

# BASIC MANAGEMENT

---

## an experience-based approach

---

Revised Edition

Bracey · Sanford · Quick



# **Basic management**

An experience-based approach

HYLER BRACEY

and

AUBREY SANFORD  
The Atlanta Consulting Group

JAMES C. QUICK  
Department of Management  
The University of Texas at Arlington

1981



Revised edition

**BUSINESS PUBLICATIONS, INC.** Plano, Texas 75075  
Irwin-Dorsey Limited Georgetown, Ontario L7G 4B3

© BUSINESS PUBLICATIONS, INC., 1977 and 1981

*All rights reserved.* No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher.

ISBN 0-256-02572-X

Library of Congress Catalog Card No. 80-68033

*Printed in the United States of America*

1 2 3 4 5 6 7 8 9 0 SD 8 7 6 5 4 3 2 1

# Introduction

*... the manager's effectiveness is significantly  
influenced by his insight into his own work.\**

This book deals with management in general and the basic management process in particular. It is in some important ways like most other management books and in other ways like no other management book. It is similar to most other books on management in that it has the overall objective of developing and improving skills which increase managerial effectiveness. And like most other books on the subject, it attempts to achieve this objective by helping develop a better understanding of the management process and its functions.

The approach is unlike most other management books in that it focuses on the real world management situations faced by most managers rather than the situations faced primarily by high level corporate executives. Many books dealing with the management process are concerned primarily with high level management in large organizations. We believe that these books are, for the most part, not helpful in the situations in which most managers find themselves. While it is true that high level executives and supervisors are all managers performing the same basic management process, the problems, concerns, and activities of the two groups are entirely different. The great majority of managers are not concerned with developing long-run corporate strategy, nor with how the entire organization should be structured. They are more concerned with planning and getting out next week's or next month's work. We have tried to make this book both understandable and helpful to the great majority of managers.

The second important way in which this book differs from other books on management is that it focuses on developing skill through experience. We have found that managerial effectiveness at any level depends on skills which can be developed. Most books concentrate primarily on learning *about* management. The unique aspect of this book is that it provides the opportunity to learn new concepts of management and to gain experience in their use in a classroom setting.

## THE PROCESS OF SKILL DEVELOPMENT

The development of managerial skill is essentially a process of learning new knowledge (ideas, information, concepts, as well as techniques and skills) and then learning through experience to apply the new knowledge and skills. Figure 1 illustrates the process of skill development. It is, in fact, a circular process; it can begin at any place in the cycle.

\*Henry Mintzberg, "The Manager's Job: Folklore and Fact," *Harvard Business Review*, 53 (July-August 1975), p. 60.

**FIGURE 1**  
**Process of skill development**



For the sake of explanation, we can assume that the process starts with the learning of new knowledge about the process of management—what it is, what its major parts are, and how the parts fit together. While such knowledge is potentially valuable, it is of little value until it can be put into practice, and this must be learned through experience. The second stage of skill development, then, involves application of this knowledge in practical situations. This is really where true skill and ability begin to develop. The things you learn in this book will be of little value until you consciously try to use them in a practical situation. Rarely, however, are people able to apply newly acquired knowledge very effectively the first few times that they try. If you are to truly improve your skill in application, you must learn from your experience. Learning from experience requires conscious reflection on that experience—it means asking and answering questions such as the following: *What happened and why; What was good and why; What was bad and why; and What could I have done differently?* From such reflection, true understanding can develop, and with it, skill. Additionally, new knowledge about the management process itself is generated from the experience, thus completing the cycle. This new knowledge again is tested through experience and the cycle continues.

It is this cycle which must be followed to develop your managerial skill and improve your managerial effectiveness. There are opportunities built into the book to allow you to practice and learn through experience to apply the ideas and concepts presented. The responsibility for learning and development rests squarely on you. No one can develop your skills for you.

## THE APPROACH OF THIS BOOK

This book has the following four specific objectives:

1. Enhance awareness of the impact of management practices on achieving desired results.
2. Broaden understanding of the managerial process.
3. Improve skills in planning, organizing, directing, and controlling.
4. Further develop leadership, motivation, and teamwork skills.

To achieve these objectives, 21 “learning units” (chapters or sections) have been organized into the five major sections of the book. These major sections deal with introductory



management materials, planning, organizing, directing, and controlling. Each section and each unit is complete enough to be used independently of the others. Therefore, the learning units can be used selectively to emphasize one or more of the four objectives. In addition, two appendixes have been included for optional use. The first appendix is an integrative exercise which provides the student with the opportunity to synthesize the earlier learnings in planning, organizing, directing, and controlling. The second appendix is a production management option which may be used to strengthen Units 9, 12, and 18 for more operations or production-oriented students.

Each of the topic areas—communication, group behavior, planning, organizing, directing, and controlling—are covered by units which contain both text material and classroom experience in managing. The pattern of learning for each of the topics begins with an experience designed to increase awareness of the importance of the topic. Next, individual prework and in-class teamwork designed to increase understanding of important concepts, ideas, and approaches is done. At times, this is followed by an additional classroom experience associated with the topic to provide the opportunity to apply learnings and improve skills in the area. Thus, each of the learning units associated with each topic provides the opportunity to experience managerial concepts.

Each learning unit includes the following sections:

**GOALS:**

A short statement of the learning goals of the unit.

**PREWORK ASSIGNMENT:**

A statement of what needs to be done by each person before starting a work session. This typically involves reading the materials in the unit and for some units, answering multiple choice questions to be used in the learning work session. Doing the prework before the session is important for the greatest learning to occur.

**SESSION INTRODUCTION:**

A brief explanation of the concepts to be covered in the work session.

**SESSION OVERVIEW:**

A brief explanation of what is going to take place during the work session.

**STEPS:**

Detailed instructions for each part of the work session.

This experience-based approach to learning has been very rewarding and exciting to us. Its effectiveness in developing managers far exceeds anything else we have tried, or witnessed, to date. We sincerely hope that your experience with this book is rewarding. The response to the first edition was very gratifying, and we trust that the improvements in this edition will be beneficial for those continuing to use the book.

**Hyer Bracey  
Aubrey Sanford  
Jim Quick**

# Acknowledgments

We would like to express our appreciation to the many people who used the first edition of this book and provided us with several improvement ideas. We hope that we have done justice to the ideas and suggestions which they have made. In addition to these valuable contributions for revision, this new edition would not have been possible without the efforts of a number of people.

We would like to thank the following people who helped revise the prework questions at the end of the cognitive units: David Allison, Ann Breazeale, Hollis Brown, and Sherry Hartman-Burr. We are grateful to Randall Budd for developing questions, proofing text pages, contributing to the instructor's manual, and generally enhancing the quality of this revision.

We are grateful to Michele Bock for her long hours of revision typing, cutting, and fitting the manuscript together into a cohesive whole. We thank Burley Walker for his comments and suggestions on selected aspects of this manuscript.

We would like to thank John M. Ivancevich, Cullen Chair and Professor of Organizational Behavior and Management at the University of Houston, for his comments on this revised edition of *Basic Management*.

We would like to thank Dr. Stanley A. Brooking, Department of Management, College of Business, University of Southern Mississippi, for writing Appendix B ("Production Management") to this revision. This appendix should strengthen and broaden the use of this book.

Special thanks go to James Francis Quick and Olva Fuller Faust Quick. They gave the junior author his first exposure to management. After retiring from Boise-Cascade as a sales executive, the junior author's dad has gone on to a retirement career as a management consultant and district chairman for the Upstate New York SCORE chapter. His dad is not the only "manager" in the home, however. His mother managed assorted fund drives and church committees over the years. He is grateful for the many learnings which they have shared with him about managing organizations.

Thanks go to Sunny from the junior author for her supportiveness, inquisitiveness, and nurturance during the process of revising this book. She does not always understand his love of teaching, writing, and exercising—but she listened, laughed, and cared through his first book-writing project.

Much of what follows that is good is attributable to the people mentioned above. We take sole responsibility for that which is incorrect or inadequate.

*H. B.*  
*A. S.*  
*J. Q.*

# Contents

## INTRODUCTORY SECTION

UNIT 1.	Orientation . . . . .	3
UNIT 2.	Understanding the management process . . . . . Reading, prework, and small group discussion of management and management process.	7
UNIT 3.	Understanding motivation and behavior . . . . . Reading, prework, and small group discussion of motivation and behavior concepts.	25
UNIT 4.	Understanding communication . . . . . Reading, prework, and small group discussion to learn communication concepts; structured experience to improve communication skills.	43
UNIT 5.	Understanding group behavior . . . . . Reading, prework, and small group discussion to learn basic concepts in group development and decision making processes.	61

## PLANNING SECTION

UNIT 6.	Goal-setting experience—constructing a microwave tower . . . . . Structured experience in which participants work individually, in dyads, and in groups to practice goal setting and goal attainment activities.	81
UNIT 7.	Understanding the planning function . . . . . Reading, prework, and structured small group discussion of planning concepts.	87
UNIT 8.	Planning experience—international office building . . . . . Structured experience in which participants have the opportunity to plan and carry out a task to learn the impact of planning on results.	111



## ORGANIZING SECTION

UNIT 9.	Production organization simulation—shipping containers . . . . .	117
	Structured experience in which participants plan and organize a firm that will later (Unit 18) actually produce a product.	
UNIT 10.	Understanding the organizing function . . . . .	125
	Reading, prework, and small group discussion of organizing concepts.	
UNIT 11.	Understanding job design . . . . .	149
	Reading, prework, and small group discussion of job design concepts.	
UNIT 12.	Organizing experience—redesigning jobs . . . . .	165
	Structured experience in which participants redesign jobs in the firm which was organized in Unit 9.	

## DIRECTING SECTION

UNIT 13.	Directing experience—pattern assembly . . . . .	171
	Structured experience in which participants direct, and are directed by others, in the performance of a task.	
UNIT 14.	Understanding the directing function . . . . .	175
	Reading, prework, and small group discussion of directing process.	
UNIT 15.	Directing experience—coaching, counseling, and problem solving . . . . .	189
	Structured experience in which all participants have the opportunity to try to help others solve a real problem.	
UNIT 16.	Understanding leadership . . . . .	193
	Reading, prework, and small group discussion of directing process and leadership concept.	
UNIT 17.	Feedback on leadership style . . . . .	213
	Instrument which provides feedback on participants' leadership styles.	

## CONTROLLING SECTION

UNIT 18.	Production organization simulation—shipping containers (continued) . . . .	221
	Structured experience which allows participants to experience motivation and commitment to job and organization.	
UNIT 19.	Control experience—the branch office . . . . .	225
	Structured experience which allows participants to experience the control function of management.	

UNIT 20. Understanding the control function . . . . .	229
Cognitive material, prework, and small group discussion of control concepts.	
UNIT 21. Control experience—performance review . . . . .	245
Role-playing experience where participants have the opportunity to review the performance of others and have their own performance reviewed.	

## APPENDIXES

APPENDIX A. Integrating the management function . . . . .	255
A comprehensive structured experience designed to help participants integrate their learnings associated with each of the management functions and help focus development goals for future appreciation.	
APPENDIX B. Production management . . . . .	259
Reading regarding production operations with options for enhancing Units 9 and 18 for quantitatively oriented students.	
Index . . . . .	287
Construction materials for Units 9, 18, and Appendix A . . . . .	291
Construction materials for Units 6, 8, and 13 . . . . .	385

## Introductory section

The introductory material provides the student with the basic materials which are instrumental for the later text and exercise content. Five units of material are contained in this section of the book.

**Unit 1: Orientation**

**Unit 2: Understanding the management process**

**Unit 3: Understanding motivation and behavior**

**Unit 4: Understanding communication**

**Unit 5: Understanding group behavior**



## Orientation

### GOALS

1. Form into work groups.
2. Get acquainted with team members.
3. Become oriented to the program.

### PREWORK ASSIGNMENT

None.

### SESSION INTRODUCTION

This session will involve you in operating as a member of a team. During this work session, you will have the opportunity to get to know your team members. Later, an orientation and introduction to the program will be given.

### SESSION OVERVIEW

- Step 1: Form into teams (5 min.).
- Step 2: Interview a partner (10 min.).
- Step 3: Introduce your partner to the team (15 min.).
- Step 4: Getting acquainted with the instructor (15 min. optional).
- Step 5: Orientation to the program (10-30 min.).
- Step 6: Self-evaluation and individual learnings.

#### **Step 1: Form into teams (5 min.)**

(Teams are formed by the instructor.)

#### **Step 2: Interview a partner (10 min.)**

This program is conducted differently in that you will be working together to learn various concepts and to develop management skills. During the program, you will be working with the members in your team. Your ability to work together and learn from each other will be enhanced if you get to know each other quickly. Consequently, we are going to do a get-acquainted activity in a little unusual way; and, during this "get-acquainted," you're going to have the opportunity to work on your interviewing and listening skills.

You need to join one other person in your group whom you know the least. (In case of odd numbers, form one triad.)

(After pairs are formed:)

To work on your interviewing skills during the next 10 minutes, you and your partner are to interview each other and really get to know one another (5 minutes for each partner interview). Your job is to really push yourself to get to know your partner because later on you will introduce your partner to the other members of your team. It is okay to ask such questions as: Where were you born? How many children do you have? and so forth, but it is important that you go beyond the more superficial information and really get to know what kind of person your partner is—what are his or her characteristics? Really push yourself to practice your interviewing skills.

A real important communication skill is active listening. To work on that skill during the interview, no note taking will be allowed. So it is important that you really listen for understanding and “stand in the shoes” of the person you are interviewing. You need to remember the key points from the interview so that you will be able to introduce your partner to the members of your team later on.

If you are the person being interviewed, don't volunteer any information; make the other person work to get to know you. Be open and honest, but just respond to the questions they ask and don't volunteer information.

### **Step 3: Introduce your partner to the team (15 min.)**

You now will introduce your partner to the other members of your team. Each person is to volunteer his or her partner in 1 or 2 minutes. When you volunteer, stand behind your partner, and it is helpful if you put your hands on his shoulders and introduce the person by speaking as if you were him. So you would start the introduction with, I am (your partner's name). (I...) Continue to speak as if you are your partner for the remainder of the introduction.

If you're being introduced, just listen to the information and impressions your partner picked up from you. Remain silent while you're being introduced and after the introduction, you may add or clear up any matters that you wish.

If you are one of the team members listening to the introduction, it is important that you do two things. One is to actively listen, trying to get to know your other team members. You will be working with them during the program, and it is important that you know each other so that you can work together and learn from each other. The other job you have is to help enforce the ground rules. If someone does not speak as the other person, in the spirit of being helpful, remind them of the ground rules.

When all team members have been introduced, the team may ask each other questions, talk about reactions to the experience, and so forth. Since different teams will finish at different times, take responsibility to utilize any extra time you have in a productive way.

### **Step 4: Getting acquainted with your instructor (15 min.—optional)**

### **Step 5: Orientation to the program (10-30 min.)**

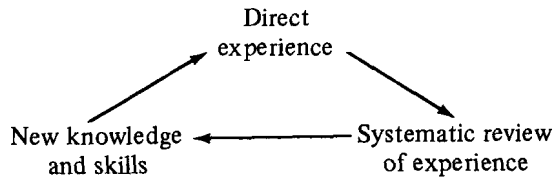
#### **A. Goals of the program.**

1. Enhance awareness of the impact of management practices on results.
2. Broaden understanding of the management process.



3. Increase skills in planning, organizing, directing, and controlling.
4. Further develop leadership, motivation, and teamwork skills.

**B. Learning model.**



**C. Norms to be followed in your work/study group.**

1. Participation.
2. Responsibility.
3. Openness.
4. Experimentation.
5. Focus on useful skills.

**D. Administrivia.**

**Step 6: Self-evaluation and individual learnings**

Spend some “alone” time and think about what occurred during the last experience. Focus in on two or three things that affected you or that seemed significant to you. These may be positive or negative elements of the experience. What learnings can you draw from this reflection and what does this mean to you? Don’t be concerned about what you ought to have learned but rather focus on what you did learn and what it means to you.

Based on your reflection over the experience, complete the following statements several times:

1. I learned that . . .
  
  
  
  
  
  
  
  
  
  
2. I learned that I . . .
  
  
  
  
  
  
  
  
  
  
3. I can apply my learnings by . . .



# Understanding the management process

## GOALS

1. Create an understanding of the overall managerial process.
2. Increase awareness of the communication process.

## PREWORK ASSIGNMENT

Read the following material on “Management—an overview” for understanding. Answer the 10 prework questions at the end of the material.

## MANAGEMENT—AN OVERVIEW

*Managers, executives, and administrators are responsible for the proper use of enormous resources, both human and material—their decisions, their power, and their leadership have vital consequences for society as a whole.<sup>1</sup>*

This reading is intended to be an overview of and introduction to management. Consequently, the remainder of this reading is devoted to identifying the role of management in organizations, introducing the concepts of management process and managerial effectiveness. The information is organized under the following three topic headings:

Management in organizations.

The nature of management.

Managerial effectiveness.

Each topic is discussed in detail.

## MANAGEMENT IN ORGANIZATIONS

*Managing and management* are terms which are familiar to almost everyone, but both terms tend to be used rather loosely in practice. People speak of managing time, managing

<sup>1</sup> Rosalind C. Barnett and Renatu Tagiuri, “What Young People Think About Managers,” *Harvard Business Review* (May-June 1973), p. 106.