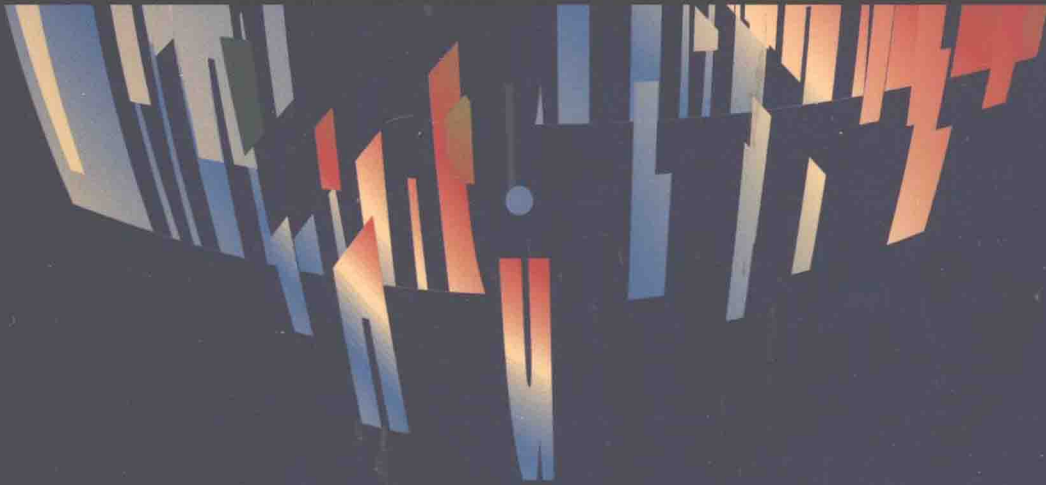


Griffin



FUNDAMENTALS OF MANAGEMENT



Core Concepts
and Applications

Second Edition

2ND EDITION

Fundamentals of Management

Core Concepts and Applications

Ricky W. Griffin

Texas A & M University

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I would like to dedicate this work to Sherry and Paul Hamm, Connie and Wayne Maxwell, and Luke and Arlene May—brothers and sisters all, in the truest sense of the words.

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Preface

Over the last four decades, literally hundreds of books have been written for basic management courses. As the body of material comprising the theory, research, and practice of management has grown and expanded, textbook authors have continued to mirror this expansion of material in their books. Writers have understood the importance of adding new material pertinent to traditional topics, like planning and organizing, while simultaneously adding coverage of emerging topics, such as diversity and total quality management. As a by-product of this trend, our textbooks have grown longer and longer, making it difficult to cover all the material in one course.

Another emerging trend in management education is a new focus on teaching in a broader context. That is, more often the principles of management course is now being taught with less emphasis on theory alone and more emphasis on application of concepts. Teaching how to successfully apply management concepts often involves focusing more on skills development and the human side of the organization. This trend requires that textbooks cover theoretical concepts within a flexible framework that allows instructors to make use of interactive tools such as case studies, exercises, and projects.

This text represents a synthesis of these trends toward a more manageable and practical approach. By combining concise text discussion, standard pedagogical tools, lively and current content, an emphasis on organizational behavior, and exciting skills-development materials, *Fundamentals of Management* answers the call for a new approach to management education. This book provides almost infinite flexibility, a solid foundation of knowledge-based material, and an action-oriented learning dimension that is unique in the field. Indeed, when its first edition was published in 1997, it quickly became a market leader in the fundamentals area. This second edition builds solidly on the successes of the earlier edition.

■ Organization of the Book

Most management instructors today organize their course around the traditional management functions of planning, organizing, leading, and controlling. *Fundamentals of Management* uses these functions as its organizing framework. The book consists of five parts, with fifteen chapters and one appendix.

Part One introduces management through two chapters. Chapter 1 provides a basic overview of the management process in organizations, while Chapter 2 introduces students to the environment of management.

Part Two covers the first basic management function, planning. Chapter 3 introduces the fundamental concepts of planning and discusses strategic management. Managerial decision making is the topic of Chapter 4. Finally, Chapter 5 covers entrepreneurship and the management of new ventures.

The second basic management function, organizing, is the subject of Part Three. In Chapter 6 the fundamental concepts of organization structure and design are introduced and discussed. Chapter 7 discusses organization change and innovation. Chapter 8 is devoted to human resource management.

Many instructors and managers believe that the third basic management function, leading, is especially important in contemporary organizations. Thus, Part Four devotes five chapters to this management function. Basic concepts and processes associated with individual behavior are introduced and discussed in Chapter 9. Employee motivation is the subject of Chapter 10. Chapter 11 discusses leadership and influence processes in organizations. Communication in organizations is the topic of Chapter 12. The management of groups and teams is covered in Chapter 13.

The fourth management function, controlling, is the subject of Part Five. Chapter 14 introduces the fundamental concepts and issues associated with the management of the control process. A special area of control today, managing for total quality, is discussed in Chapter 15.

Finally, the Appendix provides coverage of important tools for planning and management.

■ Skills-Focused Pedagogical Features

With this text I have been able to address new dimensions of management education without creating a text that is unwieldy in length. Specifically, each chapter in this book is followed by an exciting set of skills-based exercises. These resources were created to bring an active and behavioral orientation to management education by requiring students to solve problems, make decisions, respond to situations, and work in groups. In short, these materials simulate many of the day-to-day challenges and opportunities faced by real managers.

Among these skills-based exercises are three different *Building Management Skills* (one more than in the first edition) organized around the set of basic management skills introduced in Chapter 1 of the text. Another exercise is entitled *You Make the Call*. This feature follows a real company and its managers through a series of situations corresponding to chapter content (the names used in this feature have been altered to protect the identity of the actual business and managers that are described). The *Skills Self-Assessment Instrument* exercise helps readers learn something about their own approach to management. Finally, an *Experiential Exercise* provides additional action-oriented learning opportunities, usually in a group setting.

In addition to the end-of-chapter exercises, every chapter includes important standard pedagogy: learning objectives, chapter outline, opening incident, boldface key terms, summary of key points, questions for review, questions for analysis, and an end-of-chapter case with questions.

■ A Complete and Effective Teaching Package

In addition to the text itself, instructors have available to them an array of support materials that will facilitate instruction and education.

- *Instructor's Resource Manual* (David W. Murphy, Madisonville Community College) This resource includes suggested class schedules, detailed teaching notes for each chapter, and video guide teaching notes. The teaching notes for each chapter include: chapter summary; learning objectives; detailed chapter lecture outline (including opening incident summary); highlighted key terms; teaching tips; group exercise ideas; discussion starters; references to the transparencies; responses to review, analysis, and case questions; and information to help facilitate the skills-development exercises.
- *Test Bank* (Tom Quirk, Webster University) The *Test Bank* includes over 2000 questions, 130 questions per chapter and 60 in the appendix. Each question is identified with the corresponding learning objective and page number(s) for reference. In addition, the questions have an estimate of the level of difficulty and are identified by type of question—knowledge, understanding, or application.
- *Computerized Test Bank* This program is designed for use on IBM and IBM-compatible computers. With this program, the instructor can select questions from the *Test Bank* and produce test masters for easy duplication. This program gives instructors the option of selecting their own questions or having the program select them. It also allows instructors to customize tests by creating new questions, editing existing ones, and generating multiple versions of tests.
- *Manager: A Simulation* (Jerald R. Smith and Peggy A. Golden of Florida Atlantic University) *Manager* is a business game that provides students, who act as management teams, with simulated real-world experience in managerial decision making. An instructor's disk is provided with *Manager*; it explains how to play the game, provides suggestions for grading, and analyzes and evaluates student decisions.
- *Power Presentation Manager* This CD-ROM will provide instructors with a number of tools that can be used to create attractive, lively, and informative classroom presentations. Instructors will be able to easily build classroom lecture presentations by choosing appropriate line art, PowerPoint slides, pieces from the overhead transparency program, and selected video clips as part of a "script." In addition, instructors can create completely original presentation slides, and copy and edit text from lecture outline files provided.
- *Internet* With the Second Edition, we are pleased to offer our new student and instructor web sites, which provide additional information, guidance, and activities that enhance the concepts presented in this text. Among other things, the student site includes term paper help, interactive personal self-assessments, Internet links for each chapter, and real-world videos. The instructor site provides lecture outlines, PowerPoint slides, and instructor resources.

- *Color Transparencies* Approximately 80 full-color transparencies illustrate major topics in the text. Two types of transparencies are included: highlights of key figures from the text, and additional images that can be used to enhance lecture presentations.
- *PowerPoint Slides* These visually appealing and engaging slides, developed by the author, illustrate text content with outlines, charts, exhibits, and artwork, and they allow instructors to lecture directly from the slides. Where PowerPoint software is available, instructors can edit the slide program to include their own illustrations or notes, and they can print out the slides to use as class handouts.
- *Videotape Package* To illustrate important concepts from the text, real-world video examples from leading organizations are provided for each part. The video segments run from 12 to 23 minutes to allow time for classroom discussion. The Video Guide at the back of the *Instructor's Resource Manual* provides suggested uses, teaching objectives, an overview, issues for discussion, and a skills perspective section for each video segment.

Acknowledgments

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I would like to invite your feedback on this book. If you have any questions, suggestions, or issues to discuss, please feel free to contact me. The most efficient way to reach me is through e-mail. My address is rgriffin@tamu.edu.

R. W. G.

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PART ONE

An Introduction to Management

- 1 Understanding the
Manager's Job
- 2 The Environment of
Organizations and
Managers

Understanding the Manager's Job

OBJECTIVES

After studying this chapter, you should be able to:

- Define management, describe the kinds of managers found in organizations, and identify and briefly explain the four basic management functions.
- Justify the importance of history and theory to management and explain the evolution of management thought.
- Discuss contemporary management issues and challenges.

OUTLINE

An Introduction to Management

- Kinds of Managers
- Basic Management Functions
- Fundamental Managerial Skills
- The Science and the Art of Management

The Evolution of Management

- The Importance of Theory and History
- The Historical Context of Management
- The Classical Management Perspective
- The Behavioral Management Perspective
- The Quantitative Management Perspective

Contemporary Management Theory

- The Systems Perspective
- The Contingency Perspective
- Contemporary Management Issues and Challenges