Chapter Eight, “Entrepreneurship and Small Business,” presents entrepreneurship and small business from a management perspective. It discusses the importance of small business in the U.S. economy and evaluates the reasons certain industries attract small business. The chapter analyzes why small businesses succeed and fail and describes in detail how to start one. Finally, it discusses entrepreneurship from the perspective of large businesses—especially why large businesses are trying to “think small.”

Chapter Nine, “Developing Organizational Plans,” describes the steps in planning within organizations and how these steps are interrelated. It emphasizes that planning is not only the process of specifying future actions; planning is also the implementation of plans. The chapter also discusses the three levels of organizational planning (strategic, tactical, and operational), as well as how these must be interrelated.

Chapter Ten, “Strategic Management,” simplifies the complex process of developing strategic plans and strategic management. Through numerous real-world examples, exercises, and a section focusing on personal career strategy, strategy development is made understandable. After reading this chapter, students appreciate that strategy development is important at all levels of the organization, and they learn how to use the tools developed for this type of planning.

Chapter Eleven, “Making Decisions,” provides an excellent overview of the many factors that influence the decision-making process—from emotions and stress to risk propensity, self-confidence, and escalation of commitment. It contains a unique discussion of the impact intuition plays in decision making and also compares and contrasts the advantages and disadvantages of individual versus group decision making. The student will leave this chapter knowing how to utilize the tools and techniques necessary to make managerial decisions.

Chapter Twelve, “Organizing: Designing Jobs and Departments,” defines organization and explains why it is necessary. Details on how managers form jobs and departments and the different bases for this formation are included. The chapter also discusses the central principles of organizations, including departmentalization, authority, and chain of command, as well as how these are put into practice within organizations.

Chapter Thirteen, “Organizing: Designing the Overall Organization,” explains organizational structure and describes four types of formal structures—functional, multidivisional, matrix, and networks/outsourcing. The chapter describes characteristics that define the latent structure of an organization, as well as the contingency factors that influence the type of formal structure that is best for an organization. Different types of coordinating mechanisms that can be used to support an organization’s structure are summarized, as are the five organizational archetypes: simple structure, machine bureaucracy, professional bureaucracy, divisionalized form, and adhocracy.

Chapter Fourteen, “Managing Human Resources,” focuses on the importance of human resource management to an organization in reaching its goals and explains how human resource management must be tied to the firm’s strategic plans. It discusses how and why human resource management programs must be interrelated in order to contribute to the achievement of the organization’s goals, and it highlights the features of those programs that are critical for their effectiveness.

Chapter Fifteen, “Building Successful Groups and Teams in Organizations,” introduces the notion that groups and teams are not necessarily the same. By learning how to control the key factors and processes that influence group functioning, such as roles, norms, group size, cohesiveness, and trust, students will learn how

chapter ■ eight

chapter ■ nine

chapter ■ ten

chapter ■ eleven

chapter ■ twelve

chapter ■ thirteen

chapter ■ fourteen

chapter ■ fifteen

chapter ■ sixteen

and when to turn a group into a highly effective team, even one that can direct and lead itself. Successful team functioning will be more than desirable; it may be absolutely essential for success in the twenty-first century. This chapter teaches how to build those successful teams.

Chapter Sixteen, “Motivating People,” succinctly overviews the accepted models of motivation and discusses both traditional and nontraditional methods that companies can use to develop and maintain high levels of employee motivation. From Taylor’s scientific management to present-day job sharing, flextime, and job enrichment, motivation is shown to be at the heart of employee performance.

chapter ■ seventeen

Chapter Seventeen, “Getting Results through Effective Leadership,” begins by clearly distinguishing between leadership and management, while extolling the virtues of each. The chapter discusses each major model of leadership in sufficient depth so that students will know how and when to apply different types of leadership behavior, as well as what traits to look for in successful leaders. This chapter closes with an overview of specific behaviors required for transformational leaders, those most needed in today’s rapidly changing business environment.

chapter ■ eighteen

Chapter Eighteen, “Communicating in Organizations,” concisely gives the student a complete understanding of the forms and functions of interpersonal communication in organizations. It overviews the factors that affect communication and leaves the reader with a clear understanding of the importance and varied nature of the communications process in organizations, as well as how communication is used in various organizational settings to permit successful organization management.

chapter ■ nineteen

Chapter Nineteen, “Organizational Change and Development,” offers the view that, in the new business environment, the only constant is change. It discusses the major models of and approaches to change, as well as how to design, initiate, implement, and sustain different kinds of organizational change, from major structure and strategy changes to less far-reaching changes in human and technical processes. This chapter is enriched by a multitude of examples of change behavior and programmatic change efforts that have occurred in today’s businesses.

chapter ■ twenty

Chapter Twenty, “Managing Operations and Increasing Productivity,” defines operations management and identifies the activities associated with it. The chapter describes the elements involved in planning and designing an operations system and specifies some of the techniques that managers use to manage inventory. The importance of quality in the operations management process is emphasized. Finally, the chapter examines the importance of productivity and ways to improve it.

chapter ■ twenty-one

Chapter Twenty-One, “Managing Information Systems,” explains why managers need information as well as the characteristics that information must possess to be useful. It describes a management information system and identifies the basic factors that determine an organization’s information needs. The chapter summarizes the uses of computers in management information systems, including executive information systems, networks (including the Internet), and communications. It also describes and distinguishes among the basic types of management information systems. Finally, the impact of information technology on people, organizations, and information is described.

chapter ■ twenty-two

Chapter Twenty-Two, “Management Control Systems,” explores the importance of management control. It describes the process through which managers develop and implement control, and differentiates among its various forms. It also discusses the elements of effective control, as well as ways to overcome resistance that is sometimes encountered with managerial control. Finally, signs of inadequate systems and methods of evaluating an organization’s control program are detailed.

PEDAGOGY

Management: Comprehension, Analysis, and Application provides numerous features to foster student learning:

- Learning objectives at the beginning of each chapter inform students what should be achieved by reading the chapter.
- An opening vignette sets the scene for the issues discussed in the chapter.
- “Dynamics of Diversity,” “Ethics Encounter,” “Going Global,” “Magnifying Management,” and “Quest for Quality” boxes spotlight real, often recognizable, issues and particular company events to help students gain practical experience about management.
- A “Business Dilemma” box in each chapter gives students an opportunity to think creatively in applying chapter concepts to hypothetical situations that could occur in the real world.
- “Careers Corner” boxes provide information about career planning and management career opportunities.
- End-of-chapter materials include a “Summary and Review,” which addresses chapter learning objectives; “Key Terms and Concepts,” including the page number where they appear in text; “Ready Recall” questions to test and reinforce understanding; and “Expand Your Experience” questions to challenge students to apply and expand on the concepts learned in the chapter.
- A comprehensive, challenging case at the end of each chapter tests the students’ judgment and decision-making skills.
- A “Strengthen Your Skills” exercise at the end of each chapter gives students an opportunity to build critical skills through a variety of self-tests and other exercises.
- End-of-book materials include a glossary of key terms in alphabetical order.
- Name, company, and subject indexes at the end of the book aid in finding key people, companies, and topics.

SUPPLEMENTAL MATERIALS FOR INSTRUCTORS AND STUDENTS

The *Management: Comprehension, Analysis, and Application* package includes several useful ancillary materials available to facilitate teaching the material.

The *Annotated Instructor’s Edition*, developed by Marilyn Helms of the University of Tennessee at Chattanooga, is a special version of the text with introductory material explaining the content of the text and the supplements available for the course, as well as marginal notes to the instructor. It includes detailed suggestions for teaching with the complete package and marginal notes containing examples, teaching notes, comments on boxes, and critical thinking challenges.

The *Instructor’s Manual*, also prepared by Marilyn Helms, includes an overview of how to use the manual, alternate instructional approaches, and sample course lesson plans. For each chapter, the *Instructor’s Manual* provides a chapter overview; learning objectives; chapter outline; key terms from the text; answers to “Ready Recall” questions; a summary of each boxed feature; a synopsis of the “Strengthen your Skills” exercises, and the case and answers to case questions. Teaching notes are also provided for each of the selected transparency masters.

The *Test Bank*, developed by Gary Gardiner of the Smith Collins Company, provides, for each chapter, 75 multiple-choice questions (including 15 skill and ability questions, some of which are taken from the box material), 20 true/false questions, and 5 short essay questions.

Transparency Acetates are available for adopters. In addition to the transparency masters included in the *Instructor's Manual*, instructors are also provided with all-new four-color transparencies and teaching notes. These colorful acetates will provide instructors with a choice of interesting material to supplement their classroom lectures and activities.

A *Study Guide*, developed by Corinne Livesay of Belhaven College, includes learning objectives, a chapter outline, chapter recap, key terms, review questions and answers, and a student exercise with answers in each chapter.

A computer diskette is included with the *Study Guide* that allows students to take sample exams. The disk includes true/false and multiple-choice questions from each chapter. The student can take a sample quiz from each chapter or simulate a test by choosing multiple chapters. The student can select a multiple-choice exam, a true/false exam, or a combination of each. A self-study scoring system keeps track of the scores on each exam for up to ten separate attempts, allowing the student to measure his or her improvement and mastery of the subject.

Finally, the *Management: Comprehension, Analysis, and Application* package includes a video program, with one video for each chapter. Each video is accompanied by a video guide that provides instructors with teaching notes to support their use of videos in the classroom. The video program is also available on laserdisc.

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| Howard Oden | Joseph Santara |
| <i>Nichols College</i> | <i>Essex County College</i> |
| Dan Panda | Nick Sarantakes |
| <i>Delaware State College</i> | <i>Austin Community College</i> |
| Joseph Paolillo | Stuart M. Schmidt |
| <i>University of Mississippi</i> | <i>Temple University</i> |
| Joseph Papenfuss | Mel Schnake |
| <i>Westminster College</i> | <i>Valdosta State College</i> |
| Thomas A. Pascarella | Susan Schneider |
| <i>Hiram College</i> | <i>Endicott College</i> |
| Allison Paul | Elliott Ser |
| <i>St. Joseph's University</i> | <i>Barry University</i> |
| Stephen H. Paul | Eldon Shafer |
| <i>Temple University</i> | <i>Pennsylvania State University</i> |
| C. Richard Paulson | Arthur Shanley |
| <i>Mankato State University</i> | <i>Milwaukee School of Engineering</i> |
| Sheila Pechinski | Del Shenas |
| <i>University of Maine</i> | <i>San Diego State University</i> |
| Monique Pelletier | Allen Shub |
| <i>San Francisco State University</i> | <i>Northeastern Illinois University</i> |
| Peter B. Petersen | Ed Sibley |
| <i>Johns Hopkins University</i> | <i>Western Iowa Technical Community College</i> |
| Don Phillips | W. Jack Skaggs |
| <i>Clayton State College</i> | <i>Oklahoma Christian University</i> |
| Danny H. Pogue | Jonathan Slesinger |
| <i>North Carolina Agricultural and Technical State University</i> | <i>California State University</i> |
| Keramat Poorsoltan | Ron Stone |
| <i>Frostburg State College</i> | <i>Lincoln Memorial University</i> |
| Philip Quaglieri | Mario Sverdlik |
| <i>University of Massachusetts</i> | <i>University of Puerto Rico</i> |
| Richard Randall | Sherrie Taylor |
| <i>Nassau Community College</i> | <i>Texas Woman's University</i> |
| Ellen Reynolds | Herman Theeke |
| <i>Pasadena City College</i> | <i>Central Michigan University</i> |
| Rick Ringer | Walter Tymon |
| <i>University of Colorado</i> | <i>Villanova University</i> |
| Anthony Rizzi | Mary Uhl-Bien |
| <i>Central Missouri State University</i> | <i>University of Alaska</i> |
| George Rohr | Martha Valentine |
| <i>Central Washington University</i> | <i>Regis University</i> |
| Walter F. Rohrs | John J. Vitton |
| <i>Wagner College</i> | <i>University of North Dakota</i> |
| Gary Ross | Jim Walker |
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