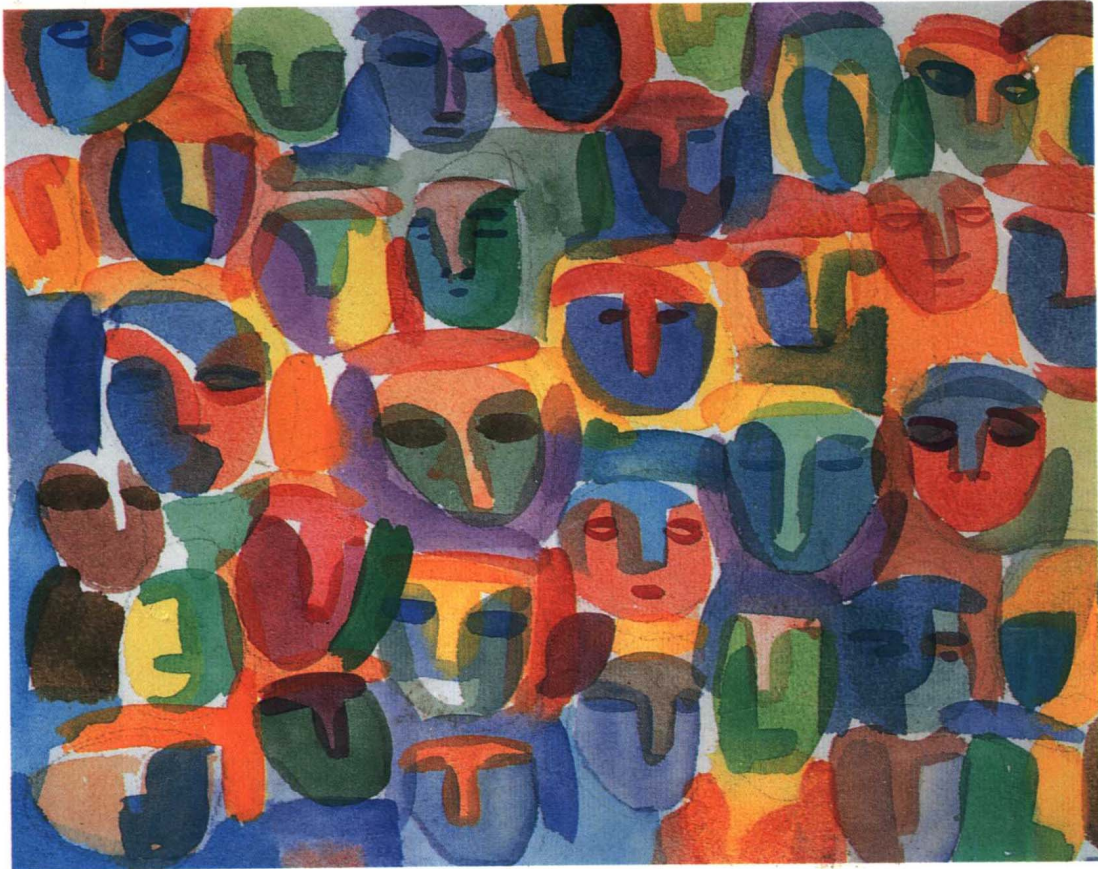


# MANAGEMENT

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*Fourth Edition*



S T E P H E N P . R O B B I N S



# MANAGEMENT

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F O U R T H E D I T I O N

Stephen P. Robbins

San Diego State University



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To  
Fast Tracks,  
Quick Starts,  
Favorable Tail Winds,  
And a Plentiful Supply of Ben-Gay

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## ABOUT THE AUTHOR

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STEPHEN P. ROBBINS received his Ph.D. from the University of Arizona. He previously worked for the Shell Oil Company and Reynolds Metals Company. Since completing his graduate studies, Dr. Robbins has taught at the University of Nebraska at Omaha, Concordia University in Montreal, the University of Baltimore, Southern Illinois University at Edwardsville, and San Diego State University.

Dr. Robbins' research interests have focused on conflict, power, and politics in organizations, as well as the development of effective interpersonal skills. His articles on these and other topics have appeared in such journals as *Business Horizons*, the *California Management Review*, *Business and Economic Perspectives*, *International Management*, *Management Review*, *Canadian Personnel and Industrial Relations Journal*, and *The Journal of Management Education*. In recent years, Dr. Robbins has been spending most of his time writing textbooks. His books are currently used in more than 800 U.S. colleges and universities.

In Dr. Robbins' "other life," he participates actively in masters' track and field competition. In 1993, he broke or tied world indoor records at 55, 60, and 200 meters; and outdoor records at 100 and 200 meters. He is currently the age 50-54 reigning U.S. national sprint champion.

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# PREFACE

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A preface should provide answers to certain key questions. I have specifically identified five: (1) What assumptions have guided the development of this book? (2) What important features are continued from the previous edition? (3) What's new in this revision? (4) How does the book facilitate learning for the reader? (5) Who else, besides the person whose name is on the front cover, helped to create this book? Let me try now to answer each of these questions.

## Assumptions

Every author who sits down to write a book has a set of assumptions—either explicit or implied—that guide what is included and what is excluded. I want to state mine upfront.

*Management is an exciting field.* The subject matter encompassed in an introductory management text is inherently exciting. We're talking about the real world. We're talking about why upstart Southwest Airlines is beating the pants off established carriers like American and United in dozens of markets; how Microsoft, a company that 15 years ago had annual sales of less than \$10 million, can grow into an enterprise so valuable that it has made its co-founder and CEO the richest man in America; how to cut waste and control costs in hospitals; and techniques that can make your state motor vehicle department more efficient and responsive to clients.

*A good management text should capture this excitement.* Nowhere is it written that a textbook *has* to be dry and boring! If its subject matter is exciting, the text should reflect that fact. It should include lots of examples and photographs to make concepts come alive, capture the excitement of the field, and convey this excitement to the reader.

*Management should not be studied solely from the perspective of "top management" or "billion-dollar corporations."* The subject matter in management encompasses everyone from the lowest supervisor to the chief executive officer. The content should give as much attention to the challenges and opportunities in supervising fifteen clerical workers as those in directing a cadre of MBA-educated executive vice presidents. Similarly, not everyone wants to work for a *Fortune* 500 company. Readers who are interested in working in small businesses or not-for-profit organizations should find the descriptions of management concepts applicable to their needs.

*Content should emphasize relevance.* Before an author commits something to paper and includes it in his or her text, it should meet the "So what?" test. Why would someone need to know this fact or that? If the relevance isn't overtly clear, either the item should be omitted or its relevance should be directly explained.

*Content should be timely.* We live in dynamic times. Changes are taking place at an unprecedented pace. A textbook in a dynamic field like management must reflect this fact by including the latest concepts and practices.

## Retained from the Previous Edition

The third edition contained a number of topics and features that adopters considered unique or particularly popular with students. Those have obviously been retained.

*Organization of Part II.* This section is unique among 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. These are the organization's culture and external environment. Within these constraints, managers utilize their discretion through the decision making process. Chapter 6 demonstrates that decision making permeates all the major functions that managers perform. In between, Chapter 4 describes the global economy and how it is reshaping the manager's job, and Chapter 5 demonstrates the need for managers to consider social responsibility and ethical concerns when making decisions.

*"Managing From a Global Perspective" boxes.* In addition to the discussion of globalization in Chapter 4, there are boxes throughout the text that reinforce the need to rethink management issues in a global context.

*"Ethical Dilemmas in Management" boxes.* To increase student awareness of the broad range of ethical issues managers face, each chapter poses an ethical dilemma for students to address. A number of these dilemmas are new to this edition.

*"Managers Who Made a Difference" boxes.* These boxes present managers whose actions have had a significant impact on their organization's performance. Almost all of the managers described in these boxes are new to this edition.

*Self-Assessment exercises.* When I first introduced self-assessment exercises in the second edition (1988), they were truly novel for a management text. Now most books have them. While the idea is no longer unique, you will find that I've improved the focus and relevance of these exercises with each subsequent edition.

*Relevant topics.* This fourth edition continues to include relevant topics that many management texts ignore. For instance, students consistently praise the presentation of time management skills in Chapter 9. And the subject of interpersonal skills (Chapter 18) is clearly important to managerial effectiveness but is still overlooked by a number of management authors.

*Writing style.* This revision continues my commitment to present management concepts in a lively and conversational style. I carefully blend theories and examples. My goal is to present material in an interesting and relevant manner without oversimplifying the discussion. Of course, because writing style is a subjective interpretation, only you can accurately judge whether I've successfully achieved my goal.

## New Content

The research base for this revision has been completely updated. New topics—such as work force diversity, electronic meetings, negotiation skills, and Kohlberg's stages of moral development—have been added to this edition. Current trends have been introduced into the history chapter so as to better integrate the past and future of management practice. And the material on individual and group behavior has been expanded from one chapter to two (Chapters 14 and 15) to meet the increased demand by faculty for more behavioral science material in the introductory management course. Additionally, there are several new features you'll find in this revision:

*Total quality management.* Discussion of TQM concepts and techniques is integrated throughout the text. For instance, in Chapter 8, TQM is presented as a strategic weapon. In Chapter 9, TQM's benchmarking techniques are described.

*The changing face of management practice.* Today's successful organizations are lean, flexible, and fast on their feet. They're empowering their employees, designing jobs around teams, and learning to embrace change. In boxes throughout the book,



we'll describe the dynamic changes confronting today's managers and how they're responding.

*For your immediate action.* Each chapter in this book ends with a "For Your Immediate Action" memo. These exercises are a response to instructors' criticisms that many students have difficulty expressing themselves concisely in written form. FYIA provides an opportunity for instructors to assign short, problem-focused writing assignments that apply concepts from a chapter and for students to evaluate a problem and write up a concise analysis. These exercises are designed to complement the increasing popularity of writing-across-the-curriculum programs in colleges and universities.

*Video cases.* New to this edition are video cases at the end of each chapter. These are based on specific videos from the ABC News/Prentice Hall Video Library. This includes programming from ABC's World News Tonight, Nightline, Business World, On Business, 20/20, and This Week With David Brinkley. Videos to accompany each of the 21 cases are available to show in class either to start or extend class discussion of the cases.

## **In-Text Learning Aids**

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 that are 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 reading a text. To make your learning more efficient, each chapter of this book opens with a list of learning objectives that describe what you should be able to do after reading the chapter. These objectives are designed to focus your attention on the major issues within each chapter.

*Chapter summaries.* Just as objectives clarify where one is 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 eight to ten review questions. If you have 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 four or 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 you not only know the facts in the chapter but also can use those facts to deal with more complex issues.



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In addition, I want to thank my colleague at San Diego State, Mark Butler, for his work on the Annotated Instructor's Edition of the text. His margin notes in the AIE provide instructors with a wealth of examples and teaching ideas to supplement lectures.

Of course a book is not a book without a publisher. Mine is Prentice Hall. With apologies ahead of time to anyone whom I may have overlooked, I want to thank the people at P-H who helped me create this revision and its supplement package (in alphabetical order): Natalie Anderson, Valerie Ashton, Kenny Beck, Lisamarie Brassini, David Cohen, Lori Cowen, Eileen Deguzman, Will Ethridge, Patrice Fraccio, Lisa Kinne, Frank Lyman, Lori Morris-Nantz, Rosemarie Paccione, Joanne Palmer, Diane Peirano, Trudy Piscioti, Belen Poltorak, Alison Reeves, Sandra Steiner, Teri Stratford, and Pat Wosczyk.



Stephen P. Robbins

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# BRIEF CONTENTS

---

## **PART ONE** **INTRODUCTION**

1. Managers and Management 1
2. The Evolution of Management 27

## **PART TWO** **DEFINING THE MANAGER'S TERRAIN**

3. Organizational Culture and Environment:  
The Constraints 67
4. International Management: Responding to a Global  
Environment 93
5. Social Responsibility and Managerial Ethics 117
6. Decision Making: The Essence of the Manager's  
Job 149

## **PART THREE** **PLANNING**

7. Foundations of Planning 185
8. Strategic Management and Entrepreneurship 209
9. Planning Tools and Techniques 241

## **PART FOUR** **ORGANIZING**

10. Foundations of Organizing 279
11. Organization and Job Design Options 307
12. Human Resource Management 339
13. Managing Change and Innovation 379

## **PART FIVE** **LEADING**

14. Foundations of Behavior 413
15. Understanding Groups and Teamwork 439
16. Motivating Employees 463
17. Leadership 493
18. Communication and Interpersonal Skills 525

## **PART SIX** **CONTROLLING**

19. Foundations of Control 569
20. Information Control Systems 595
21. Operations Management 625

Scoring Keys for Self-Assessment Exercises SK-1

Endnotes E-1

Glossary G-1

Acknowledgment of Illustrations AI-1

Name Index NI-1

Organization Index OI-1

Subject Index SI-1

---

# CONTENTS

---

## **PART ONE INTRODUCTION**

---



### **CHAPTER 1 Managers and Management 1**

---

Who are Managers?	3
What is Management and What Do Managers Do?	5
Defining Management	5
Management Functions	6
THE CHANGING FACE OF MANAGEMENT PRACTICE: Defense Contractors Finally Tackle Mismanagement and Waste	7
Management Roles	8
Are Effective Managers Also Successful Managers?	10
ETHICAL DILEMMAS IN MANAGEMENT: Is It Wrong to Tell a Lie?	11
Is the Manager's Job Universal?	12
The Value the Marketplace Puts on Managers	15
Why Study Management?	16
MANAGERS WHO MADE A DIFFERENCE: Roger Penske at Detroit Diesel Corp.	17
Summary	18
Review Questions	18
Discussion Questions	19
Self-Assessment Exercise: How Strong is Your Motivation to Manage in a Large Organization?	20

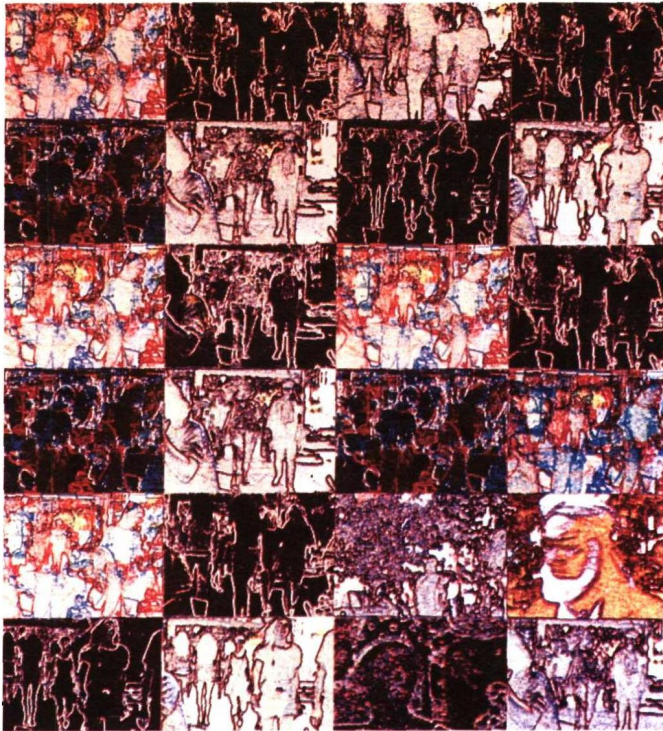
<i>For Your Immediate Action: Compu Speed Software</i>	21
CASE APPLICATION: Two Days in the Life of Jerre L. Stead	22
VIDEO CASE: Kay Graham of the Washington Post	25

### **CHAPTER 2 The Evolution of Management 27**

---

Historical Background	29
The Period of Diversity	32
Scientific Management	32
General Administrative Theorists	36
The Human Resources Approach	38
The Quantitative Approach	43
Recent Years: Toward Integration	45
The Process Approach	45
The Systems Approach	45
The Contingency Approach	47
Current Trends and Issues: The Changing Face of Management Practice	48
Work Force Diversity	49
MANAGERS WHO MADE A DIFFERENCE: James Houghton at Corning	50
Ethics	50
Stimulating Innovation and Change	51
Total Quality Management	51
Empowerment	53
The Bi-Modal Work Force	53
Summary	54
Review Questions	56
Discussion Questions	56
Self-Assessment Exercise: Are You the Quantitative Type?	56
<i>For Your Immediate Action: The Walt Disney Company</i>	58
CASE APPLICATION: Reinventing Pro Fasteners Inc.	59
VIDEO CASE: The U.S. Military as a Model in Race Relations	60
INTEGRATIVE EXERCISE FOR PART I: Managerial Roles	61
INTEGRATIVE CASE FOR PART I: A Day in the Life of Chuck Stoneman	63

## PART TWO DEFINING THE MANAGER'S TERRAIN



### CHAPTER 3 Organizational Culture and Environment: The Constraints 67

- The Manager: Omnipotent or Symbolic? 69
  - The Omnipotent View 69
  - The Symbolic View 70
  - Reality Suggests a Synthesis 70
- The Organization's Culture 71
  - What is Organizational Culture? 71
- ETHICAL DILEMMAS IN MANAGEMENT: Should Organizations Protect Whistleblowers? 72
- The Source of Culture 73
- Strong Versus Weak Cultures 74
- MANAGERS WHO MADE A DIFFERENCE: Mary Kay Ash of Mary Kay Cosmetics 75
  - Influence on Management Practice 75
- The Environment 76
  - Defining the Environment 77
- THE CHANGING FACE OF MANAGEMENT PRACTICE: Shaping Competitive Cultures 79
  - The Specific Environment 80
  - The General Environment 81
  - Influence on Management Practice 85

- Summary 86
- Review Questions 87
- Discussion Questions 87
- Self-Assessment Exercise: What Kind of Organizational Culture Fits You Best? 87
- For Your Immediate Action: William Stern and Co. 89
- CASE APPLICATION: International Business Machines 90
- VIDEO CASE: Adapting to ADA 91

### CHAPTER 4 International Management: Responding to a Global Environment 93

- Who Owns What? 95
- Attacking Parochialism 95
- The Changing Global Environment 97
  - From Multinationals to Transnationals 97
  - Regional Trading Alliances 98
- MANAGERS WHO MADE A DIFFERENCE: Akiya Imura of Matsushita Electric Corp. 99
- ETHICAL DILEMMAS IN MANAGEMENT: Do Maquiladoras Exploit Mexican Workers? 103
  - So Long Communism, Hello Capitalism! 104
- How Organizations Go International 105
- Managing in a Foreign Environment 106
  - The Legal-Political Environment 106
  - The Cultural Environment 107
- Summary 110
- Review Questions 111
- Discussion Questions 111
- Self-Assessment Exercise: The International Culture Quiz 112
- For Your Immediate Action: J. Pierre Nadeau's Club 2000 Warehouse Shopping 114
- CASE APPLICATION: Xerox of Mexico 115
- VIDEO CASE: Japanese-Owned Companies in America 115

### CHAPTER 5 Social Responsibility and Managerial Ethics 117

- What Is Social Responsibility? 119
  - Two Opposing Views 120
  - Arguments For and Against Social Responsibility 121
  - From Obligations to Responsiveness 123
- Social Responsibility and Economic Performance 124
- MANAGERS WHO MADE A DIFFERENCE: Faith Wohl at Du Pont Co. 125
- Is Social Responsibility Just Profit-Maximizing Behavior? 126
- A Guide Through the Maze 127



**Managerial Ethics 129**

Three Different Views on Ethics 129

Factors Affecting Managerial Ethics 130

MANAGING FROM A GLOBAL PERSPECTIVE: Ethics in an  
International Context 131

Toward Improving Ethical Behavior 135

**A Final Thought 140***Summary 140**Review Questions 141**Discussion Questions 142**Self-Assessment Exercise: What Are Your Personal Value  
Preferences? 142**For Your Immediate Action: CMT Research  
International 144***CASE APPLICATION: Two Ethical Dilemmas in Starting  
Your Own Business 145****VIDEO CASE: General Electric's Automatic Coffee  
Maker 147****CHAPTER 6****Decision Making: The Essence of the  
Manager's Job 149****The Decision-Making Process 151**

Step 1: Identifying a Problem 151

Step 2: Identifying Decision Criteria 152

Step 3: Allocating Weights to the Criteria 152

Step 4: Developing Alternatives 153

Step 5: Analyzing Alternatives 153

Step 6: Selecting an Alternative 155

Step 7: Implementing the Alternative 155

MANAGERS WHO MADE A DIFFERENCE: Geneva Overholser  
at the *Des Moines Register* 155

Step 8: Evaluating Decision Effectiveness 156

**The Pervasiveness of Decision Making 156****The Rational Decision Maker 157**

Assumptions of Rationality 157

ETHICAL DILEMMAS IN MANAGEMENT: Should Social  
Responsibility Play a Factor in the Decision to  
Relocate a Plant or Headquarters Office? 158

Limits to Rationality 159

Bounded Rationality 159

THE CHANGING FACE OF MANAGEMENT PRACTICE: The  
Growing Popularity of Intuitive Decision  
Making 162**Problems and Decisions: A Contingency Approach 163**

Types of Problems 163

Types of Decisions 163

Integration 165

**Analyzing Decisions Alternatives 166**

Certainty 166

Risk 166

Uncertainty 167

**Group Decision Making 168**

Advantages and Disadvantages 169

Effectiveness and Efficiency 170

MANAGING FROM A GLOBAL PERSPECTIVE: The Effect of  
National Culture on Decision-Making Styles 171Techniques for Improving Group Decision  
Making 171*Summary 173**Review Questions 174**Discussion Questions 174**Self-Assessment Exercise: What's Your Intuitive  
Ability? 175**For Your Immediate Action: Stephens Auto Parts 177***CASE APPLICATION: Adidas vs. Nike 178****VIDEO CASE: Explaining the Absence of Black College  
Football Coaches 179****INTEGRATIVE EXERCISE FOR PART II: Crime-Severity  
Decision 181****INTEGRATIVE CASE FOR PART II: General Electric 183****PART THREE  
PLANNING****CHAPTER 7  
Foundations of Planning 185****The Definition of Planning 187**

The Purpose of Planning 187

Planning and Performance 188

Myths About Planning 188

MANAGERS WHO MADE A DIFFERENCE: Christie Hefner at  
Playboy Enterprises 189

Types of Plans 189

Strategic Versus Operational Plans 190

Short-Term Versus Long-Term Plans	190
Specific Versus Directional Plans	190
<b>Contingency Factors in Planning</b>	<b>190</b>
Level in the Organization	191
Life Cycle of the Organization	191
Degree of Environmental Uncertainty	192
Length of Future Commitments	192
THE CHANGING FACE OF MANAGEMENT PRACTICE: In a Volatile World, Plans Must Be Flexible	193
<b>Objectives: The Foundation of Planning</b>	<b>194</b>
Multiplicity of Objectives	194
MANAGING FROM A GLOBAL PERSPECTIVE: Planning Under Extreme Uncertainty	195
Real Versus Stated Objectives	195
Traditional Objective Setting	197
Management By Objectives	198
ETHICAL DILEMMAS IN MANAGEMENT: Does MBO Require Manipulation?	201
<i>Summary</i>	202
<i>Review Questions</i>	202
<i>Discussion Questions</i>	203
<i>Self-Assessment Exercise: Are You a Good Planner?</i>	203
<i>For Your Immediate Action: Bank of Vancouver</i>	205
CASE APPLICATION: Schwinn Bicycle Co.	206
VIDEO CASE: Airlines and Planning in a Dynamic Environment	207

## **CHAPTER 8 Strategic Management and Entrepreneurship 209**

<b>The Increasing Importance of Strategic Planning</b>	<b>211</b>
Levels of Strategy	211
Corporate-Level Strategy	212
Business-Level Strategy	212
Functional-Level Strategy	213
<b>The Strategic Management Process</b>	<b>213</b>
Step 1: Identifying the Organization's Current Mission, Objectives, and Strategies	213
Step 2: Analyzing the Environment	214
Step 3: Identifying Opportunities and Threats	214
Step 4: Analyzing the Organization's Resources	215
Step 5: Identifying Strengths and Weaknesses	215
Step 6: Reassessing the Organization's Mission and Objectives	216
Step 7: Formulating Strategies	216
Step 8: Implementing Strategies	216
THE CHANGING FACE OF MANAGEMENT PRACTICE: When You Don't Want to Go It Alone: Strategic Alliances	217
ETHICAL DILEMMAS IN MANAGEMENT: Is "Going Bankrupt" an Unethical Strategy?	218
Step 9: Evaluating Results	219

<b>Corporate-Level Strategic Frameworks</b>	<b>219</b>
Grand Strategies	219
Corporate Portfolio Matrix	220
MANAGING FROM A GLOBAL PERSPECTIVE: The Limits to Strategic Management Frameworks	222
<b>Business-Level Strategic Frameworks</b>	<b>223</b>
Adaptive Strategies	223
Competitive Strategies	224
<b>TQM as a Strategic Weapon</b>	<b>227</b>
<b>Entrepreneurship: A Special Case of Strategic Planning</b>	<b>228</b>
What is Entrepreneurship?	229
Characteristics of Entrepreneurs	230
Impetus for Entrepreneurship	230
MANAGERS WHO MADE A DIFFERENCE: H. Wayne Huizenga at Blockbuster Entertainment Corp.	231
Comparing Entrepreneurs and Traditional Managers	231
Strategy and the Entrepreneur	232
<i>Summary</i>	233
<i>Review Questions</i>	234
<i>Discussion Questions</i>	234
<i>Self-Assessment Exercise: Are You an Entrepreneur?</i>	234
<i>For Your Immediate Action: The Princeton Review</i>	236
CASE APPLICATION: <i>THE NATIONAL</i> : WHAT WENT WRONG WITH THEIR STRATEGY?	237
VIDEO CASE: Disney's Long-Term Strategy	238

## **CHAPTER 9 Planning Tools and Techniques 241**

<b>Techniques for Assessing the Environment</b>	<b>243</b>
Environmental Scanning	243
Forecasting	245
MANAGING FROM A GLOBAL PERSPECTIVE: The Role of Global Scanning	245
Benchmarking for TQM	247
ETHICAL DILEMMAS IN MANAGEMENT: When Does Competitive Intelligence Become Espionage?	248
<b>Budgets</b>	<b>249</b>
Types of Budgets	250
THE CHANGING FACE OF MANAGEMENT PRACTICE: Loosening the Powerful Grip of Budgets	251
Approaches to Budgeting	252
<b>Operational Planning Tools</b>	<b>254</b>
Scheduling	254
Break-even Analysis	258
Linear Programming	259
Queuing Theory	260
Probability Theory	261
Marginal Analysis	261

Simulation	261
<b>Time Management: A Guide for Personal Planning</b>	<b>263</b>
MANAGERS WHO MADE A DIFFERENCE: Willa Martin at General Motors	264
Time as a Scarce Resource	264
Focusing on Discretionary Time	264
How Do You Use Your Time?	265
Five Steps to Better Time Management	266
Some Additional Points to Ponder	266
Summary	267
Review Questions	268
Discussion Questions	268
Self-Assessment Exercise: Do You Know Your Daily Productivity Cycle?	269
For Your Immediate Action: Read It Again, Sam! The Source for Pre-Read Books	272
CASE APPLICATION: Transport Systems	273
VIDEO CASE: MVP Athletic Shoes	274
<b>INTEGRATIVE EXERCISE FOR PART III: Goal Setting</b>	<b>276</b>
<b>INTEGRATIVE CASE FOR PART III: Southwest Airlines: The Low-Cost Operator</b>	<b>277</b>

## PART FOUR ORGANIZING



### CHAPTER 10 Foundations of Organizing 279

Defining Organization Structure and Design	281
Basic Organization Design Concepts	281
Division of Labor	282
Unity of Command	283
Authority and Responsibility	284
Span of Control	289

ETHICAL DILEMMAS IN MANAGEMENT: Should You Follow Orders With Which You Don't Agree?	290
Departmentalization	290
<b>A Contingency Approach to Organization Design</b>	<b>294</b>
Mechanistic and Organic Organizations	294
MANAGERS WHO MADE A DIFFERENCE: John A. Young at Hewlett-Packard	295
Strategy and Structure	295
Size and Structure	296
Technology and Structure	296
THE CHANGING FACE OF MANAGEMENT PRACTICE: Today's Successful Organizations are Increasingly Lean, Fast, and Flexible	297
MANAGING FROM A GLOBAL PERSPECTIVE: Organization Structures Reflect Cultural Values	300
Environment and Structure	301
Summary	301
Review Questions	302
Discussion Questions	302
Self-Assessment Exercise: How Power-Oriented Are You?	303
For Your Immediate Action: Ontario Electronics Ltd.	304
CASE APPLICATION: Barnes Hospital	305
VIDEO CASE: Kathleen Betts: Bureaucracy's Hero	306

### CHAPTER 11 Organization and Job Design Options 307

Mechanistic Job Options	309
The Functional Structure	309
The Divisional Structure	310
Organic Design Options	311
MANAGERS WHO MADE A DIFFERENCE: George Hatsopoulos at Thermo Electron Corp.	312
The Simple Structure	312
The Matrix Structure	313
The Network Structure	316
MANAGING FROM A GLOBAL PERSPECTIVE: The Structure of Multinationals	318
Organic Appendages	318
<b>A Buyer's Guide to Organization Design Options</b>	<b>319</b>
Job Design Options	320
Job Specialization	321
Job Rotation	321
Job Enlargement	323
Job Enrichment	323
Work Teams	324
The Jobs Characteristics Model	326
Scheduling Options	328
ETHICAL DILEMMAS IN MANAGEMENT: Are Organizations Exploiting Contingent Workers?	331



TQM and Structural Design	331
Summary	332
Review Questions	333
Discussion Questions	334
Self-Assessment Exercise: Is an Enriched Job for You?	334
For Your Immediate Action: Caparelli Shipping Co.	336
CASE APPLICATION: Magna International	337
VIDEO CASE: Telecommuting	338

## CHAPTER 12 Human Resource Management 339

Managers and Personnel Departments	341
The Human Resource Management Process	341
Important Environmental Considerations	342
Human Resource Planning	344
Current Assessment	344
Future Assessment	345
Developing a Future Program	346
Recruitment and Decruitment	346
Selection	348
Foundations of Selection	348
MANAGERS WHO MADE A DIFFERENCE: Julie Stasch at Stein & Company	349
Selection Devices	350
What Works Best and When	353
ETHICAL DILEMMAS IN MANAGEMENT: Is It Wrong to Write a "Creative" Resume?	354
Orientation	354
Employee Training	355
Skill Categories	356
Training Methods	357
Performance Appraisal	358
Performance Appraisal Methods	358
Providing Feedback in the Appraisal Review	360
Career Development	360
Career Stages	361
Keys to a Successful Management Career	363
Labor-Management Relations	365
MANAGING FROM A GLOBAL PERSPECTIVE: Selecting Managers for Global Assignments	367
Why Good Labor-Management Relations Are Important	367
The Collective Bargaining Process	367
Current Issues in Human Resource Management	369
Managing Work Force Diversity	369
Dual-Career Couples	369
Sexual Harassment	370
Summary	370
Review Questions	372
Discussion Questions	372

Self-Assessment Exercise: How Do You Define Life Success?	372
For Your Immediate Action: Western Massachusetts Power and Light	375
CASE APPLICATION: Von's Supermarkets	376
VIDEO CASE: Forced Retirement for Airline Pilots	377

## CHAPTER 13 Managing Change and Innovation 379

What is Change?	381
Forces for Change	381
External Forces	381
Internal Forces	382
The Manager as Change Agent	383
MANAGING FROM A GLOBAL PERSPECTIVE: The Global Economy Intensifies the Need for Change	383
Two Different Views on the Change Process	383
The "Calm Waters" Metaphor	384
The "White-Water Rapids" Metaphor	384
Putting the Two Views in Perspective	385
THE CHANGING FACE OF MANAGEMENT PRACTICE: The Increasing Need for the Agent of Revolutionary Change	386
Organizational Inertia and Resistance to Change	386
Resistance to Change	386
Techniques for Reducing Resistance	387
Techniques for Managing Change	388
Changing Structure	389
Changing Technology	389
Changing People	390
Contemporary Issues in Managing Change	392
Changing Organizational Cultures	392
Implementing TQM	394
MANAGERS WHO MADE A DIFFERENCE: Jan Timmer at Philips Electronics	395
Handling Employee Stress	396
Stimulating Innovation	398
Creativity Versus Innovation	399
Fostering Innovation	399
ETHICAL DILEMMAS IN MANAGEMENT: What Would You Do If You Had Details on a Competitor's Trade Secret?	400
Human Resource Variables	401
Summary	402
Review Questions	402
Discussion Questions	403
Self-Assessment Exercise: How Ready Are You For Managing in a Turbulent World?	403
For Your Immediate Action: Carter's Family Stores: An Oklahoma Tradition	405
CASE APPLICATION: Wang Labs vs. Hewlett-Packard: Contrasting Approaches to Change	406

**VIDEO CASE: Daddy Track: Corporate Response to Changing Roles** 407

**INTEGRATIVE EXERCISE FOR PART IV: Organization Charts** 408

**INTEGRATIVE CASE FOR PART IV: Saturn Corporation: Is It a Success?** 410

## **PART FIVE LEADING**

---



### **CHAPTER 14 Foundations of Behavior** 413

---

**Toward Explaining and Predicting Behavior** 415

Goals of Organizational Behavior 416

**Attitudes** 416

Attitudes and Consistency 417

Cognitive Dissonance Theory 417

Attitude Surveys 418

The Satisfaction-Productivity Controversy 419

**MANAGERS WHO MADE A DIFFERENCE: J.W. Kisling at Multiplex, Inc.** 420

Implications for Managers 420

**Personality** 421

Predicting Behavior from Personality Traits 421

Matching Personalities and Jobs 423

Implications for Managers 424

**MANAGING FROM A GLOBAL PERSPECTIVE: Dominant Personality Attributes Should Vary Across National Cultures** 425

**Perception** 425

Factors Influencing Perception 425

Attribution Theory 426

Frequently Used Shortcuts in Judging Others 428

Implications for Managers 428

**Learning** 428

Shaping: A Managerial Tool 431

Implications for Managers 431

**ETHICAL DILEMMAS IN MANAGEMENT: Is Shaping Behavior a Form of Manipulative Control?** 432

**Summary** 432

**Review Questions** 433

**Discussion Questions** 433

**Self-Assessment Exercise: Who Controls Your Life?** 433

**For Your Immediate Action: Palomino Publishers** 435

**CASE APPLICATION: Lettuce Entertain You Enterprises Inc.** 436

**VIDEO CASE: Are There Individual Differences Between Men and Women?** 437

### **CHAPTER 15 Understanding Groups and Teamwork** 439

---

**Understanding Group Behavior** 441

What is a Group? 441

Why People Join Groups 442

Stages of Group Development 443

Basic Group Concepts 445

**ETHICAL DILEMMAS IN MANAGEMENT: Should Managers Agree With Their Boss When They Don't?** 448

**Toward Understanding Work Group Behavior** 449

**Turning Groups Into Effective Teams** 451

Why Use Teams? 451

**MANAGERS WHO MADE A DIFFERENCE: G. Glenn Gardner at Chrysler Corporation** 452

Characteristics of Effective Teams 453

**MANAGING FROM A GLOBAL PERSPECTIVE: Organizing Work Around Teams: A Global Analysis** 455

Teams and TQM 456

**Summary** 458

**Review Questions** 458

**Discussion Questions** 459

**Self-Assessment Exercise: How Trustworthy Are You?** 459

**For Your Immediate Action: The Ann Arbor News Herald** 460

**CASE APPLICATION: The San Diego Zoo** 461

**VIDEO CASE: Self-Managed Work Teams at Rockwell Tactical Systems** 462

### **CHAPTER 16 Motivating Employees** 463

---

**What is Motivation?** 465

**Early Theories of Motivation** 466