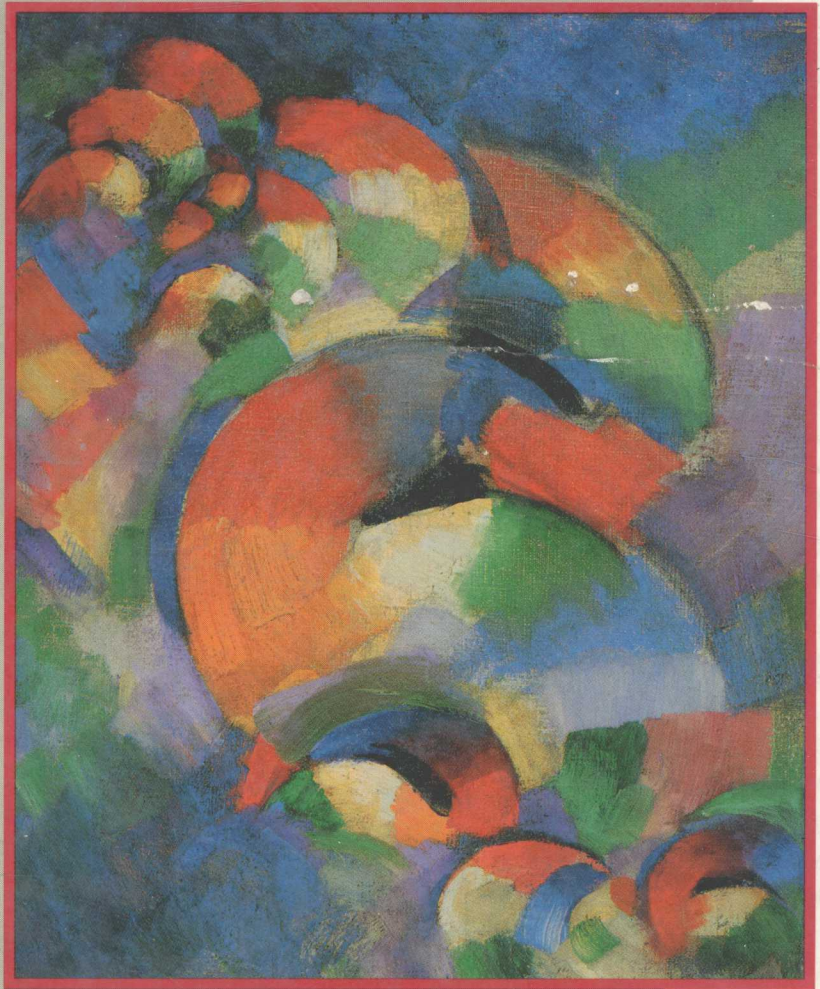


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MANAGEMENT



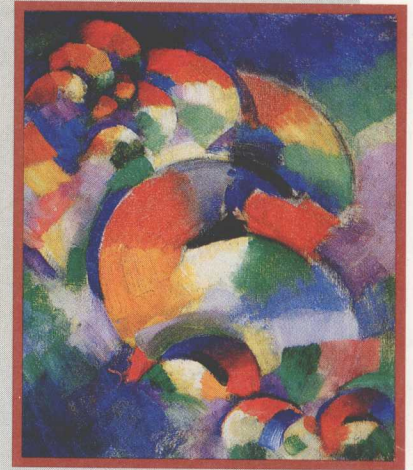
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RICHARD L. DAFT

VANDERBILT UNIVERSITY



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To Nancy Lee Moudry
True friendship is the merging of souls.

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PREFACE

My vision for the second edition of *Management* remains the same as for the first edition—to create a better kind of management text that conveys to students both the contemporary application of management ideas and the intellectual enjoyment of management research. As before, The Dryden Press has challenged me to develop a higher-quality text than is currently available to capture the value, excitement, frustration, and adventure of organizational management.

For my part, I wrote every word in the text, including chapter content, photo captions, boxed items, and in-text examples, with the single desire of being true to theoretical concepts while making them interesting to students. Then I rewrote the chapters as often as needed to make the language smooth and the ideas appealing. While being faithful to management theories and research, I also identified and discussed emerging management trends. For example, the press of *global competition* receives major attention throughout the text, as do the issues of *ethics* and *entrepreneurship*. New material in the book also reflects:

- the increased importance of teamwork in organizations
- horizontal coordination rather than vertical control
- the use of leadership to empower lower employees, time-based competition
- the need for quality in both products and services
- the impact of new information and production technologies
- new network and team-based organization structures
- workforce diversity
- motivational approaches such as gain-sharing and executive information systems
- the new role of product design for simplicity
- small business incubators and spin-offs

For its part, Dryden provided the resources necessary to support this endeavor, creating a team of experts to create and coordinate color photographs, video cases, artwork, and ancillary materials to fulfill our shared dream of what a management book could be. New to this edition are ancillaries such as video cases and a computer simulation, providing the teaching aids necessary to give this text maximum learning impact.

Continuing with the theme of the first edition, we have expanded the use of photo essays. Photos add a visual dimension that carry students into the real world of management. Well-chosen photographs are unrivaled in their ability to convey vivid descriptions of management scenes, events, and people. The photos are combined with written descriptions that portray how management looks and feels and offer intimate glimpses into management life. Some photographs are pleasant, some are disarming, and some are surprising, but all are immensely valuable in helping students penetrate the often abstract and distant world of management.

ORGANIZATION

The chapter sequence in *Management* is organized around the management functions of planning, organizing, leading, and controlling. These four functions effectively encompass both management research and characteristics of the manager's job.

Part One introduces the world of management, including the nature of the manager's job, historical perspectives on management, and the influence of the larger environment on organizations and management. A new chapter on managerial ethics and social responsibility has been added because these issues are making up an increasingly important part of the manager's world.

Part Two presents four chapters on planning. The first two chapters describe goal setting, planning, strategy formulation, and strategy implementation. The next two chapters describe both qualitative and quantitative approaches to making decisions associated with planning.

Part Three focuses on organizing processes. These chapters describe the dimensions of structural design, the design alternatives managers can use to achieve strategic objectives, structural designs for promoting innovation and change, and the design and use of the human resource function.

Part Four is devoted to leadership. This section begins with a description of leadership and paves the way for the subsequent topics of employee motivation, communication, and management of teams.

Part Five describes the controlling function of management, including basic principles of organization control, the design of control systems, management information systems, and techniques for control of operations management.

Part Six describes two significant management issues — international management and entrepreneurship. The international chapter provides a comprehensive introduction to the strategies, structure, control systems, and leadership qualities used to manage organizations in the face of global competition. The new entrepreneurship chapter describes fundamental concepts for launching and managing a new business. The career appendix describes both individual and organizational strategies for managing careers.

SPECIAL FEATURES

One major goal of this book is to offer better ways of using the textbook medium to convey management knowledge to the reader. To this end, the book includes several special features:

VIDEO CASES. One innovation in this edition is the inclusion of six video cases. A written case is provided at the end of each part and is accompanied by a video for the instructor to show students in class. The videos greatly enhance class discussion because students can see the company and more directly apply management concepts. Additional video segments are provided for each chapter from the *Growing a Business* and The Dryden Press series of videos. A detailed description of each video, classroom introductions, video assignments,

and discussion questions and answers are provided in the *Video Instructor's Manual*.

PHOTO ESSAYS. Another innovative feature of the book is the use of photographs accompanied by detailed captions that describe management events and how they relate to chapter material. The photo essays cover a rich assortment of organizations and management events. Many of the photos are beautiful to look at, and all of them convey the vividness, immediacy, and concreteness of management events.

CHAPTER OUTLINE AND OBJECTIVES. Each chapter begins with a clear statement of learning objectives and an outline of its contents. These devices provide an overview of what is to come and can also be used by students to see whether they understand and have retained important points.

MANAGEMENT PROBLEM/SOLUTION. The text portion of each chapter begins with a real-life problem faced by organization managers. The problem pertains to the topic of the chapter and will heighten students' interest in chapter concepts. The problem is resolved at the end of the chapter, where chapter concepts guiding the management's actions are highlighted.

CONTEMPORARY EXAMPLES. Every chapter of the text contains a large number of written examples of management incidents. These are placed at strategic points in the chapter and are designed to demonstrate the application of concepts to specific companies. The examples include well-known companies such as IBM, Hewlett-Packard, Toyota, Motorola, Procter & Gamble, General Motors, Coca-Cola, and Marriott, as well as less well-known companies and not-for-profit organizations such as Huffy Corporation, New York City Transit Authority, Columbia Gas Systems, Crane Plastics, Parsons Pine Products, Troxel Manufacturing, North American Tool & Die, and Whisler Manufacturing. They put students in immediate touch with the real world of organizations so that they can appreciate the value of management concepts.

WINNING MOVES. This new boxed feature explores how companies, when faced with new challenges, use innovative ideas to compete in both the domestic and global marketplace.

MANAGER'S SHOPTALK. These boxed items contain issues of special interest to management students. They may describe a contemporary topic or problem that is relevant to chapter content or may contain a diagnostic questionnaire or a special example of how managers handle a problem. These boxes will heighten student interest in the subject matter and provide an auxiliary view of management issues not typically available in textbooks.

FOCUS BOXES. These boxed items pertain to ethics, global competition, and entrepreneurship. Their purpose is to help students integrate these topics with other concepts in the book. Too often such topics are presented in separate, discrete chapters that have no connection with other materials. Yet concepts in almost every chapter have implications for ethics, global competition, and entrepreneurship. The focus boxes are referenced in the chapter to help students

understand the relevance of the chapter material for these important management topics.

GLOSSARIES. Learning the management vocabulary is essential to understanding contemporary management. This is facilitated in three ways. First, key concepts are boldfaced and completely defined where they first appear in the text. Second, brief definitions are set out in the margin for easy review and follow-up. Third, a glossary summarizing all key terms and definitions appears at the end of the book for handy reference.

ARTWORK. Many aspects of management are research based, and some concepts tend to be abstract and theoretical. To enhance students' awareness and understanding of these concepts, many exhibits have been included throughout the book. These exhibits consolidate key points, indicate relationships among variables, and visually illustrate concepts. They also make effective use of color to enhance their imagery and appeal.

MANAGEMENT IN PRACTICE EXERCISES. New to the second edition are end-of-chapter exercises called either *Management in Practice: Experiential Exercise* or *Management in Practice: Ethical Dilemma*. These exercises provide a self-test for students and an opportunity to experience management issues in a personal way. Many exercises also provide an opportunity for students to work in teams.

CHAPTER SUMMARY AND DISCUSSION QUESTIONS. Each chapter closes with a summary of key points to be retained. The discussion questions are a complementary learning tool that will enable students to check their understanding of key issues, to think beyond basic concepts, and to determine areas that require further study. The summary and discussion questions help students discriminate between main and supporting points and provide mechanisms for self-teaching.

CASES FOR ANALYSIS. Each chapter ends with two brief but substantive cases for student analysis and class discussion. Approximately half the cases are about companies whose names students will recognize. The others are based on real management events but disguise the identities of the companies and managers. These cases provide an opportunity for students to apply concepts to real events and to sharpen their diagnostic skills for management problem solving.

SUPPLEMENTARY MATERIALS

Dryden has spared no expense to make *Management* the premier text in the market today. Many instructors face large classes with limited resources, and supplementary materials provide a way to expand and improve the students' learning experience. The learning package provided with *Management* was specifically designed to meet the needs of instructors facing a variety of teaching conditions.

TEST BANK. The most important part of the teaching package is the *Test Bank*. The *Test Bank* was given special attention during the preparation of the second edition because instructors desire test questions that accurately and fairly assess student competence in subject material. Prepared by Judith Bulin, Monroe Community College, and Allen K. Gulezian, Central Washington University, the *Test Bank* provides 2,500 multiple-choice, true/false, matching, and essay test items. New multiple-choice questions based on self-contained mini-cases are a great time-saving substitute for essay questions, combining the comprehensive testing of concepts and applications with the ease of an objective test.

The test items have been reviewed and class tested by four professors to ensure the highest quality. Each question is keyed to chapter learning objectives, has been rated for level of difficulty, and is designated either as factual or application so that instructors can provide a balanced set of questions for student exams.

COMPUTERIZED TEST BANK. A *Computerized Test Bank* with versions for IBM, Apple, and Macintosh computers is available free to adopters. The *Computerized Test Bank* allows instructors to select and edit test items from the printed *Test Bank* as well as add an unlimited number of their own questions. Up to 99 versions of each test can be custom printed.

INSTRUCTOR'S MANUAL. A completely re-organized *Instructor's Manual* has been prepared to provide fundamental support to new professors teaching the course and innovative new materials for experienced professors. The manual features detailed *Lecture Outlines* that include additional information and examples not found in the text. *International Perspectives* provide additional international examples and material for each chapter with suggestions on where to integrate the information. *Class Starter* suggestions are included for each chapter, as well as a *Lecture Example File* that includes three to five additional management examples to integrate into class lectures.

The manual also contains annotated learning objectives, changes to the second edition, answers to chapter discussion questions, teaching notes for the end-of-chapter experiential exercises, ethical incidents, and cases. Answers for the end-of-part video cases are also provided.

The *Instructor's Manual* was prepared by a talented group of authors: Cliff Barbee of Houston Baptist University, Stephen Hiatt of Catawba College, Andrea Licari of St. John's University (New York), and Mel Schnake of Valdosta State College.

COMPUTERIZED INSTRUCTOR'S MANUAL. A disk will be available to instructors that contains most elements of the *Instructor's Manual*. Teachers can electronically cut and paste together the parts of the manual they desire for customized lecture outlines.

VIDEO INSTRUCTOR'S MANUAL. This manual contains video cases and teaching notes for each chapter and part of the text. It lists the title, running time, teaching objectives, and a detailed outline for each video case. It also provides page references for chapter concepts to be observed in the videos, video warm-ups, answers to case questions, video recap discussion questions,

and coordinated experiential exercises for the videos. A multiple-choice test is also available for each video. The manual was developed by William Schulte of George Mason University.

STUDY GUIDE. This guide is invaluable for helping students master management concepts. Prepared by Stephen Hiatt, Catawba College, the *Study Guide* provides a summary and completion exercise for each chapter, a chapter review with multiple-choice, true/false, and short answer questions, and a mini-case with multiple-choice questions. Each chapter also contains management applications and an experiential exercise that can be assigned as homework or used in class. The *Career Management Guide*, written by Jeffrey H. Greenhaus of Drexel University, challenges students to manage their careers with self-assessment and career planning exercises.

COMPUTERIZED STUDY GUIDE. The easy-to-use software builds student competency using original questions not found in the *Test Bank* or printed *Study Guide*. The program is available for IBM computers.

TRANSPARENCY MASTERS AND ACETATES. More than 150 transparency masters from text art and 100 all-new color acetates are available to adopters. Masters and acetates are accompanied by detailed teaching notes that include summaries of key concepts and discussion questions for in-class use. The transparencies and teaching notes were developed by Calvin Kellogg of the University of Mississippi and Dale Konicek of Houston Community College.

COMPUTER SIMULATION. This management simulation, written by Eugene Calvasina of Auburn University-Montgomery, places students in the manager's role and requires them to make decisions about key areas of the business. This is an interactive simulation designed to offer students the opportunity to learn how decisions affect an organization.

SUPPLEMENTAL MODULES. Supplemental written modules in the areas of organizational behavior, operations management, and management applications are available. These are designed to supplement text coverage and to address the needs of schools whose management principles courses emphasize any of these areas.

EXPERIENTIAL EXERCISES AND TEACHING NOTES. This booklet, developed by Mel Schnake, contains additional experiential exercises with complete teaching notes.

ANNUAL ANCILLARY UPDATE. This unique volume provides updates of chapter material, figures, and new examples to keep classroom lectures up-to-date. New test items, transparencies, and video teaching materials are also included.

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Richard L. Daft
Nashville, Tennessee
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Professor Daft has authored or co-authored six books including *Organization Theory and Design* (West Publishing, 1989) and *What to Study: Generating and Developing Research Questions* (Sage, 1982). He has also authored dozens of scholarly articles, papers, and chapters. His work has been published in *Administrative Science Quarterly*, *Academy of Management Journal*, *Academy of Management Review*, *Strategic Management Journal*, *Journal of Management*, *Accounting Organizations and Society*, *Management Science*, *MIS Quarterly*, *California Management Review*, and *Organizational Behavior Teaching Review*. Professor Daft has been awarded several government research grants to pursue studies of organization design, organizational innovation and change, strategy implementation, and organizational information processing.

Dr. Daft also is an active teacher and consultant. He has taught management, organizational change, organizational behavior, organizational theory, and strategic management. He has been actively involved in management development and consulting for many companies and government organizations including the American Banking Association, Bell Canada, NL Baroid, Tenneco, and the United States Air Force.

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CORPORATION
ALCAN ALUMINUM LTD.
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