



# MANAGEMENT

Stephen P. Robbins

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*To  
Fast Tracks,  
Quick Starts,  
and Favorable Tail Winds*



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# PREFACE

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The second edition of *Management: Concepts and Applications* is the culmination of what I've learned works and doesn't work from teaching introductory management to more than 8,000 students on both U.S. coasts, in the midwest, and in Canada. It includes the most current concepts and practices in management, presented in a style that emphasizes clear explanations and practical relevance.

## The "So What" Test

We've all read a lot of textbooks over the years. I don't know about you, but too often I've found myself reading about some concept and asking: "So what? Why was this included in the book?" My response has been to put every concept in the first edition of this book and in this revision up against the "So What?" test. Before I committed something to paper, I asked myself why someone would need to know this fact or that. If the relevance wasn't overtly clear, I deemed it my job to make it so. The result? A clearly focused, relevant text.

## Organization of Topics

This book is organized into seven sections. It follows the popular process approach, with sections on planning, organizing, leading, and controlling. Let me briefly overview the topics in the text.

**PART I: INTRODUCTION** Chapter 1 introduces the reader to *what management is* and *what managers do*. It also explains the value to students of studying management, whether or not they plan on a career in management. Chapter 2 describes the *evolution of management thought*. It helps the reader to understand how management concepts got to where they are today. The central theme of this chapter is that the first half of this century was a period characterized by diverse approaches, while the last thirty-five years or so has been a period of integration. As the discipline has matured, we find a growing movement toward a synthesis.

## PART II: DEFINING THE MANAGER'S TERRAIN

This section is unique to management textbooks. It defines the parameters of the manager's job. Chapter 3 demonstrates that there are constraints on managers from both inside and outside the organization. While it is tempting to describe managers as omnipotent, it is unrealistic to do so. *Organizational culture* and the organization's *environment* constrain managerial discretion. Yet, in spite of these constraints, there is still considerable room within which managers can maneuver. It is their degree of success within this area of discretion that differentiates successful managers from mediocre ones.

Managers utilize their discretion through the *decision-making* process. Most management textbooks fail to emphasize that decision making is the essence of a manager's job. Instead, they present the topic as part of planning. This is both confusing and misleading. As I demonstrate in Chapter 4, decision making permeates planning, organizing, leading, and controlling.

**PART III: PLANNING** Chapter 5 presents the *foundations of planning*. Key terms and concepts are introduced. This chapter also includes a thorough discussion of objective setting and management by objectives. Chapter 6 treats the increasingly important topic of *strategic planning*. It reviews the strategic-planning process and discusses entrepreneurship as a special case of strategic planning. Lower-level and middle managers do far more *operational planning* than the strategic kind. Therefore, Chapter 7 reviews some of the more important operational planning techniques that managers need to know, including time-management concepts.

**PART IV: ORGANIZING** The organizing function encompasses establishing the overall organization structure, defining the formal interaction patterns that employees should follow, and designing jobs that will stimulate high productivity and employee satisfaction. Chapter 8 defines the *foundations of*

*organizing*. It clarifies what we mean by the term *organization structure*, reviews the classical principles of organization design, and introduces the contemporary findings relative to the contingency approach to organization. Chapter 9 translates the more theoretical concepts of Chapter 8 into specific *organization and job design* options. Chapter 10 emphasizes that while *authority* is the cement that holds the organization together, *power* is an important, and often underemphasized, source of influence within the organization.

**PART V: LEADING** Managers often say that the most troublesome parts of their job are due to *people problems*. Chapter 11 presents a brief overview of *individual and group behavior* in order to help readers better understand why people act as they do at work. For curriculums that do not require a course in organizational behavior, this chapter introduces concepts such as attitudes, personality, perception, learning, roles, norms, and techniques for managing work groups. (This chapter can be omitted when students take a course in organizational behavior in addition to management.)

The subjects of *motivation and leadership* are presented in Chapters 12 and 13, respectively. Chapter 14 reviews interpersonal and organizational *communications*. Barriers to effective communication are discussed as well as managerial techniques for overcoming the barriers. The section on leading concludes with Chapter 15 which describes how to manage change and conflict.

**PART VI: CONTROLLING** Chapters 16 and 17 discuss the subject of control. The first presents the *foundations of control*. What is control? Why is it important? Where is it focused? How is a control system designed? The second describes the control of *information*, including management information systems. Particular attention is given to demonstrating how the personal computer is reshaping the manager's job.

**PART VII: INTEGRATIVE ISSUES IN MANAGEMENT** Managers recruit and select personnel, carry out *performance appraisals*, and help guide their employees' career development. These are issues subsumed under *human resource management* (Chapter 18). Managers are also concerned with designing and

implementing operating systems that will enhance an organization's productivity. This is the essence of *operations management* (Chapter 19). Both human resources and operations management encompass planning, organizing, and controlling activities. Furthermore, both have a pervasive influence on the management process. For those reasons, we treat these topics as integrative issues in management.

Managers in organizations are not islands separated from the rest of the world. They need to understand their responsibility to society and define a set of ethical standards that can guide their actions. Chapter 20 discusses *social responsibility* and *managerial ethics*. Chapter 21, on *international management*, demonstrates that the national boundaries that have historically defined organizations have become blurred by multinational corporations. Management practices that are highly effective in Austin, Texas might be completely inappropriate in Amsterdam, Holland. This last chapter presents a framework for understanding a country's culture and suggests how managers should modify their style to accommodate cultural differences.

### New to This Edition

The entire research base for this book has been revised and updated since the previous edition. This activity brought to light a number of topics that needed to be added or significantly expanded. The following list presents a few of the topics that are new to this edition:

- The value the marketplace puts on managers (Chapter 1)
- The rise of the professional manager (Chapter 2)
- The omnipotent vs. symbolic roles of management (Chapter 3)
- Porter's competitive strategy framework (Chapter 6)
- Entrepreneurship (Chapter 6)
- Time management (Chapter 7)
- Network structures (Chapter 9)
- Stages of group development (Chapter 11)
- Motivating low-pay service workers (Chapter 12)

- Motivating employees in shrinking organizations (Chapter 12)
- Predicting leadership success (Chapter 13)
- Stimulating creativity and innovation (Chapter 15)
- Management information systems (Chapter 17)
- Labor-management relations (Chapter 18)
- Sexual harassment (Chapter 18)
- Comparable worth (Chapter 18)
- Productivity improvement (Chapter 19)
- Deindustrialization (Chapter 19)
- Flexible manufacturing systems (Chapter 19)
- Social responsibility and managerial ethics (Chapter 20)

### Important Features

Four features make this book a viable learning tool for students.

**WRITING STYLE** The best content means little if it is not understood. I hope you'll agree with the majority of instructors and students who used the previous edition that my writing style is *clear, concise, logical, and conversational*.

**BALANCED AND LIVELY COVERAGE** Introductory texts tend to fall into one of three camps. They offer solid, deep discussions of a limited number of topics, shallow discussions of a wide range of topics, or comprehensive and substantive coverage that bores the reader to death. I believe that this book has successfully balanced the objectives of *breadth* and *depth*, while keeping the discussions *interesting* and *lively*.

The eight critical areas usually presented in an introductory management course are covered: the environment (including social responsibility), history, decision making, planning, organizing, leading, controlling, and international management. Further, important topics often omitted in introductory texts are included—topics such as organizational culture, time management, entrepreneurship, organization design options, power in organizations, and the basic foundations of individual behavior. But breadth of coverage has not been achieved by means of cursory “laundry lists.” Great care has been taken to explain every concept so that it can

be readily grasped. Ideas are developed, explained, and linked. The result is a text that teaches rather than merely outlines.

**A PRAGMATIC PERSPECTIVE** Today's students are increasingly seeking a pragmatic perspective on subjects. They want realism, relevance, and useful knowledge. I've given this book a strong pragmatic perspective by means of a number of devices. First, unlike many writers of introductory texts, I don't assume readers expect to hold only one of three management positions in an organization: chief executive officer, president, or executive vice president. Instead, I address every student's practical *early career needs*. I've done this by specifically including issues that are important to lower-level managers. For instance, the chapter on operational planning is purposely designed to offset strategic planning's top-management focus. By combining the discussion of job design with organization design, I remind students that while organization design is often the province of senior executives, *every* manager is involved with job design decisions.

Second, this book makes students overtly aware that managers operate under *constraints*. My experience has been that most students consider managers to be omnipotent. They appreciate the discussion in Chapter 3 that points out the limitations of this perspective.

Third, students will find an extensive use of real-world examples in the text. As I'm reminded every time I run into a former student and they retell a story that I told some years ago, examples are what people remember. They not only clarify concepts but they also make them more relevant.

Fourth, this edition uses three theme boxes to help the reader focus on management's practical value. *Managers Who Made a Difference* boxes discuss managers whose actions have had a significant impact on their organization's performance. *Good Theory Makes Good Practice* boxes explicitly link the theory and practice. And the *In Practice* boxes assess the degree to which certain concepts are actually used in practice.

The fifth device for making the material more practical is the inclusion of *self-assessment exercises* at the end of every chapter. They provide the reader with feedback on his or her decision skills, power orientation, leadership style, and the like. A scoring key for each is included at the back of the book.

The final feature that makes this book practical is *cases*. Two cases are located at the end of each chapter, and an integrative case concludes each section. Each case ends with a set of questions to guide discussion and analysis.

**A GENERIC APPROACH** Management concepts apply to both profit and not-for-profit organizations. As such, this book takes a generic approach. Students will see how management concepts are as applicable to governmental, educational, medical, charitable, and athletic organizations, as to small and large business enterprises.

### Toward More Effective Learning

A good textbook should teach as well as present ideas. Toward that end, I've tried to make this book an effective learning tool. Let me specifically point out some pedagogical features designed to help readers better assimilate the material presented.

**CHAPTER OBJECTIVES** Before you start a trip, it's valuable to know where you're headed. That way, you can minimize detours. The same holds true in the reading of a text. To make your learning more efficient, each chapter of this book opens with a list of learning objectives that describes what you should be able to do after reading the chapter. These objectives are designed to focus your attention on the major topics within each chapter.

**CHAPTER SUMMARIES** Just as objectives clarify where one's going, chapter summaries remind you where you've been. Each chapter of this book concludes with a concise summary organized around the opening learning objectives.

**KEY TERMS** Every chapter includes a number of key terms that you'll need to know. These terms are highlighted in bold print when they first appear and are defined, at that time, in the adjoining margin. These same terms are also grouped together at the end of the book in the Glossary.

**REVIEW QUESTIONS** Every chapter in this book ends with a set of ten review questions. If you've read and understood the contents of a chapter, you should be able to answer these questions. They are drawn directly from the material in the chapter.

**DISCUSSION QUESTIONS** In addition to the review questions, each chapter also has five discussion questions that go beyond the content of the chapter. They require you to integrate, synthesize, or apply management concepts. The discussion questions allow you to demonstrate that not only do you know the facts in the chapter, but that you can use those facts to deal with more complex issues.

### Supplements

There are more than a dozen separate supplements available to support this book. Here's a brief description of each.

**INSTRUCTOR'S RESOURCE MANUAL** by David DeCenzo, Towson State University. For each text chapter, the *Instructor's Resource Manual* provides a chapter overview, list of learning objectives, a brief chapter outline, a list of key terms, an annotated lecture outline, lecture extras (teaching tips, activities, anecdotes), a chapter summary, answers to text questions, suggested answers to end-of-chapter case applications, suggestions for setting up and debriefing the in-text self-assessment exercise, instructor's material for the study guide experiential exercises and a key to the color transparencies appropriate for use with that chapter. *As a special feature of the Instructor's Resource Manual, we've left ample space within the annotated chapter outline for the professor to make his/her own notes.*

**STUDENT RESOURCE MANUAL** by Nikki Paahana, DeVry-Columbus. This manual for the students is a combination of a study guide and an experiential workbook. Each chapter has a brief chapter overview, annotated learning objectives with review of key terms, a pre-test and a post-test, and three experiential exercises. A few examples of the experiential exercises are: identifying from interoffice memos which of Mintzberg's roles a manager is performing; asking the students how they would deal with problems presented in the memo; and identifying from observation specific examples of each of the basic functions of management.

We have designed this Student Manual to bring reality, relevance, and practice into the classroom.

**TRANSPARENCY MASTERS** by Dave DeCenzo, Towson State University. Approximately 100 trans-



parency masters are available with the text. On the back of each transparency master, we've jotted a few notes about the significance of the illustration and again left a space for instructors to make their own notes.

**PRENTICE HALL COLOR TRANSPARENCIES FOR PRINCIPLES OF MANAGEMENT** by Eugene Hunt, Virginia Commonwealth University. This set of 4-color acetates gives the instructor 150 illustrations to supplement classroom discussion of the text. As most of the transparency masters are from the text and most of the color transparencies are from sources other than the text, they complement each other nicely. The *Instructor's Resource Manual* and *The Supplements Guide* (described later) key the color transparencies into chapter and lecture outlines.

**PROFILES OF CORPORATIONS AND MANAGERS** by Adrienne Kols. Includes profiles of seven companies—Citicorp, Emery Air Freight, Exxon, Federated Department Stores, Honda, Kodak, and 3M—and three managers, Joel Hyatt of Hyatt Legal Services, Carl Sardegna of Blue Cross-Blue Shield of Maryland, and John Sculley of Apple Computers. Each profile begins with an introduction that ties the profile into specific concepts or examples discussed in the text.

**TEST ITEM FILE** by Daniel Schrantz, Jamestown Community College. The *Test Item File* contains over 2,000 objective, discussion, and essay questions, most of which are multiple-choice questions. The questions are organized by learning objectives and each question is keyed as to whether it is factual or applied. We offer our telephone test preparation service with this text and it is also available in a microcomputer version.

**READINGS IN MANAGEMENT** by Philip DuBose, James Madison University. A conscientious effort was made to include articles that are applications-oriented, interesting, readable, and integrative. Overall, the selections blend classical works with very recent writings. A grid at the beginning of the reader shows which readings can be used with which chapters.

**SUPPLEMENTARY LECTURES** This manual provides the instructor with lecture modules on special topics in management. Examples of some of the topics

covered are: Women in Management, Public Sector Management, and Entrepreneurship.

**VIDEOS** Adopters of this text can choose from over 40 videos from the Enterprise Series and 5 from the In Search of Excellence Series.

**TWIN APPLICATIONS IN MANAGEMENT** by Dennis Pitta, University of Baltimore. A diskette of exercises to be used with *Twin* (a Lotus clone) gives students hands-on management practice. The spreadsheets have been tied directly to the concepts and examples used in the text and all the instructions the students need to use the disk are on the disk itself. A separate instructor's manual for this software package provides answers to questions on the disk and background information on the exercises for those instructors who want to go into more depth.

**MODERN BUSINESS DECISIONS** by Richard V. Cotter, University of Nevada at Reno and David Fritzsche, University of Portland. This management simulation has the students form teams representing companies and make decisions that will affect the company's future. For the student, there is a student manual and a decision task; for the instructor, a teaching manual and a program disk.

**MICROMANAGING: TRANSFORMING BUSINESS LEADERS WITH PERSONAL COMPUTERS** by George Geis, U.C.L.A. and Robert Kuhn, N.Y.U. Another software supplement, this book and disk discuss and give hands-on examples of how managers can use microcomputers. Available in three versions—book only, disk only, and book/disk. Adopters of Robbins, *Management*, 2nd edition, will be given a site license to make copies of the disk for the students in their management course and one free copy of the book to be kept in the lab.

**GRADE BOOK SOFTWARE** This is a microcomputer program for the instructor. It does such things as keep track of students' grades, rate them, and average them.

**THE SUPPLEMENTS GUIDE** by Jack Hill, University of Nebraska at Omaha. This is a guide to all the supplements in the *Management*, 2nd edition, package. Part I provides the table of contents and/or preface of each item in the package. Where com-

puterized versions of a supplement—such as the test item file or study guide—are available, it describes those elements as well. Part II of *The Supplements Guide* provides a chapter outline for each text chapter with each element of each supplement keyed in to the chapter outlines. This way, the instructor has a quick and complete reference for all the supplemental items that are available for the lecture on a given chapter.

Finally, the INSTRUCTOR'S RESOURCE PACKAGE is a handy box to keep all these supplements together.

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STEPHEN P. ROBBINS



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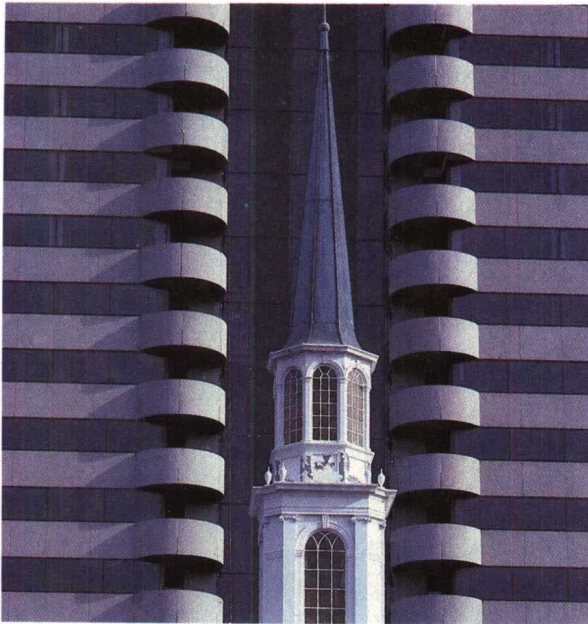
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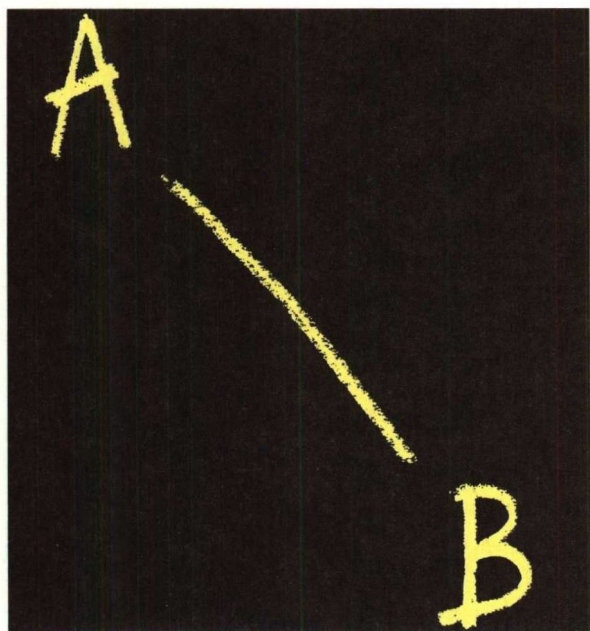
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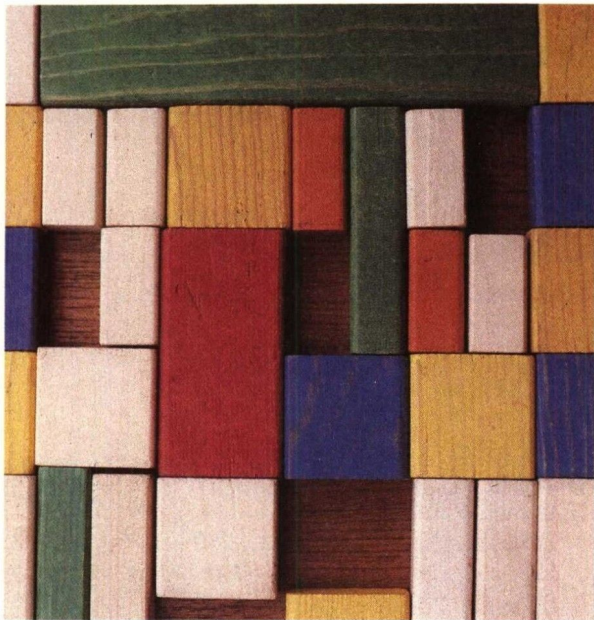
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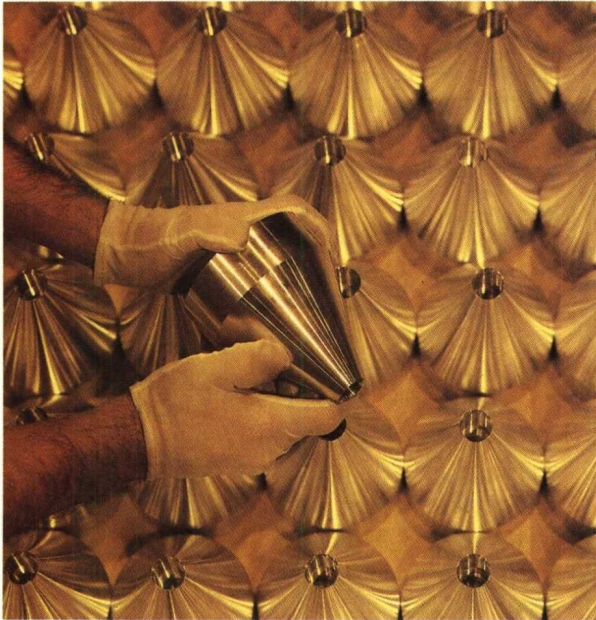
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