Brief Contents

Preface 00
Acknowledgments 00
About the Authors 00

Part One Introduction to Management and Organizations 2
  Chapter 1: Introduction to Management and Organizations 2
  Supplement 1: Small and Medium-Sized Enterprises and Organizations 22
  Chapter 2: Environmental Constraints on Managers 32
  Video case incidents 64

Part Two Planning 66
  Chapter 3: Planning and Strategic Management 66
  Chapter 4: Decision Making 100
  Video case incidents 136

Part Three Organizing 138
  Chapter 5: Organizational Structure and Design 138
  Chapter 6: Communication and Information Technology 166
  Chapter 7: Human Resource Management 194
  Video case incidents 230

Part Four Leading 232
  Chapter 8: Leadership 232
  Chapter 9: Motivating Employees 264
  Chapter 10: Understanding Groups and Teams 294
  Video case incidents 322

Part Five Controlling 324
  Chapter 11: Foundations of Control 324
  Chapter 12: Managing Change 360
  Video case incidents 390

Endnotes 408
Glossary 410
Subject Index and Name and Organization Index 456
List of Canadian Companies, by Province 463
List of International Companies, by Country 465
Photo Credits 469
# Contents

Preface x  
Acknowledgments xvii  
About the Authors xviii

## Part 1  Defining the Manager’s Terrain 2

### Chapter 1  Introduction to Management and Organizations 2

- **Who Are Managers?** 4
  - Types of Managers 4

- **What Is Management and What Do Managers Do?** 6
  - Efficiency and Effectiveness 6
  - Management Functions 6
  - Management Roles 8
  - Management Skills 10

- **What Is an Organization?** 11
  - The Size of Organizations 12
  - The Types of Organizations 12

- **Why Study Management?** 13
  - The Universality of Management 14
  - The Reality of Work 14
  - Self-Employment 15

### Review and Apply

- Summary of Learning Objectives 00  
- Snapshot Summary 00  
- MyManagementLab Learning Resources 00  
- Interpret What You Have Read 00  
- Apply What You Have Learned 00  
- Develop Your Management Skills 00  
- Team Exercises 00  
- Business Cases 00

### Supplement 1: History of Management Trends 22

- **Historical Background of Management** 23

- **Scientific Management** 23
  - Important Contributions 23

- **The Quantitative Approach** 27
  - Important Contributions 27
  - How Do Today’s Managers Use the Quantitative Approach? 27

- **Organizational Behaviour** 27
  - Early Advocates 27

- **The Systems Approach** 29
  - The Systems Approach and Managers 29
  - The Contingency Approach and Managers 30

- **Summarizing Management Theory** 31

### Chapter 2  Environmental Constraints on Managers 32

- **The Manager: How Much Control?** 34

- **The External Environment** 35
  - The Specific Environment 36
  - The General Environment 37

- **Understanding the Global Environment** 40
  - Global Trade 41
  - The Cultural Environment 42

- **Doing Business Globally** 44
  - Different Types of International Organizations 45
  - How Organizations Go Global 46

- **How the Environment Affects Managers** 48
  - Assessing Environmental Uncertainty 48

### Review and Apply

- Summary of Learning Objectives 00  
- Snapshot Summary 00  
- MyManagementLab Learning Resources 00  
- Interpret What You Have Read 00  
- Apply What You Have Learned 00  
- Develop Your Management Skills 00  
- Team Exercises 00  
- Business Cases 00

### Management Case Incident

- Continuing Case: Starbucks 60

### video case incidents

- Mountain Equipment Co-op 65

## Part 2  Planning 66

### Chapter 3  Planning and Strategic Management 66

- **What Is Planning?** 67
  - Purposes of Planning 68
  - Planning and Performance 69
How Do Managers Plan? 69
  Approaches to Establishing Goals 69
  Steps in Goal Setting 71
  Developing Plans 71
  Criticisms of Planning 74

Organizational Strategy: Choosing a Niche 76
  Step 1: Identify the Organization’s Current Mission, Goals, and Strategies 76
  Step 2: Do an Internal Analysis 77
  Step 3: Do an External Analysis 79
  Step 4: Formulate Strategies 80
  Step 5: Implement Strategies 81
  Step 6: Evaluate Results 81

Types of Organizational Strategies 81
  Corporate Strategy 82
  Business Strategy 85
  Functional Strategy 90

Quality as a Competitive Advantage 90
  How Can Benchmarking Help Promote Quality? 90
  What Is the ISO 9000 Series? 90
  How Can Attaining Six Sigma Signify Quality? 91

Review and Apply
  Summary of Learning Objectives 00
  Snapshot Summary 00
  MyManagementLab Summary 00
  Interpret What You Have Read 00
  Apply What You Have Learned 00
  Develop Your Management Skills 00
  Team Exercises 00
  Business Cases 00

Chapter 4 Decision Making 100

The Decision-Making Process 101
  Step 1: Identify a Problem 102
  Step 2: Identify Decision Criteria 102
  Step 3: Allocate Weights to Criteria 103
  Step 4: Develop Alternatives 104
  Step 5: Analyze Alternatives 104
  Step 6: Select an Alternative 105
  Step 7: Implement the Alternative 105
  Step 8: Evaluate Decision Effectiveness 106

The Manager as Decision Maker 106
  Making Decisions: Rationality, Bounded Rationality, and Intuition 107
  Types of Problems and Decisions 109
  Decision-Making Conditions 111
  Decision-Making Styles 112
  Group Decision Making 114
  Individual vs. Group Decision Making 115
  Decision-Making Biases and Errors 115

Ethics, Corporate Social Responsibility, and Decision Making 117
  Four Views of Ethics 118
  Improving Ethical Behaviour 119
  Corporate Social Responsibility 120

Review and Apply
  Summary of Learning Objectives 00
  Snapshot Summary 00
  MyManagementLab Summary 00
  Interpret What You Have Read 00
  Apply What You Have Learned 00
  Develop Your Management Skills 00
  Team Exercises 00
  Business Cases 00

video case incidents
  Joe Six-Pack and Four Canadian Entrepreneurs 136
  Ben & Jerry’s in Canada 137

Endnotes 408
Glossary 440
Subject Index 451
Name and Organization Index 456
List of Canadian Companies, by Province 463
List of International Companies, by Country 00
Photo Credits 00
Preface

Welcome to the seventh Canadian edition of *Fundamentals of Management*, by Stephen P. Robbins, David A. DeCenzo, Mary Coulter, and Ian Anderson. This edition continues the textbook’s fresh approach to management coverage through

- current and relevant examples
- updated theory
- a new pedagogically sound design

The philosophy behind this revision was to put additional emphasis on the idea that “management is for everyone.” Students who are not managers, or who do not envision themselves as managers, may not always see why studying management is important. We use examples from a variety of settings to help students understand the relevance of studying management to their day-to-day lives.

**CHAPTER PEDAGOGICAL FEATURES**

We have enhanced the seventh Canadian edition through a rich variety of pedagogical features, including the following:

- Learning objectives to guide student learning begin each chapter. These questions are repeated at the start of each major chapter section to reinforce the learning objective.
- An opening case starts the body of the chapter and is threaded throughout the chapter to help students apply a story to the concepts they are learning.
- *Think About It* questions follow the opening case to give students a chance to put themselves in the shoes of managers in various situations.
- Integrated questions (in the form of yellow notes) throughout the chapters help students relate management to their everyday lives.
- *Tips for Managers* boxes provide “take-aways” from the chapter—things that managers and would-be managers can start to put into action right now, based on what they have learned in the chapter.

**CHAPTER 1**

*Introduction to Management and Organizations*

Brian Scudamore was an 18-year-old university student in need of money when he founded Vancouver-based 1-800-GOT-JUNK?, North America’s largest junk-removal service.1 “An inspiration came to me when I was in a McDonald’s drive-through in Vancouver. I saw a beaten-up pickup truck with plywood panels advertising junk pickup and hauling.”

At first, hauling junk was meant to get him through university. However, by the third year of his studies, the business had grown enough that he dropped out of school to manage it full time. Scudamore started his business in 1989 with a $700 pickup truck, but now has over 300 franchises throughout Canada, the United States, Australia, and the United Kingdom. He says he based his business model on Federal Express, which offers on-time service and up-front rates. Drivers wear clean uniforms and drive shiny, clean trucks.

Scudamore learned about business by doing business. He also learned that it is important for managers to involve employees in decision making. As soon as he stopped trying to be the CEO who’s got everything under control, there was an instant shift,” he says. “My managers started seeing me as someone they could disagree with—and that makes all of us stronger.”
END-OF-CHAPTER APPLICATIONS

The entire end-of-chapter section, Review and Apply, provides a wealth of exercises and applications.

- The Summary of Learning Objectives provides responses to the outcome-based questions identified at the beginning of each chapter. Accompanying this feature is a Snapshot Summary box that provides a quick look at the organization of the chapter topics.
- The MyManagementLab Learning Resources table provides a synopsis of all of the tools found on the MyLab.
- Interpret What You Have Read allows students to review their understanding of the chapter content.
- Analyze What You Have Read helps students see the application of theory to management situations.
- Assess Your Skills gives students an opportunity to discover things about themselves, their attitudes, and their personal strengths and weaknesses. Each chapter includes one self-assessment exercise that students can fill out and refers students to the MyManagementLab website where they can access additional interactive self-assessment exercises.
- Practise What You Have Learned lets students apply material to their daily lives as well as to real business situations related to the chapter material, helping them see that planning, leading, organizing, and controlling are useful in one’s day-to-day life too. This feature includes several exercises, such as the ones described below:
  - Dilemma presents an everyday scenario for students to resolve using management tools.
  - Becoming a Manager provides suggestions for students on activities and actions they can do right now to help them prepare to become a manager.
  - Developing Your Diagnostic and Analytical Skills asks students to apply chapter material to analyze a case.
  - Developing Your Interpersonal Skills emphasizes the importance of communication and interaction skills.
  - Team Exercises gives students a chance to work together in groups to solve a management challenge and includes two new exercises: 3BL: The Triple Bottom Line and Be the Consultant. Both of these exercises were added to the seventh Canadian edition in order to increase the sustainability component of the text and to give students more of a hands-on perspective into consulting.
- The Business Cases are decision-focused cases that ask students to determine what they would do if they were in the situation described.

MYMANAGEMENTLAB

An access code to MyManagementLab is included with the textbook Fundamentals of Management. MyManagementLab is an online study tool for students and an online homework and assessment tool for faculty. For the seventh Canadian edition, MyManagementLab resources and features have been specifically tailored by two innovative and experienced Canadian contributors. This new author team has ensured that key chapter concepts are supported by specific and easy-to-navigate online and instructor activities highlighted with icons in the textbook, MyManagementLab, and the Instructor’s Manual.
The new MyManagementLab resources and features are built on an instructor-driven philosophy of presenting activities that challenge students on many different levels of learning. Key MyManagementLab activities have been highlighted in the text using carefully placed icons that link key concepts and examples to corresponding online study and assessment tools. This new framework and set of activities support the established and popular features of MyManagementLab, such as the Personalized Study Plan, Auto-Graded Tests and Assignments, Pearson eText, Glossary Flashcards, Robbins OnLine Learning System (R.O.L.L.S.), the Self-Assessment Library, and much more! Learn more about MyManagementLab at www.pearsoned.ca/mymanagementlab.

For more details about the philosophy and vision for the new textbook, MyManagementLab, and supplement integration strategy, see the MyManagementLab authors’ message below.

A Message from our MyManagementLab Author Team

As instructors who have used Fundamentals of Management over the past several years in our management courses, we are delighted to be involved in the development of the seventh Canadian edition. The world of business affects our lives every day, and “management” will affect the lives of all of us who work for a living. Our goal, therefore, has been to help deliver a text, supplemental materials, and online learning package that will engage students in a positive and direct manner as they build their fundamental knowledge of business in general and management in particular. In addition to viewing the material from the student perspective, we also strove to facilitate the instructor’s use and application of the rich subject material and resources to provide a dynamic, interactive, and enjoyable classroom experience.

As a preamble, we thought it would be helpful to outline the basic assumptions and philosophy underlying our contributions to the Fundamentals of Management text, MyManagementLab, and supplemental materials. First, we know that for most students this course is their introduction to business and to management. For this reason, we approach the subject material with a view to building the student’s knowledge one block at a time. Second, we believe that once students learn the material, they should have an opportunity to “play” with it as they think about it. The interactive nature of MyManagementLab offers the perfect environment within which students may play and learn. Finally, we want to encourage students, as they master the material, to reach into their new “tool kit” to problem solve, and in doing so, understand the relevance of the concepts to both their personal, and eventually, working lives. Again, we are ever mindful of providing the instructor with his or her own tool box for delivering the material in an interesting and engaging manner.

To reinforce our building-block approach, our directives to Interpret, Analyze, and Practise, in alignment with the learning objectives, have been based upon the following pedagogy:

- Comprehension—Interpret What You Have Read
- Application—Analyze What You Have Read
- Synthesis/Evaluation—Practise What You Have Learned

To these ends we have

- Used the learning objectives as our guide in linking chapter content with the MyManagementLab activities and in the preparation of related exercises and activities;
- Prepared activities to complement the in-text cases and exercises, and to encourage students to interpret, analyze, and practise the subject material;
- Indicated which MyManagementLab content is best linked to the textbook by explicitly referencing this material as part of our exercises and activities;
- Identified where and with what material we believe the content icons directing students to Interpret, Analyze, and Practise should be associated in the chapter;
- Prepared directives, located within each chapter, in conjunction with the icons.

We sincerely hope that both student and instructor will find this text and the accompanying supplemental materials to be a practical and enjoyable route to learning and using the fundamental tools of business management.

Amanda Bickell (Kwantlen Polytechnic University) and Floyd Simpkins (St. Clair College)
x | PREFACE

**Study on the Go**

Featured at the end of each chapter, you will find a unique barcode providing access to Study on the Go, an unprecedented mobile integration between text and online content. Students link to Pearson’s unique Study on the Go content directly from their smartphones, allowing them to study whenever and wherever they wish! Go to one of the sites below to see how you can download an app to your smartphone for free. Once the app is installed, your phone will scan the code and link to a website containing Pearson’s Study on the Go content, including the popular study tools Glossary Flashcards, Audio Summaries, and Quizzes, which can be accessed anytime.

*ScanLife*
http://get.scanlife.com/

*NeoReader*
http://get.neoreader.com/

*QuickMark*
http://www.quickmark.com.tw/

**NEW TO THE SEVENTH CANADIAN EDITION**

In addition to the new pedagogical features highlighted on previous pages, we have introduced or revised other learning aids and made significant changes to content.

**Case Program**

This edition offers a variety of cases that can be used in or out of the classroom.

- **End of Chapter Cases**

  At the end of each chapter we offer brief, chapter-specific cases in the *Practice What You Have Learned* and *Business Cases* sections. These cases include a variety of open-ended questions for classroom discussion or small-group assignment.

- **End of Part Cases**

  For more dynamic case presentation, we have provided two video cases at the end of each part, for a total of 10 cases. The cases are based on high quality videos that range in length from 3 to 18 minutes. They focus on several management issues within a part and include a set of all new objectives-based questions. Sandra Wellman (Seneca College) carefully selected the videos and wrote the cases and questions to provide instructors with engaging material for their students. The videos are available on the MyManagementLab and in DVD format (ISBN 978-0-13-511763-7).

- **Management Mini-Cases (MyManagementLab)**

  Hosted within MyManagementLab and tied to each chapter are a set of 12 Management Mini-Cases with associated...
multiple-choice questions. These mini-cases are perfect for assignments, as the students’ results feed directly into the MyManagementLab Gradebook.

- NEW Multi-Chapter Cases (MyManagementLab)

Hosted within MyManagementLab and prepared by the textbook author, Ian Anderson, are three NEW, medium-length, multi-chapter cases for Parts 2 (Planning), 3 (Organizing) and 4 (Leading). Assessments for these multi-chapter cases include online multiple-choice and short-answer questions.

**CHAPTER-BY-CHAPTER HIGHLIGHTS**

Below, we highlight the new material that has been added to this edition.

**Chapter 1**
- Updated opening case on 1-800-GOT-JUNK?
- New end-of-chapter (EOC) material (Be the Consultant, 3BL, Business Cases, heavily revised Dilemma/Becoming a Manager, etc.)

**Supplement 1**
- Brand new supplement on Small and Medium-Sized Enterprises and Organizations

**Chapter 2**
- New opening case on TransCanada and the Keystone Pipeline Project
- Heavily revised The General Environment, with all sub-sections updated plus new material added on environmental conditions
- New EOC material (Be the Consultant, 3BL, Business Cases, etc.)

**Chapter 3**
- New opening case on Maple Leaf Foods
- Criticisms of Planning moved to early in the chapter
- New material on forecasting, contingency planning, scenario planning, and benchmarking
- New exhibit on SWOT Analysis and new material on PESTEL Analysis
- Learning Objective #5 from the sixth Canadian edition (How can quality be a competitive advantage?) and its corresponding chapter material on quality management, ISO 9000, and Six Sigma deleted
- New EOC material (Be the Consultant, 3BL, Business Cases, revised Dilemma/Becoming a Manager, etc.)

**Chapter 4**
- New opening case on Nurse Next Door
- New material on bounded decision making
- New material on employee involvement in decision making
- New EOC material (Be the Consultant, 3BL, Business Cases, etc.)

**Chapter 5**
- Updated opening case on Maple Leaf Sports and Entertainment
- New EOC material (Be the Consultant, 3BL, Business Cases, etc.)

**Chapter 6**
- Updated opening case on Facebook and social networking
- New material on mental models
- New Tips for Mangers box on Communication with Diverse Individuals
- New tips on Receiving Feedback added to Tips for Managers box on Giving Feedback
- Enhanced information on email and instant messaging, and new material on wikis and blogs
- New Tips for Managers box on Getting Started with Social Media
- New material on social media strategies
- New EOC material (Be the Consultant, 3BL, Business Cases, etc.)

**Chapter 7**
- New opening case on the Calgary Chamber of Voluntary Organizations
- Material on organizational change (moved from Chapter 11), demographic trends, and technology added to Human Resource Management Process
- New Exhibit 7-1 on the Human Resource Management Process
- New material on job design added to Human Resource Requirements
- Reduced sub-section on Types of Selection Devices in Staffing the Organization (reviewers found that Exhibit 7-5 sufficiently explained these devices)
- Updated Tips for Managers box, which now covers Behavioural and Situational Questions
- Updated and reorganized Compensation and Rewards—Learning Objective #6 now focuses on how “Total Rewards” motivate employees (this change was well received by reviewers)
- New Learning Objective #7 (What can organizations do to maximize employee relations?)—corresponding chapter sections incorporate some material from the sixth edition section Current Issues in HRM as well as new and updated topics on occupational health and safety, corporate wellness initiatives, sexual harassment, and employee engagement
- New EOC material (Networking, 3BL, Business Cases, revised Becoming a Manager, etc.)
- Note: a primary goals for this chapter was to make it more concise and more relevant to students taking an introductory overview of management (versus an introductory HR course)

**Chapter 8**
- New material on the difference between managers and leaders
- New material on female leaders
● New Tips for Leaders material
● New EOC material (Networking, 3BL, Business Cases, revised Becoming a Manager, etc.)

Chapter 9
● New opening case on Yellow House Events
● New material on four-drive theory (replaces Job Characteristics Model)
● New EOC material (Networking, 3BL, Business Cases, revised Becoming a Manager, etc.)

Chapter 10
● New opening case on Great Little Box Company
● New material on what makes up a team and teamwork
● New material on turning groups into teams
● New EOC material (Networking, 3BL, Business Cases, revised Becoming a Manager, etc.)

Chapter 11
● New opening case on Canadian Curling Association
● New EOC material (Networking, 3BL, Business Cases, revised Becoming a Manager, etc.)

Chapter 12
● New opening case on BP
● New Learning Objective #4 and corresponding section on Common Approaches to Organizational Change
● New EOC material (Be the Consultant, 3BL, revised Becoming a Manager, etc.)

SUPPLEMENTS
For instructors, we have created an outstanding supplements package, conveniently available online through MyManagementLab in the special instructor area and downloadable from our product catalogue at www.pearsoncanada.ca.

● Instructor’s Manual (includes video teaching notes, detailed lecture outlines, and suggestions on how to integrate the MyManagementLab material into your course), prepared by Floyd Simpkins of St. Clair College and Amanda Bickell of Kwantlen Polytechnic University
● PowerPoint Slides, prepared by Floyd Simpkins of St. Clair College and Amanda Bickell of Kwantlen Polytechnic University
● MyTest, prepared by Floyd Simpkins of St. Clair College and Amanda Bickell of Kwantlen Polytechnic University
● Video cases (available in DVD format (ISBN 978-0-13-511763-7) and on the MyManagementLab), prepared by Sandra Wellman of Seneca College

ACKNOWLEDGMENTS
A number of people have worked hard to update and enliven this seventh Canadian edition of Fundamentals of Management. Alexandra Dyer was developmental editor on this project. Her understanding, patience, helpfulness, support, and organizational skills made working on this textbook enjoyable and enriching. She also played a key role in handling many aspects of the editorial work needed during the production process. Nick Durie, acquisitions editor, was very supportive of finding new directions for the textbook. Kathleen McGill, sponsoring editor, continues to be easy to work with on various projects and is always in the author’s corner.

I’d also like to thank project manager Marissa Lok, project editor Rashmi Tickyani, and copy editor Carolyn Zapf, as well as the many others—proofreaders, designers, permissions researchers, marketing and sales representatives—who have all contributed to the transformation of my manuscript into this textbook and seen it delivered into your hands. The Pearson Canada sales team is an exceptional group, and I know they will do everything possible to make the book successful. I continue to appreciate and value their support and interaction, particularly that of Molly Armstrong, my local sales representative.

Thank you to Floyd Simpkins and Amanda Bickell for developing new features and resources in MyManagementLab and making it more integrated with the textbook in this edition, and to Sandra Wellman for selecting and writing the new video cases. Finally, I would like to thank the reviewers of this textbook for their detailed and helpful comments:

J. J. Collins, St. Clair College
Ronald Gallagher, New Brunswick Community College
Cheryl Dowell, Algonquin College
Michael Khan, University of Toronto–Mississauga
Tim Richardson, Seneca College
Allan MacKenzie, Wilfrid Laurier University
Yan Yabar, Red Deer College
Larry Chung, Camosun College
Halinka Szwender, Camosun College
Al Morrison, Camosun College
Karen Stephens, Camosun College
Troy Dunning, Camosun College
Tim Kemp, Camosun College
Nancy Nowlan, Capilano University
Hana Carbert, CMA-BC
Robert Willis, Vancouver Island University
Michael Pearl, Seneca College
Foster Stewart, SAIT
Horatio Morgan, Ryerson University
Michael Hobeck, Nova Scotia Community College

I dedicate this book to my two sons, Shaun and Isaac.

Ian Anderson
August 2012
About the Authors

STEPHEN P. ROBBINS received his Ph.D. from the University of Arizona. He previously worked for the Shell Oil Company and Reynolds Metals Company and 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. He is currently professor emeritus in management at San Diego State.

Dr. Robbins's research interests have focused on conflict, power, and politics in organizations, behavioral decision making, and 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, and The Journal of Management Education.

Dr. Robbins is the world’s best-selling textbook author in the areas of management and organizational behavior. His books have sold more than 5 million copies and have been translated into 20 languages. His books are currently used at more than 1,500 U.S. colleges and universities, as well as hundreds of schools throughout Canada, Latin America, Australia, New Zealand, Asia, and Europe.

Dr. Robbins also participates in masters track competition. Since turning 50 in 1993, he’s won 23 national championships and 14 world titles. He was inducted into the U.S. Masters Track & Field Hall of Fame in 2005 and is currently the world record holder at 100m and 200m for men 65 and over.

DAVID A. DECENZO (Ph.D., West Virginia University) is president of Coastal Carolina University in Conway, South Carolina. In his capacity as president, Dr. DeCenzo is responsible for the overall vision and leadership of the university. He has been at Coastal since 2002 when he took over leadership of the E. Craig Wall Sr. College of Business. Since then, the college established an economics major and developed an MBA program. During that period, student enrollment and faculty positions nearly doubled. The college also established significant internship opportunities locally, nationally, and internationally in major Fortune 100 companies. As provost, Dr. DeCenzo worked with faculty leadership to pass a revised general education core curriculum as well as institute a minimum salary level for the university’s faculty members. Before joining the Coastal faculty in 2002, he served as director of partnership development in the College of Business and Economics at Towson University in Maryland. He is an experienced industry consultant, corporate trainer, and public speaker. Dr. DeCenzo is the author of numerous textbooks that are used widely at colleges and universities throughout the United States and the world.

Dr. DeCenzo and his wife, Terri, have four children and reside in Pawleys Island, South Carolina.

MARY COULTER (Ph.D., University of Arkansas) held different jobs including high school teacher, legal assistant, and city government program planner before completing her graduate work. She has taught at Drury University, the University of Arkansas, Trinity University, and Missouri State University. She is currently professor emeritus of management at Missouri State University. Dr. Coulter’s research interests were focused on competitive strategies for not-for-profit arts organizations and the use of new media in the educational process. Her research on these and other topics has appeared in such journals as International Journal of Business Disciplines, Journal of Business Strategies, Journal of Business Research, Journal of Nonprofit and Public Sector Marketing, and Case Research Journal. In additional to Fundamentals of Management, Dr. Coulter has published other books with
Prentice Hall including Management (with Stephen P. Robbins), Strategic Management in Action, and Entrepreneurship in Action.

When she’s not busy writing, Dr. Coulter enjoys puttering around in her flower gardens, trying new recipes, reading all different types of books, and enjoying many different activities with Ron, Sarah and James, Katie and Matt, and especially with her new granddaughter, Brooklynn. Love ya’my sweet baby girl!

IAN ANDERSON received his Bachelor of Business Administration from the University of Regina, including studies at the University of Ottawa. Before commencing his college teaching career, he was the Director of HR for a large Ottawa-based IT company. Ian is also an HR and Management consultant with Association Management, Consulting & Educational Services (AMCES) and has been actively consulting for more than 25 years. At Algonquin College, Ian is a Professor and Coordinator in Marketing and Management Studies, and coaches students in business case and college marketing competitions.

In Ian’s “other life,” he is a Sommelier and works regularly with Groovy Grapes providing tutored tastings and wine and scotch education. Ian’s parents, Bob and Katharine, are from the Niagara area, and Ian has visited wine regions in Australia, New Zealand, Canada, the United States, Austria, and Germany. Ian has coached hockey and soccer for more than 20 years.