

THE MANAGEMENT CHALLENGE



JAMES M. HIGGINS

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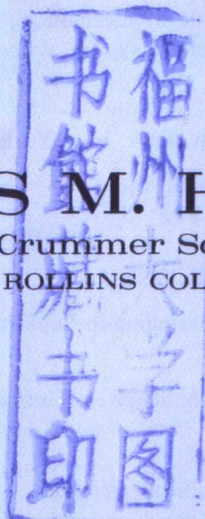
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THE MANAGEMENT CHALLENGE

An Introduction to Management

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*This book is dedicated to Charles Stewart
and Lee Marcott, colleagues in this adventure.*

Preface

The decade of the 1990s will be more challenging to managers than any decade that has preceded it. Only by being prepared for the challenges they will face can managers hope to manage effectively.

When I first began this project in the fall of 1986, there were several very good introductory management texts in the market. Several more have come into the marketplace since then. But now, as in 1986, these books generally have three major weaknesses: they do not focus on the changing nature of management; they do not take a creative problem-solving perspective; and their chapters present collections of theories rather than an integrated approach to the subject in question. **The Management Challenge** was written to address these perceived weaknesses in the available textbooks.

The five key features of this book are:

1. Its focus on the changing nature of management in response to ten management challenges in the internal and external managerial environments.
2. The problem-solving aspect of the managerial process, both for the individual manager and as a part of his or her role in aiding the creative problem-solving efforts of others.
3. The integration of various theories into models for the major subject areas helps students to understand how different approaches to management fit together.
4. The pedagogical elements of each chapter were chosen to support the learning process and include such features as learning objectives, boxed **Management Challenges** and **Global Management Challenges**, summaries, discussion questions, and cases.
5. The instructor's task is facilitated by the availability of an outstanding Supplements Package including an **Annotated Instructor's Edition**, which has a wealth of teaching notes in the margin and also indicates when audiovisual materials are available for use with the text. These instructional aids include overhead transparencies and one video segment per chapter.

I believe that this text stands alone among management books for what it can offer the student and the instructor. It provides the student with a means to understand the changing nature of management in the hectic decade we are in. It offers the instructor the added dimension of improving his or her teaching effectiveness. A brief look at the end-of-book References will convince the reader of the currency and academic soundness of the material presented here. In addition, the book has been praised by reviewers for its clarity, interesting themes, and overall success in conveying the wealth of information that comprises the study of management. Every effort was made to design and illustrate the book to encourage the reader to read further. Both the drawings and the photographs were carefully chosen to closely complement the text and to make the book inviting to look at.

In the following sections we will take a closer look at the five key features listed above and the benefits they provide teacher and student alike.

The Changing Nature of Management

Ten challenges facing management are identified in the first chapter and reappear as themes throughout the text.

1. As they occur in each chapter, they are identified by a symbol in the text margin to indicate that one of these ten challenges has relevance to the point being made. Traditional theories and approaches to management are presented, but how they are changing and will have to change in future are identified.
2. At the end of each chapter the challenges that are discussed and possible solutions to these challenges are listed.
3. Focusing on these challenges, the student not only learns the basics of management but how management is changing, and can be expected to change further in the future.

The Focus on the Problem-Solving (Decision-Making) Processes

Research and experience clearly show that the primary function of a manager is to creatively solve problems and/or facilitate the creative problem-solving efforts of others, principally subordinates. This text demonstrates that concept in several different ways:

1. Each chapter on the functions of management is presented from the viewpoint of how a manager would make decisions.
2. Problem solving is covered early in the text in Chapter Three so that the student understands how the decision process occurs and how the presentations of the following chapters are related to the basic model of decision making.
3. At the end of most chapters, especially those discussing the functions of management—planning, leading, organizing, and controlling—the standard decision-making model presented in Chapter Three is displayed with the contents from each chapter as they relate to the basic decision-making model. This helps the student understand how the material from that chapter relates to problem solving.
4. Each chapter contains two to five **Management Challenges** and one **Global Management Challenge**. These boxes describe a company's problem situation and the efforts they undertook to solve that problem. In most cases these are well-known companies such as General Motors, IBM, Apple Computer, Xerox, Toyota, and Philips, among others.

Integrative Models of the Management Functions

In many of the chapters, for example those on problem solving, strategy, motivation, communication, leadership, human resource management group processes, organizing and operations management, integrative models of those processes are presented. These models reveal how the major theories and approaches discussed in that chapter fit together so that the student will achieve a higher level of understanding than might otherwise be possible. The chapters are not merely collections of theories, but rather offer an integration of theories in that subject area.

Chapter Pedagogy

Each chapter has been carefully designed to provide students with a maximum number of learning experiences.

1. Each chapter opens with a set of **Chapter Objectives** and a **Chapter Outline**.
2. This is followed by a boxed opening **vignette** on some well-known company and its efforts to solve a management problem.
3. Two opening **quotations** from well-known people help focus attention on the content or importance of the chapter.
4. Each chapter contains two to five **Management Challenges** and one **Global Management Challenge**, which highlight problem-solving efforts by managers at companies both domestic and international.
5. Most chapters are constructed around a **model** so that students understand how the various theories and approaches work in an integrated way.
6. Marginal notes refer back to the boxed opening vignettes and demonstrate how that opening case can be related to the points under discussion.
7. Each chapter closes with:
 - a. A **Summary** that provides a brief review of the chapter organized to reflect the list of **Chapter Objectives**.
 - b. A list of **discussion questions** called **Thinking About Management**.
 - c. Two **cases**: The **Case** describes well-known companies' attempts to resolve typical problems encountered by modern managers and organizations. The second case—**Managers at Work**—features individual managers on the job and encourages students to consider their own course of action, given the same situation.
 - d. Finally, an **exercise**, called **Manage Yourself**, helps students understand how the chapter contents may apply to them personally.
8. **Marginal symbols** are used to identify when a management challenge is being discussed in the chapter.

The Supplements Package

The supplements package has been carefully prepared to aid the instructor teaching the course and the student in mastering the material. All of the supplements have been written and carefully reviewed to ensure consistency with the text and to conform to the highest standards of quality. A description of each of the student supplements in the package follows. A list of the instructor supplements is also provided.

Student Supplements

The **Study Guide** was prepared by Marcia Kurzynski of Cleveland State University. For each of the 23 chapters and 7 parts there are introductions, chapter objectives, outlines, and summaries. Key terms and concepts are highlighted. A variety of test questions allow students to test their understanding of the material. These include fill-in, true/false, multiple-choice, matching, and discussion questions. An Answer Key is provided.

The **Experiential Exercises** were prepared by Daniel James Rowley, University of Northern Colorado. At least four experiential exercises have been created for each chapter that help students develop problem-solving skills in real-life scenarios. Each activity includes the amount of time needed to complete the activity, the type of experience (group or individual), materials needed, an exercise objective, and discussion questions. An **Experiential Exercise Instructor's Manual** has been prepared by Daniel Rowley, which contains objectives and possible answers for each activity.

The **Software Cluster** has been created by Eugene Calvasina and Lee Barton, Auburn University at Montgomery, Alabama. This software program was designed to take a managerial problem-solving simulation and divide it into steps so that students are introduced slowly to concepts and do not become overwhelmed. It walks students through the decision-making process and demonstrates how one decision interrelates to another. The **Software Cluster** consists of the **Management Simulation**; the **Student Manual**, which contains exercises and the learning objectives covered; and the **Instructor's Manual**, which includes teaching objectives and solutions.

Instructor Supplements

An integrated **Annotated Instructor's Edition** (AIE) has been prepared for instructors' use. It includes many marginal annotations in each chapter that are designed to aid the instructor in preparing for class presentations. In addition, whenever overhead transparencies or videotapes are available to accompany the text, they are pointed out in the AIE. A small pink video symbol indicates that a video segment is linked to the chapter, challenge, or case. A pink notation for "Transparency Overhead" indicates that this figure or table is available as an overhead.

The **Instructor's Lecture Manual/Resource Guide** was prepared by Gene Burton, California State University, Fresno. Sample course outlines are provided as well as chapter-by-chapter lecture outlines and teaching notes. Teaching resources include chapter objectives, overviews, key terms, lecture outlines, chapter summaries, discussion questions and answers, case summaries, and suggested term paper topics. Selected audiovisual materials and software are recommended. All the material in this Guide has been written specifically for it and is in addition to the teaching annotations in the AIE.

The **Test Bank** was prepared by Garth Coombs, University of Colorado at Boulder and Gene Burton, California State University, Fresno. It contains over 4,000 test questions with a minimum of 170 questions per chapter. There are three types of questions: multiple-choice, true/false, and essay. One-half of the questions are terminology/concept-oriented and one-half are applied/comprehensive/integrative. The **Test Bank** has been critically reviewed to ensure accuracy and is offered in two forms—a printed **Test Bank** and **MTS (Macmillan Testing Software)**.

MTS Computerized Testing System enables you to create, build, edit, style, and print flawlessly structured tests for your individual classes. MTS is available for IBM-PC, XT, AT, PS/2, or compatibles.

Macmillan Grader is a computerized grading system that can assist in managing student grades and reports. Convenient and time-saving print-outs can be produced for important recordkeeping.

A **Transparency Pack** of 150 overheads is available that reproduces many of the figures from the text. They were selected for their importance in complementing lecture content and are sequenced as they appear in the book. A number of transparencies were created specifically for this pack and provide additional teaching resources. The **Transparency Pack** is available free to adopters of the book.

A **Slide Package** of 150 color slides have been prepared to accompany the text. The slide set is available free to adopters of the book.

The educational **Video Package** has been edited and a **Video Guide** prepared by Trudy Verser, Western Michigan University. Each chapter of the book is accompanied by a seven- to ten-minute videotape that has been chosen, in most cases, to match one of the boxed opening vignettes, **Management Challenges**, **Global Management Challenges**, or cases described in that chapter. The companies featured in the videos are all well-known companies or organizations, such as 3M, Exxon, Chrysler, NASA, Volvo, Toyota, Xerox, McDonnell Douglas, Milliken, NCR, Federal Express, and many others. These videos are introduced by John McVay, Vice President for Football Operations of the San Francisco 49ers, arguably the best-managed of all the professional football franchises. McVay provides keen insight into the changing nature of management in general, and with respect to the 49ers, in his brief introductions to the videos.

Here is a complete listing by chapter of the videos available for **The Management Challenge**:

1. Apple Computer: MacWorld '88 Expo
2. 3M: Practical Dreamers
3. Fort Wayne, Indiana
4. Exxon: Cleaning Up the Valdez Oil Spill
5. Manufacturers Hanover: Geoserve
6. Baldor: The New Baldor Story
7. Intel: The Microcomputer Company
8. Chrysler: The Turnaround
9. NASA: Return to Space
10. Volvo: At the Torsland and Kalmar Plants
11. Toyota: Quality People
12. Eaton: The Eaton Philosophy
13. Xerox: The Malcolm Baldrige Award
14. AAL: Self-managing Work Teams
15. Morehouse College
16. McDonnell Douglas: The Chairman's Quarterly Report
17. Milliken: The Malcolm Baldrige Award
18. NCR: Awareness Program
19. Federal Express: Setting the Pace for the '90s
20. Allen Bradley: Computer Integrated Manufacturing
21. GE: Serving the World
22. Speech by Stew Leonard: Entrepreneur
23. 3M: Our World Tomorrow

Acknowledgments

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Many companies, individual managers, and students have served as examples throughout the book. Most have been shown striving to be better managers, and thereby serve as role models for other aspiring managers. Their efforts are to be noted and commended.

James M. Higgins
Winter Park, Florida
August 1990

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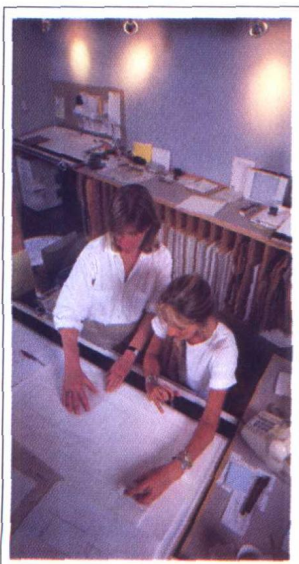
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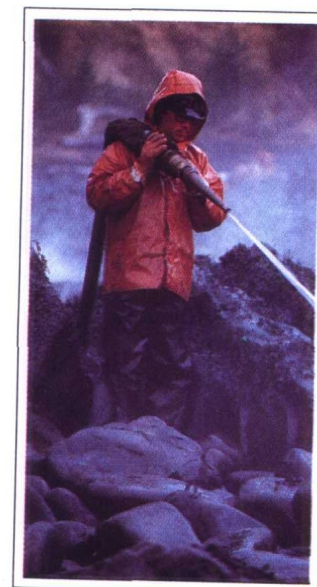
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