



Essentials of

Management

TWELFTH EDITION

Andrew J. DuBrin

About the Author



Andrew J. DuBrin is Professor Emeritus of Management in the Saunders College of Business at the Rochester Institute of Technology, where he taught courses and conducted research in management, organizational behavior, leadership, and career management. He has also served as department chairman and team leader in previous years. He received his PhD in industrial psychology from Michigan State University. DuBrin has business experience in human

resource management and has consulted with organizations and individuals. DuBrin is an established author of textbooks, scholarly books, and trade books, and he also contributes to professional journals, online media, and podcasts. He has written textbooks on management, leadership, organizational behavior, human relations, human resource management, negotiation and conflict resolution, and human relations. His scholarly books include the subjects of impression management, narcissism in the workplace, the proactive personality, and crisis leadership. His trade books cover many management issues, including leadership humility, charisma, team play, office politics, and overcoming career self-sabotage.

Essentials of Management 12e

Essentials of Management is written for newcomers to the field of management and for experienced managers seeking updated information and a review of the fundamentals. The book is also written for the many professionals and technical people who work closely with managers and who take their turn at performing some management work. An example would be the member of a cross-functional team who is expected to have the perspective of a general manager.

Based on extensive research about curriculum needs, the design of *Essentials of Management* addresses itself to the needs of introductory management courses and supervision courses offered in educational settings. Previous editions of the text were used in the study of management in colleges and universities, as well as in career schools in such diverse programs as hospitality and tourism management, and nursing. The book can also be used as a basic resource for management courses that rely heavily on lecture notes, PowerPoint presentations, and videos rather than an encyclopedia-like text.

Framework of the Book

Chapters 1–3 present an introduction to management. Chapters 4–6 address the subject of planning. Chapters 7–9 focus on organizing, culture, and staffing. Chapters 10–13, on leading, deal directly with the manager’s role in influencing group members. Chapters 14 and 15, on controlling, each deal with an important part of keeping performance in line with expectations. The final chapter in the text, Chapter 16, describes how personal effectiveness can be increased by developing better work habits and time management skills and keeping stress under control.

Brief Table of Contents

Part One: Introduction to Management

- Chapter 1 The Manager’s Job
- Chapter 2 Ethics and Corporate Social Responsibility
- Chapter 3 International Management and Cultural Diversity

Part Two: Planning

- Chapter 4 Essentials of Planning and Strategy
- Chapter 5 Decision-Making, Creativity, and Innovation
- Chapter 6 Quantitative Techniques for Problem-Solving and Decision-Making

Part Three: Organizing

- Chapter 7 Job Design and Arranging Work
- Chapter 8 Organization Structure, Culture, and Change
- Chapter 9 Human Resource and Talent Management

Part Four: Leading

- Chapter 10 Leadership in Organizations
- Chapter 11 Motivation
- Chapter 12 Individual and Organizational Communication
- Chapter 13 Teams, Groups, and Teamwork

Part Five: Controlling

- Chapter 14 Essentials of Controlling
- Chapter 15 Managing Substandard Performers

Part Six: Managing for Personal Effectiveness

- Chapter 16 Enhancing Personal Productivity and Managing Stress

Assumptions Underlying the Book

The approach to synthesizing knowledge for this book is based on the following four assumptions:

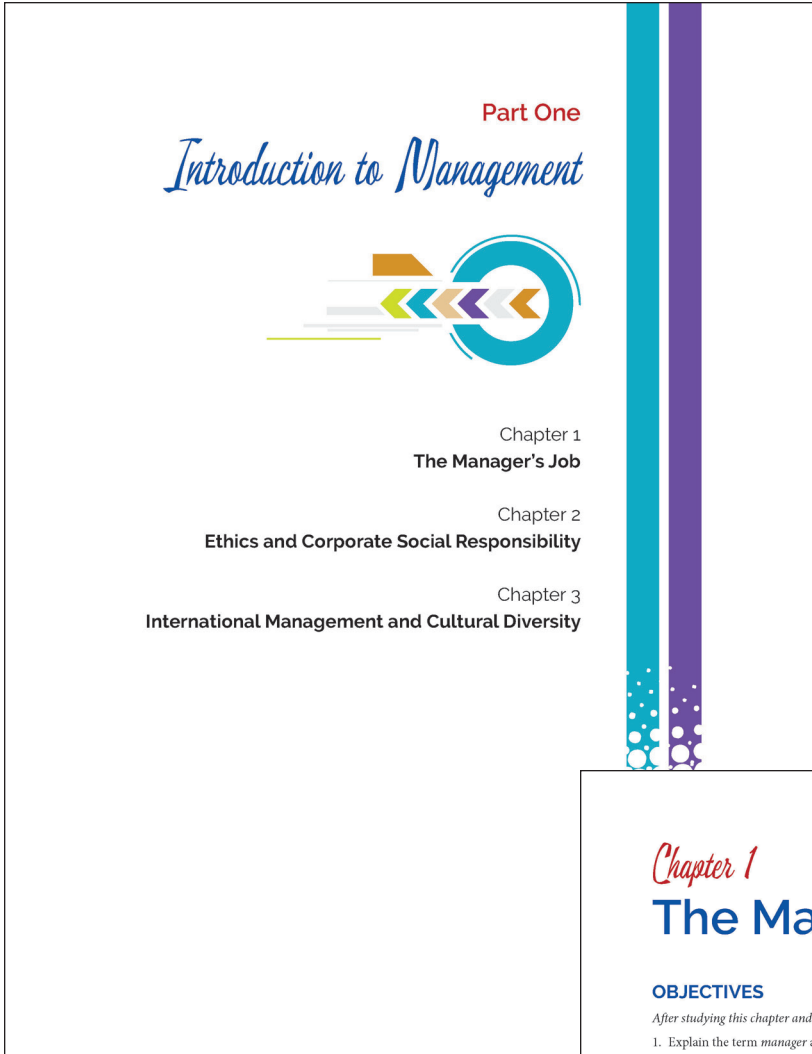
1. A strong demand exists for practical and valid information about solutions to managerial problems. The information in this text reflects the author's orientation toward translating research findings, theory, and experience into a form useful to both the student and the practitioner.
2. Managers and professionals need both interpersonal and analytical skills to meet their day-to-day responsibilities. Although this book concentrates on managing people, it also provides ample information about such topics as decision-making, job design, organization structure, communication technology, budgeting, and inventory management.
3. The study of management should emphasize a variety of large, medium, and small work settings, as well as profit and not-for-profit organizations. Many management students, for example, intend to become small-business owners. Examples and cases in this book therefore reflect diverse work settings, including retail and service firms.
4. Introductory management textbooks tend to become unrealistically comprehensive. Many introductory texts today are more than 800 pages long. Such texts overwhelm students who attempt to assimilate this knowledge in a single quarter or semester. The goal with *Essentials of Management* was to develop a text that realistically — in terms of time and amount of information — introduces the study of management. Also, this text is not merely a condensation of a larger text, but a concise and comprehensive treatment of management since the first edition.

New to the Twelfth Edition

The twelfth edition is an updating of the eleventh edition. A brief listing of the changes in this new edition is as follows:

- All sixteen chapters contain new information where appropriate, and many older research findings and several topics of lesser interest today have been deleted.
- New examples are added throughout the sixteen chapters.
- Nineteen of the thirty-two end-of-chapter cases are new.
- Twelve of the chapter-opening cases are new.
- Thirteen *Management in Action* boxes are new, with two updated with new developments.
- There is one new end-of-chapter exercise called *Management Now: Online Skill-Building Exercise*. These exercises will encourage students to use the Internet to obtain up-to-the-minute information, ideas, and applications directly related to each chapter's topic.
- Eight of the skill-building exercises are new.

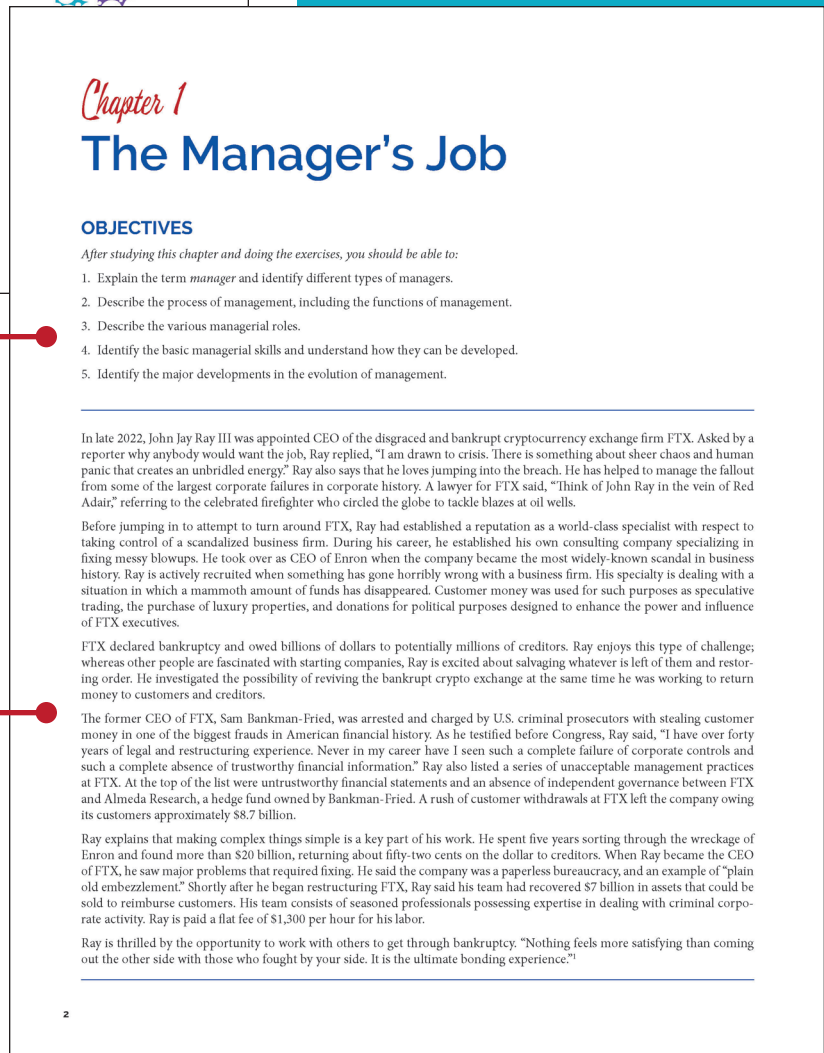
sample pages from chapter 1



part opener — the book is divided into six comprehensive parts, each covering a different aspect of management. Each part opener lists the chapters comprised therein.

learning outcomes coordinate the contents of each chapter; they preview the major topics and are integrated into the text by indicating which major topics relate to the objectives

an **opening case** example illustrates a major topic to be covered in the chapter



sample pages from chapter 1

management in action

this feature presents a portrait of how specific individuals or organizations practice an aspect of management covered in this chapter

12 Part 1 Introduction to Management

Figure 1-4 gives you the opportunity to relate managerial roles to yourself, even if you are not currently working as a manager.

Figure 1-4: My Managerial Role Analysis

Here is an opportunity for you to think through your current level of skill or potential ability to perform managerial roles already described. Each role will be listed with a brief reminder of one or more activities you could carry out now, or something for which you will need. For those activities you check as "capable of doing it now," jot down an example of your success. For those activities you check as "capable of doing it now" for Role 5, staffing coordinator, might have written: "I was in charge of hiring and training servers to work in the restaurant where I worked as an assistant manager."

Few readers of this book will have had experience in carrying out most of these roles. So, relate the specific roles to any management experience you may have had, including full-time work, part-time work, volunteer work, clubs, committees, and sports.

Managerial Role	Capable of Doing It Now	Need Preparation and Experience
1 <i>Strategic planner</i> : Set direction for others based on external environment.	<input type="checkbox"/>	<input type="checkbox"/>
2 <i>Operational planner</i> : Plan for running the organization or the unit.	<input type="checkbox"/>	<input type="checkbox"/>
3 <i>Organizer</i> : Design jobs for group members and clarify assignments.	<input type="checkbox"/>	<input type="checkbox"/>
4 <i>Liaison</i> : Develop and maintain network of work-related contacts.	<input type="checkbox"/>	<input type="checkbox"/>
5 <i>Staffing coordinator</i> : Recruit, hire, train, evaluate, and fire group members.	<input type="checkbox"/>	<input type="checkbox"/>
6 <i>Resource allocator</i> : Divide resources to help get job done.	<input type="checkbox"/>	<input type="checkbox"/>
7 <i>Task delegator</i> : Assign tasks to group members.	<input type="checkbox"/>	<input type="checkbox"/>
8 <i>Motivator and coach</i> : Recognize achievements, encourage, give feedback and advice.	<input type="checkbox"/>	<input type="checkbox"/>
9 <i>Figurehead</i> : Engage in ceremonial activities and represent the group to outsiders.	<input type="checkbox"/>	<input type="checkbox"/>
10 <i>Spokesperson</i> : Answer inquiries and report information about the group to outsiders.	<input type="checkbox"/>	<input type="checkbox"/>
11 <i>Negotiator</i> : Make deals with others for needed resources.	<input type="checkbox"/>	<input type="checkbox"/>
12 <i>Team builder</i> : Contribute to group morale, hold meetings to encourage members to talk about accomplishments and concerns.	<input type="checkbox"/>	<input type="checkbox"/>
13 <i>Team player</i> : Correct conduct, cooperate with others, and be loyal.	<input type="checkbox"/>	<input type="checkbox"/>
14 <i>Inclusion facilitator</i> : Make everyone feel welcome.	<input type="checkbox"/>	<input type="checkbox"/>
15 <i>Technical problem-solver</i> : Help group members solve technical problems; perform individual contributor tasks.	<input type="checkbox"/>	<input type="checkbox"/>
16 <i>Entrepreneur</i> : Suggest innovative ideas and further business activity of the group; search for new undertakings for the group.	<input type="checkbox"/>	<input type="checkbox"/>
17 <i>Monitor</i> : Measure performance and productivity, and review progress on tasks.	<input type="checkbox"/>	<input type="checkbox"/>
18 <i>Disturbance handler</i> : Resolve problems and complaints.	<input type="checkbox"/>	<input type="checkbox"/>

Interpretation: The more of the eighteen roles you are ready to perform, the more ready you are to function as a manager or to perform managerial work. Your study of management will facilitate carrying out more of these roles effectively.

Political skill should be regarded as a supplement to job competence and the other basic skills. Managers who overemphasize political skill at the expense of doing work of substance focus too much on pleasing company insiders and advancing their own careers. Too much time invested in office politics takes time away from dealing with customer problems and improving productivity, and often leads to mistrust from peers and subordinates.

Diagnostic Skill

Managers are frequently called on to investigate a problem and then to decide on and implement a remedy. Diagnostic skill often requires other skills because managers need to use technical, human, conceptual, or political skills to solve the problems they diagnose. Much of the potential excitement in a manager's job centers on getting to the root of problems and recommending solutions. An office supervisor, for example, might attempt to understand why productivity has not increased in his office despite the installation of the latest office technology.

The accompanying *Management in Action* insert feature illustrates some of the management roles and skills described in this chapter.

Management in Action

Progressive Insurance CEO Tricia Griffith Achieves Impressive Results

Tricia Griffith has been CEO of Progressive Insurance since 2016, having joined the company twenty-eight years previously as an entry-level claims representative. The Progressive Corporation is the nation's third-largest provider of automobile insurance behind Geico and State Farm. The company also insures motorcycles, boats, and RVs, and provides home insurance through select partners. Progressive also provides insurance in Australia.

Over the years, Griffith held several leadership positions, including chief human resources officer, president of claims, president of customer operations, and personal lines chief operating officer. During her tenure as CEO, Griffith has led Progressive to historic growth. Much of the growth was the result of Griffith's strategic approach to increase the company's book of business by bundling home and automobile insurance. Progressive has gained substantial market share with the bundling approach to insurance sales. Under Griffith's leadership, customers in the segment of bundled insurance have grown from 400,000 to well over 1 million. The classic TV commercials with likable "Flo" also contributed to the surge in the sale of Progressive policies.

Griffith's business acumen, or knowledge of the insurance business, has been a major contributor to Progressive's continuing growth in sales and profits. Yet many employees attribute much of the company's success to Griffith's approachable and authentic leadership style. She places a premium on creating a diverse and inclusive environment for all employees, with an emphasis on diverse teams working together smoothly. According to a recent *Wall Street Journal* survey, Progressive was the top-rated company for diversity and inclusion.

Griffith also speaks frequently about the importance of bringing the whole self to work. (The term refers to being able to express your true identity, or bringing all the components of what makes you who you are to the workplace.) She also says that, "If you're not yourself, you can't be a truly great leader."

Griffith emphasizes compromise to facilitate a team working together smoothly. When an employee asked her what advice she would give to an aspiring business executive, Griffith said, "Focus on the job you're doing now. You will get noticed." She also says that she likes to set "audacious goals" to rally the company around key projects and trigger targeted investments.

"We are constantly reviewing our processes to identify areas where we can learn and improve," Griffith said regarding innovation in the insurance industry.

Griffith holds a Bachelor of Arts degree from Illinois State University and participated in the Advanced Management Program at the Wharton School of Business, University of Pennsylvania.

QUESTIONS

1. Which management roles can you identify that Griffith has occupied?
2. Which management skills does Griffith appear to possess?
3. What do you think of Griffith's career advice for getting ahead in the corporate world?

Original story based on facts and observations in the following sources: "Tricia Griffith, President & CEO, The Progressive," *Forbes*, accessed 2023, <https://www.forbes.com/profile/tricia-griffith/sh=65ad6805901>; "Tricia Griffith, President and CEO, The Progressive Corporation," *Business Roundtable*, accessed 2023, <https://www.businessroundtable.org/about-us/members/tricia-griffith-president-and-ceo-the-progressive-corporation/>; "Progressive CEO: Tricia Griffith," *CEO*, North America, accessed October 9, 2023, <https://ceo-na.com/execute-interviews/a-progressive-business-woman/>; Eben Shapiro, "Progressive CEO Tricia Griffith on the Nation's 'Sophisticated' Political Leaders and the Durability of Fiat," *Time*, August 16, 2020, <https://time.com/5879739/progressive-tricia-griffith-political-leaders-ft-adc/>; "Tricia Griffith, President & Chief Executive Officer," *Progressive*, accessed 2023, <https://www.progressive.com/about/leadership/>; "Tricia Griffith, President and CEO, Progressive," *Fortune*, November 2020, p. 71.

figures — these include tables, infographics, and self-assessment quizzes which aid in the comprehension of information in the text

Questions

Here, as in other chapters, groups or individuals can analyze the questions and cases. We strongly recommend using some small-group discussion to enhance learning.

1. In addition to a paid job, where else might a person develop managerial experience?
2. In recent years, many employers seek out technically trained job candidates who also have studied management. What advantages do you think employers see in a technical person studying management?
3. Why does being a C-level manager carry so much prestige?
4. To what extent is the owner and operator of a food truck (a restaurant that serves food from a truck) a manager?
5. During weather emergencies, such as a severe ice storm, some companies send out an alert that only "essential" employees should report to work. Explain why managers should or should not stay home on such emergency days.
6. Why might evidence-based management make an organization more competitive?
7. Describe any way in which your life has been changed by AI so far.

Skill-Building Exercise 1-A: Identifying Managerial Roles

Interview a manager at any level in any organization, including a retail store or restaurant. Determine which of the eighteen managerial roles the manager you interview thinks apply to his or her job. Find out which one or two roles the manager thinks are the most important. Be ready to discuss your findings in class. You can often gain insight into which roles the

manager emphasizes by asking about challenges the manager faces. For example, when asked about the biggest challenges in her job, a restaurant manager might say, "Turnover is a monster problem. It's so hard to find good servers who stick around for at least a year." The manager's comments indicate the organizing function.

Skill-Building Exercise 1-B: Managerial Skills of Athletic Coaches

The key managerial skills described in this chapter apply to managers in all fields. To help visualize these skills in action, individually or as a group, identify these skills as used by a coach during the next week. Perhaps you can watch a coach in person, on television, or read a news report. Find a good example for each of the five skills and jot down the basis for your answer. To help point you in the right direction, consider the following example a student might furnish: "Last night I was watching a college basketball game on television. The score was tied with ten seconds to go, and a timeout was called. With the five players in the game in a huddle, the coach got out his clipboard and diagrammed a play using Xs, Os, and a marker. The play worked, and the team won in the final second. I would say the coach was using technical skill because he dug into the details of how to win."

For which skills was it easiest to find an example? For which skill was it the most difficult? What conclusions can you draw about the managerial skills of athletic coaches?

- Technical Skill _____
- Interpersonal Skill _____
- Conceptual Skill _____
- Political Skill _____
- Diagnostic Skill _____

Management Now – Online Skill-Building Exercise: What Kind of Technology Skills

As explained in the chapter section *Five Key Managerial Skills*, managers need technical skills along with other skills. To dig further into this conclusion, conduct an informal investigation. Go to the career section of several of your favorite companies, but do not choose only high-technology firms. Look

under openings for managerial qualifications needed. What technology skills? How encouraging with respect to your own skill

case problems

located at the end of each chapter, can be used to synthesize the chapter concepts and simulate the practice of management

sample pages from chapter 1

questions — at the end of each chapter assist learning by encouraging the reader to think about some of the major and minor topics presented in the chapter

skill-building exercises appear at the end of each chapter

Case Problem 1-A

Lindsay Wants to Cash In on Her Degree in Business Management

Twenty-three-year-old Lindsay recently graduated from college with a bachelor's degree in business management. She has taken a few months' pause from conducting a job search for two key reasons. One reason is that Lindsay has been working with her parents to settle the estate of her paternal grandparents. Lindsay received \$500,000 as her share of the estate. Another reason for the pause is that Lindsay thinks she needs time to decide on a career path.

Lindsay has an uncle named Corey who is an HR specialist with an interest in career planning and development. He asked Lindsay about the career possibilities she was pondering. Lindsay said, "One possibility is to join a large business corporation, perhaps as a marketing or logistics assistant. I would then put a lot of energy and dedication into my work and hope to climb the career ladder, maybe becoming a vice president by age thirty-five. I know that the idea of staying with one company and climbing the career ladder makes me seem like I am living in the 1960s. But big corporations still exist, and loyalty to your employer still counts for something in today's world."

Corey said to Lindsay, "Your logic is sound, but let's hear about the other career options you are evaluating."

Lindsay replied, "As you know, Uncle Corey, I just inherited \$500,000 from Dad's parents. I have been reading *Entrepreneur* magazine carefully and have looked at some of the cool franchise options you could get with that much money. A few of my favorites are a tax preparation firm, a travel agency for exotic voyages, a pet grooming service, and a math tutoring center. As a franchise owner, I would be my own boss, and have a business plan and strategy all laid out to start. But of course, I would no longer have \$500,000 in my bank or investment account."

With a quizzical facial expression, Corey said, "You certainly have a grab bag of potential franchises in mind, but you do seem concerned about parting with your inheritance. What is your next career option?"

Lindsay told her uncle, "I was also thinking of starting a small business, and only use about one-half of my inheritance as seed money. I would start small, working out of the basement in our house. I haven't moved out because I am not working yet. I am tentatively thinking about setting up an event planning business. I would help people plan events such as weddings, office parties, and family reunions."

Corey responded, "Lindsay, I think you would have to conduct careful market research to find out if there is enough demand for such a service to earn you a living. What other career paths do you have in mind?"

"Glad you asked," said Lindsay. "I am thinking seriously about joining a small company in the high-tech field. Maybe even a startup. I could fit in as maybe the administrative officer or the marketing specialist. If I helped the firm prosper, I would become a principal in the firm within two years. Maybe I would get stock options that would pay off in the future. I could subsidize the small salary I would receive by using returns from my inheritance."

Corey said, "Lindsay, it sounds like you want to make good use of your college degree, but more planning is required. Let's have lunch in thirty days to continue our discussion."

CASE QUESTIONS

1. What relevance does the story about Lindsay and her uncle have for a student taking an introductory course in management?
2. What type of research should Lindsay conduct to choose one of the four options she describes?
3. Based on your intuition and knowledge of business management, how realistic is Lindsay's career planning (or thinking about career possibilities)?
4. What does Lindsay's situation say about the utility of majoring in business management?

instructional resources

Essentials of Management is accompanied by comprehensive instructional support materials.

- **Instructor's Manual with Test Bank.** The instructor's manual provides resources to increase the teaching and learning value of *Essentials of Management*. For each chapter, the manual provides a statement of purpose and scope, outline and lecture notes, lecture topics, comments on the end-of-chapter questions and activities, responses to case questions, and an experiential exercise. The test bank contains 25 multiple-choice questions, up to 25 true/false questions, and five essay questions. The test bank is also available in a computerized format at www.wessexlearning.com.
- **PowerPoint Slides.** A set of more than PowerPoint slides accompanies the text. This slide package is designed for easy classroom use and includes reproductions of many of the figures found in the text.

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